CYMRAEG

Llywodraeth Cymru
Welsh Government

Cymraeg 2050

A million Welsh speakers

Cymraeg 2050: A million Welsh speakers

Audience

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

Action required

Interested parties to note the content of the strategy and act accordingly.

Overview

This is the Welsh Ministers' strategy for the promotion and facilitation of the use of the Welsh language. It has been prepared in accordance with Section 78 of the Government of Wales Act 2006. This strategy supersedes *A living language: a language for living – Welsh Language Strategy 2012–17*, and its associated policy statement, *A living language: a language for living – Moving forward*. The Cymraeg 2050 Strategy sets out the Welsh Government's long-term approach to achieving the target of a million Welsh speakers by 2050.

Further information

Enquiries about this document should be directed to:
Welsh Language Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ
e-mail: Cymraeg@gov.wales

Additional copies

This document can be accessed from the Welsh Government's website at gov.wales

Related documents

Taking Wales Forward 2016–2021 (2016); *A living language: a language for living – Welsh Language Strategy 2012–17* (2012); *A living language: a language for living – Moving forward* (2014); Welsh Language (Wales) Measure 2011; *Welsh-medium Education Strategy* (2010)

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

Contents

Ministers' foreword

A million Welsh speakers by 2050

The Welsh language is one of the treasures of Wales. It is part of what defines us as people and as a nation. Our ambition as Welsh Government is to see the number of people able to enjoy speaking and using Welsh reach a million by 2050. This is certainly a challenging ambition, but a challenge we believe is worthwhile and necessary if we are to secure the vitality of the language for future generations.

The starting point for this strategy marks the fiftieth anniversary of the first Welsh Language Act in 1967. We now live in different times and the status of Welsh is enshrined in legislation made in Wales.

The 2011 Census results presented us with an opportunity to have frank conversations and re-evaluate the future that we want to see for the language. Things need to change. We need to renew our energy, be systematic in our approach to planning, and improve collaboration in order to secure the legacy our language deserves.

We are very clear that it is our responsibility as a Government to set the direction and provide leadership for this work. This Government has the will and the commitment to do so. But it is also vital that we as a nation take ownership of the challenge. Government cannot insist that parents and carers use the Welsh language with their children, that children play together in Welsh or that someone uses Welsh socially. We can, however, work to provide the conditions to facilitate an increase in the number of Welsh speakers and an increase in the use of Welsh.

Education is central to our vision, but we must ensure our young people come out of the education system ready and proud to use the language in all contexts. Without a doubt, digital technologies will be central to the vision within education, helping workplaces become bilingual and supporting social use.

The overarching message in this document is that we need to reach a position where the Welsh language is an integral element of all aspects of everyday life. If we want to achieve this, the whole nation has to be part of the journey – fluent Welsh speakers, Welsh speakers who are reluctant to use the language, new speakers who have learned

the language, and also those who do not consider themselves to be Welsh speakers. Everyone has a part to play, and we want everyone to contribute to realising our ambition.

By raising our expectations and adopting an ambitious vision we have the potential to change the future outlook for the language. Together, we can enable the Welsh language to grow, and create a truly bilingual Wales with a living language for all.

Rt. Hon Carwyn Jones AM
First Minister

Alun Davies AM
Minister for Lifelong Learning
and Welsh Language

Vision

A million Welsh speakers by 2050

The year 2050: The Welsh language is thriving, the number of speakers has reached a million, and it is used in every aspect of life. Among those who do not speak Welsh there is goodwill and a sense of ownership towards the language and a recognition by all of its contribution to the culture, society and economy of Wales.

Realising the vision

The challenge of achieving a million Welsh speakers by 2050 calls for far-reaching changes. Boundaries need to be pushed and ambitious action taken to enable more people to learn and use Welsh. This strategy builds on existing foundations and moves us on to the next stage in our language journey. We have identified three strategic themes to achieve this vision.

1. **Increasing the number of Welsh speakers**

2. **Increasing the use of Welsh**

3. **Creating favourable conditions – infrastructure and context**

In order to realise the vision, we will need to take action under the three themes and also understand the interdependencies between them.

Theme 1:
Increasing the number of Welsh speakers

- Language transmission in the family
- The early years
- Statutory education
- Post-compulsory education
- The education workforce, resources and qualifications

Theme 2:
Increasing the use of Welsh

- The workplace
- Services
- Social use of Welsh

Theme 3:
Creating favourable conditions – infrastructure and context

- Community and economy
- Culture and media
- Wales and the wider world
- Digital technology
- Linguistic infrastructure
- Language planning
- Evaluation and research

Context

This strategy is not the beginning of the journey. Considerable progress has been achieved through Government support for the Welsh language over the last quarter of a century.

The Welsh language now has official status; legislation is in place which provides rights for Welsh speakers to receive Welsh-language services, and a Welsh Language Commissioner has been appointed to oversee the implementation of these rights. Through the Well-being of Future Generations Act (Wales) 2015 specified public bodies covering the whole of Wales are required to work towards seven well-being goals, one of which is 'A Wales of vibrant culture and thriving Welsh language'; and the system for planning Welsh-medium education provision also has a statutory basis. Welsh Government is under a duty to promote and facilitate the use of Welsh and work towards the well-being goals.

In September 2016 we published *Taking Wales Forward 2016–2021*, the Welsh Government's programme for the next five years. It sets out the Government's programme to drive improvement in the Welsh economy and public services, delivering a Wales which is prosperous and secure, healthy and active, ambitious and learning, united and connected. *Taking Wales Forward 2016–2021* outlines this Government's priorities for delivering those improvements. They are ambitious measures, aimed at making a difference for everyone, at every stage in their lives.

Within this strategy we set out our ambition for the Welsh language to be used more extensively and for the number who speak it to grow. We also set out our commitment to work towards one million people speaking the Welsh language by 2050 and to continue to invest in encouraging more people to use and speak Welsh in their daily lives.

Alongside our programme *Taking Wales Forward 2016–2021*, we have published well-being objectives which set out how we will use the Well-being of Future Generations Act (Wales) 2015 to help deliver our programme for government and maximise our contribution to the seven shared national well-being goals.
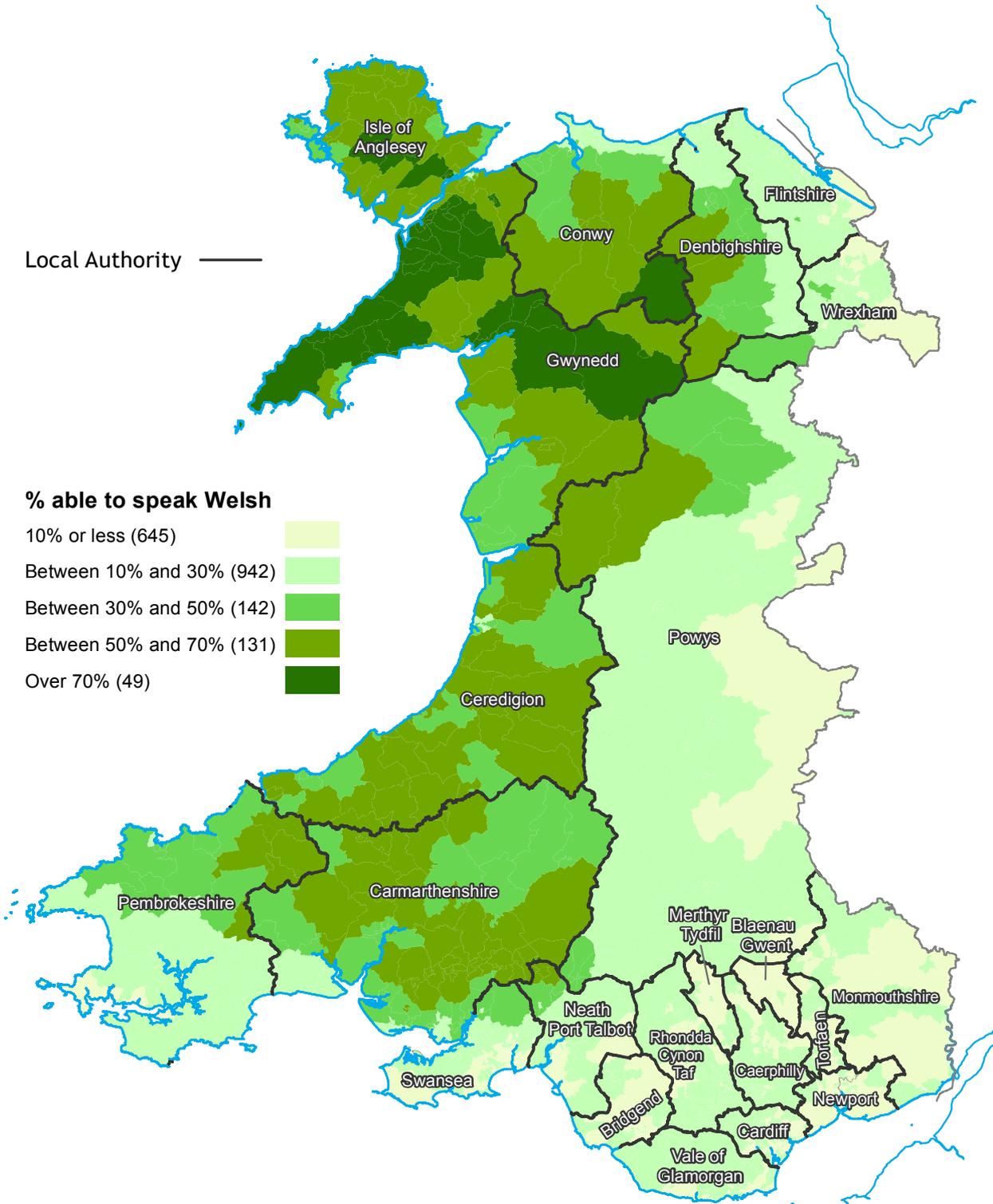
A national strategy

This is a strategy for the whole of Wales, and we want every part of the country to share in the vision of a million Welsh speakers. There is potential for growth in the number of Welsh speakers, particularly in areas of Wales that have high population density but lower percentages of Welsh speakers. At the same time we need to ensure the future vitality of Welsh-speaking communities as places that facilitate the use of the language in every aspect of life.

Our vision is to secure favourable circumstances throughout the country that support language acquisition and use of Welsh language skills. We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all, and greater appreciation of Welsh language skills in the workplace. At the same time, we are committed to supporting people to use Welsh socially, at work, and when accessing services.

This means considering each area of Wales on the basis of its own linguistic composition, and planning in order to strike the appropriate balance locally. For example, in Welsh-speaking communities, the challenge is to ensure that people have good quality jobs, fulfilling careers and homes so that they can stay, or return to those communities. In other areas, promoting the use of Welsh as a language for the workplace and business will become increasingly important.

The Welsh language must be part of the digital revolution, which spans the three themes of this strategy. We must ensure that high-quality Welsh language technology becomes available during the early stages of this strategy to support education, workplaces and social use of Welsh.

Proportion of people (aged 3 and over) able to speak Welsh, by LSOA, 2011

Local Authority ———

% able to speak Welsh

10% or less (645)

Between 10% and 30% (942)

Between 30% and 50% (142)

Between 50% and 70% (131)
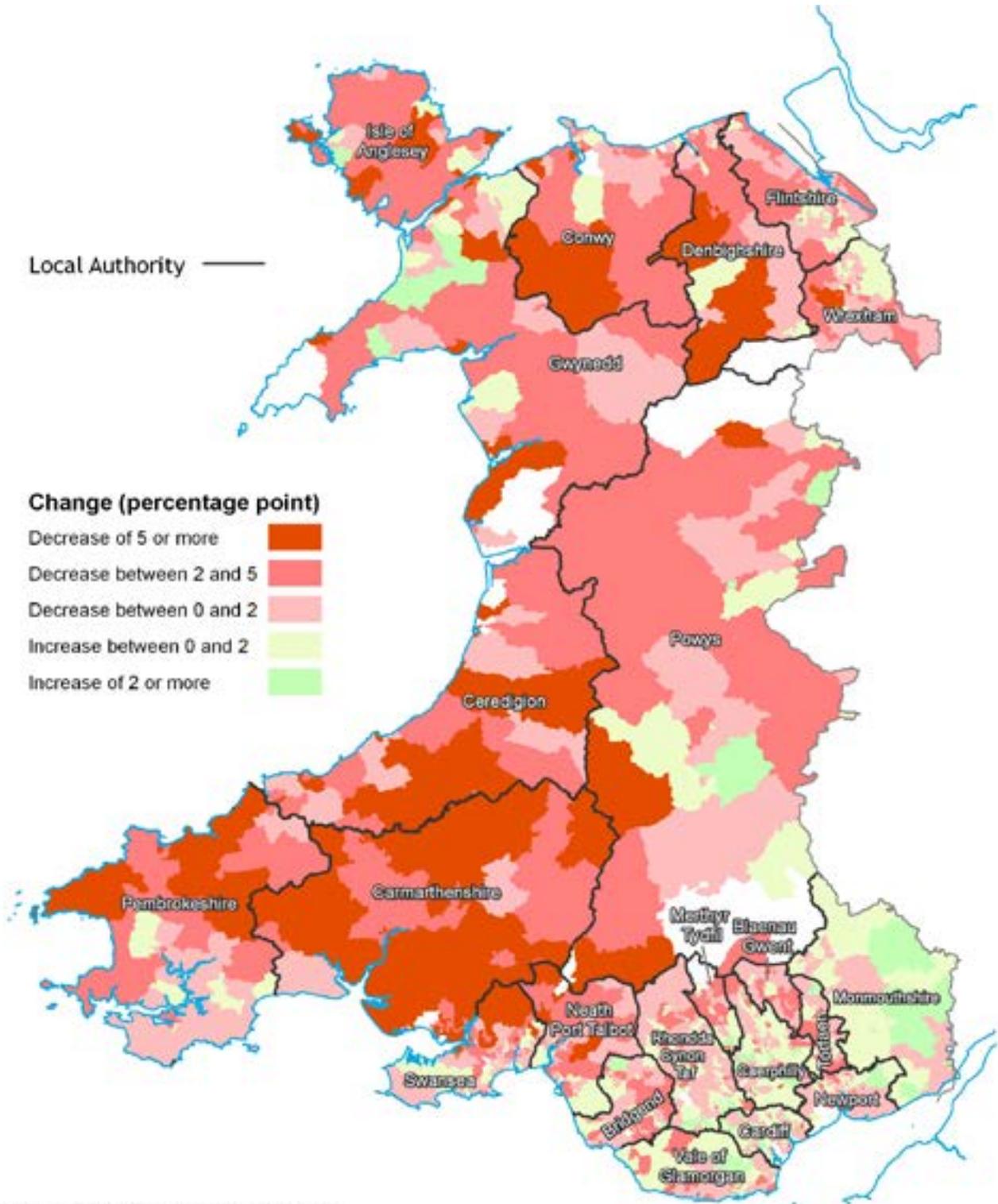
Over 70% (49)

Source: 2011 Census

193.12-13

Geography & Technology

© Crown Copyright and database right 2013. All rights reserved.
Welsh Government. Licence number 100021874.

