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## Welsh Language Strategy Evaluation Framework

# **Welsh Language Strategy Evaluation Framework**

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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## Introduction

This Framework is intended to inform the evaluation of the Welsh Ministers' Welsh Language Strategy, *A living language: a language for living*. It provides a basis and sets out a rationale for future research, data collection and analysis. **Part I** outlines the policy context for the Evaluation Framework, sets out the conceptual framework which underpins it, and considers the challenges and implications of seeking to evaluate the impact of language planning activity. **Part II** presents a series of logic models, corresponding to each of the six Strategic Areas of the Strategy, which illustrate the dynamic of language behaviour. These provide a basis for a systematic and coherent approach to assessing impact and outcomes, and for a more detailed development of the theory of change implicit in the Strategy. Each logic model is followed by a series of more detailed research questions that need to be addressed, together with an outline of the research methods and tools to be considered in each case. The Framework is informed by the guidance for evaluation provided in *The Magenta Book* (HM Treasury 2011).

Whilst the primary purpose here is to help develop a robust approach to evaluating the Strategy, it is hoped that the report will also inform how the Strategy is implemented and developed further.

It is envisaged that, in addition to the Welsh Government's use of the Evaluation Framework, other bodies which have an interest in the Strategy – either as delivery agencies or in terms of scrutiny – will also find the Framework helpful to their work. The activity of evaluating the Strategy should not be the preserve of the Welsh Government alone but shared with partners to help ensure the best outcomes for the language.

Organisations in receipt of grant funding from the Welsh Government, and other bodies engaged in promoting and facilitating the use of Welsh, were invited to provide their comments on earlier drafts of the Framework between September and November 2012. Feedback from a variety of partners has thus contributed to this final version.

# **Part I: Policy Context, Conceptual Framework and the challenge of evaluating language planning activity**

## **1 Policy Context**

The Welsh Ministers' Welsh Language Strategy, *A living language: a language for living*, was published on 1 March 2012 and came into effect on 1 April 2012. It will remain in force until the end of March 2017. The Strategy confirms the Welsh Government's commitment to taking the lead on delivering its vision, namely 'to see the Welsh language thriving in Wales' (p.14). Achieving this vision involves two core elements: enabling people to acquire Welsh, and enabling and encouraging people to use the language (p.14).

The Strategy comprises six Strategic Areas:

- The Family
- Children and Young People
- The Community
- The Workplace
- Welsh-language services
- Infrastructure

### **1.1 Policy Objectives and Intended Outcomes**

The long-term aim (or the 'Vision') of the Strategy is to 'see the Welsh language thriving in Wales' (p.14). The Government's objective, as noted in its Programme for Government for 2011-16, is to strengthen the use of the Welsh language in everyday life. This objective is defined in terms of the following:

- an increase in the number of people who both speak and use the language
- more opportunities for people to use Welsh
- an increase in people's confidence and fluency in the language
- an increase in people's awareness of the value of Welsh, both as part of our national heritage and as a useful skill in modern life
- the strengthening of the position of the Welsh language in our communities
- strong representation of the Welsh language throughout the digital media

### **1.2 Evaluation Framework: Aims and Objectives**

An Annual Report on the implementation of the Welsh Language Strategy is required under Section 78 of the Government of Wales Act 2006. The Act states that:

*After each financial year the Welsh Ministers must publish a report of how the proposals set out in the Welsh language strategy were implemented in that financial year and how effective their implementation has been in promoting and facilitating the use of the Welsh language.*

In addition, the Strategy includes a commitment to ‘develop an evaluation framework alongside the strategy, incorporating a range of methods and sources of data including bespoke research and analysis’ (pp.22-23). The Strategy goes on to note:

*In light of the wide range of policy interventions covered, it will be important to ensure a consistent and comparable approach to evaluation across the strategy. The approach should be both formative – to ensure lessons are learned throughout implementation - and summative – to ensure outcomes are captured in a robust and timely manner.*

*The evaluation framework will:*

- *set out how the effects of this strategy are to be captured at different levels (individual participant, project/programme and locally/nationally)*
- *further define the measurable indicators contained in this strategy by way of its expected and possible effects, drawing where possible upon nationally and locally collected data (this should fit as much as possible with partners' own performance-monitoring systems)*
- *identify gaps in the information/data already gathered and consider how appropriate data might be sourced, taking into account the practicality and cost of deriving additional information and the utility that such information is likely to offer*
- *identify a programme of data collection, research and analysis which will be published throughout the life of the strategy to inform its development and review – including for the annual report on the implementation of this strategy, which is required under Section 78 of the Government of Wales Act 2006.* (pp. 22-23).

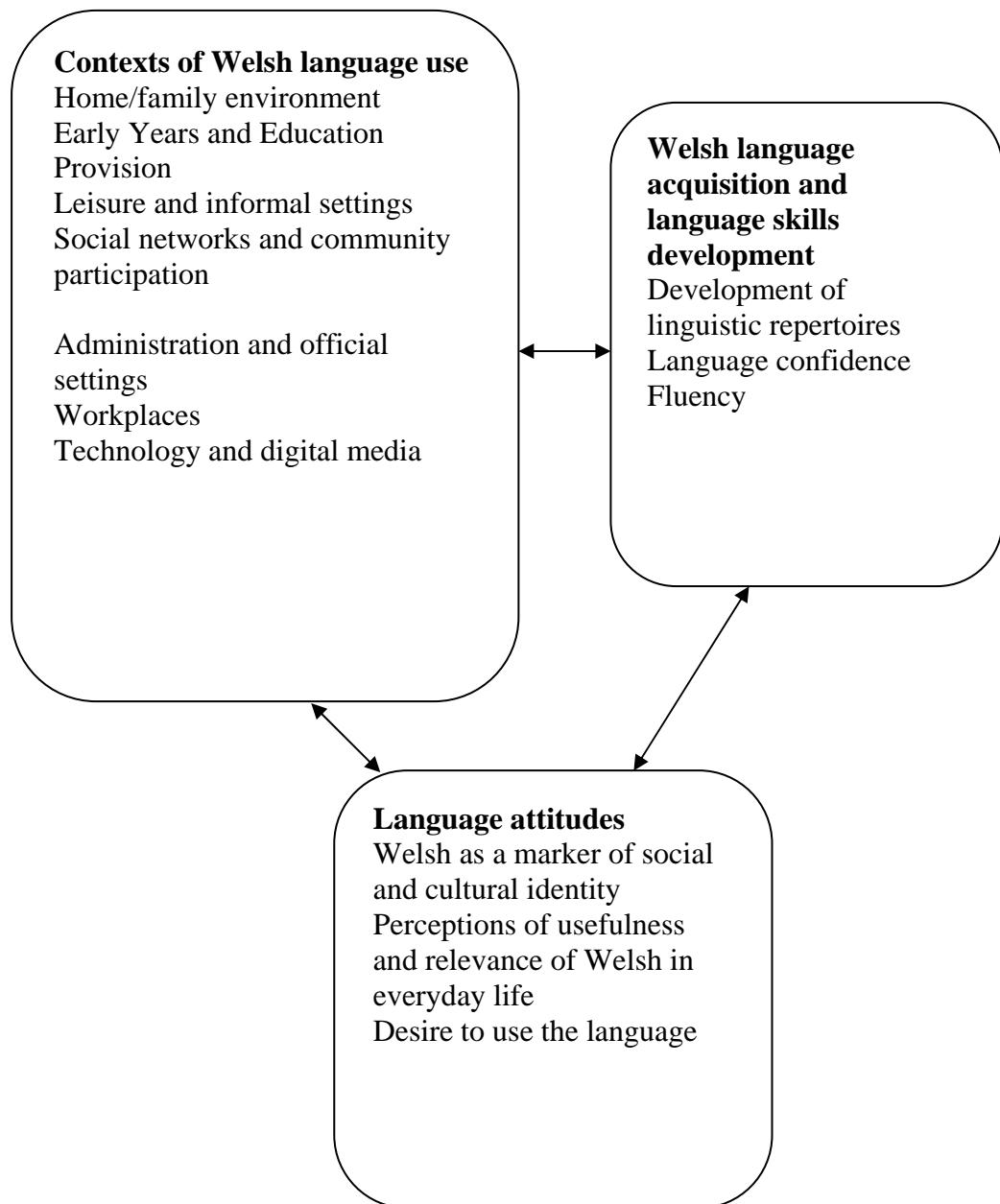
## **2 Developing the Evaluation Framework – some considerations**

The Strategy is complex for a number of reasons:

- the inherent complexity of language use
- the multi-faceted nature of language planning
- the diversity of agents responsible for implementing aspects of policy
- the diversity of needs and aspirations that the Strategy is expected to meet

Language behaviour, and attitudes towards language, are the combined product of a vast range of factors. Speakers’ experiences of acquiring and developing Welsh language skills are influenced by factors such as language transmission and education, and also by opportunities to develop fluency and confidence through exposure to Welsh in a variety of formal and informal contexts. Consideration also needs to be given to the potential impact of attitudes and psycholinguistic factors on behaviour, which in turn could be directly or indirectly linked to perceptions of language competence or fluency, for example. The Conceptual Framework below provides an outline representation of these interrelationships:

## 2.1 Welsh Language Strategy 2012-17: Conceptual Framework



The Welsh Government needs meaningful evidence on the effectiveness of the actions carried out through, or because of, its Welsh language policy and on whether the policy is being implemented as efficiently as possible. The aim of this Evaluation Framework is to provide a foundation and set out a rationale for future research, data collection and analysis in order to evaluate the Strategy. It has been created to reflect the six Strategic Areas identified in *A living language: a language for living*. However, whilst the logic models and research questions presented below correspond to the structure and content of the Strategy's six Strategic Areas, it is

also intended for the evaluation to include an assessment of whether these areas provide the most appropriate basis for the on-going development of the Government's Welsh language policy.

Initial work on developing an evidence base for evaluating the effectiveness of the Strategy was undertaken by the Welsh Government in August-September 2011 and published alongside the Strategy in 2012 (Welsh Government 2012b). The Evidence Review presented an overview of the available evidence in relation to the six themes of the Strategy, and identified gaps in evidence that will need to be filled through further research. The Framework takes this work further by identifying in greater detail the research questions that need to be addressed, and the research methods and tools to be considered in each case.

Whilst one of the main purposes of future evaluations will be to assess the effectiveness of particular initiatives undertaken in the name of the Strategy, the Framework seeks to look beyond the Strategy as a series of interventions, however, and provides the starting point for an assessment of the following:

- whether the assumptions and hypotheses underlying the Welsh Language Strategy are well founded
- whether the strategic aims and objectives are appropriate and achievable
- whether the Strategic Areas identified in the Welsh Language Strategy capture the complexity of factors that have a bearing on Welsh language vitality
- how effectively different elements of the Strategy knit together and how well they fit with other Welsh Government policies
- how Welsh Government policies from other departments contribute to the key objectives of the Welsh Language Strategy
- the degree to which the Strategy has provided the Welsh Language Division and its partners with a platform for promoting a growth in the number of Welsh speakers and in the use of the Welsh language in everyday life
- the extent to which the Strategy is bringing about the changes sought
- the effectiveness of the support mechanisms (including funding arrangements) needed to initiate change
- factors which are hindering or helping the realisation of the Strategy's aims and objectives, e.g. whether the scope and scale of activities are sufficient to bring about the intended change
- whether initiatives undertaken represent value for money
- how the Strategy, or its component elements, need to change in order to meet the Welsh Government's aspirations.

### **3 Working in Partnership**

The Framework, therefore, provides the basis for an assessment of the validity or robustness of the Welsh Language Strategy itself, and of the six Strategic Areas that are identified within it, against the wider backdrop of a variety of factors that both support and challenge the vitality of Welsh. It involves assessing the role of a range of partners, stakeholders and agents, including the Welsh Government itself, in planning and implementing initiatives and policies to support the Welsh language. The Framework thus paves the way for a meta-evaluation, or overarching evaluation, that will take account of the complexity of Welsh language planning activity.

