

# Agenda – Culture, Welsh Language and Communications Committee

---

Meeting Venue:

Committee Room 2 – Senedd

Meeting date: Thursday, 2 March  
2017

Meeting time: 09.45

For further information contact:

Steve George

Committee Clerk

0300 200 6565

[SeneddCWLC@assembly.wales](mailto:SeneddCWLC@assembly.wales)

## Informal pre-meeting

(09:30 – 09:45)

### 1 Introductions, apologies, substitutions and declarations of interest

(09:45)

### 2 Paper(s) to note

(09:45 – 10:00)

Letter to the Chair from the Chair of the Children, Young People and Education  
Committee: Welsh in Education Strategic Plans

(Pages 1 – 26)

Letter to the Minister for Lifelong Learning and Welsh Language from the Chair of  
the Children, Young People and Education Committee: Welsh in Education  
Strategic Plans

(Page 27)

Scrutiny of the Arts Council of Wales: Further Information from Nick Capaldi, Chief  
Executive, Arts Council of Wales

(Pages 28 – 31)

Letter to the Chair from Tony Hall, Director-General, BBC

(Pages 32 – 33)

BBC Reinvestment Press Release

(Pages 34 – 36)



**Letter to the Chair from Adam Price AM, Assembly Commission: Draft Official Languages Scheme**

(Pages 37 – 103)

**3 The Future of S4C: Evidence Session 1**

(10:00 – 11:00)

(Pages 104 – 114)

Huw Jones, Chair of the S4C Authority

Ian Jones, Chief Executive

**4 The Future of S4C: Evidence Session 2**

(11:00 – 12:00)

(Pages 115 – 118)

Phil Henfrey, Head of News and Programmes, ITV Wales Cymru

Geraint Evans, Editor, Welsh Language Programmes, ITV Cymru Wales

**5 Motion under Standing Order 17.42 to resolve to exclude the public from the meeting for item 6**

(12:00)

**6 Private debrief**

(12:00 – 12:30)

Bethan Jenkins  
Chair,  
Culture, Welsh Language and Communications Committee

16 February 2017

Dear Bethan

## Welsh in Education Strategic Plans

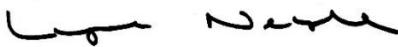
The Children, Young People and Education Committee has received correspondence from Rhieni Dros Addysg Gymraeg, in which they enclosed their national overview produced in relation to the draft Welsh in Education Strategic Plans for the period 2017–20.

A copy of their e-mail to me, and a copy of their overview document are enclosed. You will note that RhAG has called on the Minister to reject the majority of the draft Plans as they fall short of the ambitious proposals which are needed.

The Culture, Welsh Language and Communications Committee may wish to refer to the information from RhAG as part of its inquiry into the Welsh Government's new Welsh Language Strategy. The Children, Young People and Education Committee will await the outcome of that Inquiry before considering any next steps in relation to WESPs, including whether to undertake any follow up to our inquiry on WESPs in the Fourth Assembly.

You may also wish to be aware that I have written to the Minister expressing the concerns of the CYPE Committee regarding the correspondence received from RhAG and the Welsh Language Commissioner. A copy of my letter to the Minister is also enclosed.

Yours sincerely



**Lynne Neagle AC / AM**  
Cadeirydd / Chair



## Welsh in Education Strategic Plans 2017-20 National Overview

### Context and general conclusions

In the main we consider the second round of the draft Plans submitted by the counties to be inadequate and to unambitious. There is a general lack of concrete and measurable targets. Given that only around 22% of children aged 7 receive Welsh-medium education at present, the idea that the 2020 target of 30% will be met is a pipe dream.

When the Welsh Government's Welsh-medium Education Strategy was launched in 2010 and a system of Welsh in Education Strategic Plans (WESPs) introduced, it was hoped that the new system would offer a historic opportunity to ensure sound, proactive planning on a statutory basis, which would contribute to the Government's national targets.

RhAG was of the firm view that launching the Strategy was only the first step in the process of speeding up the response to the growing demand for Welsh-medium Education, and that the only way of achieving the targets specified in it was to implement the work programme effectively.

Back in 2013, as one of the stakeholders who participated in the scrutiny process and who contributed comments on each county's draft WESP, it became clear that the majority had not in reality embraced the new approach expected of them.

Nearly seven years later, it seems history is repeating itself.

RhAG is concerned that the Plans in their current form do not reflect the spirit or the letter of the School Standards and Organisation (Wales) Act 2013 by outlining how each local authority will achieve the results and targets set out in the Welsh-medium Education Strategy.

Furthermore, the Plans as they stand offer no hope of achieving the Government's target of a million Welsh speakers by 2050. The education system has a crucial role in helping to reach that ambitious goal, but the existing Plans will not facilitate this.

Each strategic plan should be an effective vehicle to remove the current barriers that hinder the growth of Welsh-medium education and to enable Local Authorities to increase capacity and expand provision. Local authorities therefore need to set clear and coordinated targets based on the vision that they now have a duty not only to meet demand, but to promote growth.

We need Plans that offer a completely transformative and revolutionary vision.

We identify below the main areas of concern:

## 1. Framework

We are concerned that the current framework of the WESPs is flawed. A framework that is fit for purpose is needed. Based on the experience of scrutinizing the first set and having viewed the draft Plans for 2017-20, it is a concern that the current system does not provide the best framework to reach the goal.

In the main, the shortcomings remain, with insufficiently ambitious Plans, which means no hope of contributing to the national target.

The main problem is the structure of the targets – it seems that it will not be possible to ensure growth within the 3-year cycle since the children in question are already in the system. A large number of counties seem to be transferring the responsibility to their next Plan, creating a vicious circle of stagnation. Targets have been set without a meaningful way of measuring them. The current targets system does not reward counties that open nursery / reception classes within the three years because it would not lead to more 7-year-old children in the system by 2020. Interim targets must be recognized.

## 2. Creating the demand

We believe that specific growth targets need to be set for the Nursery sector and Reception classes, since this is where growth can be driven in order to measure the success of Outcome 1. We call for the creation of an additional measure (an increase in Reception places), which will enable counties to demonstrate progress and success in promoting continuity from the Nursery sector to the primary sector.

We believe that focusing on strategies to increase the numbers in Nursery and Reception classes is the way to ensure that a high number of children aged 7 receive their education through the medium of Welsh.

There is a lack of specific growth targets – that is, opening new schools. It is good to see some counties referring to the establishment of new schools e.g. Pembroke shire, although some of the developments have already been approved before the Plan comes into force e.g. Cardiff. We understand that there are plans afoot in some places where details cannot be given at present, e.g. Powys (Welshpool). There is some discrepancy in the plans as there is no definite date or location for every proposal. With regard to the rest of the counties, there are plans to relocate or expand existing provision e.g. Cardiff, Bridgend (where relocation of provision will take place but no increase of the available capacity).

A number of counties, including Swansea, Cardiff and Wrexham see annual growth of 5%+, but the Plans in their current form do not plan for meeting that growth, let alone creating further growth.

Throughout the Plans there is too much emphasis on narratives about the past, with Plans continuing to focus on preambles about what has already been achieved and decisions approved during the first round of Plans, rather than detailing future proposals. This can create a fundamental misconception and veers towards insincerity.

RhAG appreciates the fact that some local authorities are aware of the important role they play in promoting the use of Welsh in the context of the objectives and targets of the Welsh Government's Welsh-medium Education Strategy. However, we note that this does not mean that counties are now adopting a proactive approach to stimulate and promote growth in the sector.

The growth identified in a number of WESPs would occur naturally since the children are already in the system. Many of the plans are merely a reflection of the current situation. Rather than putting in place significant steps towards increasing the number of children who receive their education through the medium of Welsh, many of the Plans are no more than a description of the *status quo*. If the counties are serious about their responsibility to develop Welsh-medium education, a much more daring and ambitious strategy is needed. We are concerned that the lack of detail in the draft Plans will give the impression to councillors that there are no issues. For example, in Monmouthshire, the WESP still notes that there will be possible pressures on school places in Ysgol y Fenni from 2017-2020, although evidence shows clearly that the school is already overcrowded in KS1/2 and has been for over a year, and that the county has failed to plan for the need for an additional class for September 2017. The draft plan presented to councillors in October 2016 gives the impression that the school has empty places, even though officials were aware that these empty places will have completely disappeared by September 2017.

Although the plans generally indicate that local authorities want to see Welsh-medium education succeed, generally there is a lack of vision and proactive, concrete actions in order to achieve the targets of the Welsh-medium Education Strategy. Many of the plans are descriptive rather than developmental, and there are very few specific targets in terms of pupil numbers or the number of new Welsh-medium schools. There is not enough evidence that Local Authorities understand the need to stimulate and promote the growth of Welsh-medium education. This is reflected in the weak language seen in many of the Plans, including ambiguous statements that counties will 'consider', 'aim' or 'monitor the situation' rather than take serious action.

There is not enough local analysis from the perspective of individual schools that can transform the situation in a county. Very little attention is paid to schools that are within 10% of their capacity e.g. Caerphilly, Wrexham, Bridgend, Newport. There are too many general, vague and indefinite statements and targets, which give a false impression of the situation of the whole county, and mask weaknesses that may be associated with parts of those counties or individual schools. More often than not, a great deal of what happens is dependent on individual schools, and so these must be identified in the plan and specific actions drawn up to address the situation e.g. Carmarthenshire, Ceredigion.

Whilst recognizing the fact that a lack of detail is inevitable in some cases, measurable targets are needed to expand the current provision, with the emphasis on establishing new schools so that Welsh-medium education is available more locally and within reasonable distance from homes.

RhAG estimates that an additional 300 + streams (of 30 children) are needed in order to reach the goal. Currently the Plans fall well short of that target, and therefore fall short of the Welsh Government's target.

Each chronological Plan needs to feed into the next, and each local plan needs to contribute to reaching the national target of the Welsh-medium Education Strategy and the wider target of the Welsh Language Strategy. Currently it is not clear that this is the case.

We do not feel that the counties have embraced the need to **stimulate demand**. Counties need guidance to do this. In addition, consideration should be given to 5-year plans that enable counties to assess demand, respond to demand, plan new starter classes and measure the number of 7-year-olds receiving Welsh-medium education.

### 3. Promotion

The WESPs needs to be plans for promotion, with promotion being a central element that drives every aspect of the document.

There is a lack of emphasis on promoting Welsh-medium education proactively to stimulate growth, and in the case of several counties, no emphasis whatsoever. There are few targets in terms of a coherent, integrated strategy to provide clear information to parents based on international research in the field. There is no acknowledgement of language transmission in the home and bridging language use outside the classroom by adopting the mindset of the whole family's language journey. There is little reference to the assimilation of the Welsh Government's Welsh-medium Education Promotion Campaign as an integral part of the Plans.

Councils, and the Government, need to lead on the work of promoting and stimulating interest and awareness of Welsh-medium education, by taking steps such as:

- ensuring that information about the two school systems is sent together to Flying Start groups, English language and Welsh language playgroups, carer and child groups, and to parents with registration forms, and that this should include information on transport arrangements, since Welsh-medium schools serve larger catchment areas than English-medium schools
- ensuring that information about the two school systems is available to both estate agents and rental agencies in the area, to be provided for families who move in
- ensuring that the website and the Parent Information Booklet is balanced in its information (to be fair, there has been some improvement in this regard recently)
- providing language awareness training and training on the benefits of Welsh-medium / bilingual education to Council front-line staff, working with the local Health Board to provide the same training for midwives and health visitors, and finding ways of sharing positive messages in a consistent and thorough way.
- working closely with the Cymraeg for Kids scheme.

Furthermore, a much closer relationship is needed between the WESPs, Welsh Language Standard 145 and the Welsh Language Strategy: a million speakers.

Specific targets are needed for growing the number of Welsh speakers: it is inevitable that the education sector will be the main engine for generating speakers of the language. When the original draft of the Welsh-medium Education Strategy was published, there was a table identifying expected growth, depending on the % of Welsh-medium provision at the time, for each county. Such local targets must be set once again, and it must be noted that high population areas with the lowest density of Welsh speakers will have to do most to contribute towards achieving the target.

### 4. Measuring the demand

There is not enough in the Plans on measuring the demand or responding to surveys already carried out. There are very few specific, challenging and measurable targets that will lead to real progress. It is not sufficient to recognize that there is a gap in terms of the service provided: we need action

e.g. Neath Port Talbot, Rhondda Cynon Taf. The inconsistencies in terms of methodology continue.

RhAG is aware of several cases where a survey was conducted to measure demand, and despite evidence of demand, no new schools have been opened in response. This is what happened in Rhondda Cynon Taf (2008), the Vale of Glamorgan (2013) and Neath Port Talbot, where the demand was measured three times, but no plan was made to open any new Welsh-medium primary schools.

Some counties have conducted a survey to measure the demand recently, e.g. Torfaen, which showed that over 22% of parents are eager to choose Welsh-medium Education. But the County decided not to include this information in the Plan, choosing to submit a Plan that will stick to the existing provision, which is about 15%.

Surveys to measure the demand consistently prove that the demand is twice or even three times the level of current provision.

Counties are very reluctant to take action and to open a new school without having evidence. Is that the case when opening English-medium schools?

The fear of 'creating surplus places' by opening a new school is still an issue in some counties and hinders any progress.

## **5. Surplus places**

The capacity of existing schools is an issue that causes great frustration, with counties being unwilling to acknowledge the fact that many of the surplus places are found at the top of the schools, and using these surplus places as an excuse not to expand nonetheless.

Newport, for example, sees filling schools to capacity as a target – and although this will increase numbers, no effort will have gone into increasing capacity or into promotion to ensure growth from the bottom up. Swansea, very deceptively, is suggesting that 10.7% of places in Welsh-medium schools are empty. But most of this is attributable to one new school that is still developing. Of the 11 primary schools in the county, 8 are within 10% of capacity, and 5 are overcrowded.

Another example is Monmouthshire's draft WESP, which states that there are surplus spaces (5.9%, 14 places) in Ysgol y Fenni, but these surplus places are only in Years 5 and 6. The school is overcrowded at Reception (40) / Year 1 (38) with 34 already registered for September 2017.

Some plans, such as Wrexham's, avoid reflecting the fact that the County's Nursery schools are close to being full in their official figures, even though the majority of the Welsh-medium schools are within 10% of capacity. There is a need to expand the provision in order to sustain these encouraging numbers.

The very limited number of surplus places that exist are likely to be in places that are inaccessible to children who have been unable to go to their parents' first choice school or even to their catchment area school. It is therefore misleading to state that there are surplus places in a number of schools, because those are often too far away from the child's home e.g. Caerphilly, Cardiff, Wrexham.

There are examples of local authorities failing to take advantage of opportunities to expand Welsh-medium education in creating these plans. In Caerphilly and Rhondda Cynon Taf there are empty buildings available, or there will be soon, in areas where there are growing pressures on Welsh -



medium schools at present, but the authorities have not taken advantage of this to establish more Welsh-medium schools.

We note that there is a difference between capacity management and plans to expand provision. Counties need to be more transparent about their intentions to achieve this within the lifetime of these Plans.

Counties should provide numbers by year and by school as an appendix to their WESPs, and link these figures with demand surveys to identify areas of unmet demand.

## 6. Progression

Progression rates from Nursery Groups to Welsh-medium schools are low in many areas, e.g. Risca, Tredegar.

This can be attributed to the fact that the distance to the nearest Welsh-medium school, along with travel times, are significant barriers for parents. The solution is simple: local schools need to be established to serve these areas.

There is a lack of targets to close the gap in linguistic progression between primary and secondary. There is a general lack of ambition in terms of achieving this.

**The pattern of 'linguistic slippage' that occurs mainly among school pupils in the traditionally Welsh-speaking areas needs to be stopped.** A high percentage of these pupils transition to secondary schools where they will follow a Welsh second language course and receive all or most of their education through the medium of English.

The patterns of slippage vary by area and county. Conwy, Carmarthenshire and Neath Port Talbot are among the weakest counties in terms of linguistic progression. Of the 120 pupils in the Swansea Valley that could have transitioned to Welsh-medium education this year, 40 went to an English-medium secondary school.

The impact of this lack of progression is the loss of language skills that were gained in the primary sector, and a completely unfair advantage for these pupils in examinations over their second language peers.

Carmarthenshire County Council's agreeable policy of moving primary schools along the language continuum is a policy that other counties should adopt.

There should be a comparison between the percentage of pupils studying Welsh as a first language in KS3 and KS4 and the number/percentage of Welsh speakers in the county. This should serve as an axis for the Plan and a close correlation established between the two as a language planning tool.