Change in the proportion of people able to speak Welsh, by LSOA, 2001 to 2011 (a)

Local Authority ——————

Change (percentage point)

- Decrease of 5 or more
- Decrease between 2 and 5
- Decrease between 0 and 2
- Increase between 0 and 2
- Increase of 2 or more

Isle of Anglesey

Conwy

Flintshire

Denbighshire

Wrexham

Gwynedd

Powys

Ceredigion

Carmarthenshire

Pembrokeshire

Merthyr Tydfil

Blaenau Gwent

Monmouthshire

Rhondda Cynon Taf

Caerphilly

Torfaen

Newport

Neath Port Talbot

Swansea

Bridgend

Cardiff

Vale of Glamorgan

Source: 2001 Census 2011 Census

(a) Presented for LSOAs that did not change between 2001 and 2011 only.

193.12-13

Geography & Technology

Llywodraeth Cymru
Welsh Government

Number able to speak Welsh by community, 2011

Number (3 years and over)
able to speak Welsh

More than 3,000

1,500

300

Less than 300

Local Authority Boundary

Source: 2011 Census

© Crown copyright 2017
Cartographics • Welsh Government

July 2017

OGL
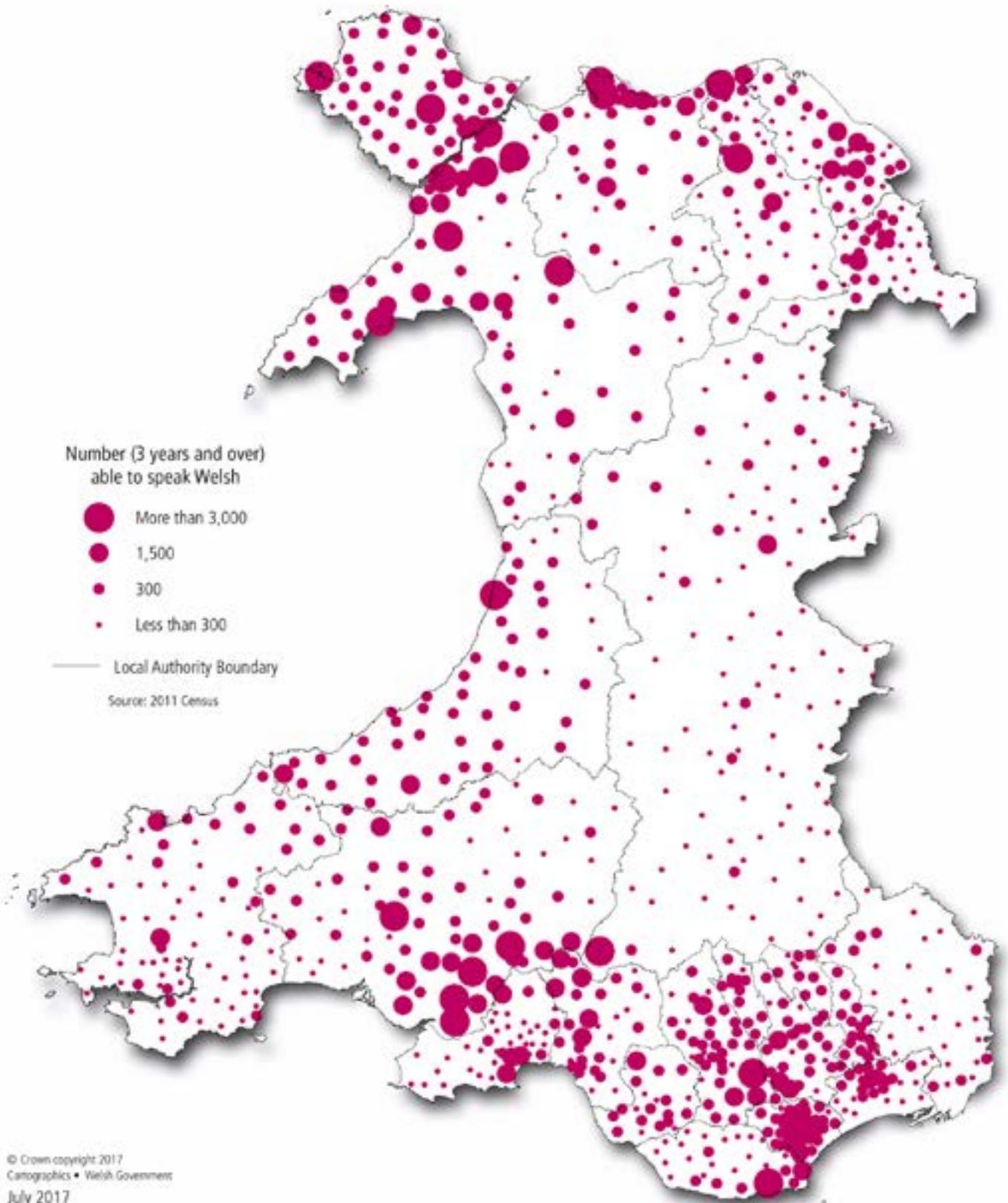
A long-term strategy

Setting a long-term target reflects the fact that activity aimed at increasing the number of speakers does not happen overnight: language planning is a long-term endeavour. This approach allows us to consider the bigger picture, and to concentrate on the truly strategic changes which will make the greatest difference to the language over three decades.

However, while this is a long-term vision, and the number of speakers is something that can only be measured meaningfully every decade, we have to take action and lay the foundations now. These actions must reflect the scale of our ambition.

The initial years of this strategy will focus on laying the foundations to facilitate an increase in the number of Welsh speakers in the longer term.

Our targets

As well as achieving a million Welsh speakers by 2050, we are clear that the success of this strategy must also be judged in terms of levels of Welsh language use. The overarching targets for this strategy are as follows.

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

The target of a million speakers by 2050 leads inevitably to the question of what defines a 'speaker', that is, how competent someone should be before being considered a 'Welsh speaker'. Our starting point is the census figures, which are derived from a self-assessment of Welsh language skills. According to the most recent census in 2011, there were 562,000 Welsh speakers in Wales[1].

A number of factors are likely to influence how individuals assess themselves and other family members in terms of their language skills (for example their linguistic points of reference or how they measure their ability against the skills of others they know, or the extent to which their motivation or aspirations prompt them to value their skills in Welsh). Our aim through this strategy is to create the conditions whereby everyone in Wales will have access to the Welsh language, and that every speaker, regardless of their level of ability, will be able to choose to use their Welsh language skills and receive encouragement and support to further develop their skills if they so wish, in an inclusive and positive environment.

---

[1] The census asked respondents in Wales if they were able to understand spoken Welsh, speak Welsh, read Welsh or write Welsh (or if they had no ability in Welsh).

Achieving our targets

To achieve our targets, we will drive the following transformational changes. Successful implementation will be dependent on a number of organisations working together.

- **Make rapid progress to expand Welsh-medium early years provision by 150 nursery groups over the next decade to facilitate a seamless transition into Welsh-medium education.**

- **Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.**

- **Transform how we teach Welsh to all learners in order that at least 70 per cent of those learners report by 2050 that they can speak Welsh by the time they leave school.**

- **Increase the number of primary teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and 5,200 by 2050; increase the number of secondary teachers who can teach Welsh from 500 to 900 by 2031 and 1,200 by 2050; and increase the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and 4,200 by 2050.**

- **Reform the post-16 Welsh-medium and bilingual education and skills offer to ensure that young people have the opportunity to continue developing bilingual skills to support a prosperous economy.**

- **Review the legislation which underpins the Welsh language to ensure it offers a strong foundation for promoting and facilitating the use of Welsh.**

- **Ensure that Welsh Government leads by example by promoting and facilitating increased use of Welsh by our own workforce.**

- **Develop a new regional focus to economic development to help all parts of Wales to benefit from prosperity and support each area to develop its own distinctive identity.**

- **Transform the Welsh language digital landscape with particular focus on language technologies.**

- **Develop a national programme to increase understanding of bilingualism.**

How we will put the strategy into action

In order to realise our vision, we will:

- provide strong leadership, and use our influence for the benefit of the language
- provide financial support to promote and facilitate the use of Welsh
- legislate to provide a strong infrastructure for the language
- lead by example in our use of and approach towards the Welsh language.

The successful implementation of the strategy will require an appropriate balance between efforts to promote and facilitate the use of Welsh in a positive and inclusive manner, a drive to improve systematic planning of Welsh-language provision, and a robust regulatory framework.

We will publish work programmes at regular intervals which will detail what action is required to achieve our goal. The first of these work programmes for 2017–21 is published alongside this strategy.

We will continuously monitor and evaluate the implementation of this strategy to ensure that the transformational changes required are delivered. Indicators 36 and 37 of the National Indicators for Wales will be used to track progress against the national well-being goal and towards the two overarching targets of this strategy. The indicators are as follows:

- **Well-being indicator 36:** Percentage of people who speak Welsh daily and can speak more than just a few words of Welsh.
- **Well-being indicator 37:** Percentage of people who can speak Welsh.

As we implement this strategy, we will follow some basic principles. These are outlined over the next pages.

Conceptual basis and principles

In order to reach a situation by 2050 where there are a million Welsh speakers and increased use of Welsh language skills, concerted action is required now and in the future to:

- increase the number of Welsh speakers
- increase and widen opportunities for them to use their skills
- create an environment where everyone will want to use the Welsh language.

Language use and language behaviour are conditioned by a variety of interdependent factors. The theoretical model for language revitalisation proposed by Joshua Fishman, and subsequent approaches that have sought to illustrate the multi-dimensional nature of language behaviour, have provided a basis for understanding the dynamics of language use (Grin and Moring 2002; Darquennes 2007)[2]. Miquel Strubell (Strubell 2011) introduced his Catherine Wheel model to demonstrate the interrelationship between:

- language learning
- demand for and supply of goods and services in the language
- consumption of goods and services in the language
- perception of usefulness of the language
- motivation to learn and use the language.

The fundamental principle introduced by Strubell is that the vitality of a language hinges on the interaction between a number of interdependent elements which generate growth. The wheel is an attempt to illustrate the interdependency between these components. Despite the limitations associated with a schematic model of this kind, the wheel continues to provide a useful starting point as we develop a sustainable infrastructure for the Welsh language.

At the same time, creating and implementing a strategy for the Welsh language in the year 2050 requires an understanding of how speakers use the Welsh language today, and a consideration of how they are likely to do so in future. We must be prepared to adapt our language planning policy methods to reflect the social, economic and political changes that shape, and which will continue to shape, contemporary Wales. We do not have a detailed picture of how people will be living

---

[2] See the *Welsh Language Strategy Evaluation Framework*
(http://gov.wales/statistics-and-research/welsh-language-strategy-evaluation/?skip=1&lang=en)

their lives by the year 2050, but in all probability the developments witnessed in recent decades will continue to transform our everyday lives. We see how globalisation, mobility, and more varied interpretations of concepts such as the family unit and 'community' have led to far-reaching changes. We also see how developments in technology offer new ways of carrying out our work and communicating with each other. At the same time, these changes have not replaced the importance of communities which are defined by geography, social networks based on face-to-face communication, and the key role of households as the focus of family life.

As we develop our long-term programme for the Welsh language, therefore, our aim is to ensure that our language planning objectives and approaches demonstrate an understanding of how speakers use language in the wider context of how they interact and relate to each other.

Sociolinguistic research has focused increasingly during the last two decades on how speakers use their linguistic resources – and define their linguistic identities – in a variety of networks and environments where the boundaries are often fluid (Heller 2011, Pennycook 2010; Pietikäinen 2013; Martin-Jones and Martin 2017). This interpretation of speakers as users of a range of different language resources, and as participants in a variety of networks and communities of speakers,

raises a number of key questions regarding our vision for the Welsh language as a vibrant language, equally viable in close-knit rural communities, dispersed social networks in urban settings, and in virtual communities reaching across geographical spaces.

Viewing speakers as participants in a variety of different networks also raises questions about our understanding of concepts such as 'communities' and 'neighbourhoods'. Our vision for a sustainable growth in the number of Welsh speakers recognises the key contribution of communities and social networks bound by place and face-to-face interaction. We recognise and value the role of these communities in providing a social context for the use of Welsh. However, supporting the vitality of geographical communities with high densities of Welsh speakers is one important element in a complex picture. People live their lives based on a number of different social factors, with current trends pulling people in several directions.