As the Conceptual Framework above illustrates, it is the combined impact of the contribution of a wide range of partners that determines the success of language planning. The evaluation programme will involve a consideration of whether the mechanisms that are currently in place to promote collaboration between partners are effective, and whether they are likely to enable the full potential of partnerships to be realised. Areas that will need to be addressed include:

- the extent to which partners collaborate strategically to identify opportunities and needs
- partners' understanding of their individual and collective roles in relation to Welsh language policy at national, regional and local level
- effectiveness of the mechanisms and structures designed to facilitate and support strategic collaboration between partners

As the Framework evolves and is put into practice, it is intended to serve a further function, as a mechanism to enable all partners to further their understanding of their role in evaluating the impact of language maintenance and revitalisation efforts. The institutionalisation of language planning brings with it the challenge of maintaining and strengthening collective ownership of activity. An inclusive approach to language planning should inform our understanding of the dynamic between top-down and bottom-up planning (Williams 2008:386-7).

Developing the role of agents and partners as participants in the evaluation process will involve assessing how management data and other data relating to language use are currently collected and presented. Work is already under way to develop the guidance provided to grant-receiving bodies on data collection. It is intended for the evaluation programme to include a focus on developing further partners' capacity to provide evidence relating to the outcomes of their initiatives. This will involve developing partners' understanding of the value of self-evaluation and the need for aggregating data to inform the national level evaluation of the Strategy. This will also involve more complex questions relating to the techniques necessary to evaluate the impact of activity to promote Welsh language acquisition and use.

The role of the Welsh Government itself, both in implementing Welsh language policy and in its own evaluation processes, will also need to be examined. The six Strategic Areas involve interventions across a broad range of policy areas, including Education, Health, Planning, Housing, Regeneration and Heritage. The Welsh Government's aim of mainstreaming the Welsh language within these policy areas is a central component of the success of the Strategy, and its progress towards delivering on this commitment needs to be examined.

Similarly, the Government will need to know whether its process of commissioning research and evaluation in different policy areas includes appropriate mechanisms to ensure that impact on the Welsh language and its speakers is evaluated systematically and as a matter of course. These two questions will require a comprehensive review of key policy documents, and of evaluation studies across key policy areas, in order for an appraisal to be made of the Government's approach to mainstreaming the Welsh language.

### **3.1 Communications, Information and Support**

Effective communication is a key factor of Welsh language policy delivery. It includes:

- awareness and understanding of the aims of Welsh language policy within and across Welsh Government departments
- dissemination of information about Welsh Government policy and initiatives amongst partners and stakeholders
- dissemination of information about activities and initiatives of Welsh language partners
- information, guidance and support for specific audiences and beneficiaries (e.g. information for parents about Welsh-medium education; information on Welsh language learning opportunities)
- information about the benefits of Welsh language skills (e.g. in the workplace)

Mechanisms currently used to support work in these areas need to be examined. The Government will need to know whether its Communications Strategy, both internally and in relation to external partners and audiences, is effective and appropriate. Evaluation of information and support structures will include a consideration of the approaches currently used to identify and respond to the needs of different audiences. This will involve examining whether the information and advice provided by a range of agents and organisations are delivered in a coherent and consistent manner. Strategic Area 6 of the Welsh Language Strategy includes a focus on the marketing and advertising activities needed to promote the value of Welsh and encourage its use. The potential of digital technology and the importance of young people as a target group are highlighted in this context. The evaluation

programme will need to incorporate these priorities within the considerations noted above.

## 4 Indicators

Two indicators have been identified to date to measure the overall success of the Strategy, and are included in the Welsh Government's Programme for Government for 2011-16:

- The percentage of five-year-olds (at the start of the academic year) who speak Welsh at home
- The percentage of people able to speak and write Welsh

Each of the six Strategic Areas includes one or more indicators, designed to measure success in specific areas of activity. These indicators are included in the logic models of the relevant Strategic Areas in Part II, alongside details of the data that will need to be used to inform them. Initial work on ascertaining what data can be used is under way. The outcome of this work will be published in a Statistical Article during Spring 2013. It is intended that further work on defining the indicators will be undertaken as the Evaluation Framework is developed and as evaluations progress. Potential opportunities for the collection of data through new lines of enquiry in surveys already in existence, and through new data collection mechanisms, are noted below under 'Research Methods'.

Further work on developing indicators will need to take into account the aims and objectives noted above. Also, they should not be confined to the parameters of specific interventions designed to promote the use of Welsh. For example, some indicators should recognise the fact that, in some communities and contexts, using Welsh is not necessarily the result of designated initiatives. Indeed, evidence of support for specifically Welsh language activities in such communities could be interpreted as an indication of a decline in the vitality of Welsh as a default or spontaneous language.

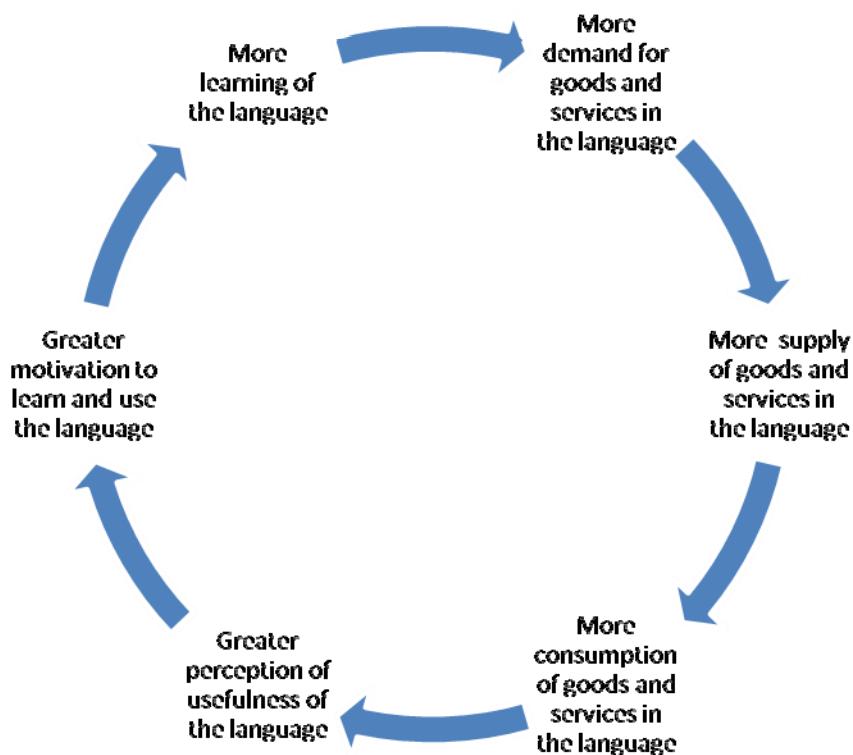
Developing indicators of language use calls for a comprehensive understanding of the data currently available. This, in turn, includes a consideration of what data are asked of and collected by organisations involved in promoting and delivering opportunities to use Welsh, including those funded by the Welsh Government. This will facilitate the process of addressing current gaps and avoiding duplication in terms of the data collected. It is important that organisations providing data are clear about their role, about the purpose of the data, and about its quality and use. It is also important that they are supported adequately in this respect.

## 5 Language Planning Conceptual Framework

This Evaluation Framework is constructed on the underlying principle that language use and language behaviour are conditioned by a range of interdependent factors. Similarly, language planning is a multi-layered activity, and involves more than managing a series of discrete interventions. A recognition of this interdependence is a well-established feature of language planning activity in Wales (see, for example, *The Welsh Language – A Vision and Mission 2000-05*, where the Welsh Language Board's language planning activity is interpreted in the context of four areas: acquisition, usage, status and corpus planning; Welsh Language Board 1999). Since the 1970s various attempts have been made to develop models of language revitalisation and language change. Joshua Fishman's 1991 Reversing Language Shift (RLS) theory and GIDS (Graded Intergenerational Disruption Scale) provide an illustration of the attempt to view language revitalisation efforts as a series of interconnected and cumulative phases (see also Fishman 2001). Subsequent attempts to refine the model proposed by Fishman have led to alternative ways of illustrating the dynamic of language behaviour and language change. Miquel Strubell's Catherine Wheel model identifies a relationship between four areas:

- Language competence
- Social use of language
- Presence and demand for products and services in the language
- Motivation to learn and use the language

where the interrelationship between them is illustrated as a circular (as opposed to a linear) concept (Strubell 2001). It is assumed that as more speakers become more competent in the language, the use of that language in social spheres will increase. This, in turn, will generate increased levels of demand. Increased prominence given to the language in the public sphere will have a positive impact on individuals' perception of the usefulness of the language and on their motivation to learn it.



Adapted from Strubell (2001)

Other attempts to capture the non-linearity of language behaviour and language change have also highlighted the need for a multi-dimensional model. Further elaboration of Fishman's model is provided in Grin and Moring's 'Policy-to-outcome Path' (2002), where language vitality is seen as requiring the combined presence of three conditions: the capacity to use the language, opportunities to use it, and the desire to do so. There has also been a growing awareness of the need to understand language revitalisation within the context of socioprofiles (Darquennes 2007). Drawing on the principles of the ecology of language as its basis, the socioprofile method proposed by Darquennes highlights the significance of the social context of language use. This context-dependent approach, drawing on the cognitive, social and affective dimensions of minority language use, offers a potentially powerful tool to explore the social dynamic of Welsh language use in specific community settings. This, in turn, will allow a more meaningful assessment of Government initiatives to promote and maintain the vitality of Welsh as a community language.

One key underlying component in each of the models outlined above is the psychology of language behaviour. Whilst it would appear that there is general awareness of the importance of attitude-related factors in terms of speakers' readiness or reluctance to use Welsh, a more refined understanding of what triggers language choices and preferences is required. Some research questions should therefore include a specific focus on linguistic identities and the psychology of Welsh language use. One particular line of enquiry in this context which should be pursued

is the impact of narrative and discourse on the psychology of language choices. Work undertaken in other policy areas to examine methods of bringing about behaviour change (for example sustainable development) will provide an important point of reference for this work (see, for example, Cynnal Cymru 2012).

## 6 Methodological Challenges and Risks

The main challenges in evaluating the Welsh Language Strategy are:

- the complexity of the meta-evaluation, owing to the interdependencies between the factors pertaining to language acquisition and language use. It may be difficult to justify claims that successful outcomes can be attributed to specific interventions and not to some extraneous or additional conditions.
- the need for a synthesis of a complex range of data and information
- assessing the significance and relative influence of extraneous factors that are not addressed in the Strategy (including the influence of English as a global language)

The Evaluation Framework recognises this complexity, and highlights the need for evaluation methods and tools that can explore the extent to which language behaviour outcomes can be attributed to specific interventions, or to the combined effect of a number of factors. Evaluation studies will be needed that are designed to demonstrate impact in relation to a counterfactual; i.e. what would have happened in the absence of an initiative.

Interdependencies acquire an added relevance when the aims of the Welsh Language Strategy are juxtaposed with those of the Welsh-medium Education Strategy (Welsh Government 2010a). The Welsh Government's vision is that of:

*"an education and training system that responds in a planned way to the growing demand for Welsh-medium education, reaches out to and reflects our diverse communities and enables an increase in the number of people of all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace."*

(Welsh-medium Education Strategy, p.4)

The sustainability of Welsh-language policy is reliant on a coherent and systematic dialogue between the two Strategies. Points of convergence between them are identified in the logic models and research questions presented below in Part II. This serves to illustrate the role of long-term planning in building Welsh language skills capacity.

In this respect, the implementation of the Welsh-medium Education Strategy could be regarded as a prerequisite for effective delivery of key areas of the Welsh Language Strategy (e.g. Welsh language use in the workplace). It is intended that both the meta-evaluation and smaller project-level evaluations will assess, as appropriate, the significance of the dynamic between the two Strategies. At the same time, the evaluation programme will need to take into account the policy areas and

initiatives that fall within the remit of the Welsh-medium Education Strategy evaluation programme. A comprehensive evaluation of the Welsh-medium Education Strategy was commissioned in September 2012, with the final report on findings expected in 2015. The Welsh Language Strategy evaluation programme will be developed within the context of the emerging findings of the Welsh-medium Education Strategy evaluation.

Other challenges that the evaluation programme will need to consider include:

- capturing the long-term benefits of the Strategy (e.g. the experiences of children going through Welsh-medium education, their use of Welsh during their teenage years, and later when raising their own children)
- capturing the intangible impacts of the Strategy, which are likely to be difficult to attribute to one Strategic Area or one initiative (e.g. levels of goodwill towards the Welsh language amongst non-Welsh-speakers, prompted by positive encouragement to learning Welsh in the workplace, which may lead to increase in demand for Welsh-medium education)

Furthermore, the relatively small scale and investment of some of the initiatives undertaken to support Welsh language use, and the limited resources available to undertake robust research to evaluate them, represent risks that will also need to be taken into account. As noted in the 2012 Evidence Review, there is in general a 'lack of robust empirical evidence on the effectiveness of individual policies aimed at increasing Welsh language use' (Welsh Government 2012b:49). The capacity of small-scale interventions to bring about meaningful and enduring change needs to be assessed critically alongside the importance of capturing emerging best practice and lessons for improving programme design and delivery.

