

CYMRAEG



Llywodraeth Cymru  
Welsh Government



# Cymraeg 2050: A million Welsh speakers

Annual report 2021-22

# Cymraeg 2050: A million Welsh speakers, Annual report 2021-22

## 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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## Additional copies

This document is available on the Welsh Government website at [www.gov.wales/welsh-language](http://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)

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## Ministerial foreword

This is the first annual report we have published on our language strategy, [Cymraeg 2050: A million Welsh speakers](#), during this Senedd term. The report refers back to the 2021-22 financial year – a year in which the Government set out its vision for the years ahead. Concurrently, several key strategic documents were published during this period, including:

- the [Programme for Government](#) (June 2021)
- the second [Cymraeg 2050 Work Programme](#) for this Senedd term of 2021-26 (July 2021)
- the [Co-operation Agreement](#) with Plaid Cymru (November 2021)

This report, therefore, looks back at our progress during the year in implementing *Cymraeg 2050* in the context of our new Government, our ambitious vision for our language, our agreement with Plaid Cymru, and our commitments in the Well-being of Future Generations (Wales) Act 2015.

One of the highlights of the year for me personally was an event in Anglesey in February, where I discussed my vision for the Welsh language to mark the sixty years since Saunders Lewis delivered his lecture on the fate of the language in 1962.

It was an opportunity to emphasise that the Welsh language, and the responsibility for acting to protect it, belongs to us all. Everyone has their role: people who live in Welsh communities, people who live in those growth communities where there is potential for the language to grow, our new speakers, those who are re-engaging with the language and those who are thinking of starting to learn afresh. More organisations and public leaders are required to take responsibility for the language. And we as an entire Government will ensure that the Welsh language is considered within the work of each and every team and department across the organisation, always. Alongside this, I want all of us to ask: what more can I do day by day to ensure the prosperity of the language? We know that the Welsh language situation is very different from one place to the next, but I want us to recognise that, together, we have a responsibility to protect and support it in all parts of Wales.

Of course, the world around us continues to change in the wake of the pandemic, leaving the European Union and the cost of living crisis. All of these bring challenges and opportunities to increase the numbers who speak Welsh and, more importantly, who use it on a daily basis.

The pandemic, for example, has continued to affect some of our normal arrangements in terms of collecting and publishing some data again this year. Nevertheless, we have continued with our intention to publish this report as soon as possible after the end of the reporting year, so that the information is up to date. This means that not all datasets for the reporting year are currently available. They will be published in due course, and we will scrutinise them further at that point, and in next year's annual report.

In relation to the lecture on the fate of the language in Anglesey, I talked about the importance of working together and supporting each other. So this report is an ideal opportunity for me to thank all of our partners for their tireless work throughout the year. They have worked together willingly, professionally, diligently and with creativity to support us to make *Cymraeg 2050* a reality.

I also discussed the Welsh language with leaders from outside Wales while chairing a ministerial meeting of the British-Irish Council's Indigenous, Minority and Lesser Used Languages group, focusing on languages and the early years. This meeting was a prelude to an agenda item of the Council Summit which was held some days later with the leaders of the member states at St Fagans. It was great to have the opportunity to discuss our languages at the highest level, actively expand our horizons and take the opportunity to hear and learn from others.

We also continued our strategic policy work in Government by consulting on the [Welsh Language Communities Housing Plan](#) and publishing the [Welsh Language Transmission Policy and use in families](#), and by undertaking intensive preparation for the new 10-year Welsh in Education Strategic Plans (WESPs). Furthermore, [free Welsh lessons were introduced for under-25s](#), and renewed investment was made in the field of [late immersion](#).

Next year's annual report will no doubt discuss our response to the 2021 Census results. We will scrutinise the results and will adjust our targets and ways of working as needed.

With that, I look forward to continuing to co-operate across a broad spectrum to create a prosperous future for the Welsh language and an opportunity for as many people as possible in all parts of the country to enjoy learning and using it more confidently than ever before.

**30 September 2022**

**Jeremy Miles MS**

**Minister for Education and Welsh Language**

## 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 at least 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 2021-22 financial year, this government's first 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

The second *Cymraeg 2050* 5-year Work Programme (for 2021-26) was introduced at the outset of this government, and we report here on the first year of implementation. Action has also been taken in line with the commitments of the new *Programme for Government* and the *Co-operation Agreement* with Plaid Cymru.

## Theme 1: Increasing the number of Welsh speakers

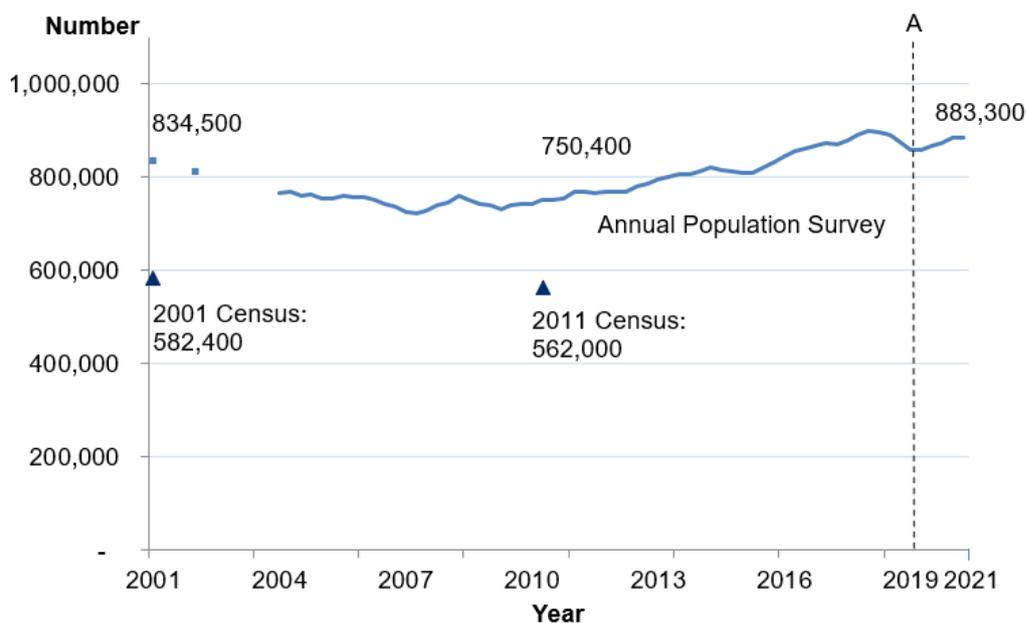
### The current situation – how many people can speak Welsh?

The Census is the source we use to monitor progress towards our target of a million Welsh speakers. The Office for National Statistics (ONS) held the 2021 Census in March 2021. The ONS is expected to publish the 2021 Census results in relation to the Welsh language before the end of 2022. 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, and reviewing our priorities as required as soon as possible.

The 2011 Census stated that 562,000 people aged three and over were able to speak Welsh, or 19.0% of the population.

A census of the population is the key source used to measure the number of Welsh speakers in Wales. But as an Annual Population Survey provides results quarterly, this is a useful source to look at trends in the ability of the population in relation to the Welsh language between censuses.

**Chart 1: Number of people aged three or older able to speak Welsh, 2001 to March 2021**



Source: Annual Population Survey and population census

A: Changed to phone interviews only

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. Data in relation to the year ending on 31 March 2022 is expected to be published during the 2022 autumn term.

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. More information on the differences between the census and the Annual Population Survey is available in a [statistical bulletin](#). The bulletin provides possible reasons why these differences exist, and refers to the differences in the way in which the census and the survey are conducted.

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 who reported that they were 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.

Following Government advice regarding the pandemic, the [Annual Population Survey](#) (as well as all other face to face studies conducted by the Office for National Statistics about people, families and households) was suspended.

From mid-March 2020, the Annual Survey was conducted by telephone only. It must be recognised that changing the way the survey is conducted can affect the results. By comparing those who completed the survey over the phone and those who completed the survey face to face in the period before March 2020, respondents appeared to be more likely to say they were able to speak Welsh when answering the survey over the phone.

At present, it is not possible to tell whether any recent changes in the Welsh language abilities of the population are due to the change in the survey method or actual changes in the Welsh language abilities of the population. Therefore, the results should be interpreted with care.

## **1. Language transmission in the family**

### **National Policy on Welsh Language Transmission and Use in Families**

*Cymraeg 2050* sets out Welsh Government's vision to "secure favourable circumstances... that support language acquisition and use of Welsh language skills". It notes the Government's desire to "see an increase in language transmission in the family, early introduction of Welsh to every child..."

This year we have been working on our [National Policy on Welsh Language Transmission and Use in Families](#) (Transmission Policy) published in January 2021. Activities focus on:

- Inspiring children and young people to speak Welsh with their children in the future.
- Rekindling people's Welsh language skills who may not have used their Welsh since leaving school, or who are lacking in confidence, to speak Welsh with their own children.

- Supporting and encouraging use of Welsh within families where not everybody speaks Welsh.
- Supporting Welsh-speaking families to speak Welsh with their children.

We have been looking at a wide range of interventions with families across the world in areas not related to the Welsh language, for example health, education and safety. Our intention is to collect the best examples with a view to adapting them into practical interventions in this long-term programme.

As part of this work, we have been working with an external company and language planning experts. Workshops were held where we listened to the experiences of health visitors, midwives, Flying Start officers, library officers, Cymraeg for Kids, Mudiad Meithrin and Welsh Government family policy officers. The evidence gathered in this analysis forms the basis of a new project creating interventions involving behavioural science techniques. The result of the work will be to increase language transmission among those families involved in the project.

As well as the Transmission Policy, much work has already been done in this field in Wales, and the policy builds on the work of Twf and Cymraeg for Kids.

We fund a national Cymraeg for Kids scheme to support parents to use Welsh with their children, and to choose Welsh-medium childcare and education. Through a series of free sessions for parents and their children, a network of officers continues to support families to introduce and use Welsh at home, pass the Welsh language on to their children, and support children's linguistic, social and educational development.

Cymraeg for Kids is seen as an important step on the journey towards Welsh education, with many local authorities recognising the programme's contribution in their Welsh in Education Strategic Plans (WESPs).

Following the easing of restrictions introduced as a result of the pandemic, the programme has reintroduced face to face sessions to support parents and their children. However, the virtual support developed during the pandemic continues to be an important part of the expanded support offered through Cymraeg for Kids. During 2021-22, 874 virtual sessions were delivered to nearly 4,700 parents and 4,500 children, and 2,188 face to face sessions were delivered to nearly 13,400 parents and 14,000 children.

As the policy forms the basis of a long-term programme of work, we will scrutinise Welsh language transmission rates in families in light of the results of the 2021 Census and adjust our plans as required accordingly.

### **Language transmission data**

During 2021-22, the results of the 2019-20 Language Use Survey were published. The main points in relation to Welsh at home and in education were as follows:

- Almost three quarters of Welsh speakers came from homes with at least one parent who had at least some ability in Welsh.

- 28% of Welsh speakers came from non-Welsh speaking homes.
- Three quarters of those coming from households without a fluent parent started learning to speak the language at school.
- Welsh speakers were twice as likely to speak Welsh every day if they had at least one parent fluent in Welsh, compared to Welsh speakers who did not have a fluent parent.
- Almost half of Welsh speakers, regardless of ability, received primary education solely or primarily through the medium of Welsh, compared to a third who received secondary education in Welsh.
- Of all Welsh speakers who received secondary education solely or primarily through the medium of Welsh, 92% described themselves as fluent.

## 2. The early years

The *Co-operation Agreement* commits to "expanding free childcare to all two year-olds with a particular focus on providing and strengthening Welsh-medium childcare."

The early years therefore remain one of our priority areas as we work 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 Welsh-medium nursery groups by 2027-28. As part of this target, 43 new Welsh-medium groups were established in the first three years (2018-21), which is more than the target of 40 set. During 2021-22, another 12 groups were established – this forms part of a wider target to open 60 settings during the current Senedd term.

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](#)'.

On 16 March 2022, it was announced that the Flying Start programme would be expanded to 2,500 more children under the age of four as part of the first phase of the extension of high-quality childcare to all two-year olds in Wales, in line with the *Programme for Government*. We will include a further update in our next *Cymraeg 2050* annual report.

[Cwlwm](#) (a consortium of five establishments in the areas of childcare and play) continue to offer support to its members in order to develop Welsh-medium and bilingual capacity across the childcare sector. This includes supporting its members to expand services and ensure they are self-sufficient.

In order to facilitate progression between Cylchoedd Meithrin and Welsh-medium statutory education through Welsh in Education Strategic Plans (WESPs), Mudiad Meithrin has continued to work with authorities and local providers to improve early years Welsh-medium provision. 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 since 2005. Numbers attending Cylchoedd Meithrin between 2018-19 and 2019-20 (Chart 2) decreased, but the latest figures for 2020-21 show an increase. The same pattern was observed for the percentage moving on to Welsh-medium education. It fell from 89.8% to 88.1% between 2018-19 and 2019-20, but increased to 89.3% in 2020-21.

2021-22 data will be available by the end of 2022, and we will include a further update in our next *Cymraeg 2050* annual report.

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.

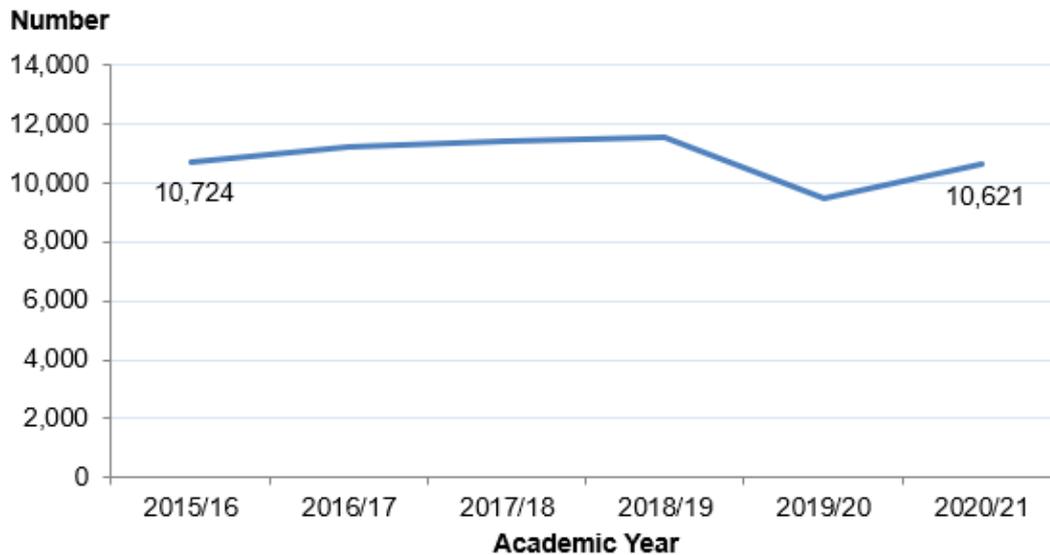
Although the Cylchoedd closed due to COVID-19 restrictions, it is encouraging to note that all have since reopened, and therefore the infrastructure is robust to rebuild back over the next five years.

COVID-19 restrictions also led to Cylchoedd Ti a Fi (baby and toddler groups) being unable to meet and therefore forced to close. With the easing of restrictions, Mudiad Meithrin placed a particular focus on reopening Ti a Fi provision to try to re-establish pre-pandemic levels. To support Mudiad Meithrin to reopen as many Cylchoedd Ti a Fi as possible in a safe manner, we provided them with an additional £50,000 of funding during 2021-22.

In considering this area, it is important that we look at the wider context – the number of children in the general population has been decreasing in recent years.

The 2021/22 data on the number of children attending Cylchoedd Meithrin will be available before Christmas, and we will include a further update in our next *Cymraeg 2050* annual report.

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



Source: Mudiad Meithrin data

During 2021-22, 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 over 50 new nursery groups in areas of need across Wales during the first four years of the expanding provision programme, Set Up and Succeed (SAS).
- Offered training to over 2,300 practitioners and volunteers from Cylchoedd Meithrin across Wales through the Continuous Professional Development programme, 'Academi'.
- Continued to offer apprenticeships in childcare to 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 in line with the new requirements of the 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 received opportunities to develop their Welsh language skills for use 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.

In looking at Welsh-medium early years provision, we must look at the wider context of the Childcare Offer for Wales. This is a scheme that provides 30 hours of early education and childcare in Wales a week, for up to 48 weeks of the year for eligible parents. The offer helps parents to return to work, increase their hours, take up training opportunities to develop their skills, change their careers, start their own businesses, or return to education.

The period from April 2021 to March 2022 has been a challenging one for the wider childcare sector in Wales, as it continues to recover from the impacts of COVID-19. While provision under the Childcare Offer for Wales resumed from September 2020, monthly take-up remained patchy throughout the rest of the 2020-21 financial year. However, it improved into 2021-22, averaging 50% of eligible families across the year for the first time since the full rollout of the Offer in 2019.

By June 2021, 16,330 children were accessing the Offer, with 3,707 (23%) doing so in Welsh-medium settings. This number dropped as we moved into the autumn term, as happens every year, before rising to 15,642 by March 2022. Of those, around 3,935 (25%) were accessing provision in Welsh-medium settings. The most recent evaluation of the Childcare Offer, covering the period September 2020 to August 2021, is available [here](#) and the next evaluation is due in autumn 2022.