As the patterns defining our day-to-day interactions continue to change, and in view of the likelihood that these will continue to evolve during the lifespan of the strategy, we need to ensure that our understanding of what constitutes 'communities', communities of practice and networks of speakers also continues to expand. We foresee that the places where people spend a large proportion of their time, including workplaces, interest clubs, new social venues, and electronic networks of all kinds, will become increasingly important. Our language planning must be sufficiently robust and flexible to respond to these trends.

Areas with a high density of Welsh speakers remain central to our vision. These are the places in Wales which create the most favourable circumstances to foster Welsh speakers: the higher the number of speakers living in a geographical area, the higher the probability of opportunities being available to them to use the language in day-to-day communication. These are also the places which have the highest number of fluent Welsh speakers.

These areas tend to be characterised by the fact that they are rural in nature, with economies that currently depend largely on the public sector, agriculture and tourism, with towns acting as centres serving wide areas for services and employment.

There is no easy answer to the challenges facing these communities. However, we are clear about the need for language planning and economic development to work in tandem in order to create Welsh-speaking communities that are economically and linguistically viable.

Some areas with a lower percentage of Welsh speakers have seen an increase in the number of Welsh speakers over recent years, following the growth of Welsh-medium education, and mobility trends which see people moving from rural areas to urban areas – and from the north and west to the south-east. This has led to the strengthening of the language in some areas, bringing Welsh language capacity to the workplaces and the economy of the south, which in itself is slowly enhancing the status of the language.

The challenge in these areas, where Welsh is heard less often than in areas of higher percentages of Welsh speakers, is to expand the opportunities for people to be able to use the language in their daily life.

Life-course approach

This strategy recognises the key contribution of language transmission in the home to the future vitality of the Welsh language. However, we also acknowledge that we cannot ensure an increase in the number of speakers on the required scale by increasing transmission rates alone. The contribution of speakers who acquire Welsh outside the home is vital to the success of our strategy. Creating the right conditions for new learners of all ages to develop and use their skills is a key objective – from the early years, through every stage of compulsory education and post-16 provision, to opportunities for adults to learn Welsh.

Recent research on new speakers provides valuable insights into the experiences and trajectories of those who acquire language through education or some form of learning, rather than through home or community exposure to the language (O'Rourke, Pujolar et al. 2015). Specifically, the concept of *mudes*, or 'adaptations to language behaviour', provides a useful basis for understanding how people develop their language skills and practices over their lifetime (Pujolar and Puigdevall 2015). Our focus in this strategy is on how opportunities for individuals to acquire or learn Welsh, and how opportunities to use the language, build up a narrative over time. We also need to remember that individuals' linguistic journeys do not necessarily follow a systematic linear pattern, and that they interrelate with a variety of social factors.

This focus on the accumulation of experiences over time, and on the connections between individual trajectories and the social context that shapes them, draws on the principles underpinning the life-course approach. While life-course models have largely been applied in areas such as public health, ageing and socioeconomic

outcomes (Billari 2001; Ben-Shlomo and Kuh 2002; Mayer 2009), the underlying concepts are in many ways relevant to language planning policy. The following elements of the life-course approach are particularly relevant:

- the influence of historical and geographical contexts on people's experiences and opportunities
- identifying key 'transition phases'
- acknowledging variations in the way in which different individuals respond to circumstances
- interrelationship between individuals and their families and their networks of relations
- how the past shapes the future, i.e. long-term perspective, and the cumulative effect of experiences
- individuals as active players who can make decisions and choices, and set objectives for their own actions.

Another feature of the life-course approach which merits attention is that relating to the element of risk – either through 'critical points' where specific risks could lead to ongoing negative changes, or as individuals encounter risks over time, with the cumulative effect of these outcomes leading to negative situations or outcomes.

In the context of acquiring, using and sharing Welsh with others, this entails purposeful planning in order to ensure that the best possible conditions are in place to:

- support speakers as they begin to develop their linguistic skills – at home, through the education system or later in life
- facilitating their ability and their readiness to continue to use Welsh, with their families, in their communities and social networks, with their colleagues and in accessing services
- identifying the circumstances and factors most likely to weaken their contact with the language or diminish their readiness to use it
- equip speakers to make decisions that will support their use of Welsh in future.

The challenge for us as a Government is to gain a better understanding of the way in which people use the language, influence the decisions they make at key points in their lives (for example when moving from education to the workplace, or becoming parents for the first time), and facilitate situations and spaces which make it easier for people to use the language.
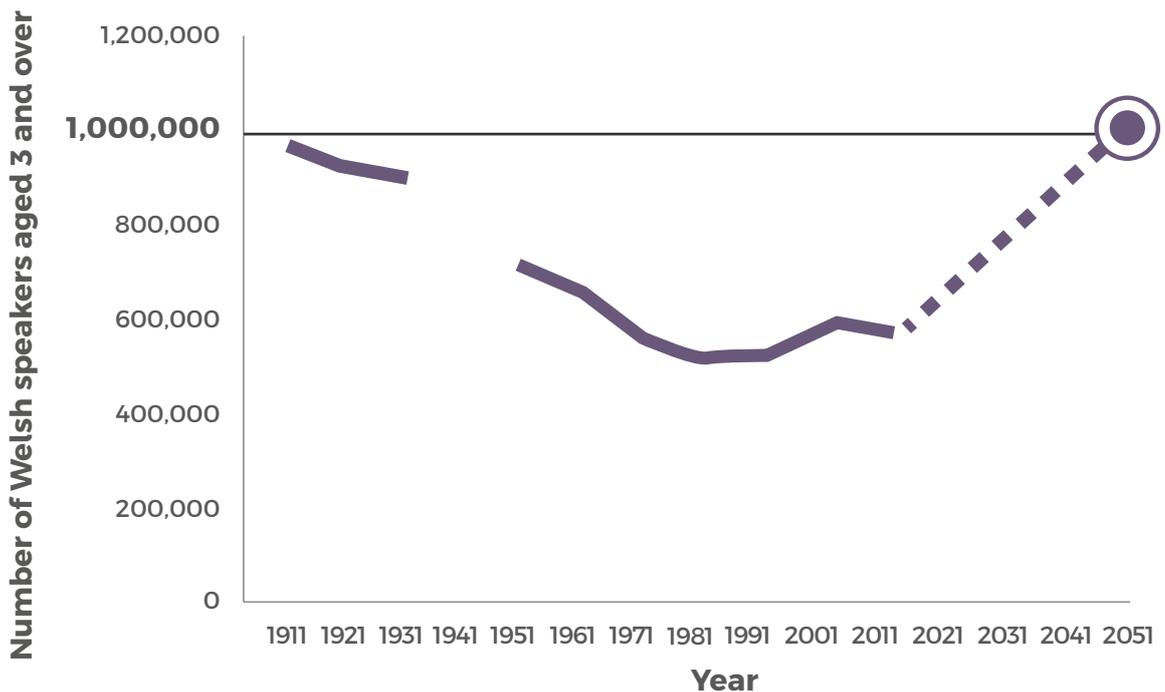
Reaching a million

Reaching a million Welsh speakers by 2050 would reverse the decline in the number of speakers over the twentieth century: in 1911, there were almost a million (977,000) Welsh speakers aged three and over in Wales.

The chart below shows the progress of the language over the last century. Based on the 2011 Census figures, approximately 438,000 new Welsh speakers are needed by 2050 if we are to reach a million. This means not only taking action to increase the number of speakers, but also sustaining existing numbers, since mortality and out-migration will affect the current number of speakers.

Chart 1: Number of people aged three and over able to speak Welsh, 1911–2011 Census, together with the ambition by 2050[3]

Language skills acquisition

The aim of achieving a million speakers means developing further the methods which are most likely to lead to the necessary increase. There are two main methods, namely transmitting the Welsh language from one generation to the next, and developing and sustaining skills through education and training.

[3] Note that there was no census in 1941.

Language transmission in the family

The 2011 Census reported that in couple households where two adults could speak Welsh, 82 per cent 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 per cent of children three to four years of age were able to speak Welsh. Encouraging more parents/carers to transmit the language to their children is a key priority for this strategy. Nevertheless, there is a limit to the additional number of Welsh speakers that can be created by transmitting the language from one generation to the next. That is why education is such an important component of this strategy.

Education

Welsh-medium immersion education is our principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers. School data tells us how many children are educated through the medium of Welsh. In 2015/16, of the 35,000 learners in Year 2, some 22 per cent (namely 7,700) were assessed in Welsh (first language). If this percentage were to rise to 40 per cent by 2050 then this would be approximately 14,000 learners (based on the size of the cohort of learners in Year 2 in 2015), approximately 6,300 additional children. This demonstrates how important securing the commitment of the education system is to create a million speakers. It also highlights the importance of the early years sector as a point of early entry to immersion education, and as a way to increase demand for Welsh-medium education. The latest administrative data (2015/16) from Mudiad Meithrin shows that 86 per cent of children that attend Mudiad Meithrin groups progress to Welsh-medium primary education.

We want all our learners to have the opportunity to be bilingual. In order to reach a million speakers, we will need to increase the number of learners in English-medium schools that succeed in acquiring the language.

We must also bear in mind the importance of the Welsh for Adults sector. According to 2015/16 academic year data, 16,375 adults are learning Welsh through formal Welsh for Adults routes. Further work is required to obtain a clearer picture of the number who are learning Welsh and are confident in its use, and the National Centre for Learning Welsh will address this.

Projection and trajectory to a million

Chart 2 below shows two potential pathways for the number of Welsh speakers aged three and over in Wales between 2017 and 2050.

- **Projection:** based on continuing the trends seen in the 2011 Census for Welsh speakers and demographic trends, no policy change.
- **Trajectory to 1 million:** based on policy changes that will be required to fulfil the vision outlined in this strategy.

Chart 2: Projection and trajectory of the number of Welsh speakers aged three and over, 2011–2050
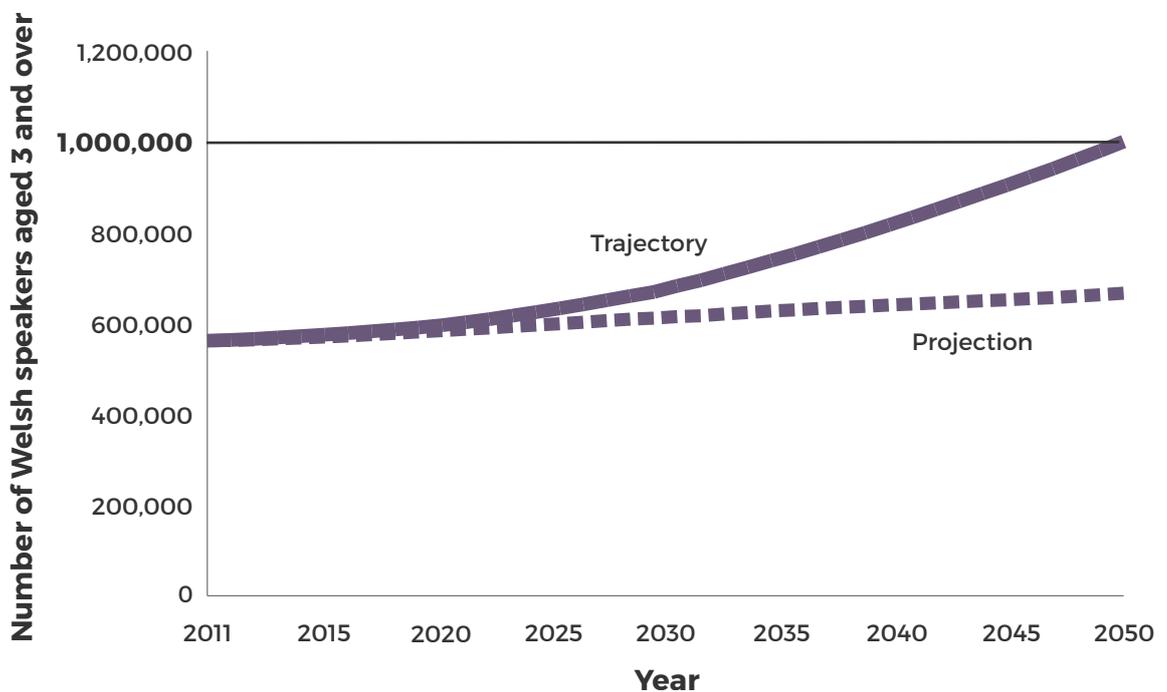
The projection

The lower line offers projections of the number of Welsh speakers, based on population projections and 2011 Census data. We consider the census to be the authoritative source on the number of Welsh speakers in Wales and it is the basis for our aspiration of a million Welsh speakers. However the Office for National Statistics (ONS) have embarked on a Census Transformation Programme with a view of the 2021 Census being the last of its kind. Welsh Government will continue to use our close relationship with ONS to participate in this work with one of our priorities being to maintain a robust and solid statistical base in relation to the Welsh language.

The projection is based on a scenario where the policy landscape for the Welsh language and Welsh in education stays consistent with the current situation.

The projection is an attempt to estimate the number of Welsh speakers in 2050 in order to understand approximately how many additional Welsh speakers will be required in order to attain the target of a million Welsh speakers. As with any projection this should be treated with care since it is based on a series of assumptions which are themselves based on previous patterns – these patterns are likely to alter over time.

The trajectory to a million

The top line of the graph maps a potential journey towards the million, based on the policy intent of this strategy.

A number of factors will influence the precise journey towards a million and therefore we will continuously review progress so that we can monitor gains made and revisit the trajectory as necessary.

The first four years will see very small gains. We anticipate that greater gains will be made towards the end of the first decade as we reach two of our transformational milestones: the expansion of Welsh-medium early years provision by 150 nursery groups and an increase in the proportion of each school year group receiving Welsh-medium education to 30 per cent by 2031.