At the same time, the evaluation programme will need to show an awareness of the significant variations in terms of language use and language vitality across Wales. This awareness should inform judgement regarding when it is feasible, or indeed desirable, to consider impact at national level. Striking this balance between the need for a realistic assessment of the impact of small-scale interventions, on the one hand, and a recognition of the importance of tailoring interventions to address the differing needs of speakers and communities across Wales, will be a key factor for the success of the evaluation programme.

## 7 Research Methods and Approaches

It is expected that a variety of research methods will be used to measure the impact of interventions and inform future Welsh language policy. This section outlines the approaches envisaged as providing the type of evidence and analysis needed to robustly evaluate the Strategy. These are presented as a series of options to be drawn from in the commissioning of work to evaluate the Strategy, dependent on the availability of resources and capacity.

Broadly, the methodological approach should include:

- syntheses of secondary data (i.e. data already in existence). This will include analysis of data in existing surveys, and also the addition of new lines of enquiry
- project-level evaluation designs (both impact and process)
- theme-specific or context-bound analyses

It is intended that this combination of methods will capture the advantages of both quantitative and qualitative (including ethnographic) approaches to understanding language behaviour and language change.

## **7.1 Syntheses of secondary data**

### *7.1.1 Population surveys and census data*

Evaluations will be expected to draw on data currently available through the following population surveys and census data:

- Census
- Annual Population Survey
- National Survey (and its predecessor Living in Wales)
- Welsh Language Use Surveys 2004-06
- Employer Perspectives Survey
- Employer Skills Survey
- Labour Market Intelligence Project (and the proposed LMI Welsh Language Skills Needs Project)
- Learner Voice Surveys
- Welsh Government People Survey (and its predecessor the Annual Staff Survey)
- Welsh Government Fit for the Future Survey

Opportunities should be sought to enhance the level of information on Welsh language competence and use through the addition of follow-up surveys and the introduction of new lines of enquiry into surveys currently in existence. These will include:

- National Survey
- Millennium Cohort Study
- The Life Study

Where appropriate, these new lines of enquiry should consider the value of adapting models and methods employed in bilingual settings beyond Wales, for example the Canada Public Service Employee Survey (Statistics Canada).

### *7.1.2 Other sources of secondary data and information*

Management information and assessment of impact provided by recipients of Welsh Government grant funding to promote and facilitate the use of Welsh will be an important component of evaluation. The role of the Evaluation Framework in

developing a sense of ownership is relevant in this context. Drawing on information provided by stakeholders and partners is also seen as a way of helping create a sense of purpose and defining roles and responsibilities in terms of delivering the aims of the Strategy.

As noted earlier, it is intended that the evaluation programme should include a focus on developing partners' capacity to contribute to evaluation and research. This should include providing guidance to partners on the collection of data. Recipients of Welsh Government grant funding are currently required to provide an assessment of the impact of their work in line with guidance provided in *Proving and Improving: a quality and impact toolkit for charities, voluntary organisations and social enterprise*. Offer of grant letters issued to partners for 2013-14 include detailed targets for the work to be undertaken during the year. These targets, together with the monitoring mechanisms to be put in place to record outputs, provide a basis for further consideration of the most effective ways of including partners in the process of collecting data and reporting on the outcomes of specific interventions. The guidance provided for partners in remit letters and through monitoring processes should be reviewed as part of the evaluation work.

Details of the organisations in receipt of funding in 2013-14 are provided in Appendix 1.

Evaluation should also be informed by the following:

- Annual Reports on organisations' implementation of Welsh Language Schemes (and in due course Welsh Language Standards)
- Annual Reports and Five-Year Reports of the Welsh Language Commissioner
- Public Services data (including DVLA, NHS and responses to official government surveys)

## **7.2 Project-level evaluations**

It is intended that project-level evaluations will build on the work undertaken to date to assess the impact of specific interventions designed to facilitate the acquisition and use of Welsh. The Welsh Language Strategy Evidence Review will provide a reference point for this work, as will the need for prioritisation (see below). Details of the projects and contracts funded in 2012-13 are provided in Appendix 1.

## **7.3 Theme-specific or context-bound analyses**

It is also intended that specific attention will be given to the following as a means of allowing a more meaningful insight into the combined influence of multiple factors on language behaviour and language activity. These methods provide valuable scope for qualitative evidence, discourse analysis and ethnographic approaches to understanding language behaviour and language change. They could also provide effective methods of identifying counterfactuals, by enabling larger samples to be selected.

### *7.3.1 Case-studies of designated groups of speakers*

This approach will allow detailed focus on groups of particular sociolinguistic interest, e.g. families with pre-school age children in specific geographical areas, where one or both parents have acquired Welsh through the education system.

### *7.3.2 Area-specific studies*

Some evaluation questions will require in-depth studies of specific areas of Wales. This approach will provide an effective means of assessing the cumulative effect of interventions and / or language conditions, e.g. Welsh language skills profile of the community, accessibility of Welsh-medium early years provision, influence of local employment opportunities where Welsh is used in the workplace. Opportunities will be sought to draw on the potential of socioprofiles to further our understanding of the dynamic of language use in specific social settings (Darquennes 2007).

### *7.3.3 Age-specific studies*

Other evaluation questions will require a specific focus on identified age-groups. Such studies may provide an effective method of examining the experiences of similar age-groups across Wales, and of exploring the impact of factors such as Welsh language skills, attitudes towards Welsh, and social network influence on language use.

### *7.3.4 Domain- and situation-specific studies*

This focus will allow an in-depth analysis of language interaction in key situations or contexts where specific factors are deemed to impact on language choice, e.g. workplaces, and particular activities within workplaces, for example internal meetings. Factors to consider in these studies may include: language skills and perceptions (self and other) of language skills; the availability of a Welsh-speaking ‘critical mass’ to create opportunities to use Welsh; influence of institutional or corporate attitudes towards Welsh.

### *7.3.5 Longitudinal Surveys*

Whilst some aspects of language use show change in the short term (e.g. early acquisition of Welsh in young children), language use and language attitudes more generally change over time. Consideration will need to be given to methods of capturing changing patterns of language use throughout speakers’ lives. This will enable us to better understand the transition points that consolidate attitudes and behaviour, or that trigger change, and to assess whether such changes are likely to be transitory or long-lasting.

### *7.3.6 Beneficiary Surveys*

These will provide a further method of focussing on groups where specific elements of the Welsh Language Strategy are designed to bring about change. Beneficiaries may include: families, workplaces, users of public services.

## **8 Timetable and priorities**

This Framework sets out a number of research approaches that will vary in terms of length, intensity and purpose. Decisions regarding the timing and nature of research will be determined, amongst other factors, by:

- the scale and complexity of the programmes
- the anticipated degree of influence of the programmes
- the timing of policy decisions
- the time and resources available for evaluation
- the strength of the existing evidence

Consideration of these factors will help inform decisions about the benefits of an intensive, rigorous evaluation as opposed to a ‘lighter-touch’ approach. The desirability of piloting some aspects or areas of research will also need to be considered, as a means of minimizing the risk of investing time and resources in ineffective research.

Prioritisation will also take account of and support the Welsh Language Strategy’s Action Plans. The 2012-13 Action Plan notes the following commitments with regards to evaluation and review:

- Evaluate the impact of projects aimed at promoting and facilitating the use of Welsh in the community [Welsh Language Division (Welsh Language Unit) and Knowledge and Analytical Services]
- Consider whether the work undertaken within the Môn a Menai Strategic Regeneration Area in relation to the language, including the Brocer Iaith initiative in Peblig, can be replicated in other areas. [Department for Housing, Regeneration and Heritage and Welsh Language Division (Welsh in the Community Unit)]
- Conduct research to provide a basis for the development of a coordinated marketing strategy for the language. [DfES Marketing and Communications Team]

A small number of research projects and reviews that are currently under way, or that are due to be commissioned by March 2013, will contribute to further evaluation work undertaken in the context of this Evaluation Framework.

### **Research Project to examine Welsh Speakers' Language Use**

The Welsh Government is working in partnership with S4C and BBC Wales on a research project to explore the behaviour, attitudes and aspirations of Welsh speakers with regard to their use of Welsh across a range of spheres (including Welsh-language activities, services and the media). Fieldwork began in January 2013, with presentation of key findings scheduled for the end of March 2013.

### **Eisteddfod Task and Finish Group**

A Task and Finish Group has been appointed to advise the Minister for Education and Skills on the current format and possible future development of the Eisteddfod. It is intended for the advice and recommendations of the Group to be provided by the end of September 2013.

### **Review of the work of the Menterau Iaith**

The Review of the work of the Menterau Iaith is due to be commissioned by the end of March 2013. The Review will focus on the structures and mechanisms employed by the Menterau and partners to promote and facilitate the use of Welsh in communities.

In addition, it is envisaged that some clusters of project-level evaluations will be best undertaken concurrently as part of wider evaluations designed to measure the cumulative impact of a range of interventions in identified geographical areas or amongst identified groups of speakers. Other project-level evaluations will need to be undertaken individually.

In those cases where a need is identified to include new lines of enquiry in existing surveys, timescales and costs for introducing additional questions and boosting surveys will have to be taken into account.

## **Part II: Logic Models, Research Questions, Methods and Tools**

As noted above, the Welsh Language Strategy is complex and multi-faceted. The causal pathways underpinning the rationale of the Strategy's six Strategic Areas are presented below in a series of logic models, which illustrate how identified activities are expected to lead to outputs and outcomes. For each of the six Strategic Areas, the logic model illustrates how planned activities or initiatives should contribute to the broader, high-level goal. The Overarching Logic Model draws together the key components of the six Strategic Areas and provides an overview of how they are expected to contribute to the Welsh Government's long-term vision of seeing the Welsh language thriving in Wales. The Research Questions provide a more detailed consideration of the projects, interventions and policy inputs that underpin each Strategic Area.

The logic of the model is that if the activities are undertaken and the assumptions are valid and borne out, they will lead to a set of outcomes. If the outcomes are realised and the assumptions are valid and borne out, the purpose is achieved. If the purpose is achieved and the assumptions are valid and borne out, the goal will be achieved. The logic models have the advantage of drawing together the key components of the planned initiatives, and offer a clear set of statements about the anticipated connection between activity and results. One of the limitations of the logic models is that they do not fully encompass the complexity of language planning and language behaviour. The 'Risks and Assumptions' seek to illustrate the main features of this interdependence of sociolinguistic conditions, namely the circular connection between Welsh language acquisition and competence, motivation to use the language, demand for services, and opportunities to use Welsh.

One of the first aims of the evaluation will be to develop the theory of change implicit in the logic models in order to test whether the activities identified will provide the necessary and sufficient conditions to bring about the desired ends. In that sense, the logic models are living documents, which should be reviewed as the evaluation programme is developed.

Whilst the logic models and research questions correspond to the structure and content of the Strategy's six Strategic Areas, the evaluation will be expected to include an assessment of whether these areas provide the most appropriate basis for the development of the Government's Welsh language policy.