Looking across the sector more generally, at the end of March 2022 there were 3,220 active childcare settings registered with Care Inspectorate Wales of which 477 (15%) classed themselves as Welsh-medium and 322 (10%) as bilingual. This compares to 3,499 registered settings in March 2021 of which 495 (14%) were classed as Welsh-medium and 349 (10%) as bilingual. The sector is reporting a significant challenge with recruitment and retention, including in relation to Welsh-medium provision, and work to better understand these challenges and the steps needed to redress them is ongoing. Additional support for the Welsh-medium childcare sector is planned for the 2022-23 financial year.

Looking forward, the updated *Programme for Government* and the *Co-operation Agreement* include a number of commitments in respect of childcare and early years provision, including:

- Fund childcare for more families where parents are in education and training or on the edge of work.
- Deliver a phased expansion of early years provision to include all two year olds, with a particular emphasis on strengthening Welsh-medium provision.
- Continue to support our flagship Flying Start programmes.

Work to progress these commitments is underway, in partnership with local authorities, Cwlwm and the wider childcare sector.

The Welsh Government has continued to provide wider support to the childcare sector throughout 2021-22 with an additional £3.7m in sustainability payments directed via the Children and Community Grant. We have continued to fund Cwlwm, the childcare consortium which includes Mudiad Meithrin, and we invested in the provision of a broad range of Welsh and bilingual activities for children and young people via our £5m Summer of Fun 2021 and the £20m Winter of Wellbeing which

ran from October 2021 to March 2022. Both initiatives provided free activities for children and young people aged 0-25, with activities provided by Mudiad Meithrin, the Urdd and the mentrau iaith.

### **3. Statutory education**

Education is central to our efforts to achieve the goal of increasing the number of Welsh speakers. The *Cymraeg 2050* strategy sets targets for education and the *Cymraeg 2050 Work Programme for 2021-26*, published in July 2021, provides further detail in relation to our targets.

*In the Co-operation Agreement, we have committed to "Introducing a Welsh Language Education Bill, which together with more immediate non-legislative work, will strengthen Welsh in Education Strategic Plans; setting new ambitions and incentives to expand the proportion of the education workforce who can teach and work through the Welsh language; establishing and implementing a single continuum of Welsh language learning; enabling existing schools to move into a higher Welsh language category, and incentivising the increase of Welsh-medium provision in all education settings".*

We report on our progress against targets, indicators and commitments in this section.

#### **Welsh Language Education Bill**

The Bill development is in its early stages. During the reporting year, we considered objectives and policy areas that could form part of the Bill. Work to develop policy options to achieve the objectives will continue over the coming months.

#### **Curriculum and Assessment (Wales) Act 2021**

The purpose of the [Curriculum and Assessment \(Wales\) Act 2021](#) 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 to the Children, Young People and Education Committee 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.

In February 2022, a consultation on a draft Framework was published. The Framework was subsequently further refined by a group of practitioners in response to the feedback on the consultation. The final Framework will be published in the autumn term 2022.

Like the curriculum's cross-curricular Skills frameworks, the Welsh Language Framework for English-medium schools, settings and streams will be available as non-statutory guidance. This will provide additional support to practitioners to

introduce Welsh as part of the Curriculum for Wales, without hindering teachers' creativity or their capacity to make decisions about learning and teaching. This is a framework to support schools in planning, designing and reviewing Welsh in their curriculum. It also signposts where professional learning and support can be found. We are also prioritising the commissioning of new resources to support learning and teaching Welsh in English-medium schools and settings, in line with the recently published [Resources and Supporting materials guide](#).

Qualifications Wales published its decisions in relation to future Welsh language qualifications in March 2022. Qualifications Wales will:

- Combine language and literature and create a new integrated GCSE in Welsh for learners in Welsh-medium and bilingual schools.
- Discontinue GCSE Welsh second language and create a new GCSE for learners in English-medium settings.
- Create a new additional qualification for learners in English-medium settings who are ready to progress further and more quickly in their Welsh language skills.

Qualifications Wales will continue to work with stakeholders to develop minimum qualification requirements for these three qualifications.

To ensure Wales' suite of qualifications are not only suitable to meet learners and employers evolving needs but also to appropriately reflect the Curriculum for Wales, Qualifications Wales are taking forward a review and reform of General Qualifications available to learners aged 14-16. We continue to work closely with Qualifications Wales as they progress phase 3 of this reform programme.

Phase 3 of this work has focussed on stakeholder engagement, with the objective being for Qualifications Wales to co-construct a set of high-level qualifications proposals with a wide range of stakeholders.

Phase 3 commenced late 2021, with detailed work underway to refine draft proposals in readiness for a consultation which is expected to launch October 2022. The intention of that consultation process is for Qualifications Wales to share and test the draft proposals with stakeholders. A key focus being to ensure appropriate alignment and reflection of the Curriculum for Wales and wider Welsh Government policy drivers such as *Cymraeg 2050*.

### **Welsh within the new curriculum**

We published a draft of the curriculum in April 2019 so that stakeholders could provide their feedback. As a result of the feedback given, the curriculum was refined between September and December 2019, and the [Curriculum for Wales framework guidance](#) 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 progression of learners in Welsh.

Progression 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 language learner and language user.

During 2022, National Network Conversations on the Curriculum for Wales have been focused on preparing for the curriculum, curriculum design and progression. 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 forward with the Curriculum for Wales, we will discuss support at Area of Learning and Experience level. This will include conversations on the Welsh 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.

We are working in partnership with Qualifications Wales to develop new qualifications across the curriculum. There will be further consultation on these qualifications as the work progresses.

### **Welsh in Education Strategic Plans (WESPs)**

The [Welsh in Education Strategic Plans \(Wales\) Regulations 2019](#) came into force on 1 January 2020, together with [guidance](#) to support local authorities in their preparations for Welsh-medium provision over the next decade. As a result, local authorities have prepared new, more ambitious schemes that provide opportunities for more learners, including those with additional learning needs, to access Welsh-medium education and learning opportunities.

To support local authorities in preparing their new WESPs (for 2022-32), we ran a virtual WESP Support Programme for them and local members of Welsh in Education Forums. The programme consisted of nine virtual sessions between May and December 2021 and was an opportunity to share best practice, experiences and expertise as well as hear about relevant Government developments. Some 270 attendees took advantage of the programme as a whole.

Following a consultation period in 2021, each local authority submitted a draft WESP for Welsh Ministers to consider and assess at the end of January 2022. All local authorities received feedback on their Plans and we worked with them to support the amending process. All Plans have now been approved and are operational.

Each local authority has committed to its ambitious ten-year targets to increase provision of Welsh-medium education. The plans include a clear emphasis on increasing the number of primary school locations across Wales, with commitments to establish 23 new Welsh primary schools and expand 25 Welsh primary schools

over the next decade.

We want 26% of Year 1 learners to be educated through the medium of Welsh by 2026, increasing to 30% by 2031. These targets correspond to the *Cymraeg 2050* strategy milestones.

The Regulations emphasise the strengthening of partnerships which is essential in implementing WESPs. It is clear from the Plans that this is happening, with many local authorities having established subgroups with partners, and the success of the Plans will be dependent on a variety of factors including collaboration with partners locally, regionally and nationally.

The publication of WESPs is only the first step – we will work closely with local authorities and schools to support them to increase Welsh-medium provision in schools across Wales.

The WESP also touches on the area of teacher recruitment and higher education based on the advice and [recommendations](#) of the WESP Advisory Board. Further information about the Education Workforce can be found [here](#).

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, to 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).

### **School categorisation**

In 2021, a [consultation](#) was held on amended draft non-statutory guidance in relation to 'school categories according to Welsh-medium provision'. The [final guidance](#) was published on 16 December 2021.

Key areas of change include reducing the number of categories defining Welsh language provision in a school to three in the primary sector and three in the secondary sector, all following the same pattern: English-medium (Category 1); Dual language (Category 2) and Welsh-medium (Category 3 and 3P). The percentage of Welsh language provision will now also be calculated based on the school time taken to learn and use Welsh, including both curricular time and extra-curricular time. One of the core principles of the new arrangements is that schools should not offer less Welsh language provision in the future than has been done in the past, whether in terms of curricular or extra-curricular activity.

The categorisation policy is a key mechanism for a number of local authorities to meet their WESP target. Eight local authorities have included an intention to move schools along the continuum within their ten-year WESP, with others committing to adopting the new arrangements as they expand Welsh-medium education provision in new areas within the county.

## **Provision for latecomers**

The [Cymraeg 2050 Work Programme for 2021-2026](#) and the *Programme for Government* include our commitment to expand the Late Immersion Programme to ensure that every newcomer has access to a Welsh-medium education when they need it and wherever they are on their learning journey.

On 14 September 2021, an [investment](#) of £2.2m was announced for the 2021-22 financial year to support Welsh learners undertaking late immersion in schools, and to support the progression of learners in the Welsh language in the light of COVID-19. All local authorities were given the opportunity to apply for a maximum of £100,000 to be spent before the end of March 2022. Strong applications were made by all local authorities, and all were approved in order to support investments facilitating the development or growth of Welsh-medium immersion provision.

Eight local authorities were allocated funding to create their first Welsh language late immersion centres, namely Blaenau Gwent, Bridgend, Caerphilly, Torfaen, Merthyr Tydfil, Neath Port Talbot, Powys, and the Vale of Glamorgan. All local authorities received funding to expand existing late immersion programmes, and as an additional boost for late immersion in Welsh schools following the pandemic.

To build on the success of this funding, enabling all local authorities in Wales to develop their Welsh language late immersion provision, we have committed to a total of £6.6m of additional revenue funding over 3 years (£2.2m confirmed for 2022-23 and indicative for 2023-24 and 2024-25). All local authorities were given the opportunity to apply for funding through a competitive bidding process, and all projects were approved, ready to be implemented from September 2022. This is a great opportunity for all local authorities and their partners to expand their Welsh-medium late immersion provision in their schools and immersion centres.

## **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. The capital projects we will fund will make a significant contribution to Welsh-medium education across Wales. These projects will also promote the Welsh language locally.

The initial Welsh-Medium Capital Grant was established in 2018. A sum of £30 million was allocated for capital projects to drive forward the growth in Welsh-medium education provision. Bids were received in excess of £100m. Additional funding through the childcare capital fund enabled us to support bids with a clear Welsh-medium childcare element, bringing the total amount of funding to £46m. During the first round, LAs were invited to include bids for childcare related projects whether they be standalone or linked to statutory education projects. 46 bids across 20 local authorities were received.

A variety of different projects were approved across Wales during the first round for example:

- New Welsh-medium primaries in Monmouthshire, Merthyr Tydfil and Torfaen (linked to secondary school).
- Expansion of existing Welsh-medium primary provision to cope with demand in e.g., Wrexham, Flintshire, Cardiff, Neath Port Talbot and Caerphilly.
- Provision of Welsh-medium childcare to support early language acquisition and to attract further learners to the Welsh-medium sector in e.g., Rhondda Cynon Taf, Bridgend and Conwy.
- Innovative Welsh language centre in Denbighshire linked to childcare provision and support for Welsh second language learners.
- Support for centres to work with pupils who move to live in Gwynedd and Carmarthenshire.

The majority of the 46 projects across 20 local authorities are well underway with the following eight projects completed:

- Canolfan Iaith Gymraeg, Ysgol Maes y Gwendraeth (Carmarthen)
- Ysgol y Wern (Cardiff)
- Canolfan Iaith Gymraeg – Ysgol Glan Clwyd (Denbighshire)
- YGG Tyle'r Ynn (Neath Port Talbot)
- YGG Cwmllynfell (Neath Port Talbot)
- YGG Llantrisant (Rhondda Cynon Taf)
- Glan-llyn Isa (Urdd site)
- Ysgol Bro Alun (Wrexham)

On 11 March 2021, we announced an additional £30 million to develop Welsh-medium education. The funding is a second tranche of investment from the Welsh-Medium Capital Grant to support capital projects dedicated to supporting and growing the use of the Welsh language in education. This is in addition to the existing allocation announced for Band B of the Sustainable Communities for Learning Programme, formerly known as the 21<sup>st</sup> Century Schools and Colleges Programme.

Of the 51 bids submitted, a list was drawn up of recommended bids based on the funding available. A total of 11 bids across nine local authority areas have been prioritised, with the remaining bids that met the criteria but could not be supported due to limited funds placed on a reserve list. These are the 11 projects prioritised to proceed to the next stage of the business case process:

- Ysgol Gymraeg Bro Ogwr (Bridgend)
- Extension to Ysgol y Creuddyn (Conwy)
- Increased school capacity (Gwynedd)
- Bro Ederm Immersion and ALN (Cardiff)
- New Welsh Language Immersion Centre and new classroom block (Ceredigion)
- New Welsh-medium primary at Bwcle or Mynydd Isa. (Flintshire)
- Porthcawl seedling. (Bridgend)

- Language Centres – phase 2. (Gwynedd)
- Welsh Language Immersion Centre – Ysgol y Strade. (Carmarthenshire)
- Ysgol Caer Elen – increased capacity (Pembrokeshire)
- Ysgol ID Hooson – increased capacity. (Wrexham)

A business case submission has been received from Conwy (extension to Ysgol y Creuddyn) and from Bridgend (Ysgol Gymraeg Bro Ogwr). Both projects have since been approved and received their grant award letters during August 2022. The Welsh-medium capital grant funding cycle commenced in 2022-23 and will complete during 2025-26. We expect to see the remainder of the proposals being submitted during this funding cycle.

During 2019, capital funding was also allocated to the Urdd to renovate and upgrade the camp centres to enhance the experience of visitors – all contributing to our target to double daily use of Welsh.

The renovation, modernisation and development of Glan-llyn camp centre, and the Calon y Gwersyll project in Llangrannog, has now been completed. Glan-llyn Isa (the Urdd's first self-catering accommodation) opened in spring 2021 and 82 courses were held there between summer 2021 and summer 2022. A mix of primary and secondary children and young people, families, colleges and communities benefited from this provision.

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 key aims of *Cymraeg 2050* is to increase the numbers of learners studying through the medium of Welsh.

Originally, we used teacher assessments to monitor educational trends and as a baseline for further analysis of the data. However, following the Welsh Government's decision to close schools on 20 March 2020 due to COVID-19, it was announced that institutions were not expected to submit any data collected as statutory data in the usual way under the circumstances. Therefore, National Data Collection for 2020 was cancelled due to the pandemic.

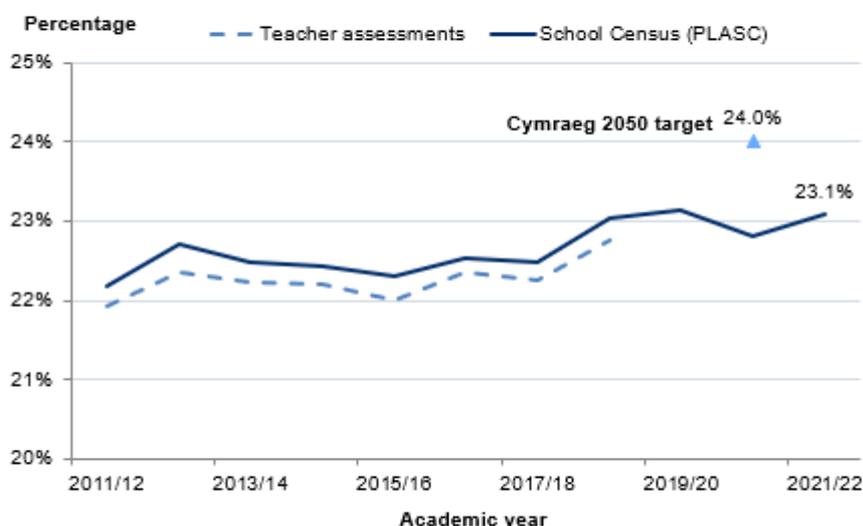
In recognising that closing schools impacted the annual data flow, in this report we have therefore used the percentage of learners who learn Welsh as a first language, based on the Pupil Level Annual School Census (PLASC) in order to develop a broad picture of the situation in the absence of the usual data. Chart 3 includes both sources to show consistency in the data, and to show our progress against this target.

The most recent PLASC data (2022), published at the end of August shows a small percentage increase in Year 1 learners studying through the medium of Welsh, rising from 23.4% in 2020/21 to 23.9% in 2021/22. In the *Cymraeg 2050 Work Programme for 2021-26*, we have committed to increase the percentage of year 1 learners taught

in Welsh to 26% by 2026.

We've also seen a similar increase in the percentage of Year 7 learners studying through the medium of Welsh from 19.8% in 2020/21 to 20.1% in 2021/22, equating to around an additional eight classes of 30 learners. Nevertheless, we may be seeing some impact from the COVID-19 pandemic with a small percentage decrease in reception aged learners studying through the medium of Welsh, from 23.8% in 2020/21 to 23.3% in 2021/22. It is important to note, however, that the information is incomplete for learners in reception classes as it is not statutory for schools to report on whether or not a learner is taught through the medium of Welsh if they are younger than five years old at the starts of the academic year.

