

Agenda – Culture, Communications, Welsh Language, Sport, and International Relations Committee

Meeting Venue:

Committee Room 4, Tŷ Hywel

Meeting date: 6 July 2022

Meeting time: 09.30

For further information contact:

Lleu Williams

Committee Clerk

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Pre-meeting registration

(09.00–09.30)

1 Introductions, apologies, substitutions and declarations of interest

(09.30)

2 Inquiry on Welsh in Education Strategic Plans

(09.30–10.30)

(Pages 1 – 34)

Clive Phillips, Assistant Director, Estyn

Hayden Llewellyn, Chief Executive, Education Workforce Council

Arwyn Thomas, Managing Director, Regional School Improvement Consortia

Enlli Thomas, Bangor University

[Written consultation responses](#)

Research brief

Written consultation response from Estyn

Written consultation response from Education Workforce Council

Written consultation response from Regional Consortia

3 Papers to note

(10.30)

3.1 Letter from Julia Lopez MP, Minister of State for Media, Data and Digital Infrastructure, UK Government to the Chair of the Culture, Communications,



**Welsh Language, Sport, and International Relations Committee regarding
Young Audiences Content Fund**

(Pages 35 – 36)

**3.2 Additional information from StreetGames following the meeting on 8 June
2022**

(Pages 37 – 38)

**3.3 Letter from the Minister for Economy to the Llywydd regarding the Northern
Ireland Protocol Bill**

(Pages 39 – 40)

**3.4 Letter to the Minister for Education and Welsh Language on the trade
marking of Welsh words**

(Page 41)

**4 Motion under Standing Order 17.42 to resolve to exclude the
public from the remainder of the meeting**

(10.30)

5 Private debrief

(10.30–10.40)

**6 Participation in sport in disadvantaged areas: Consideration of
draft Report**

(10.40–11.40)

(Pages 42 – 98)

7 Annual Report: Consideration of draft report

(11.40–12.00)

(Pages 99 – 112)

**8 Consideration of draft terms of reference for the inquiry into the
creative workforce**

(12.00–12.30)

(Pages 113 – 118)

Document is Restricted

Consultation Response

Name:	Owen Evans
Role:	Her Majesty's Chief Inspector of Education and Training in Wales
Email:	[REDACTED]
Tel No:	029 2044 6446
Date:	22.06.22
Subject:	Estyn's response to the Culture, Communications, Welsh Language, Sport, and International Relations Committee and the Children, Young People and Education Committee for information regarding the inquiry into Welsh medium education, with a particular focus on The Welsh language strategic plans in education.

Background information about Estyn

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of the Welsh Government.

Estyn's main aim is to raise standards and improve the quality of education and training in Wales. This is mainly set out in the Learning and Skills Act 2000 and the Education Act 2005. In carrying out its functions, Estyn must consider:

- The quality of education and training in Wales;
- The extent to which education and training meets the needs of learners;
- The educational standards achieved by education and training providers in Wales;
- The quality of leadership and management of those education and training providers;
- Learners' spiritual, moral, social and cultural development; and the
- Contribution made to learners' wellbeing.

Estyn's remit includes (but not exclusively) nurseries and non-maintained settings, primary schools, secondary schools, independent schools, pupil referral units, further education, adult community learning, local government education services, learning on the job, and teacher education and training.

Estyn can advise the Welsh Parliament on any matter relating to education and training in Wales. In order to achieve excellence for learners, Estyn has set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by the Welsh Government;
- Build capacity for improvement of the education and training system in Wales.

This response is not confidential

Response

Introduction

The quality and ambition of the Welsh-medium education strategic plans vary greatly. At best, they are keen and clear regarding on their goals and offer certainty regarding how they operate. The less successful schemes lack ambition and implementation detail. Having said that, they are an improvement on the previous plans,

Overall, the planning requirements over ten years are a positive step and achieving specific targets in terms of a number of learners taught through the medium of Welsh in year 1 and the appropriate emphasis on pre-school education is sensible. Seeing the importance of early and late immersion is a very positive step and gives learners at different points on their educational journey the opportunity to join the journey to becoming bilingual.

Joint working across authorities is rare and even where this is highlighted in one authority's plan, other neighbouring authority schemes often give little recognition to the joint working. Opportunities are also missed to expand and co-ordinate post-16 provision. Joint working across authorities to secure Welsh-medium ALN provision is more evident in the plans where this is relevant. Perhaps the main weakness is the inadequate attention given to developing Welsh as a subject and a medium primarily in the English-medium schools.

Consultation questions

The Culture, Communications, Welsh Language, Sport and International Relations Committee and the Children, Young People and Education

Committee is conducting an investigation into Welsh-medium education, with a particular focus on WESPs (Welsh in Education Strategic Plans). This is a joint inquiry, and will look at how the statutory framework established to promote the planning and development of Welsh-medium education works.

