



Where and when people learn to speak Welsh National Survey for Wales, 2018-19

28 April 2020
SB 16/2020

In the 2018-19 National Survey for Wales, people were asked whether they could speak Welsh and where they had learnt the language. If they had children in the household, they were asked about other members of the households' ability in Welsh and where they too had learnt Welsh, in order to look at language transmission in the family. This bulletin presents the findings.

Main points

Learning to speak Welsh at home

- 43% of Welsh speakers had learnt to speak Welsh at home as a young child
- The percentage learning to speak Welsh at home has not changed significantly over time, however a much higher proportion of younger Welsh speakers learnt Welsh at school compared with older Welsh speakers
- 75% of those who learnt to speak Welsh at home described themselves as fluent, compared with 6% who learnt Welsh at secondary school



Parents' influence

- 92% of 3 to 19 year olds in households where both parents could speak Welsh, could also speak Welsh
- 82% of Welsh-speaking children from households where both parents could speak Welsh had learnt to speak Welsh at home as a young child
- Where a parent had learnt to speak Welsh at home as a young child, 82% of their children also learnt to speak Welsh at home

Language transmission

- The Welsh-speaking parents found to be most likely to transmit the language to their children, were those who:
 - had learnt to speak Welsh at home
 - were fluent in Welsh
 - had more than one child
 - lived in north-west Wales
 - were female
 - had a high income

About this bulletin

This bulletin provides more detailed analysis of National Survey 2018-19 results on the **Welsh language**.

The full questionnaire is available on the [National Survey web pages](#).

Additional tables can be accessed via the [Results viewer](#).

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Introduction

The Welsh language strategy [Cymraeg 2050](#) sets out the Welsh Government's long-term vision of achieving the target of a million Welsh speakers by 2050. One of the aims of the strategy is to increase language transmission in the family, and to introduce Welsh to every child at the earliest point possible.

Recent research into [Welsh language transmission and use in families](#) found that parents tended to want to repeat whatever they had experienced as a child with their own child. Therefore, overall, Welsh speakers who had acquired the language at home, wanted to transmit the language to their own child at home. Welsh speakers who had acquired Welsh through Welsh-medium education had generally not considered speaking Welsh with their children at home but did want their children to attend Welsh-medium schools, which was described as language donation as opposed to transmission.

In order to further explore this theory and to monitor how many Welsh speakers 'transmit' or 'donate' the language, questions on speaking Welsh and where the language was learnt were included in the in the National Survey for Wales in 2018-19.

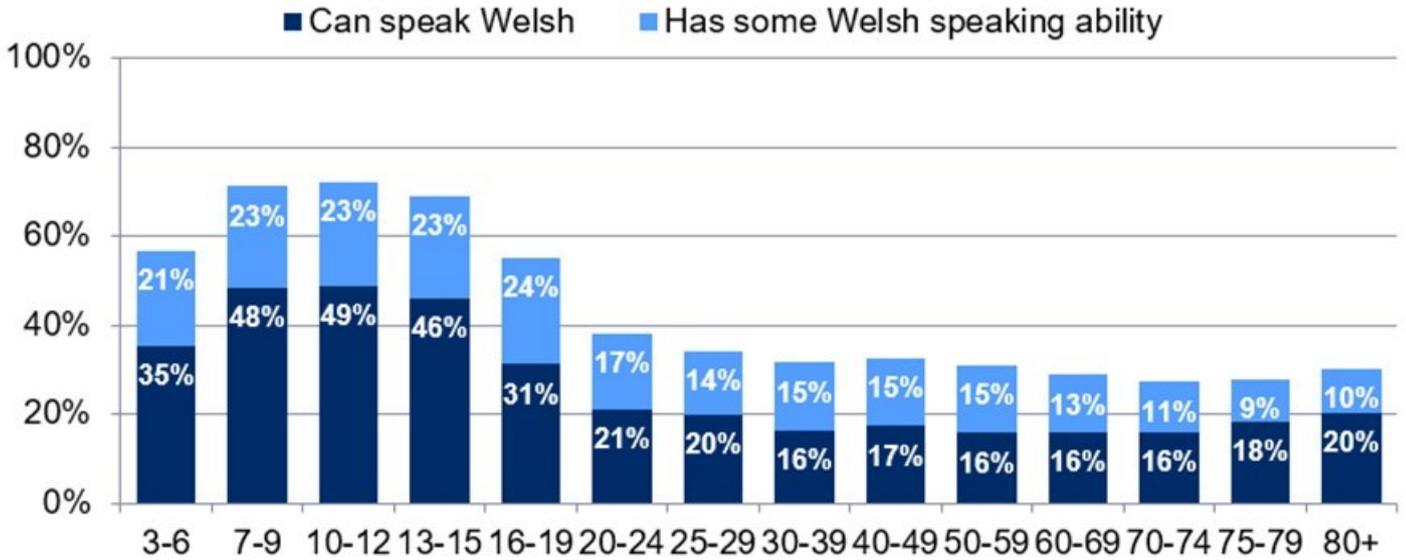
The results of these questions are presented in this bulletin.

Speaking Welsh

The 2018-19 National Survey for Wales found that 22% of people aged three or over reported that they could speak Welsh, with a further 16% reporting that they had some Welsh-speaking ability. Females were slightly more likely to report that they could speak Welsh than males, with 24% of females reporting to be able to speak Welsh and 17% having some Welsh-speaking ability, compared with 21% of males able to speak Welsh and 15% having some Welsh speaking ability.

This varied considerably by age as shown in Chart 1.

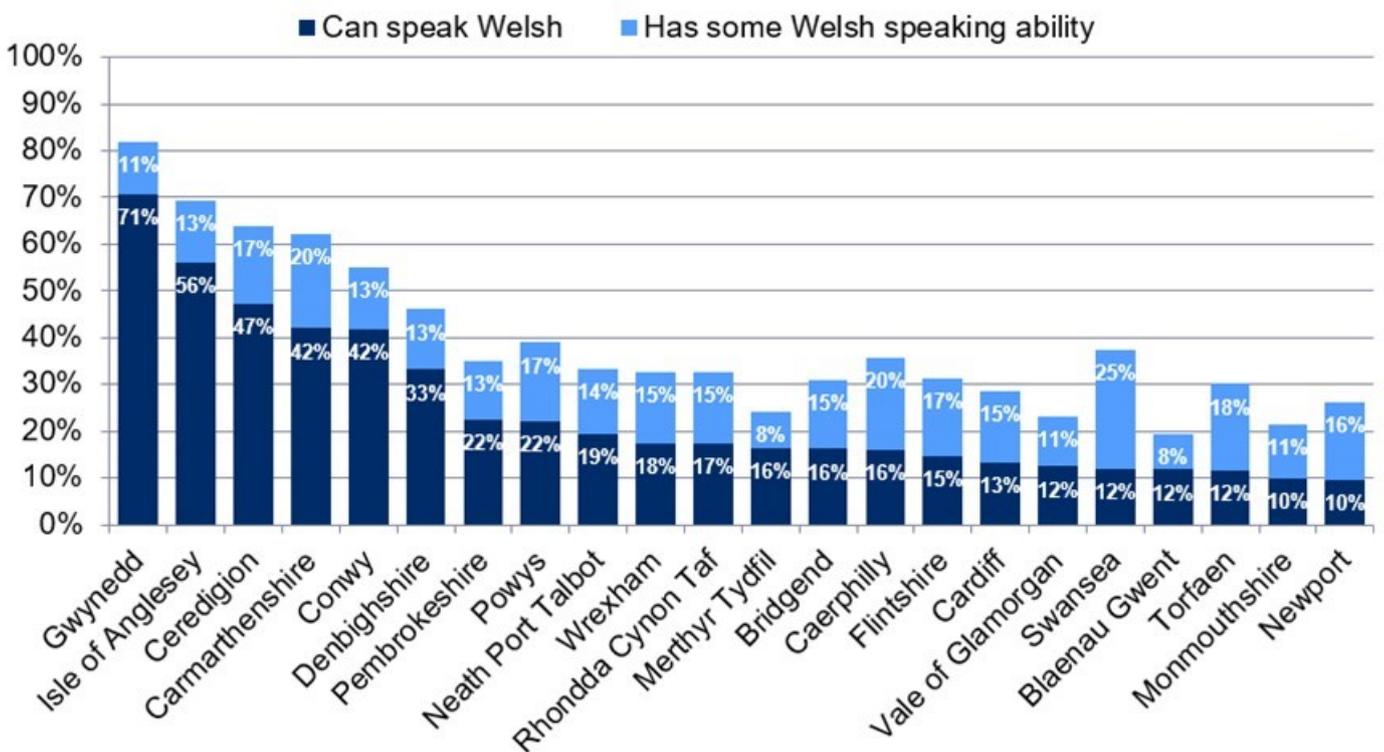
Chart 1: Welsh-speaking ability of those aged three or over by age (a)



(a) Note that responses provided by those aged 16 or over are provided by themselves, while responses provided by those aged 3 to 15 were provided by an adult respondent within their household.

This also varied considerably by local authority areas as shown in Chart 2.