**Chart 3: 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, 23.1% of Year 2 learners learned Welsh as a first language during the 2021/22 academic year, and this percentage has remained fairly consistent.

Table 1 (below) shows an overall increase in the number of pupils in nursery, reception and Year 1 classes receiving their education through the medium of Welsh since 2011/12, but there is a tendency for the numbers to fall slightly when moving into Year 2. We may be starting to see signs of the impact of the pandemic on the choices of parents and their children, and we will be closely monitoring the data through local authority Welsh in Education Strategic Plans (WESPs).

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. We have created a dedicated Welsh-medium capital grant to accelerate the opening or expansion of Welsh-medium education. To date, we have invested over £76m with the lion's share of that investment directed towards expanding early years

provision, Welsh-medium primary school places and late immersion centres. This investment creates over 3,700 additional childcare and school spaces, and 285 spaces in additional late immersion centres or units.

Although the chart does not show an increase in the percentage, we have seen a substantial increase in the percentage of Year 2 learners (seven-year-olds) learning Welsh as a first language, over the past eight years.

In 2011/12, there were 7,300 of Year 2 learners (aged seven) learning Welsh as a first language, and 7,840 learners by 2021/22. The 540 extra children constitute over 18 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 the past ten years.

**Table 1: Number and percentage of pupils studying Welsh as a first language in Nursery, Reception, Year 1 and Year 2 (2012-2022)**

	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%
2021/22	7,560	22.5%	7,540	23.3%	8,010	23.9%	7,840	23.1%

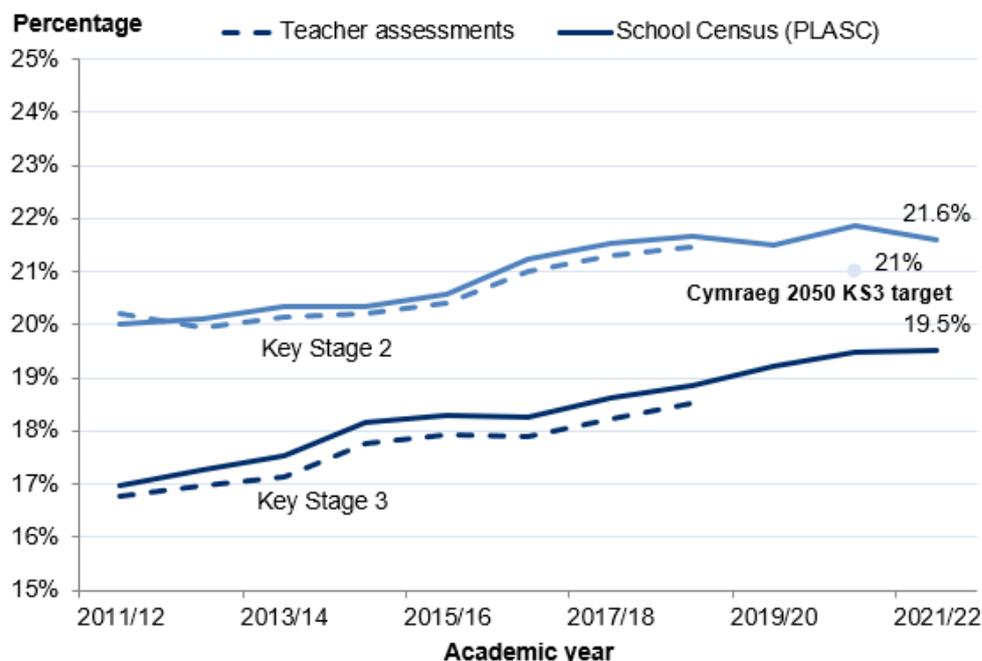
Source: Pupil Level Annual School Census (PLASC)

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.

Normally, the Pupil Level Annual School Census (PLASC) would be held in January. However, due to the level of COVID-19 cases in January 2022, the census date was postponed to 15 February 2022. School closures between December 2020 and March 2021 due to the pandemic meant the 2021 census date was postponed to 20 April 2021. Pupil numbers were higher in April 2021 partly due to the later census date which meant that more pupils had started in nursery classes by the census date.

We are also monitoring the proportion of Year 9 learners (usually aged 14) assessed in Welsh (first language). There was an increase from 17.9% in 2016/17 to 19.5% by 2021/22. Again, as teacher assessments have not been 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) in a consistent manner, we are using the percentage of learners studying Welsh as a first language, using Pupil Level Annual School Census (PLASC) data. As with Chart 3, Chart 4 also includes both sources side by side to show the overall consistency of the data.

**Chart 4: 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**



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

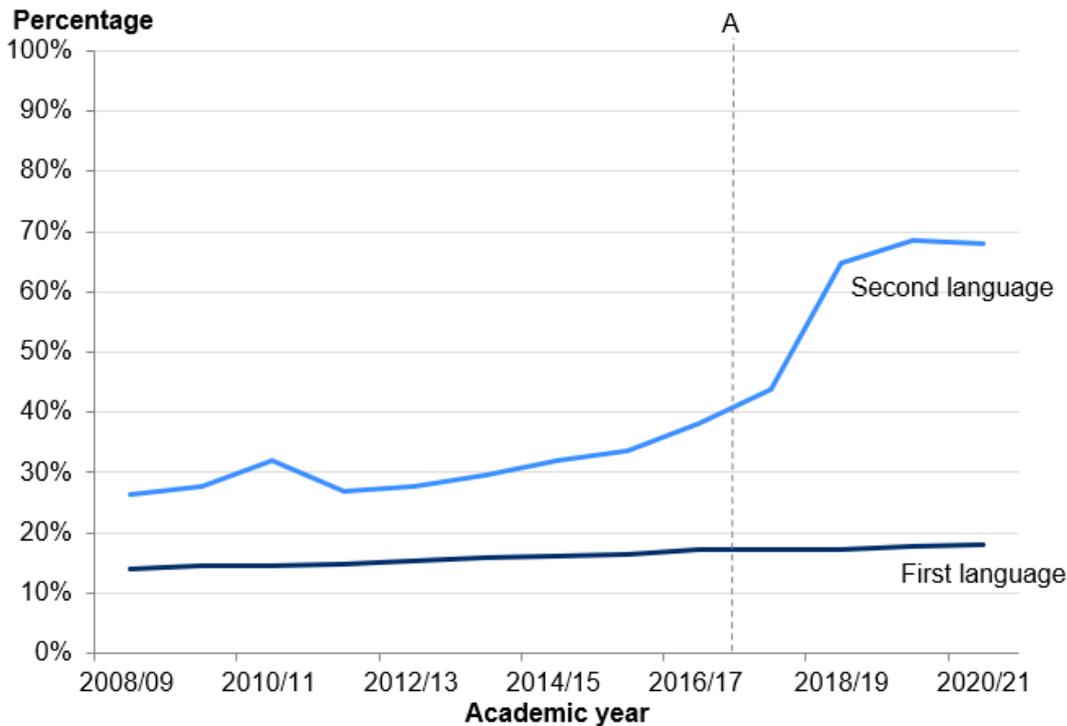
Chart 4 shows that, according to the 2021/22 academic year school census, 21.6% of learners at the end of primary school and 19.5% of Year 9 learners in secondary schools learn Welsh as a first language. These percentages have increased slightly since 2011/12. However, the percentage learning Welsh as 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 2018/19 with Key Stage 3 in 2021/22).

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. The work of the local authorities as they begin to implement their Welsh in Education Strategic Plans (WESPs) will also be important in this context. The Welsh in Education Strategic Plans Regulations 2019 place an expectation on local authorities to set out in their Plans how they will ensure that learners taught through the medium of Welsh continue to be taught as such when transferring from one year group to another year group, and to plan accordingly if progression rates are of concern. We will monitor the progress of local authorities on the implementation of their WESPs on an annual basis.

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 5: 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)

A: 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.

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.

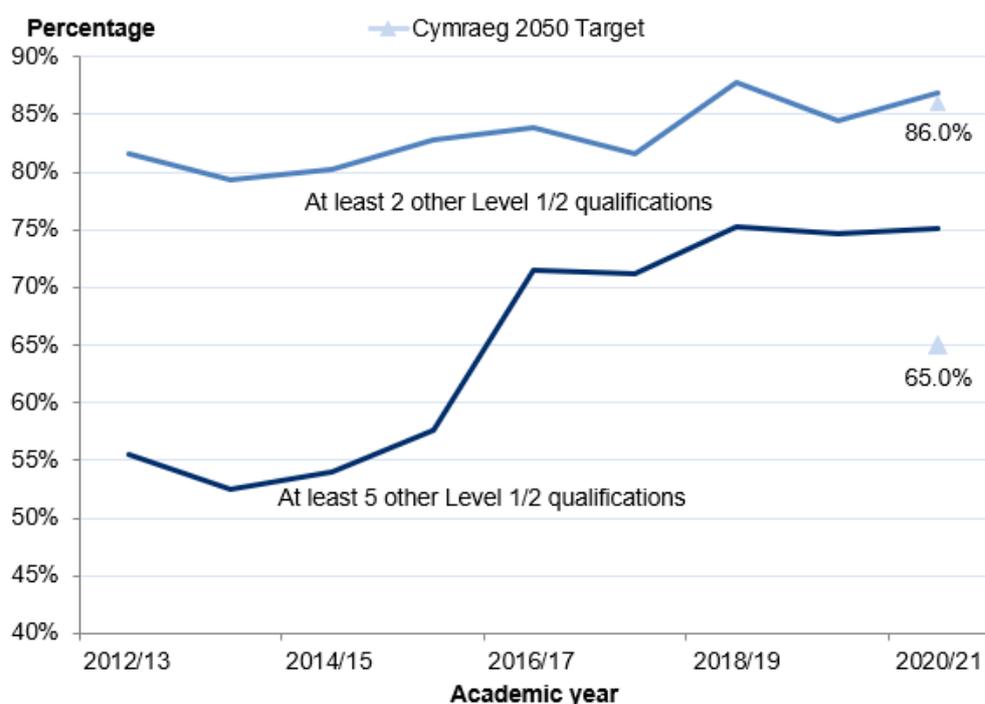
According to the 2011 Census, 33% of young people aged 16-17 were able to speak Welsh – this is therefore our baseline for this report. However, we will adjust the baseline in line with future demand based on the results of the 2021 Census.

We have seen an increase in the percentage of learners registering to sit the Welsh first language and second language (full course) GCSE since 2008/09, as shown in Chart 5.

Chart 5 shows that 86% of Year 11 learners had registered to sit a GCSE in Welsh as a first or second language in 2020/21 (18% Welsh first language, and 68% Welsh second language). This has increased over the past decade from 70% in 2008/09 (14% Welsh first language, and 56% Welsh second language) – note that this percentage includes learners who had signed up for a short second language course.

The 2021/22 academic year data will become available before Christmas, and we will include a further update in our next *Cymraeg 2050* annual report.

**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.

The 2021/22 academic year data will become available before Christmas, and we will include a further update in our next *Cymraeg 2050* annual report.

## **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 digital teaching opportunities by qualified and experienced teachers.

The e-sgol project was launched during the 2018/19 academic year as a pilot scheme in Ceredigion. The aim was to give post-14 and post-16 learners in rural areas of Wales equal opportunities to study courses not otherwise available to them. The pilot was expanded during the second year (2019/20) to include provision in schools in Powys and Carmarthenshire. The e-sgol project has been expanding annually since its launch in 2018. During 2021-22, 28 subjects (GCSE, AS and A-level) were offered across 28 schools to over 350 pupils through the e-sgol project.

e-sgol is now available to all parts of Wales. In 2022-23, we have increased funding dedicated to the scheme to £600,000 to continue the work. Participation in the e-sgol project is voluntary and the additional funding will allow for further promotion, with the aim of ensuring that the provision expands to all consortium areas in Wales from September 2023.

During the pandemic, e-sgol became a vehicle for offering Carlam Cymru sessions to pupils, which were additional lessons to reinforce and strengthen their understanding of their work. During the reporting year, two series of these sessions were held during November 2021 and March 2022 to offer a wide range of subjects at GCSE, AS and A-level. During the November 2021 series, 160 teachers delivered 44 sessions in seven GCSE subjects with over 1,500 pupils attending the sessions or watching a recording. During the March 2022 series, 38 teachers delivered 212 sessions (72 GCSEs / 68 AS / 72 A-level) in 11 GCSE subjects, 11 AS subjects and 13 A-level subjects with over 4,600 attending the sessions or watching a recording. These courses continue during 2022-23.

## **Promoting Welsh education**

We have continued to develop our campaigns to support the pathway to Welsh-medium education during 2021-22.

We have worked closely with local authorities to improve the information provided to parents and prospective parents. Virtual sessions were held as part of the Welsh in Education Strategic Plans (WESPs) Support Programme ([see WESPs section](#)) presenting our advocacy strategy to support plans to promote Welsh-medium education. They are based on the principles of choice architecture and the EAST (*Easy, Attractive, Social and Timely*) framework.

Communications and marketing sub-committees, established by many local authorities by now, 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. A number of local authorities have noted in their WESP which came into force on 1 September 2022 a commitment to appointing dedicated officers to focus on the

WESP, or to promote Welsh-medium education, for example Newport, Bridgend, Powys and Denbighshire.

A series of videos have been developed with teachers and parents to try to answer the most common questions being asked about Welsh-medium education. A video has also been developed to explain more about the school categorisation system. These resources will be aimed primarily at parents and people who care for children. We will also share them with local authorities so that they can be used through their own communication channels.

We will be publishing digital marketing resources (videos and animations) to support our Welsh-medium education planning campaigns during the autumn term.

#### **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, so they can continue to study Welsh at university to create the next generation of academics, Welsh teachers and a workforce where high level language skills are needed, such as the media, broadcasting and translation.

[Chart 5](#) shows that an increase from 70% to 86% of Year 11 learners have enrolled to take a GCSE in Welsh over the last decade. These percentages include pupils enrolling for first language and second language Welsh courses. The increase in the percentage who have enrolled to take a GCSE in Welsh is not transferring to the number taking Welsh at A-level. The number of enrolments for Welsh (both first language and second language) at A-level has decreased by 419 – enrolments fell from 938 in 2008/09 to 519 in 2020/21<sup>1</sup>.

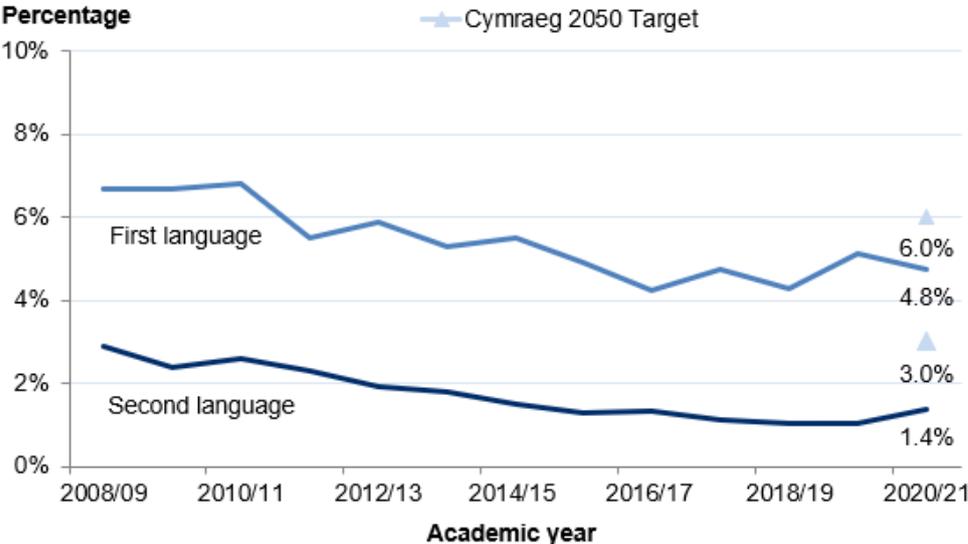
This is monitored by looking at how many learners have enrolled to take Welsh at A-level as a percentage of those enrolled to take Welsh at GCSE level two years previously. The 2021/22 data will be available before Christmas and we will include a further update in our next *Cymraeg 2050* annual report. Chart 7 below is based on data up to 2020/21.

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<sup>1</sup> The data includes the higher level course enrolments of all pupils including:

- Learners not in maintained schools (pupils in colleges or not in formal education).
- Learners who joined the school after the census was conducted.

**Chart 7: 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 7 above shows the progression of learners moving from GCSE to A level. By the 2020/21 academic year, 4.8% of learners who had enrolled to take Welsh first language GCSE two years previously were enrolled to take Welsh first language A-level. And 1.4% of learners enrolled to take Welsh second language GCSE two years previously were enrolled to take Welsh second language 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 past decade. One of the reasons for the decline is the overall increase in other subjects available to study at A-level, and the increased emphasis on studying STEM subjects. The numbers studying English and modern foreign languages at A-level have also fallen significantly – it is not unique to Welsh. The 86% of Year 11 learners referred to in Chart 5 (registered to sit GCSE Welsh first or second language in 2020/21) have not yet finished studying A levels. We will have to wait for the 2021/22 and 2022/23 data to show the true current position in the numbers transferring from GCSE to A-level. However, further work is needed to ensure that pupils follow the most suitable GCSE route for them.