To inform the inquiry, Members would like to hear from you regarding the following questions:

- In December 2015, the Fourth Senedd's Children, Young People and Education Committee published recommendations in its report on the '**Inquiry into Welsh in Education Strategic Plans**'. Has the current statutory framework for WESPs improved since then?

In 2015, a review of the strategy was published on behalf of the Children, Young People and Education Committee. The report identified a number of recommendations on how to improve the effectiveness of the schemes, and in particular their impact. Overall, the inquiry recommendations have contributed to improvements in the quality of the plans and increased the likelihood that they will improve provision. Planning over a ten-year period has certainly allowed a more strategic consideration of the actions

needed to be taken and identifying specific targets to strive for is a useful step.

It was noted that there was a need to ensure that the strategy's targets were reflected in the WESPs and that Government officials needed to be firmer in approving the plans to ensure that they reflect the Welsh Government's ambition. The plans submitted by authorities appear to meet the targets in terms of the number of year 1 pupils being taught through the medium of Welsh. The ambition set out in the individual plans varies, but each of them meets the minimum targets at least, as set out in the guidance.

The consultation on school categorisation has been a positive step. Although there was some opposition to the original proposals, the government responded to the feedback, specifically by including a clearer definition of what is meant by a designated Welsh-medium school. However, most of the draft plans do not specifically address the proposed categories. This is partly because the final policy was not published when local authority officers were preparing their early drafts.

The latest requirements include a clause requiring authorities to outline their plans to promote the Welsh language. Each authority's plans set out their intentions to promote the Welsh language in a variety of ways. It is difficult for us to measure the quality and impact of this work at this stage.

The review notes the importance of strengthening the roles of language forums in the process of leading the strategic plans. It was noted that there was a lack of consistency in approach and membership. The evidence across Wales does not suggest that there has been a major change in the overall influence of language forums. In the best cases, for example in Newport, the forums are influential and challenging, and play an important role in the process of designing and shaping the strategic plans.

The strategic role of the regional consortia does not feature prominently in the plans submitted by the authorities. There are references to the consortia's contribution to the professional development of the education workforce in the context of the Welsh language, subject support in the secondary and the preparation of resources for the immersion units. However, overall, there are few references to the role of consortia in assisting with intentional language planning across authorities in the regions. Authorities have been discussing and co-planning in some cases, for example in south-east Wales, Blaenau Gwent's Welsh in Education Strategic Plan refers to the joint working through the South East Wales Consortium as they track and plan Welsh-medium secondary education across county boundaries e.g. Ysgol Gwynllyw in Torfaen and considering opening a secondary school to serve the Heads of the Valleys area.

- To what extent do the Welsh in Education Strategic Plans contribute to the outcomes and targets set out in the Welsh Government's Welsh Language Strategy – **Cymraeg 2050**;

Overall, the plans contribute positively to the outcomes and targets set out in the Welsh Government's Welsh Language Strategy - Cymraeg 2050. The targets set ensure that the numbers receiving Welsh-medium education by the time the plans come to an end meet the targets set by the Government. However, it must be acknowledged that only plans have been submitted, and that there is a need to monitor and scrutinise how these are being implemented over the ten-year period, and the likelihood of changes being made to the officials and elected members who will be responsible for leading the plans during the period.

- How are local authorities responding to changes to guidance on categories of schools by Welsh-medium provision, and are they meeting the Welsh Government's ambition to increase Welsh-medium provision in English-medium and dual-stream schools?

The picture across Wales differs, and this is to some extent due to the linguistic context and structural pattern of provision for Welsh and English-medium education. For example in south and north-east Wales, designated Welsh and English schools are the norm, and there is very little variation. In north and south west Wales, there are complex patterns of designated Welsh-medium schools with a continuum of varying arrangements of provision.

In south-east Wales, references to increasing Welsh-medium provision in schools that are predominantly English-medium are rare. The plans set out intentions either to fill the surplus places already in the Welsh-medium education sector, or to open new provision in areas that are currently geographically distant from a cohort of pupils who may wish to access Welsh-medium education. For example, Bridgend Council is planning to expand primary provision by relocating one school to a more accessible site, establishing a Welsh stream in an English-medium school and planning to open a new Welsh-medium school in the south west of the County. There is no reference to encouraging other schools, be they primary or secondary, to move along the linguistic continuum. There are references to improving standards in Welsh as a subject and also to working with Bridgend College to increase the provision specifically of their vocational courses. Generally, the remaining plans of most of the authorities in the south and north east are of the same nature.

Newport has a plan that includes targets that are higher than those set by the Welsh Government. The plan includes steps towards the development of dual stream schools which is also part of Cardiff Council's vision of opening schools in new housing estates.