## 7. Language categories

Although linguistic definitions have been proposed nationally for various educational institutions, local education authorities often do not often give parents clear information about their schools.

We encourage the adoption of the recommendation in the Welsh Government's Welsh-medium Education Strategy which notes that Welsh-medium education should be provided within institutions where there is a Welsh language environment, rather than in bilingual schools where a great deal of the interaction between staff and pupils takes place in English.

There should be an urgent review of the document 'Defining schools according to Welsh medium provision' (information document number 023/2007, October 2007). At secondary school level, categories 1 and 2A should be combined and new categories of 2B, C and Ch created for schools; a more transparent system should be established nationally to calculate the number of pupils in each class, being examined in each subject and the attached funding arrangement; and a system should be established that would prevent the dilution of Welsh-medium provision e.g. the downgrading of a school's language category.

We understand that some secondary schools in Gwynedd have started to introduce more subjects through the medium of English. We understand that this is a reaction to recent Estyn inspections, which have highlighted challenges in standards of English. The reactions of schools, it seems, is to introduce an increasing number of subjects through the medium of English in order to address the situation. Many parents are concerned that up to a third of education in some schools is now being delivered in English, against the wishes of parents. If there is a need to strengthen and reinforce the English language skills of some pupils in some schools, surely the most logical solution is to invest further in the English departments of those schools rather than mainstream English through the whole school curriculum?

## **8. School Admission Arrangements**

There is a need to review the School Admissions process. Bearing in mind the desire to create more Welsh speakers, it should be noted that counties such as Caerphilly and Cardiff are turning pupils away from Welsh-medium schools. Some parents are forced to send their children to local English-medium schools because there is no room for those children in their first choice school. (Quite often the most accessible school is not the child's catchment school).

Sometimes it is not known that a child has been rejected from a Welsh-medium school, since parents have placed an English-medium local school as a second or third choice. Local authority staff, in complete accordance with policy, then offer the child an English-medium school. It would be valuable for this task to find out exactly how many children have been affected in this way.

The process can be deceptive. We need clarity about this in each county.

We propose that the Plans should include the details of the number of annual applications for places in Welsh-medium schools, the capacity of the provision and information about the number of appeals received for places in Welsh-medium schools. They should also include information on the number of successful appeals and the offer given to parents who were unsuccessful.

We suggest there is a need to review the admissions process and consider setting outline catchment areas to advise parents and consider models within the School Organisation Strategy to ensure that there is local provision for all parents who apply for Welsh-medium education.

## 9. Transport

There is a lack of reference to transport. The success of Welsh-medium education depends on transport. The Plans do not set out how Local Authorities will 'promote access to education through the medium of the Welsh language' through transport, as required of them by the Learner Travel (Wales) Measure 2008

Some plans mention an intention to review the council's current transport policy e.g. Blaenau Gwent and Swansea.

A number of Plans miss the opportunity to declare and acknowledge that, generally, more pupils in Welsh-medium schools have to travel to receive their education.

We ask the Counties to accept that a higher percentage of children travel to Welsh-medium schools, that they are dependent on free transport by the County, and that outcome 1 in its entirety could be jeopardized if transport to school for the youngest children was withdrawn.

Other aspects also cause concern, such as post-16 travel – there is growing evidence now of pupils choosing English-medium education and Further Education Colleges (including some in England) that attract pupils by offering free transport. Any cut in statutory age and post-16 transport policy would work directly against any plans to develop Welsh-medium education.

Counties must be asked to declare if they are charging parents to send their children to Welsh-medium schools. Counties tend to report a lack of post-16 progression as 'parental choice', but RhAG has evidence that the counties' policy of charging for transport is having a disproportionate impact on the Welsh-medium sector, and that this affects parents' choices before pupils embark on their A levels, but also affects rates of progression from primary to secondary school.

## 10. Workforce

What work has been undertaken to map the current situation in order to set a baseline to determine targets for forward planning?

Has an exercise been conducted to gain an understanding of the language skills of the whole workforce, including the language skills of the workforce in the English-medium sector?

Who is responsible for collecting, collating and analysing data in the field at present?

What discussions have been held with the teacher training colleges and other training providers to increase capacity across all sectors? What is the holistic action plan for increasing capacity?

There is no coherent plan at present to train new teachers. A long-term plan is needed urgently that sets out an action plan and sets short and medium-term targets to produce the workforce needed.

The lack of practitioners in Early Years needs serious attention. Mudiad Meithrin is facing increasing difficulty in finding qualified individuals to lead the work of their Nursery Groups.

RhAG is aware of the fact that there is a number of Welsh speakers who have just retired or returned to the world of work having had children, who have expressed an interest but have no childcare qualifications. It appears that most of the schemes are aimed at improving the Welsh

language skills of people who already have Early Years education qualifications. Are there enough courses to train people who already have the language skills to teach in the field?

A challenging situation was experienced recently while attempting to appoint a head for Ysgol Gyfun Gwynllyw, Torfaen; the post was advertised but no applications were received. Setting conditions on appointments (i.e. an NPQH qualification) can result in a recruitment crisis. A head has now been appointed, as long as she manages to gain the relevant qualification by April 2017. The governors were happy to appoint her without it. England does not require the NPQH qualification. Why does the Welsh Government insist on placing additional barriers in the way of aspiring heads? There is a need to review the need for heads to hold the NPQH.

It would also be worth considering other models of managing schools, and consider federalization of schools or the Gwynedd model of appointing 'Strategic Heads' to be responsible for more than one school.

## **11. Additional Learning Needs**

The Special Educational Needs provision is lacking in many parts of Wales, with some elements being worse than others. A general audit of the provision needs to be undertaken by county, with collaboration across counties being facilitated to provide fairness for pupils who are already suffering from learning difficulties or disabilities. This cross-county collaboration could be in the form of centres of excellence to support regional satellite centres.

It is vital that Welsh-medium supplementary provision, e.g. speech and language therapy, psychiatry, dyslexia support, behaviour support, class observation, etc., is a statutory requirement.

Examples are still seen of 'experts' advising parents to move their children from the Welsh-medium sector to the English-medium sector, stating that the child 'will benefit' from doing so. This is done to avoid providing services in Welsh, and denies the pupil's right to have their education in Welsh.

The Plans need to reflect the proposed Additional Learning Needs Bill and the associated Code of Practice.

## **12. Learning resources**

There is a significant lack of resources and textbooks in Welsh. It has been suggested that as little as 10% of the current provision is available in Welsh, with some subjects suffering badly from a lack of materials. This limits the ability of teachers to deliver the subject effectively, adds further workload on teachers who face having to translate material themselves and can adversely affect the language of the class.

WJEC does not appear to fall within the scope of the Welsh Language Measure, and yet the education system is an integral part of the machinery needed to meet the Government's targets of a million Welsh speakers.

There is a complete inequality in the current system. To remedy the situation there is an urgent need for a strategy, an action plan and adequate investment.

### **13. Resources and capital expenditure**

Inevitably, substantial additional funding is needed to expand Welsh-medium Education.

There is a lack of projects in the 21<sup>st</sup> Century Schools Programme relating to Welsh-medium education. That causes concern, as the programme's initial funding period does not end until 2019/20. Strangely, some of the counties that are planning to invest have omitted to mention that fact, e.g. Carmarthenshire.

What are the priorities of the 21<sup>st</sup> Century Schools Fund? Clarity is needed in terms of the programme's priorities for the next funding period e.g. what is the situation in relation to the agenda of getting rid of surplus places?

The priorities of the previous programme was of no help to Welsh-medium Education whatsoever, and so an adjustment is needed to respond to that fact.

Where is the additional funding to support the sector's growth?

If the Government's intention is to reach one million speakers, how can this be achieved without the appropriate resources? What resources have been allocated to ensure this?

We believe strongly that the 21<sup>st</sup> Century Schools Programme needs to be reviewed and that increasing Welsh-medium education should be a criterion in the new programme after 2019/20. In practice, there needs to be a review of measures to convert classes to Welsh-medium, and start up new nursery/reception classes. Numbers at age 7 should be a means of monitoring rather than a means for praising or rejecting a plan.

### **14. Inclusive and holistic provision**

We believe there should be a much greater emphasis on the contribution of Welsh-medium Education in terms of Tackling Poverty, and it would be good to see what specific strategies counties could adopt to implement this.

More focus is needed on less obvious audiences, who do not have easy access to Welsh-medium education at present. That includes addressing:

Vocational provision

Additional Learning Needs education

Pupils from less privileged backgrounds & Flying Start provision

Ethnic Minority Communities

NEET's

### **15. Urban planning**

There are inadequate references to Local Development Plans and the likely impact on the demand for Welsh-medium education. These Plans should include a policy statement regarding new housing developments, to ensure that a fair percentage of the schools resulting from the construction of new

housing estates are Welsh-medium schools. Substantial housing developments are planned in a number of counties, including Rhondda Cynon Taf, the Vale of Glamorgan, Cardiff, but there is no recognition of the demand for Welsh-medium education in those proposals or proposals to establish new Welsh-medium schools.

Consequently, it is essential that there is clear and explicit cross referencing between the Welsh in Education Strategic Plan and the Local Development Plan, to show what work has been carried out to assess the sufficiency of Welsh-medium places in those areas, using recent evidence about proposed housing sites as well as current evidence of the demand for Welsh-medium education.

It is vital that counties avoid the tendency and historical assumption that new schools will be English-medium by default.

We believe there is a need to include a policy "to increase the provision of Welsh-medium education in areas where new houses are being built", among the general policies.

Urban development and the Local Development Plans: clear guidance from the Minister is needed in determining the linguistic character of any schools that are opened in light of new housing developments.

## **16. Political motivation**

We need strong political will and commitment behind these Plans, or the whole process will just be a paper exercise. We are concerned that this is lacking on the ground in many counties.

## **17. Other agencies**

We suggest that Estyn is a link between Government, LEAs and schools in terms of:

- i. The linguistic progression of pupils from one educational stage to the next
- ii. Provision to strengthen the Welsh language in educational institutions
- iii. A sensible interpretation of bilingualism in school inspection

The relationship between the Health Boards and the Local Authorities needs to be formalized, and they should be given a seat at the table in Welsh in Education Forums.

## **18. General**

A more holistic approach is needed that coordinates all policies affecting Welsh-medium Education including the Early Years, Flying Start, School Admissions, Transport etc. Clear policy statements are needed in relation to all these key areas in the body of these Plans.

Achieving the aims and objectives of the Welsh-medium Education Strategy is a partnership between central and local government, with responsibilities on both sides. The link between central government and local government is an ongoing problem. The implementing powers in several areas are in the hands of local authorities, but for the first time ever central government is taking the lead with a national policy on planning Welsh-medium education.

It is clear that most of these plans have not reached the required standard, since there is a significant lack of clarity on the way in which local authorities will achieve the targets expected of them.

RhAG calls on the Welsh Government to respond robustly to this, and urges the Education Minister to use his powers to reject weak, generic and vague plans.

A clear message must be sent that non-compliance will not be acceptable, in order to take the opportunity to turn national consensus and political will into serious action on the ground during the second round of these Plans.

## WESPs: key points

County	Key points	RhAG recommendation	Reason
Swansea	<ul style="list-style-type: none"> <li>The County does not mention the 8 Welsh-medium schools that are either close to capacity or overcrowded, and therefore it does not offer a means of solving the situation. The Plan does not provide growth targets. A vision of 'monitoring' trends is not sufficient. The County does not refer to the intention to move Ysgol Gynradd Tirdeunaw from its current site, and does not discuss the adverse effect of moving one of the most successful Welsh-medium schools in Swansea. The County does not adhere to the Government's methods of measuring demand, so any monitoring will be based on erroneous grounds.</li> </ul>	Reject the draft plan	<ul style="list-style-type: none"> <li>Need concrete plans to solve the situation of the 8 schools that are close to capacity or overcrowded</li> <li>Need specific targets to deal with areas where there are no Welsh-medium schools.</li> <li>No ambitious targets to increase numbers.</li> <li>The plan does not forecast or prepare for growth.</li> </ul>

<p><b>Blaenau Gwent</b></p>	<ul style="list-style-type: none"> <li>The Plan does not give growth targets, or an intention to open new schools in areas where there is demand e.g. Tredegar. Indeed, only 4.6% of 7 year olds (36) were in Welsh-medium Education in 2016, a reduction on the 2014/15 percentage of 5.4%. There are no growth targets set for 2019 or 2020, although there are already 41 children in the Nursery class in 2016/17. Progression rates from Nursery to Primary are low. An intention to review transport policy in 2016-17, which causes concern. The Plan does not address the current challenges facing parents in the County, i.e. the distance between provision and the home, travel times and lack of transport for pre-school age children. These barriers mean that Welsh-medium education is not a fair choice.</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>Need specific targets to deal with areas where there are no Welsh-medium schools e.g. Tredegar, Ebbw Vale</li> <li>There are no ambitious targets to increase numbers.</li> <li>There are no concrete targets for growth in the Nursery sector.</li> </ul>
<p><b>Vale of Glamorgan</b></p>	<ul style="list-style-type: none"> <li>Lack of commitment to increase the availability of Welsh-medium Education in the County. No plans to set up new schools in areas where there are pressures on</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>No ambitious targets to increase numbers.</li> <li>Need specific targets to expand the provision in areas where there is increasing pressure on school places e.g. Barry,</li> </ul>



	<p>school places / no Welsh-medium education within reasonable distance: Cosmeston (meeting demand in Sully and the south side of Penarth); Headland (meeting demand in the town centre); the Waterfront development, Barry; adding a stream to Ysgol Iolo Morgannwg, Cowbridge. There is a severe lack of Welsh-medium childcare provision in the Penarth area. No commitment to promote and stimulate growth in the demand for Welsh-medium Education in the County.</p>		<p>Penarth, Cowbridge, Rhoose</p> <ul style="list-style-type: none"> <li>• No commitment to promote and stimulate growth in the demand for Welsh-medium Education in the County.</li> </ul>
<p><b>Cardiff</b></p>	<ul style="list-style-type: none"> <li>• The Plan does not include proposals to establish new schools in areas where there is pressure on school places at present: Ely Mill/Nant Caerau, starter class for the new development in Radyr/ Rhydlafar/ Creigiau, Llandaf (additional stream). No plans to address the need for a fourth high school. No commitment to promote and encourage growth in the demand for Welsh-medium Education.</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>• No proposals to establish new schools for Ely Mill/Nant Caerau, starter class for the new development in Radyr/Rhydlafar/Creigiau, Llandaf (additional stream).</li> <li>• No ambitious targets to increase numbers.</li> <li>• No commitment to promote and encourage growth in the demand for Welsh-medium Education in the County.</li> <li>• No target to plan for a fourth high school.</li> </ul>

<p><b>Caerphilly</b></p>	<ul style="list-style-type: none"> <li>• It must be acknowledged that Caerphilly County Borough Council has led the way in recent years by responding proactively and increasing the provision of Welsh-medium education. The County should refrain from resting on its laurels and continue to respond proactively by extending the provision in parts of the County that (i) are buckling under increasing pressure for additional places, (ii) need new local schools in order to offer provision within a reasonable distance</li> <li>• Statistics, for some time now, have shown growth in the Risca and Crosskeys area; the middle of Sirhowy Valley; Caerphilly Basin, but this Plan does not set out proposals to meet that demand. A large number of the County's Welsh-medium schools are within the capacity threshold of 10% but the Plan does not go into any detail on this. The figures show the need for additional secondary provision during the next 7 or 8 years. Considering how much time it took to set up the Gwyndy site in an existing</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>• No ambitious targets to increase numbers.</li> <li>• Need specific targets to expand the provision / establish new schools in areas where there is no local provision at present: Risca; Bedwas, Trethomas and Machen; Blackwood</li> <li>• No details about expanding secondary provision.</li> <li>• No concrete target for latecomer immersion provision in the County.</li> </ul>
--------------------------	--	-------------------------------------	--

	<p>building that was already empty and available, it is now time to consider further secondary provision. The Plan does not address this.</p>		
<p><b>Neath Port Talbot</b></p>	<ul style="list-style-type: none"> <li>The plan is inadequate and reflects a lack of commitment to expand and increase the provision of Welsh-medium education. The Plan is merely a reflection of the current situation. The Plan needs proposals to promote Welsh-medium education and open Welsh-medium schools in areas such as Skewen where council data has already demonstrated demand for Welsh-medium primary education. The growth identified in this document will occur naturally - these children are already in the system. A much more daring and ambitious strategy is needed. The County provides 40 Flying Start childcare places through the medium of Welsh, equivalent to 7.84% of the existing provision. The percentage of children aged 7 in Welsh-medium education is at 18.3%, so it is clear that the</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>No ambitious targets to increase numbers.</li> <li>Need specific targets to expand provision / establish new schools in areas where there is no local provision at present: Llandarcy / Skewen, Neath, Pen Afan, Taibach, Bryncoch</li> <li>No growth targets in the Nursery sector and Flying Start provision</li> <li>No commitment to promote and stimulate further growth in the demand for Welsh-medium Education in the County.</li> <li>No new Welsh-medium primary schools have been opened in the County since 1997</li> </ul>