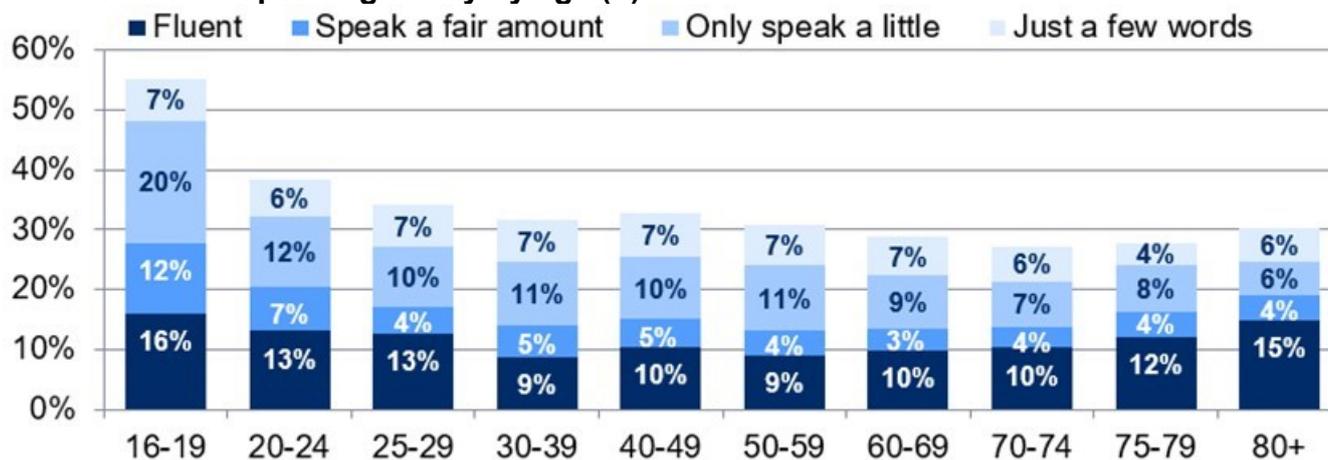
Chart 2: Welsh-speaking ability of those aged three or over by local authority area



The results presented in Charts 1 and 2 follow a similar pattern of Welsh-speaking by age and local authority as reported by the Annual Population Survey and the 2011 Census.¹ School-aged children are most likely to speak Welsh, but this percentage declines significantly after leaving statutory education, between the ages of 16 and 24. People who live in north-west or west Wales are most likely to speak Welsh, in particular in Gwynedd, the Isle of Anglesey, Ceredigion and Carmarthenshire.

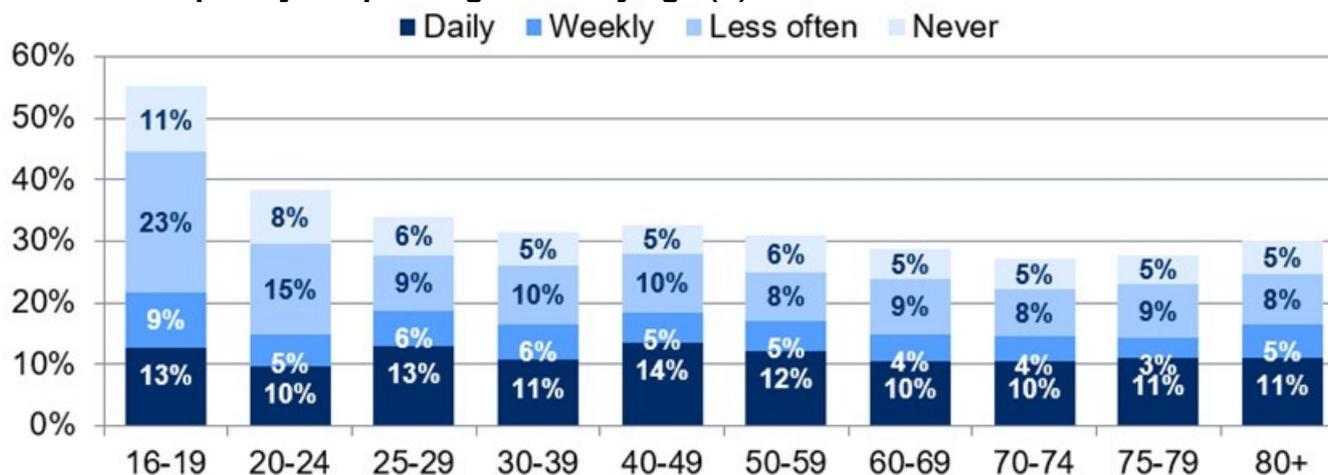
Adults aged 16 or over were also asked about their fluency in Welsh and how often they spoke the language. These are shown in Charts 3 and 4 below.

Chart 3: Welsh-speaking ability by age (b)



(b) Note that the questions on fluency and frequency were not asked of children aged 3 to 15

Chart 4: Frequency of speaking Welsh by age (b)



(b) Note that the questions on fluency and frequency were not asked of children aged 3 to 15

Of adults aged 16 or over, it was the youngest age group who were the most fluent in Welsh, with 16% of those aged 16 to 19 reporting to be able to speak Welsh fluently and an additional 12% speaking a fair amount of Welsh (Chart 3). This youngest group were also most likely to speak Welsh most often, with 13% reporting that they speak Welsh daily with an additional 9% speaking Welsh every week (Chart 4).

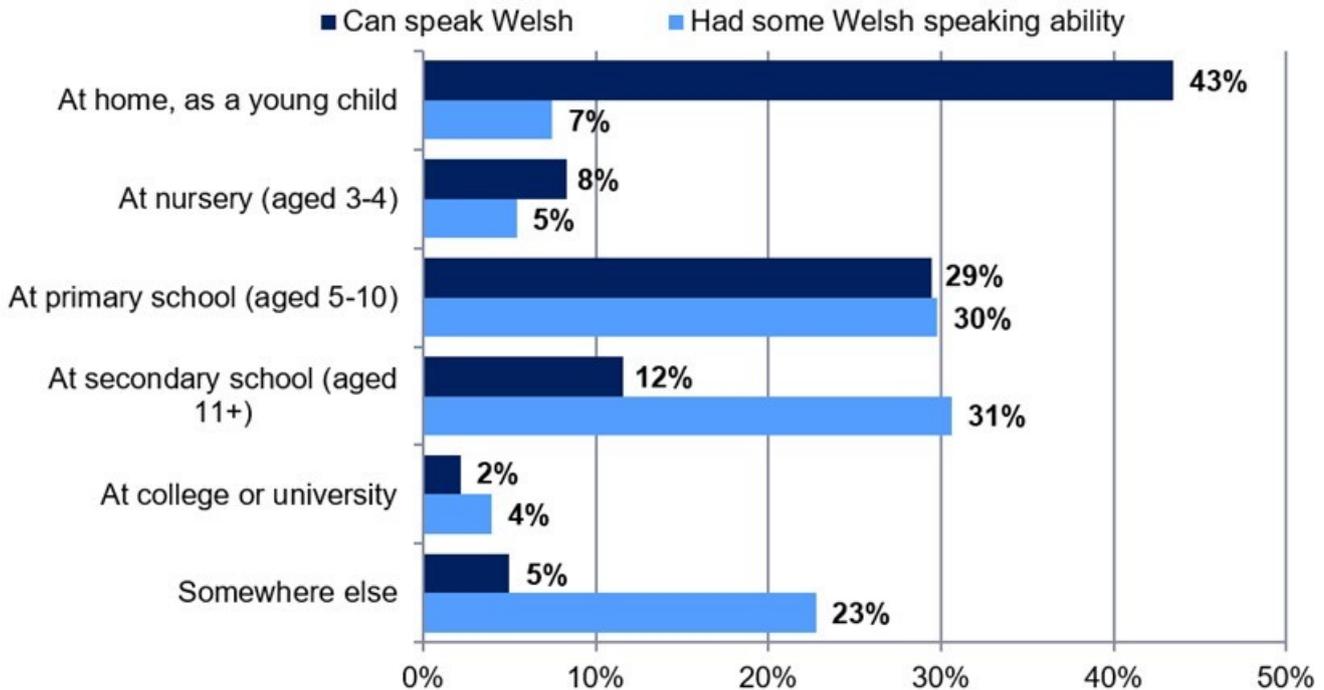
The greatest difference between the youngest age group and those aged 20 or over was the proportion who could 'only speak a little Welsh' and those who spoke Welsh 'less often'. Welsh speakers in the 16 to 19 age group were far more likely than in the other age groups to be in these categories.

¹ [Annual Population Survey results on the Welsh language 2001-2018](#)

Learning Welsh

Those with at least some ability in Welsh were subsequently asked where they had mainly learnt to speak Welsh. Note that this is the respondent’s interpretation of where they felt they or their child had ‘mainly’ learnt to speak Welsh. They may have attended a Welsh-medium nursery, but responded to say that they ‘mainly learnt’ Welsh in primary school, due to being in a primary school for a longer length of time, or feeling that this where they ‘became’ a Welsh speaker for example. These results are shown in Chart 5.

Chart 5: Where people aged three or over, mainly learnt to speak Welsh (c)



(c) Responses provided by those aged 16 or over are provided by themselves, responses provided by those aged 3 to 15 are provided by the adult respondent within the household.

As can be seen in Chart 5, 43% of the Welsh speakers had learnt to speak Welsh at home, compared with only 7% of those who had ‘some ability’ in Welsh. Those who had ‘some ability’ in Welsh were most likely to have learnt to speak Welsh at secondary school (31%).

Chart 5 is based on Welsh speakers and those with ‘some ability’, but it is also possible to present these results as a proportion of the total population, as shown in Chart 6. Presenting the results in this format can make it easier to interpret the differences between groups.