In authorities in the south and north west, the picture is more mixed. Five authorities clearly state their desire to increase Welsh-medium provision in schools that are predominantly English-medium or have Welsh-medium streams. For example, Ceredigion sets out in its plan the steps to ensure that six of its seven secondary schools are category 3 during the lifetime of the Welsh in Education Strategic Plan. They identify the actions to achieve the intentions, for example by engaging with the governing boards of those schools as part of the initial consultation and

after the plan has been approved by the Council. This means a significant change to secondary provision in the authority. Gwynedd and Anglesey set out their high-level intentions to increase Welsh-medium provision in their secondary schools, but without the detail and certainty of action seen in Ceredigion. Similarly, Carmarthenshire is planning to change the linguistic categories of a number of their primary schools that are currently dual-stream schools and also to build and expand Welsh-medium provision in secondary schools throughout the authority. Pembrokeshire is a good example of an authority that is making significant steps to increase Welsh-medium provision in secondary and primary schools. The steps are ambitious e.g. changing the linguistic category of Ysgol Bro Gwaun, which will be a challenging and politically sensitive task. Many authorities state that the targets need to be considered in the context of the trends that exist in the authority which include reductions in birth rates.

Overall, where the political will is firmly strong, the change in categories has offered an opportunity to look afresh at ways of expanding Welsh-medium provision. A number of authorities have seized the opportunity, but others are content with a more cautious approach and offer the minimum change that at best meets the minimum requirements.

- What challenges will arise in terms of planning and developing Welsh-medium provision, ahead of a proposed Welsh Medium Education Bill?

The main challenges will be to ensure we have enough staff with the required and necessary standard of Welsh language skills to teach the Welsh-medium subjects in our schools and in our pre-school providers. The strategy identifies this challenge and the government has just published a paper that has analysed this and proposed some actions.

Overall, the plans do not establish sufficiently specific links with the Welsh for adults sector and the work of the Centre for Learning Welsh. Because of this, opportunities are being missed in terms of working together to train the workforce and share good practice on effective pedagogy to acquire the language.

The WESP in most authorities responds to the requirements in a fairly cautious and conservative manner. They meet the requirements in terms of the targets set by the Government, but only a few authorities have taken the opportunity to carry them forward. Less ambitious authorities are happy with filling empty spaces to meet government targets often without considering the reasons for these.

The curriculum places an emphasis on developing pupils' oral skills but there are very few references in the strategic plans to how English-medium schools are going to improve this provision. This is generally the greatest weakness of the schemes in the areas where most schools are English medium.

Ensuring that learners can access Welsh-medium education at different stages of their educational journey is very important. Children's linguistic fate is too

dependent on their parents' decision in the pre-school period, but immersion offers a second opportunity to join on the journey to be bilingual. Ensuring adequate funding to establish and expand immersion provision is therefore essential.

[Welsh Immersion Education - Strategies and methods to support learners 3-11 years old](#)

WESP 03

Cynlluniau Strategol Cymraeg mewn Addysg - y fframwaith deddfwriaethol sy'n cefnogi Darpariaeth Addysg Gymraeg | Welsh in Education Strategic Plans - the legislative framework that supports Welsh-Medium Education Provision
Ymateb gan Cyngor y Gweithlu Addysg | Response from Education Workforce Council

EWC response to the inquiry of the Culture, Communications, Welsh Language, Sport and International Relations Committee and the Children, Young People and Education Committee into Welsh-medium education, with specific focus on Welsh in Education Strategic Plans (WESPs)

The Education Workforce Council (EWC) is the professional regulatory body for the education workforce in Wales, covering teachers in school and further education (FE) settings, youth / youth support workers and work based learning professionals.

The EWC is not responding to each of the four questions outlined in the request for evidence, rather it is limiting its response to matters specific to its remit but relevant to the questions.

It is the EWC's view that a successful approach to Welsh language provision will require effective and ongoing workforce planning across educational sectors and settings. The range of stakeholders and their interest in the issue is complex and the WESPs must be seen within this context.

The EWC already works with, and is committed to continued collaboration with, national and local government and the consortia to develop and implement workforce policy that is informed by the unique data it holds. This work includes contributing to the recently published Welsh in education workforce ten year plan, and thereafter implementing the actions allocated to it within the plan. The EWC is encouraged by the content of the plan and recognises that this is an extremely challenging area that will require a multi-agency approach over a sustained period of time to demonstrate impact.

EWC register of education practitioners

Under the Education (Wales) Act 2014, we are required to establish and maintain a Register of Education Practitioners (the Register) in Wales. We therefore hold detailed data in relation to the education workforce in Wales, including their Welsh language skills, across all registrant groups.