	<p>provision does not come close to the current percentage receiving Welsh-medium education in Neath Port Talbot.</p>		
<b>Newport</b>	<ul style="list-style-type: none"> <li>There is no growth here over the next 3 years. The commitment to open a fourth Welsh-medium Primary School on the western side of the city within the Plan's lifetime should be noted. Not enough attention is given to specific areas of Newport e.g. exploring the development of Welsh-medium Education in the south-west where no local Welsh-medium school exists and where the new secondary school Ysgol Gyfun Gwent Is Coed will be based from September 2018. There is nothing about the way in which pre-school provision is going to feed into the early years. A target is needed to establish provision in partnership with Mudiad Meithrin. There are no details about how exactly the Authority will promote Welsh-medium Education over the plan's lifetime or how this</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>No ambitious targets to increase numbers.</li> <li>No growth targets in the Nursery sector</li> <li>No commitment to promote and stimulate further growth in the demand for Welsh-medium Education in the County.</li> <li>Need specific targets for expanding provision / establishing new schools in areas where there is no local provision at present.</li> </ul>

	will impact future numbers.		
<b>Ceredigion</b>	<ul style="list-style-type: none"> <li>There are no details about how the percentage of children aged seven in Welsh-medium education will increase. It is stated that 75% is relatively stable, and the targets are aiming for 78%-80%. What evidence is there about this in terms of the pupils already in school reception classes? It is stated that the challenge is to maintain the baseline of more than 70%, but there are no targets for increasing Welsh-medium education, particularly in the Aberystwyth area, where the percentage in Welsh-medium education is around 30%, which is disappointing. Close attention needs to be paid to Aberaeron, Cardigan, Bro Pedr and Penglais schools in terms of pupils studying subjects through the medium of Welsh. This is the weakest part of first language education in Ceredigion. Countywide, fewer than half the first language pupils study at least two subjects through the medium of Welsh. This is likely to lead to the loss of</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>No ambitious targets to increase numbers.</li> <li>The Council needs to tackle the balance of Welsh-medium/English-medium education specifically in the Aberystwyth area, and in Cardigan.</li> <li>There is no information here about how the Council will provide parents with information about the benefits of Welsh-medium education except through the Erw Welsh Language Charter.</li> <li>More challenging targets need to be set for increasing the number of first language pupils sitting 5 or more GCSEs through the medium of Welsh.</li> </ul>

	<p>Welsh language skills. The percentages of first language pupils sitting 5 or more GCSEs through the medium of Welsh are very low. This is again a major weakness.</p>		
<b>Conwy</b>	<p>The Plan proposes an increase from 25% to 26%. Demand will be measured in 2017. An ORS survey has shown that 70% of parents aged 25-34 would like to choose Welsh-medium education. However, the County's plans, while offering further provision in Abergele, need to reflect this desire. Transition from primary to secondary. Around 20% of first language primary school children are still being lost to Welsh-medium education in the transition. That can be inferred, even though the County does not state this. There are references to pupils transitioning to Ysgol Brynhyfryd, without information about their language of studying there. The Plan mentions Welsh first language pupils at English-medium schools, and there are no statistics about these. Questions need to be asked about these. Percentage data as well as numbers are needed. There are some promising points, but the action does not match the ambitious vision, or the ORS survey findings.</p>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>• No ambitious targets to increase the numbers in line with surveys to measure demand</li> <li>• Need specific targets for expanding the provision / establishing new schools in areas where there is no local provision at present.</li> <li>• It would be positive for the County to adopt an official policy of moving schools along the language continuum and increase Welsh language provision at the Foundation Phase as a starting point.</li> <li>• Need to prevent slippage and close the gap in terms of linguistic progression between primary and secondary. The aim should be to close the gap completely.</li> </ul>

<p><b>Denbigh</b></p>	<ul style="list-style-type: none"> <li>• There is a lack of specific targets for increasing the number of children in the pre-school sector and growth targets in collaboration with Mudiad Meithrin. In the previous Plan there were clear, specific, measurable targets to develop the provision in new areas. This Plan needs a similar action plan. The Plan recognizes that there is considerable work to be done in terms of increasing Welsh-medium provision in the primary sector. We would welcome the adoption by the County of an official policy of moving schools along the language continuum (as Carmarthenshire County Council has done) and increasing Welsh-medium provision in the Foundation Phase as a starting point. We are very glad about the final decision made regarding Ysgol Pentrecelyn. It is vital that no proposals to reorganize or rationalize school places are introduced in the future that would lead to a dilution of the linguistic nature of the provision.</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>• No ambitious targets to increase numbers.</li> <li>• Need specific targets to expand the provision / establish new schools in areas where there is no local provision at present.</li> <li>• We would welcome the adoption by the County of an official policy of moving schools along the language continuum and increasing Welsh-medium provision in the Foundation Phase as a starting point.</li> <li>• Work is needed to prevent slippage and close the gap in terms of linguistic progression between primary and secondary. The aim should be to close the gap completely.</li> </ul>
-----------------------	--	-------------------------------------	---

<p><b>Flintshire</b></p>	<ul style="list-style-type: none"> <li>The Plan mentions growth from 6.6% to 7.4% in Welsh-medium education by 2019. But since the number of pupils in Welsh-medium education at Year 1 is 113, the growth in numbers is almost negligible statistically. The County argues that their problem is that there are too many surplus places in Welsh-medium schools (e.g. Mornant, 37 pupils with room for 81, Terrig with 46 pupils, room for 93). But in the larger primary schools (Glanrafon and Croes Atti), things are different: in response to Ysgol Glanrafon (292 pupils, room for 287) the solution is to provide the school with a cabin. Much more creative thinking is needed, and consideration for where an additional school should be located. At Ysgol Croes Atti (217 pupils with room for 237 pupils) the response is better, with an additional site under its control. This, at least, is needed for Ysgol Glanrafon.</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>No ambitious targets to increase numbers.</li> <li>Need specific targets for expanding provision / establishing new schools in areas where there is no local provision at present.</li> <li>Need more adventurous and creative plans to expand the provision</li> <li>No commitment to promote and stimulate further growth in demand for Welsh-medium Education in the County.</li> </ul>
<p><b>Gwynedd</b></p>	<ul style="list-style-type: none"> <li>It is pleasing to see that the County is managing to keep the percentage of children who study</li> </ul>	<p><b>Accept the draft plan with some amendments</b></p>	<ul style="list-style-type: none"> <li>Need to set targets to strengthen linguistic progression from primary to secondary.</li> </ul>



	<p>Welsh as a first language close to 100%. Considering the success of Welsh-medium primary education in Gwynedd, there is some concern about progression to the secondary sector. The progression percentage in 2016 is similar to 2011, and it would be useful to have stronger targets that are more ambitious, as there is no educational reason for not ensuring progression.</p> <ul style="list-style-type: none"> <li>• Alongside this, there is a drop in the number of pupils studying subjects through the medium of Welsh. With pupils aged 16-19, the percentage of subjects being studied through the medium of Welsh are lower again, and the percentage of subjects being studied bilingually is high. There are no statistics here on the examinations taken through the medium of Welsh, and there are reasons to believe that only a minority of 'bilingual' students are choosing to gain their qualifications through the medium of Welsh. The figures and percentages for these need to be noted, and specific growth targets set. It</li> </ul>		<ul style="list-style-type: none"> <li>• The County should be more open about the lack of progression, which is mainly attributable to one school. This Plan needs to specify the progression percentage of this school, and set targets for the coming years.</li> <li>• There is a collapse of 16% by KS3, and while there has been some success in recent years, the Plan needs to narrow the gap further.</li> <li>• It is strange to see that the County has relatively high numbers and percentages studying Welsh as a second language, when most of these pupils have studied Welsh as a first language in the primary sector. Serious questions need to be asked about whether this means that there is a measure of deception in the second language system in the county.</li> <li>• If there is a need to strengthen and reinforce the English language skills of some pupils in some schools, surely the most logical solution is to invest and further support English departments in those schools rather than mainstream the English language throughout the whole school curriculum?</li> </ul>
--	--	--	--

	<p>appears that some secondary schools in Gwynedd have started introducing more subjects through the medium of English. Many parents are concerned that up to a third of the education in some schools is now being delivered in English, against the wishes of parents.</p>		
<b>Merthyr</b>	<ul style="list-style-type: none"> <li>• A lack of commitment to promote and stimulate growth and plan provision that is local and accessible to meet the growing demand for Welsh-medium education. The Plan refers to a 'steady increase' in the number of children aged 7 who have been receiving Welsh-medium Education in the County over the last few years. This is a growth of 1.8% which corresponds to an increase of 2 children since 2014. Figures show that one school (Rhyd-y-grug) will be full within a year. The Plan does not specify how the County will respond to this. No plans for responding to the needs of latecomers in the County. Only 9% of the County's Flying</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>• No ambitious targets to increase numbers.</li> <li>• No targets to remove current barriers, i.e. the distance of provision from family homes and travel distances/times.</li> <li>• Need specific targets for expanding provision / establishing new schools in areas where there is no local provision at present e.g. Bedlinog (for the Taff Bargoed Valley) &amp; Dowlais / Cefn-coed-cymer</li> <li>• No new Welsh-medium primary schools have opened in the County since 1976.</li> </ul>

	<p>Start provision is available in Welsh (24 childcare places). The progression rates of some of the Welsh-medium Nursery Groups are low. The County must respond to this by increasing the availability of Welsh-medium primary schools.</p>		
<b>Monmouthshire</b>	<ul style="list-style-type: none"> <li>The latest survey (WESP: Annex 4) shows that there is demand for a Welsh-medium school in Monmouth (which reflects the findings of each survey since 2009). Combining this with the fact that the KS1 class at Ysgol y Fenni is overcrowded in 2016-17 and is likely to be in a worse situation by 2017-18, there is no definite plan in the WESP to open a new school in 2017 to reduce the pressure on Ysgol y Fenni and meet the demand in the Monmouth area.</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>Need a definite plan to open a new primary school in the Monmouth area and assurances of funding to enable Ysgol y Fenni to bridge the period (2017-18) until the new school is available.</li> </ul>
<b>Pembrokeshire</b>	<ul style="list-style-type: none"> <li>It is pleasing to see the aim of establishing a 3-16 school in Haverfordwest. A consideration here for 16-18 linguistic progression would be useful. We would welcome a more proactive vision that specifically mentions increasing numbers</li> </ul>	<b>Accept the draft plan with some amendments</b>	<ul style="list-style-type: none"> <li>Need more detail on the proposed increase in primary sector numbers.</li> <li>Need growth targets for the Nursery sector.</li> <li>Need to set targets to strengthen linguistic progression from primary to secondary.</li> </ul>

	<p>as a step towards the growth of Welsh-medium education as part of the goal of creating a million Welsh speakers. There is a lack of specific targets for increasing the number of children in the pre-school sector and growth targets in collaboration with Mudiad Meithrin. These should be incorporated into the Plan. We need to know why 27% of pupils are lost to the second language sector in transitioning to secondary school. This percentage is among the highest in Wales, and a detailed study is needed to find the reasons for this as well as a solution.</p>		
<b>Bridgend</b>	<ul style="list-style-type: none"> <li>Although there is a vague reference to 5% growth over the next three years, there is a lack of concrete targets in terms of increasing numbers. The Plan confirms that one primary school is full and 3 of the 4 schools are within 10% of capacity, but there are no proposals to respond to this. Ysgol Bro Ogwr has been overcrowded for years and has had to refuse children for that reason. A concrete plan is</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>No firm targets to increase numbers.</li> <li>No targets to remove current barriers, i.e. distance of provision from homes and travel distance/times.</li> <li>Specific targets for new schools are needed in areas where there is no local provision at present / where there is pressure on places e.g. Pen-y-bont, Sarn/Tondu, Porthcawl</li> <li>No new Welsh-medium primary schools have been opened in the county since 1988.</li> </ul>

	<p>needed to take pressure off the school and increase the provision in the town of Bridgend. The success of the Plan depends on a commitment to open new schools. A clear strategy is needed to address the significant numbers of children who are lost between KS2 and KS3.</p>		
<b>Powys</b>	<ul style="list-style-type: none"> <li>The proposal to establish a primary school in Welshpool is positive. The Plan remains deficient in terms of the secondary sector. There is no firm commitment to open designated Welsh-medium secondary school(s). Lack of equality. Lack of full linguistic progression. Continues to stifle and hinder growth in the primary which is a fundamental weakness in the Plan.</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>Need growth targets for the Nursery sector.</li> <li>Failure to promote and encourage growth</li> <li>Need further targets for expanding / establishing new schools in areas where there is no local provision at present.</li> <li>Need an unambiguous policy statement that adopts the principle that the preferred model in the delivery of Welsh language education in the primary and secondary sectors is the Designated Welsh-medium Schools model.</li> </ul>
<b>Rhondda Cynon Taf</b>	<ul style="list-style-type: none"> <li>There is a lack of growth targets in the Plan in question, making the commentary less meaningful. We need to know what growth is forecast by the County and how that vision will be realized. We would like to see more ambitious targets for increasing the number and percentage of</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>Lack of ambitious targets to increase numbers.</li> <li>Need specific targets to establish new schools in areas where there is no provision locally at present / where there is pressure on school places e.g. Taff's Well, Castellau and/or Gartholwg [adding a stream], middle of Cynon Valley</li> <li>Lack of a concrete target for the provision of</li> </ul>

	<p>children aged 7 receiving Welsh-medium education in the county to reach 25% by 2019/20. A number of Welsh-medium primary schools have been within 10% of capacity for years. This is especially true in southern Taff Ely and in Cynon. There is pressure on school places in the Castellau and Gartholwg area - expansion is needed there, but cannot be at Gartholwg due to the nature of the site. Lack of plans to provide language immersion for latecomers.</p>		<p>immersion for latecomers in the County.</p>
<p><b>Carmarthenshire</b></p>	<ul style="list-style-type: none"> <li>• There are no firm details on how the percentage of children aged seven will increase. The Plan refers to some progress - growth of less than 3% over the Plan's lifespan - but there is no suggestion of how this could be increased, or where. There is an opportunity to focus on specific schools and districts in the County. The Council needs to tackle the balance between Welsh-medium and English-medium education in the county's urban areas, and in particular in the Llanelli and</li> </ul>	<p><b>Accept the draft plan with amendments</b></p>	<ul style="list-style-type: none"> <li>• No ambitious targets to increase numbers.</li> <li>• Concrete growth targets for the pre-school sector need to be set in collaboration with Mudiad Meithrin.</li> <li>• A robust programme is needed to effect a significant shift in the progression percentages from KS2 to KS3.</li> <li>• More challenging targets need to be set to increase the number of first language pupils sitting 5 or more GCSEs through the medium of Welsh and to improve the numbers going on to study Welsh as an A Level subject</li> <li>• Need a strategy to improve the delivery of Additional Learning</li> </ul>

	<p>Ammanford areas. We already know that there has been growing demand for places over the last few years at Ysgol Gymraeg Dewi Sant. We understand that the situation is similar at Ysgol y Ffwrnes and Ysgol Brynsierfel. Only 42.2% of the County's Year 9 pupils are assessed as Welsh first language. Nevertheless, it is good to see that the traditional slide towards English-medium between KS2 and KS3 is being reduced. But this remains a significant loss compared to the number studying Welsh as a first language at KS2. The percentage of 42.2% is lower than the percentage of Welsh speakers in the County. Again, it would be good to have numbers with percentages. A target of 45% has been set by 2019/20.</p>		<p>Needs in Welsh and fill the existing gaps.</p>
<p><b>Torfaen</b></p>	<ul style="list-style-type: none"> <li>• While there are some positive aspects to the Plan's vision, the Plan itself offers nothing new in terms of promoting and stimulating growth in Welsh-medium Education in the County.</li> <li>• Having fewer children in Year 2 in</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>• No ambitious targets to increase numbers.</li> <li>• No growth targets for the Nursery sector</li> <li>• A failure to promote and encourage the growth of Welsh-medium Education and expand the current provision. Only meeting the current demand: lack of vision to drive growth.</li> <li>• Need specific targets to expand the provision /</li> </ul>