This trajectory uses the demographic model and feeds in different assumptions about the outcomes of education, language transmission in the family and Welsh for Adults to consider one potential trajectory to the million.

Modelling demographic change in the future is complex; modelling the impact of policy changes on specific characteristics of the population is even harder. As such, this should be used to consider the broad trajectory we will need to follow to reach our ambition. Bearing this in mind, the table on pages 24–25 provides the figures for the trajectory at regular intervals between 2017 and 2050.

The journey to a million

Overall target: 1 million Welsh speakers by 2050

	2011 ›	2017 ›	2021 ›	
Trajectory: **Number of Welsh speakers**	562,000	570,000* *projection	600,000	

How will we get there?

	2017 ›	2021 ›	
Increase the language transmission rate	Continue the trend of a small increase seen between the 2001 and 2011 Census		
Increase the proportion of learners who leave school able to speak Welsh		New curriculum introduced	
Increase the proportion of learners in Welsh-medium education Currently based on seven-year-olds assessed in Welsh first language. The targets are based on the assumption that the number of children in each year group will remain broadly constant at around 35,000 during this period.	7,700* (22%) * 2015/16 data	8,400 (24%)	
Increase the number of teachers teaching Welsh or teaching through the medium of Welsh	**Primary*** 2,900 **Secondary*** 500 teaching Welsh 1,800 teaching through the medium of Welsh * 2015/16 data	**Primary** 3,100 **Secondary** 600 teaching Welsh 2,200 teaching through the medium of Welsh	
Increase the number of adults who become Welsh speakers	Assumption of an additional 1,000 each year after 2011		

Target to increase the use of Welsh

	2017 ›	2021 ›	
Percentage of people who speak Welsh daily and can speak more than just a few words of Welsh	10%* *2013–15 data	11%	

2026	2031	2036	2041	2046	2050
630,000	680,000	750,000	830,000	920,000	1,000,000

2026	2031	2036	2041	2046	2050
Gradual increase in the transmission rate, with a further increase in the period 2031–50					
		First cohort finish new curriculum where 55% of all learners at the end of statutory education are able to speak Welsh (around 19,000 learners annually) Thereafter, a gradual increase towards 70% in 2050			70% of all learners at the end of statutory education are able to speak Welsh (around 25,000)
		About 10,500 in each year group (30%) Gradual increase towards 40% in 2050			About 14,000 in each year group (40%)
		Primary 3,900 **Secondary** 900 teaching Welsh 3,200 teaching through the medium of Welsh			**Primary** 5,200 **Secondary** 1,200 teaching Welsh 4,200 teaching through the medium of Welsh
Assumption of an additional 2,000 each year from 2021 onwards					

2026	2031	2036	2041	2046	2050
11%	12%	14%	16%	18%	20%

The assumptions that form the basis of the trajectory

2017–21

Language transmission in families: it is envisaged that the scale of the small increase seen in the transmission rate between 2001 and 2011 will continue up to 2021.

Education: it is envisaged that the current pattern in terms of the percentage of learners in Welsh-medium education, and the linguistic outcomes of learners in English-medium education, will remain fairly constant.

2021–31

Language transmission in families: it is predicted that there will be a gradual but conservative increase in the transmission rate.

Education: it is envisaged that the percentage of learners in Welsh-medium education will increase gradually to 30 per cent by 2031. In addition, as a new Welsh-language curriculum is introduced, we can expect the Welsh language skills of learners already in the education system to improve gradually over this period.

For the first time in 2021–31 it will be possible to include the number of individuals who will acquire the Welsh language as adults – based on the assumption that anyone who registers on a beginners course from 2021 onwards will be additional speakers, who did not declare ability in Welsh in the 2021 Census. Following the 2021 Census the assumption is that there will be 2,000 additional Welsh speakers every year through the Welsh for Adults sector.

2031–50

Language transmission in families: with more able to speak Welsh as a result of changes in the education system which will have been introduced, and more using the language more often as a result of changes outlined in this strategy, we can assume that the rate of transmission will increase at a quicker rate than the previous decade.

Education: at the start of this period the first cohort who will have completed the new Welsh-language curriculum will be 16 years of age. It is envisaged that the percentage of learners in Welsh-medium education will increase gradually to 40 per cent by 2050.

Language use

The trajectory gives us a picture of the potential route towards a million Welsh speakers by 2050. Models like this, however, cannot give us a picture of the situation in terms of future language use. While data on Welsh language ability is key, we will also need to ensure that evidence about language use is collected and monitored as we implement the strategy. As previously noted, our target is to increase the percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, from 10 per cent (in 2013–15) to 20 per cent by 2050.

Our starting point will be to use the Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) that presents a detailed picture of language use patterns of adults and young people who are able to speak Welsh – how well they can speak the language, how often, where, when and with whom they use it.

Three strategic themes

This section provides a summary of the three strategic themes underpinning our plans to achieve our vision, along with the aims under those themes.

As already noted, there is a close link between language acquisition and efforts to increase the number of Welsh speakers on the one hand, and efforts to embed linguistic practices and increasing use of the Welsh language on the other. In order to give context to enable that to happen, we need to create favourable conditions in terms of infrastructure and context.

The three themes are interdependent, as are many of the aims identified under each theme. For example, increasing the number of children receiving Welsh-medium education in isolation of providing opportunities and a context for them to use their acquired skills will not be sufficient to meeting our goal.

In implementing the strategy, therefore, many of our interventions will contribute to more than one aim, and span more than one theme.

Theme 1:
Increasing the number of Welsh speakers

Theme 2:
Increasing the use of Welsh

Theme 3:
Creating favourable conditions – infrastructure and context
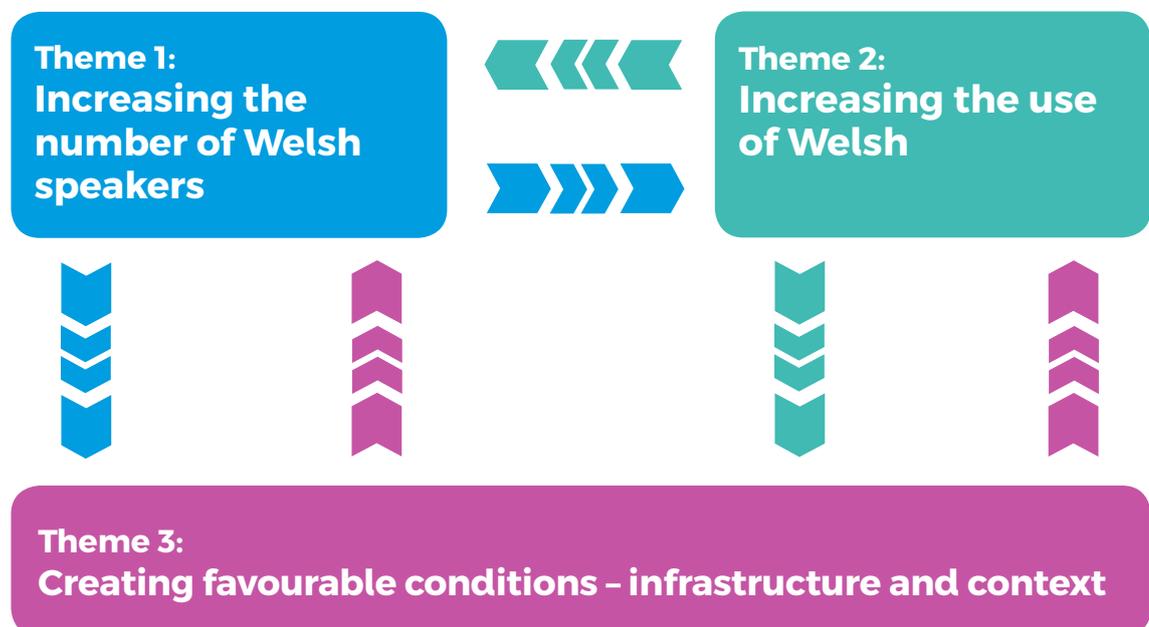
The consultation on the draft strategy held in 2016 helped to shape the aims noted under each theme. As we proceed to implement the strategy, it is important to note that we are starting from a position of strength. This strategy builds on decades of language planning activity in Wales.

The remainder of this document provides details on each theme and its aims, and the step changes that will be required in order for them to be realised. Separate work programmes, beginning with the period 2017–21, will outline our detailed shorter-term priorities as we implement the aims.

Theme 1: Increasing the number of Welsh speakers

Target: The number of Welsh speakers to reach 1 million by 2050.

There are two main methods of achieving a million speakers:

- **transmitting the Welsh language from one generation to the next in the family**
- **developing and sustaining skills through education and training, from the early years to Welsh-language provision for adults.**

This strategy acknowledges the key contribution of language transmission in the home to the future vitality of the Welsh language. However, since there is a limit to the additional number of Welsh speakers which can be created by language transmission from one generation to the next, the education and training system is the principal method of creating new Welsh speakers. We need to ensure that people of all ages have the opportunity to develop their Welsh language skills and use the language with confidence in their daily life.

Census data shows that the number of Welsh speakers increases by age up until the age of 15. The number of Welsh speakers then generally decreases between the ages of 16 and 25. One of the main objectives of this strategy therefore is to ensure that fewer young people lose their Welsh language skills when moving from statutory education to further/higher education, and that more reach their mid-twenties with a command of the language.

To underpin efforts to increase the number of Welsh speakers through the education system, it is vital that we develop a growing workforce able to teach Welsh and teach through the medium of Welsh.

Aims:

1. **Language transmission in the family:** provide our children with the best start in the language by expanding support for families to transmit the language in the home.

2. **The early years:** expand Welsh-medium provision in the early years as an access point for Welsh-medium education.

3. **Statutory education:** create a statutory education system which increases the number of confident Welsh speakers.

4. **Post-compulsory education:** develop post-compulsory education provision which increases rates of progression and supports everyone, whatever their command of the language, to develop Welsh language skills for use socially and in the workplace.

5. **The education workforce, resources and qualifications:** plan in order to increase and improve substantially:
   – the education and training workforce which can teach Welsh and teach through the medium of Welsh
   – the resources and qualifications needed to support increased provision.

To achieve our target of a million Welsh speakers, we will drive the following transformational changes. Successful implementation will be dependent on a number of organisations working together.

- **Make rapid progress to expand Welsh-medium early years provision by 150 nursery groups over the next decade to facilitate a seamless transition into Welsh-medium education.**

- **Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.**

- **Transform how we teach Welsh to all learners in order that by 2050 at least 70 per cent of those learners report that they can speak Welsh by the time they leave school.**

- **Increase the number of primary teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and 5,200 by 2050; increase the number of secondary teachers who can teach Welsh from 500 to 900 by 2031 and 1,200 by 2050; and increase the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and 4,200 by 2050.**

- **Reform the post-16 Welsh-medium and bilingual education and skills offer to ensure that young people have the opportunity to continue developing bilingual skills to support a prosperous economy.**

1. Language transmission in the family

In transmitting Welsh to their children in the home, parents/carers can provide a beneficial basis for their children's linguistic development.

Research into the factors influencing Welsh language transmission and use in the home has explored aspects such as the Welsh language ability of the parents, the role of attitudes towards Welsh and English, and the pragmatic elements of managing one or more languages in the household. Research undertaken by Gathercole et al. (2007) found that the factors appearing to be the most significant in influencing the language spoken by the child and spoken by parents to the child included parents' linguistic background and the parents' ability in Welsh (which was highly correlated with a number of factors including use of Welsh with friends and close social networks). In this respect, there is a clear link with the second theme of this strategy, which discusses the development of social opportunities for adults and families to use Welsh. Recently published research (Welsh Government 2017b) shows that language use and transmission are personal and complex issues, and suggests how Welsh speakers' orientation towards the use of the language can change over time.

The findings of the Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) show that Welsh speakers who have learnt Welsh at home as young children are more likely to be fluent than those who have learnt to speak the language at school. The survey also shows that fluent Welsh speakers use the language more often than non-fluent Welsh speakers. Another fact revealed in the survey is that young Welsh speakers are more likely to have learnt to speak Welsh at school than anywhere else, and that older Welsh speakers are more likely to have learnt Welsh at home as young children than anywhere else.

At present there are different transmission rates in couple households in which two adults could speak Welsh (82 per cent), couple households in which one adult could speak Welsh (45 per cent), and lone parent households in which one adult could speak Welsh (53 per cent). We will tailor our interventions to reflect these variations.

No government can control how people behave in their homes, or force a parent/carer to speak Welsh with their child. It is crucial therefore that we encourage and support families to use Welsh with their children, promoting the advantages of Welsh-language opportunities to parents and prospective parents, and ensuring that families have opportunities to learn Welsh.

These messages will need to be embedded in the work of the many professional people who come into contact with parents and prospective parents, including midwives, primary care providers, and services which provide information to families, in order to create a clear and consistent picture of the Welsh language and bilingualism at crucial times during the child-rearing years. We will aim to increase awareness among the professionals who support new and prospective parents of the importance of language transmission in families, to embed positive linguistic practice among children and young people, the parents of future generations.

The importance of language transmission remains a key aspect of our strategy, and as we see an increase in the numbers acquiring the Welsh language through the education system, and therefore a higher proportion that have acquired the language at school rather than at home, the challenge in relation to language transmission will change over time. We will need to tailor policy accordingly.

Our aim: provide our children with the best start in the language by expanding support for families to transmit the language in the home.

2. The early years

The long-term aim for our early years provision is to reach a position where children under five have had sufficient contact with the Welsh language to be able to start on their journey towards fluency.

Over the last four decades the voluntary sector, under the auspices of Mudiad Meithrin, has sustained Welsh-language nursery care, developing opportunities for children throughout Wales to receive Welsh-medium early years care and services.