Data from the Register suggests that strategies that have been employed in recent years to support the growth of Welsh language are having a limited impact upon the number of Welsh speaking teachers (or those able to teach through the medium of Welsh) registered with the EWC, with negligible change noted over the past 10 years. The most recent data can be seen in our [Annual Workforce Statistics for Wales 2021](#) publication.

As there are more learning support staff registered with the EWC than school teachers, it is essential that local authority Welsh in Education Strategic Plans clearly set out arrangements for learning support staff as well as teachers. We are also making significant strides to ensure that the data that we hold on this part of the workforce becomes more complete.

Initial Teacher Education (ITE) accreditation

The EWC, via its Initial Teacher Education Accreditation Board (ITEA Board), has a statutory function to accredit programmes of ITE in Wales against a national criteria, it is also responsible for monitoring the programmes throughout their period of accreditation. Following a commitment by Welsh Government (WG) to revise the criteria, the ITEA Board met in February 2022 to discuss potential revisions it considers necessary to the criteria, including a number of ways in which ITE partnerships might strengthen their commitment to the Welsh language, such as including Welsh language as a requirement to attract more high calibre staff, and more cohesive development of students' Welsh language skills. The Chair of the ITEA Board and EWC's Accreditation and Quality Manager are part of the WG steering group working to revise the criteria.

We also provide an analysis of workforce data annually to WG to help inform its process of setting national intake allocations for ITE, thereafter, we work with WG to distribute allocations to accredited programmes of ITE in Wales.

ITE data shows that certain ITE partnerships are, year-on-year, finding it challenging to recruit Welsh medium staff, especially in South East Wales. In North and Mid-Wales there are higher Welsh medium recruitment rates; however, they remain below the 30% desired Welsh medium recruitment set by WG.

Welsh medium ITE recruitment is particularly challenging at secondary level, but the desired 30% intake is still not being met at Primary level either.

Promoting careers in the education professions

The *Education (Wales) Act 2014* makes provision for the EWC to undertake specific work to promote careers in the education professions. Since late 2018, the Council receives grant funding from WG to undertake work over and above that specified in the Act and has developed [Educators Wales](#) as a national brand, website and advice service to support recruitment and retention for the education sector.

One of our priorities is increasing recruitment of Welsh medium educators. Our Promotion of careers team includes an officer dedicated to Welsh medium recruitment, developing and implementing a targeted recruitment plan, working with a range of partners to include schools, colleges, youth work organisations, university student societies, Welsh departments and academics across all Welsh universities, the Urdd, Coleg Cymraeg Cenedlaethol, Dysgu Cymraeg, CYDAG and Menter Iaith.

Workforce development

The Council recognises that, as well as encouraging new Welsh medium entrants into the profession, a successful workforce development strategy will also need to continue to focus on developing the skills of the existing education workforce. We therefore welcome WG's recent announcement regarding grants for 'capacity building'.

It is important that all training and development (for teachers and LSWs) is quality assured, accessible across all parts of Wales and sufficiently funded, to ensure equality of opportunity for all practitioners.

As well as increasing overall numbers of Welsh medium staff, it will also be important to ensure that Welsh medium teachers have appropriate specialisms. This is relevant in terms of both individual

subjects and areas such as ALN, where pupils should have equal opportunity to access a Welsh medium education (*this has been highlighted with the draft [Cardiff WESP for 2022-31](#)*).

WESP 04

Cynlluniau Strategol Cymraeg mewn Addysg - y fframwaith deddfwriaethol sy'n cefnogi Darpariaeth Addysg Gymraeg | Welsh in Education Strategic Plans - the legislative framework that supports Welsh-Medium Education Provision
Ymateb gan Consortia Addysg Rhanbarthol | Response from Regional Education Consortia

Regional Consortia response to the inquiry into Welsh-medium education, with a particular focus on Welsh in Education Strategic Plans.

Context

The local authorities (LAs) are statutorily responsible for the **Welsh in Education Strategic Plan (WESPs)**. As regional consortia, our contribution towards planning and implementing the WESPs varies from a significant input in some local authorities to examples of limited joint working in others. As a result, the clarity in terms of the roles of consortia within the Welsh-medium Education forums that plan and support WESP is an area that could be reviewed and strengthened in some places.

Our response

Has the current statutory framework for Welsh in Education Strategic Plans improved since the investigation into WESP 2015:

The expectations from local authorities on how the regional consortia and partnerships support the implementation of their WESP priorities varies considerably. Greater clarity is needed around this, and the role of the regional consortia within the Welsh-medium Education forums that plan and support the WESP needs to be clearly defined.

There is also ambiguity around how the funding for Welsh in Education that is provided through the Education Improvement Grant (EIG) and Regional Consortium School Improvement Grant (RCSIG) should be used to support regional and local priorities. There is an urgent need to review and evaluate how the grants are allocated and used to support Welsh in Education and the WESP.