	<p>2019/20 than in 2016/17 exposes the shortcomings of this Plan. Setting a growth target of 13% is not ambitious, given that this was the previous Plan's growth target. Although the county conducted a survey to measure the demand in 2016, the information is not contained in the Plan. The survey showed that over 22% of parents are keen to choose Welsh-medium Education but the Plan as it stands plans to stick to the current provision, which is about 15%.</p>		<p>establish new schools in areas where there is pressure on school places at present e.g. Cwmbrân</p>
<p><b>Wrexham</b></p>	<ul style="list-style-type: none"> <li>The current situation in the Reception classes of the Welsh-medium primary schools is a cause for concern. Over the last two years, nearly all Reception classes have been full or within 10% of capacity, and this has impacted parents' confidence. A further concern is the likely pressure on Welsh-medium schools if this trend continues. The capacity of several primary schools in the County needs to be increased, and the Plan should provide for that. It is likely</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>No ambitious targets to increase numbers.</li> <li>No growth targets for the Nursery sector</li> <li>Failure to promote and encourage the growth of Welsh-medium Education and expand existing provision. Only meeting the current demand: lack of vision to drive growth.</li> <li>Need specific targets to expand provision / establish new schools in areas where there is pressure on places at present e.g. Wrexham Town, Gresford / Llay</li> <li>Need a strategy to expand the secondary sector</li> </ul>



	<p>that the population of Ysgol Morgan Llwyd will have reached full growth during the period 2017-20. A clear strategy is needed to determine a site, funding and planning permission for new Welsh-medium secondary provision in order to be in a position to cope with the current growth and to safeguard post-16 Welsh-medium provision in secondary schools in the County.</p>		
<p><b>Anglesey</b></p>	<ul style="list-style-type: none"> <li>It is positive to see a goal of 86% being assessed as Welsh first language by 2019-20. Do pupil numbers in the nursery and reception classes this year justify this? Having 67.3% of first language pupils transitioning from KS2 to KS3 is a big weakness at present. The aim of increasing to 80% is positive, but this would still be among the weakest rates in Wales. The percentages of pupils currently studying 2 or 5 subjects through the medium of Welsh are very disappointing.</li> </ul>	<p><b>Accept the draft plan with amendments</b></p>	<ul style="list-style-type: none"> <li>A robust programme is needed to see a significant shift in the transition percentages from KS2 to KS3.</li> <li>Need to set more challenging targets for increasing the number of first language pupils sitting 5 or more GCSEs through the medium of Welsh.</li> </ul>

Alun Davies, AM  
Minister for Lifelong Learning and Welsh Language

16 February 2017

Dear Alun

## Welsh in Education Strategic Plans

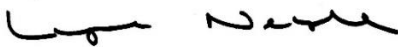
The Children, Young People and Education Committee has received correspondence from Rhieni Dros Addysg Gymraeg, in which they enclosed their national overview produced in relation to the draft Welsh in Education Strategic Plans for the period 2017–20. I understand that RhAG has written to you separately with this document, calling on you to reject the majority of the draft Plans.

In addition, CYPE Committee was recently copied in to correspondence to you from the Welsh Language Commissioner relating to the draft WESPs, in which she expressed concern that the majority of Plans were not adequate.

Both pieces of correspondence have been sent to the Culture, Welsh Language and Communications Committee who may consider this as part of their inquiry into the Welsh Government's new Welsh Language Strategy. It is the intention for CYPE Committee to consider its next steps for WESPs following completion of the CWLC Committee inquiry.

However, I also wanted to express the Children, Young People and Education Committee's immediate concern that both RhAG and the Welsh Language Commissioner believe that the majority of the draft WESPs produced are not adequate. I would be grateful for assurance that these concerns will be taken into consideration when deciding on whether to approve the plans for 2017–20.

Yours sincerely



**Lynne Neagle AC / AM**  
Cadeirydd / Chair



# Agenda Item 2.3



Cyngor Celfyddydau Cymru  
Arts Council of Wales

Monday, 13 February 2017

Bethan Jenkins AM  
Chair  
Culture, Welsh Language and Communications Committee  
National Assembly for Wales  
Cardiff Bay  
Cardiff CF99 1NA

*Dear Bethan,*

## Scrutiny of the Arts Council of Wales

Thank you for your invitation to meet with the Committee last week.

I undertook to provide the Committee with additional information on three issues:

1. Public Procurement Regulations in Wales
2. The Arts Council's leverage of additional funding
3. The Committee's Music Services Inquiry

### Public Procurement Regulations in Wales

The Procurement requirements that apply to public sector bodies in Wales are set out in "Managing Welsh Public Money".<sup>1</sup> It says:

"It is important to secure value for money through sound procurement and commissioning. Public sector organisations should acquire goods and services through fair and open competition, acting on appropriate advice."

In June 2013, the Welsh Government wrote to all Welsh Government Sponsored Bodies drawing their attention to the "Wales Procurement Policy Statement".<sup>2</sup> This Policy Statement requires the advertisement of all contracts over £25,000 on the Government website, Sell2Wales.

<sup>1</sup> <http://gov.wales/funding/managing-welsh-public-money/?lang=en> (Annex 4.5)

<sup>2</sup> <http://gov.wales/topics/improving-services/better/vfm/publications/procurement-policy-statement/?lang=en>

Plas Bute, Caerdydd CF10 5AL  
Ffôn: 0845 8734 900  
Ffacs: 029 2044 1400  
SMS: 07797 800504  
Ebost: gwybodaeth@celf.cymru  
Gwefan: www.celf.cymru ...

Bute Place, Cardiff CF10 5AL  
Tel: 0845 8734 900  
Fax: 029 2044 1400  
SMS: 07797 800504  
Email: info@arts.wales  
Website: www.arts.wales



Yn dyfarnu arian / Awarding funds from  
**Y LOTERI GENEDLAETHOL**  
**THE NATIONAL LOTTERY®**

### Swyddfeydd Lleol/Local Offices:

Caerdydd/Cardiff, Bae Colwyn/Colwyn Bay, Caerfyrddin/Carmarthen  
Rhif Elusen Gofrestredig/Registered Charity Number: 1034245

Rydym yn croesawu gohebiaeth yn y Gymraeg a'r Saesneg, ond dim gobaith o'r ydych chi eiddo gohebu drwy gyfrwng y Gymraeg yn arwain at oedi.  
We welcome correspondences in Welsh and English, corresponding in Welsh will not lead to a delay.

The Welsh Government's Remit Letter specifies the purposes for which Welsh Government funding has been allocated to the Arts Council. The Remit Letter for 2016/17<sup>3</sup> contains the following requirement:

"I would expect to see the Arts Council provide, either itself or through appropriately tendered contracts with expert providers, advice and assistance covering a range of topics. These would include governance, skills analysis, business planning, fundraising, income generation, exploitation of intellectual property, maximising tax reliefs, internal audit, etc."

### Funding Leverage

Committee members wished to know how the Arts Council uses the public funding it receives to increase the size of the arts economy in Wales.

The majority of the Welsh Government funding allocated to the Arts Council supports a nation-wide network of 67 organisations, the Arts Portfolio Wales. Last year these organisations achieved over 3.74million attendances, with a further 1.14million people engaging in participatory activities. This is work taking place in all parts of Wales, across all art-forms and genres and in both languages.

The Arts Portfolio Wales is sustained through funding partnerships that we have established with a range of other organisations. These include Arts Council England, the BBC, universities, and in particular local authorities. Over the five years 2011 to 2016 local authorities contributed £42.65million to the funding partnership with the Arts Council.

Arts Council investment enables the Portfolio to raise significant levels of additional earned income.

Public funding allocated by the Arts Council underpins a significant cultural economy in Wales that creates opportunities for people to enjoy and take part in the arts, that sustains jobs and that generates economic activity. Additional income earned by the Arts Portfolio Wales over the period 2011 to 2016 exceeded £335million, excluding local authority partnership funding. (Funding information for the period 2011-2016 is summarised in an appendix attached to this letter.)

The Arts Council also raises income through its own direct activities. Between 2011 and 2016 we raised £5.665 million. This included income earned from conferences, seminars, our arts purchase loan scheme "Collectorplan", our touring scheme "Night Out", and European and international activities.

---

<sup>3</sup> [http://www.arts.wales/c\\_governance/remit-letter](http://www.arts.wales/c_governance/remit-letter)

Financial leverage is an important aspect of these initiatives. For example, "Collectorplan" generates fee income directly for the Arts Council. However, between 2011 and 2016 it also generated more than 4,700 sales of artists work to a value of over £3.54million.

#### The Committee's Music Services Inquiry

You asked whether we had any views on the Committee's Inquiry into Music Services.

We are aware that evidence already given to the Committee has included information on the Welsh Government commissioned Music Services Task and Finish Group, National Youth Arts Wales and Creative Learning through the Arts. The Arts Council is involved with all of these.

The current state of local authority music services across Wales presents significant challenges, many of which the Committee has been exploring. As you have already heard, reductions in local authority funding are creating an uneven pattern of activity across Wales. There is, therefore, a very real danger that access to musical tuition could be denied to those who can least afford the cost.

The Task and Finish Group report contains pragmatic recommendations that point towards complementary methods of service delivery. In our view Government funding – whether delivered nationally or locally – will still be necessary to sustain schools-based music services. But we do believe that there are collaborative models that might enable the resources that do exist to stretch further.

This is clearly a complex issue, and we would be happy to provide a specific note to the Committee on this matter. We will aim to get this to you within the next week. And if you would like us to attend a future meeting, we would of course be pleased to do so.

*Yours,  
Nick Capaldi*

Nick Capaldi  
Chief Executive



## Appendix

### Arts Portfolio Wales:

### Additional income levered by Arts Council investment

	2015/16*	2014/15	2013/14	2012/13	2011/12
Total Arts Council funding	26,587,092	27,900,913	28,362,333	28,385,880	28,061,317
Total Additional Public Sector funding levered	7,564,634	9,856,327	13,718,947	13,548,642	15,766,469
Total Earned Income	58,352,557	68,459,909	69,435,464	70,415,460	68,753,976
<b>Total Income</b>	<b>92,504,283</b>	<b>106,217,149</b>	<b>111,516,744</b>	<b>112,349,982</b>	<b>112,581,762</b>

\* Figures for 2015/16 are estimates based on management accounts.  
Figures for earlier years are taken from audited accounts.

# Agenda Item 2.4

British Broadcasting Corporation, BBC, 04 A, Broadcasting House, Portland Place, London W1A 1AA



From the Director-General

21 February 2017

Bethan Jenkins AM  
Chair, Culture, Welsh Language and Communications Committee  
National Assembly for Wales  
Cardiff Bay  
Cardiff CF99 1NA

By email: [bethan.jenkins@assembly.wales](mailto:bethan.jenkins@assembly.wales)

Dear Bethan

I am writing today to update you on the work we have been doing to review our provision of programmes and services in Wales, and to share our plans to increase investment in English language programming for Wales by 50% over the next three years. We will be announcing this publicly at 5pm this evening.

Over the last Charter period, as you will know from developments like Roath Lock, the BBC transformed the amount of content it makes in Wales. The global success of BBC network production in Wales has been widely celebrated and we are determined to build on our track record to date.

But we also accept that despite the success of network production in Wales over recent years, these programmes have not done enough to reflect Wales' own stories. Last May, I set out a number of measures we are taking to improve how the BBC's network channels reflect the diversity of life across the UK. These include:

- The appointment of a network television drama commissioner for Wales
- The introduction of a BBC Writersroom team in Wales to support the development of drama and comedy writers
- The introduction of a £2m portrayal fund to support the development of network factual, drama and comedy programming that better reflects the devolved nations
- The introduction of on-screen portrayal objectives across all major network production teams, including drama, factual and comedy
- The continued commitment to produce at least 5% of network programming from Wales - a target that has been consistently exceeded over the last eight years due to the success of BBC Wales and indie network productions. In 2015/16, this investment was worth £61.7m.

While these are significant steps, I have always shared your concern - and those of the National Assembly - that funding for English language content made in Wales for a Welsh audience has dropped to unsustainable levels in recent years.

Following the formal renewal of the BBC Charter in recent weeks, I am delighted to let you know that we will be announcing later today that the BBC is to increase its investment in English-language programming for Wales by 50% in the biggest expansion of BBC Wales television output in a generation.

The additional £8.5m p.a. of new funding will deliver a step-change in programming for Wales across a wide range of genres - including comedy, entertainment, drama, factual and culture – and enable BBC Wales to reach out to younger audiences and develop its online and mobile news services. Under our plans for Wales, total investment in English language TV services is expected to reach almost £30m p.a. by 2019/20.

The new funding is expected to:

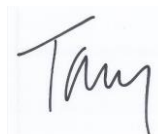
- Deliver more than 130 hours of additional programming each year across BBC One Wales, BBC Two Wales and BBC iPlayer
- Generate at least a further £5m of on-screen investment through co-production agreements with other broadcasters and producers
- Support a new BBC Wales iPlayer channel – providing a new home for Welsh programming available across all devices and in all parts of the UK.
- Boost portrayal and coverage of Wales on the BBC's network channels – with the aim that at least half the additional programming should also be broadcast on the BBC's UK network channels.
- Provide a major financial boost to the Welsh production sector with all new television funding open to full competition.

Side by side with this new content funding, you will also be aware that building work on the new BBC broadcast centre in Cardiff city centre continues apace. The development of the Central Square HQ is the largest single estates project being undertaken by the BBC in this Charter period, and I believe it has the potential to be transformative not just for BBC Wales but for the wider sector too.

It has also been terrific to see how our decision to relocate has also triggered a much wider regeneration of the area around the station. The public announcement due later this week that Cardiff University is to relocate its media and journalism centre (JOMEC) right alongside our new centre is particularly exciting, and will enable us to deepen our partnership with this vital national institution.

I hope you will welcome today's announcements and I look forward to continuing our discussions regarding the development of the media sector in Wales.

Best wishes



Tony Hall  
Director-General



**EMBARGO: 5pm 21 February 2017**

**BBC to increase investment in programming for Wales by 50%**

- £8.5m p.a. of new funding by 2019/20
- Biggest TV expansion for BBC Wales in a generation
- BBC DG Tony Hall: 'this is a real statement of intent about our ambition to serve all audiences in Wales'

The BBC is to increase its investment in English Language programming for Wales by 50% in the biggest expansion of BBC Wales television output in a generation.

The BBC said today that an additional £8.5m p.a. of new funding would help deliver a 'step-change' in programming for Wales across a wide range of genres - including comedy, entertainment, drama, factual and culture – and enable BBC Wales to reach out to younger audiences and develop its online and mobile news services.

Under the plans, total investment in English language TV services is expected to reach almost £30m p.a. by 2019/20. And a new BBC Wales iPlayer 'channel' will be launched to increase the visibility and prominence of content for audiences in Wales.

BBC Director General Tony Hall said: "I'm delighted to announce this major increase in television funding for Wales. BBC Wales has a remarkable creative track record and I know they'll seize this new opportunity with real relish.

"I believe this investment will be transformational. In areas such as drama, comedy and entertainment, we expect to more than double investment. In news and current affairs, it will help us move faster online and reach out to younger audiences, and provide greater specialist reporting across our output.

"It's so important that the BBC captures the real diversity of life and experience in Wales, and this investment is a real statement of intent about our ambition to serve all audiences in Wales."

The new funding is expected to:

- Deliver more than 130 hours of additional programming each year across BBC One Wales, BBC Two Wales and BBC iPlayer
- Generate at least a further £5m of on-screen investment through co-production agreements with other broadcasters and producers

- Provide a full mix of programming to inform, educate and entertain – including additional comedy, drama and entertainment
- Support a new BBC Wales iPlayer channel – providing a new home for Welsh programming available across all devices and in all parts of the UK
- Boost portrayal and coverage of Wales on the BBC’s network channel – with the aim that at least half the additional programming should also be broadcast on the BBC’s UK network channels
- Provide a major financial boost to the Welsh production sector with all new television funding open to full competition.

BBC Wales Director Rhodri Talfan Davies: “This new investment is tremendously welcome. Wales is blessed with superb storytellers, and this investment will give them a fitting national stage. By the time we move to our new home in Central Square in less than three years’ time, I believe the difference on screen will be clear to audiences the length and breadth of our nation.”

“The new investment package will also allow us to attract greater co-production investment, using the collaborative models we’ve developed with S4C and others to fund series like *Hinterland*.”

News of the investment follows a personal commitment by the Director-General to improve the breadth of television programming provided by BBC Wales, following widespread concerns about declining investment over the last ten years. The new funding is expected to make an immediate impact, with two major new dramas set to be announced in the coming days.