One of the outcomes of the Welsh in Education Strategic Plans (WESPs) is that local authorities plan to increase the number studying Welsh at A-level. In many areas, the numbers studying Welsh in schools are low, and based on that, schools cease to offer the subject. As part of the new WESPs, we will be closely monitoring the situation to ensure the subject is available across Wales.

During the reporting year, we collaborated with the Coleg Cymraeg Cenedlaethol to develop assets and a brand for running an ongoing campaign to promote Welsh as an A-level subject. The campaign was launched in September 2022.

Increasing the number studying Welsh is one of the actions of the [Welsh in education workforce plan](#), to ensure an adequate supply of Welsh teachers for the future. During the 2021/22 academic year, we awarded £145,000 to support this work. 46 schools and colleges received a grant of up to £3,000 each to support activities to improve the experiences of pupils studying Welsh, 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 provision was piloted during the 2021/22 academic year. In addition, four interns have been appointed to work closely with undergraduates and schools to promote Welsh as a subject. We also developed and implemented a social media marketing campaign to encourage young people to choose to study Welsh.

### **Further education**

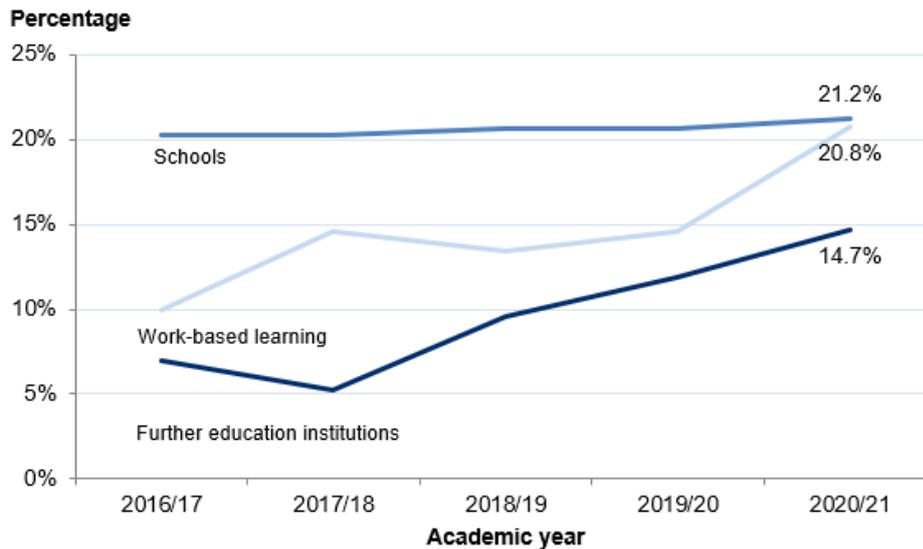
*In the Co-operation Agreement, we have committed to "Invest in the Coleg Cymraeg Cenedlaethol and the National Centre for Learning Welsh to increase the proportion of Welsh-medium apprenticeships and further education and provide free Welsh language learning for 16 to 25-year-olds".*

As a result of this commitment, we have committed to investing an additional £8m by 2024-25 to ensure that the Coleg Cymraeg Cenedlaethol increases the proportion of Welsh-medium apprenticeships and further education available. The £8m will be shared with the National Centre for Learning Welsh to provide free Welsh lessons for 16 to 25-year-olds.

The Coleg Cymraeg Cenedlaethol will receive an additional £1.5m during 2022-23. This funding will support further education colleges and apprenticeship providers to increase their Welsh-medium education capacity in priority areas such as health and social care, childcare, sport and leisure and agriculture. The funding will also support two Initial Teacher Education projects, including a project to attract undergraduates to come back to Wales to train as teachers to teach through the medium of Welsh.

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

**Chart 8: Percentage of educational activities undertaken by learners aged 19 or under held in Welsh or bilingually according to type of provider at 31 August in the academic year**



Source: Lifelong Learning Wales Record (LLWR)

(a) Counts exclude Welsh language qualifications e.g. Welsh GCSE, Welsh A level, Welsh for Adults.

(b) Counts exclude Higher Education level learning aims.

(c) 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.

As seen in Chart 8, the percentage of learning activities held in Welsh or bilingually in further education institutions and in the work-based learning sector has consistently grown since 2017/18. There has also been a gradual increase in the number of activities taking place in schools over the same period.

Since publishing the Coleg Cymraeg Cenedlaethol’s [Further Education and Apprenticeship Welsh-medium Action Plan](#) (December 2018), the College has supported a number of strategic projects with an additional 23 projects during the 2021/22 academic year. 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 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.

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

£190,000 was used to develop and translate extensive, high quality resources in Welsh, including:

- Digital resources project
- Level 2 agriculture
- Prentis-iaith 3 and 4 – at confidence and fluency levels.

Prentis-iaith, an interactive resource in the apprenticeship sector, continues to be 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 programmes. And following the demand for additional levels, resources for confidence and fluency levels have been commissioned to further increase the skills of apprentices.

The Coleg's Student Ambassadors programme for the post-16 sector has been extended. 58 Coleg Ambassadors and 12 Apprenticeship Ambassadors were appointed to support training providers to build learners' confidence in Welsh, and to provide opportunities to chat and understand the importance of speaking the language, particularly in the workplace.

Training for tutors / practitioners is key in expanding provision. During the eight months from August 2021 to the end of March 2022, over 600 were trained in the post-16 sector.

During the same period, 95 members of staff were supported to become more confident in Welsh, enabling them to use their Welsh in their everyday work through Sgiliaith, the National Mentoring Programme.

In August 2021, the Gwreiddio Scheme for post-16 staff was launched with the aim of fostering a community of staff to increase the level of Welsh-medium provision. In 2021/22, over 400 staff enrolled on the Scheme.

## **Higher education**

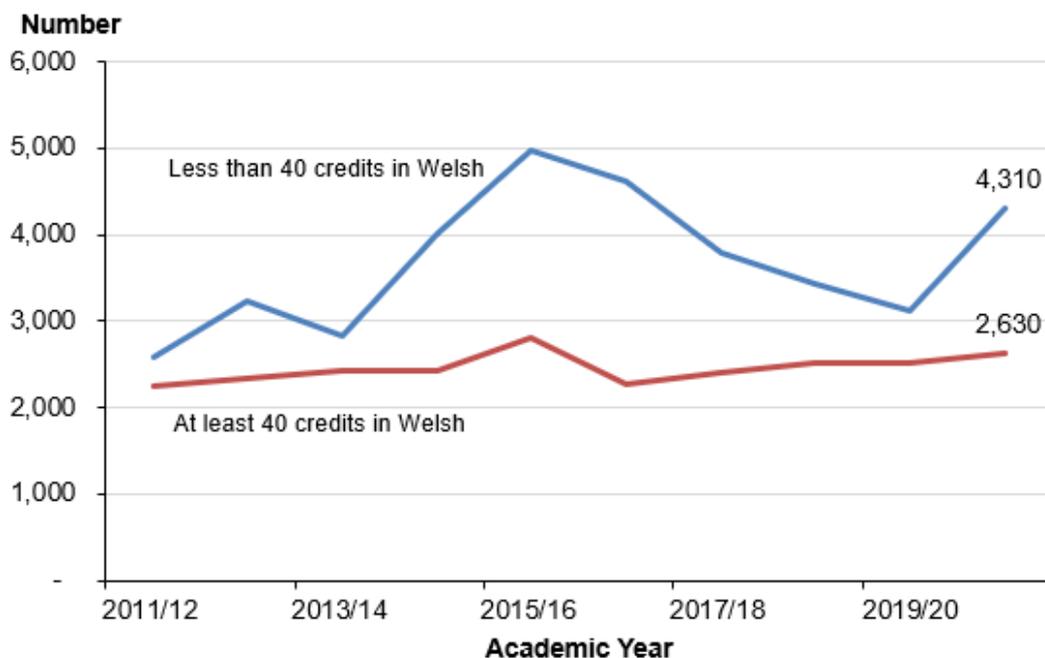
The Coleg Cymraeg Cenedlaethol supports universities to develop modules and courses through grants in conjunction with the institutions, rather than funding lecturer posts that embed the provision as an integral part of the offer. By now, Welsh-medium provision is available in 25 of the main subject groups.

In 2021/22, 60 grants were awarded to support Welsh-medium provision, including new seed grants to support interprofessional health provision at Glyndŵr University, and interdisciplinary Humanities and Citizenship provision at Cardiff University.

When the Coleg was established in 2011, 710 staff at universities were able to learn through the medium of Welsh. The figure has now risen to 1,060. The lecturers are supported through a monthly academic staff training programme which includes face to face training, distance learning and workshops.

There were 11 new research scholarships awarded in 2021/22 in a range of academic subjects, including Education Studies, Biomedicine, Music, Pharmacy, and Youth Work.

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



Source: Higher Education Statistics Agency (HESA) Student Record

There was an increase of 1,305 in the number of enrolments by students at Welsh universities who were using some Welsh in their education between 2019/20 and 2020/21, following declines since 2016/17. Please note, there has been a significant increase in overall enrolments between 2019/20 and 2020/21. The largest percentage, 45% of students, enrolled to study between 5 and 40 credits through the medium of Welsh in 2019-20, an increase of 880 more enrolments than the previous year.

The tertiary education sector is central to our efforts to reach the goals and objectives of *Cymraeg 2050*. Therefore, in 2023, we will establish the Tertiary Education and Research Commission which will be responsible for the funding, oversight and regulation of tertiary education and research in Wales. The new Commission will have a vital role in expanding the Welsh and bilingual medium offering in tertiary education. In particular, the Commission will be expected to:

- Plan strategically to positively promote and increase Welsh-medium tertiary education.
- Encourage providers to deliver, develop and increase their Welsh-medium tertiary education.
- Encourage providers to plan progression routes so that Welsh speakers can continue their learning post-16 and develop their Welsh language skills and to offer opportunities to use the Welsh language in order to create a bilingual workforce.

- Monitor availability and take up of Welsh-medium learning opportunities, and any subjects where the demand for Welsh-medium learning cannot be met currently.
- Work effectively and strategically with the Coleg Cymraeg Cenedlaethol to achieve the above.

## 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, as well as doubling daily use of the language.

Due to COVID-19, the Centre's face to face provision came to an end in early 2020 and moved to virtual learning. That provision continued during 2021-22 with some face to face learning returning where possible. During 2021-22, the Centre continued to provide blended and virtual learning courses. As of 31 March 2022, 59% or over 17,000 of learning activities were taking place virtually online, and 4% or over 1,100 of the activities were blended learning courses, combining independent learning with online sessions with tutors. Digital resources developed by the Centre are used to facilitate learning for these learners.

On 31 March 2022, the Centre published a complete data [set for the 2020/21 academic year](#). The data shows that the Centre had 14,965 unique learners during the 2020/21 academic year. The data also shows:

- That the Centre provided 29,175 learning activities during 2020/21.
- That 63% of learners were at Entry level (this is the introductory level for beginners).
- That 14% were at Foundation level and 23% at Intermediate or Advanced levels (including Proficiency level).
- That 73% of learners were between the ages of 25 and 64, 14% were older than 65, and 13% were between the ages of 16 and 24.

As part of our *Programme for Government*, the Centre has started offering free Welsh lessons to young people from September 2022 and is doing so in collaboration with the Coleg Cymraeg. Welsh lessons will also be provided to the education workforce.

The Centre is also leading on a pilot project which is encouraging young Welsh speakers to return from universities to help with teaching Welsh in schools. A pilot course was run in July 2022 for 15 undergraduates, to give them a taste of being a Learn Welsh tutor or a teacher.

## 5. The education workforce, resources and qualifications

### The Early Years Workforce

Academi's continuous professional development programme has offered training to

over 2,300 members of staff and volunteers from Cylchoedd Meithrin the length and breadth of Wales during 2021-22.

Furthermore, through Mudiad Meithrin's National Training Scheme, 19 have qualified through the Level 3 Childcare, Play, Learning and Development Apprenticeships during 2021-22, with a further 25 having qualified by the end of July 2022 and a further 16 will have qualified by March 2023. 28 new learners started in May 2022 and will complete in November 2023. In addition, six learners will complete the Level 5 Leadership and Management in Children's Care, Play, Learning and Development Apprenticeship in September 2022, and another completing in May 2023.

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

'Camau', the National Centre for Learning Welsh's training programme has also enabled current and future practitioners to qualify and work confidently through the medium of Welsh. During 2021-22, 595 individuals enrolled on the course. In addition, 281 individuals have enrolled on the 'Information about the Welsh Language' course (a course that raises workforce awareness of the importance of increasing Welsh language skills to pass on to young children).

## Teachers

Increasing the number of teachers who can teach Welsh or can teach through the medium of Welsh is one of the transformational changes set out in the *Cymraeg 2050* strategy. To see a growth in the number of learners in Welsh-medium education, it is necessary to ensure an adequate workforce to educate them, and this can be challenging.

The latest data from the Pupil Level Annual School Census (PLASC) shows an increase in the number of teachers able to teach through the medium of Welsh over the past three years. The increase is seen in primary and secondary schools, but the increase is more significant in secondary schools (see Chart 10 below).

Attracting a sufficient number of teachers to teach Welsh or through the medium of Welsh remains a challenge. However, in 2020/21 there was an increase in [the number of first year Initial Teacher Education \(ITE\) students in Wales who were able to teach through the medium of Welsh](#) for the second year in a row – the figure in 2020/21 was 455. This figure represents 27% of the total number of first year ITE students in Wales<sup>2</sup>.

During 2021-22, we worked with a number of stakeholders to develop [the Welsh in education workforce plan](#). The plan, published on 24 May, includes an analysis of progress to date and the actions to implement the following goals:

- Increase the number of teachers who are able to teach Welsh as a subject, and other subjects through the medium of Welsh.
- Increase the number of practitioners who are able to work through the

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<sup>2</sup> A full analysis of the data can be found in: [Welsh in education workforce plan](#)

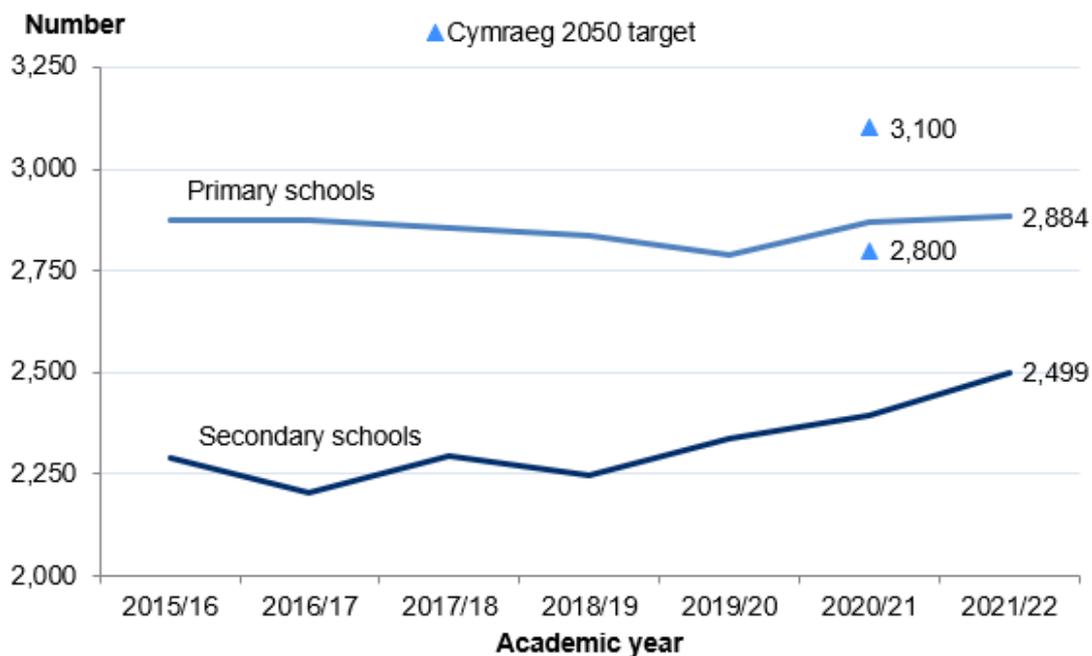
medium of Welsh.

- Develop the Welsh-language skills and expertise of all practitioners to teach Welsh and through the medium of Welsh.
- Develop leadership capacity in Welsh-medium schools and equip all leaders with skills to strategically plan the development of Welsh within a culture of schools as learning organisations.

While the development of the long-term plan was in progress, a number of activities continued to be implemented, including:

- Running a second year of the transition scheme to support 14 individuals to move into teaching in the Welsh-medium secondary sector.
- Offer the *laith Athrawon Yfory* incentive scheme to students training to teach Welsh or through the medium of Welsh in the secondary sector.
- Offer grants to 46 schools or further education colleges to support the provision of Welsh first language / Welsh second language as an A-level subject.
- Running Welsh Language Sabbatical Scheme courses for practitioners at different language levels for 112 practitioners.

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



Source: Pupil Level Annual School Census (PLASC)

### The post-16 workforce

During the 2021-22 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 specifically for the further and higher education sectors, in order to develop tutors' and lecturers' language skills. During 2021-22, 407 employees signed up for the 'Learning' course, as well as eight universities and 11 further education colleges. In addition, 281 employees enrolled on the 'Self-Study' course, and 984 employees undertook the online 'Taster Self-Study' course.

