

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL
WELSH LANGUAGE STEERING GROUP
10TH OCTOBER 2016

WELSH LANGUAGE STRATEGY 2016- 2021

REPORT OF THE DIRECTOR OF EDUCATION AND LIFELONG LEARNING

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1. Purpose of the report

1.1 The purpose of the report is to consider the draft Five Year Strategy for the promotion and facilitation of the Welsh Language in Rhondda Cynon Taf.

2. Recommendations

It is recommended that the Steering Group:

- 2.1 Consider the content of the report;
- 2.2 Refer the draft strategy to Rhondda Cynon Taf's Fforwm Iaith for feedback from its members;
- 2.3 Publish the draft strategy on the Council website as required under Standard 145 of the Welsh Language Standards
- 2.4 Agree a date for a further meeting to consider the feedback received from potential partners prior to deciding whether to recommend that Cabinet approves the strategy.

3. Background

- 3.1 Rhondda Cynon Taf County Borough Council received its Statutory Compliance Notice under Section 44 of the Welsh Language (Wales) Measure 2011 on 30th September 2015. The Final Compliance Notice, as amended in September 2016, outlines the Standards the Council will need to comply with in respect of the delivery of Welsh language services.
- 3.2 Standard 145 of the Compliance Notice requires the Council to produce and publish on its website by 30th September 2016 a Five Year Strategy that sets out how the Council proposes to promote the Welsh language more widely in Rhondda Cynon Taf.
- 3.3 The strategy must include (among other things) a target for increasing the number of Welsh speakers in the county borough by the end of the Five Year period; and a statement setting out how it intends to achieve that target.
- 3.4 It was decided to commission research from an external organisation with expertise and experience in language planning to support the development of a strategy to promote and facilitate the development of the Welsh language in Rhondda Cynon Taf.
- 3.5 The full report, produced by Sbectrwm, is at Appendix 1.

4. The proposed strategy

- 4.1 The research undertaken in preparing the draft strategy included desk research and face to face meetings with Cabinet Members, cross party Members, Council Officers including the Chief Executive and Acting Director of Education and Lifelong Learning, Heads of Service responsible for key frontline delivery and a wide range of partners.
- 4.2 The draft strategy begins with an outline of the legal and policy context before proceeding to focus on the profile of the Welsh language in Rhondda Cynon Taf. Much of the data relating to the latter was the result of research commissioned by Menter Iaith on the profile of the Welsh language in the county borough and additional data supplied by the local authority relating to Early Years and School provision. The language profile includes useful maps and tables showing the geographical distribution of Welsh speakers, their age profiles and patterns of language usage. Of particular note is the clear decline in Welsh language usage that

can be identified in the post-16 age group which is consistent with pupils often leaving Welsh-medium education for work or further education and training.

4.3 The draft strategy recommends prioritising some key policy areas for action if the numbers of Welsh speakers in Rhondda Cynon Taf is to be maintained and increased over the next five years. These areas for action are:

- Expanding Welsh-medium education from pre-school to post-16
- Improving language transmission in the home
- Increasing the number of adults learning Welsh
- Extending opportunities for children, young people and families to use Welsh in the community and in leisure activities
- Expanding the use of Welsh in the workplace

4.4 An action plan is included which is designed to promote the Welsh language in Rhondda Cynon Taf. The action plan suggests activities and allocates proposed targets as well as indicating which organisation should be the Lead partner and which organisations could contribute to the achievement of each target.

4.5 It is a comprehensive draft strategy that includes some challenging and ambitious targets for the Council and for some of its partners and potential partners.

5. Next steps

5.1 The actions identified in the draft action plan require the support of partners. Consequently it is advisable to allow the partners named in the action plan to consider the implications for their organisations and to indicate whether they feel able to commit to supporting the action plan as it is outlined in the report at Appendix 1.

5.2 The organisations referred to in the action plan sit on the county's Fforwm Iaith. It is suggested that the document be referred to the next Fforwm Iaith meeting for discussion with a request that feedback is provided to the Welsh Language Cabinet Steering Group by an agreed date.

5.3 Publication of the Five Year strategy on the Council website is required in order to meet Standard 145 of the Council's Final Compliance Notice. Accordingly it is proposed that the draft strategy be uploaded onto the Council website until such time as a final version is approved.

6. Conclusion

6.1 The draft strategy and action plan produced by Sbectrwm provides clear guidance to the Council on what needs to be achieved in order to maintain and increase the number of Welsh speakers in the county borough over the next five years.

6.2 The draft action plan includes challenging targets that require good collaboration between the Council and a wide range of partners. It is important that these partners and potential partners have an opportunity to consider the draft strategy and action plan and provide feedback to the Welsh Language Cabinet Steering Group.

6.3 Once the feedback is received Members will have access to all the evidence required for making a decision as to whether to approve the draft strategy or to recommend changes prior to any report being submitted to Cabinet.

Appendix 1: Welsh Language Promotion Strategy 2016 - 2021

Strategaeth
Hybu'r Gymraeg

Welsh Language
Promotion Strategy

Rhondda Cynon Taf



1. Introduction

Developing a 5-year strategy to promote the Welsh language is a statutory requirement relating to the Welsh Language (Wales) Measure passed by the National Assembly for Wales in 2011.

The Measure includes:

- giving the Welsh Language official status in Wales meaning that Welsh should be treated no less favourably than the English language;
- establishing the role of the Welsh Language Commissioner who has responsibility for promoting the Welsh language and improving the opportunities people have to use it;
- creating a procedure for introducing duties in the form of language standards that explain how organizations are expected to use the Welsh language and create rights for Welsh speakers;
- making provision regarding promoting and facilitating the use of the Welsh language and increasing its use in everyday life;
- making provision regarding investigating an interference with the freedom to use the Welsh language.

The Measure gives the Welsh Language Commissioner authority to impose duties on a wide range of organisations to provide services in Welsh, to mainstream the language into policy development, and to develop strategies with regard to increasing the use of Welsh at work.

Along with all other local authorities in Wales, Rhondda Cynon Taf County Borough Council received its Statutory Compliance Notice under Section 44 of the Welsh Language (Wales) Measure 2011 on 30 September 2015. The Compliance Notice is a document that has been issued by the Welsh Language Commissioner outlining the 171 specific Standards RCT Council will need to comply with in respect of the delivery of Welsh language services.

The combined effect of the Compliance Notice and Standards is that greater compliance will be required by the Council with regards to the delivery of services through the medium of Welsh - whether it is paper based, internet, social media and interactive mediums, or face-to-face/telephone conversations. Failure to comply will leave the Council at considerable risk of incurring civil penalties which can include fines of up to £5,000 per breach.

The Welsh Language Standards are the new framework for extending the use of Welsh and replace the previous Welsh Language Schemes. The duties which come from the Standards apply to the following operational areas:

- Delivering Welsh-medium services
- Policy making that promotes the Welsh language
- Operating through the medium of Welsh
- Keeping records about the Welsh language, and finally
- Promoting the Welsh language.

Standard 145 (Promotion) states that every local authority must produce, and publish on their website, a 5-year strategy that sets out how they propose to promote the Welsh language and to facilitate the use of the Welsh language more widely in their area; and the strategy must include (amongst other matters):

- a) a target (in terms of the percentage of speakers in the area) for increasing or maintaining the number of Welsh speakers in the area by the end of the 5 year period concerned;
- b) a statement setting out how they intend to reach that target; and
- c) conduct a review of the strategy and publish a revised version on their website within 5 years of publishing a strategy (or of publishing a revised strategy).

The Welsh language promotion standards impose duties on local authorities across Wales to promote the use of Welsh more widely and to support and encourage its use within the communities they serve.

2. Background

Rhondda Cynon Taf Borough Council covers an area of the South Wales Valleys stretching from the Brecon Beacons in the north, to the outskirts of Cardiff in the south. It comprises a mixture of urban, semi-suburban and rural communities, situated in mountains and lowland farmland.

Rhondda Cynon Taf is the third largest local authority in Wales, formed in 1996 from the former boroughs of Rhondda, Cynon Valley and Taff Ely (part). The County Borough covers an area of 424 square kilometres with a population of 234,400 (2011). The area has 75 electoral wards, of which 22 are Communities First Areas.

Between 2001 and 2011, the population grew slightly by 1.06%, compared to an increase of 5.5% across Wales. Between 2001 and 2011, the number of children aged 5-14 years old decreased by an average of 14%, with the number of people aged 65 years old and above increasing by nearly 7% in the same period. This is a trend that looks set to continue, with the number of people aged 85 years old and over predicted to double by 2033. Overall, RCT is the third most deprived local authority in Wales, as measured by the Welsh Index of Multiple Deprivation (2011) and has the lowest healthy life expectancy in Wales.

According to the Office of National Statistics, 73% of residents in Rhondda Cynon Taf are economically active compared with a Welsh average of 75%, however the central and northern valleys have above average levels of people claiming Job Seekers Allowance in Wales. The employment structure of Rhondda Cynon Taf is dominated by three sectors, namely 'public administration', 'manufacturing' and 'distribution, hotels and restaurants'. Together, these three account for 74% of all available jobs in Rhondda Cynon Taf. The key social trends show that 27% of residents in Rhondda Cynon Taf suffer with a limiting long-term illness compared with a Welsh average of just 23%. In addition, 41% of residents in Rhondda Cynon Taf have no academic qualifications compared with a Welsh average of 33%.

According to the 2011 census figures, 27,779 Welsh speakers live in Rhondda Cynon Taf which represents 12.3% of the total population. A more detailed language profile of the county borough is provided in Section 4 below.