Current arrangements within the Welsh Government apportion the Welsh portfolio across two departments. It would be useful if there was greater alignment between their work. For example, the monitoring requirements for the grant funding awarded through each department varies considerably.

To what extent do the Welsh in Education Strategic Plans contribute to the outcomes and targets set out in the Welsh Government's Strategy for the Welsh Language – Cymraeg 2050:

The regional consortia and partnerships offer a broad provision across Wales to support the Welsh Government's Strategy for the Welsh Language – Cymraeg 2050. The statutory responsibility for Welsh in Education rests with local authorities, and each authority's WESP sets out its priorities and objectives. The regional consortia and partnerships should work closely with the local authorities to realise the ambition of each authority's WESP, in line with Welsh Government priorities. However, roles and responsibilities are not always clear and the delivery models and planning processes vary within and across regions and local authorities. A national approach to professional learning would ensure greater consistency in provision.

A national 'Professional Learning Offer' could be created to support the Welsh language within

Curriculum for Wales. This would also contribute to WESP priorities and objectives, and the growth of the Welsh language towards a million speakers; this could be developed and promoted in the same way as the National Programme for Leadership Development.

Specific areas that could be addressed include:

- Welsh as a subject within the AOLE;
- Welsh literacy;
- provision and experiences relating to language and culture;
- a methodology for early immersion and late immersion;
- developing the language skills of the workforce and improving the Language of teaching staff;
- bilingual teaching methods;
- Language Charter Framework (primary/ Secondary and Cymraeg Campus);
- developing Welsh-medium sector support (sector specific) in areas such as additional learning needs (ALN), Welsh across the curriculum, family support and e-sgol provision.

How do local authorities respond to changes to guidance on school categories by Welsh-medium provision, and do they meet the Welsh Government’s ambition to increase Welsh-medium provision in English-medium and dual stream schools?

There needs to be a nationally clearly agreed definition of what we mean by a Welsh speaker in the context of moving towards the national aspiration of a million Welsh speakers. These skills would benefit from being laid out clearly on a continuum so that the challenges of reviewing and defining provision, supporting and developing the necessary workforce are clearly understood by all.

Regions can support the local authority vision for change by working closely on a comprehensive professional learning offer to develop a workforce with the capacity and capability to address the local challenges. This will include support to English-medium schools to increase their Welsh-medium provision, co-ordinated use of the Language Competence Framework. There is a need to develop a clear link between this framework and the provision available nationally, regionally and locally for improving the language skills of practitioners.

The local authority should be supported to establish and implement a package of support for each school which is converting from one language category to the next, including providing support to governing bodies especially around employing an appropriate workforce in going forward.

There is also a significant task in implementing the Framework for Welsh in English-medium education which will include challenges such as:

- Raising awareness and understanding of the aim of the Framework;
- How to use it in planning;
- Capturing learner progress and assessment;
- Supporting schools to prioritise the strategic development of the Welsh language – including developing the understanding of the governing body;
- designing the curriculum – considerations with regards to language balance in designing the curriculum, planning learning and supporting workforce development.

What challenges will arise in terms of planning and developing Welsh-medium provision, ahead of a proposed Welsh Education Bill?

Local authorities will need to have a long-term vision of how they will meet the linguistic aspirations of Welsh Government. This vision will have to be supported by a clear operational plan as how this will take place. This will include a review their school infrastructure and how this will be

remodelled over time to offer enough places to ensure the number of pupils will be sufficient to contribute to the national target.

Welsh Government will need to review their grant funding allocation in the EIG, RCSIG and awarding of funding to support future 21st century school programmes to ensure that local authority and regional consortia spend grant awards within new clear parameters to meet their aspirational target of Welsh speakers.

Grant conditions and governance

- Welsh Government guidelines are not specific enough therefore the interpretation/emphasis placed in terms of 'developing the workforce' by the regions is different. There are inconsistencies and grey areas with regard to the big picture and what is to be achieved. The main outcomes we are all working towards are not absolutely clear.
- There is wide variation in the governance of the RSIGs and EIGs therefore it is not possible to report in a systematic and consistent manner e.g. neither on the use or impact of EIG allocations in every instance.
- The capacity to deliver varies within and across local authorities and regions. This depends on funding models, and local governance of the budget.
- Staffing levels to support the work varies greatly across regions and local authorities. Two consortia deliver all services for the Welsh language. In other areas, there are variations in terms of local authority provision under the consortia's central umbrella. In counties in mid Wales, Welsh language services lie entirely with the local authorities. Consequently, there is great inconsistency in the capacity and nature of local priorities. The financial allocation for schools is vast in some areas whilst the majority of funding is spent specifically on the Welsh language and capacity for developing the central workforce in other areas.