### **Educational resources**

By working with various public and third sector organisations, the creative sector and publishers, a range of resources became available digitally to support remote learning during 2021-22.

Further S4C programmes were released on the Hwb S4C Channel to support the learning and teaching of Welsh. We also collaborated with S4C to take advantage of opportunities to create educational material to accompany programmes. An example of this during the year was creating digital resources to support the 'Bex' series from Ceidiog company for 8-12-year-olds. The programmes and resources look at anxiety disorders and intense emotional states in children and young people using a mix of drama and animation. The resources also provide guidance to teachers on how to look after their own personal wellbeing while trying to cope with and overcoming the challenges of work and daily life.

The Croeso Cyw pilot scheme has been awarded a joint grant for collaboration between S4C and Carmarthenshire County Council to create a language scheme based on the Cyw brand. The scheme will promote the use of Welsh, raise awareness of S4C programmes, motivate parents who are not confident in using their Welsh to play with their children through the medium of Welsh and learn Welsh with their children.

Work has been undertaken to identify the resources that exist for learning about the history and contribution of Black, Asian and ethnic minority people in line with Professor Charlotte Williams' recommendations. Work has begun to commission new resources to support teachers in this field.

We continued to commission resources for the new curriculum, and during the year, *Hanes yn y Tir / A History Grounded* – a book about Welsh history, written by Dr Elin Jones and published by Gwasg Carreg Gwalch. A Welsh and English copy was distributed to all schools in Wales to support lessons about Welsh history, our language and our culture.

*Canolfan Bedwyr* was awarded a grant to continue to maintain and augment the online Education Terminology dictionary (*Y Termiadur Addysg*). During the year, over 2,000 new terms were announced. During this period also, over 400 queries relating to terms from various fields of education were answered.

Over 30 new titles were published in 2021-22 through a grant provided to the Welsh Joint Education Committee (WJEC) to provide Welsh language versions of textbooks and revision books, 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 be used in blended learning provision. We are also working with the Coleg Cymraeg Cenedlaethol to identify resources to support apprenticeships.

Development work continued on several Welsh language resources for learners with additional learning needs during the year, and in March 2022 the first Welsh text typing resource of its kind was announced. The resource supports learners to touch type.

On 3 March 2022, we announced our intention to establish a company limited by guarantee to provide strategic oversight of the provision of Welsh and bilingual resources to support the Curriculum for Wales and its qualifications, and to commission resources where necessary. The company will be operational by April 2023.

## Theme 2: Increasing the use of Welsh

Increasing the number of people who can speak Welsh is one of the two main targets of *Cymraeg 2050*, but alongside that, increasing the use of our language is vitally important and this is the second headline of our strategy. We believe that the Welsh language belongs to everyone and we want everyone, no matter how much Welsh they have, to feel confident to use it every day. And we create opportunities for that daily use.

To support this, the *Programme for Government* refers to “*Support an increase in Welsh-speaking spaces, including workplaces.*” and the *Co-operation Agreement* refers to “*Promote the daily use of the Welsh language in more places.*” We detail our work in this area in this section.

### The current situation – how many people can speak Welsh?

We have set a target to increase the percentage of people aged three or over who speak Welsh daily and can speak more than a few words of our language to 20% by 2050.

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

Seven well-being goals have been established to improve the social, economic, environmental and cultural well-being of Wales and are enshrined in law under the Well-being of Future Generations (Wales) Act 2015. It is required each year to publish an annual report which provides an overview of the state of the country and the progress being made against the seven well-being goals through the 46 national indicators.

It is very difficult to measure language use. One way of doing this is by conducting occasional language use surveys. To that end, work commenced to conduct a new Language Use Survey in July 2019 and was intended to continue until the end of March 2021. However, due to COVID-19, the survey had to be halted mid-March 2020.

Language use surveys (2013-15 and 2019-20) show that 10% of the population continues to speak Welsh daily and more than a few words. This therefore means that half of Welsh speakers use their Welsh every day.

The Welsh Language Use Survey also shows that children and young people are the group most likely to report they are able to speak Welsh according to both the census and surveys, with both sources suggesting around 40% of 3-15 year olds are able to do so. Younger people beyond the age of compulsory education are less likely to report that they speak Welsh.

The Welsh Language Use Survey reports provide analysis of the use of the Welsh language amongst children and adults. It showed that children are most likely to use Welsh daily – likely due to regular use in schools. The percentage of 3 to 15 year

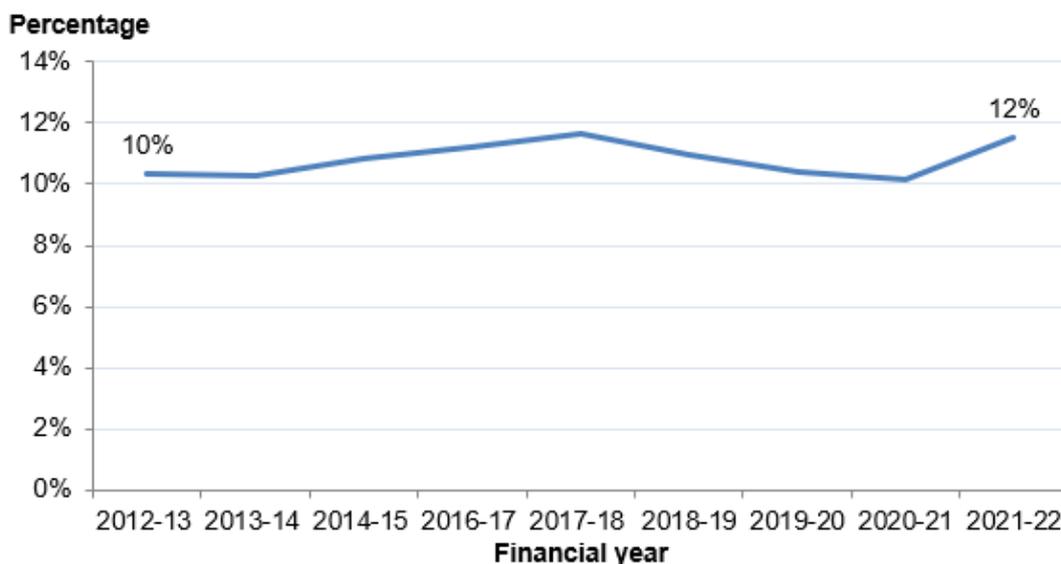
olds who spoke Welsh daily was considerably higher than any other age group, with almost a quarter of them speaking Welsh daily. The percentage of 3 to 15 year olds who spoke Welsh daily is similar to the percentage of pupils who receive their education in Welsh-medium or bilingual primary, middle and secondary schools, although we do not know if they are necessarily the same children.

Children aged 3 to 15 are much more likely to have started learning to speak the language at school than those aged 65 or older (69% compared to 15%). This is probably due to the significant change in the Welsh-medium education sector over the last fifty years, with a general increase in the number of pupils learning through the medium of Welsh and in the number of Welsh-medium schools that have been opened across Wales.

The Welsh Language Use Survey 2019-20 shows that Welsh speakers who started learning to speak the language at home as young children are much more likely to speak the language daily compared with those who started learning to speak Welsh at school or as an adult elsewhere.

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

**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 adults aged 16 or over who speak Welsh daily and can speak more than a few words of Welsh has remained fairly stable, very similar to the findings of the Welsh Language Use Survey 2019-20. The percentage was 12% in 2021-22.

Although there had not been an increase in the national indicator on use between the Language Use Surveys 2013-15 and 2019-20, when looking at Welsh speakers only (rather than the population as a whole), we can see that over half (56%) of Welsh speakers speak the language daily in 2019-20 (regardless of fluency levels) compared to 53% according to the 2013-15 Language Use Survey. Also, almost one in five spoke the language each week (19%, exactly the same percentage as in 2013-15). These percentages varied by age, and were highest for those aged 3 to 15, and were lowest for those aged 16 to 29.

We continue to publish the remaining findings of the Welsh Language Use Survey 2019-20 in separate statistical bulletins, by theme, combining data from the National Survey for Wales 2019-20 where relevant.

More information on this can be found in the [Social use of the Welsh](#) section.

### **Language use at school – The Welsh Language Charter (*Siarter Iaith*)**

The Welsh Language Charter and associated programmes (Cymraeg Campus, the Welsh Language Charter of secondary schools, and Cymraeg Bob Dydd) operate in our schools to increase language use among young people aged 3-18 years.

The Charter aims to create 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 are 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 2021-22, we have worked to strengthen the link between the Welsh Language Charter and external partners working to promote the use of Welsh in the community. We worked with the BBC to create a monthly playlist on Radio Cymru 2 and BBC Sounds of Welsh language contemporary songs for young people aged 7-12 years. Also, the second Seren a Sbarc book was published – *Seren a Sbarc a'r Pei(riant) Amser* – by Huw Aaron and Elidr Jones in partnership with Museum Wales and it follows the adventures of Seren and Sbarc on a whistle-stop tour through Welsh history. Over 8,500 copies of the book were distributed to all primary schools

in Wales free of charge in October. The third book in the series will be published shortly. Seren a Sbarc activities are also available at Museum sites across Wales.

## **6. The workforce**

One of the objectives of *Cymraeg 2050* is to increase the use of Welsh in the workplace, as *“the workplace is central to our everyday lives ... [and] the opportunity to use, practice and learn the Welsh language.”*

### **Work Welsh**

The National Centre for Learning Welsh’s Work Welsh programme provides courses ranging from online self-study taster courses to intensive learning 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.

The reporting year was a successful year for the programme. 319 employers took advantage of Work Welsh courses in 2021/22, of which 102 were employers new to the scheme. 100% of employers were planning to continue to participate in the scheme in the future.

Work Welsh provides courses across a range of levels. 4,539 people attended self-study taster courses, 1,549 accessed self-study courses with tutor support, and 216 learners took part in intensive learning courses.

In addition, the sectoral courses proved popular again during 2021/22, with 1,672 taking part in the courses for the further and higher education sectors, 289 in the programme for local authorities, 669 in the health sector programme and 876 in the ‘*Camau*’ programme that has been specifically developed for childcare workers. 7,712 learning activities were delivered during 2021/22.

2021/22 was the first year for Work Welsh to provide courses for teachers and education workers. During 2021/22, collaboration took place with the education consortia to develop a new self-study taster course for head teachers and teachers. Since the course was launched, 15 have completed the Leaders in Education course and 344 have completed the Practitioners in Education course. In addition to this development, a pilot project was run for an online access course for teachers supported by a tutor. Following the successful pilot project, a full self-study course for primary and secondary teachers was developed with tutor support. Recruitment to this course began in January 2022 and up to March 2022, 377 teachers had registered an interest in the course.

### **Welsh language use in the Welsh Government**

In our internal Welsh language use strategy within the Welsh Government – [‘Cymraeg. It belongs to us all’](#) – we set a long-term aim to develop and promote the use of the language in the organisation. Our aim is that all staff working for the Welsh Government will be able to understand Welsh by 2050, meaning it would become a workplace where it is normal for Welsh and English to be used naturally

and interchangeably.

Workplaces are significant domains for language use. Surveys show that people in employment are more likely to use Welsh on a day-to-day basis. Proving the value of the Welsh language as a vocational skill is a means of influencing individuals' decisions to actively learn Welsh, and on the decisions of parents to send their children to Welsh-medium schools.

In addition to setting a long-term goal for 2050 in our internal use strategy, we are also setting a shorter-term objective for the period up to 2025. Our aim is to become a bilingual organisation by 2050, but during the first five years, our objective is to see the Welsh Government become an exemplar organisation in terms of increasing internal use of the language when it is assessed against comparable organisations in the Welsh public sector.

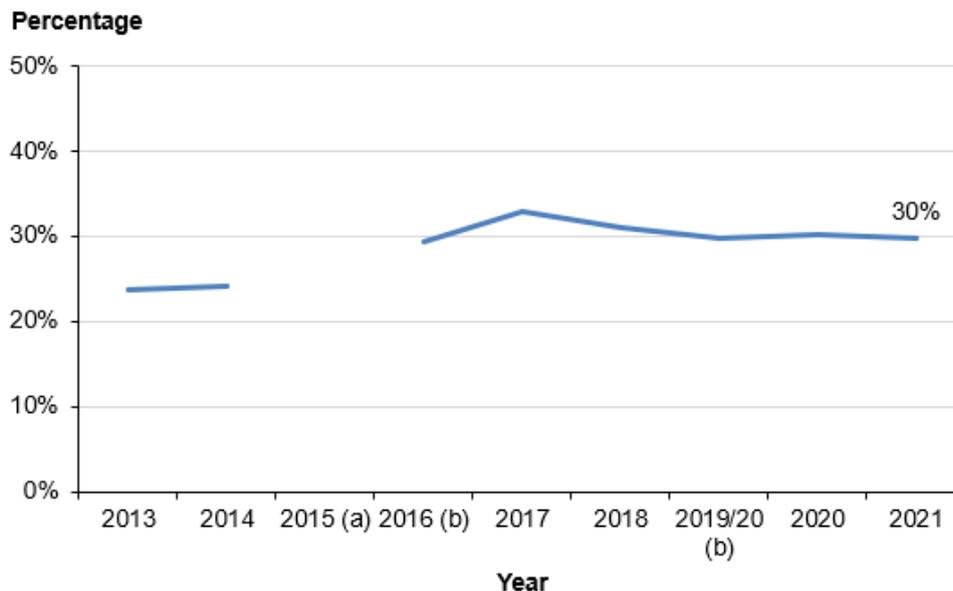
Over the past two years since the strategy was published, we have focused on developing the four underpinning themes: learning, leadership, recruitment and technology. We have increased and expanded our Welsh learning programme, which has led to a more diverse and accessible offer and has attracted more learners to the programme. In May 2020, 76 learners were following a formal Welsh language learning programme in Welsh Government, by May 2022, the number had increased to 366. Our Welsh learning provision includes:

- Weekly lessons
- Self-study lessons
- Work Welsh sessions
- Confidence building course (for staff who have been educated in Welsh-medium schools, or were brought up speaking Welsh, but have not used their skills recently).

We have also worked in the following areas during the reporting period:

- Continuing to offer language awareness sessions to all new members of staff joining the organisation.
- Developing new induction training for all Senior Civil Servants joining the organisation, and we are currently developing a new and specific training package for this cohort of officials.
- Noting in our recruitment processes that Welsh language skills are an asset to working in the Welsh Government, regardless of the post, and we are committed to helping our employees to continually develop and improve their skills.
- Reviewing our technology provision for staff in order to offer Welsh language settings as default to our Welsh speakers, and we have implemented a pilot programme to increase the use of Welsh amongst colleagues in the workplace (ARFer).
- Continuing to develop our Welsh Language Network as a space for staff to practice and increase their confidence by having conversations and sharing the latest news and information about training, opportunities, media etc with others. Our internal Welsh Language Network on our Learning Lab currently has a total of 402 members – of these, 150 joined during the reporting period.

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



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 use Welsh to do their work. By achieving our goal of all staff working for the Welsh Government being able to understand Welsh by 2050, we will enable our staff to work in Welsh on a day-to-day basis, and there will be a significant increase in language use as a result.

### **ARFer**

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

Bangor University administers the project via a grant from Welsh Government. Its purpose is to create a toolkit for other organisations to address interpersonal linguistic behaviour change in the workplace. Due to COVID-19, ARFer is looking at how people's language habits at work have changed with so many people now working from home. We have been designing and preparing the interactive toolkit

and have started to pilot it during 2021-22. The intention in due course is that ARFer is part of a series of interventions that organisations can use to evolve a bilingual organisational culture that embraces the values of *Cymraeg 2050*.

## **Leading in a Bilingual Country**

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:

- Unconscious bias
- Language and power
- Language and culture
- Leadership behaviours
- Vision and values

During 2021-22, the pilot phase of the programme ended. It was facilitated by a partnership between a company of external experts, the Cymraeg 2050 Division and Academi Wales. We also formed a 'Practice Community' for people attending the course to discuss with each other how to incorporate the spirit of *Cymraeg 2050* into their organisations. We will be creating a further version of the programme in due course, based on the feedback we have received.

## **7. Services**

### **Welsh Language Standards Regulations**

In the *Co-operation Agreement*, we undertake to:

*Work with the Welsh Language Commissioner to reduce obstacles in setting Welsh Language Standards; streamline the process for implementing standards, without weakening their impact; implement standards on public transport, regulators in the health sector, newly established public bodies currently outside the standards regime and water companies; and to begin work on implementing standards on housing associations, which will be completed in the Senedd term. We are committed to the full implementation of the Welsh Language (Wales) Measure 2011 and will develop a list to prioritise the further rollout of standards under its schedules beyond the term of this agreement.*

A review was undertaken in 2019-20 to consider whether the process of creating standards could be more effective. This was done in response to recommendations from the Culture, Welsh Language and Communications Committee in the previous Senedd. It was decided that limited changes could only be made to the process of preparing standards due to the fact that the Welsh Language (Wales) Measure 2011 made several parts of the process compulsory. However, policy officials identified ways of simplifying and refining the standards regulations themselves and these are already being followed.