3. Policy Context

Although the Welsh Language Standards are a fairly recent development, local authorities and other public bodies have been required to produce Welsh Language Schemes since the passing of the Welsh Language Act in 1993 which stipulated that the Welsh language and English language should be treated on the basis that they are equal.

Since the establishment of the Welsh Assembly there has been a raft of policies and strategies aimed at increasing the numbers able to speak Welsh and promoting its use in everyday life. For example, in 2003 the Welsh Assembly Government published a national plan to create a bilingual Wales entitled *Iaith Pawb*. In the introduction to the plan, the First Minister at the time, Rhodri Morgan said – *'[the] Welsh Assembly Government believes that the Welsh language is an integral part of our national identity. The Welsh language is an essential and enduring component in the history, culture and social fabric of our nation. We must respect that inheritance and work to ensure that it is not lost for future generations.'* The introduction went on to say that *'[the] Assembly Government is committed to taking the lead in working to support and promote the Welsh language[and] will do all we can to create the right conditions in which the Welsh language can grow and flourish in all aspects of Welsh life.'*

This was the first time in the nation's long history that a government has committed to the principle of creating a truly bilingual Wales. The vision presented in *Iaith Pawb* is a country - *'where people can choose to live their lives through the medium of either or both Welsh or English and where the presence of the two languages is a source of pride and strength to us all.'*

One of the key policy documents underpinning this vision was the Welsh Government's *Welsh-medium Education Strategy* launched in 2010. Leighton Andrews, the Minister for Children, Education and Lifelong Learning at the time wanted to create an education and training system - *'that responds to the growing*

demand for Welsh-medium education and increase the numbers of learners able to reach fluency and use the language in their communities, families and the workplace.’ The strategy clearly states that – ‘Welsh-medium education from the early years, with robust linguistic progression through every phase of education, offers the best conditions for developing future bilingual citizens. Developing language skills is a process that happens over a period of time.’

In order to develop Welsh-medium education, all local authorities have been required to create a framework through Welsh in Education Strategic Plans (WESPs) which describe how they will contribute to the outcomes and targets set out in the Welsh Government’s overarching *Welsh Medium Education Strategy*. The School Standards and Organisation (Wales) Act 2013 aimed to build upon the previous non-statutory WESPs by placing them on a statutory footing. The Act placed a duty upon local authorities to consult on, produce and publish a five-year Welsh in Education Strategic Plan to be submitted for approval by Welsh Ministers.

In April 2012, the Welsh government published a Welsh Language Strategy called - ‘*A living language: a language for living 2012-2017*’. The strategy reflects the government’s vision for increasing the number of people who both speak and use the language. It builds on the vision outlined in ‘*Iaith Pawb - A National Action Plan for a Bilingual Wales*’ that was published in 2003.

The document underlines the importance of a strong Welsh-medium education system as a long term basis for promoting the use of Welsh across a variety of social domains. By the same token, it also notes that the education system alone is not enough to produce Welsh speakers who see value in using the language in their daily lives at home, socially or professionally.

There are two core elements to the strategy, which is first to encourage children and people of all ages to acquire the language, such as encouraging language transmission in the home, ensuring further growth in Welsh-medium education and Welsh for Adults, and secondly, to create opportunities for people to use the

language on a daily basis, either socially, at work, when receiving services or when enjoying entertainment and recreation.

The strategy has six aims:

- to encourage and support the use of the Welsh language within families;
- to increase the provision of Welsh-medium activities for children and young people and to increase their awareness of the value of the language;
- to strengthen the position of the Welsh language in the community;
- to increase opportunities for people to use Welsh in the workplace;
- to improve Welsh language services to citizens;
- to strengthen the infrastructure for the language, including digital technology.

In 2014 the Welsh Government published a policy statement building on the foundations of the original strategy called – ‘*A living language: a language for living – Moving Forward*’ which sets out the government’s policy objectives for the Welsh language up to 2017. These amendments were informed by a number of developments since the initial launch which included the publication of the 2011 census results and a series of high-level policy discussions and reviews.

In light of this, the government has identified four themes to focus on for the next three years:

- The need to strengthen the links between the economy and the Welsh language that recognises the synergy between nurturing economic growth, jobs, wealth-creation, and the well-being of the Welsh language;
- The need for better strategic planning for the Welsh language by Welsh Government, local authorities and other public bodies;
- The need to encourage more use of Welsh in the community with a particular focus on increasing the number of people who learn Welsh through the education and training system and turning these learners into speakers;

- The challenge of changing linguistic behaviour by being more positive and less negative about the way we talk and feel about the language.

The Strategic Framework *Mwy na Geiriau/More than Words* was drawn up by the Welsh Government in 2012 with the aim of strengthening Welsh language services in health, social services and social care. The framework provides a systematic approach to improving services for those who need or choose to receive their care in Welsh. It recognises that for many Welsh speakers being able to use your own language needs to be seen as a core component of care, not an optional extra. Many service users are very vulnerable, so placing a responsibility on them to ask for services through the medium of Welsh is unfair. Central to the strategy is the challenge of developing the 'Active Offer', namely that staff members offer Welsh language services to patients, rather than wait for patients to request them.

The strategy was updated in 2016 with '*More than just words.... follow-on strategic framework for Welsh Language Services in Health, Social Services and Social Care 2016-2019*'. The ultimate aim of the follow-on strategic framework is to ensure that NHS Wales, social services and social care will have mainstreamed the Welsh language into virtually all aspects of their day-to-day business. This will involve recognition that many vulnerable people, such as older people who suffer from dementia or stroke also lose their second language and many toddlers only speak Welsh. It also highlights the fact that care and language go hand in hand and the quality of care can be compromised by the failure to communicate with people in their first language.

The Well-being of Future Generations (Wales) Act 2015 was published by the Welsh government to improve the social, economic, environmental and cultural well-being of Wales. It requires public bodies to think more about the long-term, work better with people and communities and each other, look to prevent problems and take a more joined-up approach to sustainability. The Act puts in place seven well-being goals, including – '*a society that promotes and protects culture, heritage and the Welsh*

language, and which encourages people to participate in the arts, and sports and recreation.'

The Act establishes a statutory Future Generations Commissioner for Wales and also establishes Public Services Boards (PSBs) for each local authority area in Wales. Each PSB must improve the economic, social, environmental and cultural well-being of its area by working to achieve the well-being goals.

Finally, a draft of a new strategy following on from the current strategy – '*A living language: a language for living 2012-2017*' was launched at the National Eisteddfod in Abergavenny this year with the aim of creating a million Welsh speakers by 2051. In the Foreword to the draft strategy Alun Davies AM, the Minister for Lifelong Learning and Welsh Language states clearly that – '*Our ambition as a Government is to reach a million Welsh speakers by 2050. There is no doubt that this is a challenge, but I believe that we need to set such an ambition if we are to make a real difference where the Welsh language is concerned.....For us to achieve that, we believe that several things need to happen: more children in Welsh-medium education, better planning in relation to how people learn the language, more easy-to-access opportunities for people to use the language, a stronger infrastructure and a revolution to improve digital provision in Welsh, and a sea change in the way we speak about it.'*

The strategy contains six development areas:

- Planning and Language Policy
- Normalising the use of Welsh
- Education
- People
- Support
- Rights

Welsh Government have invited responses to the consultation document by 31st October.

4. Welsh Language Profile: Rhondda Cynon Taf

The 2011 census results showed a decline in the number of Welsh speakers in Wales since 2001, which was also reflected in Rhondda Cynon Taf, as the table below shows:

Table 1: Number and Percentage of Welsh Speakers in 2001 and 2011

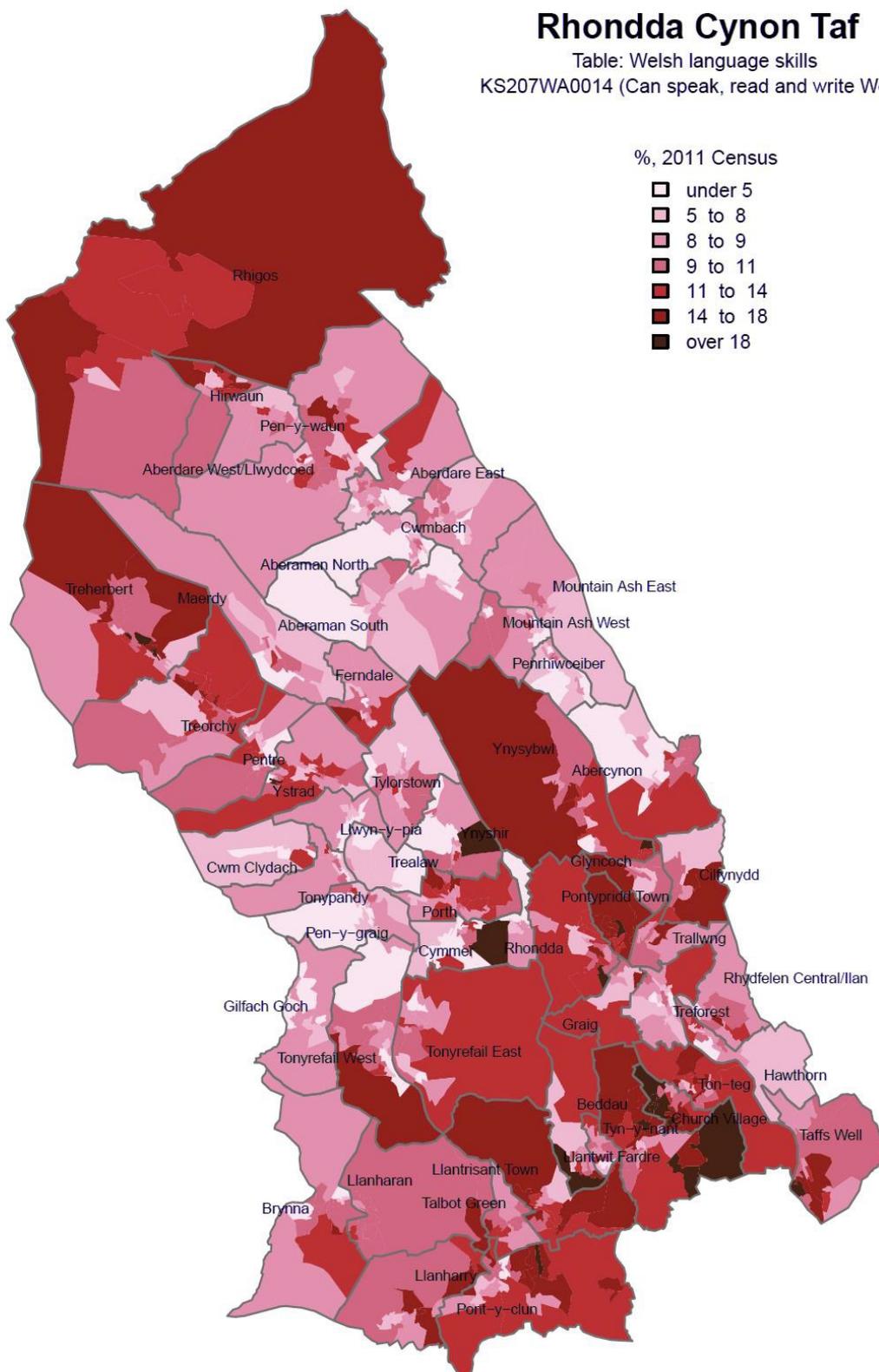
	Number of Welsh Speakers		Percentage of Welsh Speakers	
	2001	2011	2001	2011
Rhondda Cynon Taf	27,946	27,779	12.5	12.3
Wales	582,368	562,016	20.8	19.0

The figures show that there were 167 fewer Welsh speakers in the County Borough in 2011 than in 2001; the proportion of Welsh speakers had also decreased by 0.2%. Although the data shows a downward trend, it is slender enough to suggest that the situation overall is quite stable. Although the decline is not as severe as in other parts of Wales, it needs to be urgently addressed to avoid a further weakening of the language base.

Menter Iaith Rhondda Cynon Taf recently commissioned a Welsh Language Profile of the area in order for it to plan strategically for language growth and operate as an influential partner in the regeneration process. The language profile includes useful maps and tables showing the geographical distribution of Welsh speakers, their age profiles and patterns of language use. The map below, taken from the language profile, shows where those who are able to speak, read and write Welsh live, with the darker shaded areas showing where the highest proportion of Welsh speakers can be found:

Rhondda Cynon Taf

Table: Welsh language skills
KS207WA0014 (Can speak, read and write Welsh)



The maps show percentages within Census 2011 output areas, within electoral divisions

Map created by Hywel Jones. Variables KS208WA0022-27 corrected

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The map above indicates that the geographical spread of those able to speak, read and write Welsh is fairly even, however it is noticeable that the main areas of language density tend to be in the south and north of the County Borough.

The table below shows in more detail the overall population by Community in Rhondda Cynon Taf and the percentage and numbers of Welsh speakers based on the 2011 Census. The communities are presented in descending order starting with those with the highest percentage of Welsh speakers:

Table 2: Numbers and Percentage of Welsh Speakers by Community

Community	Population over 3 years	Number of Welsh speakers	% of Welsh speakers
Llantwit Fardre	14,587	2,501	17.1
Hirwaun	4,799	788	16.4
Pontyclun	7,730	1,232	15.9
Treherbert	5,503	857	15.6
Rhigos	869	135	15.5
Ynys-y-bwl & Coed-y-cwm	4,484	676	15.1
Taffs Well	3,522	528	15.0
Treorchy	7,465	1,085	14.5
Llwydcoed	1,271	183	14.4
Llantrisant	14,731	2,068	14.0
Llanharry	3,460	482	13.9
Porth	5,764	769	13.3
Llanharan	6,969	909	13.0
Pontypridd	31,538	3,978	12.6
Ystrad	5,652	692	12.2
Pentre	5,035	610	12.1
Ferndale	4,034	478	11.8
Aberdare	14,054	1,625	11.6
Ynys-hir	3,185	361	11.3
Tonyrefail	11,852	1,286	10.9
Cwm-bach	4,229	448	10.6
Pen-y-waun	2,913	305	10.5

Mountain Ash	7,114	740	10.4
Pendyrys	4,368	443	10.1
Tonypandy	3,609	353	9.8
Maerdy	3,046	296	9.7
Pen-y-graig	5,330	497	9.3
Aberaman	9,411	870	9.2
Cymer	4,605	423	9.2
Llwynypia	2,178	198	9.1
Trehafod	678	62	9.1
Abercynon	6,125	552	9.0
Cwm Clydach	2,695	238	8.8
Penrhiwceiber	5,564	491	8.8
Trealaw	3,871	334	8.6
Gilfach-goch	3,315	286	8.6

In contrast to the table above that identified communities with the highest percentage of Welsh speakers, the table below shows some of the communities with the highest number of Welsh speakers according to the 2011 census and the percentage change since 2001:

Table 3: Communities with the Highest Number of Welsh Speakers

Community	Number of Welsh speakers	Percentage of Welsh speakers	% change since 2001
Pontypridd	3,978	12.6	-0.2
Llantwit Fardre	2,501	17.1	+2.6
Llantrisant	2,068	14.0	-0.2
Aberdare	1,625	11.6	-2.4
Pontyclun	1,232	15.9	+1.1

It is clear that these communities along with Tonyrefail and Treorchy, which also have over 1,000 Welsh speakers, have a strategically important role to play as key language hubs in the future.

Table 4: Comparison in numbers/percentages across age ranges – between 2001 a 2011

Age Group	% Welsh speakers 2001	% Welsh speakers 2011	Number of Welsh speakers 2001	Number of Welsh speakers 2011
All (over 3)	12.5	12.3	27,946	27,779
3-4 years	16.7	20.3	982	1,137
5-9 years	27.4	30.7	4,104	4,028
10-14 years	34.2	34.2	5,606	4,750
15-19 years	27.1	26.5	4,081	3,942
20-24 years	14.3	15.7	2,060	2,541
25-29 years	10.6	14.6	1,514	2,158
30-34 years	7.9	12.5	1,302	1,769
35-39 years	6.6	9.7	1,124	1,413
40-44 years	5.9	6.8	913	1,143
45-49 years	5.8	5.6	834	934
50-54 years	5.4	4.8	880	732
55-59 years	5.3	4.6	723	636
60-64 years	5.0	4.3	586	665
65-69 years	5.3	4.5	560	544
70-74 years	6.3	3.7	592	363
75-79 years	8.9	4.0	747	309
80+ years	14.4	6.9	1,338	715

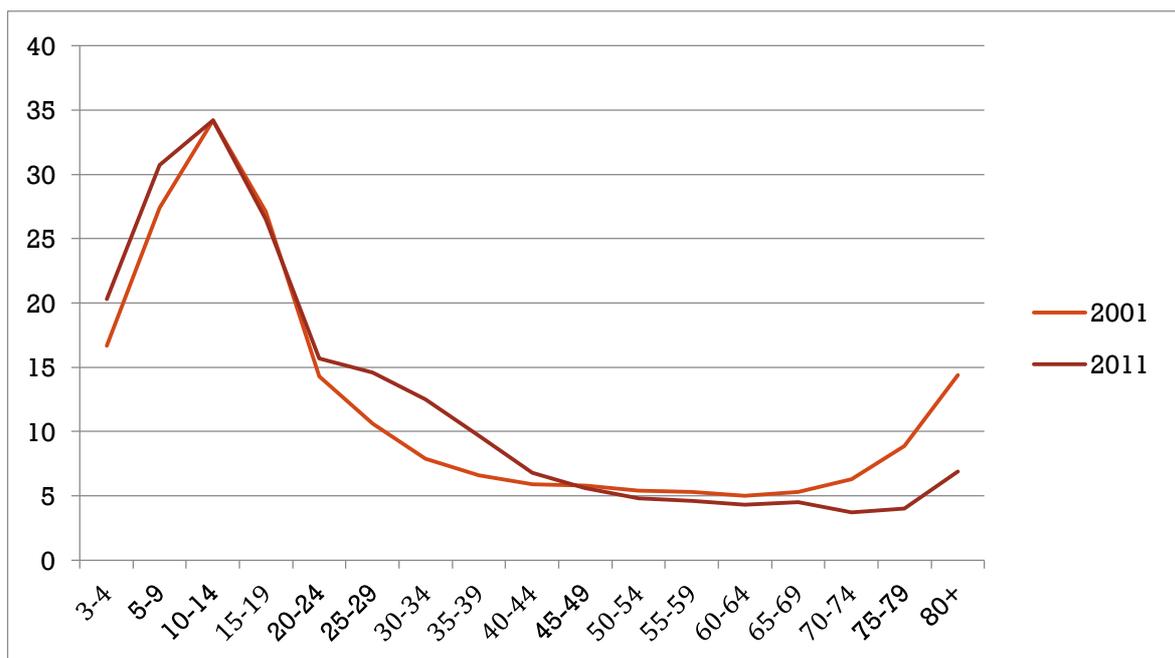
The above data shows that the age profile of Welsh speakers in Rhondda Cynon Taf varies considerably. Not surprisingly perhaps, the highest percentages are found amongst the younger age groups which underlines the influence of the education system, in particular the growth of Welsh-medium schools in recent years. However, these figures need to be accompanied by a health warning as the proportion denoted as Welsh speakers in 2011 in the 5-9 years age group (30.7%) is much higher than those of the same age group in Welsh-medium education (20%), which is a far more realistic measure of language ability. The inflated figure probably reflects the linguistic assessment of parents whose children study Welsh as a second language and may be over optimistic in terms of their overall language skills.