The investment will also boost news services for Wales, with plans to increase specialist coverage and an expansion of online and mobile services. Details of these plans will be published later in the Spring.

Rhodri Talfan Davies said: “The challenges facing news provision in Wales have been well-documented, and this new investment will enable us to extend the reach of our news services among younger audiences and improve our analysis of the big stories that are shaping Wales today.”

The BBC has also confirmed today it’s taking a number of significant additional steps – over and above the £8.5m investment - to improve the portrayal of Wales across the BBC’s network channels. These include:

- The appointment of a television drama commissioner for Wales
- The introduction of a BBC Writersroom team in Wales to support the development of drama and comedy writers
- The introduction of a £2m portrayal fund to support the development of factual, drama and comedy programming that better reflects the devolved nations

- The introduction of on-screen portrayal objectives across all major network production teams, including drama, factual and comedy
- The continued commitment to produce at least 5% of network programming from Wales - a target that has been consistently exceeded over the last eight years due to the success of BBC Wales and indie network productions. In 2015/16, this investment was worth £61.7m.
- A commitment to work in partnership with the Welsh Government's proposed Creative Wales body to support the development of the creative industries across Wales.

**Issued by BBC Wales Communications**

**For more information contact Non Tudur Williams on 07920 451827 /**

**[nontudur.williams@bbc.co.uk](mailto:nontudur.williams@bbc.co.uk)**

ENDS

21.02.17

## Agenda Item 2.6

Bethan Jenkins AC  
Cadeirydd  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu  
Cynulliad Cenedlaethol Cymru  
Bae Caerdydd  
CF99 1NA

Annwyl Bethan

At the Assembly Commission meeting on 26 January, we discussed and gave approval to two draft reports, the Annual Compliance Report for the Assembly Commission's Official Languages Scheme which also serves to close the existing Scheme and the draft Official Languages Scheme for the Fifth Assembly which has been subject to consultation over the last few months. Both reports require Assembly approval in accordance with the National Assembly for Wales (Official Languages) Act 2012 and I hope that Plenary consideration will take place before, or shortly after Easter 2017.

We have been considering the introduction of an additional stage by asking your committee to undertake a scrutiny session on both reports. I think that this will be a useful exercise and demonstrate that the Commission is taking an open approach by engaging with the democratic processes in advance of Plenary scrutiny - a view endorsed by my colleagues on the Assembly Commission.

I should be grateful for your views on taking this matter forward. Copies of both reports are attached for your information  
Adam Price

**National Assembly for Wales Commission**  
Official Languages Scheme

**DATE**

DRAFT

# Contents

<b>Foreword</b> .....	<b>1</b>
<b>Section 1: Our ambition</b> .....	<b>5</b>
The scope of the Official Languages Scheme .....	9
Publicising and promoting our bilingual services.....	10
<b>Section 2: Service standards</b> .....	<b>13</b>
<b>Service standards for Assembly Members and their support staff</b> .....	<b>15</b>
1 Preparing for Plenary meetings .....	15
2 Preparing for Committee meetings .....	15
3 Taking Part in Assembly Business.....	16
4 Recording Plenary .....	16
5 Recording Committee meetings.....	17
6 Support for the Assembly Commission .....	17
7 Cross-party groups .....	17
8 Assembly Members' publicity and constituency correspondence .....	18
9 Supporting and developing language skills.....	18
10 Assembly staff communications to Assembly Members .....	19
<b>Service standards for communicating and engaging with the people of Wales</b> ....	<b>20</b>
11 Corresponding with the public (email or hard copy) .....	21
12 Telephone communications.....	21
13 Our public image .....	22
14 Public information and engagement services .....	22
15 Freedom of information requests.....	23
16 Visitors to the National Assembly estate .....	23
17 Assembly Member-sponsored events and exhibitions on the Assembly estate	24
18 Working in partnership.....	24
19 Services through third parties.....	25
20 Developing new services for the public .....	25
<b>Service standards for our staff</b> .....	<b>26</b>
21 Staff communications .....	27
22 Working bilingually .....	28
23 Bilingual Skills Strategy .....	28
24 Staff induction and awareness .....	29

<b>Section 3 Themes for the duration of this Scheme .....</b>	<b>32</b>
Theme 1: Recruitment.....	33
Theme 2: Language Skills.....	34
Theme 3: Language planning.....	35
Theme 4: Assembly proceedings.....	35
Theme 5: Developing the bilingual ethos of the organisation.....	36
<b>Section 4: Arrangements for monitoring and reporting.....</b>	<b>41</b>
Authority and responsibility for implementing this Scheme .....	42
Monitoring and reporting.....	43
Reviewing and updating the Scheme .....	44
Dealing with complaints.....	45
Service standards for monitoring and reporting .....	45
25 Co-ordinating the Scheme’s implementation.....	45
26 Dealing with complaints and breaches .....	45
27 The Annual Report .....	45

DRAFT





---

# Foreword

---



DRAFT



---

# Section 1: Our ambition

---

Our ambition is to be a truly bilingual organisation where Assembly Members, the public and staff can choose to work or communicate naturally in either or both of our official languages, where the use of both languages is proactively encouraged and facilitated, and where our exemplary bilingual services are continuously improving.

We are exceptionally proud of the progress made during the lifetime of the first Official Languages Scheme. That progress also built on the wide range of services that were already developed over various Welsh language schemes that were in place since the Assembly's inception in 1999.

The Assembly is a bilingual organisation. We value all our staff members, regardless of their degree of bilingualism, for both the commitment they bring to the Assembly and their professional and parliamentary expertise. Our expectation is that all staff members are committed to the delivery of the highest standards of parliamentary support for Members and the public in both our official languages.

We have an enshrined legal duty to provide rights to the public and to Assembly Members to interact with the Assembly in the official language of their choice. Both our official languages are recognised as internal administration languages. We facilitate bilingual working for Commission staff by mainstreaming bilingual services as described in our service standards.

As such we are:

- committed to delivering exemplary bilingual services to Assembly Members, the public and Assembly staff;
- an employer who supports all staff members who wish to develop or improve their skills in both or either of our official languages to a standard appropriate to their role or further should they desire; and
- an organisation which learns from others and shares its experience and knowledge of working bilingually.

## Our commitment

---

The National Assembly for Wales (“the Assembly”) serves a bilingual nation where almost one in five people speaks Welsh. The Assembly is the national focus of democratic life in Wales and proud of its international reputation as a bilingual institution.

The National Assembly for Wales Commission (“the Commission”) is responsible for the provision of the property, staff and services required by the Assembly. The strategic aims of the Commission are to:

- provide outstanding parliamentary support;
- engage with the people of Wales and champion the Assembly; and
- use resources wisely.

The Commission's commitment to bilingualism underpins the achievement of these goals - our services, strategies and aspirations reflect the equal status of our official languages. We

value the diversity of our workforce, and the Commission is committed to diversifying the organisation through its Diversity and Inclusion Strategy. This Scheme deals solely with the provision of bilingual services in our official languages and our obligations in relation to the National Assembly for Wales (Official Languages) Act 2012.

## The legislative framework

---

This is the Assembly's second Official Languages Scheme. The first was published in July 2013, following the introduction of the National Assembly for Wales (Official Languages) Act 2012. Prior to the introduction of the Act, the Assembly implemented Welsh language Schemes in accordance with the Welsh Language Act 1993. The Assembly is in the unique position of having its own legislation to regulate its statutory basis for bilingual working. It means that both Welsh and English are treated as official languages at the Assembly.

Under the Official Languages Act, the Assembly is required to publish a new Scheme for every Assembly term. This, therefore, is the Scheme for the duration of the Fifth Assembly from 2016 to 2021.

## Welsh language standards

---

In 2015, the Welsh Language Commissioner introduced the first set of regulations around Welsh language standards. It is important to note that neither the National Assembly for Wales nor this Scheme is subject to the regime of Welsh language standards. We believe that our Scheme compares favourably with the standards that apply to Welsh Ministers, county councils and county borough councils in Wales and national park authorities, and we would not wish to fall below the spirit of those standards in any regard.

## The Official Languages Scheme 2013-2016

---

Implementing our Scheme allows us to set our own priorities and enables us to be innovative in the way that we provide bilingual services.

Our first Scheme ran from 2013 to 2016 and it focused on four key areas:

- to provide innovative, tailored support to enable people to use both languages;
- to make the best use of technology;
- to develop the Welsh-language skills and confidence of Assembly staff in providing that support; and
- to share the things that work for us with the rest of Wales and the multilingual world beyond our borders.

We realised great service improvements and the vast majority of the targets set were achieved. Work around the four key areas above led to the following achievements over and above our routine service standards:

- by **working with Members to better understand individual preferences**, diverse provision was put in place to support bilingual working, for example, bilingual briefing documents are now provided for committee members. This allows Assembly Members to prepare for Committee meetings in the language of their choice, facilitating enhanced use of their preferred language in proceedings. Also, in response to feedback from Assembly Members, we developed a series of

glossaries of Welsh technical terms and phrases for Bills and committee inquiries that are also published on our website. The glossaries assist Assembly Members to discuss less familiar topics in their language of choice.

- the launch of the **global Welsh model for Microsoft Translator** took place in the Senedd on 21 February 2014, enabling Microsoft users throughout the world to translate into and from Welsh. The publicity surrounding the launch event had a global reach of up to 5 million people, promoting not only the Welsh language but also the National Assembly and its partnership with Microsoft. Assembly staff use the technology in two ways: non-Welsh speakers are able to get the gist of any Welsh only communication so that they are able to process and reply to it more quickly and effectively; and Assembly translators have integrated the technology as an add-on to the translation memory software that is used, allowing translators to be up to 20% more efficient.
- we radically transformed the way in which we support Commission staff who wish to learn Welsh. In November 2014, we began piloting a more informal approach with the appointment of an internal Welsh Language Tutor. This proved successful, with excellent take-up rates and learners responding to **a flexible and tailored approach to learning Welsh**. By the end of the Fourth Assembly, the success of this approach led to the creation of a four-strong Language Skills Team, providing a range of Welsh learning opportunities to Assembly Members and their support staff as well as Assembly Commission staff, ranging from pure beginners to fluent Welsh speakers who wish to further develop their written Welsh.
- the Assembly is now **one of the foremost bilingual organisations within the public sector in Wales**. We publicised the work around Microsoft Translator and made it available to a world-wide audience. We have given numerous presentations to conferences and individual organisations, both on the way that language technology has transformed the way we work bilingually and our developments around Welsh learning. Consequently, other organisations have followed our lead around technology and our Welsh learning provision.

## Our themes for this Scheme

---

Building on the platform we developed in the Fourth Assembly, we remain committed to leading the way in the delivery and innovation of bilingual service provision.

Our actions for this Scheme are centred on five key themes:

- the bilingual ethos of the organisation;
- recruitment;
- language skills;
- Assembly proceedings;
- language planning.

Further details about the themes are listed in section three. They seek to take us to the next level, to augment our bilingual capacity as an organisation and to take us even closer to achieving our ambition.



# The scope of the Official Languages Scheme

The Scheme is divided into four sections:

- section one, above, outlines our ambition and commitment and gives an overview of what we achieved during the first Scheme;
- section two sets out our current service standards and outline how we deliver our statutory duty to provide bilingual services for three distinct groups: Assembly Members and their staff; the people of Wales; Assembly staff;
- section three sets out our priorities for this Scheme and the bilingual services we aim to deliver over the life of the scheme;
- section four outlines how we will monitor and report on the Scheme and how we will deal with complaints should we fail either to live up to the high standards set for ourselves or to meet the expectations of others.

DRAFT

# Publicising and promoting our bilingual services

We will ensure that Assembly Members and their staff, the public and Assembly staff are aware of this Scheme and the services we provide. We will publicise our bilingual services by:

- promoting the Scheme’s existence when engaging with the public and our stakeholders;
- engaging with external stakeholders such as the Welsh Language Commissioner in order to share and learn from experience of delivering bilingual services;
- raising awareness of the Scheme and its requirements among staff on an on-going basis by providing initial training for all staff as part of their induction, and continuous awareness raising initiatives throughout the parliamentary year;
- ensuring bilingual staff are present and easily identifiable in all the public spaces where the Assembly has a corporate presence; and
- including the promotion of the Scheme in the induction programme for new Assembly Members and their support staff (AMSS).

Should you require clarification on any aspect of the Official Languages Scheme, please contact the Official Languages Scheme Manager as below.

An electronic copy of this Scheme can be found on the National Assembly’s website. [www.assembly.wales](http://www.assembly.wales).

Copies of this report can also be obtained in accessible formats including Braille, large print, audio or hard copy from:

**National Assembly for Wales**  
**Cardiff Bay**  
**Cardiff**  
**CF99 1NA**

- Online: [www.assembly.wales](http://www.assembly.wales)
- Email: [Contact@assembly.wales](mailto:Contact@assembly.wales)
- Tel: 0300 200 6565

DRAFT



---

# Section 2: Service standards

---

The Commission is proud of its achievements in enabling bilingual proceedings and the Assembly's internationally recognised status as a democratically elected body committed to delivering innovative bilingual services.

The Act places a statutory duty on the Commission to enable anyone engaged in Assembly proceedings to do so in either Welsh or English – our official languages.

To enable Assembly Members and their support staff to do this, the Commission:

- provides simultaneous interpretation from Welsh to English in all Assembly Plenary and Committee proceedings, in accordance with Standing Orders 13.2 and 17.45;
- publishes all documents emanating from the Assembly and relating to formal Assembly business in both official languages in line with statutory and Standing Order requirements;
- provides bilingual materials and the means to participate in formal Assembly proceedings bilingually; and
- provides bespoke language tuition, and support to develop and improve language skills in a professional context.

Members' one-to-one interactions with individual constituents are not covered by this Scheme, but any materials funded by the Commission or Remuneration Board must be produced bilingually. The Commission will continue to provide resources to ensure that Assembly Members and their staff can deal with constituents in the official language of their constituents' choice.

In line with the provisions of the Government of Wales Act 2006 (as amended by the Official Languages Act 2012), we publish a fully bilingual record of the proceedings of the Assembly in Plenary (Record of Proceedings).

# Service standards for Assembly Members and their support staff

## 1 Preparing for Plenary meetings

---

- 1.1 Any documents laid or business tabled are available in English and Welsh in accordance with Standing Order 15.4.
- 1.2 All Bills considered by the National Assembly are available in both official languages, except for the circumstances outlined in Standing Order 26.5.
- 1.3 English and Welsh versions of published documents for Plenary are available simultaneously for Assembly Members and the public:
- 1.4 Internal and private papers will be available in the official language of individual members' choice.
- 1.5 Where it is not possible to secure documents in both languages from external organisations and third parties, we publish in the language submitted, stating that it has been received in that language only.
- 1.6 Other supporting papers provided by third parties, including correspondence from the Welsh Government (for example, answers to written and oral questions), are published in the language in which they are submitted. We expect other organisations to implement their own standards or schemes and to comply with their statutory obligations.
- 1.7 Should we fall short of this standard, a formal record will be logged and action taken to prevent a repeat occurrence.
- 1.8 Correspondence by or on behalf of the Llywydd (Presiding Officer) to all Members, relating to Plenary business, will be bilingual.

## 2 Preparing for committee meetings

---

- 2.1 English and Welsh versions of published documents for committee meetings are available simultaneously for Assembly Members and the public.
- 2.2 Internal and private papers will be available in the official language of individual members' choice.
- 2.3 Committees request from the outset that documents or written responses to consultations from external organisations and third parties intended for publication and / or use in National Assembly proceedings should be submitted bilingually.
- 2.4 Where it is not possible to secure documents in both languages from external organisations and third parties, we publish in the language submitted, stating that it has been received in that language only.
- 2.5 Other supporting papers provided by third parties, including correspondence from the Welsh Government (for example, answers to written and oral questions), are published in the language(s) in which they are submitted. We expect other

organisations to implement their own standards or schemes and to comply with their statutory obligations.

- 2.6** Correspondence between the Presiding Officer and all Committee Chairs as a group will be bilingual. Published letters are available in both official languages. The language of correspondence between individual committee Chairs is a matter for individual committee Chairs.

### **3 Taking part in Assembly Business**

---

- 3.1** Those taking part in official Assembly proceedings may use either or both of our official languages.
- 3.2** Simultaneous interpretation from Welsh to English is available to Assembly Members, witnesses and Assembly staff who take part in or support Assembly proceedings. Audio feeds are provided to those viewing the proceedings on all of our platforms and in the original and interpreted languages.
- 3.3** Simultaneous interpretation from Welsh to English is available to visitors to public galleries and committee rooms in both the Senedd and Tŷ Hywel and across the Assembly's estate during Assembly proceedings and events. This service is also available when official business or events are held off the Assembly's estate.
- 3.4** Assembly Members, their support staff and Assembly staff can either follow the floor language or the interpreted (Welsh to English) Assembly proceedings on the internal television channel.
- 3.5** Our video conferencing provision allows Members and witnesses to use the official language of their choice during proceedings, where technically possible.