By formalising early years' care and services and mainstreaming the Welsh language, there is an opportunity to maintain and strengthen the role of the Welsh-medium sector in future, as well as ensure children in settings across the early years sector can further develop their Welsh language skills, in order to expand opportunities for future generations.

Along with developing the use of Welsh across the sector and significantly increasing the capacity in Welsh-medium early years provision, we must also ensure parents/carers and prospective parents understand the range of provision available to enable them to make an informed choice about their child's future. Evidence on the

availability of Welsh-medium childcare suggests that there are gaps in the provision in some parts of Wales, and also that there is variation in the methods used to assess demand for Welsh-medium provision (Save the Children 2015; Welsh Government 2016a; Welsh Government 2016b; Welsh Government 2017a)

Embedding the goal to expand Welsh-medium early years provision, as well as ensuring a greater understanding of the range of programmes targeted at disadvantaged children, families and communities can make a vital contribution to the tackling poverty agenda, and ensure all children across Wales, regardless of their background or where they live, have the opportunity to become confident Welsh speakers.

We will look to make rapid progress by expanding Welsh-medium early years provision by 150 nursery groups over the next decade to facilitate a seamless transition into Welsh-medium education.

Our aim: **expand Welsh-medium provision in the early years as an access point for Welsh-medium education.**

3. Statutory education

We need to increase substantially the number of learners in the statutory education sector who develop Welsh language skills, and ensure that each learner develops skills in Welsh to a standard which will enable them to use the language in their everyday lives. We will move from measuring the demand for Welsh-medium education to growing Welsh-medium education systematically and proactively. In order to see a substantial increase in the number of speakers, concerted action will be required over the next 30 years – and specifically over the next five to ten years – as we build on the foundations.

The patterns of Welsh-medium and bilingual provision throughout Wales vary from area to area, and from primary school to secondary school. A number of these differences reflect patterns of language usage in the wider community and others reflect differences in the way in which policies are implemented. Although the education system needs to be sufficiently flexible to reflect the linguistic characteristics of different areas of Wales, it is important that we ensure that education is planned and provided on the basis of a clear understanding of learners' linguistic outcomes.

In order to increase education provision that develops confident speakers in Welsh in both the primary and secondary sectors, several approaches will be required. Since the population is not expected to increase substantially over time, it is unlikely that we will need substantial numbers of new schools. Therefore, the challenge for local authorities will be to reconfigure provision in order to create more Welsh-medium places and, over time, ensure that more bilingual schools introduce a higher proportion of the curriculum in Welsh to give learners strong linguistic foundations. When local authorities have opportunities to open new schools as part of local development plans or large-scale economic development, we will expect them to respond with strong plans clearly demonstrating how their proposals align with our aim of creating more speakers.

Every local authority also has the opportunity to develop access points for Welsh-medium provision, whether in the primary or secondary sector, through specific provision for those accessing Welsh-medium education at a later stage. A number of models are already in operation throughout Wales. We need to improve our understanding of what models provide the most effective provision, and take steps to increase this provision over time.

The English-medium sector has an important contribution to make to our aim of developing Welsh speakers. To reach a million speakers, we need to transform how we teach Welsh to learners in all other schools, in order that at least half of those learners report by 2050 that they can speak Welsh by the time they leave school. We intend to develop a single continuum for the teaching of Welsh as a language, with an emphasis on learning Welsh predominantly as a means of communication, particularly oral communication.

All schools in Wales will be required to introduce the language continuum to all learners over time, and embed the acquisition of Welsh language skills across the curriculum. Through this we aim to ensure that by 2050 at least 70 per cent of all learners develop their Welsh language skills and are able to use the language with confidence in all aspects of their lives by the time they leave school. The introduction of the continuum will take time. Its success is dependent on developing the skills of the workforce and also on the availability of opportunities for learners to use the language in a wide range of contexts outside the classroom.

Ambition, support and strong leadership will be required from local authorities, governors and school headteachers to achieve our national target of increasing each school year group receiving Welsh-medium

education from 22 per cent (based on seven-year-olds in 2015/16) to 40 per cent by 2050. We will expect local authorities to expand their current Welsh-medium education provision, as well as improve progression rates between different stages of education. We will agree local targets with local authorities to enable them to achieve their individual goals.

We will also need to ensure that parents/carers and learners understand the linguistic outcomes of the various models of provision to enable them to make informed choices about education pathways based on an understanding of the relevance of the language to everyday life and to the workplace.

Our aim: **create a statutory education system which increases the number of confident Welsh speakers.**

4. Post-compulsory education

If we are to invest time and money in individuals during the statutory education phase, it is essential that we ensure that our young people continue to develop their linguistic skills throughout their education journey in order to enter the workplace with the confidence to use the Welsh language.

As additional organisations come under duties in relation to the Welsh Language Standards system, a growing bilingual workforce will be required to enable these organisations to meet their language requirements. Career opportunities for young people with bilingual skills are therefore expected to increase.

Over half of learners leave school at the age of 16 with the majority going on to either further education, work-based learning or into work. Therefore post-compulsory education and training providers have a key role to play in sustaining learners' Welsh language skills to meet the growing need for a bilingual workforce.

Further education colleges, with Welsh Government support, have taken steps to increase the provision of Welsh-medium or bilingual post-16 education and training in recent years. Due to the linguistic needs of our communities, some colleges have been more pro-active than others in their planning of provision. However, there is potential to significantly increase the options available to our students, which will require strategic planning and collaborative working by every college.

The work-based learning sector has seen a consistent, but small increase in the number of students learning bilingually or using some Welsh in their programmes of learning during recent years.

Specific interventions are in operation in the higher education sector, with a clear focus on the need to develop Welsh-medium provision. There has been an increase in recent years in the number of students studying credits through the medium of Welsh but there is potential for further progress.

A change of gear is needed for the post-compulsory sector within further and higher education and work-based learning to expand the Welsh-medium and bilingual offer. This will require recruiting more learners to continue some or all their studies through the medium of Welsh, ensuring that there is a workforce equipped with the necessary skills to teach through the medium of Welsh or bilingually; ensuring that

more workplaces are able to offer opportunities in Welsh; and ensuring strong leadership within the organisations to achieve the necessary change.

To underpin these efforts, young people will need to be aware of the benefits of continuing to develop their Welsh language skills in preparation for the workplace and the importance of using the language regularly to maintain fluency and confidence.

Welsh for Adults

The Welsh for Adults sector has an important contribution to make to our aim of achieving a million Welsh speakers. It will do so by enabling adults of all ages and abilities to improve their skills, resume their study of Welsh or learn afresh to give them the confidence to be able to use Welsh in the workplace, socially or within the family.

During recent years there have been structural changes in the sector. There is now an opportunity to develop provision at a national level to support courses for the workplace, the family, and opportunities to use technology more effectively in support of learning.

By offering a wider range of opportunities to learn and different methods of learning, we aim to ensure students are able to continue to develop their Welsh language skills, have the confidence to use the language and consider themselves as Welsh speakers (this is discussed further in the section on 'The education workforce, resources and qualifications' on pages 43–45.)

Our aim: develop post-compulsory education provision which increases rates of progression and supports everyone, whatever their command of the language, to develop Welsh language skills for use socially and in the workplace.

5. The education workforce, resources and qualifications

The education workforce

In order to create more speakers, our education system is completely dependent on the workforce – teachers, support staff, early years practitioners, trainers and lecturers. If we are to increase the numbers who speak and use Welsh to the extent required, the first necessary step will be to lay the foundations to create an adequate supply of teachers and practitioners in the right places to teach children and young people through the medium of Welsh. Creating a workforce with robust linguistic skills, able to inspire and motivate learners, is essential to the success of the strategy.

Our greatest priority will be to increase the system's capacity to meet the need to expand Welsh-medium education and training, and to meet the need to improve how Welsh is taught in English-medium schools. For the statutory education sector this involves workforce planning in order to train new teachers, support trainee teachers and teaching assistants, and expand sabbatical schemes and professional learning opportunities for the current workforce. For primary teachers, we will need to see an increase in the number of teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and to 5,200 by 2050. In secondary schools, we will need to see an increase in the number of teachers who can teach Welsh from 500 to 900 by 2031 and to 1,200 by 2050; and we will need to see an increase in the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and to 4,200 by 2050.

Welsh language and Welsh-medium training for early years practitioners will be provided by means of several programmes. Since increasing Welsh-medium early years childcare provision is essential to our aim of achieving a million speakers, we need to ensure a coordinated plan to develop this important workforce. We will also need to see a substantial increase in the number of post-16 lecturers and trainers able to teach through the medium of Welsh.

We will give greater attention to training on Welsh-medium and Welsh language pedagogy and methodology, in order to ensure that the skills and knowledge of the workforce are informed by evidence about effective immersion methods and Welsh-medium and bilingual teaching.

Sustainable development of the Welsh-medium education sector requires effective leaders at all levels who can advocate for the language and influence the wider workforce which, in turn, will inspire children and young people to appreciate and use the language.

Resources and qualifications

Alongside increasing the education workforce to deliver provision through the medium of Welsh, we need to improve and increase the range of resources and qualifications available in Welsh.

Generally, with the financial support of the Welsh Government, there has been an increase and an improvement in terms of the quality and breadth of the provision of educational resources to support learning and teaching in the curriculum and qualifications over the years. Evidence shows that a wider range of materials is still required in a number of areas, in particular digital and interactive resources in Welsh. We also know that a delay in the publication of Welsh-medium resources creates difficulties for practitioners in delivering the curriculum. It also appears that there is a lack of awareness about the resources available and their usefulness in supporting teaching and learning (Welsh Government 2016a). We will therefore plan for an all-Wales infrastructure for the production of relevant and timely resources for curriculum in both Welsh and English, and ensure that these are widely promoted to the relevant audiences.

Young people aged 14 to 19 in Wales need meaningful qualifications that will allow them to contribute to society and meet the needs of the economy. Our qualifications system for 14- to 19-year-old learners in Wales needs to make available a range of Welsh-medium qualifications, with clear paths of progression. This requires an increase in the number of assessors and moderators able to work through the medium of Welsh, and places a duty on awarding organisations to provide the necessary resources and assessments in both Welsh and English. We will support awarding organisations to continue expanding provision and options for learners.

The development of a single continuum for learning the language also requires Welsh language qualifications to support the emphasis to be placed on speaking and listening and use of the language in the workplace. We also need to ensure that the skills of bilingual and multilingual learners (for example translanguaging skills) are understood, developed and recognised. We will plan to ensure that these skills are acknowledged within qualifications.

Our aim: plan in order to increase and improve substantially:

- **the education and training workforce which can teach Welsh and teach through the medium of Welsh**

- **the resources and qualifications needed to support increased provision.**

Theme 2:
Increasing the use of Welsh

Target: The percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10 per cent (in 2013–15) to 20 per cent by 2050.

Moving towards the position where we have a million speakers is one aspect of our vision for a thriving Welsh language. However, a thriving Welsh language is a language that is used. We want the use of Welsh to be a routine part of everyday life, so that speakers at all levels feel confident in its use in formal and informal situations, and that products and services are offered proactively in Welsh.

Our objective is to see all learners leaving school with the capacity to use Welsh both socially and in the workplace. In order for the benefits of the investment in education to be realised, opportunities are required to practise and use the language regularly. The Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) shows that there is a clear link between fluency and frequency of Welsh language use – 84 per cent of fluent Welsh speakers speak Welsh daily.

People need opportunities to use Welsh in a variety of situations which reflect the diversity of their lifestyles. These include opportunities within the family, in the workplace, in local activities, or in wider interest networks and communities which can span continents. Opportunities and services in Welsh must be offered proactively, so that the individual does not have to request the Welsh language. Ultimately the vision is for people to use it at every opportunity, with opportunities available everywhere.

This will require targeting support in a way which acknowledges different needs by different people. For example new speakers, or parents/carers without Welsh language skills who send their children to Welsh-medium schools, have different needs from fluent, confident speakers. Whether Welsh has been part of someone's upbringing, acquired at school or in adulthood, the Welsh language is for everyone, and our interventions will aim to give everyone the opportunity to use the language.

As the nature of modern society changes, we will need to develop our understanding of how people live and how this relates to language practices. We need to assess the extent to which the local community/neighbourhood remains a major influence on the language practices of individuals, and be prepared to develop policy interventions which acknowledge the increase in personal mobility.

The linguistic composition of communities varies from area to area, and varying levels of purposeful planning are required to support the Welsh language according to local needs. In some communities, opportunities to use Welsh will be embedded in day-to-day interaction since Welsh is the language of everyday life, while other communities will need support to ensure that opportunities to speak Welsh are planned and facilitated.

The success of our efforts to increase usage will depend on a combination of acquisition, confidence and fluency, quality of opportunities, and the desire to use skills. The remainder of this section explains our vision for increasing the use of the Welsh language in different contexts.

Aims:

6. **The workplace:** increase the use of Welsh within the workplace across all sectors.

7. **Services:** increase the range of services offered to Welsh speakers, and an increase in use of Welsh-language services.

8. **Social use of Welsh:** embed positive language use practices supported by formal and informal opportunities to use Welsh socially.

To achieve our target of 20 per cent of the population speaking Welsh daily, we will drive the following transformational changes.

• **Review the legislation which underpins the Welsh language to ensure it offers a strong foundation for promoting and facilitating the use of Welsh.**

• **Ensure that the Welsh Government leads by example by promoting and facilitating increased use of Welsh by our own workforce.**

6. The workplace

The workplace is central to our day-to-day lives, and provides an important context for an individual's linguistic development. Whether a fluent speaker, a speaker lacking in confidence who wishes to improve their skills, or a new speaker, the workplace provides opportunities to use, practise and learn Welsh.

Current legislation has provided a framework to ensure that bodies that are subject to Welsh Language Standards provide bilingual customer-facing services. This has required these bodies to improve the way they plan their bilingual workforce and to identify posts where Welsh language skills are desirable or essential. In turn, this has provided more opportunities for individuals to acknowledge, enhance or acquire Welsh language skills in the workplace.