It is heartening however to note that about a third of 10-14 year olds are recorded as Welsh speakers. However, it is a matter of concern that the bilingual skills acquired

at school are not maintained to the same degree in young adulthood. The figures show for example that 34.2% of children in the 10-14 age group in 2001 were fluent Welsh speakers, but only 15.7% of the same cohort, ten years later in 2011 admitted to having Welsh language skills. This again in part reflects the possible over-optimistic assessment of language skills by parents but it also demonstrates how quickly language skills can become eroded if not actively maintained.

The graph below highlights this clearly by showing that the pattern of language decline amongst the post-16 age groups is fairly consistent according to the most recent decennial census results. The peaks at the age of 10-14 can clearly be seen in 2001 and 2011, followed by a dramatic decline in language use in subsequent age groups until a small surge becomes evident again amongst elderly speakers, although this is not as apparent in 2011 as it was a decade earlier. Unfortunately, this recurring pattern of language decline has been in existence for too long and needs to be addressed by language planners as a matter of priority so that the investment in Welsh-medium education yields better long term results in terms of community usage.

Graph 1: Percentage able to speak Welsh according to age groups based on 2001 and 2011 census figures



The graph above is stark evidence of a worrying, cyclical trend of lost opportunities. Clearly, hundreds of young people who had bilingual skills a few years ago have allowed those skills to become eroded to a point where they are no longer actively functional. This inevitably leads to a lack of confidence in using those skills and a perception by users that they have no further value or merit. This is unquestionably deeply disappointing for those involved in language promotion; on the other hand trying to re-engage these young adults with Welsh so that they could somehow regain their language proficiency would be a worthwhile and rewarding challenge. In one sense, this would be a far simpler process than teaching someone to speak Welsh from scratch. By targeting these lapsed speakers, the potential for increasing the number of Welsh speakers and encouraging greater use of the language in the community and workplace is enormous. This targeted approach will be looked at in greater detail later on.

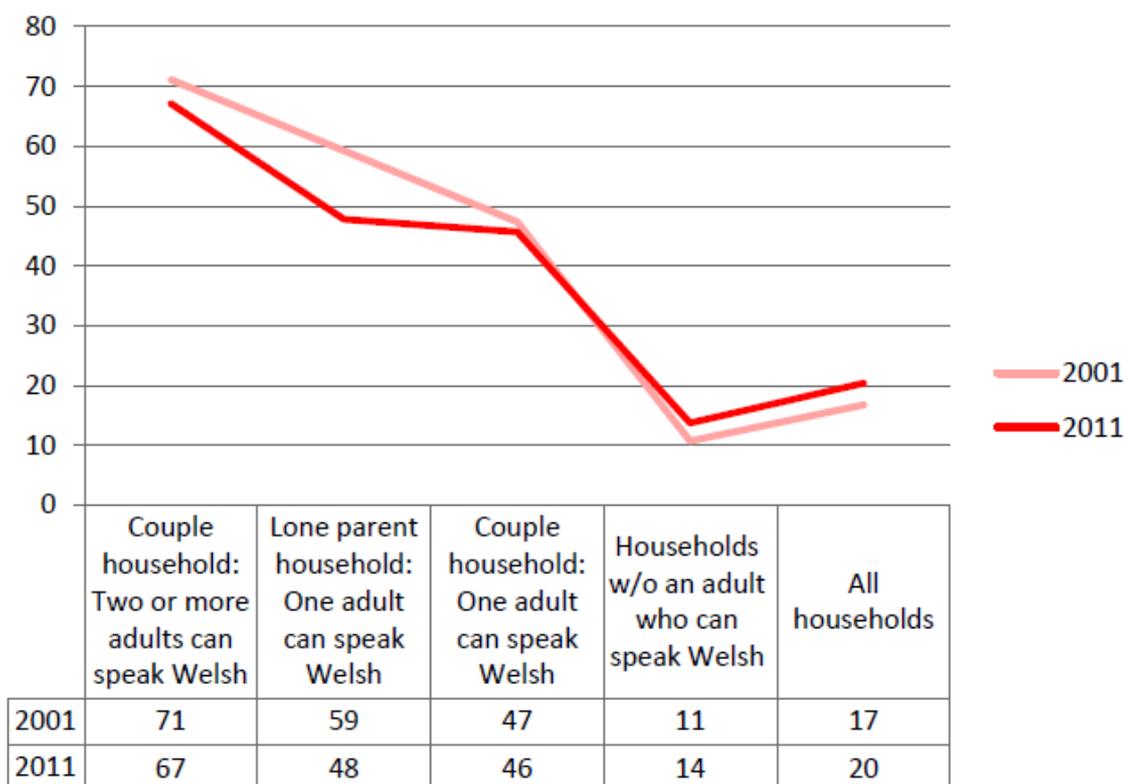
In addition to the education system, the most effective way of acquiring Welsh is by introducing the language as a mother tongue at home. Unfortunately the analysis commissioned by Menter Iaith Rhondda Cynon Taf shows that language transmission in the home is lower in the local authority area than across Wales and lower than the regional average. On a national level, in households where both parents speak Welsh, 82% of children aged 3-4 years also speak the language. In Rhondda Cynon Taf, where both parents can speak Welsh, only 67% of children aged 3-4 years speak Welsh. In 2001 the comparable transmission rates were 76%. In households where only one parent can speak Welsh, the transmission rates recorded in Rhondda Cynon Taf in the 2011 Census are 46% which is a slight decrease from the 2001 figure of 47%.

This considerable decline in mother tongue transmission has a significant effect on language sustainability and undermines the process of re-establishing Welsh as the language of the home, which is probably the most influential domain of language reproduction. After about three generations of Welsh-medium education,

encouraging greater use of Welsh as a home language is proving to be a stubborn nut to crack. According to Professor Joshua Fishman, who, until his recent death was one of the world’s greatest authorities on language planning, the family is the most common and inescapable basis of mother tongue transmission and language acquisition. He stressed that - ‘*The road to societal death is paved by language activity that is not focused on intergenerational continuity i.e. that is diverted into efforts that do not involve and influence the socialization behaviours of families of child-bearing age*’. Identifying ways to promote greater levels of language use at home will be one of the key priorities of this strategy and will be dealt with in later chapters.

Graph 2: Language Transmission in the home

Rhondda, Cynon, Taff: % of children aged 3 to 4 who can speak Welsh



[Source: Welsh Language Commissioner/Statiath]

Another way of acquiring Welsh is by learning the language as an adult. The Glamorgan Welsh for Adults Centre based at the University of South Wales, Pontypridd provides courses during the day and in the evening in various locations across Rhondda Cynon Taf. As well as the once weekly courses (2 hours or 3 hours), the centre also provides intensive courses (9 hours and 4 hours a week), day schools, taster sessions and summer courses for adults at different levels of proficiency. They also provide Welsh in the Workplace courses for a range of different employers in the area.

Although the Census is the key source of information for the number of people who are able to speak Welsh, other sources also offer useful data. One important source of information is the Welsh Language Use Survey which was commissioned by the Welsh Government and the Welsh Language Commissioner. The survey was conducted over a period of two years between 2013 and 2015. The previous Welsh Language Use Survey was carried out by the Welsh Language Board between 2004-06.

The most recent survey shows that the number of fluent Welsh speakers has decreased in over half the local authority areas (12 out of 22 areas) between 2004-06 and 2013-15, mainly in the traditional Welsh-speaking areas of north and west Wales. However, there was an increase in the number of fluent Welsh speakers in several local authority areas in south-east Wales, with the biggest increase in Cardiff and Rhondda Cynon Taf. The number denoted as being fluent in Rhondda Cynon Taf has increased from 11,200 to 16,600 between 2004-06 and 2013-15, which is an increase of 5,300. The number of Welsh speakers who were not fluent also went up from 12,500 to 21,300 – an increase of 8,700. As well as the rise in the number of people who say that they can speak Welsh in Rhondda Cynon Taf, the Language Use Survey also shows that the percentage of people in the area who speak Welsh every day has increased from 35% to 43%.

5. Key Language Planning Areas

In order to maintain and increase the number of Welsh speakers over the next five years the Borough Council and its partners need to prioritise some key policy areas for action, which include:

- Expanding Welsh-medium education from pre-school to post-16
- Improve language transmission in the home
- Increase the number of adults learning Welsh
- Extend opportunities for children, young people and families to use Welsh in the community and in leisure activities
- Expand the use of Welsh in the workplace

Welsh-medium Education

Early Years Provision

Mudiad Meithrin is the main provider of Welsh-medium early years education in Rhondda Cynon Taf. Currently they provide 13 Cylchoedd Ti a Fi (parent and toddler groups) and 25 Cylchoedd Meithrin (nursery groups) in the county borough; many run in conjunction with Flying Start.