Chart 6: Where people aged three or over mainly learnt to speak Welsh

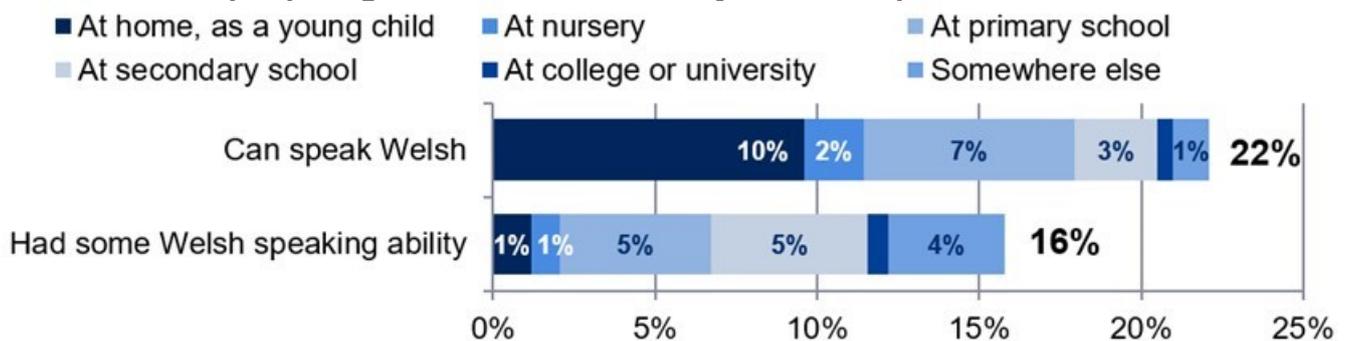
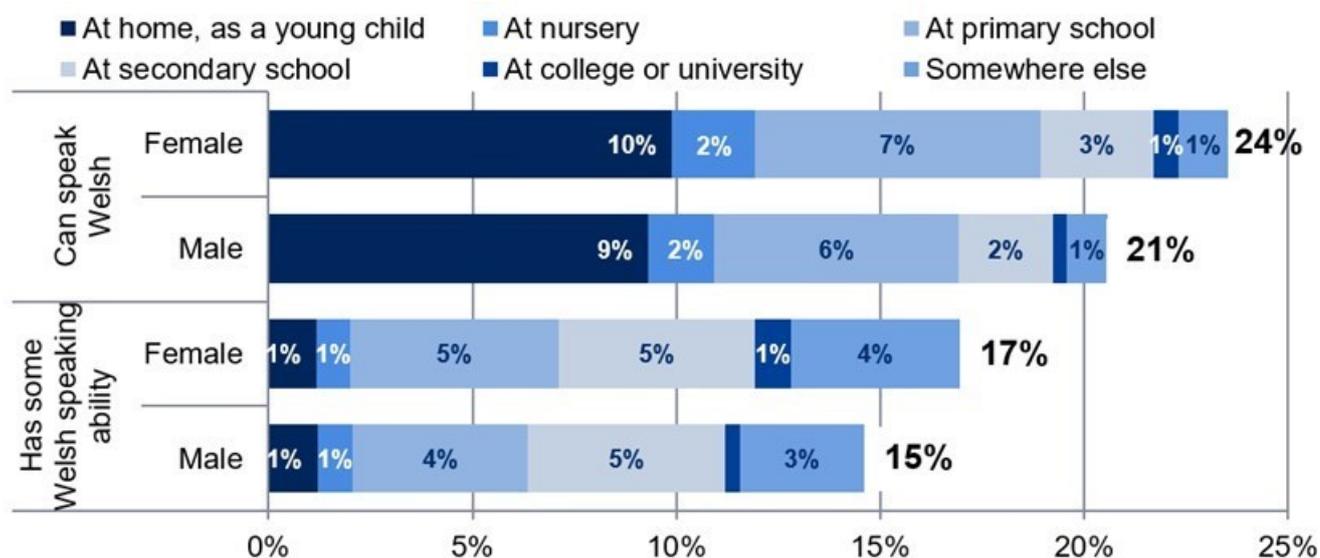


Chart 6 shows us that 10% of people in Wales can speak Welsh as a result of having mainly learnt to speak it at home as a young child, 2% having learnt Welsh at nursery, 7% at primary school and 3% at secondary school. Fewer than half a percent had 'mainly' learnt to speak Welsh at college or university with 1% learning to speak it somewhere else. These make up the 22% who report that they can speak Welsh.

The 16% who reported having some Welsh-speaking ability are made up of 1% of people who had acquired the ability at home, 1% from nursery, 5% from primary school, 5% secondary school, just over half a percent at college or university, with the remaining 4% acquiring those skills from somewhere else.

This varies slightly by gender, with females appearing to be slightly more likely than males to have learnt to speak Welsh at each stage, however none of the differences were statistically significant.

Chart 7: Where people aged three or over mainly learnt to speak Welsh, by gender



This also varies by age, with older respondents being more likely to have learnt the language at home, while younger people were more likely to have learnt the language at school. This is shown for Welsh speakers in Chart 8a and for those with 'some ability to speak Welsh' in Chart 8b.

Chart 8a: Where people aged three or over mainly learnt to speak Welsh, by age group

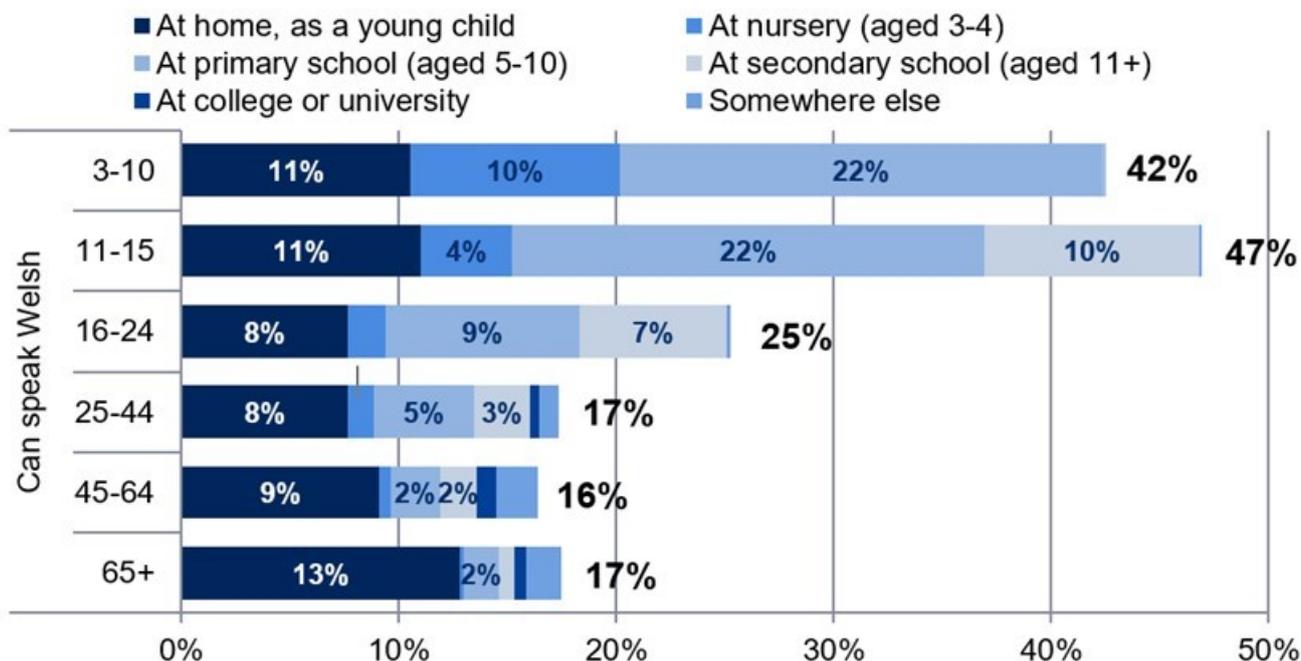


Chart 8a shows where those who reported that they could speak Welsh had learnt the language. This chart demonstrates the increasing influence education has had on the ability people have to speak Welsh. For those aged 65 or over, almost three quarters of them had learnt to speak Welsh at home as a young child, whereas for those aged under 25, less than a quarter of them had learnt to speak Welsh at home. The proportion of people in each age group learning to speak Welsh at home has not changed significantly over time, but the proportion who have learnt to speak Welsh at nursery, primary or secondary school is much higher for the younger age groups.

Chart 8b: Where people aged three or over mainly learnt to speak Welsh, by age group