Some bodies are already leading the way in this respect and use the Welsh language as the language of internal administration, subsequently increasing the demand for, and opportunities to use, Welsh language skills. As the main employer of front-line public services in Wales, increasing the use of Welsh within the workplaces of local government and the health and social care sector will be very important in this regard.

The principles of language planning within the workplace are not only relevant to bodies that come under legislation. Our aim is to build upon the work being done across all sectors to significantly increase the opportunities for individuals to use their language skills within workplace settings.

Evidence from the Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) suggests that more Welsh speakers use Welsh with their colleagues where the employer is supportive of the use of Welsh in most aspects of the work of the business. Strong and visible leadership is therefore required across all sectors to embed bilingualism as a natural part of the workplace – not only to ensure compliance with legislation, but to ensure a culture shift towards a recognition of the benefits that an increasingly bilingual workforce can contribute within the economy.

We need to further develop and share our understanding of bilingual skills as a part of workforce planning, including anticipating demand and supply for particular skills, recruitment and retention of staff, skills audits and analysis of gaps to enhance our bilingual workforce. A survey of over 4,000 employers in Wales operating in eight sectors (Welsh Government 2014) estimated that almost a quarter of all staff had some level of Welsh language skills, and 14 per cent of all staff used Welsh at work.

The 2015 Employer Skills Survey noted that a shortage of oral Welsh language skills was a problem in around a fifth (22 per cent) of all skills gaps. Similarly, written Welsh language skills were an issue in 19 per cent of skills gaps. The same survey noted that a shortage of oral Welsh language skills was a problem in 15 per cent of all skill shortage vacancies. Written Welsh language skills were an issue in 11 per cent of skill shortage vacancies (UK Commission for Employment and Skills 2015).

We will therefore increase the emphasis on the workplace as a strategic location for promoting and facilitating an increased use of Welsh. This will require a smoother pathway for young people to progress from the education system into workplaces that value bilingual skills as a core element of delivering business aims.

A broad range of Welsh language workplace training will be encouraged to support speakers of all levels to increase their confidence and ensure they are equipped and empowered to use their skills at work. We will also focus on improving language awareness among managers, leaders and business owners.

A better understanding and awareness of the opportunities that Welsh language technology and resources can provide will also enable individuals to become confident in using Welsh at work. We will aim to increase the use of developing language technologies to foster more bilingual communication between staff of all abilities, making the Welsh language more accessible for all.

We will facilitate knowledge transfer of these principles across all sectors to increase the opportunities for individuals to use Welsh in the workplace and support leaders and managers to make the necessary changes.

As an important employer in Wales, we as Welsh Government will lead by example in this respect and promote and facilitate increased use of Welsh by our own workforce.

**Our aim:** **increase the use of Welsh within the workplace across all sectors.**

7. Services

We want to see an increase in the range of services offered in Welsh, and an increase in the use of those services whether delivered by public, private or third sectors.

There are different models for promoting and facilitating provision of bilingual services. Within this framework, some organisations are subject to regulatory oversight through the Welsh Language Standards to increase provision of their Welsh-language services. Others are encouraged to provide bilingual services on a voluntary basis with support available on how to do so.

We want to build on the foundations already laid in the public, private and third sectors to drive increased provision of bilingual services. In doing so, we recognise that different organisations are at different starting points in the level of bilingual service they currently provide.

Since individuals deal with businesses on a regular basis, both professionally and in their personal lives, businesses have an increasing role to play in providing opportunities for people to use Welsh. From a business perspective, increasing the bilingual customer service it offers can reflect a local service that shows respect for the community and its citizens.
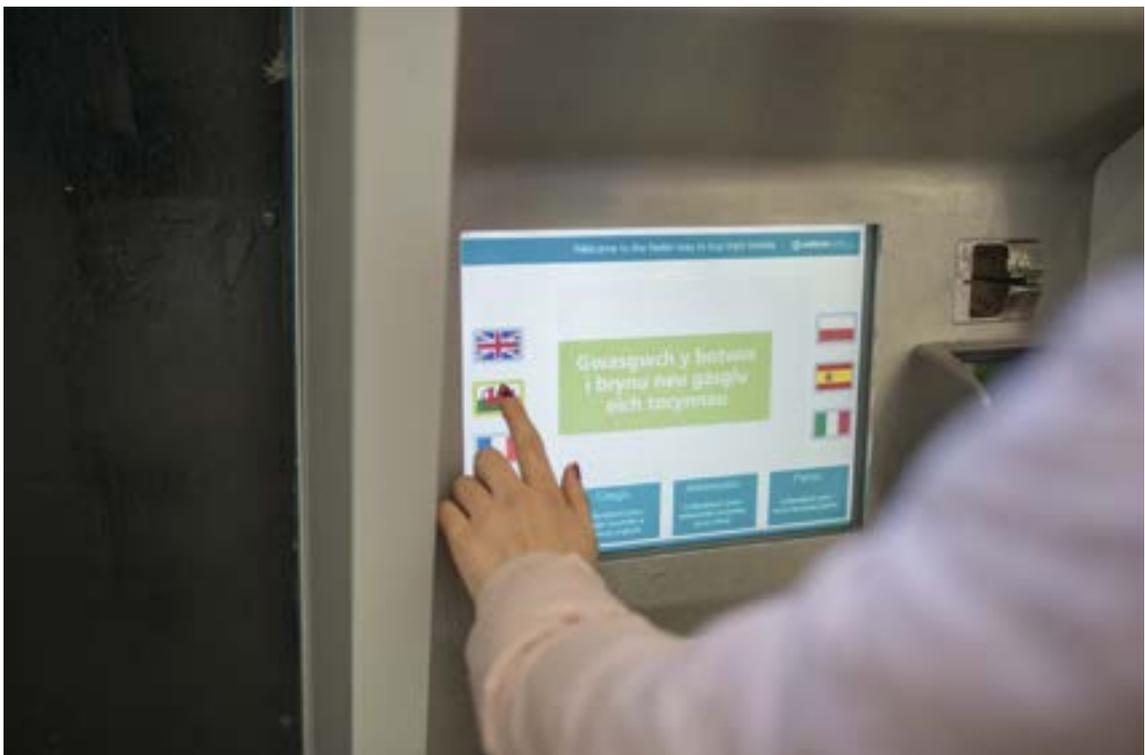
We recognise that more needs to be done to raise awareness within the business community of the potential benefits and opportunities that a Welsh language offer will provide to them, and in turn their customers. This will call for more visible, practical and tailored assistance to be offered to business on issues such as planning Welsh language skills, enhancing the bilingual communication they offer through their customer services.

The existence of services and opportunities to use Welsh, whether from public bodies, third sector bodies or private sector businesses, does not guarantee that people will take advantage of them. The evidence on Welsh speakers' use of bilingual services suggests that uptake of Welsh-language services can be influenced by a range of factors, including accessibility and visibility of the service, speakers' perceptions about the quality of the provision, and behavioural choices (Citizens Advice Bureau 2015). The Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) showed that just over half of Welsh speakers try to use Welsh, at least occasionally, when dealing with public organisations, with Welsh speakers who speak the language daily twice as likely to try to use Welsh as those who speak Welsh less often. Of those who always try to use Welsh with public organisations, just over half felt that they always or almost always succeeded in doing so.

It is essential that there are no barriers to receiving services in Welsh and that Welsh-language services are offered proactively, are widespread, and of an equivalent quality to those offered in English.

As well as investing in and proactively offering Welsh-language services, providers also need to know how to facilitate their increased use. This demands intelligent marketing, with the onus on the provider to design services in a way which is geared to the needs of the customer. This customer-focused approach will require new and different methods, and a change in mindset, in order to attract and nurture a growing customer base for Welsh-language services.

We need to improve our understanding of what could assist Welsh speakers of all abilities to use Welsh in circumstances where they are not accustomed to doing so. Changing the way in which a Welsh-language service is offered can be addressed quickly by assisting service providers to offer their services in the most proactive manner. Action in this area will need to be informed by the latest research on behavioural economics.

We will also work with business and third sector leaders to improve their understanding and awareness of bilingualism and how to incorporate it as an essential element of their customer service offer.

A key aspect of achieving this aim, as discussed in the previous section, will be to ensure that the Welsh language skills of the workforce are planned strategically.

The 'active offer' principle is particularly relevant when considering the health and social care sector services. In Wales, the NHS, social services and social care is delivered by nearly 200,000 staff, and in the NHS alone, patients interact with the service 20 million times a year. The extent of the challenge this involves cannot be underestimated. However, in view of the number of staff and high level of interaction with the public, this sector has the potential to make a valuable contribution to our aim.

Our aim: **increase the range of services offered to Welsh speakers, and an increase in use of Welsh-language services.**

8. Social use of Welsh

Language use practices

Embedding language use practices from an early age is important. Under Theme 1 of this strategy we mention the importance of language transmission from one generation to the next as a means of sustaining and increasing the number of speakers. Enabling families to use Welsh socially reinforces what happens in the home, and expands the contexts in which children regard the Welsh language as a relevant part of their everyday life.

Usage within the family unit is a way of embedding positive practices and attitudes, but with many children's initial contact with the language occurring through childcare, early years provision or at primary school, these settings become all-important for the acquisition of robust linguistic practices.

The evaluation of our Welsh-medium Education Strategy provided some indication of the challenges involved in ensuring that learners, in particular those acquiring Welsh solely or mainly through education, develop and use their skills in a wide range of settings beyond the

classroom (Welsh Government 2016a). This needs to be considered alongside evidence from the Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015), which showed that young Welsh speakers were more likely to have learnt to speak Welsh at school than anywhere else, and that they were more likely to always speak Welsh at school than with their friends or at home.

We therefore need to plan provision for children and young people which not only gives them the opportunity to use or practise Welsh, but instils in them positive attitudes towards the language which translates into active use. This can reap dividends in the long term, helping them to see that the language is not something solely connected with school, and that there is a rich social and cultural world associated with it.

Young people (14–19)

Evidence collated as part of a research study on the use of Welsh within six communities across Wales (Welsh Government 2015) suggests that there can be a lack of choice in terms of language activities (e.g. sports, music, social) for young people in their late teens. We believe this has the potential to impede the further development of the language skills they acquire during the statutory education phase. There is a risk that this also reinforces a perception of Welsh as a language of the classroom, rather than the language of society, work and enjoyment.

In addition to expanding further and higher education provision in Welsh and providing opportunities to pursue Welsh-language apprenticeships as discussed in Theme 1, further informal opportunities for young people to use their Welsh language skills socially – whether face-to-face or through social media – will be key. There is also a need to acknowledge that we do not know all the answers, and that research is required to discover what drives the decisions of this age group, and what drives their use of the language.

Opportunities to use Welsh

Traditionally we have regarded opportunities to use Welsh in a community setting as a matter of providing or arranging events. Although this is part of the picture, it does not reflect fully how people live their lives. In many cases people are not members of clubs and do not frequent formal activities on a regular basis, tending to be too busy or with other priorities. These individuals are more likely to use Welsh in the street, in shops and when using services.

Responding to this challenge will mean considering each area of Wales on the basis of its linguistic composition, and planning in order to strike an appropriate balance locally between formal and informal events, creating contexts in which the use of Welsh occurs naturally, and taking action to normalise the language and improve its prestige.

An important element of this will be developing prominent leaders who understand the key aspects of language planning. This will enable people and organisations outside the government, whether funded or not by the government, to act as independent catalysts. The aim will be to move away from funding every organisation and event, in order to support opportunities which give communities a platform to act for themselves.

Opportunities for new speakers

The Welsh language belongs to everybody and everyone has the potential to become a Welsh speaker. New speakers who learn the language as adults need sufficient opportunities to practise their Welsh language skills and to use it socially in order to achieve fluency. Those opportunities need to involve existing fluent speakers who can act as catalysts for use by new speakers as part of their everyday lives. Evidence gathered in some communities (Welsh Government 2015) indicates that some new speakers felt that Welsh speakers' tendency of using English with learners in the community hindered their opportunities to practise their skills and gain confidence in the Welsh language.

We will therefore develop a variety of interventions – from disseminating messages to fluent speakers concerning core behaviours when speaking with new speakers to ensuring the commitment of fluent speakers to devote time to improving the confidence of new speakers, bridging adult education sessions and informal use in the community.

Our aim: embed positive language use practices supported by formal and informal opportunities to use Welsh socially.

Theme 3: Creating favourable conditions – infrastructure and context

In the preceding themes we have explained what needs to be done to increase the number of Welsh speakers to a million by 2050, and what changes are required to achieve an increase in the use of Welsh. Under this theme we discuss the changes we need to see over the next three decades to support efforts to increase the number of speakers and the use of Welsh. This is about creating suitable conditions and an environment where the Welsh language and its speakers can thrive.

The economy is integral to creating the social conditions where Welsh speakers can stay in Welsh-speaking communities, or return to those communities. While we cannot control every factor which influences economic growth, there are things which we can influence. These include skills, the prestige placed on the Welsh language, the location of public sector jobs, clusters, ensuring that the Welsh language is seen as a valuable skill in large developments, and opportunities to use those skills.

In order to facilitate an increase in the number of Welsh speakers, raise their confidence and enable the language to be used in a variety of settings, digital resources, a healthy and diverse media, a modern and responsive translation profession which makes full benefit of the latest technology, and language resources (dictionaries, terminologies, and corpora) are required. These are all elements that reflect and maintain the Welsh language's status as a living language, and are essential for Welsh speakers whatever their ability.

For the strategy to succeed we need to share responsibility for language planning across a wider range of organisations, and in doing so build capacity and expertise in language planning, and increase understanding of bilingualism.