The preparation of standards regulations for health regulators continued during

2021-22, and those Regulations were approved by the Senedd in July 2022. The Regulations will come into force on 31 October 2022 and it will then be for the Welsh Language Commissioner to begin the process of imposing the standards on bodies.

Next, we will prepare standards to be implemented in due course for water companies, public transport, public bodies that remain outside the standards regime as noted in the *Co-operation Agreement*. We will also begin work to prepare standards for housing associations – to be completed during the remainder of this Senedd.

## **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 text checking service. It also answers enquiries of all kinds from businesses about the Welsh 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 2021-22, the Helo Blod service:

- Received 3,992 requests for support and translation – 2,044 from businesses, 1,193 from charities and 755 from individuals.
- Helo Blod translated 647,107 words from English to Welsh and checked 23,555 Welsh words.
- Created 1,917 accounts for the service during the period: 849 by businesses, 314 by charities and 754 by individuals.
- 157 accounts were created by businesses and charities outside Wales.
- Cardiff (159) was the area with the largest number of new accounts created by businesses and charities, with Gwynedd second (118).
- The creative culture sector (132) had the highest number of businesses creating accounts with retail (75) second, and tourism (66) and care services (58) also high.

## **Evaluation of 'More than just words'**

[\*More than just words\*](#) is a strategic framework for strengthening Welsh language services in health and social care. Its aim is to ensure that health and social care organisations recognise language as an intrinsic part of care, and that people who need services through the medium of Welsh are offered them proactively.

An independent [evaluation](#) of *More than just words* was commissioned in 2018 and the conclusions published in August 2021. The report concluded that whilst progress had been made against each of the seven objectives, none of them could be considered fully met.

Overall, the findings of the evaluation showed that the ability of many Welsh speakers to access services in Welsh makes a significant positive difference to their overall experience and, in many cases, to the health and well-being outcomes they

have achieved as a result. However, the findings also showed that service users often find it difficult to access the services they need and are reluctant to ask for them when they are not offered.

One of the conclusions of the report was that there was a continuing need for *More than just words*. However, the report suggested that the role of *More than just words* needed to change from a strategic framework on which the sector can plan provision to being an enabler, supporting the sector in implementing the agreed priorities and supporting the aims of *Cymraeg 2050*.

In response to the findings of the evaluation, the Minister for Health and Social Services established a [Task and Finish Group](#) to develop a new and ambitious 5 year work plan for *More than just words* based on the evaluation's recommendations and other evidence to drive cultural change and further progress.

Since meeting for the first time in October 2021, the task and finish group has met regularly and undertaken its work on a thematic basis to consider the key issues highlighted by the evaluation of *More than just words* published in August 2021:

- How to engage and promote the level of leadership needed to drive change.
- The importance of Welsh language digital platforms and systems.
- Learning and workforce skills.
- Sharing good practice and developing an enabling approach.
- Incorporating the Welsh language into policies.
- Using the Welsh Language Voice.
- The role and purpose of the Welsh Language Partnership Board in Health and Social Care in the future.

The chair has also met key stakeholders / partners and networks and a stakeholder workshop was held in March 2022 to share ideas that had emerged with the themes and actions. The workshop was well attended with representation across health and social care. There was support for the themes proposed and further ideas were provided to develop actions to ensure that the *More than just words* scheme is ambitious and drives change over the next five years.

The [new \*More than just words\* plan](#) was published on 2 August 2022.

## **8. Social use of Welsh**

Increasing social use of the Welsh language is essential to enable us to reach our target of doubling daily use of our language. As Welsh is not a majority language throughout Wales, plans must be made to create, protect and extend opportunities where we can use our Welsh together to socialise and enjoy.

### **The Impact of COVID-19 on Welsh community groups**

In December 2020, we published [The Impact of COVID-19 on Welsh community groups: survey findings](#), a research report examining the impact of COVID-19 on the use of the Welsh language in our communities. As noted in the last annual report,

the research clearly showed that the pandemic has had an adverse impact on much Welsh language community activity.

Following publication of the report, a sub-group of the Welsh Language Partnership Council was established to look at what work was needed to address the challenges raised by the report and a [series of recommendations](#) were made to that effect. We held several 'outreach' sessions with our community partners to gather feedback for our response to those recommendations.

In July, 2021 we published that response: [The Impact of COVID-19 on Welsh community groups: government response](#).

The emphasis of the Welsh Language Partnership Council sub-group was to secure opportunities for people to use their Welsh on a daily basis, despite the fact that the pandemic had prevented face to face contact to a substantial degree, and with that, the opportunities to use our language.

Our response discusses the importance of Welsh-only spaces – places where we can use our Welsh freely, with no obstacles. One type of Welsh-only space that we will increase our involvement with is co-operatives. These also, of course, offer employment opportunities and a contribution to the economy and sometimes offer an important social function, all in Welsh. During the reporting period, and following discussions with Social Business Wales, and CWMPAS (formerly the Wales Co-operative Centre), we have started to work on a project to create new co-operatives. It is our intention that this will be implemented as part of our *Welsh Language Communities Housing Plan*.

Here is a list of some other aspects of the work we have undertaken during the reporting period in order to implement our response to the recommendations (the list is not in order of priority or exhaustive).

- Due to the significant challenges highlighted by Cymdeithas Eisteddfodau Cymru (*The Society of Eisteddfodau*) in relation to the impact of COVID-19 on our community eisteddfodau, we have increased our grant to the society. This will enable the society to offer bespoke support to help our small eisteddfodau rebuild their activity to ensure that as many of our small eisteddfodau as possible continue to be an important part of the activity of our communities.
- Work with the Wales Council for Voluntary Action, the Welsh Language Commissioner, the National Eisteddfod of Wales and others to see how best to co-operate as an area prepares for the visit of the Eisteddfod and how the Eisteddfod could be a 'lens' for language policy in a particular area.
- Allocate a new, ring-fenced participatory budget for local people to decide how to use it when waiting for the National Eisteddfod to visit their area, subject to the funding being used to prepare for the long-term linguistic legacy of that Eisteddfod.
- Collaborate with the Arts Council of Wales on the Leading in a Bilingual Country programme and with Sport Wales on the narrative of the Welsh language.

- Work with the Arts Council of Wales on a new approach to tackling what is currently known as 'language awareness' to see how best to take people with us on our *Cymraeg 2050* journey.
- Work with the mentrau iaith to update their local linguistic profiles. As a result of the new profiles, the mentrau will be able to adapt their work plans for 2022-23 identifying groups and communities that need support.
- Update our expectations of our partners in empowering communities to work for themselves rather than just providing activities.
- We have commissioned a review of the Grant Scheme to Promote and Facilitate the Use of the Welsh Language. The review will inform a new approach to grant-making. A core element in moving forward will be to consider how the Prosiect 2050 grant partners can also attract funding from other Welsh Government grant programmes.

We will continue to act in response to these recommendations during the 2022-23 financial year and we will include a further update in our next *Cymraeg 2050* annual report.

## Grants

During 2021-22 again, grants were allocated to our partners to increase the use of our language at community and national levels. This funding enables 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 the Welsh language socially.

The work of organisations such as 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.

In 2021-22, a grant of over £4m was allocated to Young Farmers Clubs in Wales, Cymdeithas Eisteddfodau Cymru, the National Eisteddfod of Wales, Merched y Wawr, the mentrau iaith, the Urdd and the network of *papurau bro* (community newspapers) to increase opportunities to use Welsh.

2021-22 remained a difficult time for many of our partners as they lost income as a result of postponed events due to the pandemic. However, organisations were able to carry out a range of online and face to face activities when COVID-19 restrictions allowed. The organisations continued to innovate in challenging times and found new ways of working that are bound to continue when the pandemic has long passed:

- The mentrau iaith organised a total of 1,755 on-line activities, with 70,724 joining or participating, and 4,090 face to face events attended by 76,517.
- Tafwyl, Menter Caerdydd's Welsh festival, was hosted online attracting audiences from all corners of the globe. 39,700 people watched and listened including audiences from the United States, Japan, the Netherlands, Spain and France to name but a few.
- Around half of grant-funded *papurau bro* (community newspapers) published digitally during lockdown, either via the Bro 360 project or on their own initiative.

- Merched y Wawr organised a total of 1,104 on-line activities, with 13,560 joining or participating, and 2,908 face to face events attended by 69,483.

## **Eisteddfod yr Urdd**

Once again, Urdd Gobaith Cymru had to delay the 2021 Urdd Eisteddfod and hold the Eisteddfod T instead. As part of this festival, 12,000 competitors took part in traditional competitions such as choirs and ‘cerdd dant’ singing, as well as a number of innovative competitions such as a *lip sync*, imitation and sketches for the whole family. It was an opportunity to bring everyone together, whether experienced Eisteddfod competitors or not, to enjoy our culture in a fun way.

It was wonderful to see the Urdd Eisteddfod in Denbighshire being held on a field in May 2022. A commitment in our *Programme for Government* led to providing free entry to the field to offer everyone the opportunity to enjoy the Eisteddfod’s varied offer to celebrate the organisation’s centenary. We will include a further update on that Eisteddfod in the next *Cymraeg 2050* annual report.

## **Urdd Sports**

The Urdd receives funding from Sport Wales each year. During the pandemic, Sport Wales increased its investment to support the Urdd’s use of the power of the Welsh language to engage with children, young people and families and encourage them to participate in sport regularly from week to week and ultimately throughout life.

The budget continues to be used to develop opportunities for young people across Wales to participate in sport through the medium of Welsh. The scheme offers extensive opportunities for the foundation phase across a range of sports including football, rugby, netball, gymnastics and multi-skills, contributing to children’s holistic wellbeing through the development of Physical Literacy.

## **The National Eisteddfod**

With the Ceredigion National Eisteddfod postponed for another year, the Eisteddfod AmGen 2021 was an extension of the 2020 event, with a strong element of competition as part of the festival. The provision was more similar to the ‘real’ Eisteddfod with more extensive use of sub-pavilions and the programme leading the viewer naturally through the medium of the internet, Radio Cymru and S4C, to get a taste of different sessions. The festival was a partnership between the Eisteddfod and broadcasters with excellent co-operation throughout the week and the planning period. With an emphasis on growing the audience on YouTube, over 35% more ‘screens’ were watching in 2021, with the YouTube audience having more than doubled when comparing 2020 with 2021. Impressions and engagement across social media platforms also increased during 2021.

A wonderful Eisteddfod was held on a field again in Tregaron in August 2022 – we will include an update on that Eisteddfod in the next *Cymraeg 2050* annual report.

## **New Welsh speakers**

The National Centre for Learning Welsh continues to work with partners in the community to provide opportunities for new Welsh speakers to use their skills in communities, through the *Cefnogi Dysgwyr (Supporting Learners)* initiative.

The Centre co-ordinates a 'Siarad' scheme in order to offer support to learners to use their Welsh with more confident speakers in an informal context. The aim of the scheme is to build learners' confidence by providing opportunities for informal conversations.

The Centre also operates an "Mwynhau'r Gymraeg" scheme in partnership with the mentrau iaith to ensure that new speakers are included in the activities of the mentrau.

## **Welsh Language Music Day**

Welsh Language Music Day / Dydd Miwisiog Cymru (DMC) was held for the seventh time on 4 February 2022. A series of 5 gigs were arranged in collaboration with Clwb Ifor Bach with the aim of holding them on the day but due to COVID-19 restrictions, they were rescheduled and held throughout March. The gigs were organised in traditional venues to try and encourage people to support the venues following the difficult period of the pandemic.

Since the outset, DMC's national campaign aims to introduce Welsh music to a new audiences. This has now developed to recognise the importance of encouraging community events where people can use their Welsh. With that in mind, a pilot project was held with Pyst – a mentoring scheme so that young people can learn to organise events on their own. As a result of the scheme, a tour of Wales was organised with Clwb Ifor Bach.

The pilot scheme was held in Carmarthen in collaboration with Menter Gorllewin Sir Gâr and the Urdd. Four sessions were organised for young people in the area with people working in the live music sector to learn how to go organise live music events. However, due to the impact of COVID-19, there was a delay and the gig was eventually held on 24 June 2022.

The pilot scheme has shown that young people are keen to organise live music events and have helped us identify the barriers and challenges that need to be resolved to enable further events to be organised in the future. The aim is that this will lead to more community gigs being organised – this is key to increasing young people's engagement with the Welsh language and awareness of it as a living language. It is also a means of nurturing future music promoters and offering an early platform to encourage new local artists.

Over social media, DMC Welsh and English hashtags were used 10,697 times this year – up from 9,868 in 2020. The hashtags were used by businesses across the UK, governing bodies, community groups, large businesses, Welsh communities overseas, and music and cultural organisations, creating and strengthening social networks and ensuring social capital in Welsh.

There were items on television programmes such as BBC Newsround, ITV Wales, BBC 6 Music, BBC Radio Wales, Radio Cymru and Radio Cymru 2.

Positive articles about the campaign, Welsh music and the language were published in NME, The Guardian, MailOnline and a number of local papers including the Carmarthen Journal, the Llanelli Herald and the Wrexham Leader.

Following the success of the “Llwyfan” scheme in 2021, Welsh Government awarded a grant to an external company for the second time during the reporting period to continue to work to help young people to take an interest in the Welsh language media and to develop recording, editing and publishing skills in relation to podcasts and radio programmes.

The project combines these elements on a platform serving 7-11 year olds focussing in the short-term on Welsh Language Music Day and the requirements of the Welsh Language Charter. The aim of the project is to strengthen and reinforce young people’s Welsh verbal and written skills as they learn about multi-media skills. It will also connect with pupils’ homes by providing a wide range of extra-curricular events that appeal to the whole family for example a family quiz to extend the language to our young people’s homes across the country.

## Theme 3: Creating favourable conditions – Infrastructure and context

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

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

### 9. Community and economy

The [Arfor](#) programme is part of the *Co-operation Agreement* between the Welsh Government and Plaid Cymru. The original Arfor programme was funded following a financial agreement during the Fifth Senedd with Plaid Cymru to pilot innovative approaches to promoting entrepreneurship, business growth, and community resilience whilst supporting the Welsh language. It targeted support in Gwynedd, Anglesey, Ceredigion and Carmarthenshire and it ran over a two-year period between 2019-20 and 2020-21 by the four local authorities working on local and collaborative projects. As part of the original pilot programme, funding was set aside to evaluate the work undertaken over the two years. The independent evaluation was published in November 2021.

Work is being undertaken on proposals to develop an Arfor 2 programme to build on the experience and evaluation of the previous programme. There will be an emphasis on building on existing relevant work or activity in order to create employment and support the language.

#### Agriculture

Farm businesses and the wider agricultural sector remains a key employer within rural Wales, especially in the Welsh language heartlands. A prosperous future for farming and the associated employment it supports is essential to maintain the language in our rural communities.

Through the Rural Development Programme 2014-20 (RDP), which runs until the end of March 2023, we have continued to support farmers across Wales to build resilience into their businesses, supporting activity that enhances their technical, financial and environmental performance.

During the reporting year, we have continued to develop and refine our long-term proposals for agricultural support in Wales, building on the publication of the [Agriculture \(Wales\) White Paper](#) in 2021 and recognising the importance of both sustainable local food production and family farming in Wales. These are themes, including the importance of Welsh-speaking communities, which remain central to future farm support.

Engagement with the farming community remains critical and following publication of the [Sustainable Farming Scheme](#) outline this summer, we are entering a further phase of co-design before publishing the final scheme. To underpin the new approach, we will be introducing the Agriculture Wales Bill in 2022.

To provide stability for farmers as we develop support and transition from the European Union to future domestic budgets, the Basic Payment Scheme was extended in 2022.

## **Welsh Language Communities Housing Plan**

Supporting the vitality of geographical communities with high densities of Welsh speakers is one of the strategic priorities of *Cymraeg 2050*. These Welsh-speaking communities face numerous social, economic and linguistic challenges. They are most often rural in nature and depend mainly on economies within the public sector, agriculture and tourism, where there are strong tendencies of outward and inward migration.

In recent years, some of these communities have seen a high demand for properties to be used as second homes. In areas where the densities of second homes are high, there have been concerns about issues surrounding affordability and the future of the Welsh language as a thriving community language.

As part of the *Programme for Government* commitment, we consulted upon a draft Welsh Language Communities Housing Plan (WLP) during the winter of 2021 and we aim to publish the final plan during the autumn of 2022.

The aim of the Welsh Language Communities Housing Plan is to include a wide range of interventions that address economic, housing, community development and language planning issues. The aim is to empower communities to take responsibility and identify their own solutions to issues that threaten the sustainability of the Welsh language as a living community language.

The interventions of the Welsh Language Communities Housing Plan will include:

- Encouragement to empower communities to establish community led co-operatives and housing schemes. We want to support communities to ensure that vital services are safeguarded. As a result, since April 2022, we have worked in partnership with Cwmpas to establish the 'Perthyn' scheme which offers a specialist service to communities looking to set up new co-operatives. This service will offer added value to the mainstream support already provided by Cwmpas for the creation of social enterprises and the Communities Creating Homes Scheme.
- Establish a Steering Group for key stakeholders involved in the open housing market.
- Establish a Fair Opportunities scheme for local people working closely with property providers to raise awareness of what action they can take to support their local communities.
- During the National Eisteddfod in Ceredigion, we launch a Commission for

Welsh-speaking Communities chaired by Dr Simon Brooks. The Commission will conduct a detailed study of the position of the Welsh language and submit a report and policy recommendations to the Welsh Government in two years' time.