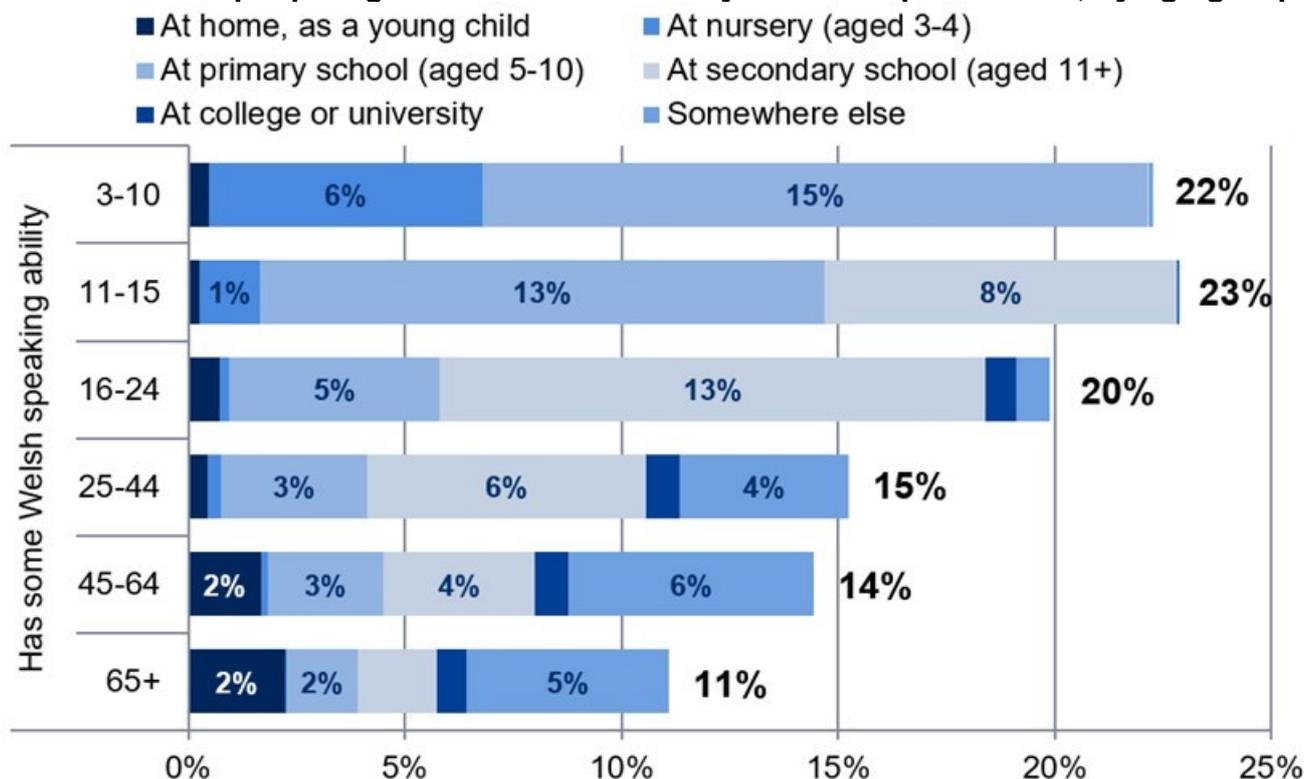
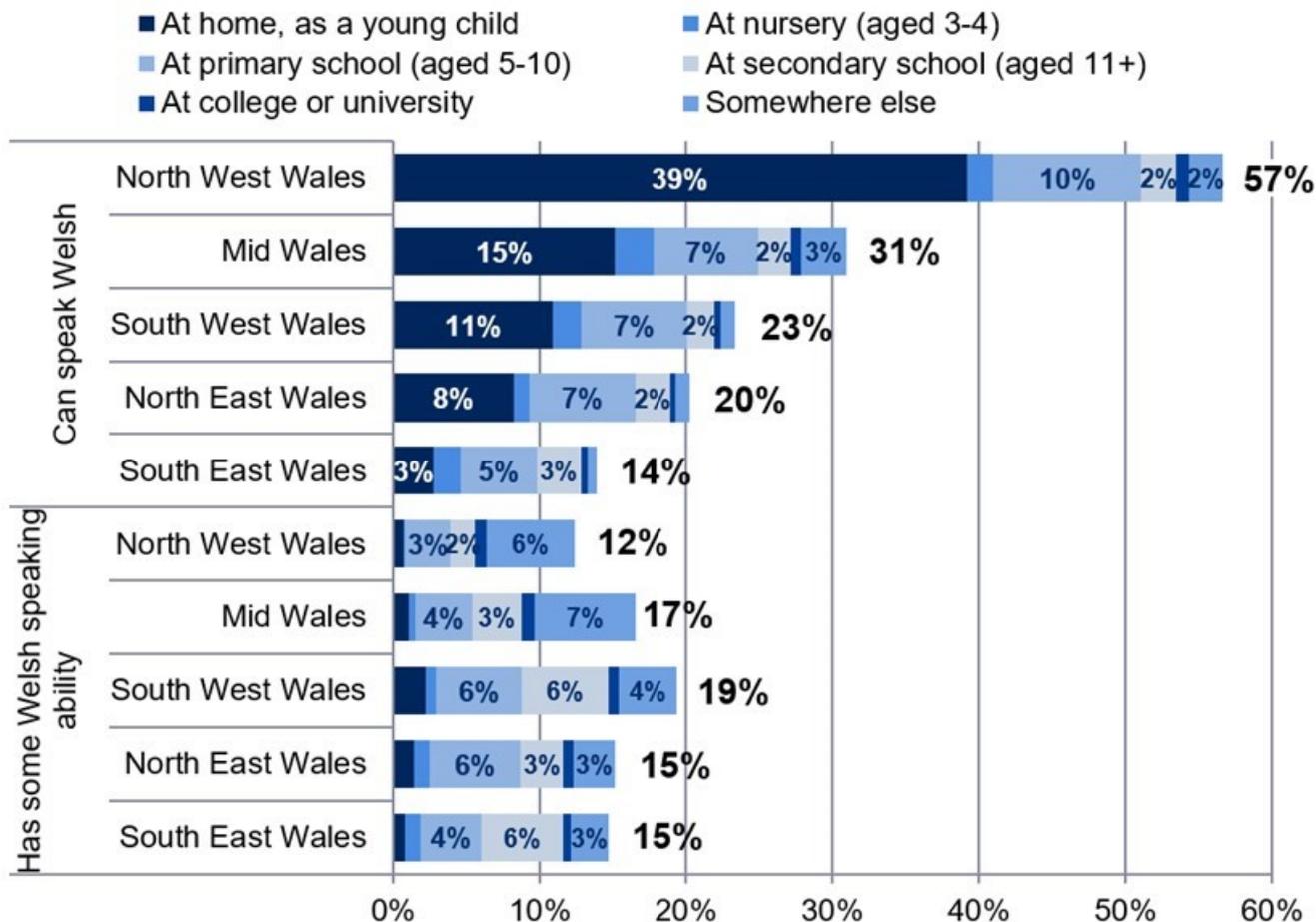


Chart 8b shows where those who reported that they had some ability in Welsh had learnt the language. This chart once again demonstrates the influence education has had on this group's ability in Welsh. The proportion of people in each age group acquiring some ability in Welsh at nursery, primary or secondary school is much higher for the younger age groups. For those aged 25 or over, around a third had acquired some ability in Welsh from 'somewhere else'. This could potentially be through their workplace, for example.

The region that people lived in played a significant role in determining where they will have learnt to speak Welsh. Chart 9 below shows that the region with the highest percentage of Welsh speakers (north-west Wales) has the highest proportion of people who learnt to speak Welsh at home as a young child.

Chart 9: Where people aged three or over mainly learnt to speak Welsh, by region²



For those who have acquired some Welsh speaking ability, there was no strong regional variation in where they had acquired these skills.

² The north-west Wales region is made up of the local authority areas of Isle of Anglesey, Gwynedd and Conwy. North-east Wales includes Denbighshire, Flintshire and Wrexham. Mid-Wales includes Powys and Ceredigion. South-west Wales is made up of Pembrokeshire, Carmarthenshire, Swansea and Neath Port Talbot. All other local authority areas are in south-east Wales (Bridgend, Vale of Glamorgan, Cardiff, Rhondda Cynon Taf, Merthyr Tydfil, Caerphilly, Blaenau Gwent, Torfaen, Monmouthshire and Newport).

Adults aged 16 or over were asked to describe their ability in spoken Welsh and how often they spoke it. Chart 10 below shows their Welsh-speaking ability by where they had learnt to speak Welsh.

Chart 10: Fluency by where people aged 16 or over mainly learnt to speak Welsh

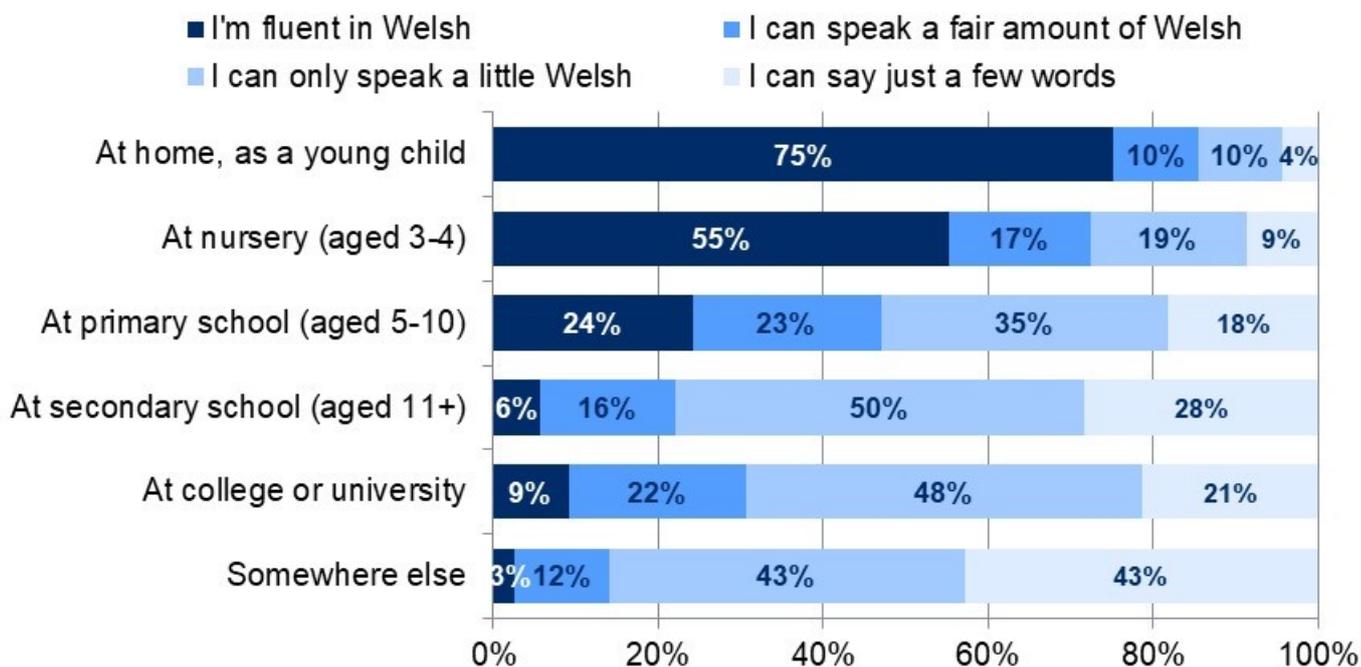
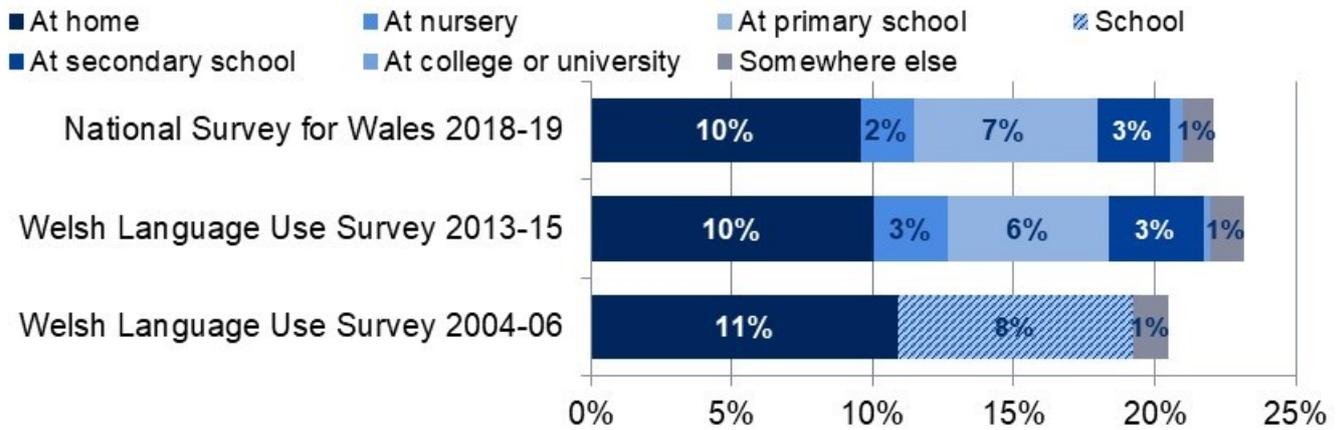