Cylchoedd Ti a Fi are provided in the following locations:

Aberdare

Beddau

Efail Isaf

Church Village/Tonteg

Rhydyfelin

Taff's Well

Ynysybwl

Bronllwyn
Llanharri
Nant Dyrys (Ynyswen)
Porth
Thomastown
Treorchy

Cylchoedd Meithrin are available in the following locations:

Aberdare
Beddau
Cilfynydd
Den y Gryffalo (Glyncoch)
Efail Isaf
Evan James (Pontypridd)
Llanilltud Faerdref
Penderyn
Church Village
Rhydyfelin
Seren Fach (Mountain Ash)
Sêr Sardis (Pontypridd)
Taff's Well
Ynysybwl
Bronllwyn
Llanharri
Nant Dyrys (Ynyswen)
Pontyclun
Porth
Thomastown
Treorchy
Ynyshir + Wattstown

Mudiad Meithrin is hoping to open cylchoedd Ti a Fi in Gilfach Goch and Penygraig in the near future.

Primary Provision

Rhondda Cynon Taf at the moment has 13 Welsh-medium primary schools and 3 dual language primary schools:

Table 5: Welsh-medium primary schools, number of pupils (2015) and capacity (not including nursery places)

School	Pupil Numbers (2015)	Capacity
Ysgol Gynradd Gymraeg Abercynon	299	355
Ysgol Gynradd Gymraeg Aberdar	370	378
Ysgol Gynradd Gymraeg Bodringallt	142	171
Ysgol Gynradd Gymraeg Bronllwyn	212	242
Ysgol Gynradd Gymraeg Castellau	206	265
Ysgol Gynradd Gymraeg Evan James	295	392
Ysgol Gynradd Gymraeg Garth Olwg	294	315
Ysgol Gynradd Gymraeg Llantrisant	330	334
Ysgol Gynradd Gymraeg Llwyncelyn	271	272
Ysgol Gynradd Gymraeg Llyn y Forwyn	168	198
Ysgol Gynradd Gymraeg Pont Sion Norton	222	301
Ysgol Gynradd Gymraeg Tonyrefail	216	273
Ysgol Gynradd Gymraeg Ynyswen	232	326
Ysgol Llanhari (Primary)*	30	201

In September 2012, Ysgol Gyfun Llanhari was re-designated as a Middle School, and is now able to admit pupils aged between 3 and 19 years. The Primary department of Ysgol Llanhari has the capacity to admit 240 pupils aged between 3

and 11 years and this provision can be expanded in future years if the demand for places increases.

It appears from the data noted above that there is sufficient capacity in most RCT primary schools to cater for any increased demand for Welsh-medium education in the future.

Table 6: Dual-language primary schools, number of pupils (2015) and capacity

School	Pupil Numbers (2015)	Capacity
Ysgol Dolau	177	442
Ysgol Heol y Celyn	111	414
Ysgol Penderyn	150	231

Based on 2015 data, there were approximately 3,725 pupils receiving Welsh-medium education in the primary sector (including nursery places) which equates to about 20% of the total cohort. This is an increase of 144 pupils since 2010.

According to the latest Welsh in Education Strategic Plan (WESP) report, the percentage of seven-year-old children taught through the medium of Welsh has remained fairly stable over the past five years. The percentage figure for 2015 was 19.5% compared to 20% in 2011.

In terms of the future development of Welsh-medium education, there are proposals in the Council's 21st Century Schools Programme to increase Welsh-medium provision in areas of the county where pressure on places currently exists. These include the relocation of Ysgol Gymraeg Tonyrefail to the current Tonyrefail Primary School site, which will increase capacity by at least 60 places and Ysgol Gymraeg Llwyncelyn extending to the adjacent Llwyncelyn Infants site, which will increase capacity at that school by at least 100 places. The new development at Ysgol Llanhari has also added sufficient Welsh-medium primary education capacity to meet

current, and future forecasted demand in the south-west of the County Borough where plans are under way to support large-scale housing developments in the area.

Should there be an increased demand for Welsh-medium education in future years in other parts of the county, the local authority has appropriate plans in place to respond positively to ensure there are sufficient numbers of places available.

Secondary Provision

Rhondda Cynon Taf has 3 Welsh-medium comprehensive schools and a Welsh - medium Middle School:

Table 6: Welsh-medium comprehensive schools, number of pupils (2015) and capacity

School	Pupil Numbers (2015)	Capacity
Ysgol Garth Olwg	818	1,114
Ysgol Rhydywaun	986	1,022
Ysgol Cymer Rhondda	773	1,025
Ysgol Llanhari (secondary)	412	951

In January 2012, 3,258 pupils received secondary education through the medium of Welsh, or 19% of the total secondary school population. In January 2015, the total had fallen slightly to 2,944 which represented 18.4% of the total secondary school population.

Transition rates between Key Stage 2 and 3 have been consistently high over recent years with more learners seeking to improve their language skills on transfer from primary to secondary school. The transfer rate in 2015 was 97.3%. In 2015, at the end of KS3, 19.2% of the Year 9 cohort in Rhondda Cynon Taf County Borough Council was assessed in Welsh First Language compared to 17% in 2011.

20% of the whole Year 11 cohort studied 5 or more qualifications through the medium of Welsh in 2011 but this figure had fallen to 17% in 2015, with new developments at Bridgend College and Ysgol Llangynwyd attracting pupils to study outside of the county mainly from Ysgol Llanhari that has seen a decline in 14-19 age pupils from 510 in January 2011 to 176 in January 2015.

Whilst there is sufficient capacity at the moment in both Ysgol Cymer Rhondda and Ysgol Llanhari to accommodate an increase in numbers, pupil projections up to 2020 suggest that Ysgol Rhydywaun by then will be over capacity. The authority is already looking at proposals to expand the number of pupil places at the school.

Further Education

Coleg y Cymoedd informs all Welsh speaking students at induction that they may submit written work through the medium of Welsh subject to awarding body guidelines. Students are also encouraged to maintain and develop their speaking skills through attending informal activities at the College. They are also made aware of bilingual support available.

In 2014-15, 306 students followed Welsh-medium/bilingual modules across all campuses of Coleg y Cymoedd. In 2014-15, 10 new bilingual modules and 4 new Welsh-medium modules were made available to learners at Coleg y Cymoedd in Childcare and Education, Customer Care (Catering) and Customer Care (Health and Social Care).

The College has plans to increase its Welsh-medium provision over the coming years by introducing 'laith ar Waith' units in Customer Care in the following subjects – Tourism, Business, Creative Arts, Engineering and Construction.

Language Transmission in the Home

As noted above, where both parents can speak Welsh in Rhondda Cynon Taf, only 67% of children aged 3-4 years speak the language. In 2001 the comparable transmission rates were 76%, which is a marked decline over a period of 10 years. This is lower than the all-Wales average of 82%. In households where only one parent can speak Welsh, the transmission rates recorded in Rhondda Cynon Taf in the 2011 Census are 46% which is a slight decrease from the 2001 figure of 47%.

The main scheme in Wales concerned with increasing the number of bilingual families who transmit the Welsh language to their children was the TWF project which was established in 2001 by the Welsh Language Board, but was disbanded by the Welsh Government earlier this year to be replaced by a scheme called 'Cymraeg i Blant'. The main focus of the TWF project was to highlight the value of the Welsh language and bilingualism to parents, prospective parents and the general population; and to encourage families to raise their children to be bilingual.

Although it was never operational in Rhondda Cynon Taf, an evaluation of the project showed that within the home, a number of factors influence language transmission, including high levels of parental Welsh language fluency and confidence in using Welsh, together with positive attitudes towards bilingualism. A strong sense of Welsh identity had a similar affirmative influence. Family and friends and childcare provision were also shown to affect the language patterns of families with small children.

As a matter of interest to the Rhondda Cynon Taf area, the language profile of a community and the status afforded to the Welsh language were both shown to be critical indicators of language transmission in the home. Where Welsh is perceived to have a strong presence in a community or a desirable language for social networks or activities, parents are more likely to express intentions to transmit Welsh to their children.

Since April this year, the TWF project has been replaced by the 'Cymraeg i Blant' scheme. Its aims are broadly similar with the main focus being on persuading

parents to speak Welsh to their children or at least send their children to *cylchoedd meithrin* and then Welsh-medium schools. The main activities include setting up baby yoga and baby massage groups and ‘*stori a chân*’ (story and song) sessions. The aim is to provide opportunities for parents and families to learn about caring techniques and parenting skills and to share information with them about the advantages of bilingualism and the benefits of Welsh-medium education.

‘*Cymraeg i Blant*’ sessions are currently held in the following locations and are supported by a full-time project officer working for the scheme in Rhondda Cynon Taf:

Aberdare
Pontypridd
Treorchy
Pontyclun
Porth
Gartholwg

Welsh for Adults

Following a major review of Welsh for Adults by ELWa in 2005, six Welsh for Adults Centres were established in order to bring together the broad range of Welsh language provision that existed at the time of the review with the intention of increasing numbers learning Welsh and raising standards. Prior to this structural change, Welsh for Adults courses had been an integral part of adult education provision offered by a range of providers, including local education authorities, further and higher education institutions and community and voluntary organisations.

The six Welsh for Adults centres which were established in 2006 were responsible for planning and delivery within their regions. A further review of Welsh for Adults by Welsh Government led to the publication of a report in July 2003 entitled *Raising our Sights: Review of Welsh for Adults*. Some of the key recommendations of the report included the establishment of a National Centre for Learning Welsh, disbanding the Welsh for Adults Centres and reducing the number of providers through a

competitive tendering process. The National Centre for Learning Welsh came into being in April 2016 and is responsible for all aspects of the Welsh for Adults education programme, from curriculum development and resources for tutors to research, marketing and e-learning.