### **4 Recording Plenary**

---

- 4.1** A rolling draft version of the Record of Proceedings is published approximately one hour after the start of the Plenary meeting. It includes contributions in the official languages spoken together with a transcription of the simultaneous interpretation of Welsh contributions into English.
- 4.2** An edited, fully bilingual Record of Proceedings, including the translation of English contributions into Welsh, is published on the Assembly's website as within three working days or sooner if possible.
- 4.3** When video is shown during Plenary a hyperlink to the material used is included in the Record of Proceedings along with a transcript of any oral contributions in the official languages.



## **5 Recording committee meetings**

---

- 5.1** An edited draft of committee transcripts, including a transcription of the simultaneous interpretation of Welsh contributions, is published within 3 working days, and a final edited transcript is published within 10 working days
- 5.2** When video is shown during committee proceedings, a hyperlink to the material used will be included in the transcript along with a transcript of any oral contributions in the official languages including a translation of the Welsh into English.

## **6 Support for the Assembly Commission**

---

- 6.1** English and Welsh versions of agendas, minutes and supporting papers are available simultaneously for Assembly Commissioners.
- 6.2** Interpretation from Welsh to English is provided for Assembly Commission meetings
- 6.3** Published reports and meeting papers relating to Assembly Commission business are issued in both official languages.
- 6.4** Assembly Commission communications to Assembly Members, Assembly staff and the public are available in both official languages.
- 6.5** The Assembly Commission responds to all correspondence in the language of the recipient's choice within 15 working days.

## **7 Cross-party groups**

---

- 7.1** Simultaneous interpretation from Welsh to English is available for cross party group meetings upon request.
- 7.2** The Assembly Commission provides for the translation of the minutes and annual reports of cross-party groups.

## 8 Assembly Members' publicity and constituency correspondence

---

- 8.1** Assembly Members and their support staff are provided with email addresses in both official languages [enw.cyfenw@cynulliad.cymru](mailto:enw.cyfenw@cynulliad.cymru) and [name.surname@assembly.wales](mailto:name.surname@assembly.wales). They can choose which address to use, but either may be used to contact them.
- 8.2** A translation fund is available to individual Assembly Members to facilitate the use of the official language of their choice to converse, correspond or communicate with their constituents. This fund is available to support Members by the provision of text translation and interpretation.
- 8.3** Any materials (such as letter heads, business cards, surgery notices and reports) funded by the Assembly Commission or Remuneration Board must be produced bilingually.
- 8.4** The Commission provides a bilingual template for the design of Assembly Members' websites that are funded by the Assembly Commission or Remuneration Board.
- 8.5** Assembly Members may use the translation fund referred to above to translate the content of their websites.

## 9 Supporting and developing language skills

---

- 9.1** The Assembly Commission, through the Language Skills Team, is committed to providing tailored and flexible support for Assembly Members and their Support Staff to develop or improve their language skills.
- 9.2** The Assembly Commission provides Members and their support staff with a learning environment conducive to learning and developing their Welsh-language skills by teaching, coaching or by using learning resources at their pace.
- 9.3** We provide 'Working Welsh' or 'Dysgwr' (Learner) lanyards for Assembly Members and their support staff.
- 9.4** Our Information and Communication Technology (ICT) interface can be configured to be used in either of our official languages. *Cysgliad*, the grammar and spellchecking software for Welsh, is provided as a default to all Assembly Members and their support staff from the outset.
- 9.5** Advice on the appropriate use of language technology including Microsoft Translator is available on the Members' Intranet and training sessions are provided by the Official Languages Team on the use of Welsh on the computer.

## **10 Assembly staff communications to Assembly Members**

---

- 10.1** We provide bilingual versions of the Members' intranet.
- 10.2** We communicate with Assembly Members in the language of their choice or bilingually.
- 10.3** Assembly Members and their support staff may correspond with all Assembly service areas in the official language of the Members' choice, and the service area will respond in the same language.
- 10.4** Assembly Members and their support staff have the right to converse with Assembly staff in either official language. When non-Welsh speakers respond to a call from a Welsh-speaking Member or one of their support staff, we expect them to explain that they do not speak Welsh and offer to transfer the call to a Welsh-speaking colleague or, if the caller prefers, to continue in English.
- 10.5** Correspondence sent to all Assembly Members as a group is bilingual.
- 10.6** All permanent and temporary signs, posters and information sheets provided by the Assembly Commission on the Assembly estate are available bilingually and simultaneously. The Welsh text appears first or uppermost. If separate English and Welsh versions are provided, they are equal in quality, format, size and prominence.
- 10.7** We expect posters or information sheets from third parties that are displayed on noticeboards on the Assembly estate to be bilingual.
- 10.8** All Assembly publications available bilingually are equal in quality, format, size and prominence, and will be produced in accordance with Assembly Commission guidelines on house style.
- 10.9** When we develop new services for Assembly Members and their support staff, we treat both official languages on a basis of equality.

# Service standards for communicating and engaging with the people of Wales

The Commission is committed to delivering bilingual services of the highest quality to the public.

The Government of Wales Act 2006 (as amended by the Official Languages Act 2012) places a statutory duty on the Commission to enable the public to communicate and engage with the Assembly – whether in person, on the phone, online or by correspondence – in their official language of choice.

Members of the public or external organisations may hold events or exhibitions on the Assembly estate. The Assembly requires that all such events are sponsored by an Assembly Member. We require organisers of Assembly Member-sponsored events to comply with the relevant parts of the Scheme.

Where we work in partnership with others, we will encourage them to meet the standards we set for ourselves.

Any contracts or arrangements between the Commission and third parties (such as recruitment agencies, catering companies, consultants, contractors etc.) to provide services to the public, will require them to comply with the relevant parts of this Scheme.

Where we develop new services, or radically reform existing services to the public, they will be bilingual from the outset.

## 11 Corresponding with the public (email or hard copy)

---

- 11.1 We respond to all correspondence from the public in the language of the recipient's choice within 15 working days.
- 11.2 Any correspondence following a meeting or telephone conversation is in the language of the initial conversation unless we are made aware that the recipient would prefer to receive it in the other official language or in both.
- 11.3 Standard or circular correspondence to more than one recipient in Wales is issued bilingually.
- 11.4 When Welsh and English versions of any correspondence are published separately, both versions are available simultaneously and are equal in quality, format, size and prominence.
- 11.5 Assembly staff auto signatures and out-of-office messages are bilingual. Templates are available to ensure that the English and Welsh text are equal in quality, format and size. The Welsh text appears first or uppermost.
- 11.6 All Assembly publications are available bilingually, are equal in quality, format, size and prominence, and are produced in accordance with Assembly Commission guidelines on house style.
- 11.7 Assembly staff can be contacted on email addresses in either of the official languages [enw.cyfenw@cynulliad.cymru](mailto:enw.cyfenw@cynulliad.cymru) and [name.surname@assembly.wales](mailto:name.surname@assembly.wales)

## 12 Telephone communications

---

- 12.1 Any member of the public contacting our switchboard or reception desks in Ty Hywel, the Senedd, Pierhead or the North Wales Office is answered with a bilingual greeting.
- 12.2 Assembly staff members should answer the telephone with a bilingual greeting. We will continue to ensure that the appropriate resources and training are available for them to do so.
- 12.3 The public has the right to converse with Assembly staff in either of our official languages. When non-Welsh speakers respond to a call from a Welsh speaker, we expect them to explain that they do not speak Welsh and offer to transfer the call to a Welsh-speaking colleague or, if the customer prefers, to continue in English.
- 12.4 Our main switchboard and reception desks have bilingual answer messages on their answer phones.
- 12.5 Individual telephone voicemail messages should be recorded bilingually, and resources and training are available to facilitate this.

## 13 Our public image

---

- 13.1** All advertising, publicity, campaigns or other engagement methods that target the public are produced bilingually. From time to time, this may mean having separate Welsh and English-language materials or products, and they will always be available simultaneously. The Welsh text appears first or uppermost. If Welsh and English versions are available separately, they will be equal in format, size, quality and prominence.
- 13.2** Our corporate identity is bilingual. However, some terms are known by a single name in both of the official languages, including the following:
- Llywydd;
  - Senedd, Neuadd, Cwrt, Oriel, Siambr;
  - Tŷ Hywel; Siambr Hywel; and
  - Pierhead.

## 14 Public information and engagement services

---

- 14.1** Information to the media *en masse* is issued bilingually. Exclusive items for individual media outlets are provided in their official language of choice.
- 14.2** Information relating to the National Assembly is published on two websites, one in Welsh at [www.cynulliad.cymru](http://www.cynulliad.cymru) and the other in English at [www.assembly.wales](http://www.assembly.wales).
- 14.3** Outreach services are available in either of our official languages. Service users are offered the choice of language at the point of booking.
- 14.4** Our social media feeds are available bilingually, either in a bilingual account or in separate Welsh and English accounts.
- 14.5** Our social media policy outlines how we will ensure an appropriate, bilingual presence.
- 14.6** Our presence on all new digital engagement platforms will be bilingual.
- 14.7** Where those platforms are not available bilingually, all content issued by us will be bilingual, and contributions from stakeholders in either or both of our official languages will be encouraged.
- 14.8** We respond to queries on all our social media profiles in the language in which they are posted.
- 14.9** Members of the public can view Assembly proceedings on Senedd.tv, the Assembly's online broadcast channel, either with or without interpretation from Welsh to English.
- 14.10** Information videos produced by the Assembly are available bilingually.
- 14.11** For the purposes of Committee business, video evidence is broadcast in the original language spoken with Welsh contributions accompanied by English subtitles.

Transcripts of footage are available in the original language with an interpretation from Welsh to English as required.

- 14.12** Any applications, websites or online tools we create or commission are available bilingually.
- 14.13** For all public meetings, seminars, events or exhibitions organised by the Assembly Commission on or off the Assembly Estate we:
- issue bilingual invitations and produce bilingual publicity material;
  - provide simultaneous interpretation from Welsh to English on request and inform prospective attendees of the availability of the service at the event;
  - provide supporting papers and any subsequent reports bilingually;
  - ensure that bilingual staff members are available at such meetings/events.

## **15 Freedom of information requests**

---

- 15.1** When we respond to a request made under the Freedom of Information Act or the Environmental Information Regulations we will correspond with the requestor in their official language of choice. In line with the applicable legislation and good practice, the information requested will be provided in the language in which it is held by the Commission.

## **16 Visitors to the National Assembly estate**

---

- 16.1** Members of the public can expect to converse with front-facing staff in either Welsh or English in those public places managed by the Assembly Commission (the Senedd, the Pierhead, Tŷ Hywel and the North Wales Office, and in committee meetings and public events held off the Assembly estate).
- 16.2** Educational visits and Senedd tours are available in either of the official languages and in some other languages. Visitors are offered the choice of language at the point of booking.
- 16.3** Impromptu Senedd tours are available in both official languages and in some other languages.
- 16.4** Audio announcements over the public address systems, including the lifts, on the estate are bilingual.
- 16.5** Visitors to the Senedd Café and shop can expect to be served bilingually.
- 16.6** Commission staff members who are Welsh speakers or learners are easily identifiable through the use of 'Working Welsh' or 'Dysgwr' ['Learner'] lanyards.

## **17 Assembly Member-sponsored events and exhibitions on the Assembly estate**

---

- 17.1** Organisations holding events on the Assembly estate are required to issue bilingual invitations to the event in the name of the sponsoring Assembly Member, and are required to submit invitations to the Assembly events team for approval prior to use.
- 17.2** Simultaneous interpretation will be provided for any events held by external organisations on the Assembly estate upon the request of the sponsoring Assembly Member.
- 17.3** Organisations subject to Welsh language schemes or standards that hold events on the National Assembly's estate targeting Assembly Members or the public are expected to operate in accordance with their scheme or standards regarding public information and their public image.
- 17.4** Organisations not subject to Welsh language schemes or standards are encouraged to operate in accordance with the principles of this Scheme.

## **18 Working in partnership**

---

- 18.1** When the Assembly Commission operates as the strategic and financial leader within a formal partnership, the public service elements of that partnership will comply with this Scheme.
- 18.2** When the Assembly Commission joins a formal partnership that is led by others, the Commission's input will comply with this Scheme. Other partners will be encouraged to respect the principles of this Scheme.
- 18.3** When the Assembly Commission becomes a partner in a consortium, we will encourage the consortium to comply with this Scheme. When we operate in the name of this consortium, we will do so in accordance with this Scheme.
- 18.4** Final versions of legal documents and legal agreements with individuals, organisations or groups are available in the partner's official language of choice.



## **19 Services through third parties**

---

- 19.1** Any services to the public provided under contracts or arrangements between the Assembly Commission and third parties (such as recruitment agencies, catering companies, consultants, contractors etc.) will comply with the relevant parts of this Scheme.
- 19.2** We ensure that all our contractors understand our commitment to promoting bilingualism and not only conform to our standards but also seek opportunities to enhance bilingual services.
- 19.3** All our procurement documents note our Scheme and our commitment to providing bilingual services. They also note the requirements for third parties to comply with the Scheme.
- 19.4** Our contract notices state that we welcome tenders in Welsh or English. Invitations to tender are sent to suppliers in their language of choice. Unless all those involved in the process are able to work bilingually, for the purposes of internal evaluation, any tender bids completed in Welsh will be translated into English.

## **20 Developing new services for the public**

---

- 20.1** When we develop new services for the public, we treat both official languages on a basis of equality. New services for the public will be bilingual from the outset.

# Service standards for our staff to facilitate a bilingual working environment

The internal Skills Audit we held in 2015 found that around three-quarters of the staff members that the Commission employs consider themselves to be Welsh learners, to have some bilingual skills or to be fully bilingual. This demonstrates the organisation's huge commitment to increasing its bilingual capacity.

Our Bilingual Skills Strategy helps us to manage our skills resource, taking account of best practice in language and workforce planning including guidance from the Office of the Welsh Language Commissioner, and in accordance with the relevant employment and equalities legislation.

We ensure that staff understand the requirements of the Act, the Official Languages Scheme and the Bilingual Skills Strategy and how they impact on the services we provide. Our staff can expect:

- access to tailored and flexible support for staff members who wish to develop or improve their language skills, and robust advice on bilingual working ;
- bilingual all-staff communications such as the staff intranet and all-staff emails;
- the ability to contribute to all-staff meetings in either of the official languages;
- an ICT interface that can be configured to be used in either of our official languages;
- to have any document that they draft translated into either of the Assembly's official languages by the Assembly's Translation and Reporting Service as well as a text-checking service in either language;
- support to draft text bilingually including advice on the availability and appropriate use of language technology, as well as the use of a dedicated quick-turnaround text-checking service for content drafted with the aid of machine translation; and
- to receive internal HR and Finance corporate documents bilingually or in their language of choice.

What we expect from our staff:

- to be fully committed to the implementation and promotion of this Scheme and the bilingual services outlined within it;
- to respect the rights of Members, colleagues and the public to use either or both of our official languages;
- to maintain an awareness and understanding of the historical, social, cultural and legal context that has informed the development of this Scheme and our bilingual services provision; and
- to develop new services in accordance with the provisions of the Act and the Scheme.

What we expect from the Assembly staff management board:

- to consider the requirements of the Act and this Scheme in the day to day undertaking of their duties as Heads of Services or Team Leaders;
- to develop language plans for each service area and contribute to the development of the annual report on our implementation of this Scheme;
- to lead by example and proactively seek ways to improve the bilingual services we offer and urgently address any instances where provision might fall below the standard expected;
- to encourage and support staff who wish to work bilingually;
- to encourage and support staff who wish to develop or improve their language skills, and
- to consider how our language planning process, training opportunities and recruitment approach take full account of the need for bilingual skills across the organisation alongside other key business priorities (as outlined in this section).

## **21 Staff communications**

---

- 21.1** Corporate templates are bilingual.
- 21.2** All messages on the staff news page, group email messages to all staff and staff surveys are bilingual. Both language versions are equal in quality, format, size and prominence.
- 21.3** Any new information developed by staff about their services (e.g. Intranet and hard-copy information) is bilingual.
- 21.4** Welsh to English simultaneous interpretation is available at all-staff meetings, and upon request for other meetings and events (e.g. team meetings, project boards, working groups).
- 21.5** Management board meetings are conducted bilingually.
- 21.6** Welsh to English simultaneous interpretation is available for individual staff members upon request for employment related meetings (e.g. performance reviews, grievance or disciplinary processes).
- 21.7** A text translation service is available for individual staff upon request for any employment related issues (such as performance reviews, grievance or disciplinary processes).