## 9 Welsh Language Strategy Overarching Logic Model ('Whole Strategy' Framework)

Project Structure	Indicators of Achievement	Means of Verification	Risks and Assumptions
<p><b>Goal ('Welsh Government long-term aim'):</b> To see the Welsh language thriving in Wales</p>	<p>Welsh language competence Welsh language use Welsh-medium education and training   <i>Welsh Language Strategy Indicators (Programme for Government 2011-16):</i>            (i) Percentage of five-year-olds (at the start of the academic year) who speak Welsh at home            (ii) Percentage of people able to speak and write Welsh (N.B. intention to modify this indicator to 'speak, read and write Welsh')  [Indicators OU99 and OU100 of Welsh Government's Programme for Government]</p>	<p>Decennial Census [last Census held March 2011. Initial results published December 11 2012]             Annual Population Survey (APS)             National Survey             Pupil Level Annual School Census (PLASC) [Collected on an annual basis and generally published July each year. Available from 2004/05 onwards]             Data collected by organisations in receipt of Welsh Government grant funding             Annual Reports on organisations' implementation of Welsh Language Schemes             Annual Reports and Five-Year Reports of the Welsh Language Commissioner [first Five-Year Report to be published 2015]             Public services data (including DVLA, NHS and responses to official government surveys)</p>	<p>Common understanding of what is meant by a 'thriving language'             Sufficient numbers of speakers with required levels of skills to be able to use Welsh in all aspects of their daily lives (includes effective implementation of the Welsh Government Welsh-medium Education Strategy)             Sufficient opportunities for speakers to communicate with each other in Welsh             Successful balance between ensuring compliance with Welsh language legislation, on the one hand, and practical measures to promote the motivation and desire to use the language on the other             Sufficient demand for Welsh-language services             Language planning measures sufficiently robust to counter wider demographic and socio-economic trends (including migration and employment patterns)             Vitality of Welsh sufficient to withstand the pressure of English as a neighbouring and global language</p>

			Scale and reach of interventions to promote the use of Welsh are sufficient to bring about meaningful and lasting change
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<b>Purpose:</b> Normalisation of the use of Welsh in all areas of life in Wales	<p>Welsh language competence</p> <p>Welsh language use</p> <p>Welsh-medium education and training</p> <p><i>Welsh Language Strategy Indicators (Programme for Government 2011-16):</i></p> <ul style="list-style-type: none"> <li>(i) Percentage of five-year-olds (at the start of the academic year) who speak Welsh at home</li> <li>(ii) Percentage of people able to speak and write Welsh (N.B. intention to modify this indicator to 'speak, read and write Welsh') [Indicators OU99 and OU100 of Welsh Government's Programme for Government]</li> </ul>	<p>Meta-evaluation of component parts of the Strategy</p> <p>Theme-specific or context-bound analyses / case studies of designated groups of speakers:</p> <p>Area-specific studies</p> <p>Age-specific studies</p> <p>Longitudinal Surveys, including qualitative evidence, content and discourse analyses and ethnographic studies</p>	
<b>Outcomes:</b> More families where Welsh is the main language used with the children by at least one adult family member in regular contact with them  Children and young people using more Welsh  More use of Welsh within communities across Wales	<p>Levels of Welsh-language transmission in families</p> <p>Levels of Welsh language use in identified situations and areas of activity</p> <p>Welsh language skills and levels of use in the workplace</p> <p><i>Welsh Language Strategy Indicators: Strategic Areas 1-6</i></p>	<p>Decennial Census [last Census held March 2011. Initial results published December 11 2012]</p> <p>Annual Population Survey (APS)</p> <p>National Survey</p> <p>Pupil Level Annual School Census (PLASC) [Collected on an annual basis and generally published July each year. Available from 2004/05]</p>	<p>Parents have sufficient levels of Welsh language competence, fluency and confidence to be able to transmit Welsh (either through language transmission from their parents, formal education and training, or a combination of both); includes effective implementation of the Welsh Government Welsh-medium Education Strategy</p> <p>Parents convinced of the benefits of</p>

<p>More Welsh speakers use Welsh at work</p> <p>More high quality Welsh-language services available to the public and more use made of those services</p> <p>More tools and resources in place to facilitate the use of Welsh, including in the digital environment</p>	<p>onwards]</p> <p>Data collected by organisations in receipt of Welsh Government grant funding</p> <p>Television and radio viewing and listening figures (S4C Annual Report and RAJAR)</p> <p>Annual Reports on organisations' implementation of Welsh Language Schemes</p> <p>Annual Reports and Five-Year Reports of the Welsh Language Commissioner [first Five-Year Report to be published 2015]</p> <p>Public services data (including DVLA, NHS and responses to official government surveys)</p> <p>Project-level evaluations</p> <p>Case studies of designated groups of speakers, combined where appropriate with theme-specific or context-bound analyses (including qualitative evidence, content and discourse analyses and ethnographic studies)</p> <p>Qualitative and ethnographic studies with particular focus on outcomes of specific projects and interventions</p>	<p>raising their children through the medium of Welsh</p> <p>Speakers have enough opportunities to increase fluency and confidence through regular use of Welsh</p> <p>Availability of a Welsh-speaking workforce</p> <p>Employers understand the value of Welsh as a skill in the workplace</p> <p>Strategic co-ordination of marketing and communications between partners</p>
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<b>Activities/Outputs:</b> Encouraging parents to transmit Welsh to their children  Developing speakers' Welsh language skills  Increasing speakers' confidence and desire to use Welsh  Creating and facilitating opportunities to use Welsh  Increasing awareness of the importance of Welsh as a skill  Increasing the availability of Welsh-language resources and support infrastructure	Evidence of implementation of specific projects and interventions	Management data on individual projects  Financial reporting on project delivery  Project-level evaluations	Implementation of Welsh Language Measure 2011  Motivation and desire to use Welsh language amongst speakers  Demand for Welsh-medium services from users  Grant support continues to be provided to organisations to promote the use of Welsh
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# **Whole Strategy Research Questions**

## **Overarching Research Questions:**

- Does the Welsh Language Strategy succeed in capturing the complexity of language behaviour and language planning in Wales?
- Does the Welsh Language Strategy provide a coherent basis for an understanding of the interdependence between it and the Welsh-medium Education Strategy?
- How effective is the Welsh Language Strategy in delivering on its stated aims in each of its six Strategic Areas?
- Do the Indicators identified for each of the six Strategic Areas provide an appropriate basis for a quantitative measure of the Strategy's success?
- Do the Indicators identified for each of the six Strategic Areas provide an appropriate basis for a quantitative measure of the present and future vitality of Welsh?
- To what extent does the Strategy contribute to the Welsh Government's aim of mainstreaming Welsh across policy areas and as the language of internal administration?
- Does the Strategy provide a basis for effective and strategic collaboration between Welsh language partners?
- To what extent does the Strategy contribute to a heightened understanding of the role of partners and stakeholders in gathering and analysing data for the purpose of evaluation?
- How does the Strategy contribute to our understanding of the impact of the new legislative framework and the Welsh Language Standards on the vitality of Welsh?
- To what extent is the Strategy instrumental in influencing and changing behaviour?

## **Overarching Themes:**

- Relationship between language competence and language use
- Sustainability of language revitalisation and maintenance: transmission, acquisition, education and training, Welsh in the workplace (see also Welsh-medium Education Strategy)
- Language planning as a multi-layered activity
- Institutionalisation of language revitalisation: implications and challenges
- Language planning and collective ownership
- Psychology of language behaviour
- Impact of Welsh Language Measure 2011 on language use

## 10 Strategic Area 1: The Family

### Logic Model

Project Structure	Indicators of Achievement	Means of Verification	Risks and Assumptions
<p><b>Goal:</b> More families where Welsh is the main language used with the children by at least one adult member in regular contact with them</p>	<p>(i) Welsh language competence in families  (ii) Welsh language use in the family</p> <p><i>Welsh Language Strategy Indicator:</i> Percentage of five-year-olds (at the start of the academic year) who speak Welsh at home</p> <p><i>Welsh-medium Education Strategy Outcome 1:</i> More seven-year-old children being taught through the medium of Welsh</p>	<p>Decennial Census [last Census held March 2011. Initial results published December 11 2012]  Annual Population Survey (APS)  National Survey  Pupil Level Annual School Census (PLASC) [Collected on an annual basis and generally published July each year. Available from 2004/05 onwards]</p>	<p>Common understanding of the extent of the increase required to bring about change (i.e. what is meant by 'more')  Households can be established where at least one parent has the required Welsh language skills to transmit the language to children  Parents have sufficient levels of Welsh language competence, fluency and confidence to be able to transmit Welsh (either through language transmission from their parents, formal education and training, or a combination of both); includes effective implementation of the Welsh Government Welsh-medium Education Strategy  Parents convinced of the benefits of raising their children through the medium of Welsh  Transmitting Welsh to children leads to Welsh language use between parents and children  Principles of mainstreaming the Welsh language across policy areas are understood and implemented at national and local/regional levels</p>

<p><b>Purpose:</b></p> <p>Facilitate Welsh language acquisition in early childhood</p> <p>Establish and consolidate patterns of Welsh language use in family settings</p> <p>Nurture positive attitudes towards Welsh from early childhood</p>	<p>(i) Welsh language competence in families</p> <p>(ii) Welsh language use in the family</p> <p><i>Welsh Language Strategy Indicator:</i> Percentage of five-year-olds (at the start of the academic year) who speak Welsh at home</p> <p><i>Welsh-medium Education Strategy Outcome 1:</i> More seven-year-old children being taught through the medium of Welsh</p>	<p>Decennial Census [last Census held March 2011. Initial results published December 11 2012]</p> <p>Annual Population Survey (APS)</p> <p>National Survey</p> <p>Pupil Level Annual School Census (PLASC) [Collected on an annual basis and generally published July each year. Available from 2004/05 onwards]</p> <p>Case studies of designated groups of families, combined where appropriate with theme-specific or context-bound analyses (including qualitative evidence, content and discourse analyses and ethnographic studies)</p>	<p>Initiatives aimed specifically at promoting language transmission and language use in the family are delivered within a wider linguistic environment that maximises exposure to the Welsh language and promotes the process of linguistic normalisation</p>
<p><b>Outcomes:</b></p> <p>Increase in numbers of families where Welsh is <i>transmitted</i> by at least one Welsh-speaking adult family member</p> <p>Increased parental awareness of the value of transmitting Welsh to children</p> <p>Improved levels of Welsh language skills, fluency and language confidence of parents (see also Welsh-medium Education Strategy Aim 6, SO6.1)</p> <p>Practical and emotional support for</p>	<p>(i) Welsh language competence in families</p> <p>(ii) Welsh language use in the family</p> <p>(iii) Take-up of Welsh for Adults provision and other provision for parents to learn Welsh</p>	<p>Decennial Census [last Census held March 2011. Initial results published December 11 2012]</p> <p>Annual Population Survey (APS)</p> <p>National Survey</p> <p>Pupil Level Annual School Census (PLASC) [Collected on an annual basis and generally published July each year. Available from 2004/05 onwards]</p> <p>Project-level evaluations</p> <p>Case studies of designated groups of families, combined where appropriate</p>	<p>Scale and reach of interventions are sufficient to bring about change</p> <p>Aims and objectives included in the work programmes of Welsh language partners are sufficiently detailed and focussed</p> <p>Strategic co-ordination of marketing and communications between partners</p> <p>Welsh-medium care and early years sector have sufficient numbers of staff with required levels of language skills to support children's Welsh language development</p>

<p>parents and extended family on the practicalities of functioning as a bilingual family</p> <p>Strategic response to demand for Welsh-medium early years care and education provision (see also Welsh-medium Education Strategy, Strategic Aim 1, SO1.4)</p> <p>Co-ordinated approach to Welsh language development between home/family and education provision</p>		<p>with theme-specific or context-bound analyses (including qualitative evidence, content and discourse analyses and ethnographic studies)</p> <p>Qualitative and ethnographic studies with particular focus on outcomes of specific projects and interventions (e.g. Twf, Mae dy Gymraeg di'n Grêt)</p>	
<p><b>Activities/Outputs:</b></p> <p>Welsh Government-funded interventions aimed specifically at supporting families to increase their use of Welsh: Twf (Welsh language transmission in families); Mae dy Gymraeg di'n Grêt</p> <p>Work undertaken by Welsh language partners to promote the use of Welsh in families [Mudiad Meithrin; Menter Iaith; Language Action Plans; Merched y Wawr; Eisteddfod Genedlaethol; Urdd Gobaith Cymru; Children in Wales]</p> <p>Mainstreaming Welsh-medium and Welsh language priorities in broader early years interventions, including Families First, Flying Start, Foundation Phase</p> <p>Interventions to promote acquisition and development of parents' Welsh language skills (Welsh for Adults provision)</p>	<p>Evidence of implementation of specific projects and interventions</p> <p>Evidence of work undertaken to increase use of Welsh in families within the wider work programmes of organisations promoting the use of Welsh</p> <p>Welsh-language policy priorities included in family/early years policy initiatives and evaluations</p>	<p>Management data on individual projects</p> <p>Financial reporting on project delivery</p> <p>Qualitative and ethnographic studies with particular focus on outcomes of specific projects and interventions (e.g. Twf, Mae dy Gymraeg di'n Grêt)</p> <p>Review and analysis of Welsh Government policy initiatives and evaluations relating to family/early years</p>	<p>Grant support continues to be provided to organisations to promote the use of Welsh</p>

## **Strategic Area 1: The Family**

### **Research Questions, Methods and Tools**

#### **Headline Research Questions:**

- To what extent has the Strategy led to increased levels of language transmission within families?
- Does the Strategy provide appropriate mechanisms to support families in their use of Welsh?
- Does the Strategy, together with the Welsh-medium Education Strategy, provide a basis for strategic development of Welsh-medium early years care and education provision?