In order to be able to measure the effectiveness of our interventions and develop future policy on the basis of evidence, it is essential that we continue to develop our programme of research and evaluation for the Welsh language. We will do this by working in collaboration with research partners in Wales and beyond.

Our vision is to see the Welsh language as a normal part of everyday life, with goodwill towards it and an increase in use. We want it to be relevant for everyone in Wales, regardless of whether they speak Welsh, English or other languages, and to inspire a respect and appreciation of the language among people who move into Wales. As part of this we need to enhance the place of Welsh in the world, and do more to celebrate Welsh as a key component of our contemporary culture.

Aims:

9. **Community and economy:** support the socioeconomic infrastructure of Welsh-speaking communities.

10. **Culture and media:** ensure that the Welsh language is safeguarded as an integral part of our contemporary culture.

11. **Wales and the wider world:** ensure that the Welsh language is an integral part of our efforts to enhance Wales' relationship with the wider world, and used to welcome and integrate people who move to Wales.

12. **Digital technology:** ensure that the Welsh language is at the heart of innovation in digital technology to enable the use of Welsh in all digital contexts.

13. **Linguistic infrastructure:** ensure the continued development of Welsh language infrastructure (dictionaries, terminology, the translation profession) as integral to the delivery of this strategy.

14. **Language planning:** embed language planning and promotion nationally, regionally and locally, with a better understanding of and support for bilingualism and the needs of Welsh speakers.

15. **Evaluation and research:** continue to build on our evidence about the Welsh language and its speakers, as a basis for assessing the effectiveness of our interventions and developing Welsh language policy.

To achieve our aims in this area, we will drive the following transformational changes.

- **Develop a new regional focus to economic development to help all parts of Wales to benefit from prosperity and support each area to develop its own distinctive identity.**

- **Transform the Welsh language digital landscape with particular focus on language technologies.**

- **Develop a national programme to increase understanding of bilingualism.**

9. Community and economy

Develop the economy to ensure a firm footing for Welsh-speaking communities

The importance of sustaining and growing communities with a high density of Welsh speakers has already been noted. It is important for several reasons. These communities contain the higher percentages of Welsh speakers who describe themselves as fluent speakers as well as higher percentages of speakers using the language most frequently.

While each community is unique, there are some common characteristics to these communities. They include high population mobility – young Welsh speakers leaving, and an influx of mainly older people. A number of these areas are rural, and largely dependent on the agricultural industry, the food industry and tourism. These areas also contain market towns, and university towns with high reliance on the public sector, e.g. health services and local government. These areas also contain pockets of deprivation and rural poverty, with average salaries among the lowest in the United Kingdom.

The discourse surrounding the future of Welsh-speaking communities is often characterised by the need to protect them for future generations, and consequently the mindset that they should therefore be protected from change and economic growth. While the reasons for such a mindset are understandable, it is incumbent on the Government to promote economic growth and to spread prosperity across Wales. We cannot expect Welsh-speaking communities to remain static while the nature of society is changing. As such, the Welsh Government fully recognises the importance of developing a thriving, sustainable economy in rural areas, including in the areas described previously.

We want to see good jobs that enable young people to remain or, if they leave for different life experiences, to return to these areas to live and raise a family. We need more than employment to keep people in these areas, and to attract them back. There is a need for good careers that allow people to move from one job to another.

One key aspect of this is the agriculture industry. Protecting the interests of the industry in light of the UK's exit from the European Union will be a priority for us. Another aspect is locating public sector jobs in Welsh-speaking areas – areas which contain a readily available bilingual workforce. We also want to ensure that Welsh speakers in these areas and beyond are given every encouragement to start businesses. There is also scope to learn more about the potential of cooperative ventures working in Welsh as a means for generating community benefit.

There is an opportunity in Welsh-speaking areas to capitalise further on the opportunities offered by the Welsh language and the existence of a bilingual workforce. The value of the Welsh language to the economy includes the language industry – for example education, translation, language planning, consultancy services, corpus work and language technology – all directly associated with the language. In other fields – such as culture, media and tourism – the language could be an integral part of the provision. The Welsh language can also enhance a sense of place and many brands already use it as a unique selling point.

Development and the Welsh language

In an open market economy like Wales, economic growth and development will to some extent be uneven in its distribution. However, there is a role for government in seeking to ensure that all parts of Wales can benefit from economic growth. To support this, we will take steps to deliver a regional dimension to economic

development that supports national delivery. In delivering a regional focus, we will help all of Wales, including Welsh-speaking communities to benefit from prosperity and become attractive places in which people want to live, work, learn and invest.

The land use planning system should contribute to the vitality of the Welsh language by creating suitable conditions for thriving, sustainable communities, supported by an awareness of the relevant principles of language planning.

Decisions regarding the type, scale and exact location of developments within a specific community has the potential to have an effect on language use, and as a result on the sustainability and vitality of the language. This calls for strengthening the relationship between language planning and land use planning.

The Welsh Government maintains that Welsh language considerations should inform the process of preparing local development plans, and guidance is available to assist planning authorities in this regard. Under the Planning (Wales) Act 2015, development planning at all levels now requires such plans to include an assessment of the likely effects of their policies on the Welsh language.

Our aim: support the socioeconomic infrastructure of Welsh-speaking communities.

---

10. Culture and media

Culture

The relationship between language and culture is multi-faceted and complex. This is no different for Welsh. Culture is an integral part of our society and identity, and our feeling of nationhood. It has the ability to empower, and enable increased confidence, skills and employability, which are all integral to this strategy. It plays an increasingly important role in public life in Wales, including our economy, health, education and regeneration. Cultural and language awareness need to be celebrated and harnessed to support prosperity.

The Welsh language is an important facet of Welsh culture, and something we celebrate as a nation. There also exists a rich culture which is unique to the Welsh language and which is expressed in many forms. As a nation, we need to do more to celebrate this participatory culture, or 'diwylliant', both within Wales and beyond.

Our attempts to embed a growing awareness of the language to support language use (outlined in Theme 2) includes not only awareness of the Welsh language but also an appreciation of our rich and varied culture to provide a holistic context. We also want to see and hear Welsh become more prevalent in popular culture in all its art forms, in literature, theatre, film and television. The use of Welsh by role models such as sports people, musicians, actors and other prominent figures and organisations serves to enhance the status of Welsh as a living language.

The culture sector itself has an important part to play to support the provision of Welsh language activities, and to develop events, products and activities which celebrate and raise awareness of our unique Welsh culture. It should also ensure that the culture of the Welsh language and Wales are both incorporated into important events as a part of how we present ourselves to the wider world.

As we grow the numbers of Welsh speakers, and as we welcome people from across the world to Wales, further opportunities may present themselves to promote the use of Welsh in new and increasingly diverse cultural contexts.

Tourism can play an important part in relation to perceptions about the Welsh language, as it is a way to present an image of Wales, our language and our culture, not only to people overseas but also to the people of Wales. We should articulate Wales' distinctive language and culture in a way that speaks to our citizens as well as attracting people to visit, study and locate in Wales. The language offers something unique and different, for visitors and investors alike, and national events which celebrate the Welsh language such as the National Eisteddfod deserve a worldwide stage (see also the section 'Wales and the wider world' on pages 67–69).

Publications and the media

The broadcast media has played a key role in our efforts as a nation to revitalise the language over a number of decades. Welsh-language programming on S4C and BBC Radio Cymru has been supported by a vibrant independent production sector, including by ITV Wales. It is imperative that this should continue and that this provision should increase, and we will do all we can to support and enhance Welsh-language provision, whatever the nature of such provision will be in future.

The role of public service broadcasters in Wales is particularly important, considering the weakness of the print media sector. Coverage of Welsh life and society – including the Welsh language culture – is sparse in UK newspapers and UK broadcasting services, the main media outputs in Wales. The image of Wales in the UK media needs to better reflect the rich and varied culture of our country, and this includes awareness of the Welsh language.

Looking ahead, our vision is to see more content and better programmes created for Wales, in Wales, involving all aspects of Welsh life, including our culture and heritage. Important partnerships have been developed during the last few years and this needs to be extended to other bodies.

Our aim: ensure that the Welsh language is safeguarded as an integral part of our contemporary culture.

11.   Wales and the wider world

Build bridges between Wales and the wider world

The Welsh language is part of a rich tapestry of languages that have developed, co-existed and evolved throughout history. It lives side by side with a global language, and continues to contribute to the contemporary culture of the UK, Europe and the world.

Continuing to support the language means broadening our horizons and looking out towards the world, and recognising that everyday life for very many people across the world involves more than one language, but also that the Welsh language is in a strong situation compared to many other languages.

Learning new languages can make us as individuals more open to other cultures, and gives us different experiences and skills that can help us to succeed here and overseas. In that context, the Welsh language increases our sense of belonging and helps to make us informed citizens of Wales and the wider world. Understanding the importance of the language for the nation's identity means that people respect it, feel an emotional commitment to it, and therefore want to see it continue and thrive, regardless of whether or not they speak it.

International relations contribute to the profile of the Welsh language beyond Wales' borders. This includes maintaining the close relationship with Welsh communities overseas such as Y Wladfa – the Welsh-speaking community in Patagonia – and reaching out to those that have left Wales so that they are able to continue to contribute to our community and wider society through the medium of Welsh. It also means fostering a relationship with other languages, particularly countries with minority languages. We in Wales have learnt lessons from language planners across the world, and have created solutions that have been adopted by others, and this mutually beneficial cooperation will continue.

Marketing Wales and Welsh to the wider world

Wales' appeal is growing as a visitor destination. Strong inward investment on major events provide opportunities to boost Wales' profile on the world stage. Our aim is to build a contemporary, engaging nation brand that promotes Wales on a UK and international

stage, while also inspiring the people of Wales to venture forward with confidence. This includes providing our citizens and visitors alike with an inherently Welsh welcome which provides a sense of place, and showcases us a bilingual nation. We will continue to ensure that the language is a visible part of 'Brand Cymru', the unified brand for promoting Wales at home and abroad.

Welcoming and integrating people who move into Wales

The language is a powerful tool to promote integration, and there are many examples where the language has been the focal point of such projects.

By embedding awareness of the Welsh language's place in the world, the Welsh language can also help us to welcome people who come to live in Wales and include them as part of our society.

Our vision of normalising and building on goodwill towards the language is particularly important considering the implications of in-migration, and when communicating with those who move to Wales. Positive discourse and practical support are essential in this respect, to ensure a full understanding of the communities in which they now live.

In-migration is a challenge for the Welsh language, but can also be an opportunity to demonstrate how the language can be used to embrace multiculturalism and diversity. This could be through programmes to learn Welsh or programmes to assist children and families to support learning and guide them in their new communities.

Using the workplace to introduce the Welsh language to in-migrants and ensuring that they are aware of the Welsh language and culture, as well as giving them opportunities to learn and use the Welsh language, is another important approach.

The attitude and contribution of fluent Welsh speakers will also be important. As is the case with any new speaker, a programme will need to be developed for Welsh speakers to participate in informal learning and to contribute to the efforts of in-migrants to learn Welsh such as the *Voluntariat per la Llengua* Programme in Catalunya.

Our aim: **ensure that the Welsh language is an integral part of our efforts to enhance Wales' relationship with the wider world, and used to welcome and integrate people who move to Wales.**

---

12. Digital technology

Digital technology has transformed the way we live our lives, and will continue to do so in future over the lifespan of this strategy. While we do not know how technology will develop in future, it is clear that the way we communicate with one another will continue to change. This presents challenges as well as opportunities for minority languages.

It is therefore vitally important to invest in technological developments in order to ensure that it is possible to use the Welsh language in as many contexts as possible, through voice as well as the keyboard. In the future, we should concentrate on investing in language technology infrastructure on a large scale, such as Welsh language speech-to-text technology and the ability to translate with machines.
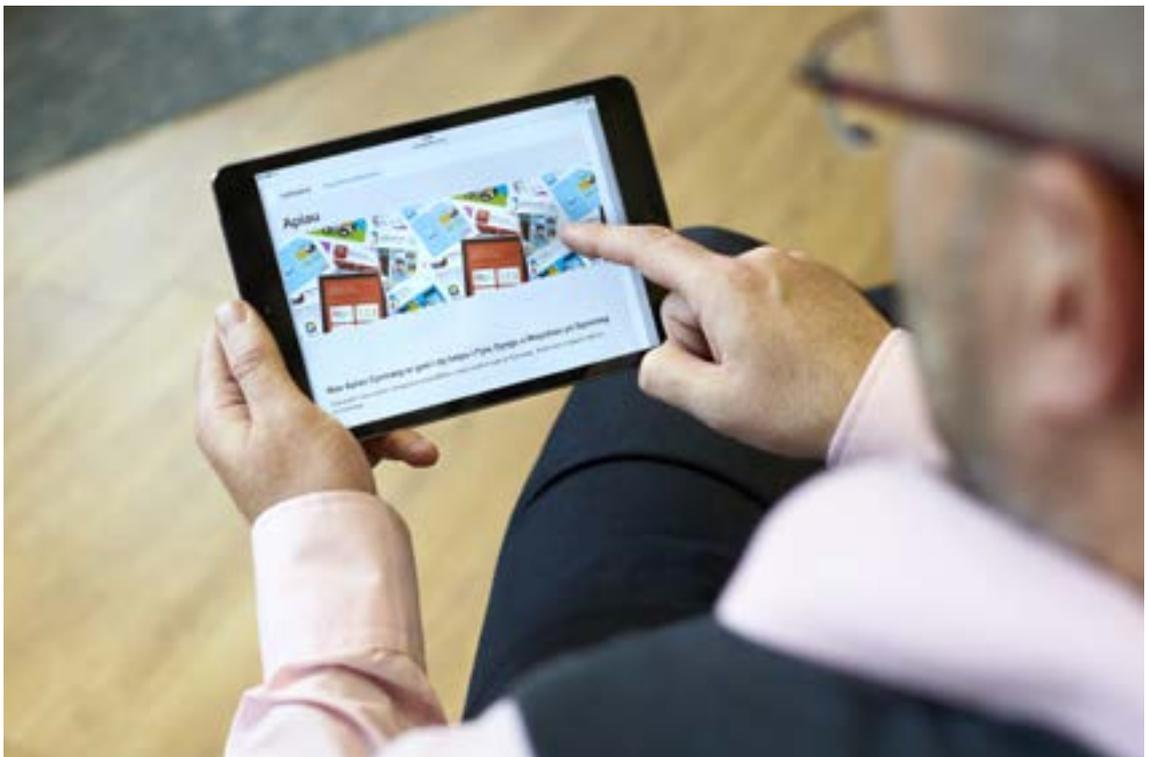
This calls for renewing our efforts to motivate the large companies to make better use of Welsh, and support its development. Lobbying and close working with international corporations to consider and provide for the Welsh language will also be central to our vision.