Following the recent restructuring of providers, the Glamorgan Welsh for Adults Centre, which is based at the University of Glamorgan, Pontypridd has been awarded the contract to continue with the delivery of courses in the Rhondda Cynon Taf, Bridgend and Merthyr Tydfil area. These include intensive, residential and weekly courses aimed at the general public and more targeted learners like – parents/families and those wishing to learn Welsh in the workplace. The type of provision also varies from the traditional classroom delivery to e-learning and blended learning, which combines face to face classes with e-learning methods, and also informal learning which are non-structured activities in which learners take part outside the class, either alone or with a group.

According to figures received by the Welsh for Adults Centre, 696 learners attended the Centre's courses across Rhondda Cynon Taf in 2015/16 with 51% on starter courses. However, 49% were on intermediate courses or higher, and therefore have the potential to develop into confident Welsh speakers who can contribute to the development of the language in the community.

The target for 2016-17 is to increase the overall numbers attending Welsh for Adults courses to over 900.

Children, Young People and Families

Census results show that Rhondda Cynon Taf has seen a considerable increase in the number of children and young people able to speak Welsh over the last thirty years. Although these figures are very welcome, they need to be treated with some caution, as it appears that about half of these are second language learners who are unlikely to retain their language skills into young adulthood.

In addition to second language learners, the challenge of maintaining language skills to young adulthood is also true for those who have received Welsh-medium education and have left school with a good level of fluency. The reality is that for many Welsh-speaking children from homes without Welsh-speaking parents/carers, school provides them with one of the few opportunities to use the language. As a result, evidence shows that a lack of opportunities to use the language leads to a lack of confidence and erosion of language skills. It is obvious therefore that the school setting alone is not enough; the child or young person needs to be supported at home (if possible) and encouraged to participate in wider social and cultural activities through the medium of Welsh to retain fluency in the language. There is also evidence that suggests that the language of interaction with friends is closely linked to the language the child or young person speaks, and that this also influences their attitudes towards either or both languages.

It has long been acknowledged by the Welsh Language Board during its existence and lately Welsh Government that we need to provide children and young people with a wide range of opportunities to use their Welsh outside school, so that they associate the language not only with education, but also with leisure and cultural activities and, above all, with fun and entertainment. It is hoped that by increasing the provision of Welsh-medium activities it increases the use of the language in the community and instils a sense of enthusiasm amongst children and young people and a positive attitude towards the language.

A great deal of work has already been done in the local authority area to provide children and young people with opportunities to enjoy activities through the medium of Welsh. This has been achieved by a number of organisations, some of which, like the Urdd and Menter Iaith Rhondda Cynon Taf are entirely focused on increasing the use of Welsh in the community and during out of school hours. The activities and proposals set out in this Promotions Strategy seek to build on this foundation and take advantage of the growing number of opportunities to use social media and communication technology to share information and knowledge and create vibrant networks of language users.

Menter Iaith Rhondda Cynon Taf already provide after-school care clubs in conjunction with the Welsh-medium primary schools and holiday play schemes during school holidays. They are also responsible for organising Language Forums in all the Welsh-medium secondary schools which provides young people with opportunities to discuss issues that affect them, to plan activities to promote the Welsh language and to receive information about possible career paths or apprenticeships that require bilingual skills.

The Urdd also provides a range of activities aimed at children and young people, including sports clubs like gymnastics, football, rugby, swimming along and keep-fit. They also run Welsh-medium community clubs in Pontypridd, Rhydywaun, Aberdare, Rhondda and Bro Taf.

Welsh in the Workplace

Rhondda Cynon Taf County Borough Council like all public bodies in Wales have been required to prepare Welsh Language Schemes since the passing of the Welsh Language Act in 1993 which gave the Welsh and English languages equal status in public life. The Act placed a duty on the public sector to treat both languages equally when providing services to the public. The schemes explained which services they would provide in Welsh and how an organisation would respond to phone calls, letters or emails from Welsh speakers. They also described how the Welsh language would be used on signs, forms and publications and how they would promote and facilitate the use of Welsh in the delivery of services.

The Borough Council produced and implemented three Welsh Language Schemes altogether between 1994-2016. Responsibility for monitoring compliance with the schemes lay with the Welsh Language Board up to 2014 and latterly with the Welsh Language Commissioner.

The Welsh Language Standards which have replaced the Welsh Language Schemes were prepared under the Welsh Language (Wales) Measures 2011 and

the Welsh Language Standards (No.1) Regulations 2015 which came into force on 31st March 2015. The Measure created a procedure for introducing duties in the form of language standards that explain how organisations are expected to use the Welsh language and support the Welsh Government's aims of:-

- increasing and improving Welsh language services for the people of Wales;
- ensuring greater clarity and consistency in terms of the services that can be expected in Welsh;
- giving the people of Wales rights in terms of receiving services through the medium of Welsh.

The Measure gives the Welsh Language Commissioner authority to impose duties on a wide range of organisations to provide services in Welsh, to mainstream the language into policy development, and to develop strategies with regard to increasing the use of Welsh at work.

The authority's action plan which outlines how it intends complying with the standards imposed by the Welsh Language Commissioner was approved by Council in June 2016. The Council's commitments under the Welsh Language Standards have already been integrated into the authority's planning documents including the Improvement Plan 2015, the Council's Strategic Equality Plan, the Welsh in Education Strategic Plan (WESP) and recent Welsh Government legislation - Wellbeing of Future Generations (Wales) Act 2015 and the Social Care and Well-being Act, 2016.

Rhondda Cynon Taf Council is committed to creating an environment which encourages residents to use Welsh in their interaction with the Council and supporting staff to use Welsh in the workplace. In order to achieve these aims, the Council established a Welsh Language Cabinet Steering Group as a sub-committee of the Council's Cabinet in 2014. It is a cross-party group with community representation. The Steering Group oversees developments, considers reports from relevant departments on Welsh language issues, makes recommendations to the Council's Cabinet and monitors council-wide developments. It has recently assumed

responsibility for assessing the Welsh Language Action Plan, monitoring the Council's progress as it seeks to meet the Welsh Language Standards and also for developing the required 5-year Promotion Strategy.

A Chief Officer Working Group has also been established to ensure that the required operational changes are implemented and monitored in addition to securing a collaborative approach that will support services to address any areas for improvement and to record and respond to customer complaints.

Strategic support is also provided by a wide range of partners through the Fforwm Iaith (Welsh Language Forum) who mainly focuses on community based activities and Pwyllgor Strategaeth y Gymraeg mewn Addysg (Welsh in Education Strategic Committee) who monitor progress on the development of Welsh-medium education and teaching Welsh to Adults.

A draft policy to promote the Welsh language in the workplace has already been drawn up for approval by Cabinet and badges and lanyards denoting ability to speak Welsh have been distributed to staff. Posters (*Hapus i siarad Cymraeg*) which encourage visitors to use Welsh have been put up in all Reception areas and a number of promotional materials have been produced helping staff to access an on-line translation service, a mouse mat with simple Welsh greetings and a booklet entitled *Being Bilingual*.

6. Action Plan to Promote the Welsh Language in Rhondda Cynon Taf

The following Action Plan aims to build on the progress made by the Council and its partners in developing the Welsh language in Rhondda Cynon Taf over many years. It is a five year plan which focuses on growing the number of people able to speak Welsh, on increasing its use in all aspects of community and public life and raising awareness of its importance as an essential part of the cultural identity and character of the South Wales valleys.

The Action Plan reflects the partnership approach that is essential to achieving these aims. Although the local authority will be the lead partner in most of the activities proposed, in some instances other organisations will be better placed to undertake this role. It is suggested that the first names in the 'Responsibility' column should act as lead partners.

Policy Area	Aims	Activity	Target by 2021	Responsibility
Education - Early Years provision	Provide appropriate Welsh language and childcare training for early years practitioners in order to increase Welsh-medium provision	Work with the <i>Cam wrth Gam</i> project which delivers a Level 3 Diploma in Children's Care, Learning and Development	Ensure that 10 childcare workers from RCT and the surrounding area are trained annually and gain relevant qualifications	'Cam wrth Gam' (Mudiad Meithrin); Flying Start
	Increase number of Cylchoedd Ti a Fi and Cylchoedd Meithrin	Work with Mudiad Meithrin and Flying Start to ensure that provision is available within easy reach of all the main population centres	Increase number of Cylchoedd Ti a Fi and Cylchoedd Meithrin by 50%	Mudiad Meithrin; Flying Start; Children and Young People's Partnership; Family Information Service
	Increase number of children attending Welsh-medium (WM)	Work with Mudiad Meithrin and Flying Start to promote the advantages of	Increase numbers of children attending Welsh-medium	Flying Start; Mudiad Meithrin; Children and Young People's Partnership;