Chart 10 shows that 75% of those who learnt to speak Welsh at home as a young child described themselves as fluent. 55% of those who had learnt to speak Welsh at nursery, and 24% of those who had learnt at primary school considered themselves to be fluent. Up until secondary school, it appears that the later in life the person had learnt to speak Welsh, the less likely they were to report to be fluent. However, for those who had learnt to speak Welsh at college or university, they were slightly more likely to consider themselves fluent Welsh speakers than those who had learnt to speak Welsh at secondary school.

Has learning Welsh changed over time?

The Welsh Language Use Surveys of 2004-06 and 2013-15 also asked Welsh speakers where they had learnt to speak Welsh. In order to compare like for like, only respondents reporting to be able to speak Welsh are included in the chart below (people who noted that they could not speak Welsh but had some Welsh-speaking ability have been omitted).

Chart 11: Where those aged three or over learnt to speak Welsh, in 2004-06, 2013-15 and 2018-19 (a)

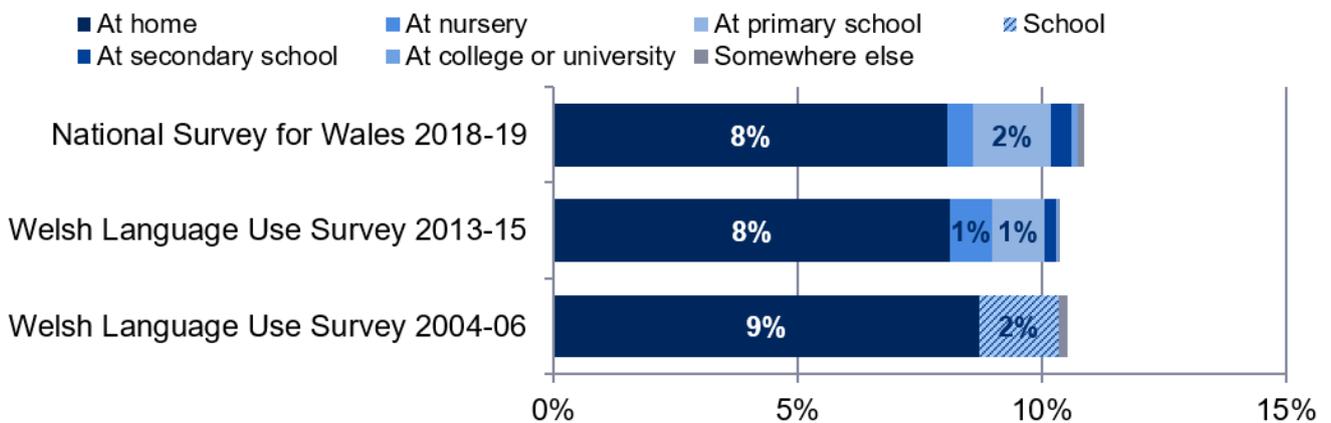


(a) Note that in 2004-06, the answer options were 'at home', 'school' or 'somewhere else'.

Chart 11 shows that while the percentage of people who have learnt to speak Welsh at home has not changed significantly over time, the proportion who are learning to speak Welsh at school has increased from 8% in 2004-06 to 10% in 2018-19 (7% at primary and 3% at secondary school).

In the 1992 Welsh Social Survey, 91% of fluent Welsh speakers aged 16 or over were reported to have learnt to speak Welsh at home as a child. This had reduced to 83% by 2004-06, 78% by 2013-15 and 74% by 2018-19. This, however, does not mean that there has been a significant reduction in the proportion of children learning to speak Welsh at home. The data shows that there has been an increase in the proportion of people who are fluent having not learnt to speak Welsh at home. Chart 12 shows the proportion of adults who are fluent in Welsh by where they had learnt to speak Welsh.

Chart 12: Where fluent adults learnt to speak Welsh, in 2004-06, 2013-15 and 2018-19 (a)



(a) Note that in 2004-06, the answer options were 'at home', 'school' or 'somewhere else'.

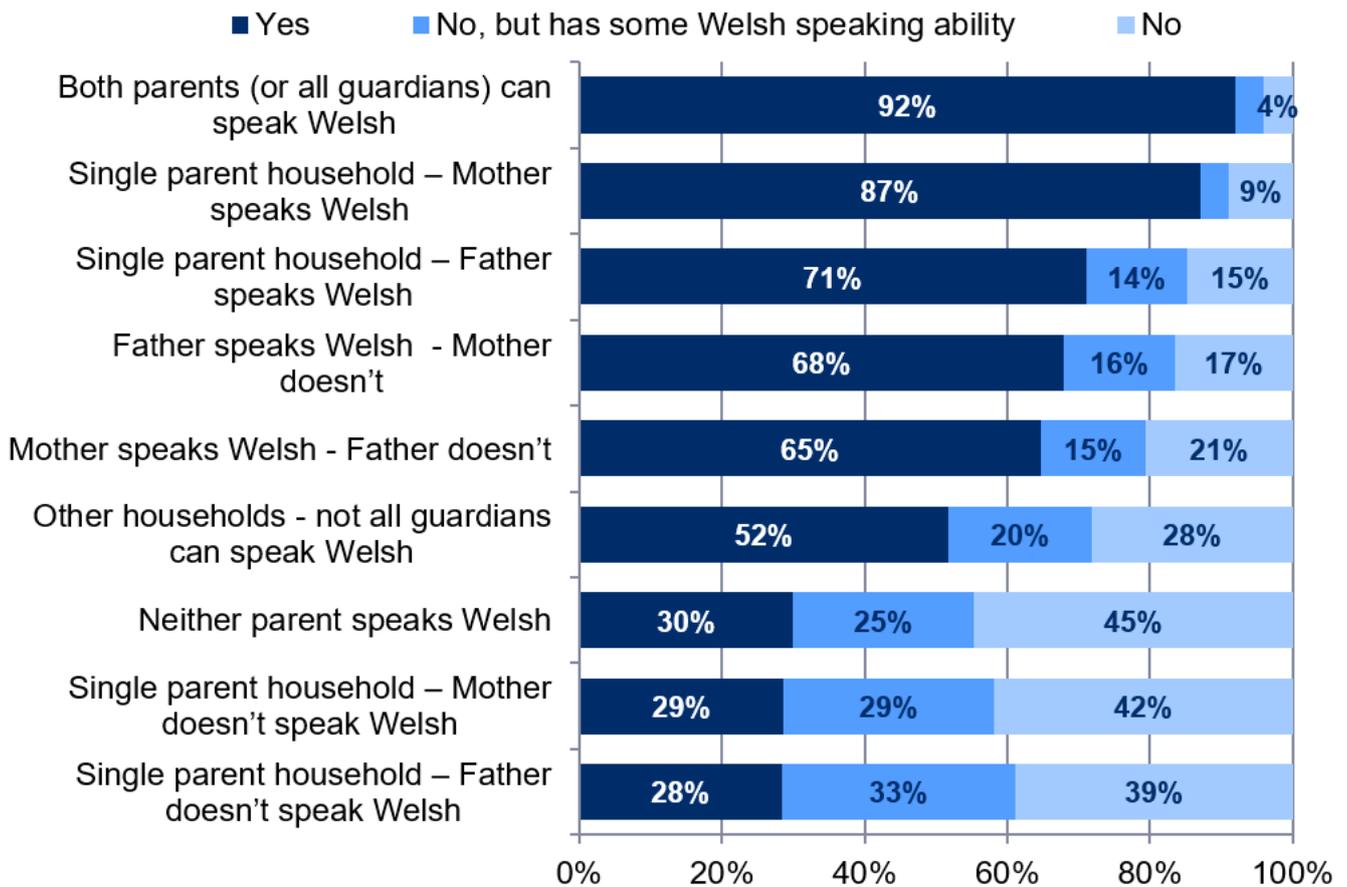
Whilst there has been very little change in the proportion of adults who are fluent, a greater proportion of adults are fluent Welsh speakers, having not learnt to speak Welsh at home.

Household influence

Children can only learn to speak a language at home, where there is at least one parent, guardian or sibling who can speak Welsh with them. National Survey respondents, who lived in households containing a child aged 3 to 19 and their parent or guardian, were asked whether everyone in the household could speak Welsh, and if so, where they had learnt it.

Chart 13 below shows the proportion of those children who could speak Welsh based on the linguistic composition of their household.