- Establish a network of voluntary Cultural Ambassadors to promote and raise awareness of our culture, heritage and the Welsh language on a community level and amongst newcomers.
- We will expand the role of the Economy and Welsh Language Roundtable to include housing issues.
- We will further develop and investigate the issues associated with safeguarding Welsh place names. More information on this can be found in the [Place Names](#) section of this report.

### **Affordability, Second Homes and the Welsh Language**

The *Programme for Government* and the *Co-operation Agreement* include a number of commitments relating to affordability, second homes and the Welsh language, for example:

- Construction of 20,000 new low carbon social housing for rent.
- Publication of a White Paper to set out proposals for the right to adequate homes, including fair rents and new ways of ensuring that homes are affordable for people on local incomes.
- Taking forward measures to set a cap on the number of second homes, bringing more homes into common ownership and licensing holiday accommodation.
- Supporting co-operative housing, community-led initiatives, and community land trusts.
- Develop further effective tax, planning and housing measures to ensure the interests of local people are protected.
- Investigate the feasibility of introducing local authority mortgages.

Significant cross cutting policy foundations and progress have been developed, in line with the Welsh Government's three-pronged approach to second homes.

We've extended powers for local authorities to charge a discretionary premium rate of council tax on second homes and empty homes – from 1 April 2023, the maximum that local authorities can choose to apply will rise from 100% to 300%.

We've changed the rules around short-term holiday accommodation – which means that to be liable for non-domestic rates (rather than council tax), short-term holiday lets operators must be available to let for at least 252 days in any 12-month period, and actually let for a minimum of 182 days within that period. This will ensure that owners and their guests make a fair contribution to host communities.

We are also committed to making changes to the planning system. Regulations will introduce three new planning use classes: primary residence, secondary home and short-term holiday accommodation. Local planning authorities, where they have evidence and put in place an Article 4 Direction, could then be able to require property owners to seek planning permission in order to change use between these

classes. We will also introduce changes to national planning policy which will allow local authorities to better manage the number of second homes and short term holiday lets in local communities.

We've also consulted on making changes to land transaction tax. There are two sets of rates for residential properties – the main rates and the higher rates. The higher rates are charged on when following the purchase, the buyer will have more than one residential property, including second homes and are 4 percentage points higher than the main rates. These are the highest rates for additional residential properties in the UK.

Following the consultation, we are now also working with local authorities to develop a national framework in which they can request increased land transaction tax rates for second homes and holiday lets to be applied in their local area.

### **Affordability and Second Homes Pilot**

We have established a pilot in Dwyfor to test a number of interventions and to assess their effectiveness in terms of managing second homes and their effect on affordability. We will do this by working closely with partners such as Gwynedd Council, Snowdonia National Park and Grŵp Cynefin. Two groups have already been set up to oversee the work of the pilot, including an operational group and a strategic group.

A key part of the pilot in Dwyfor will be to commission an evaluation of the effectiveness of the interventions. This will facilitate the work of learning lessons and sharing good practice with other areas facing similar challenges.

## **10. Culture and media**

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 are proactive in their response to the policy. Encouraging and supporting members of staff to learn and use the Welsh language is embedded in the operational culture of our sponsored bodies, and they have established good links with the National Centre for Learning Welsh.

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

The importance of our relationship with these organisations and partners is key to our heritage and wellbeing.

## **Culture**

### **The Cymru Wales Brand**

Again this year, we have continued to support businesses to reflect the values of the brand in their work. We also used the Welsh language in major campaigns to promote Wales across the world. In particular, this was done through the St David's Day campaign, as we showcased the best of Wales to the world across social media as part of the Pethau Bychain (Small Things) campaign. This was done by working with key partners including the Football Association of Wales and the Urdd.

The Welsh language is a central part of the Cymru Wales brand and has been used extensively to promote Wales and attract tourism and investments. The language inspires core elements of the brand, for example the font (which has won a gold award at the European Design Awards).

In the tourism sector, this includes encouraging hospitality businesses to ensure a strong sense of place in their provision, and the use of the Welsh language is central to this. The language has also been used as one of our main tourism campaigns – Addo – to encourage people to behave responsibly while visiting Wales. Addo asks visitors and residents to make a pledge to Wales, which includes asking people to respect and celebrate our unique language and culture.

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

### **Sponsorship activity**

We continue to emphasise and promote the importance of the wealth of Welsh-medium culture and indeed the importance of hearing Welsh in our sponsorship activity. We continue with the aim of ensuring that the use of the Welsh language increases, both at cultural events and in the everyday work of our cultural institutions.

Through our sponsorship activity, we are collaborating to increase the visibility of the Welsh language in cultural activities of all kinds, including exploring the interrelationship between language and culture in order to develop events, products and activities that celebrate and raise awareness of our unique Welsh culture.

## **Heritage**

### **National Museum Wales**

The Museum places the Welsh language at the heart of all that it does in order to provide Welsh language and Welsh experiences and bespoke opportunities for visitors to use and learn the language. Here is a flavour of their activities during the reporting year:

- Developing a bilingual blended learning programme for all schools in Wales in

line with the new curriculum, starting to normalise the language through programmes such as the Children’s Festival of Welsh History, the Summer of Fun and the Winter of Well-being.

- Celebrating the Welsh language as an integral part of our contemporary culture, weaving awareness of the history and development of the language into permanent exhibits such as the module *Wales... the language battle* at St Fagans.
- Promoting the use of the Welsh language across all sites with the following being highlights: *The Future Has a Past* at St Fagans, the *Windrush Cymru – Our Voices, Our Stories, Our History* exhibition which toured a number of other museums and venues, *Exhibition of Hope* at the National Wool Museum and *Transformation* at the National Waterfront Museum.
- Develop the Museum Wales Producers programme that creates new opportunities for young people to develop skills and experience in the heritage and arts sector – including developing a bilingual Instagram account Bloedd AC and an arts magazine Cynfas, and experiment with the TikTok platform in Welsh.
- Produce extensive digital education resources again this year which are available on Hwb and on the Museum’s website, including resources for pre-school age, the key stages and adults.
- Develop two virtual walkthroughs (Google Expedition) in Welsh for Rhyd-y-car Terrace at St Fagans National Museum of History and Big Pit National Coal Museum. The Big Pit virtual tour was the first in Welsh and was produced in collaboration with the Arts and Culture Department of Google.
- Highlights of the bilingual events programme include Museum Sleepover sessions: At home. The programme was highly commended in the Welsh language category at the Cardiff Life awards and there was evidence that families from Abu Dhabi to Adelaide had taken part in Welsh and therefore taken advantage of the opportunity to use the language through the digital events.
- Develop a new bilingual Customer Relationship Management system in order to be able to record language choice, collect usage data and develop a clearer picture of the needs and habits of Welsh-speaking audiences in order to improve their experiences.
- Work with an international company, Kotobee, to translate and launch a Welsh language interface for ebooks software which is one of the Museum’s main education outputs. It is the first interface of its kind in Welsh.

## **Royal Commission on the Ancient and Historical Monuments of Wales**

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

One of these on-line services is the List of Historic Place-names of Wales, maintained by the Commission on behalf of the Welsh Ministers. The List is an innovative resource made up of hundreds of thousands of place names collected from historic maps and other sources. It offers a fascinating insight into the land use, archaeology and history of Wales.

It records names, as well as alternative forms and spellings, for settlements,

property, roads, paths, rivers and numerous other features used over the centuries.

This List is more than a useful record of past place names, 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.

During the reporting period, the Commission established a task and finish group to make recommendations on how to improve, better promote and raise awareness of the List of Historic Place-names of Wales.

More information on this can be found in the [Linguistic Infrastructure](#) section of this report.

In order to celebrate Welsh Language Rights Day, a series of videos were created to promote the Commission's Welsh-medium services, and the highlight of the celebration was the publication of their Welsh in the Workplace Policy 2021-22.

### **The National Library of Wales**

On-line use of the Welsh language has increased significantly over the last two years as the Library holds more and more virtual activities and meetings.

During 2021-22, internet users discovered the National Library's digital collections on the Google Arts and Culture platform, enjoying the 190 items and ten digital stories in both Welsh and English. The Google Arts and Culture website provides a platform for over 2,000 partners from around the world to make art and culture available to everyone wherever they are. The National Library of Wales is the first national heritage organisation in Wales to share its collections and promote the Welsh language on this platform.

The WikiPlaces project has been combining Wikidata and OpenStreetMap to improve Welsh mapping services. This will ensure that bodies and companies have a means of showing and developing maps / travel services in Welsh as well as in English. Building on the work of Mapping Wales to develop a Welsh map of Wales, the project has used the collective technologies and open Wikidata data to enable users to participate as well as view and explore a contemporary map of Wales through the medium of Welsh.

The Library has encouraged and supported the public to contribute thousands of Welsh names for historic buildings and to create Welsh language Wikipedia articles about their local communities. Over 5,000 Welsh place names were added to the Mapio Cymru map using Welsh labels from Wikidata.

Since lockdown, the Library's Education Service has provided schools with a hybrid Welsh and bilingual service which includes virtual workshops, outreach work and workshops in the Library building.

The Library has developed a 'scarce skills' apprenticeship scheme for bilingual young people to ensure that the organisation has individuals who are fluent in Welsh to take up posts in the future where specialist skills are required. In doing so, the aim is to ensure that there is no shortage of qualified bilingual individuals to fill these posts in the future.

The Welsh language is the internal administrative and operational language of the organisation which is thoroughly bilingual in its dealings with the public.

## **Sport Wales**

Sport Wales is part of the Public Bodies Equality Partnership for Wales, a group of public sector organisations (including the Welsh Language Commissioner). The group has jointly developed a set of equality objectives and each one has undertaken to implement them.

Sport Wales' social media pages have seen significant progress in engaging with young people through the medium of language choice. In terms of specific support, the Be Active Wales Fund (Sport and Active Wales Fund) was implemented early on in the pandemic. The intention was to help and protect the sports organisations with emergency assistance, and then, increasingly, to help them move on to a more sustainable position in the future.

Of the money allocated by the Fund, funding was allocated to 40 organisations that provided a sporting activity entirely through the medium of Welsh, and 39 organisations that made partial use of the Welsh language. Through the financial support provided to these 79 organisations during 2021-22, 756 Welsh-medium activities were provided by 412 trainers.

## **Arts Council of Wales**

During 2021-22, the Council has worked towards, and has gained official recognition of, the Language Commissioner's "Welsh Offer". The aim of the scheme is to ensure that there are small and consistent developments in Welsh language services. By promoting the services to the public, it provides better services in Welsh and increases their use.

The Arts Council of Wales' Toolkit to Promote Bilingualism was launched during the reporting period. The aim of the scheme is to encourage organisations within the arts sector to consider how to promote their activity in Welsh.

Their Night Out Service has also set up a Welsh Language Champions group. Working with the local menter iaith and other community champions who wish to hold performances in Welsh, residents of Wales can access opportunities to enjoy a vibrant culture where the Welsh language thrives.

The Welsh Language Facilitator works with Lead Officers to identify further support required for the Arts Portfolio Wales. Research into Welsh language development pathways within the arts for creative workers has been approved and has been available on Sell2Wales since January.

A partnership exists between the Arts Council and Theatr Genedlaethol Cymru to work with the National Centre for Learning Welsh to plan provision as well. The aim of the work is to assist the Centre in planning and delivering appropriate courses for the use of Work Welsh to arts freelancers.

Following discussions with S4C and Ffilm Cymru, a further iteration of their cross-creative sector development programme Labordy is now live, focussing on producers wanting to work in the medium of Welsh. Five directors were selected to participate during the financial year.

## **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 and have worked with S4C and BBC Cymru to fulfil our aspirations for our language. In 2021, Creative Wales entered into Memoranda of Understandings (MOU) with the BBC and S4C. These arrangements include a focus on supporting Welsh language content. The S4C MOU in particular includes a specific focus on promoting the Welsh language to support the ambitions set out in *Cymraeg 2050* and a commitment to support Welsh film production.

We continued to raise a range of issues consistently with the UK Government and Ofcom over this period. We emphasise the vital role of effective broadcasting in sustaining and growing the Welsh language as work is taken forward in response to Ofcom's Small Screen; Big Debate report on the future of public service broadcasting. Work also commenced to take forward the broadcasting and media commitments set out in the Welsh Government's *Co-operation Agreement* with Plaid Cymru. This includes action to explore the possibility of creating a shadow Broadcasting and Communications Authority for Wales and to support a framework for Wales that meets our needs and ambitions for the Welsh language.

During this period, Creative Wales has supported companies with development funding intended to be delivered in Welsh, supported the funding of bilingual productions and through Wales Screen, provided location assistance to Welsh language productions.

## **Welsh Books Council**

The Welsh Government's financial support through the Welsh Books Council has ensured that it is possible to continue to support publishers to produce Welsh language books and magazines for adults and children.

During 2021-22, over 200 Welsh language books and 16 print and digital magazines were published for adults and children.

There are now 1,139 Welsh e-books on [ffolio.cymru](http://ffolio.cymru) – most being books for children and young people. Publishing an e-book alongside the printed book is now the practice of most publishers.

Golwg 360 continued to be funded by the Welsh Government through the Books Council during this period. The monthly average of web users was around 75,000, the tweets over 550,000 and involvement with the content on Facebook was around 4,500.

Work continued to deliver on the recommendations of the Siwan Rosser Report (2017). Overall, 48% of the books for children and young people were original books. Different ways of writing for young adults were supported and the first three volumes were published in the Gorau o'r Goreuon series (new editions of old titles that remain relevant and standard in this period).

Diversity was a central issue for the Council's discussions during this period, especially in terms of race and ethnicity in the context of the Welsh language. Surveys of our publications were carried out and recommendations were made to the publishers on actions that could and should be taken to ensure diversity in the books and magazines that are funded. One quick survey showed that around 70% of books for young children funded included pictures of characters from diverse ethnic backgrounds. Identifying and developing Welsh speakers from diverse ethnic backgrounds to be confident authors remains a priority in discussions with partners.

A number of new books with diverse content were supported and in particular Y Lolfa was funded to work on the Y Pump project – where five authors worked together with five co-authors to produce five novels for young adults with content relevant to people from diverse backgrounds. This was considered a very successful project and in fact became a winner in the Literature Wales Book of the Year Award under two categories: The People's Choice Award and Children and Young People's Category Winner.

Books for learners continued to be published – a total of 33 are now in the Amdani series. The Welsh Government's New Audiences funding enabled them all to be turned into e-books. The catalogue of these books was updated and a new catalogue prepared of suitable books for confident learners, 'Beth ga'i ddarllen nesaf?'

Work to attract new publishers to the area is ongoing. Broga continues and O'r Pedwar Gwynt are preparing their first volume for adults. The Council also supports some of the publishers to develop their adult programme as well as seeing some of the main English publishers in Wales publishing Welsh and Welsh-language books.

Information on Welsh language books published during the year was provided in the form of a Yearbook as well as specific lists for all schools and information on the Books Council's Hwb pages.

A substantial budget has been received to ensure that every child in Wales receives a book as a gift through the #schoolsoverreading scheme. As well as this, each school received a gift pack of 50 books for the school library. Food banks have also received a supply of Welsh language reading for pleasure books as part of the campaign.

Bilingual material for the Summer Reading Challenge and Book Day campaigns was made available to schools, shops and libraries, as well as supporting content for the Welsh language websites.

National coverage across a range of platforms was given to short-listed titles which reached the short-list for the Tir Na n-Og Awards.

Reading competitions were held with primary schools across Wales in order to promote reading and discussing Welsh language books and a number of digital and face to face author events were arranged with schools.

The Council worked with publishers in Wales to produce and distribute 21 children's books on mental health and wellbeing in both print and digital formats. Copies of the books were given to Welsh-medium primary schools throughout Wales and resources were created to accompany the books as part of the project. Additional funding has been received to arrange talking book versions of most of these books as well and they will appear during 2022-23.

## **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.

However, we also recognise that more needs to be done to ensure that members of minority ethnic communities have better opportunities to learn and use the language. To this end, throughout the reporting period, we contributed to the Government's work in developing its new [Anti-Racist Wales](#) Action Plan. The Plan was published on 7 June 2022, and includes a series of targets in relation to the Welsh language in order to develop our understanding of the experiences of Welsh speakers and non-Welsh speakers from minority ethnic communities, to learn from them and to respond positively and proactively to them.

A new sub-group for the Welsh Language Partnership Council was established during the reporting year to focus on equality, inclusion and diversity. The group has begun its work by looking at race and ethnicity in order to support us in delivering the Anti-racist Wales Action Plan.

### **Refugees and asylum seekers**

During 2021-22, the National Centre for Learning Welsh has worked with *Say Something in Welsh* to develop a new digital resource via the first languages of asylum seekers and refugees so that fluent English is not required in order to learn Welsh. This scheme works with partners to reach the target audience including Adult Learning Wales, the Welsh Refugee Council and universities in Wales. This gives refugees and asylum seekers a further opportunity to learn Welsh on courses that are tailored especially for them.