	early years provision	Welsh-medium (WM) and pre-school education	(WM) early years provision by 50%	Family Information Service
	Increase the use of Welsh in playgroups and day nurseries that are mainly English medium	Include the Welsh language in play activities to establish basic numeracy and literacy patterns in Welsh	Identify at least 10 playgroups / day nurseries that are able to introduce basic words, sentence patterns and songs in Welsh.	Wales PPA; PACEY, NDNA Cymru; Flying Start; Children and Young People's Partnership; Family Information Service
	Increase the number of Parenting/Family Sessions run by the 'Cymraeg i Blant' scheme	Increase the number of parents who send their children to WM education	Increase the number of Parenting / Family Sessions by 50%	'Cymraeg i Blant' Scheme; Mudiad Meithrin
	Provide basic language training for workers in mainly English-medium settings	Organise language sessions that are appropriate for early years provision	Every playgroup and day care nursery to be provided with opportunities to attend language training	Welsh for Adults Centre; Wales PPA; PACEY, NDNA Cymru; Flying Start
	Improve language progression from Cylchoedd Meithrin to Welsh-medium education	Provide information to parents about the benefits of Welsh-medium education and awareness	Increase language progression from Cylchoedd Meithrin to WM schools to 90%	Mudiad Meithrin; Flying Start; Children and Young People's Partnership

		training for Meithrin staff		
Education – Primary Sector	Launch a wide-ranging marketing campaign to promote the advantages of Welsh-medium education and the benefits of bilingualism	Distribute the ‘Being Bilingual’ leaflet and create other marketing tools to increase numbers in Welsh-medium primary schools	Launch marketing campaign in early 2017 and plan a series of on-going publicity events and activities year on year	LEA; Menter Iaith; Yr Urdd; RHAG; Fforwm Iaith; Bro Morgannwg Health Board
	Increase the capacity of Welsh-medium primary schools in key locations	Relocate Ysgol Gymraeg Tonyrefail to the current Tonyrefail Primary School site	Increase capacity by at least 60 places	LEA
	Increase the capacity of Welsh-medium primary schools in key locations	Extend Ysgol Gymraeg Llwyncelyn to the adjacent Llwyncelyn Infants site	Increase capacity by at least 100 places	LEA
	Consider the effects of new housing developments on the growth of Welsh-medium education	Plan for the likely increase in demand for Welsh-medium education in development areas	Draw up contingency plans in targeted areas, especially in the south of the county	LEA
	Respond to Welsh Government’s drive to create a	Introduce Welsh as the main medium of teaching in the	Pilot the scheme in 5 primary schools to	LEA

	million Welsh speakers by 2050	Foundation Phase in some English-medium primary schools	develop children's bilingual skills in the Foundation Phase over the next 5 years	
	Develop a Language Charter which encourages the use of Welsh in schools and in the community	Adapt the successful Language Charter implemented by Gwynedd and Carmarthenshire LEAs	Develop a Language Charter for pupils studying Welsh as a first or second language	LEA; Menter Iaith; Yr Urdd
Education – Secondary Sector	Increase number of learners in Welsh-medium secondary schools	Draw up plans to increase WM provision as a result of projected growth in the primary sector	Ensure increased numbers in all WM secondary schools by 2021	LEA
	Increase opportunities in EM schools to use Welsh as a medium of instruction	Provide support for English-medium (EM) secondary schools to develop along the language continuum	Identify a few EM secondary schools that are willing and able to increase WM provision in a range of subjects	LEA
	Enable learners to switch from English-medium to Welsh-	Establish a 'Cynllun Trochi' (Immersion Scheme) in one	Identify one WM school that could support a	LEA; Central South Consortium (CSC)

	medium education at the end of KS2	of the WM secondary schools in conjunction with neighbouring authorities	'Cynllun Trochi' and then market its availability across neighbouring authorities	
	Support language progression from KS2 to KS3	Ensure that the few who do not transfer to WM secondary schools continue to study Welsh as first language	Ensure appropriate collaboration between EM secondary schools to enable provision	LEA
	Ensure that Welsh Language Awareness programmes are included in PSE curriculum in secondary schools	Develop a Welsh Language Awareness work programme and introduce into the curriculum of all secondary schools	All learners to understand the contribution of the Welsh language to the history, culture and social fabric of Wales	LEA; Menter Iaith
Further Education Sector	Increase Welsh-medium provision in Coleg y Cymoedd	Develop 'Iaith ar Waith' units in Customer Care across other learning areas	Consolidate provision in Childcare, Health and Social Care, Catering and Tourism and extend to Creative Industries,	Coleg y Cymoedd; Colegau Cymru

			Engineering and Construction	
	Increase Welsh-medium provision in Coleg y Cymoedd	Develop bilingual provision in a few mainstream courses e.g. Business, Childcare, Health and Social Care	Ensure that WM units are available in at least five subject areas by 2021	Coleg y Cymoedd; ColegauCymru
	Increase number of learners choosing Welsh-medium modules or units in Coleg y Cymoedd	Raise greater awareness amongst Welsh-speaking learners of bilingual provision available and job opportunities requiring bilingual skills	Increase number of learners studying part of their courses through the medium of Welsh by 50%	Coleg y Cymoedd; ColegauCymru
	Build on links between Coleg y Cymoedd and Welsh-medium secondary schools	Explore the possibilities of collaborating on WM provision, including GCSE courses	Agree a collaborative programme of delivery by September 2017	Coleg y Cymoedd; WM Schools
	Provide social opportunities for college learners to meet and use the Welsh language	Organise an annual programme of events which is popular and wide-reaching in its appeal	Publish programme of events at the beginning of each term and distribute through social media and internet	Coleg y Cymoedd; Menter Iaith

Language Transfer in the Home	Ensure that more parents use Welsh as the language of the home	Increase the number of activities organised by the 'Cymraeg i Blant' scheme which encourages parents to speak Welsh to their children	Increase the number of activities by 100%	'Cymraeg i Blant'; Mudiad Meithrin; Welsh for Adults
	Raise awareness of the importance of language transmission amongst young Welsh speaking adults	Include general language awareness programmes in PSE courses at schools and colleges	All schools and colleges to arrange awareness courses by 2017-18	LEA; Coleg y Cymoedd; 'Cymraeg i Blant'; Menter Iaith; Communities First
	Raise awareness of the importance of language transmission amongst families	Arrange language awareness courses and family activities which target parents and children	Language awareness courses and activities to be established in 6 centres around the county	Menter Iaith; 'Cymraeg i Blant'; Communities First
	Organise a marketing campaign targeting young Welsh speaking adults	Create an app/video/leaflet and use social media to encourage parents to use Welsh with their children	Seek funding to produce an app, video and information leaflet and plan marketing campaign by September 2017	LEA; Menter Iaith; Fforwm Iaith; 'Cymraeg i Blant'; Yr Urdd; Mudiad Meithrin; Welsh for Adults; FIS;

				CYPP; Communities First
Welsh for Adults	Increase the number of adults learning Welsh	Increase marketing activity and extend number of courses available at all levels	Increase number of enrolments by 30%	Glamorgan Welsh for Adults Centre; Canolfan Dysgu Cymraeg Genedlaethol (National Welsh for Adults Centre)
	Increase the number of learners progressing from Entry and Foundation levels to Higher level courses	Provide targeted support and guidance to encourage learners to progress to higher levels of fluency	Increase progression rates to higher levels by 20%	Glamorgan Welsh for Adults Centre; Canolfan Dysgu Cymraeg Genedlaethol (National Welsh for Adults Centre)
	Provide more language courses in the workplace at various levels of proficiency to enable more employees to work bilingually	Increase workplace provision in the public and voluntary sectors for beginners and tentative Welsh speakers	Increase workplace provision by 100%	Glamorgan Welsh for Adults Centre; Canolfan Dysgu Cymraeg Genedlaethol (National Welsh for Adults Centre)
	Provide informal opportunities for Welsh learners to meet and practice their language skills	Organise weekly social activities and 'sesiynau sgwrs' (chitchat sessions) to increase confidence and fluency levels	Establish 5 locations in the area to hold weekly opportunities for informal use of Welsh	Glamorgan Welsh for Adults Centre; Menter Iaith

	Provide opportunities for Welsh learners to integrate into Welsh speaking networks and organisations	Plan a varied programme of social activities to bring Welsh speakers and learners together	Draw up an annual calendar of events and provide marketing support	Glamorgan Welsh for Adults Centre; Menter Iaith
	Provide on-line opportunities for Welsh learners to practice their Welsh	Set up a designated on-line chat room/forum for Welsh learners in the area	To be established by September 2017	Glamorgan Welsh for Adults Centre; Menter Iaith
Children, Young People and Families	Work with key partners to create opportunities for children and young people to use Welsh outside school to strengthen the link between the language of education and the community	Develop a joint strategy that enables Welsh to become the language of social and leisure activities	Publish joint strategy by October 2017	Youth Engagement and Participation Service (YEPS); Menter Iaith; Yr Urdd; CYPP;
	Increase the number of social activities through the medium of Welsh for primary age children	Arrange a series of workshops to cater for a variety of different interests, e.g. sport, drama, dance, arts and crafts, computer	Programme to be agreed and implemented by September 2017	Menter Iaith; Yr Urdd; Leisure Services

		games, outdoor pursuits etc		
	Increase the number of social activities through the medium of Welsh for primary age children	Establish a network of 'adrannau cymunedol' (community clubs) to provide sports and leisure activities	Increase current provision by 100%	Yr Urdd; YEPS
	Provide support for parents with children in WM schools to alleviate concerns about helping with homework	Establish Homework Clubs in WM schools to support parents who are non-Welsh speaking	Discussions to happen during current academic year with a view of establishing Homework Clubs by September 2017	WM Primary Schools; Menter laith
	Encourage greater social use of Welsh by pupils attending WM secondary schools	Every school to agree a Mission Statement and code of conduct and establish Language Use Forums	All Language Use Forums to include representatives of every school year and to be established by September 2017	WM Secondary Schools; YEPS; Menter laith
	Provide opportunities for young people in WM secondary schools to use	Continue with Young People's Forums in all WM secondary schools and support them to	Arrange at least 3 significant Welsh language activities	Menter laith; YEPS; Yr Urdd;