Chart 13: Proportion of children and young people aged 3 to 19 who can speak Welsh, according to the linguistic composition of their household



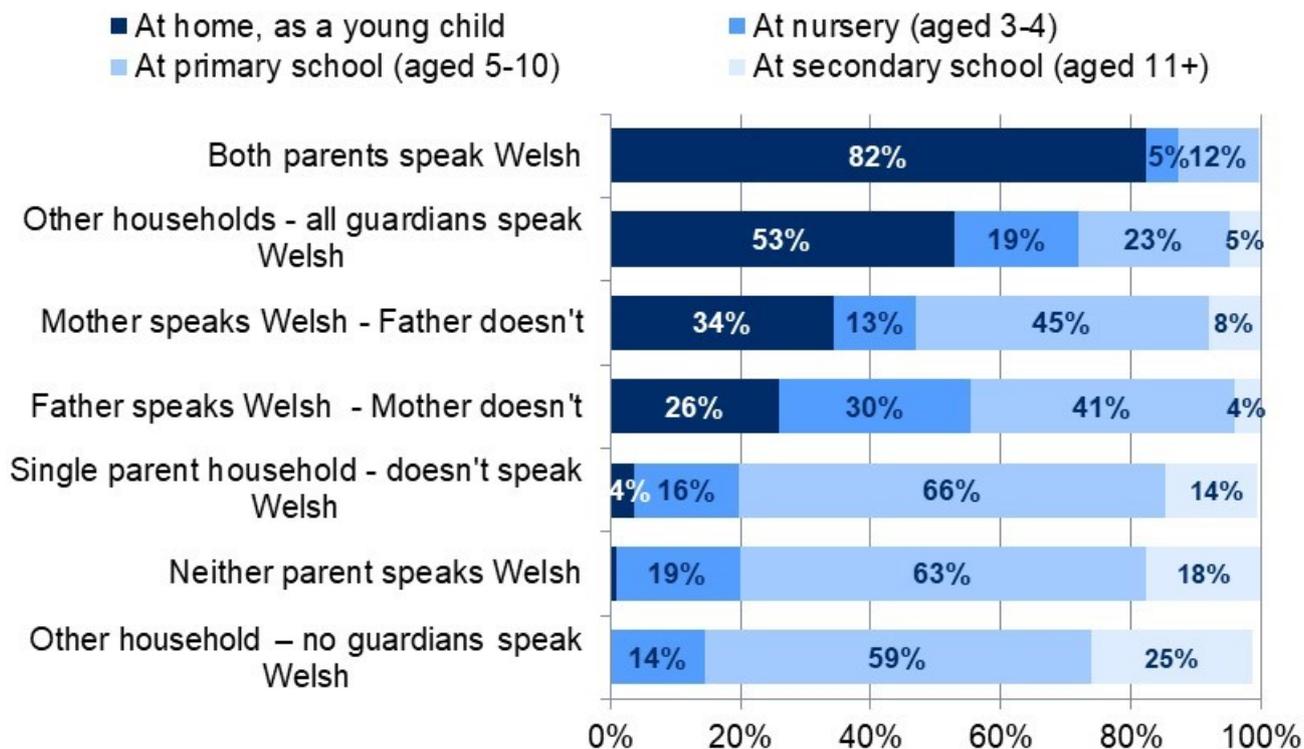
As might be expected, the households where both parents (or all guardians) could speak Welsh had highest proportion of Welsh-speaking children, with 92% of 3 to 19 year olds in these households being able to speak Welsh. This was closely followed by households with a Welsh-speaking single mother, then by households with a Welsh-speaking single father, where 87% and 71% of the children in these households could speak Welsh respectively. This compares with 30% where neither parent could speak Welsh, 29% in households with a single mother who didn't speak Welsh and 28% with a single father who didn't speak Welsh.

The 2011 Census reported that in couple households where two adults could speak Welsh, 82% of children between three and four years of age were also able to speak Welsh. In couple households where one adult could speak Welsh, 45% of children three to four years of age were able to speak Welsh. The National Survey in 2018-19 found that 87% of children aged 3 to 4 could speak Welsh in couple households where both parents could speak Welsh, and 54% in households where one adult

could speak Welsh. However, National Survey results shouldn't be compared with the Census as survey results on the Welsh language are historically much higher than the Census.

Chart 14 below shows where Welsh-speaking children aged 3 to 19 had learnt the language based on the linguistic composition of their household.

Chart 14: Where Welsh-speaking children aged 3 to 15 had learnt to speak Welsh, according to the linguistic composition of their household (a)



(a) Some of the categories shown in Chart 13 have been grouped into new categories for this chart in order to increase the sample size.

As might be expected, almost all the Welsh-speaking children in households where there was no parent that could speak Welsh had learnt to speak Welsh at nursery, primary or secondary school.

82% of Welsh-speaking children from households where both parents can speak Welsh reported that they had learnt to speak Welsh at home as a young child.

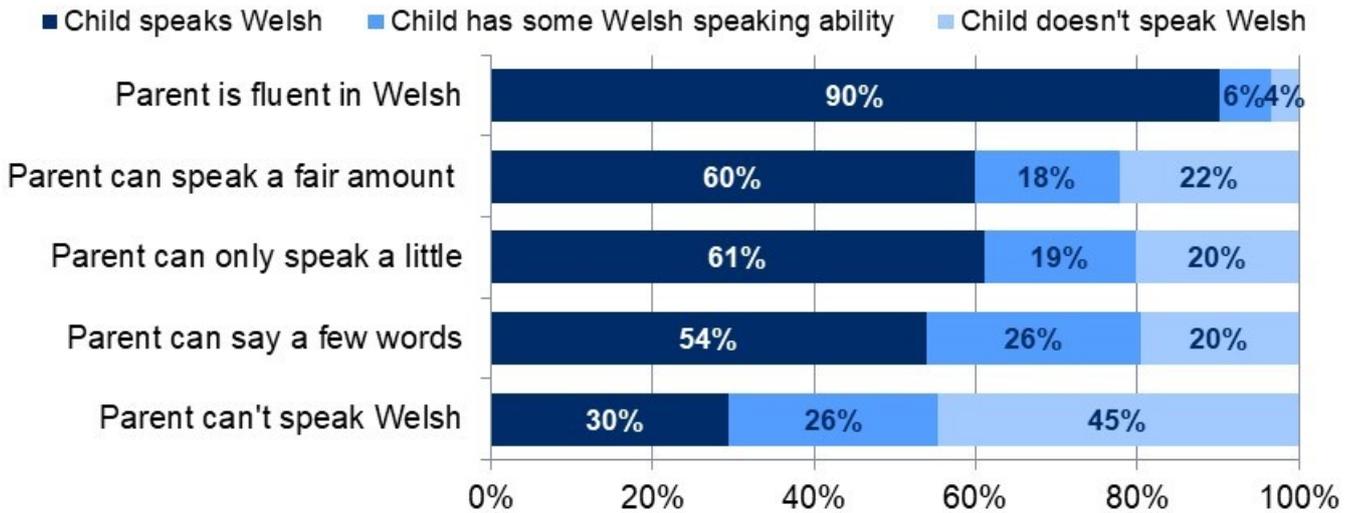
In households where the mother could speak Welsh but the father could not, the child was more likely to have learnt to speak Welsh at home than in households where the father could speak Welsh but the mother could not. However, for both of these household types, the child was most likely to have learnt to speak Welsh at primary school.

Parents' influence

Recent research into [Welsh language transmission and use in families](#) found that parents' confidence or their ability in Welsh played a strong role in their decision to speak Welsh to their child at home.

Chart 15 below shows the proportion of children who can speak Welsh according to the parents' fluency levels in Welsh. Note that it was only the National Survey respondent who was asked about their fluency in Welsh, therefore we only have this information for the parent who was selected for the survey.

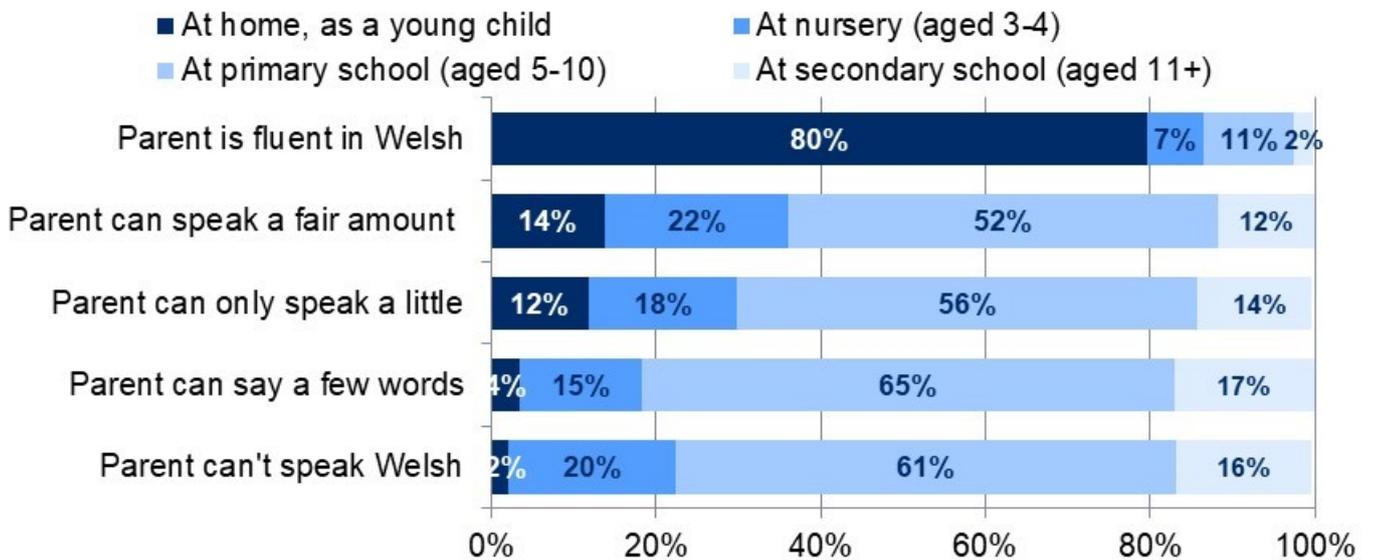
Chart 15: Percentage of children aged 3 to 19 who can speak Welsh, according to their parent's ability in Welsh



A greater proportion of fluent parents' children could speak Welsh. 90% of children of fluent parents could speak Welsh compared with 30% of children of parents who couldn't speak any Welsh.