#### **Themes:**

- Language transmission in the family
- Welsh language skills development in family and community settings
- Access to Welsh-medium early years care and education provision

#### **Specific Research Questions:**

- What are the conditions that need to be in place for Welsh to be transmitted within families?
- What are the conditions that need to be in place for transmission to be followed by sustained Welsh language use?
- To what extent are these in place or need to be supplemented by interventions?
- What are the characteristics, needs and behaviour patterns of different typologies of families in terms of Welsh language transmission? (*to consider: language competence, fluency and confidence of parents; language composition and language behaviour patterns of family; influence and frequency of interaction with extended family; language composition of the neighbourhood and community*)
- What is the impact of *Twf* on patterns of language transmission in families?
- What is the impact of other Welsh Government-funded interventions aimed specifically at supporting families to increase their use of Welsh? [*Mae dy Gymraeg di'n Grêt!*]
- What is the impact of the work undertaken by Welsh language partners to promote the use of Welsh in families? [*Mudiad Meithrin; Menterau Iaith; Merched y Wawr; Eisteddfod Genedlaethol; Urdd Gobaith Cymru; Language Action Plans; Welsh for Adults provision*]
- What is the impact and potential impact of wider/mainstream early years interventions on opportunities to transmit and maintain the use of Welsh in families? [including *Families First, Flying Start, Foundation Phase*]

## **Methodology / Challenges / Anticipated Issues:**

The main challenges relate to the difficulty of attributing increased levels of language transmission or language use in the family to one specific intervention. Parental decisions are likely to be influenced by a range of factors, including: self-perceptions of language competence, availability of accessible early years provision, perceptions of usefulness of Welsh in the workplace.

There are, in addition, important links between the outcomes of this Strategic Area and the outcomes of the Welsh-medium Education Strategy. The outcomes relating to measuring demand for Welsh-medium childcare and education provision are particularly relevant in this regard (see WMES SO1.4-6). All the other outcomes identified in the WMES are also dependent, to varying degrees, on the influence of the home environment and the language experiences gained within the family.

## **Research Methods / Tools:**

Evaluation will include a combination of:

**Syntheses of secondary data:** Census; Annual Population Survey; National Survey; potential new lines of enquiry – Millennium Cohort Study; The Life Study; management information and assessment of impact provided by recipients of Welsh Government grant funding.

**Project-level evaluations.** This will involve identifying suitable counterfactual scenarios, e.g. on the basis of the geographical areas where these interventions have been/are being implemented.

**Qualitative evidence through case studies** of experiences of different family typologies.

**Longitudinal Surveys** to explore evolving language behaviours in families, e.g. from early childhood to adulthood/parenthood.

Evaluation of the impact of Welsh-language-specific interventions and broader early years interventions (including Flying Start and Foundation Phase) on transmission and sustained Welsh language use.

## *Indicators:*

*Welsh Language Strategy Indicator:* The percentage of five-year-olds (at the start of the academic year) who speak Welsh at home.

*Welsh-medium Education Strategy Indicator:* The percentage of Year 2 learners, assessed in Welsh (first language) (Outcome 1: More seven-year-old children being taught through the medium of Welsh).

## 11 Strategic Area 2: Children and young people

### Logic Model

Project Structure	Indicators of Achievement	Means of Verification	Risks and Assumptions
<p><b>Goal:</b> Children and young people using more Welsh</p>	<p>(i) Welsh language competence (ii) Welsh language use</p> <p><i>Welsh Language Strategy Indicator:</i> Attendance at Welsh-language events organised for children and young people, including those organised by Welsh Government grant recipients</p> <p><i>Welsh-medium Education Strategy Outcomes 1 and 2:</i> More seven-year-old children being taught through the medium of Welsh (1); More learners continuing to improve their language skills on transfer from primary to secondary school (2)</p>	<p>Decennial Census [last Census held March 2011. Initial results published December 11 2012] Annual Population Survey (APS) National Survey Sub indicators to include data on attendance at Welsh-language events organised for children and young people, including those organised by Welsh Government grant recipients</p>	<p>Common understanding of the extent of the increase in Welsh language use required, and in what areas of activity (i.e. what is meant by 'more')</p> <p>Children and young people have the necessary range and level of skills in Welsh that will enable them to use the language in all aspects of their lives; includes effective implementation of the Welsh Government Welsh-medium Education Strategy</p> <p>Increase in levels of language competence matched by increase in levels of language use</p> <p>Principles of mainstreaming the Welsh language across policy areas are understood and implemented at national and local/regional levels</p>
<p><b>Purpose:</b> Provide continuity and context for the promotion of language transmission in the home</p> <p>Extend Welsh language opportunities for children and young people with limited or no contact with Welsh in the home and immediate</p>	<p>(i) Welsh language competence (ii) Welsh language use</p> <p><i>Welsh Language Strategy Indicator:</i> Attendance at Welsh-language events organised for children and young people, including those organised by Welsh Government grant recipients</p>	<p>Decennial Census [last Census held March 2011. Initial results published December 11 2012] Annual Population Survey (APS) National Survey Sub indicators to include data on</p>	<p>Initiatives aimed specifically at promoting language use among children and young people are delivered within a wider linguistic environment that maximises exposure to the Welsh language and promotes the process of linguistic normalisation</p>

<p><b>neighbourhood</b></p> <p>Provide meaningful contexts for Welsh-language use beyond formal education settings</p> <p>Broaden linguistic repertoires and increase fluency through exposure to variety of contexts and situations</p>	<p><i>Welsh-medium Education Strategy Outcomes 1 and 2:</i></p> <p>More seven-year-old children being taught through the medium of Welsh (1);</p> <p>More learners continuing to improve their language skills on transfer from primary to secondary school (2)</p>	<p>attendance at Welsh-language events organised for children and young people, including those organised by Welsh Government grant recipients</p> <p>Case studies of designated groups of children and young people, combined where appropriate with theme-specific or context-bound analyses (including qualitative evidence, content and discourse analyses and ethnographic studies)</p>	
<p><b>Outcomes:</b></p> <p>Children and young people seeing Welsh as a natural and default language of communication with their peers in informal social settings (see also Welsh-medium Education Strategy, Strategic Aim 6)</p> <p>Increased use of Welsh in informal situations in school settings (see also Welsh-medium Education Strategy, Strategic Aim 6, SO6.2)</p> <p>Children and young people able to draw on rich and varied linguistic repertoires to interact spontaneously through the medium of Welsh</p> <p>Provision of leisure and social opportunities that respond to children and young people's needs and aspirations</p> <p>Increased use of Welsh in technology and global media</p>	<p>(i) Welsh language competence of children and young people</p> <p>(ii) Welsh language use by children and young people ('Welsh language participation')</p>	<p>Decennial Census [last Census held March 2011. Initial results published December 11 2012]</p> <p>Annual Population Survey (APS)</p> <p>National Survey</p> <p>Project-level evaluations of initiatives to increase opportunities for young people to use Welsh in informal contexts</p> <p>Data on attendance at Welsh-language events organised for children and young people, by Welsh Government grant recipients: Mentrau Iaith, Urdd Gobaith Cymru, Young Farmers (Annual)</p> <p>Arts Council for Wales Survey of Revenue Funded Organisations</p> <p>Sports Wales data on 5x 60 Sports Sessions (available September each year from 2008/09 onwards)</p>	<p>Scale and reach of interventions are sufficient to bring about change</p> <p>Aims and objectives included in the work programmes of Welsh language partners are sufficiently detailed and focussed</p> <p>Strategic co-ordination of marketing and communications between partners</p>

<p>Children and young people attaining levels of fluency and competence that enable them to function effectively through the medium of Welsh in the workplace</p>		<p>Case studies of designated groups of children and young people, combined where appropriate with theme-specific or context-bound analyses (including qualitative evidence, content and discourse analyses and ethnographic studies)</p> <p>Qualitative and ethnographic studies with particular focus on outcomes of specific projects and interventions</p> <p>Review and analysis of Welsh Government policy initiatives and evaluations relating to children and young people</p>	
<p><b>Activities/Outputs:</b></p> <p>Work undertaken by Welsh language partners to increase opportunities for young people to use Welsh in informal contexts [Mentrau Iaith; Language Action Plans; Cynllun Hybu Ardal Aman Tawe; Urdd Gobaith Cymru; Eisteddfod Genedlaethol; Wales Federation of Young Farmers' Clubs; Gwallgofiaid; Merched y Wawr; Duke of Edinburgh's Award; Supporting Young People's Language Practices Project; Welsh Music Foundation; Cerdd Cymunedol Cymru]</p> <p>Mainstreaming of Welsh language needs in planning and delivery of Youth Services and Leisure Services</p>	<p>Evidence of implementation of specific projects and interventions to increase the use of Welsh among children and young people</p> <p>Evidence of work undertaken to increase use of Welsh among children and young people within the wider work programmes of organisations promoting the use of Welsh</p> <p>Welsh-language priorities included within broader (not Welsh-language specific) policy initiatives and evaluations</p>	<p>Project-level evaluations of initiatives to increase opportunities for young people to use Welsh in informal contexts</p> <p>Management data on individual projects</p> <p>Financial reporting on project delivery</p> <p>Data on attendance at Welsh-language events organised for children and young people, by Welsh Government grant recipients: Mentrau Iaith, Urdd Gobaith Cymru, Young Farmers (Annual)</p> <p>Arts Council for Wales Survey of Revenue Funded Organisations</p> <p>Sports Wales data on 5x 60 Sports Sessions (available September each year from 2008/09 onwards)</p>	<p>Grant support continues to be provided to organisations to promote the use of Welsh</p>

		<p>Qualitative and ethnographic studies with particular focus on outcomes of specific projects and interventions</p> <p>Review and analysis of Welsh Government policy initiatives and evaluations relating to children and young people</p>	
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## **Strategic Area 2: Children and young people**

### **Research Questions, Methods and Tools**

#### **Headline Research Questions:**

- What are the main factors determining levels of language use amongst children and young people? (*to consider: language practices of the home environment; fluency, competence and self-perceptions of competence*)
- To what extent are levels of usage influenced by linguistic fluency and linguistic confidence?
- To what extent does participation in activities designed to promote Welsh language usage lead to enduring patterns of language behaviour?
- Are current interventions designed to promote greater use of Welsh reaching all target groups?

#### **Themes:**

- Relationship between language competence and language use
- Institutionalisation of language revitalisation: academic/ formal use of Welsh v informal use
- Language behaviour and social networks
- Language and technology

#### **Specific Research Questions:**

- To what extent is the readiness to engage in Welsh language social activities influenced by levels of linguistic competence and fluency (and self-perceptions of skills)?
- Are current interventions sufficiently tailored to meet the needs of specific segments of the target population? (*consider e.g. varying levels of linguistic competence/confidence; range of interests catered for*). Are alternative / additional interventions needed to engage with harder-to- reach groups?
- How do levels of engagement and patterns of behaviour vary in accordance with key milestones/transition points in the lives of children and young people, and what strategies are needed to accommodate these variations?
- Are these transition points captured successfully in the juxtaposition of the Welsh Language Strategy and the Welsh-medium Education Strategy?
- What is the impact of the work undertaken by Welsh language partners to increase opportunities for young people to use Welsh in informal contexts? [*Wales Federation of Young Farmers' Clubs; Mentrau Iaith; Language Action Plans; Urdd Gobaith Cymru; Gwallgoiaid; Merched y Wawr; Duke of Edinburgh's Award; Supporting Young People's Language Practices Project*]

## **Methodology / Challenges / Anticipated Issues:**

The main challenges relate to the difficulty of attributing language behaviour to one particular set of conditions. Children and young people's use of Welsh is likely to be influenced by a range of factors, including language skills and language attitudes nurtured in the home environment, a desire to conform to or react against these values at key milestones / transition points; linguistic competence, self-perceptions of competence, fluency and confidence, peer pressure and influence of social networks.