## 22 Working bilingually

---

- 22.1 The Translation and Reporting Service provides various text-checking services for Assembly staff.
- 22.2 Information about the services provided by the Translation and Reporting Service, and how to commission and use those services is available on the staff Intranet.
- 22.3 The Translation and Reporting Service maintains a dialogue with centres of excellence in Wales and beyond to remain abreast of the latest developments in language and translation technology.
- 22.4 Information and guidance about the availability and appropriate use of language technology, including machine translation, is published on the staff Intranet and training is provided upon request.
- 22.5 Our ICT interface can be configured to be used in either of our official languages, and advice on configuration is available on the staff Intranet. *Cysgliad*, the Welsh grammar and spellchecking software, is provided as a default to all staff from the outset.
- 22.6 Our HR and payroll system can be configured for use in either of our official languages, and advice on configuration is available on the staff intranet.

## 23 Bilingual Skills Strategy

---

- 23.1 In accordance with the Act, a Bilingual Skills Strategy is in place to ensure that the staff of the Assembly have, **collectively**, and across service areas, the language skills necessary to enable the Scheme to be implemented.
- 23.2 Individual service areas' language plans are prepared and reviewed regularly to plan for the delivery of bilingual services, and ensure that staff members have the support and skills required to deliver those services.

## 24 Staff induction and awareness

---

- 24.1 As part of the corporate induction process, all new staff members are made aware of the requirements of this Scheme, and of the Assembly's commitment to delivering exemplary bilingual services.
- 24.2 All new staff members are made aware of the support available to develop or improve their language skills as part of the induction process.
- 24.3 We provide 'Working Welsh' or 'Dysgwr' (Learner) lanyards for staff members as appropriate.
- 24.4 All staff will be made aware of the language requirements of their particular post from the outset. Candidates will be appropriately assessed during the recruitment process to ensure that they are comfortable with what is expected of the post holder. The performance management system will be used to review post holders' understanding of the language requirements of their post, and to identify any further support needed by individuals to achieve the necessary standards.

DRAFT



DRAFT

---

## Section 3

# Themes for the duration of this Scheme

---



The previous section outlined our current service standards. This section outlines how we intend to build on those standards to ensure that we achieve our ambition. We will focus on the five following themes:

## Theme 1: Recruitment

---

In June 2016, the Welsh Government published the report of the Working Group on the Welsh Language and Local Government, entitled 'Language, Work and Bilingual Services'<sup>1</sup>. In addition to emphasising the importance of language training in the workplace, it also recommends a relatively new way of recruiting a bilingual workforce. Rather than describing advertised posts as 'Welsh essential', 'Welsh desirable', or neither, it recommends a fluency framework. The framework, which is based on the internationally recognised ALTE model of fluency, includes graded levels of proficiency in Welsh. Under the framework, all advertised posts would require some basic level of understanding of Welsh, even though many of them would be on the lowest level where only 'basic linguistic courtesy' is required.

A number of public sector organisations in Wales are already utilising this new approach, including North Wales Police, and the county councils of Cardiff, Carmarthenshire and Ceredigion. We are impressed with the approach that these organisations have taken, and we therefore propose to adopt a similarly more sophisticated approach to recruiting bilingual staff throughout the whole organisation. Tied in with the support that is available to all staff members to acquire the relevant skills for each fluency level, we believe we are well placed to introduce such a system for Assembly Commission staff.

Therefore, in order to increase the level of basic level Welsh-language skills across the organisation over time, and to build on our existing bilingual ethos, by the end of 2017, we will:

- adopt an approach where all posts advertised require at least a basic level of Welsh-language skills ('basic linguistic courtesy') with candidates expected to evidence those skills on appointment, or a commitment to gain those skills as part of the induction process;
- provide guidance to all candidates on gaining the appropriate language skills prior to appointment, including online resources;
- provide bespoke training for all new staff members and any existing staff members who are required to gain language skills as part of the induction process;
- develop a mechanism to help determine the fluency levels required for each post and describe them in the job advertisement;
- provide guidance for recruitment managers on the appropriate wording to reflect the requirements of each post;
- ensure that the language requirement status of all posts advertised will be scrutinised by the Assembly Commission's Investment and Resource Board prior to approval;

---

<sup>1</sup> [Language, Work and Bilingual Services: report of the working group on the Welsh language and local government Welsh Government June 2016](#)

- ensure that recruitment panels are able to accurately assess the relevant language skills of the post advertised;
- ensure that all potential candidates are aware of the bilingual ethos of the organisation before applying for a post;
- investigate alternative methods of recruiting bilingual staff to certain areas where we have not succeeded in attracting them in the past.

## Theme 2: Language skills

---

Our work during the Fourth Assembly laid the groundwork for an innovative way of delivering Welsh language learning skills for Assembly Members and their staff and for Assembly Commission staff members. In addition to the actions around recruitment outlined above, we are also committed to supporting all staff members to develop or improve their language skills.

A Language Skills Team has been appointed to deliver Welsh learning across the organisation. The work of the team will give a much more focused approach to learning Welsh for the workplace. It will continue to offer a flexible and bespoke service, especially to Assembly Members who are Welsh learners or who wish to improve their existing bilingual skills. The flexible and bespoke approach has also worked well for service areas such as the Security and Front of House services. However, the team will also give each learner who enrolls on tutored courses a specific learning target each year. Line managers will support staff members to attain their targets and progress will be linked to the language skills identified as part of the fluency grades (see 'Recruitment' above). Learners' progress will be used to update individual service areas' language plans and will be recognised as part of the performance management system.

Therefore, by then end of 2017, we will:

- develop a programme of bespoke language skills training taking into account the different requirements and learning styles of all our staff members;
- develop specific training for particular areas of the organisation such as the Security service to equip all staff members with the skills they need to provide excellent, bilingual customer service;
- work with service areas to look at ways of working differently and using the expertise of other service areas such as the Translation and Reporting Service to provide bilingual services;
- introduce more robust systems to set targets for learners and to recognise achievements;
- continue to provide bespoke and flexible Welsh learning provision for Assembly Members and their staff;
- investigate new, varied and innovative models of helping learners to develop their language skills, for example secondments and language immersion training, and pilot these models during the life of this scheme.

### Theme 3: Language planning

---

For all the actions listed above to be effective, all the Assembly's service areas will need to plan effectively for the delivery of bilingual services. The new recruitment system will be supported by appropriate language skills training, which will, in turn, lead to increased bilingual capacity. The Bilingual Skills Strategy that was undertaken under the first Official Languages Scheme required service areas to publish their own language plans. These identify the bilingual capacity of the team in relation to the services' day-to-day functions, and outline how each team makes the best use of the language skills within the team and beyond. For the Fifth Assembly, the language plans will need to be more robust and will reflect the progress of individual Welsh learners. More formalised and career-related recognition should be given to staff members who take up training opportunities with the Language Skills Team. This should be reflected in the Assembly's performance management system.

Therefore, we will:

- review the Bilingual Skills Strategy during the life of the Scheme. The review, and the subsequent strategy, should recognise the investment made by individual Welsh learners, the Language Skills Team and line managers in learning Welsh;
- work to improve the effectiveness of individual service area language plans to support our work on recruitment;
- work with individual service areas to review their language plans as part of their annual capacity planning and as part of this Scheme's annual compliance reports, and
- look at ways of maintaining up-to-date information on language skills in a reportable format, either through our HR and payroll system or through our performance management system.

### Theme 4: Assembly proceedings

---

Work undertaken during the Fourth Assembly increased the opportunities afforded to Assembly Members to prepare for and participate in Assembly proceedings in their language of choice. By now, Members can receive committee briefings in their language of choice; glossaries of technical terms are prepared to coincide with the passage of Bills and specific committee inquiries; one-to-one assistance is available to Members who are Welsh learners to participate in Welsh. Working with new members and new committees for the Fifth Assembly, we will integrate bilingual working for those who wish to conduct their work through the medium of Welsh. For committees, the integrated team approach has worked well as a means of identifying Assembly Members' individual needs. We will strengthen the teams' roles by providing contact buddies to Assembly Members who wish to work through the medium of Welsh who will feed Members' requirements into the whole integrated team.

We will:

- gain an understanding of Assembly Members' individual preferences in relation to preparing for Assembly proceedings through the medium of Welsh;
- develop an enhanced programme of bespoke language skills training taking into account the different requirements and learning styles of Assembly Members who are either learning Welsh or wish to improve their Welsh language skills;

- develop the roles of integrated teams to better support Assembly Members who wish to work through the medium of Welsh and
- provide advice and guidance on bilingual working for Assembly Members and their support staff.

## Theme 5: Developing the bilingual ethos of the organisation

---

The National Assembly for Wales is a bilingual organisation that serves a bilingual nation. It is our statutory duty to treat both of the Assembly's official languages on an equal basis and to provide freedom of choice of official language. Our culture and corporate identity must reflect these requirements. The actions around the following sub-themes will ensure that our commitment to bilingualism becomes even more integrated within the day-to-day work of the Assembly.

### Identifying bilingual staff

As part of our corporate proactive offer, we will reinforce the right of everyone who comes into contact with us to use both or either official language. During the Fourth Assembly, we made progress in that Welsh was seen and heard more across the organisation. One simple but effective example of the way we achieved this was by introducing lanyards for Welsh learners. They were based on the more generally recognised 'Working Welsh' lanyards, but with 'Dysgwr' ['Learner'] clearly marked on them. The lanyards have proved popular with Welsh learners, and have brought about an increase in the use of Welsh in the corridors and offices of the Assembly. They have also proved popular with external organisations, with many looking to the Assembly to provide their organisations with the lanyards.

However, there is yet more work to be done in this area. We will work with individual service areas to look at ways of identifying staff members who are able to deliver bilingual services. We will also ensure that they, in turn, are easily identifiable to service users.

We will:

- develop ways for staff to note that they are bilingual or Welsh learners in their e-mails;
- ensure that bilingual staff wear 'Working Welsh' or 'Dysgwr' lanyards

Front-facing staff members who are Welsh speakers should be identifiable as such so that Welsh speakers who visit the Assembly are able to engage with them without having to switch to English. During the Fourth Assembly we delivered bespoke Welsh lessons to all Security Service staff members and delivered sessions with Welsh-speaking members of the service to increase their confidence in using Welsh. We also undertook several dedicated recruitment drives. These various approaches resulted in an overall increase in the service's bilingual capacity, which the service area is strongly committed to improving. This approach will be reinforced in the Fifth Assembly. We will:

- ensure that front-facing staff members such as the Security service receive further bespoke language training;
- develop new and flexible training methods to take account of shift and rotation patterns;

- consider innovative ways of recruiting bilingual security officers, possibly via specialist recruitment agencies and
- ensure that there is a way for visitors to the Assembly estate to identify front-facing Assembly staff members as Welsh speakers or learners;

DRAFT

## **Awareness**

During the Fourth Assembly we delivered compulsory Welsh language awareness seminars for all Assembly Commission staff members. They proved a successful means of increasing awareness about the historical and current use of the Welsh language within public life in Wales. The Official Languages team at the Assembly has produced a video that summarises the main themes of those seminars. It includes interviews with some of the Welsh learners at the Assembly, who explain how learning Welsh has helped their professional development.

We will:

- provide awareness training for all new entrants as part of the corporate induction process to ensure that they have an understanding of the requirements of the Scheme;
- provide awareness training for those who joined the Assembly after the awareness seminars were held;
- provide continuous opportunities to refresh or develop an understanding of the Scheme and the nature of bilingual working and
- continue to use the Official Languages Scheme’s co-ordinators forum to raise awareness of the Scheme among staff.

In 2016, a series of activities were held throughout the year to promote the use of the Welsh language. In October 2015, we held a week-long series of events to coincide with national ‘Shwmae/Sumae day’, where everybody is encouraged to greet each other in Welsh. We held a number of activities each day of the week to increase awareness of the services available to all staff members across the organisation.

We will:

- continue to organise activities to promote the use of the Welsh language within the Assembly and
- proactively publicise the achievements of our Welsh learners through various media and social media platforms.

## **Technology**

One of our main achievements during the lifetime of the first Scheme was the machine translation project undertaken with Microsoft to introduce Welsh as a language option on a variety of Microsoft applications, including Microsoft Office (see page x). Maintaining the relationship we have fostered with Microsoft will be necessary, both in order to keep improving the quality of the translation output, and to be well placed to take advantage of any further developments in the field.

We keep abreast of the latest developments in the theory and application of language technology. Ensuring that lesser-used languages such as Welsh have a visible and accessible presence on as many platforms as possible is one way of avoiding the possibility of their digital extinction.

To complement the Assembly’s digital engagement agenda, we keep abreast of the latest developments in the field, and proactively seek to work with partners to provide bilingual interfaces.

We will:

- continue to develop our relationship with Microsoft following the successful global introduction of Welsh on applications that use Microsoft Translator;
- seek opportunities to collaborate on the development of emerging language technology and tools, including developments in the field of speech-to-text technology;
- explore ways of proactively providing Welsh medium interfaces on the ICT profiles of Assembly Members, support staff or new Assembly Commission staff who identify themselves as Welsh speakers, and ensure that they are supported in the use of those interfaces.
- seek opportunities to make creative use of emerging technologies to broaden our engagement, and to enable our stakeholders to engage with us in the format and official language of their choice and
- collaborate as appropriate with partners to expand the provision of bilingual interfaces available for stakeholders.

DRAFT





---

# Section 4: Arrangements for monitoring and reporting

---

# Authority and responsibility for implementing this Scheme

This Scheme carries the full authority, support and approval of the Assembly Commission and the National Assembly for Wales and the Assembly Staff Management Board.

The Chief Executive and Clerk of the National Assembly has overall responsibility for ensuring that this Scheme is implemented. The Director of Commission Services has responsibility for co-ordinating, monitoring and, when necessary, advising on revisions to its content. The Official Languages Scheme Manager has day-to-day responsibility for monitoring compliance with the Scheme and liaising with the co-ordinator in each service area to improve the range and timeliness of our services in both official languages.

It is the responsibility of all Assembly staff to ensure that they are aware of the measures that are in this Scheme and for ensuring compliance as they carry out their daily work. Training and support is provided to staff to enable them to deliver the requirements.

Every manager has a delegated responsibility for:

- operating those aspects of the Scheme that are relevant to their work;
- encouraging staff to develop, improve and use their language skills;
- identifying tools or support that can assist staff in using their language skills; and
- ensuring that all members of staff are aware of the bilingual ethos of the Assembly, the ambition and services outlined in this Scheme;

Under the first Scheme, the Assembly Commission created a forum of scheme co-ordinators from all service areas. The forum meets regularly, and the co-ordinators are responsible for:

- being the service area's first point of contact for its staff members for any aspect relating to the Official Languages Scheme;
- providing advice on the delivery of the Scheme in their service area;
- providing information and awareness training for new starters in their service area;
- reviewing progress against the Scheme's requirements via the Official Languages Scheme Co-ordinators Forum, including compliance with issues such as bilingual auto signatures and voicemail messages;
- informing the Official Languages Scheme Manager of any breaches of the Scheme;
- identifying and sharing examples of good and bad practice.

# Monitoring and reporting

The Act requires the Commission to “lay before the Assembly a report setting out how the Commission has, during the year in question, given effect to the Scheme.”

The annual report must include whether and to what degree the services outlined in the Scheme have been provided, and if applicable the reasons why any have not been provided by the Commission. We will also monitor individual service areas’ compliance with the Scheme.

Annual compliance monitoring will ensure that how we deliver our bilingual services is transparent to Members and the public and enable them to hold the Commission to account on the Scheme’s implementation. It also provides the Commission with information that enables it to develop and improve bilingual services in future.

There are numerous opportunities for Assembly Members to scrutinise the Scheme and its implementation:

- they are consulted prior to its adoption every Assembly term;
- Assembly officials engage with Members on a regular basis on the day-to-day operation of the Scheme;
- the annual report on the Scheme is debated in Plenary.

# Reviewing and updating the Scheme

This Scheme is reviewed in accordance with paragraph 8(g) of Schedule 2 to the Government of Wales Act 2006 (as inserted by section 2 of the National Assembly for Wales (Official Languages) Act 2012).

The Commission will consult on any amendment to this Scheme and future draft Schemes in accordance with the relevant legislation. Amendments cannot be adopted unless the drafts have been:

- published and laid before the Assembly;
- made available for public consultation and any representations considered;
- re-laid before the Assembly; and
- approved by resolution of the Assembly.