Chart 16 shows where Welsh-speaking children aged 3 to 19 had learnt the language based on their parents' self-reported ability in Welsh.

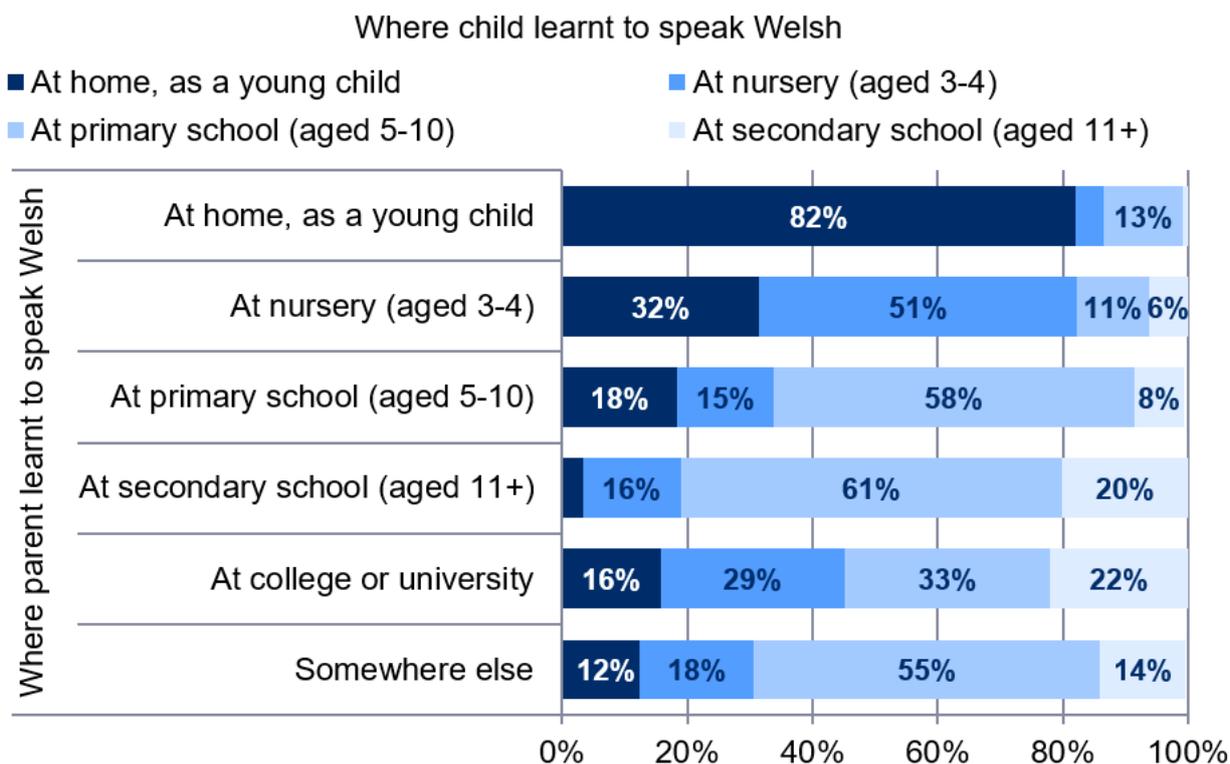
Chart 16: Where Welsh-speaking children aged 3 to 19 had learnt to speak Welsh, according to their parents' ability in Welsh



For the parents who were fluent in Welsh, 80% of their children learnt to speak Welsh at home. This was much lower for all Welsh-speaking parents who did not describe themselves as fluent, with over 85% of their children learning to speak Welsh elsewhere.

The previous research into [Welsh language transmission and use in families](#) also found that parents tended to want to repeat whatever they had experienced as a child with their own child. Chart 17 below shows where Welsh-speaking children aged 3 to 15 had learnt the language based on where their parent had learnt to speak Welsh.

Chart 17: Where Welsh-speaking children aged 3 to 19 had learnt to speak Welsh, according to where their Welsh speaking parent had learnt to speak Welsh



Where parents had learnt to speak Welsh at home as a young child, 82% of their children also learnt to speak Welsh at home as a young child. Where parents had learnt to speak Welsh at nursery, over half of their children who could speak Welsh (51%) had also learnt to speak Welsh at nursery, and for parents who learnt to speak Welsh at primary school again, the majority of their children who could speak Welsh (58%) learnt to speak Welsh at primary school. Up until secondary school it appears that the earlier the parents learnt to speak Welsh the earlier their child learnt to speak Welsh.

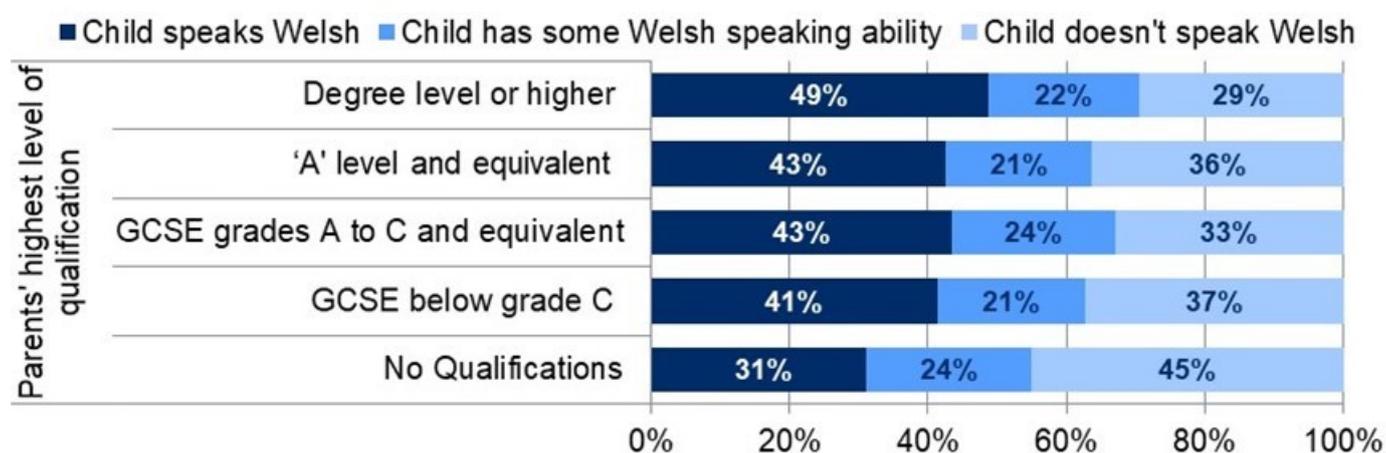
Welsh-speaking children of parents who learnt to speak Welsh at college or university or somewhere else, however, were more likely than children of parents who learnt to speak Welsh at secondary school to learn to speak Welsh either at home or at nursery.

Who are the people that donate and transmit the language?

By conducting a 'binary logistic regression'³ it is possible to identify the characteristics of the parents whose children can speak Welsh. When considering only parents of children aged 3 to 19, the following factors were found to have the strongest association with having children who could speak Welsh, when controlling for other factors⁴:

- **parents' ability in Welsh** - parents who could speak Welsh fluently were more likely than those who couldn't speak any Welsh to have a child that can speak Welsh (as previously shown in Chart 15)
- **which area of Wales the parent lived** - parents from north-west Wales were more likely to have Welsh-speaking children, compared with parents from south-east Wales
- **qualifications of the parents** – parents with qualifications at a higher level were more likely to have children who could speak Welsh (shown in Chart 18 below)

Chart 18: Percentage of children aged 3 to 19 who can speak Welsh, according to their parents' qualification level



To focus only on 'parental transmission' of the language as opposed to parents who want their child to speak Welsh through nursery or school, a binary logistic regression was carried out on Welsh-speaking parents of children aged 3 to 19. The following factors were found to have a strong association with having children who learnt to speak Welsh at home as a young child, when controlling for other factors⁵:

- **where the parents had learnt to speak Welsh** – Welsh-speaking parents who had learnt to speak Welsh at home as a young child were more likely, than those who did not, to transmit the language at home to their children. 80% of Welsh-speaking parents who had learnt to speak Welsh at home transmitted the language at home to their own child. This compares with 17% of Welsh-speaking parents who did not learn to speak Welsh at home themselves, transmitting the language at home to their own child.⁶
- **parents' ability in Welsh** - parents who could speak Welsh fluently were more likely than those who were not fluent to transmit the language to their children at home - 71% of parents who

³ A statistical technique used to predict the relationship between the parents' characteristics and whether their children can speak Welsh or not. More details on this methodology can be found in the [report on regression analysis and models produced](#).

⁴ For this regression, the following factors were considered: parents' age, gender, employment status, income, marital status, national identity, qualifications, religion, ability in Welsh, the region they lived in and the number of children they had.

⁵ The same factors as noted in footnote 4 were considered, in addition to whether the parent learnt to speak Welsh at home or not.

⁶ Note that the percentages here are lower than shown in Charts 16 and 17 as those charts show the percentage of children, as opposed to the parents.

were fluent transmitted the language to their child at home, compared with 10% of those who weren't fluent⁶

- **number of children in the household** – 53% of parents who had two or more children, transmitted the language to their children at home, compared with 36% of those with one child
- **which area of Wales the parents lived** – Welsh-speaking parents from north-west Wales were more likely than those from south-east Wales to transmit the language to their children at home (see Chart 19 below)
- **sex** – Welsh-speaking mothers were more likely than Welsh-speaking fathers to transmit the language to their children at home - 49% of mothers compared with 44% of fathers
- **income** – Welsh-speaking parents who earned more were more likely to transmit the language to their children at home (see Chart 20 below)

Charts 19 and 20 below show the proportion of Welsh-speaking parents whose children have learnt to speak Welsh at home as a young child, by region and income respectively.