## **Research Methods / Tools:**

Evaluation will include a combination of:

**Syntheses of secondary data:** Census; Annual Population Survey; National Survey; potential new lines of enquiry – Millennium Cohort Study; The Life Study; management information and assessment of impact provided by recipients of Welsh Government grant funding.

**Project-level evaluations.** This will involve identifying suitable counterfactual scenarios, e.g. on the basis of the geographical areas where these interventions have been/are being implemented.

**Qualitative evidence through case studies** of experiences of different social networks, family typologies. Area-specific and age-specific studies.

## *Indicators:*

*Welsh Language Strategy Indicator:* Attendance at Welsh-language events organised for children and young people, including those organised by Welsh Government grant recipients.

*Welsh-medium Education Strategy Indicators:* The percentage of Year 2 learners, assessed in Welsh (first language) (Outcome 1: More seven-year-old children being taught through the medium of Welsh); The percentage of Year 9 learners assessed in Welsh (first language) (Outcome 2: More learners continuing to improve their language skills o transfer from primary to secondary school).

## 12 Strategic Area 3: The Community

### Logic Model

<b>Project Structure</b>	<b>Indicators of Achievement</b>	<b>Means of Verification</b>	<b>Risks and Assumptions</b>
<p><b>Goal:</b> More use of Welsh within communities across Wales</p>	<p>(i) Welsh language competence</p> <p>(ii) Welsh language use <i>Welsh Language Strategy Indicator:</i> Attendance at Welsh-language events, including those organised by Welsh Government grant recipients</p>	<p>Decennial Census [last Census held March 2011. Initial results published 11 December 2012]</p> <p>Annual Population Survey (APS)</p> <p>National Survey</p> <p>Sub indicators to include data on attendance at Welsh-language events, including those organised by Welsh Government grant recipients</p>	<p>Common understanding of the extent of the increase in Welsh language use required in different communities (and different types of communities) across Wales (i.e. what is meant by 'more')</p> <p>Speakers have the necessary range and level of skills in Welsh that will enable them to use the language in all aspects of their lives; includes effective implementation of the Welsh Government Welsh-medium Education Strategy</p> <p>Increase in levels of language competence matched by increase in levels of language use</p> <p>Language planning measures sufficiently robust to counter wider demographic trends (including migration patterns), economic and social factors (including employment)</p> <p>Principles of mainstreaming the Welsh language across policy areas are understood and implemented at national and local/regional levels</p>
<p><b>Purpose:</b> Provide continuity and context for the</p>	<p>(i) Welsh language competence</p>	<p>Decennial Census [last Census held March 2011. Initial results published</p>	<p>Initiatives aimed specifically at promoting language use in the</p>

<p>promotion of language transmission in the home</p> <p>Provide meaningful contexts for Welsh-language use beyond formal education settings</p> <p>Create vibrant contexts for Welsh language normalisation</p> <p>Broaden linguistic repertoires and increase fluency through exposure to variety of contexts and situations</p>	<p>(ii) Welsh language use <i>Welsh Language Strategy Indicator:</i> Attendance at Welsh-language events, including those organised by Welsh Government grant recipients</p>	<p>11 December 2012] Annual Population Survey (APS) National Survey  Sub indicators to include data on attendance at Welsh-language events, including those organised by Welsh Government grant recipients  Case studies of designated groups of speakers, combined where appropriate with theme-specific or context-bound analyses (including qualitative evidence, content and discourse analyses and ethnographic studies)</p>	<p>community are delivered within a wider linguistic environment that maximises exposure to the Welsh language and promotes the process of linguistic normalisation</p>
<p><b>Outcomes:</b> Maintenance and further strengthening of communities where Welsh is the main language of daily life (see also Welsh-medium Education Strategy Strategic Aim 6)</p> <p>Increase in number of social and cultural activities where Welsh is the default language of communication</p> <p>Reversal of language shift in communities where Welsh has ceased to be the main language of daily life</p> <p>Increased availability of social and cultural activities specifically designed to promote the use of Welsh</p>	<p>(i) Welsh language competence of children and young people (ii) Welsh language use by children and young people</p>	<p>Decennial Census [last Census held March 2011. Initial results published 11 December 2012] Annual Population Survey (APS) National Survey  Sub indicators to include data on attendance at Welsh-language events, including those organised by Welsh Government grant recipients  Project-level evaluations of initiatives to promote the use of Welsh within communities  Data on attendance at Welsh-language events, including those organised by Welsh Government grant recipients: Eisteddfod</p>	<p>Scale and reach of interventions are sufficient to bring about change</p> <p>Aims and objectives included in the work programmes of Welsh language partners are sufficiently detailed and focussed</p> <p>Strategic co-ordination of marketing and communications between partners</p>

<p>Language maintenance and revitalisation seen as an integral component of community and economic regeneration and planning</p> <p>Integration of Welsh language sustainability within wider policies to support sustainable development of land</p> <p>Communities empowered to assume responsibility for language and community regeneration</p> <p>Creation and development of vibrant language communities in urban settings</p> <p>Creative and innovative use of technology to develop new and virtual language communities</p>		<p>Genedlaethol, Mentrau Iaith, Merched y Wawr (Annual)</p> <p>Arts Council for Wales Survey of Revenue Funded Organisations</p> <p>Case studies of designated groups of speakers, combined where appropriate with theme-specific or context-bound analyses (including qualitative evidence, content and discourse analyses and ethnographic studies)</p> <p>Qualitative and ethnographic studies with particular focus on outcomes of specific projects and interventions</p> <p>Review and analysis of Welsh Government policy initiatives and evaluations relating to communities</p>	
<p><b>Activities/Outputs:</b></p> <p>Initiatives to promote Welsh language vitality at community level: Mentrau Iaith; Language Action Plans; Cynllun Hybu Ardal Aman Tawe; Urdd Gobaith Cymru; Eisteddfod Genedlaethol; Wales Federation of Young Farmers' Clubs; Gwallgofiaid; Merched y Wawr; Duke of Edinburgh's Award; Supporting Young People's Language Practices Project; Welsh Music Foundation; Cerdd Cymunedol Cymru; Hunaniaith; Papurau Bro; Dyffryn Nantlle 2020; Local Development Plans (LDPs) and <i>Technical Advice Note 20: Planning and the Welsh Language (TAN 20)</i></p>		<p>Evidence of implementation of specific projects and interventions to promote the use of Welsh within communities</p> <p>Welsh-language priorities included within broader (not Welsh-language specific) policy initiatives and evaluations</p>	<p>Management data on individual projects</p> <p>Financial reporting on project delivery</p> <p>Data on attendance at Welsh-language events, including those organised by Welsh Government grant recipients: Eisteddfod Genedlaethol, Mentrau Iaith, Merched y Wawr (Annual)</p> <p>Arts Council for Wales Survey of Revenue Funded Organisations</p> <p>Qualitative and ethnographic studies with particular focus on outcomes of specific projects and interventions</p>

## **Strategic Area 3: The Community**

### **Research Questions, Methods and Tools**

#### **Headline Research Questions:**

- What are the defining features of various typologies of communities in terms of their capacity to exist as sustainable Welsh-speaking units? (*to consider: linguistic profiles of speakers; ‘critical mass’ of speakers; demographic trends – migration, mobility; urban/rural identities; cultural reference points*)
- What are the defining features of various typologies of communities in terms of their capacity to integrate non-Welsh speakers and Welsh learners? (*to consider: linguistic profiles of speakers; ‘critical mass’ of speakers; demographic trends – migration, mobility; urban/rural identities; cultural reference points*)
- What are the ‘tipping points’ that trigger language change or language shift within different typologies of communities?
- How and to what extent do communities impact on patterns of language use within families (including language transmission)?
- Are current interventions designed to promote greater use of Welsh in communities and networks leading to enduring patterns of language behaviour?
- Does the Welsh Government’s approach to the sustainable development of communities as outlined in the Welsh Language Strategy provide the required impetus for change in terms of the linguistic vitality of communities?
- To what extent are emerging patterns of language behaviour in urban settings, ‘virtual communities’ and networks bringing about change in areas such as language transmission, increased demand for Welsh language services, and language and technology?
- To what extent are Promotion Standards, under the Welsh Language Measure, leading to increased levels of Welsh language usage in communities across Wales?

#### **Themes:**

- Sustainable language communities
- Community and economic regeneration
- Language use and social networks
- Welsh language use in rural and urban settings
- Virtual language communities

#### **Specific Research Questions:**

- What makes some communities more linguistically robust, or more resilient to change, than others?
- What is the impact of the work undertaken by Welsh language partners to promote Welsh language vitality at community level? [*Cynllun Hybu Ardal*

*Aman Tawe; Mentrâu Iaith; Language Action Plans; Dyffryn Nantlle 2020; Merched y Wawr; Papurau Bro]*

- What is the cumulative effect of multiple interventions in specific communities? (e.g. Twf, Mentrâu Iaith, initiatives to increase levels of continuity in Welsh-medium education, designated focus on language skills development in the workplace)
- How and to what extent do Welsh speakers' attitudes towards Welsh learners impact on the integration of new Welsh speakers in a community?
- Are current levels of partnership working across local authorities, third sector organisations and local agencies providing a robust basis for effective linguistic revitalisation and maintenance?
- To what extent do planning and housing policies have a bearing on the vitality of Welsh in communities?
- To what extent are the emerging needs of 'new' language communities being addressed? (*to consider: support mechanisms as alternatives to conventional neighbourhood networks of Welsh speakers; need for community-led and informal social language activity to complement increased demand for Welsh-medium education*)

### **Methodology / Challenges / Anticipated Issues:**

As with Strategic Areas 1 and 2, many of the challenges relate to the difficulty of attributing language behaviour to one set of conditions. This Strategic Area provides opportunities for in-depth examinations of the impact of wider planning and community regeneration policies on the vitality of Welsh.

### **Research Methods / Tools:**

Evaluation will include a combination of:

**Syntheses of secondary data:** Census; Annual Population Survey; National Survey; Welsh Language Use Surveys; Annual Reports of Welsh Language Commissioner on Promotion Standards; management information and assessment of impact provided by recipients of Welsh Government grant funding.

**Project-level evaluations.** This will involve identifying suitable counterfactual scenarios, e.g. on the basis of the geographical areas where these interventions have been/are being implemented.

**Qualitative evidence through case studies** of area-specific and group-specific studies (e.g. urban contexts and virtual communities; high-density Welsh-speaking communities and out-migration).

### **Indicators:**

**Welsh Language Strategy Indicator:** Attendance at Welsh-language events, including those organised by Welsh Government grant recipients.