Possible way forward

1. A clear and unambiguous Welsh language continuum needs to be clearly defined and articulated to allow everybody's progress to be captured in a similar way to effectively measure progress towards a million Welsh speakers.
2. The propriety and suitability of the current grant arrangements should be reviewed in order to ensure that the Welsh language has high status and that all partnership roles are clear. These roles should be reflected in grant funding objectives and conditions.
 - Ensure clarity on the minimum number of specialist officers the regions need to implement plans and deliver the Government's aspirations (i.e. Welsh and literacy, Welsh-medium provision, and Welsh in English-medium schools).
3. The purpose of current budgets should be reviewed and aligned with agreed work streams that support main Welsh Government strategies in order to achieve a better focus and clear and stronger outcomes.
4. A national strategic board consisting of sub-groups should be set-up to strengthen strategic planning, ensure consistency of approach and to report back on progress on a regular basis to ensure strong governance for developing the Welsh language. Membership of the strategic board should consist of:
 - relevant Welsh Government senior officers;
 - strategic Leads from every region (or representation from any local authority that does not work within a regional model);

- ADEW representation
5. The Strategic Board's operational sub-groups should be set-up and formed in accordance with the 7 outcomes in WESP, and supports the Welsh Government's Welsh in Education Workforce Plan. This can potentially strengthen the regional and national discussion by:
 - ensuring input from key stakeholders;
 - ensuring that operational responsibilities are clear for local authorities and the regions;
 - establishing working parties consisting of practitioners;
 - working with and sharing best practice to recruit and retain middle and senior leaders with specific and appropriate linguistic skills to promote and develop the Welsh language in all sectors.
 6. Current arrangements should be reviewed for the purpose of consistent and clear national strategic planning and agreement on:
 - Siarter Iaith and Cymraeg Campus (primary and secondary);
 - Immersion Grants, RCSIG, EIG noting expectations for collaboration between local authorities and consortia.
 7. A national Professional Offer should be created for the areas relating to Curriculum for Wales and increased Welsh language provision for the million speakers (promoted in the same way as the national offer for developing leadership), e.g.,
 - Welsh as a subject within the AOLES;
 - developing skills;
 - Welsh literacy;
 - linguistic and cultural provision and experiences;
 - early and late immersion methodology;
 - developing the language skills of the workforce and polishing the language of teaching staff;
 - bilingual teaching methods;
 - Siarter Iaith Framework (primary / secondary and Cymraeg Campus);
 - developing Welsh-medium support (sector specific) in areas such as additional learning needs (ALN), Welsh across the curriculum, support for families, e-sgol provision.
 8. The development and status of the Welsh language along the professional learning pathway should be supported through developing leadership in the Welsh and English medium sectors by:
 - Self-evaluation and planning for nurturing and developing Welsh provision in all schools.
 9. The new WG School Improvement Guidance should include the duty on schools to report on progress they have made in contributing to their local WESP and a million Welsh speakers.
 10. Identify best practice in Welsh linguistic development which have been robustly researched and have a strong and successful evidence base.



Department for
Digital, Culture,
Media & Sport

Agenda Item 3.1

Julia Lopez MP
Minister of State for Media, Data
and Digital Infrastructure
4th Floor
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London SW1A 2BQ

E: enquiries@dcms.gov.uk

www.gov.uk/dcms

20 June 2022

MC2022/08531/DC

Delyth Jewell MS
Chair
Culture, Communications, Welsh Language, Sport,
and International Relations Committee
Welsh Parliament
Cardiff Bay
Cardiff
CF99 1SN

SeneddCulture@senedd.wales

Dear Delyth,

Thank you for your correspondence of 4 May regarding the Young Audiences Content Fund and the helpful information you have enclosed setting out the support it has provided to the Welsh children's television industry and the benefits to young people in Wales.

The UK is home to a thriving broadcasting industry. As technology and viewing habits change at an unprecedented pace the Government is determined to make sure it continues to go from strength to strength. The Government is committed to ensuring that UK audiences, both young and old, benefit from a modern system of public service broadcasting and have access to a broad range of high-quality content which reflects the diversity of our nation.

To support these ambitions, the Government has been piloting contestable funding, a new way to directly support underserved public service content. Since 2019 the Young Audiences Content Fund and Audio Content Fund have received almost £48 million of public funding and supported 220 hours of children's television content and around 650 hours of radio content to date. The Government is very pleased with the performance of both programmes and proud of the positive effect the Young Audiences Content Fund and Audio Content Fund has had.

As you are aware, the three-year pilot phase of the Contestable Fund has now concluded. My officials are now working closely with the administrators of the Fund to fully evaluate the pilot and will consider whether a contestable fund model would, as a longer-term programme, provide additional value to the breadth and availability of high-quality UK produced public service content. The information you have provided on the success of the Young Audiences Content Fund in Wales will inform that analysis and I appreciate your continued interest in this important issue.