We hardly need to mention the importance of technology as it is such an integral part of everything we do. So when we mention educational resources, for example, digital resources are part of the picture. The

same is true regarding resources to help Welsh speakers in the workplace, opportunities to use it socially, and when considering Welsh services and produce. And in the same way as any Welsh resource or service, we need to enable people to make use of the digital services available.

In addition to ensuring that Welsh language provision is central to any significant technological development, we believe there is potential for us in Wales to lead the way regarding bilingual and multilingual technologies. We will look to develop an economic case for investing in language technology with the aim of contributing to the growth of the digital technology sector in Wales and internationally.

It will still be important to work in partnership with languages in similar sociolinguistic situations, and take advantage of opportunities for joint innovation.

Our aim: **ensure that the Welsh language is at the heart of innovation in digital technology to enable the use of Welsh in all digital contexts.**

13. Linguistic infrastructure

In order to create the right conditions to enable the number of Welsh speakers and users to increase, solid infrastructure is required. Long-term investment in this infrastructure needs to continue to secure a firm foundation for the future.

Corpora, dictionaries and terminology

Living languages evolve continuously and reflect the wider world. We believe that we need to maintain modern linguistic infrastructure, including corpora (i.e. a large collection of printed texts or sound recordings), dictionaries and terminological resources, in order to ensure that the Welsh language continues to be up to date and relevant.

Corpora are vitally important for translators, lexicographers and terminologists, as well as the world of technology where they are crucial for linguistic software. It could be argued that this important focus on corpora has not received as much attention in Wales as in other countries in the past, and that this needs to change in the future.

It is easy to underestimate the importance of high-quality lexicographical resources. Ensuring the long-term future of such projects can lead to further positive outcomes for the language, increasing visibility and enabling the production of high-quality resources for learners and fluent speakers.

In addition to corpus projects, it is vitally important to have high-quality sources of terminology that facilitate the use of Welsh in all aspects of everyday life, including expert areas such as technology, law, and education.

The translation profession

Our vision is to see the Welsh language normalised in as many aspects of life as possible, so the strategic importance of the translation profession is increasing. For example, as more bodies and institutions provide Welsh language services – voluntarily or bound by legislation – a ready supply of skilled and highly qualified translators and interpreters will be needed.

We have seen a significant development in the profession over the last few years, and the Welsh Government is keen to see the profession

evolve and adapt for the future to support the delivery of this strategy as the Welsh language is increasingly normalised. This will involve continuing to ensure a ready supply of professional translators, graduate linguists with modern skills, supported by a robust accreditation and regulation regime which supports professional standards and conduct. This will give peace of mind to companies and institutions who are looking for such services, and inspire confidence in the process of translation to support the use of Welsh.

Broadening the skills base of translators and the range of services offered by linguists in response to the increased use of the Welsh language will also be key. For example, there will need to be increased use of simultaneous interpretation to facilitate increased use of the language in the community and in the workplace.

As technology to support the translation process develops, the role of the translator will need to adapt – for example, the use of translation memories in conjunction with appropriate machine translation. Wales needs to stay at the cutting edge of the latest technological development. In tandem, the profession also needs to be responsive to skill requirements as they arise and to the requirement to adapt work processes in line with technological developments but where translator input is vital to support the quality assurance processes which ensure the highest quality translation output.

As we increase workforce numbers with Welsh language skills, it will be necessary to refine the role of the professional translator. Growth of bilingual working will enable translation services to focus on their appropriate remit, apply professional linguistic skills appropriately, and potentially increase their capacity to add value.

Our aim: **ensure the continued development of Welsh language infrastructure (dictionaries, terminology, the translation profession) as integral to the delivery of this strategy.**

---

14. Language planning

Many of the interventions discussed in this strategy require understanding of language planning at various levels. To plan and act effectively on a local, regional and national level, we need creative and talented people in the right places, with an understanding of the theory and principles of language planning, to drive things forward.

Language planners already exist in many different places, such as various public bodies, in academia or grassroots institutions. It is possible that others do not consider themselves as language planners, but that they have an understanding and influence to make a difference.

Leaders are vitally important in this scenario. They have an integral role in engendering an environment where the use of Welsh is encouraged on all levels, politically, as well as within communities, public services, the workplace and the economy. Strong leadership is also important to drive the strategy forward and to foster new partnerships.

Effective language planning requires an understanding of the different circumstances that exist in different parts of Wales and to plan interventions accordingly.

We are already planning on a national level and targeting specific local areas. More recently, local authorities have developed Welsh language strategies in response to requirements placed on them via Welsh Language Standards. However, there is also scope to plan linguistically at a regional level in future. This will allow for tailored interventions such as emphasis on the workplace, careers and the economy, Welsh language training in the workplace, and the relationship between Welsh-speaking communities and the local economy.

Our aim: **embed language planning and promotion nationally, regionally and locally, with a better understanding of and support for bilingualism and the needs of Welsh speakers.**

15. Evaluation and research

If the strategy's objectives are to be realised, we will need a firm evidence base and a commitment to evaluate the effectiveness of programmes and interventions delivered in its name. We will develop an evaluation and research programme as a basis for this. Since the *Welsh Language Strategy Evaluation Framework* (2013) was published, we have been looking at ways of measuring the effect of our strategy on the Welsh language, and have added to our evidence base. We will continue with this work by considering, as programmes are being planned, the most appropriate methods of evaluating their effect. Our research programme will also mean continuing to identify and fill the gaps in our statistical information regarding the Welsh language and speakers.

To support our aim of improving our understanding of speakers' linguistic experiences during their lifetime, our research programme will pay particular attention to collecting and analysing data about individuals over time. By combining qualitative and quantitative data we aim to enhance our understanding of speakers' linguistic experiences and practices as they move through different periods of their lives, with this, in turn enabling us to develop meaningful and robust policies. We will also need to ensure that we continue to collect

information about speakers' Welsh language use and will explore ways of doing this through Welsh Language Use Surveys.

The original evaluation framework provided an attempt to ensure that our research and evaluation methods reflected our understanding of the dynamics of language behaviour and the sociology of language. We will continue to refine and develop this understanding.

Meeting this aim requires collaboration with a number of agencies and institutions, with the higher education sector playing a key role. We acknowledge that we still need to develop capacity and expertise to conduct research on the Welsh language and through the medium of Welsh. Through working in partnership, and encouraging other institutions to benefit from opportunities to strengthen research infrastructure, we aim to contribute towards raising the experts and researchers of the future.

As a Government, we have an important contribution to make in terms of promoting understanding of the relationship between evidence and effective policy development. We will build on our work highlighting this connection, encouraging our partners and policymakers to become informed and enquiring users of research.

Our aim: continue to build on our evidence about the Welsh language and its speakers, as a basis for assessing the effectiveness of our interventions and developing Welsh language policy.

Conclusion

Throughout this strategy we have emphasised the long-term approach required to achieve our vision of a million Welsh speakers by 2050. We are under no illusion that we have set ourselves a considerable challenge, but with a mindset of ambition, will and resolve, we are determined to achieve what we have set out to do.

By ensuring the right balance of planning and focused investment, we are confident that small but significant gains can be made which will bear fruit as we progress along our journey to 2050.

We understand that the early success of this strategy begins with us as a Government. We need to be consistent in our approach to our planning, investment and marketing across the breadth of our activities so that we fully capitalise on the benefits the Welsh language brings to our society and economy.

Even so, a Government alone cannot be responsible for the future of the Welsh language. This Welsh language belongs to every single citizen of Wales and what we as individuals choose to do with our piece of living heritage is ultimately up to us. Our responsibility as a Government is to ensure that when that choice is made it is made without being influenced by experiences that prevent individuals from being able to see, hear and use the language during their daily lives.

What a Government strategy cannot do is force individuals to use the language. For the language to truly flourish, we are counting on each and every one of us to embrace the idea of a bilingual Wales, We have sought the advice and opinions of organisations, groups and individuals in bringing this strategy together, we hope now that we are able to each play our part in making it work.

We will continually monitor and evaluate implementation of the strategy. Although our vision is a long-term one, we recognise that unforeseen events may influence our projections for the well-being of the language in the future. To mitigate such circumstances, we need to be ready and willing to be adaptable. This will enable us to respond swiftly to strategic changes without steering from the main objectives outlined within the strategy. Being able to improve and build upon how we implement change can only strengthen our aim of realising the vision of a million Welsh speakers by 2050.

Bibliography

Ben-Shlomo, Y. and Kuh, D. (2002) 'A life course approach to chronic disease epidemiology: Conceptual models, empirical challenges and interdisciplinary perspectives', *International Journal of Epidemiology*, 31, pp. 285–293.

Billari, F. C. (2001) 'The analysis of early life courses: Complex descriptions of the transition to adulthood', *Journal of Population Research,* 18: pp. 119–142.

Citizens Advice Bureau (2015) *English by default – understanding the use and non-use of Welsh language services*, Cardiff. www.citizensadvice.org.uk/about-us/policy/policy-research-topics/citizens-advice-cymru-wales-policy-research/english-by-default-understanding-the-use-and-non-use-of-welsh-language-services

Darquennes, J. (2007) 'Paths to Language Revitalization', *Contact Linguistics and Language Minorities* [Plurilingua], Volume XXX, pp. 61–76.

Gathercole, V. C. M. (ed.) (2007) *Language Transmission in Bilingual Families in Wales*, Cardiff: Welsh Language Board. http://vcmuellergathercole.weebly.com/uploads/1/8/6/9/18699458/2_revised_adroddiad_gathercole_saesnegggrev.pdf

Grin, F. and Moring, T. (2002) *Support for Minority Languages in Europe*. Report for DG Education and Culture, European Commission. http://europa.eu.int/comm/education/policies/lang/languages/langmin/files/support.pdf

Heller, M. (2011) *Paths to Post-Nationalism: A Critical Ethnography of Language and Identity*, Oxford: Oxford University Press.

Martin-Jones, M. and Martin, D. (eds) (2017) *Researching Multingualism: Criticial and Ethnographic Perspectives*, Abingdon: Routledge.

Mayer, K. U. (2009) 'New Directions in Life Course Research', *Annual Review of Sociology*, Vol. 35: pp. 413–433.

O'Rourke, B., Pujolar, J. et al. (2015) 'New Speakers of Minority Languages: The Challenging Opportunity', *International Journal of the Sociology of Language*, 231 (Special Issue).

Pennycook, A. (2010) *Language as a Local Practice,* Abingdon: Routledge.

Pietikäinen, S. and Kelly-Holmes, H. (eds) (2013) *Multilingualism and the Periphery*, Oxford: Oxford University Press.

Pujolar, J. and Puigdevall, M. (2015) 'Linguistic mudes: how to become a new speaker in Catalonia', *International Journal of the Sociology of Language*, 231: pp. 167–187.

Save the Children (2015) *Ready to Read: Closing the gap in early language skills so that every child in Wales can read well*, London. www.savethechildren.org.uk/resources/online-library/ready-read-wales

Strubell, M. (2001) 'Catalan A Decade Later', in Fishman, J. A. (ed.), *Can Threatened Languages be Saved? Reversing Language Shift, Revisited: A 21st Century Perspective* (pp. 260–283). Clevedon, England: Multilingual Matters.

UK Commission for Employment and Skills (2015) *Employer Skills Survey*.

Welsh Government (2013) *Welsh Language Strategy Evaluation Framework*, Cardiff. http://gov.wales/statistics-and-research/welsh-language-strategy-evaluation/?lang=en

Welsh Government (2014) *Welsh language skills needs in eight sectors*, Cardiff. http://gov.wales/statistics-and-research/welsh-language-skills-needs-eight-sectors/?lang=en

Welsh Government (2015) *Welsh Language Use in the Community*, Cardiff. http://gov.wales/statistics-and-research/welsh-language-strategy-evaluation/?lang=en

Welsh Government (2016a) *Evaluation of the Welsh-medium Education Strategy: Final Report*, Cardiff. http://gov.wales/statistics-and-research/welsh-medium-education-strategy/?lang=en

Welsh Government (2016b) *Childcare in Further Education*, Cardiff. http://gov.wales/statistics-and-research/childcare-further-education/?lang=en

Welsh Government (2017a) *Qualitative Research with Flying Start Families*, Cardiff. http://gov.wales/statistics-and-research/national-evaluation-flying-start/?lang=en

Welsh Government (2017b) *Welsh Language Transmission and Use in Families. Research into conditions influencing Welsh language transmission and use in families*, Cardiff.
http://gov.wales/statistics-and-research/welsh-language-transmission-use-in-families/?skip=1&lang=en

Welsh Government and Welsh Language Commissioner (2015) *Welsh Language Use in Wales 2013–15*, Cardiff.
http://gov.wales/statistics-and-research/welsh-language-use-survey/?lang=en