## 13 Strategic Area 4: The Workplace

### Logic Model

<b>Project Structure</b>	<b>Indicators of Achievement</b>	<b>Means of Verification</b>	<b>Risks and Assumptions</b>
<p><b>Goal:</b> More Welsh speakers use Welsh at work</p>	<p><i>Welsh Language Strategy Indicators:</i>            (i) Number of organisations subject to Welsh-language Operational Standards intended to promote and facilitate the use of Welsh in the workplace            (ii) Percentage of Welsh Government staff using Welsh at work</p>	<p>Annual Reports to the Welsh Language Commissioner on implementation of Operational Standards             Annual and Five-Year Reports of the Welsh Language Commissioner [first Five-Year Report to be published 2015]             Welsh Government Annual Staff Survey</p>	<p>Common understanding of the extent of the increase required to bring about change (i.e. what is meant by 'more')             Initiatives aimed specifically at increasing the use of Welsh in the workplace are underpinned by effective implementation of the Welsh-medium Education Strategy (i.e. workforce with necessary range and level of Welsh language skills), and</p>
<p><b>Purpose:</b> Provide continuity and context for the acquisition and development of Welsh-language skills in education and training Normalisation of Welsh in formal, professional and vocational contexts</p>	<p><i>Welsh Language Strategy Indicators:</i>            (i) Number of organisations subject to Welsh-language Operational Standards intended to promote and facilitate the use of Welsh in the workplace            (ii) Percentage of Welsh Government staff using Welsh at work</p>	<p>Annual Reports to the Welsh Language Commissioner on implementation of Operational Standards             Annual and Five-Year Reports of the Welsh Language Commissioner [first Five-Year Report to be published 2015]             Welsh Government Annual Staff Survey             Case studies and analyses of designated groups and work-specific situations, including qualitative evidence, content and discourse analyses and ethnographic studies</p>	<p>Initiatives aimed specifically at increasing the use of Welsh in the workplace are delivered within a wider linguistic environment that maximises exposure to the Welsh language and promotes the process of linguistic normalisation</p>

<p><b>Outcomes:</b></p> <p>Welsh in the workplace policy mainstreamed across Welsh Government</p> <p>Compliance with Operational Standards under the Welsh Language Measure 2011</p> <p>Welsh used increasingly as language of internal administration and communication</p> <p>More focussed approach to providing required Welsh language skills</p> <p>Increased confidence and readiness to apply skills</p> <p>Organisational culture that facilitates the use of Welsh as language of work</p> <p>Improved methods of identifying and articulating need for specific Welsh language skills (see also Welsh-medium Education Strategy, Strategic Area 3, SO3.7 and 8)</p> <p>Added value given to Welsh as a skill in the education and training sectors</p> <p>Positive influence on employees' use of Welsh in other spheres of their lives</p>	<p><i>Welsh Language Strategy Indicators:</i></p> <p>(i) Number of organisations subject to Welsh-language Operational Standards intended to promote and facilitate the use of Welsh in the workplace</p> <p>(ii) Percentage of Welsh Government staff using Welsh at work</p>	<p>Annual Reports to the Welsh Language Commissioner on implementation of Operational Standards</p> <p>Annual and Five-Year Reports of the Welsh Language Commissioner [first Five-Year Report to be published 2015]</p> <p>Welsh Government Annual Staff Survey</p> <p>LMI Welsh Skills Survey [Survey to be undertaken Spring 2013]</p> <p>Case studies and analyses of designated groups and work-specific situations, including qualitative evidence, content and discourse analyses and ethnographic studies</p>	<p>Scale and reach of interventions are sufficient to bring about change</p> <p>Implementation of Welsh-medium Education Strategy</p>
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<p><b>Activities/Outputs:</b></p> <p>Implementation of Welsh Government Strategy to mainstream Welsh in the workplace; Implementation of Operational Standards [Welsh Language Measure 2011]; Collection and analysis of data on Welsh language skills needs in the workplace</p>	<p>Evidence of implementation of specific projects and interventions to increase the use of Welsh in the workplace</p>	<p>Annual Reports to the Welsh Language Commissioner on implementation of Operational Standards</p> <p>Annual and Five-Year Reports of the Welsh Language Commissioner [first Five-Year Report to be published 2015]</p> <p>Welsh Government Annual Staff Survey</p> <p>Case studies and analyses of designated groups and work-specific situations, including qualitative evidence, content and discourse analyses and ethnographic studies</p>	<p>Implementation of Welsh Government Strategy to mainstream Welsh in the Workplace</p> <p>Implementation of the Welsh Language Measure 2011</p>
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## **Strategic Area 4: The Workplace**

### **Research Questions, Methods and Tools**

#### **Headline Research Questions:**

- Is current labour market intelligence providing the required level of detail about the Welsh language skills needs of the workplace?
- Is the Welsh–medium Education Strategy providing a suitably robust mechanism to fill skills gaps through education and training?
- To what extent are Operational Standards, under the Welsh Language Measure 2011, leading to increased levels of Welsh language usage in the workplace?
- Is the Welsh Government providing the expected lead and model of good practice in facilitating the use of Welsh in the workplace?

#### **Themes:**

- Language at work / language of work
- Identifying and articulating skills needs
- Corporate values and leadership
- Language of work / language of service delivery

#### **Specific Research Questions:**

- How do employers interpret and articulate their Welsh language skills requirements: is there an effective dialogue between employers and education and training providers on the Welsh language skills needs of the workplace?
- Do the mechanisms used by employers to record and update information about the Welsh language skills of employees provide a sound basis for strategic planning?
- On the basis of our current understanding of the factors influencing the use of Welsh as the language of work, is it possible to identify typologies or sets of conditions that are most likely to increase or maintain levels of Welsh language usage?
- What methods could be developed to provide a meaningful description of language use in workplaces (frequency of Welsh language use, for what purposes, in which contexts)?
- How and to what extent do Welsh in the workplace practices influence, and are influenced by behaviours and attitudes in other spheres of life (e.g. transmission of Welsh in the family, support for Welsh-medium education, participation in Welsh-language community activities)?
- How do employees and employers interpret the connection between using Welsh as language of work and providing services to the public through the medium of Welsh?

## **Methodology / Challenges / Anticipated Issues:**

Some aspects of this Strategic Area are supported by already existing quantitative data (Welsh language skills). Data on language use (extent of Welsh language usage, in what contexts and under what conditions) are more limited. Systematic recording of language use in the workplace is undertaken in other language communities (e.g. Basque Autonomous Community, Catalonia, Canada) and ways of adopting similar approaches in Wales should be actively pursued. It is recognised at the same time, however, that conditions governing individual or small-group behaviour in specific scenarios cannot be captured in large-scale, quantitative surveys. Consideration also needs to be given to conducting micro-level analyses of the dynamic of bilingual / Welsh-language workplaces and to exploring the impact of individual circumstances on language behaviour (factors such as linguistic confidence, language attitudes, professional aspirations, leadership etc.).

## **Research Methods / Tools:**

Evaluation will include a combination of:

**Syntheses of secondary data:** Census; Annual Population Survey; National Survey; Employer Perspectives Survey; Employer Skills Survey; Labour Market Intelligence Project and LMI Welsh Language Skills Needs Project; Annual Reports of Welsh Language Commissioner on Operational Standards.

Identification of possible additional questions to already established surveys, or enhancing the analysis of available data. To include consideration of model of the Canada Public Service Employee Survey (PSES).

Development of systematic methods of describing language usage, drawing on methods used in other language communities where appropriate, with a view to developing a series of Welsh in the workplace indicators.

Qualitative evidence on the linguistic dynamic between individuals through micro-evaluations of individual and group behaviours in specific workplace scenarios.

## *Indicators:*

**Welsh Language Strategy Indicators:** Number of organisations subject to Welsh-language operational standards intended to promote and facilitate the use of Welsh in the workplace; Percentage of Welsh Government staff using Welsh at work.

## 14 Strategic Area 5: Welsh-language services

### Logic Model

Project Structure	Indicators of Achievement	Means of Verification	Risks and Assumptions
<p><b>Goal:</b> More high quality Welsh-language services available to the public and more use made of those services</p>	<p><i>Welsh Language Strategy Indicators:</i>            (i) Use of a range of services provided in Welsh            (ii) Number of Welsh language schemes or policies            (iii) Number of organisations subject to Welsh language standards</p>	<p>Annual Reports on Welsh Language Schemes             Annual Reports to the Welsh Language Commissioner on implementation of Welsh Language Standards             Annual and Five-Year Reports of the Welsh Language Commissioner [first Five-Year Report to be published 2015]             Public services data (including DVLA, NHS and responses to official government surveys)</p>	<p>Common understanding of the extent of the increase required to bring about change (i.e. what is meant by 'more')             Initiatives aimed specifically at increasing availability and use of Welsh language services are underpinned by effective measures to develop Welsh language skills of service providers (i.e. workforce with necessary range and level of Welsh language skills - includes effective implementation of the Welsh Government Welsh-medium Education Strategy)</p>
<p><b>Purpose:</b> Enable users to access services in their language of choice as a matter of course             Provide a meaningful context and sense of purpose for the acquisition of Welsh language skills through education and training             Develop the skills base of the</p>	<p><i>Welsh Language Strategy Indicators:</i>            (i) Use of a range of services provided in Welsh            (ii) Number of Welsh language schemes or policies            (iii) Number of organisations subject to Welsh language standards</p>	<p>Annual Reports on Welsh Language Schemes             Annual Reports to the Welsh Language Commissioner on implementation of Welsh Language Standards             Annual and Five-Year Reports of the Welsh Language Commissioner [first Five-Year Report to be published 2015]</p>	<p>Initiatives aimed specifically at increasing availability and use of Welsh language services are delivered within a wider linguistic environment that maximises exposure to the Welsh language and promotes the process of linguistic normalisation</p>

workforce and promote professional development through the medium of Welsh		Case studies and analyses of designated groups and service users, including qualitative evidence, content and discourse analyses and ethnographic studies	
<b>Outcomes:</b> Normalisation of availability of services through the medium of Welsh  Increased confidence among fluent and less fluent speakers to use services through the medium of Welsh  Delivery of Welsh-medium services seen as an integral part of commissioning and procurement services  Effective dialogue between service providers and service users to ensure that provision is prioritised according to needs  Compliance with Welsh Language Standards under the Welsh Language Measure 2011	<i>Welsh Language Strategy Indicators:</i> (i) Use of a range of services provided in Welsh (ii) Number of Welsh language schemes or policies (iii) Number of organisations subject to Welsh language standards	Annual Reports on Welsh Language Schemes  Annual Reports to the Welsh Language Commissioner on implementation of Welsh Language Standards  Annual and Five-Year Reports of the Welsh Language Commissioner [first Five-Year Report to be published 2015]  Case studies and analyses of designated groups and service users, including qualitative evidence, content and discourse analyses and ethnographic studies	Communications strategy to increase awareness of Welsh-language services  Demand for Welsh-language services from users  Linguistic competence and confidence of service users to generate demand for Welsh-language services

<b>Activities/Outputs:</b> Implementation of Welsh Language Standards [Welsh Language Measure 2011]; increasing skills capacity to deliver services through the medium of Welsh [Welsh-medium Education Strategy]; heightening awareness of the availability of Welsh-language services; proactive assistance and guidance to support service providers to increase levels of Welsh-medium provision	Evidence of implementation of specific projects and interventions to increase the availability and use of Welsh-language services	Annual Reports on Welsh Language Schemes  Annual Reports to the Welsh Language Commissioner on implementation of Welsh Language Standards  Annual and Five-Year Reports of the Welsh Language Commissioner [first Five-Year Report to be published 2015]	Implementation of the Welsh Language Measure 2011
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## **Strategic Area 5: Welsh-language services**

### **Research Questions, Methods and Tools**

#### **Headline Research Questions:**

- Do service providers have an accurate and detailed understanding of what the public wish to see provided through the medium of Welsh?
- What are the factors that influence service users' decisions to use Welsh-language services?
- Is the provision of Welsh-medium services being systematically planned and delivered through commissioning and procurement mechanisms?
- Is the development of Welsh Language Standards under the Welsh Language Measure 2011 bringing about change in terms of delivery of Welsh-medium services?

#### **Themes:**

- Welsh language skills and confidence
- Awareness of availability of Welsh-medium services
- Welsh Language Standards

#### **Specific Research Questions:**

- Are Welsh-language services being planned and delivered on the basis of a detailed understanding of service users' priorities?
- Are Welsh-language services being planned and delivered on the basis of demand?
- Are there specific areas or categories of services where demand-led provision needs to be complemented by initiatives to create demand?
- Is provision of health and social care through the medium of Welsh being planned strategically to meet needs?
- What is the impact of the Welsh Language Measure 2011 on the delivery of Welsh-medium provision in the private sector?
- How and to what extent is the capacity to deliver services through the medium of Welsh informing future policy in education and training?
- How do employees and employers interpret the connection between using Welsh as language of work and providing services to the public through the medium of Welsh?

#### **Methodology / Challenges / Anticipated Issues:**

As with Strategic Area 6, this Strategic Area covers a broad spectrum of areas and interventions that have an impact on most aspects of speakers' lives. Evaluation will need to take into account the link between provision of services through the medium of Welsh and developing the use of Welsh as language of work (Strategic Area 4). Annual Reports of the Welsh Language Commissioner on Welsh Language Standards will be a key source of evidence.

## **Research Methods / Tools:**

Evaluation will include a combination of:

**Syntheses of secondary data:** Census; Annual Population Survey; National Survey; Employer Perspectives Survey; Employer Skills Survey; Labour Market Intelligence Project and LMI Welsh Language Skills Needs Project; Annual Reports of Welsh Language Commissioner on Welsh Language Standards.

**Case studies** focussing on language experiences of designated groups of service users

## **Beneficiary Surveys**

*Indicators:*

*Welsh Language Strategy Indicators:* Use of a range of services provided in Welsh; Number of Welsh language schemes or policies; Number of organisations subject to Welsh language standards.