I'm afraid my schedule still means that I cannot commit to joining one of your upcoming meetings at this stage, but I shall continue to take an interest in the Committee's work moving forward.

With best wishes,

A handwritten signature in black ink that reads "Julia". The signature is written in a cursive, flowing style.

Julia Lopez MP
Minister of State
Minister for Media, Data and Digital Infrastructure



**Culture, Communications, Welsh Language, Sport, and International Relations Committee:-
Participation in Sport in Disadvantaged Areas**

StreetGames additional evidence submission: 22nd June 2022

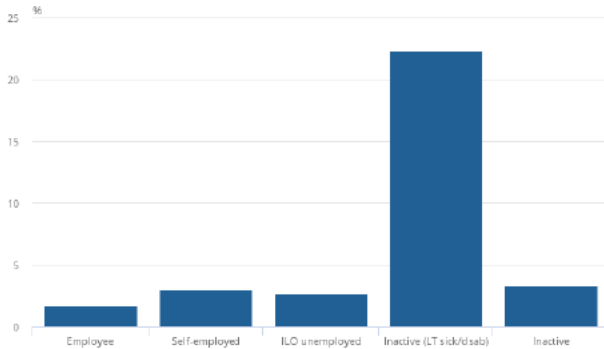
As part of our evidence session, we agreed to share additional information around access to digital sport and physical offers for lower socio-economic groups, and information around access to online booking systems. Below you will find links to a number of research documents and the key findings related to digital access.

- StreetGames conducted its own research in 2020 and published our [Youth Voice Report](#). The research questions focused on giving young people a voice during the coronavirus pandemic, to learn the different ways the situation may be affecting them. Page 3 of this report highlights some of the feedback from young people around accessing activity online – *only 26% of the young people asked took part in online fitness activities*. Young people told us that this was due to a number of factors including; limited access to shared devices, limited data plans, no access to wi-fi at home, no private space to exercise and limited equipment to enable them to take part.
- In 2021, StreetGames published a [COVID-19 impact report](#), specifically focusing on the impact on young people living in low income areas in Wales. Page 9 of this report describes the digital challenges faced by young people living in low income areas, and the considerations for sport and physical activity providers to ensure their offers are accessible. This report references the Welsh Government's [Digital Inclusion Forward Look: towards a digitally confident Wales report](#), and the results of the Children's Commissioner for Wales' survey of schools and colleges, shared in the [Getting Online January 2021 briefing note](#). This indicated that more than 52% reported there were some households without access to the internet and in 46% there were some households with insufficient data allowances²⁸. 12% of schools had at least 20% of learners without access. Colleges reported a range of 0-20% of learners without access to devices. Having shared, rather than exclusive, access to a device is common - more than half of learners were sharing access in 36% of schools or colleges.
- [Catch-22](#) indicate that it is no longer just access that is the problem in 'digital deprivation' i.e. simply having a device isn't good enough, it has to be fit for purpose. For example, cheaper data packages aren't sufficiently powerful enough now to support HD Zoom calls as the bandwidth requirements are far greater. This is particularly true for outdated websites that are data inefficient. This typically includes Local Authority and Government websites, many of which are used to book places on sport and physical activity sessions. This is particularly relevant in coastal/rural locations which may already have poor connectivity, exasperating the problem if the device isn't fit for purpose. Where household budgets before the pandemic were already stretched, having to now add expensive broadband packages to the list of bills has caused some to prioritise this over other bills such as gas/food.
- Information from The Office of National Statistics [Exploring the UK's Digital Divide](#) paper further demonstrates the disparities in access to the internet and devices, and digital skills levels. On the following page, we have highlighted a few key points for reference from this report.
 - *Figure 14* shows the percentage of working age adults who are internet non-users by economic activity status
 - *Figure 15* demonstrates that nearly all (99%) of households earning £40k+ have internet access compared to just 51% amongst households earning between £6-£10k
 - *Figure 17* indicates the most common reasons for not having internet access in the household.



Figure 14: Among working age adults, a higher proportion of the economically inactive are internet non-users than those with other economic activities

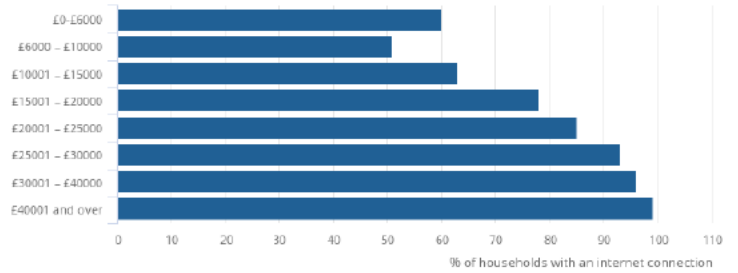
Percentage of working age adults who are internet non-users by economic activity status, UK, 2018