Chart 19: Proportion of Welsh-speaking parents (of children aged 3 to 19), whose children have learnt to speak Welsh at home as a young child, by region⁷

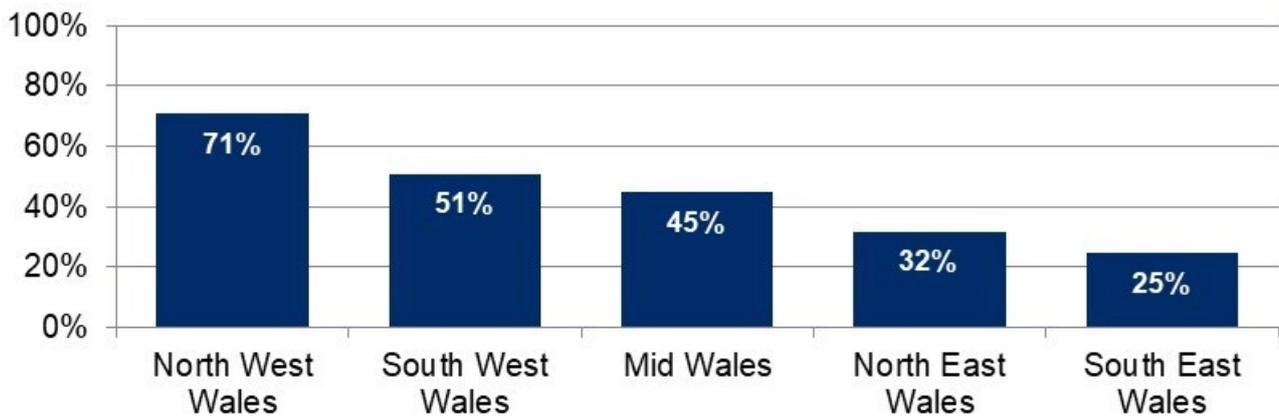
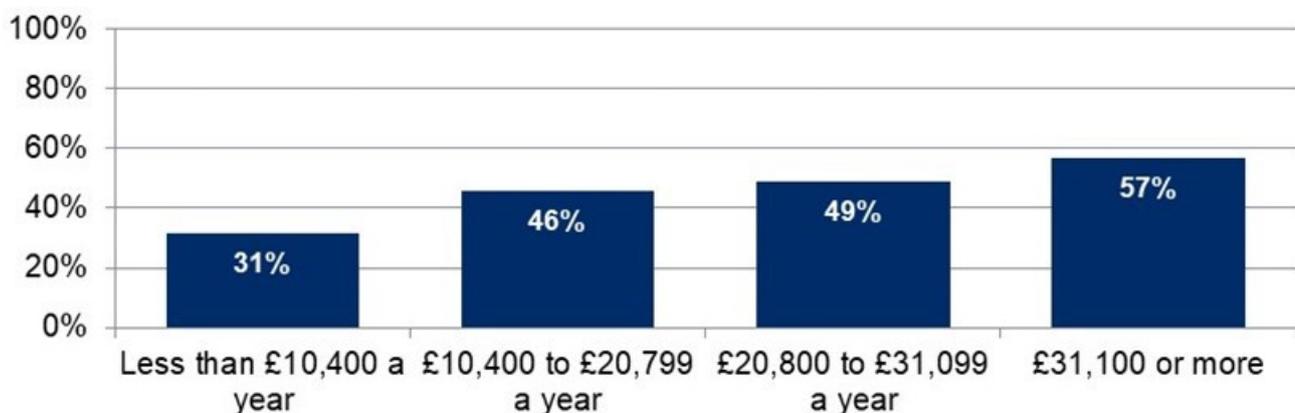


Chart 19 shows that 71% of Welsh-speaking parents from north-west Wales transmitted the language to their children at home, compared with 25% of Welsh speaking parents from south-east Wales.

Chart 20: Proportion of Welsh-speaking parents (of children aged 3 to 19), whose children have learnt to speak Welsh at home as a young child, by the parents' income



⁷ The **North-west Wales** region is made up of the local authority areas of Isle of Anglesey, Gwynedd and Conwy, **North-east Wales** includes Denbighshire, Flintshire and Wrexham, **Mid-Wales** includes Powys and Ceredigion, **South-west Wales** is made up of Pembrokeshire, Carmarthenshire, Swansea and Neath Port Talbot. All other local authority areas are in **South-east Wales** (Bridgend, Vale of Glamorgan, Cardiff, Rhondda Cynon Taf, Merthyr Tydfil, Caerphilly, Blaenau Gwent, Torfaen, Monmouthshire and Newport)

Chart 20 shows that 57% of Welsh-speaking parents who earned over £31,100 a year transmitted the language to their children at home, compared with 31% of those who earned less than £10,400 a year.

Key quality information

Background

The National Survey for Wales is carried out by the Office for National Statistics on behalf of the Welsh Government. The results reported in this bulletin are based on interviews completed between 1 April 2018 and 31 March 2019.

24,762 addresses were chosen randomly from the Royal Mail's Small User Postcode Address File. Interviewers visited each address and randomly selected one adult (aged 16 or over) in the household. They then carried out a 45-minute face-to-face interview with them, covering a range of views, behaviours, and characteristics. A total of 11,922 interviews were achieved with a response rate of 54.2%.

More information on the method is available in the [technical report](#).

Interpreting the results

Figures quoted in this bulletin are based only on those respondents who provided an answer to the relevant question. Missing answers can also occur for several reasons, including a refusal or an inability to answer a particular question.

Where a relationship has been discussed between two factors, this does not mean it is a causal relationship. More detailed analysis is required to identify whether one factor causes change in another, or if other factors are actually more important.

The results are weighted to ensure that the results reflect the age and sex distribution of the Welsh population.

Quality report

A summary [quality report](#) is available, containing more detailed information on the quality of the survey as well as a summary of the methods used to compile the results.

National Statistics status

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality, and public value.

All official statistics should comply with all aspects of the Code of Practice for Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is the Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics

status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

National Statistics status means that our statistics meet the highest standards of trustworthiness, quality and public value, and it is our responsibility to maintain compliance with these standards.

The continued designation of these statistics as National Statistics was confirmed in 2017 following a [compliance check](#) by the Office for Statistics Regulation. These statistics last underwent a [full assessment](#) against the Code of Practice in 2013.

Since the latest review by the Office for Statistics Regulation, we have continued to comply with the Code of Practice for Statistics, and have made the following improvements:

- provided more detailed breakdowns in the [results viewer](#) and made it easier for users to compare results across years
- updated the survey topics annually to ensure we continue to meet changing policy need
- made regression analysis a standard part of our outputs to help users understand the contribution of particular factors to outcomes of interest

Sampling variability

Estimates from the National Survey are subject to a margin of uncertainty. Part of the uncertainty comes from the fact that any randomly-selected sample of the population will give slightly different results from the results that would be obtained if the whole population was surveyed. This is known as sampling error. Confidence intervals can be used as a guide to the size of the sampling error. These intervals are calculated around a survey estimate and give a range within which the true value is likely to fall. In 95% of survey samples, the 95% confidence interval will contain the 'true' figure for the whole population (that is, the figure we would get if the survey covered the entire population). In general, the smaller the sample size the wider the confidence interval. Confidence intervals are included in the tables of survey results published on StatsWales.

As with any survey, the National Survey is also subject to a range of other sources of error: for example, due to non-response; because respondents may not interpret the questions as intended or may not answer accurately; and because errors may be introduced as the survey data is processed. These kinds of error are known as non-sampling error, and are discussed further in the quality report for the survey.

Significant differences

Where the text of this release notes a difference between two National Survey results, we have checked to ensure that the confidence intervals for the two results do not overlap. This suggests that the difference is statistically significant (but as noted above, is not as rigorous as carrying out a formal statistical test), i.e. that there is less than a 5% (1 in 20) chance of obtaining these results if there is no difference between the same two groups in the wider population.

Checking to see whether two confidence intervals overlap is less likely than a formal statistical test to lead to conclusions that there are real differences between groups. That is, it is more likely to lead to "false negatives": incorrect conclusions that there is no real difference when in fact there is a difference. It is also less likely to lead to "false positives": incorrect conclusions that there is a difference when

there is in fact none. Carrying out many comparisons increases the chance of finding false positives. Therefore, when many comparisons are made the conservative nature of the test is an advantage because it reduces (but does not eliminate) this chance.

Availability of data for equality dimensions:

Equality dimension	Collected	Included in release	Available on the results viewer	Available on request
Race/Ethnicity	Yes	No	No	Yes
Age groups	Yes	Yes	Yes	Yes
Sex	Yes	Yes	Yes	Yes
Impairments and disability	Yes	No	No	Yes
Sexual orientation	Yes	No	No	Yes
Religion or belief	Yes	No	Yes	Yes
Marriage and civil partnership	Yes	No	Yes	Yes
Pregnancy and maternity	Yes	No	No	Yes

The National Survey for Wales captures data during the interview based around the Equality Act 2010, which uses the medical definition of disability (“any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more”).

Questions are also included in the survey on ethnicity, sexual orientation and pregnancy; however, the sample sizes did were not sufficient to provide a breakdown of the data.

The questions on religion and marriage were included in the regression analysis for this report but they were not found to be significant once we had controlled for other factors.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators (“[national indicators](#)”) that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

Information on the indicators, along with narratives for each of the well-being goals and associated technical information is available in the [Well-being of Wales report](#).

This release presents some contextual information for the two [national indicators](#), which relate to the Welsh language. These are the percentage of people who:

- [speak Welsh daily and can speak more than just a few words of Welsh](#)
- [can speak Welsh](#)

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

This bulletin is available at <https://gov.wales/national-survey-wales-culture-and-welsh-language>

The [first release for the survey](#) was published on 18 June 2019.

Next update

Not a regular output.

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to welshlanguagedata@gov.wales.

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