## 15 Strategic Area 6: Infrastructure

### Logic Model

Project Structure	Indicators of Achievement	Means of Verification	Risks and Assumptions
<p><b>Goal:</b> More tools and resources in place to facilitate the use of Welsh, including in the digital environment</p>	<p><i>Welsh Language Strategy Indicators:</i></p> <ul style="list-style-type: none"> <li>(i) Number of Welsh-language books, e-books and magazines sold (non-education)</li> <li>(ii) Readership for <i>Golwg 360</i></li> <li>(iii) Distribution figures for Welsh Government-funded <i>papurau bro</i></li> <li>(iv) Viewing and listening figures for S4C and Radio Cymru</li> <li>(v) Prevalence of popularly used websites that have developed Welsh-language interfaces</li> <li>(vi) Prevalence of banks, mobile phone companies and others providing Welsh-language interfaces</li> </ul>	<p>Welsh Books Council: annual information on number of Welsh language books, e-books and magazines sold</p> <p>Readership for <i>Golwg 360</i> – daily visits and page views (monthly and annual basis)</p> <p>Welsh Government data (distribution figures for Welsh Government-funded <i>papurau bro</i>) (Annual)</p> <p>S4C Annual Reports</p> <p>Radio Joint Audience Research (RAJAR) (listening figures Radio Cymru)</p> <p>Qualitative commentary on development of Welsh-language interfaces (websites, banks, mobile phone companies, and others providing Welsh-language interfaces)</p> <p>Annual reports on Welsh Language Schemes (translating and interpreting profession)</p> <p>Annual Reports to the Welsh Language Commissioner on</p>	<p>Common understanding of the extent of the increase required to bring about change (i.e. what is meant by 'more')</p> <p>Coherent and effective Communications Strategy</p> <p>Welsh-medium education and training infrastructure providing opportunities and support mechanisms to develop Welsh language skills in required areas of expertise [effective implementation of the Welsh Government Welsh-medium Education Strategy]</p>

		<p>implementation of Welsh Language Standards (translating and interpreting profession)</p> <p>Annual and Five-Year Reports of the Welsh Language Commissioner (translating and interpreting profession)</p>	
<p><b>Purpose:</b></p> <p>Enable Welsh language users to carry out an increased range of functions in leisure, education and workplace contexts through the medium of Welsh</p> <p>Normalisation of Welsh in technology and digital media</p> <p>Provide support mechanisms and tools that make the use of Welsh a feasible option for users</p> <p>Increase awareness about the benefits of Welsh language skills</p>	<p><i>Welsh Language Strategy Indicators:</i></p> <ul style="list-style-type: none"> <li>(i) Number of Welsh-language books, e-books and magazines sold (non-education)</li> <li>(ii) Readership for <i>Golwg 360</i></li> <li>(iii) Distribution figures for Welsh Government-funded <i>papurau bro</i></li> <li>(iv) Viewing and listening figures for S4C and Radio Cymru</li> <li>(v) Prevalence of popularly used websites that have developed Welsh-language interfaces</li> <li>(vi) Prevalence of banks, mobile phone companies and others providing Welsh-language interfaces</li> </ul>	<p>Welsh Books Council: annual information on number of Welsh language books, e-books and magazines sold</p> <p>Readership for <i>Golwg 360</i> – daily visits and page views (monthly and annual basis)</p> <p>Welsh Government data (distribution figures for Welsh Government-funded <i>papurau bro</i>) (Annual)</p> <p>S4C Annual Reports</p> <p>Radio Joint Audience Research (RAJAR) (listening figures Radio Cymru)</p> <p>Qualitative commentary on development of Welsh-language interfaces (websites, banks, mobile phone companies, and others providing Welsh-language interfaces)</p> <p>Annual reports on Welsh Language Schemes (translating and interpreting profession)</p> <p>Annual Reports to the Welsh</p>	<p>Initiatives aimed specifically at developing the Welsh-language infrastructure are delivered within a wider linguistic environment that maximises exposure to the Welsh language and promotes the process of linguistic normalisation</p>

		<p>Language Commissioner on implementation of Welsh Language Standards (translating and interpreting profession)</p> <p>Annual and Five-Year Reports of the Welsh Language Commissioner (translating and interpreting profession)</p> <p>Case studies and analyses of designated groups, service users and consumers of media, leisure and cultural provision, including qualitative evidence, content and discourse analyses and ethnographic studies</p>	
<p><b>Outcomes:</b></p> <p>Access to Welsh-language technology and digital services an integral part of leisure, education and workplace activity</p> <p>Increased availability of online services, applications and interfaces through the medium of Welsh (see also Welsh-medium Education Strategy, Strategic Area 5, SO5.3)</p> <p>Broad range of Welsh-language education resources to support learners' experiences (see also Welsh-medium Education Strategy, Strategic Area 5, SO5.4)</p> <p>Creative partnerships between public service broadcasting and community-focussed language activity</p>	<p>Data on availability and use of Welsh-language media, applications and resources</p>	<p>Welsh Books Council: annual information on number of Welsh language books, e-books and magazines sold</p> <p>Readership for <i>Golwg 360</i> – daily visits and page views (monthly and annual basis)</p> <p>Welsh Government data (distribution figures for Welsh Government-funded <i>papurau bro</i>) (Annual)</p> <p>S4C Annual Reports</p> <p>Radio Joint Audience Research (RAJAR) (listening figures Radio Cymru)</p> <p>Qualitative commentary on development of Welsh-language interfaces (websites, banks, mobile</p>	<p>Linguistic competence and confidence of Welsh speakers generating demand</p> <p>Motivation and desire of Welsh speakers to use Welsh-language services, resources and applications</p> <p>Strategic and co-ordinated communications and marketing to increase awareness of Welsh-language services</p>

<p>Strategic and creative measures to increase availability of reading materials through the medium of Welsh</p> <p>Access to a comprehensive source of terminology to facilitate the use of Welsh in public life, in the workplace and in specialist areas</p> <p>Translation and interpreting services of a consistently high quality</p> <p>Dynamic and creative approach to translation and interpreting, to respond to changing language needs of the workplace</p> <p>Coordinated collection of Welsh language data and development of Welsh language use indicators</p> <p>Productive partnership links with language planning partners and agencies, both nationally and internationally</p> <p>Consistent and comprehensive information, guidance and advice on Welsh language issues</p>		<p>phone companies, and others providing Welsh-language interfaces)</p> <p>Annual reports on Welsh Language Schemes (translating and interpreting profession)</p> <p>Annual Reports to the Welsh Language Commissioner on implementation of Welsh Language Standards (translating and interpreting profession)</p> <p>Annual and five-year reports of the Welsh Language Commissioner (translating and interpreting profession)</p> <p>Case studies and analyses of designated groups, service users and consumers of media, leisure and cultural provision, including qualitative evidence, content and discourse analyses and ethnographic studies</p>	
<p><b>Activities/Outputs:</b></p> <p>Continued development of Welsh language digital services and applications; increasing confidence and readiness of Welsh language speakers to use services and applications in Welsh; increase availability of reading materials in</p>	<p>Evidence of implementation of specific projects and interventions to increase the availability and use of Welsh language services</p>	<p>Welsh Books Council: annual information on number of Welsh language books, e-books and magazines sold</p> <p>Readership for <i>Golwg 360</i> – daily visits and page views (monthly and annual basis)</p>	<p>Continued support to generate development of infrastructure</p> <p>Implementation of Welsh Language Measure 2011</p>

Welsh; professional development of translation and interpreting	<p>Welsh Government data (distribution figures for Welsh Government-funded <i>papurau bro</i>) (Annual)</p> <p>S4C Annual Reports</p> <p>Radio Joint Audience Research (RAJAR) (listening figures Radio Cymru)</p> <p>Qualitative commentary on development of Welsh-language interfaces (websites, banks, mobile phone companies, and others providing Welsh-language interfaces)</p> <p>Annual reports on Welsh Language Schemes (translating and interpreting profession)</p> <p>Annual Reports to the Welsh Language Commissioner on implementation of Welsh Language Standards (translating and interpreting profession)</p> <p>Annual and Five-Year Reports of the Welsh Language Commissioner (translating and interpreting profession)</p>	
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## **Strategic Area 6: Infrastructure**

### **Research Questions, Methods and Tools**

#### **Headline Research Questions:**

- Is the current provision of Welsh-language digital services, interfaces and applications being used to its maximum potential?
- To what extent are digital media creating and sustaining vibrant language communities? (see also *Strategic Aim 3*)
- Are Welsh-language digital service providers and public service broadcasters meeting the needs of Welsh speakers as they progress from childhood to adolescence and adulthood?
- Is the translation and interpreting profession in Wales responding successfully to the changing language needs of workplaces and public spheres in Wales?
- Do the communications and marketing methods currently used by the Welsh Government and partners provide the required level of information, support and advice?
- Are methods of data collection and analysis sufficiently coordinated to facilitate a detailed understanding of Welsh language behaviour, avoiding duplication?
- Is there strategic co-ordination of marketing and communications strategies between partners?

#### **Themes:**

- Technology and language corpus planning
- Virtual language communities
- Communication and Marketing
- Guidance and advice structures
- Language Planning Research Activity

#### **Specific Research Questions:**

- What are the factors that influence individuals' readiness to use Welsh-language digital applications?
- To what extent is the use of Welsh-language interfaces and applications embedded in schools, college and universities in Wales?
- Is technology being used to its maximum potential to further learning and development in education settings?
- What is the prominence given to Welsh-language materials in the reading patterns of different typologies of readers, and what are the strategies required to promote take-up? (*to consider: language composition and language behaviour patterns of family; fluency and confidence of parents and extended family; awareness of availability and access to materials; home-school partnerships*)

- Are marketing strategies reaching their intended audiences?

### **Methodology / Challenges / Anticipated Issues:**

Strategic Area 6 covers a broad range of resources, inputs and mechanisms that impact on speakers' language experiences in a variety of ways. The six Indicators identified will provide quantitative data on levels of take-up and usage. Some aspects of the Strategic Area will be included in theme-specific or context-bound analyses. Consideration will also need to be given to evaluations and research conducted in some areas by partners [S4C, BBC and Welsh Government: *Welsh Speakers' Language Use Research Project*; Welsh Language Commissioner: *Review of the means of accreditation and regulation of the Welsh/English translation profession*].

### **Research Methods / Tools:**

**Case studies** of language behaviour patterns of identified groups (e.g. families with pre-school-age children; adolescent social networks)

### **Longitudinal and Beneficiary Surveys**

#### *Indicators:*

*Welsh Language Strategy Indicators:* Number of Welsh-language books, e-books and magazines sold (non-education); Readership for *Golwg 360*; Distribution figures for *papurau bro*; Viewing and listening figures for S4C and Radio Cymru; Prevalence of popularly use websites that have developed Welsh-language interfaces; Prevalence of banks, mobile phone companies and others providing Welsh-language interfaces.

## **Appendix 1**

### **Welsh Government Grants to support the Welsh language (2013-14)**

#### **Mentrau iaith**

Menter Abertawe  
Menter Bro Ogwr  
Menter Brycheiniog  
Menter Caerdydd  
Menter Iaith Caerffili  
Menter Castell Nedd Port Talbot  
CERED  
Menter Iaith Conwy  
Menter Dinbych  
Menter Iaith Sir y Fflint  
Menter Iaith Maelor  
Menter Maldwyn  
Menter Merthyr Tudful  
Menter Môn  
Menter Iaith Dinefwr  
Menter Cwm Gwendraeth Cyf  
Menter Gorllewin Sir Gar  
Menter Iaith Sir Benfro  
Menter Iaith Rhondda Cynon Taf  
Menter Iaith Blaenau Gwent  
Menter Iaith Casnewydd  
Mentrau Iaith Cymru

Merched y Wawr  
Cymdeithas Eisteddfodau Cymru  
Eisteddfod Genedlaethol Cymru  
Cynllun Hybu Ardal Aman Tawe  
Hunaniaith  
Duke of Edinburgh's Award  
Papurau Bro  
Wales Federation of Young Farmers' Clubs  
Welsh Music Foundation  
Urdd Gobaith Cymru  
Gwallgofiaid  
Dyffryn Nantlle 2020  
Children in Wales

### **Welsh Government Projects and Contracts to support the Welsh language (2012-13)**

Language Action Plans  
Cynllun Hybu Ardal Aman Tawe  
Twf  
Bounty  
Mae dy Gymraeg di'n Grêt  
Cerdd Cymunedol Cymru  
Supporting Young People's Language Practices Project

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