Source: Office for National Statistics

Figure 15: The percentage of households with an internet connection increases with income

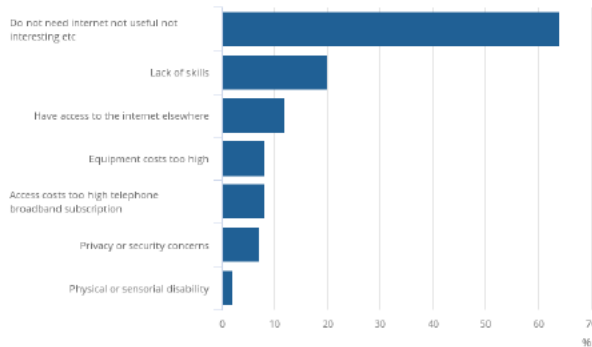
Percentage of households with internet connection by annual household income band, Scotland, 2014



Source: Carnegie Trust

Figure 17: The most common reason for not having internet access in the household is a perceived lack of need, followed by a lack of skills

Percentage of households by reason for not having household internet access, Great Britain, 2017



Source: Office for National Statistics - Internet Access, Opinions and Lifestyle Survey (OPN)

For any further information, please contact;

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Ein cyf/Our ref VG-0723-22

Llywodraeth Cymru
Welsh Government

Elin Jones MS
Llywydd
Senedd Cymru
Llywydd@senedd.wales

27 June 2022

Dear Elin

The Foreign Secretary, the Rt Hon. Liz Truss MP, introduced the [Northern Ireland Protocol Bill](#) (the Bill) in the House of Commons on 13 June.

From our initial analysis, the Bill touches upon areas of devolved competence. In a letter to me on the 13 June, the Foreign Secretary confirms that the UK Government is seeking the consent of the Senedd to the Bill and asks whether the Welsh Ministers would agree in principle to support a Legislative Consent Motion. However, given the complete absence of meaningful engagement by the UK Government ahead of introduction and the complexity of the issues raised in the Bill, it has not yet been possible to consider properly the devolution consequences of what is being proposed.

Additionally, I have major concerns that the Bill has the potential to breach international obligations and further analysis is required to inform our position. In a statement outlining the UK Government's legal position it asserts that the Bill is consistent with international law. While the UK Government accepts that the Bill would, on entry into force, involve the "non-performance" of the UK's international obligations, the UK Government justifies this on the basis of the international law doctrine of "necessity". It is, though, noteworthy that concerns have been raised within legal commentary over the credibility of such a plea. We take compliance with international law very seriously and the Bill requires further detailed analysis to understand better its implications.

I intend to lay a Legislative Consent Memorandum before the Senedd as soon as we have a clear picture of the devolution consequences of the proposed legislation. However, this will be outside the normal two-week Standing Order 29 deadline.

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

I am copying this letter to the First Minister, the Counsel General and Minister for the Constitution, the Minister for Rural Affairs and North Wales, and Trefnydd, the Chair of the Culture, Communications, Welsh Language, Sport, and International Relations Committee and the Chair of the Legislation, Justice and Constitution Committee.

Yours sincerely

A handwritten signature in black ink that reads "Vaughan Gething". The signature is written in a cursive style with a large initial 'V' and a long, sweeping tail on the 'g'.

Vaughan Gething AS/MS
Gweinidog yr Economi
Minister for Economy

Jeremy Miles MS
Minister for Education and Welsh Language
Welsh Government

Dyddiad | Date: 30 June 2022

Pwnc | Subject: Trademark protection for Welsh words

Dear Jeremy,

I am writing to express my concern about the decision by the Intellectual Property Office (IPO) to allow the words 'Welsh cake', 'cariad' and 'hiraeth' to be trademarked in response to an application by a candle making business based in Bridgend.

These words are commonplace in the Welsh language and widely used in Wales by both English and Welsh speakers. I am surprised the IPO has agreed this application given how unlikely it is that they would make a similar decision for comparably commonplace words in the English language.

I understand that the Welsh Language Commissioner's office is looking at what action can be taken to revoke this application. I would be grateful if you could let me know if you plan to contact the IPO with regards to this decision.

The words 'cariad' and 'hiraeth' do not belong to anyone and I am concerned that the actions of the IPO in this instance may inadvertently equate to an endorsement of the commercial exploitation of evocative Welsh words which obviously resonate with speakers of both languages in Wales.

I have written to the Welsh Language Commissioner in similar terms.

Yours sincerely,



Delyth Jewell MS

Chair

Culture, Communications, Welsh Language, Sport, and International Relations Committee

Agenda Item 6

By virtue of paragraph(s) vi of Standing Order 17.42

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