The Centre's partnership with the Red Cross continues, in order to facilitate

opportunities for some refugees and asylum seekers to continue learning Welsh.

### **London Welsh School**

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

### **Patagonia**

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

Due to Argentina being closed to all non-nationals for most of 2021-22, teachers from Wales have been unable to locate in Patagonia for the Argentinian academic year. This relates to both those employed directly by the bilingual schools and those employed through the Welsh Language Project. Therefore, the local tutor network has been wholly responsible for the provision of teaching in schools this year.

The network has made admirable efforts to rise to the challenge – attended training sessions to learn about teaching on-line, on-line platforms, and resources and apps provided by the Welsh Language Project Teaching Co-ordinators. However, there have also been issues in terms of the teaching time available to them, the fact that they were unable to be guided by first-language Welsh teachers from Wales and also the fact that delivering on-line teaching to young primary school children can be difficult. The presence of Welsh teachers from Wales in schools and communities cannot be overstated, in terms of the formal and informal teaching that they provide, including up to date teaching methodologies, Welsh language support to local tutors and community events.

Adult teaching provision has continued through a tutor based in Wales who has been holding on-line classes for secondary school pupils and adults at all levels. A success story has been the ability to extend the reach of the project to accommodate students outside the normal catchment area of Welsh learning, and the project has gained some very enthusiastic new on-line adult learners. The year ended with a large number of adult students sitting mock oral exams, many of whom progressed onto the official WJEC exams in June 2022.

Argentina's borders opened again on 31 December 2021 to non-nationals, and as a result it has been possible to resume in-country Welsh teaching provision for the first time since the start of the pandemic by recruiting three teaching placements in Patagonia. In addition to being able to deliver face-to-face teaching, they will be able to make use of the resources and technology developed during the pandemic to enhance their teaching. The current placements will be in place until mid-December 2022 with a possible option to continue for the full 2022/23 academic year.

## **International Relations**

Officials have continued to put the Welsh language at the forefront of implementing the [International Strategy for Wales](#). This includes sharing good practice and supporting countries with minority languages around the world.

## **Network to Promote Linguistic Diversity**

The Network to Promote of Linguistic Diversity (NPLD) is a Europe-wide network working in the field of language policy and planning for Constitutional, Regional and Small State Languages (CRSS) throughout Europe. NPLD members include national and regional governments, as well as universities and associations.

The primary 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.

Due to COVID-19, the Network met on-line during the reporting period to share good practice and experiences linked to the challenges and opportunities presented by the pandemic. We look forward to hosting the NPLD conference in Wales during the autumn of 2022.

## **The British-Irish Council**

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

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

During the reporting year, the group organised a webinar in the area of languages and the early years. The webinar took place during June 2021 and provided an opportunity for policy officials, guest speakers and key stakeholders from across the Council's member states to discuss the challenges and opportunities of this vitally important area. Discussions took place on: the cognitive benefits of learning languages during the early years; developing and maintaining a suitable workforce; and best practice in supporting parents of children learning indigenous, minority and lesser-used languages in the early years.

The webinar was a prelude to a positive ministerial discussion at Council level in November and then at Summit level a few days later at St Fagans. The importance of introducing indigenous, minority and lesser-used languages during the early years was recognised and it was agreed that sharing good practice in this area would continue. It was also good to hear all the Council's languages being used during the

summit, for the first time ever.

During the reporting year, the Group also continued to publish a series of useful resources on its website, promoting them on social media. The aim was to draw broad attention to the languages and engage the public in them. Resources created and updated by the Group include:

- Thematic vocabulary in all Council languages.
- Infographic to summarise the situation of all languages.
- A series of resources to support people to learn the languages.
- A list of songs in all the languages on Spotify.

### **United Nations International Decade of Indigenous Languages 2022-32**

During the reporting year, Welsh Government officials contributed to UNESCO's work in preparing for the UN International Decade of Indigenous Languages 2022-32. We look forward to continuing to raise the profile of the Welsh language and sharing good practice with others across the world as part of our commitment to being "a nation responsible at a global level". This work includes continuing to develop and strengthen partnerships with key stakeholders such as Wales Arts International.

### **International events**

Since the start of the pandemic, opportunities to promote and support the Welsh language at international level have been more limited than previous years, not only because of global restrictions, but also due to having to redeploy staff within the Department for International Relations and Trade, in Wales and abroad. However, work has been able to restart and highlights from the year in question include:

#### **Germany**

2021 was the "Wales in Germany" themed year with a wide range of activities taking place, for example:

- An on-line project between Literature Wales / The British Council / Literaturhaus Stuttgart which included the following as main themes: the Welsh language, identity, landscape, gender, ethnicity.
- The third film commissioned for Wales in Germany 2021 through National Dance Company Wales and Literature Wales (Plethu-Weave) released and promoted on social media in October 2021. The poem performed in the film was in Welsh.

#### **The United States of America**

- Supported the Cŵr yr Urdd / Urdd Choir tour of Alabama and Georgia, where they sang in Welsh at multiple performances to local audiences and performed jointly with the University of Alabama at Birmingham (UAB) Gospel Choir.
- WG supported the North American Festival of Wales – a celebration of all things Welsh including Welsh language performances and competitions.

#### **Canada**

- Hosted a delegation of the Canadian Parliamentary Internship Programme on

their visit to Wales in March 2022, where a major focus was on Wales' approach to bilingualism and learning we could share with Canada.

- Facilitated a panel on 'Indigenous languages in music and using language to strengthen sound and lyrics' at BreakOut West.

#### Japan

- A weekly tweet promoting words in Welsh has been introduced and is always amongst the most popular tweets. Followers have grown steadily since the Rugby World Cup and now stand at over 9,000.

#### The United Arab Emirates

- Our Dubai office hosted an event for Welsh diaspora in the UAE to celebrate Dydd Miwsig Cymru (DMC) and Dubai Expo.

### **Urdd Message of Peace and Goodwill**

Continuously since 1922, the annual process on May 18 of sending a message on behalf of the young people of Wales to young people in the rest of the world has been stimulating and inspiring international and humanitarian activity.

Equality for women was the theme of the Urdd's Message of Peace and Goodwill in 2021 and was produced by students at Swansea University.

The message was translated to over 65 languages and was shared on social media in 59 countries across the world. It reached 5.2 million people – the most successful message ever.

### **Major events**

The pandemic affected our major events work substantially again during 2021-22 with varying restrictions on public gatherings and events continuing until late 2021. Due to the reintroduction of Alert Level 2 restrictions in December, in response to the public health situation at that time, a third round of Cultural Recovery Fund support was made available. In total, £24m was provided to over 200 events and technical suppliers through the Fund. Supported events include the National and Urdd Eisteddfodau and Tafwyl. All funding recipients have also agreed to the principles of a 'Cultural Contract' which include a commitment to promote and protect our vibrant culture, heritage and our language.

### **Tourism and marketing**

Our aim is to lead by example, promoting the Welsh language on a global stage and emphasising the advantages 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 seen as a unique selling point in the wider world.

Welsh is an integral and visual part of our campaigns to promote Wales on the global stage, and we share the message about bilingualism in Wales on relevant platforms. This can be seen clearly on the Wales.com website – the main digital portal for

Wales – which includes specific articles on the Welsh language and bilingual Wales. This message also permeates through much of the content we use across our various websites.

In recent years, we have focussed significantly on our website and Welsh-medium channels, Croeso Cymru, publishing articles and unique high-quality content packages in the Welsh language.

We also ensure the use of Welsh in any international campaigns we run with partners, including campaigns with BBC.com and KLM during 2021-22, which reach audiences around the world.

As we plan campaigns and commission new content to promote Wales, celebrating the Welsh language, ensuring an emphasis on community tourism and emphasising the unique language and culture of Wales will continue to be an integral part of the strategy.

## 12. Digital technology

In recent years, technology has developed a great deal to support us in using our language, and many of the developments arise from our [Welsh Language Technology Action Plan](#). The philosophy of that plan is that where the Welsh Government pays for language technology components, we will release them free of charge under an appropriate open licence. This work has led to a number of new items that will help with our work to increase use of the Welsh language.

With regard to Speech Technology, with grant aid from us, Bangor University has been improving its [Trawsgrifiwr](#). This is a resource that enables the creation of automatic subtitles for Welsh language videos. The university has also published updates to the dictation and acoustic language models and better Welsh text-to-speech voices.

Working with local authorities, health boards and other public bodies to gain access to and the right to share their translation memories was the priority in the area of translation automation this year. The intention of encouraging bodies to share their translation memories is that the same sentence does not have to be translated time and again. Health and Care was our priority this year, with the memories from this zone being used to train a new specialist automated translation engine for the sector.

Bangor University also made improvements to Macsen, a Welsh speech recognition machine, with an update to the software in order to further develop the artificial intelligence field in Welsh.

In order to strengthen the use of Welsh in technology, Bangor University has been very reactive in developing and releasing the following resources:

- Dependency parser (to demonstrate the semantic correlation between words in Welsh sentences).
- De-identifier (or anonymiser) that can hide sensitive personal entities (words and

terms) that appear in texts.

- A new linguistic resource to assist with mutations.
- Free Cysill spell check accessories for Google Docs and Microsoft Office 365.

All this was presented at a Language Technology Symposium in Bangor University on 28 January 2022.

Cardiff University worked with Lancaster University to create a [machine](#) that automatically summarises Welsh text and it was released in August 2022. We look forward to the release date for the resource in due course.

Mapio Cymru, with the support of the public, has helped to improve Welsh language maps and the National Library of Wales has been concentrating on Welsh place names this year as part of its work with the Welsh language Wikipedia community. This work sees place names being entered as Wikidata so that articles about places in Wales can be created with the appropriate photos to hand.

[Here](#) is a list of all Welsh language and bilingual technology resources.

We have also published, and are in the process of implementing a [guide](#) for companies and developers who want to know how to design digital services that work bilingually.

### **13. Linguistic infrastructure**

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

Linguistic infrastructure resources are the things that help us to use Welsh in everyday life: dictionaries, terminology resources, corpora, and research and standardisation work.

We directly fund a number of projects in the area, including Geiriadur Prifysgol Cymru, and Y Termiadur Addysg. A number of the other main resources also receive public funding through various agencies.

Between March and July 2021, we held a [consultation](#) on a draft policy for linguistic infrastructure, aimed at making it easier for people of all backgrounds to use Welsh – workplaces, schoolchildren, teachers, new speakers and confident speakers – by ensuring they know where to turn for linguistic resources or sources. In that respect, the proposals in the consultation document followed the concept of putting the user first, and making it easy for people to use Welsh by creating a single website for them to visit for answers.

We published a [summary](#) of the responses to the consultation on 28 September 2021, and since then, we have been working on some of the key findings – this includes taking steps to establish a linguistic infrastructure unit during the next reporting year.

During 2021-22, we continued to host a panel to address orthography issues under the chairmanship of Dr Dylan Foster Evans of Cardiff University. By including some of the main infrastructure resource providers in the work, it is hoped that this will be a step towards achieving greater consistency to make it easier for consumers to use their Welsh confidently.

We have also continued to host a group, chaired by Professor Delyth Prys from Bangor University, to standardise equality terms in the area of race and ethnicity. This has been done to respond to a gap in the provision of terms in the area.

Over the coming period, we will develop policy proposals for more effective co-ordination of the various elements and to provide a better service delivery consumers.

## **Translation**

In order to support translators and interpreters to meet the demand for their services, we continue to support Cymdeithas Cyfieithwyr Cymru (*the Association of Welsh Translators and Interpreters*). This is the professional association that upholds, ensures and promotes professional translation standards, improving, increasing and developing the skills and knowledge of translators.

During the reporting year, the Association has remained central to maintaining an e-community of translators, and advocating on their behalf, during a period when translators of all kinds were going through a difficult period as a result of the pandemic. 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 about 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.

## **Place names**

In our *Programme for Government*, we have made a commitment to work to protect Welsh place names. This intention was confirmed by including a commitment to “*Ensure that Welsh place names in the built and natural environments are safeguarded and promoted*” in the *Co-operation Agreement*.

‘Place names’ is a broad area, with different circumstances requiring different solutions. We usually split the area into three parts:

- City, town and village names
- House and property names
- Geographical names

Many of the names in each of these three categories are historical names, and the challenges that apply to each are slightly different. The names of settlements (i.e. the names of towns, villages and cities), for example, are standardised by the Welsh

Language Commissioner, and their names as such are established and are not subject to change. At a community level, however, there are a wealth of names for geographical features, land and property holdings, including farms and houses, and these are more volatile than settlement names.

We have already compiled a List of Historic Place-names of Wales, the only statutory record of historic place-names in the UK. One of its main objectives is to raise awareness of the richness of historic place names in Wales and their importance as parts of our wider cultural heritage. The list was established in 2017, and in 2021 a task and finish group was established to review its work to date and formulate recommendations for the future. The [report](#) was published during the the summer.

In the case of house names, geographical names and historic names, more evidence is sorely needed to develop robust policy proposals – not only for the number of names that are changing, but also how and where that happens.

Research on the processes used to change names will allow us to find solutions that work. Therefore, alongside short-term actions, we will prioritise this research as a basis for future action.

An important contribution to the information we hold was the [consultation on the draft Welsh Language Communities Housing Plan](#) which was live from 23 November 2021 to 22 February 2022, and included proposals on safeguarding place names and house names.

The responses to this consultation, as well as the report and recommendations to inform the future of the Royal Commission on the Ancient and Historical Monuments of Wales' Historic Place-names List, will inform our way forward in this area.

## **14. Language planning**

Our ambition for our language is great, as are our plans to achieve it. Language planning is a broad area which cuts across all policy areas. It is holistic and plans purposefully in order to prevent and reverse the language shift from the minority language to the majority language. This involves scrutinising policy in different areas (and at several levels) that affect linguistic decisions, with the aim of promoting the minority language. As this work is holistic, it touches upon all of our activities – all the interventions discussed in this report therefore come under the umbrella of language planning.

The Welsh Government has a number of structures that promote the holistic thinking in which the Welsh language is mainstreamed and is part of activities across the public policy area.

### **Cymraeg 2050 Programme Board**

The members of the Cymraeg 2050 Programme Board are senior officials from across the Government. The purpose of the Board is to scrutinise progress, offer

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 emerging issues that could 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. During the reporting year, the Council has continued to meet at least once a term to provide advice to Welsh Ministers in relation to *Cymraeg 2050*. The Council advised the Minister on various issues affecting Welsh language policy, for example second homes, post-16 education and community use of the language.

### **Commission for Welsh-speaking Communities**

The Commission for Welsh-speaking Communities was launched at the Ceredigion Eisteddfod in August 2022. It is chaired by Dr Simon Brooks and during the next two years, the Commission will scrutinise public policy in areas such as the economy, housing, education and community development in the Welsh-speaking heartlands in order to make holistic policy recommendations that will strengthen Welsh-speaking communities.

The establishment of the Commission is part of our response to intense social challenges arising from COVID-19.

We will provide further details on the work of the Commission in our next *Cymraeg 2050* annual report.

### **Welsh Language Promotion Group**

The aim of the Welsh Language Promotion Group is to bring together a range of partners working in language planning to network, share information, discuss various matters and share ideas. During the year, discussions were held on various areas of Government policy including the Welsh Language Communities Housing Plan.

## **15. Evaluation and research**

Two research reports were published during the reporting year which add to the evidence base on late immersion education. In June 2021, a rapid scoping [review](#) of the evidence that exists on late immersion and intensive linguistic provision was published. The [study](#) published in October 2021 explores how late immersion education provision is delivered in some areas of Wales, and discusses some of the opportunities and challenges for local authorities and schools in planning and delivering the provision.

During the year, a contract was awarded to undertake a review of the Grant Scheme to Promote and Facilitate the Use of the Welsh Language.

Throughout the year, further work was developed to mainstream the Welsh language across the Government's research activity.

### **Exploring ways to add to our understanding of the linguistic experiences of speakers during their lifetime**

A [Language Use Survey](#) was conducted between July 2019 and March 2020, and a selection of the findings are included in this report including data on the Welsh language in the home and in education, published in February 2022. Bulletins will follow on the Welsh language in the workplace, the social use of the language and the use of Welsh with services. We will combine data from the 2019-20 National Survey for Wales where relevant.

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 has had to change as a result of the pandemic, so this must be borne in mind when interpreting the data since March 2020.

## Conclusion

This report is testament to all work undertaken to take forward the *Cymraeg 2050 strategy*, by the Government and its various partners, during 2021-22. It is vital to pause and scrutinise this work at the end of the year as we evaluate our progress against our targets to double the daily use of Welsh and reach a million Welsh speakers by 2050.

Soon, the results of the 2021 Census in relation to the Welsh language will be released, and we're ready to analyse them in detail in order to review our plans and trajectory towards the million, as required.

Now more than ever, we need to work together, offer a helping hand when challenges and opportunities arise, learn from each other and celebrate each other's achievements – the Welsh language belongs to us all. We all have our voice and every contribution counts. And we must remember that we all have the responsibility and ability – as individuals and organisations – to work together to ensure a prosperous future for the Welsh language.