	Welsh in the community	arrange a series of social activities	during each school year	
	Provide opportunities for young people in WM secondary schools to use Welsh outside the classroom	Support current WM youth clubs in Rhydywaun, Llanhari, Pontypridd and Aberdare	Extend current provision to include another 3 locations e.g. Llantrisant, Treorchy	Yr Urdd; YEPS; Menter laith
	Share information with young people about job opportunities and apprenticeships that require bilingual skills	Ensure that Careers Wales and careers officers in schools have the most up-to-date information about jobs requiring Welsh-language ability and proactively share this information with young people	Careers Wales WM Secondary Schools and Coleg y Cymoedd to agree a plan of action by September 2017 and devise innovative ways of providing information via apps and social media	Careers Wales; WM Schools; Coleg y Cymoedd; Communities First; Menter laith
	Use communication technology to advertise employment opportunities requiring bilingual skills	Develop a designated website, app and directory to advertise jobs and apprenticeships that require Welsh language skills	Set up an information sharing Hub for major employers in the area which can be used to recruit bilingual staff and apprentices	Careers Wales; LEA; WM Schools; Coleg y Cymoedd; Communities First; Menter laith

	Provide childcare through the medium of Welsh	Carry out a review of the childcare needs of parents with children in WM education	Provide after-school or wrap-around childcare in every school that has identified a need	Menter laith; Kids Clubs Wales; CYPP; CSSIW
	Provide WM childcare opportunities during school holidays	Carry out a review of childcare needs during school holidays	Provide holiday play schemes in all schools that have identified need	Menter laith; Kids Clubs Wales; CYPP; CSSIW
	Increase number of Welsh language activities that cater for the interest of families	Build on the success of Parti Ponty and arrange similar events to coincide with Christmas, Santes Dwynwen and St David's Day celebrations	Arrange 3 family fun days during the year in different parts of the county borough	Menter laith; Yr Urdd; County Council; Fforwm laith
	Increase number of Welsh language activities that cater for the interest of families	Explore the possibility of establishing a family orientated event similar to Parti Ponty in Aberdare	Complete feasibility study by March 2017.	Menter laith; Yr Urdd; County Council; Fforwm laith
	Increase leisure opportunities through the medium of Welsh for	Ensure that swimming lessons are available in Welsh for all WM schools	All WM schools to be offered swimming lessons in Welsh by	Leisure Services; Yr Urdd; University of South Wales; Coleg y Cymoedd

	children and young people		September 2017	
	Increase leisure opportunities through the medium of Welsh	Ensure that swimming lessons are available in after-school provision through the medium of Welsh up to at least Level 1	Swimming lessons up to Level 1 to be available through the medium of Welsh in all main leisure centres by September 2017	Leisure Services; Yr Urdd; University of South Wales; Coleg y Cymoedd
	Increase leisure opportunities through the medium of Welsh	Ensure that fitness clubs including yoga, spinning and keep-fit are available through the medium of Welsh	Establish at least 2 WM fitness clubs by September 2017 and increase number over the next five years	Leisure Services; Yr Urdd
	Increase leisure opportunities through the medium of Welsh	Collaborate with sports associations to ensure that coaching is available through the medium of Welsh in activities like gymnastics, netball, hockey, tennis, rugby, football etc	Agree a plan of action by September 2017 with main sports associations to train Welsh speaking coaches and establish Welsh-medium leisure clubs and activities	Sports Associations; Leisure Services; Yr Urdd

	Establish Welsh-medium sports clubs	Investigate the possibility of establishing rugby, football, hockey and netball clubs where Welsh is the main medium of coaching and socialising	Carry out feasibility study and implement proposals	Sports Associations; Leisure Services; Yr Urdd; Menter Iaith
	Ensure that Leisure Centres proactively promote the use of Welsh	Appoint a Language Champion in every leisure centre with responsibility for actively promoting Welsh both visually and in its leisure provision	Training for Language Champions to be completed by September 2017 with monitoring processes established to evaluate progress on language use	Leisure Services; Yr Urdd; Menter Iaith
Community Activities	Use communication technology as an information and networking platform for Welsh speakers and learners	Further develop 'Echlysur' as a communication network which provides information to Welsh speakers and learners about activities, events, job opportunities etc	Expand marketing of the networking platform and set a five year target of 5,000 contacts	Menter Iaith; YEPS; WM Schools

	Use communication technology to keep in touch with pupils after they leave WM secondary schools	Ensure that contact details of as many school leavers as possible are added to the networking platform	Collect contact details on an annual basis	Menter Iaith; YEPS; WM Schools
	Ensure community and volunteer involvement in planning and organising Welsh language activities	Set up a network of Community Hubs to promote social activities in Welsh	Establish 6-8 Community Hubs and support them to arrange an annual programme of popular activities/ events	Menter Iaith;
	Re-invigorate Clwb y Bont in Pontypridd as a thriving Welsh Language Centre for a range of different partners	Work with trustees of Clwb y Bont to carry out a feasibility study, including a business case, to develop the centre as a powerhouse for language revitalisation	Seek funding and carry out feasibility study by January 2018	Clwb y Bont; Menter Iaith; RCT Borough Council; Welsh Government
	Consider the possibility of establishing a Culture and Tourism Centre	Undertake a feasibility study to explore the potential of establishing a Culture and	Seek funding and carry out feasibility study by September 2018	RCT Borough Council; Welsh Government; Menter Iaith

	at the top end of the Cynon valley	Tourism Centre in Aberdare		
Welsh in the Workplace	The Council to comply fully with the Welsh Language Standards	Continue with the work of the Welsh Language Cabinet Steering Group and the Chief Officers Working Group	The Steering Group and Working Group to receive regular reports from the Welsh Language Officer on compliance issues	RCT Borough Council
	Increase number of bilingual staff in order to provide services in accordance with requirements of the Welsh Language Standards	The Council will seek to recruit sufficient Welsh speakers, invest in current Welsh speaking staff and support staff to increase their Welsh language skills across all levels of language learning	A Language Skills Strategy to be produced by September 2017 with the aim of ensuring by 2025 that the proportion of bilingual staff reflects that of the County Borough (12.3%)	RCT Borough Council
	Adopt a proactive recruitment policy which will enable the Council to provide more bilingual services in line	All posts will be designated as Welsh 'essential' by default. Managers will be required to provide a business case if Welsh is deemed	A Language Skills Strategy outlining recruitment policy to be produced by September 2017	RCT Borough Council

	with requirements of the Welsh Language Standards	to be 'desirable' or not required for the post or if there is a requirement to learn if no Welsh speaker can be appointed		
	Map current levels of Welsh language skills	Undertake a language skills audit of staff and elected members	Complete language skills audit by March 2017	RCT Borough Council
	Provide opportunities for staff to improve their language skills	Draw up a programme of language courses to develop skills and confidence of Welsh speakers and learners	Agree a training programme by December 2016	RCT Borough Council
	Enable staff and elected members to be aware of history and culture of Welsh language including compliance with Welsh language legislation	Arrange a programme of Welsh Language Awareness and Compliance training and include in induction for new staff	Agree a training programme by December 2016	RCT Borough Council
	Create an environment that encourages greater use of Welsh	Produce resources, promotional material and visual impacts that promote	On-going	RCT Borough Council

		language use and fosters respect for bilingualism		
	Provide intranet support for Welsh speakers and learners	Use intranet to sign-post staff to useful language resources e.g. e-learning, on-line grammar and spell checkers, on-line dictionaries and translation tools	Complete list of on-line resources by January 2017	RCT Borough Council
	Provide intranet support for Welsh speakers and learners	Develop intranet to sign-post staff to Welsh language courses and activities in the community	Complete by October 2016 and continuously update	RCT Borough Council; Welsh for Adults; Menter Iaith
	Normalise the use of Welsh in the workplace	Assess language preferences of staff in relation to internal operations:- correspondence; forms; complaints; performance reviews; training needs; staff policies, internal meetings etc	Assessment to be completed by March 2017	RCT Borough Council
	Promote schemes that visually illustrate	Continue to develop initiatives that create an	On-going	RCT Borough Council

	that Welsh is welcomed in the workplace	environment which fosters the use of Welsh by staff, e.g. badges, posters, lanyards, use of <i>Cymraeg</i> logo on e-mail and intranet, e-mail signatures and out-of-office messages		
	Distribute Welsh language promotional material to staff	<ul style="list-style-type: none"> • How to get a translation • Staff guidelines booklet - <i>Welsh What's Changed?</i> • Badges, lanyards, posters • ICT booklet: <i>Welsh @your fingers</i> • Welsh for Adults Prospectus • Mouse mats • <i>Being Bilingual</i> booklet • Corporate messages 	On-going	RCT Borough Council

		summary leaflet		
	Develop confidence in the use of written Welsh	Install Cysill and Cysgair (Welsh language grammar and spell checkers) on all staff and elected members' computers and iPads	All computer packages installed and operational by October 2016	RCT Borough Council
	Develop bilingual intranet interface and menus and bilingual interface for web applications	Liaise with other local authorities to investigate joint investment in developing bilingual interfaces	Install bilingual interfaces by September 2017	RCT Borough Council
	Encourage staff and elected members to use Welsh in internal and external meetings and in presentations	Provide training on presentational skills in Welsh and explore the practicalities of providing translation facilities at internal meetings	Draw up a training programme by January 2017	RCT Borough Council