# Dealing with complaints

We want members of the public, Assembly Members, their support staff and Assembly staff to report any concerns including examples of non-compliance to us as soon as possible. This will enable us to rectify the situation and improve the services we deliver.

Complaints will be dealt with in accordance with the National Assembly's Code of Practice on Complaints.

If you have a concern or complaint you should in the first instance, raise it with the official with whom you have been dealing. If this fails to satisfy your concerns you should make a formal complaint. You can do this by e-mail, letter, and telephone or by completing our contact form. Your complaint will be investigated by the Chief Executive and Clerk, or by a person nominated by her in accordance with our complaints procedure. If you are not satisfied with the outcome, your complaint can be considered by the Public Services Ombudsman for Wales, or the Information Commissioner.

## Service standards for monitoring and reporting

### 25 Co-ordinating the Scheme's implementation

---

- 25.1 The Official Languages Scheme Manager has day-to-day responsibility for co-ordinating the implementation and development of the Scheme and for monitoring compliance with the Scheme
- 25.2 Each service area's Official Languages Scheme co-ordinator assists with relevant aspects of delivering the Scheme and ensuring compliance with it.

### 26 Dealing with complaints and breaches

---

- 26.1 Complaints and their responses are processed by each service area in conjunction with their Official Languages Scheme co-ordinator. Complaints or breaches are dealt with as any other correspondence and are always reported to the Official Languages Scheme Manager.

### 27 The annual report

---

- 27.1 The process of compiling our annual report is managed by the Official Languages Scheme Manager, and be prepared for the Assembly's consideration in accordance with paragraph 8(9) of Schedule 2 to the Government of Wales Act 2006 (as inserted by section 2 of the National Assembly for Wales (Official Languages) Act 2012).
- 27.2 An annual report is laid before the Assembly for its consideration for the lifetime of this Scheme.

**National Assembly for Wales Official Languages Scheme Annual Compliance Report**

## **Foreword**

I am pleased to present the final Annual Compliance Report on the Assembly Commission's Official Languages Scheme. This report demonstrates the improvements and progress made during the final months of the Fourth Assembly and the first year of the Fifth Assembly. A lot of the work has concentrated on the transition between the two Assemblies and ensuring that we continue to work towards our ambition to be recognised as a truly bilingual organisation.

This is my first opportunity as Assembly Commissioner to present the Annual Compliance Report. I wish to use this opportunity to express our thanks to Rhodri Glyn Thomas, my predecessor for his commitment to embedding a strong bilingual ethos across the organisation. May I also thank my colleague Dai Lloyd AM who undertook the role of Assembly Commissioner with responsibility for official languages for a brief time at the beginning of the Fifth Assembly.

As a new Assembly Member and Commissioner, I was struck by the Assembly's continued commitment to delivering exemplary bilingual services where bilingualism is clearly a natural part of its culture and working practices. The Assembly Commission is proud of its emerging reputation for innovation in the delivery of bilingual services.

We have continued to build upon the good work undertaken during the Fourth Assembly, to learn from others and share expertise where possible. As we bring the existing Scheme to a close and implement a new Official Languages Scheme for the Fifth Assembly which builds on the improvements introduced so far, we are confident that we will be able to cement our reputation as a truly bilingual organisation which leads the way in bilingual service provision in Wales.

**Adam Price**

**Commissioner with responsibility for official languages, and delivery and transformation of services to Members.**

## Introduction

This will be the final Annual Compliance Report for the current Official Languages Scheme published in July 2013. For the duration of the Scheme, the Assembly Commission's ambition has been to deliver exemplary bilingual services and to be recognised as a truly bilingual institution. Significant steps have been taken since 2013 to embed and promote a bilingual culture and ethos.

The Management Board remains committed to maintaining and increasing the drive to deliver the Scheme's provisions and has encouraged staff to proactively facilitate bilingual working in the provision of all services. As outlined in the priorities for the final parliamentary year of the Fourth Assembly, maintaining the momentum and enthusiasm for innovation and change has been a priority, particularly in the context of the Assembly General Election in 2016 and the first months of the Fifth Assembly.

Our commitment to achieving our stated long-term aims remains as strong as ever, namely:

- delivering more and exemplar bilingual services;
- valuing our staff for the commitment they bring to the Assembly and their professional and parliamentary expertise; and
- sharing our experience and knowledge of working bilingually with other organisations.

The National Assembly for Wales (Official Languages) Act 2012, requires the Assembly Commission to review its Official Languages Scheme "as soon as is reasonably practicable after each ordinary general election". Consequently preparations for the Fifth Assembly included work on this review and the development of a Scheme for the new Assembly.

This report details the improvements and progress made during the final parliamentary year of the Fourth Assembly, the beginning of the first parliamentary year of the Fifth Assembly and the transitional period between



the two Assemblies. The new Official Languages Scheme for the Fifth Assembly outlines priority themes for the whole Assembly term. We will report annually on our achievements within those priority areas, provide details of complaints and lessons learnt as well as outlining any areas of concern or additional priorities as we continue to work towards achieving the Commission's ambitions.

## Services for Assembly Members and their support staff

### Preparing for Plenary and Committee meetings

The final parliamentary year of the Fourth Assembly enabled us to fully embed proactive provision of bilingual support for Assembly Members and their support staff. The outcomes and lessons learned from several pilots, including bilingual briefings and quick turnaround text translation for Assembly Members wishing to deliver speeches in Welsh over the past two years, have enabled us to implement a more tailored and bespoke way of responding to Assembly Members' bilingual working preferences.

Preparations for the Fifth Assembly took full account of the need to enable Assembly Members and their support staff to work in the language of their choice as a default.

As part of the Fifth Assembly welcome and induction process, provision was made to understand the language preferences and needs of all new and returning Assembly Members and their support staff. A full induction programme was provided for all new Assembly Members and bilingual working was an important part of that programme. Where a Welsh language preference was known, Assembly Members were paired with bilingual 'buddies' to provide an initial introduction to the Assembly estate and to support them as they arrived to take up office. We also discussed language preferences with Assembly Members during this period and facilitated their language preferences wherever known. The new Official Languages Scheme for the Fifth Assembly will build upon the knowledge gained during this period and further embed a culture of proactively offering bilingual working.

#### Quote

Following my election as a Member, I was amazed at how convenient it is to work bilingually at the Assembly and how refreshing it is to work in an organisation that has a truly bilingual ethos. It means that it is easy for me to be able to work through the medium of either Welsh or English as the need arises. Although I've worked at the European Parliament, which is a multilingual parliament, being able to use my mother tongue in formal settings has come as a breath of fresh air.

Further work has also been undertaken to investigate the provision of tailored and bespoke support for individual Assembly Members. Through the work of the integrated committee teams, Assembly Members have indicated their preferences for the timing, language and content of support documentation. This team approach allows Assembly Members to prepare for and contribute to all debates and discussions in the language of their choice. Tailored support continues to be provided for Committee Chairs in order to enable them to prepare for debates and deliver speeches in the language of their choice. The Translation and Reporting Service also offers a terminology check service to assist with drafting speaking notes. We will continue to work with Assembly Members and their support staff to find alternative and innovative ways to provide the necessary support to enable them to work in the language of their choice as a default.

### **Language learning**

Towards the end of 2015, the Assembly Commission undertook an in-depth review of its language learning provision for Assembly Members, their support staff and Commission Staff. The purpose of the review was to consolidate the previously fragmented approach to language learning and ensure that provision remained as flexible and tailored as possible. As a result of the review and a pilot scheme that saw the temporary appointment of an in-house Welsh Tutor for Commission staff, the Language Skills team was established. The team consisting of a Managing Tutor and two Tutors has been appointed. The work of the team is also supported by a fourth member who provides occasional support when required. The establishment of the Language Skills Team has allowed the Assembly Commission to respond creatively to the language learning needs of Assembly Members, their support staff and Commission staff. The Team has designed an innovative programme of learning in order to enable learners of all levels to participate and make progress. The Team has also further developed the 'Dysgwr' brand, which is now a recognisable logo across the Assembly estate. The team now supports over 100 learners on a regular basis as well as providing one-off on the job training, such as sessions on answering the telephone or chairing meetings bilingually, for others.

### **Quote**

Since the 'Dysgwr' lanyards were introduced at the Assembly, I start many more conversations in Welsh. It's a good way to increase learners' confidence, particularly for those who don't feel confident enough to wear the 'laith Gwaith' lanyards.

Elin Jones AM, Llywydd

### **Quote**

I started working for a North Wales based Assembly Member following the election in May. I felt that it was important for me to improve my Welsh language skills so that I could at least attempt basic Welsh with some constituents. I attended an intensive course for three days during the summer recess, downloaded the "Say something in Welsh" app and I now intend to further my learning by attending weekly lessons with the Language Skills Team. I now feel more confident to at least have a go and look forward to putting it all into practice.

Julie Price, Senior Advisor to Nathan Gill AM

## **Assembly Members and their constituents**

We have continued to work with Assembly Members and their support staff to ensure that they are able to communicate with their constituents in the language of their choice and produce bilingual constituency related documentation. Following a successful pilot last year, the Assembly Members' Constituency Business translation fund has been enhanced to cover the provision of interpretation at constituency events. All new and returning Assembly Members have received information on the use of the fund and take up remains consistent. We will continue to work with Assembly Members and their support staff to develop templates and standard text in order to facilitate bilingual working in their communities.

### **Quote**

The new arrangement for simultaneous interpretation for constituency public meetings means that we are able to offer a fully bilingual service to members of the public. We have made much use of the service and the meetings themselves are held seamlessly in either or both languages.

Heledd Roberts, Office Manager for Rhun ap Iorwerth AM

### **Quote**

In the Fourth Assembly I worked for an Assembly Member who used Welsh on a daily basis in his Assembly work. I made regular use of the Members' translation service to have questions and short speeches translated from one language to the other. The fact that I was able to use Microsoft Translator and send the translation to be proofread at very short notice was always a massive help. As a Welsh learner, it helped me to provide a bilingual service to both the Member and constituents alike as well as helping me to improve my Welsh.

Office Manager for an Assembly Member

### **Case Study - Technology and engagement**

The Assembly's Front of House service has been trialling the use of bilingual iBeacons tours in the Senedd and at the Pierhead. I-Beacons are small Bluetooth devices which transmit a unique ID and which can be picked up by smartphones and tablets. They then transmit pre-recorded content relevant to the part of the building where the visitor is. The Beacons can bring to life the architectural and historical features of our iconic buildings. Visitors will be able to interact with us directly through their mobile devices and can choose which part of the building they wish to concentrate on. All content has been produced bilingually and tested on the Assembly estate. The tours will be rolled out fully in 2017 and in time can also be produced in other languages.

## **02. Services for the people of Wales**

### **Visitors to the Assembly Estate**

Since the appointment of additional bilingual staff by our catering contractors, we have seen proactive use of the Welsh language in and around the Senedd cafe.

All catering staff have received basic meet and greet training and we have worked with our contractors to recruit more bilingual staff members to enhance the bilingual capacity for events and hospitality.

The Language Skills Team is working with the Security team to develop a programme of training for all members of the team. This will build on previous work to ensure that all members of front line Security staff develop basic meet and greet skills and will also encourage more proficient learners to use their skills in the workplace. During the dissolution period we worked with the team to pilot some new approaches, including one to one mentoring, on the job training and provision of *aide memoires* and audio resources for new members of staff.

### **Supporting colleagues**

In addition to the provision of language learning support, the Language Skills Team is working on a comprehensive programme aimed at staff who already have some degree of Welsh language skills, but possibly lack confidence. The 'gloywi iaith' (refresher training), including formal grammar 'brush up' sessions and more informal mentoring for individuals or small groups, are all important elements of the work of the Language Skills Team. They will make a significant contribution to further developing our bilingual ethos where each staff member feels comfortable to use and grow their skills and feels valued for the skills they possess.

### **Sharing expertise**

The Assembly Commission has again this year engaged proactively to provide advice and share expertise with a range of external bodies. We have

worked with a number of academic bodies, including Cardiff University, Trinity St David and the *Coleg Cymraeg Cenedlaethol*, contributing to a number of academic modules on translation and interpreting. The Translation and Reporting Service has maintained its collaborative relationship with the Institute of Translation and Interpreting [ITI] and the Association of Welsh Translators and Interpreters.

We have also developed our relationship with several external organisations, including local government and other public bodies, to provide practical advice and guidance on issues relating to establishing and running a translation service and the effective use of language technology. Our reputation as leaders in bilingual working in Wales allows us to share our experience of using language technology, the provision of bespoke services, in-house language tuition etc. with a wider cohort of organisations and institutions.

The Assembly Commission continues to enjoy a constructive relationship with the Welsh Language Commissioner and we consult with the Commissioner's office on a range of issues, including the process of drafting the new Official Languages Scheme for the Fifth Assembly.

#### **Case Study – Sharing expertise**

“We met with Assembly officials to discuss their experience of introducing machine translation for all staff. Their expert and practical advice was very valuable and, as a result of the discussions, the Welsh Government decided to introduce the technology for its staff, along with guidance on appropriate use of machine translation in the workplace. The technology is useful to give non-Welsh speakers a *gist* translation, and will facilitate bilingual communication across the organisation.”

Bethan Griffiths, Chief Officer, Compliance with the Welsh Language Standards, Welsh Government

### 03. Services for Assembly Staff

#### Planning for bilingual service provision

Each individual Assembly service area has its own language plan. The plan outlines bilingual capacity within teams and details processes and procedures for the provision of bilingual services. When new posts are created or posts become vacant, Heads of Service use the service area language plan to determine the level of language skills required for the post to be advertised. The Assembly Commission's Investment and Resourcing Board is responsible for agreeing the establishment of new posts and the filling of vacant posts and, in so doing, actively considers the language skills requirement of each post.

The Assembly's Management Board recently undertook its annual capacity review to ensure that adequate staff levels were available for the Fifth Assembly. As part of their considerations, bilingual capacity within teams was a required theme in order to ensure that all services are able to proactively provide bilingual services as a normal part of their services. We will continue to work with individual service areas to develop and update language plans in order to ensure that planning for the provision of bilingual services is an integral part of each area.

The Official Languages Co-ordinators Forum, made up of one representative from each service area, continues to provide advice and guidance for colleagues and monitors compliance within service areas. The Co-ordinators are also responsible for ensuring that new starters within service areas receive language awareness training and also for ensuring that they gain an understanding of the requirements for their particular post.

#### Case Study – Language Awareness Video

In order to ensure that all new members of staff are aware of the bilingual ethos and culture of the organisation from the outset, we needed a way to ensure that training was delivered soon after they join the Assembly. We used in-house expertise to script, record, edit and produce our own language awareness video so that staff could receive training during their



first week. This means that we are able to update the content in order to ensure that it is relevant and current. The video can also be used as a refresher for staff who received training some time ago. It has been well received and has provoked discussion across the organisation.

### **Quote**

‘Watching the video encouraged me to take up Welsh lessons that the Assembly provides. Coming from England, I am new to Welsh, and feel that learning the language will enrich my time at the Assembly and also my everyday life in Wales.’

Katy Orford, The Research Service

## **04. Monitoring and Reporting**

### **Compliance**

Official Languages Co-ordinators continue to monitor compliance on a day to day basis and have again, this year, reported minor instances of failure to comply with the Scheme's requirements. Members of the public have also raised instances of failure to comply through formal and informal channels. When such instances are reported, Co-ordinators discuss the issues with the relevant staff members in order to ensure that breaches are rectified as soon as possible. We also provide support and guidance to all staff to ensure fewer instances of non-compliance. Heads of Service, the Co-ordinators and line managers routinely reinforce the expectations of the Scheme and the Official Languages Team provide advice and support as required.

### **Complaints**

On occasion during the year we have failed to achieve the high standards we set for ourselves and have fallen short of the expectations of Assembly Members, their support staff or the public. A number of informal and formal complaints have been received and can be categorised as follows:

### **Technology**

There have been times when we have been unable to publish documents in accordance with our Scheme requirements due to technological issues. We have also been notified of several instances of links to Welsh language documents leading to the English language versions or broken links. Feedback on issues of this nature is extremely valuable to us as it enables us to rectify mistakes or problems quickly.

### **Language of choice**

Feedback from the public has indicated that there have been occasions where they have been unable to use the language of choice when engaging with us. We have identified an issue with the call centre equipment at our

North Wales office, with calls occasionally being automatically redirected to the incorrect lines resulting in Welsh speakers being directed to English language lines. Procedures have been put in place to identify such instances as soon as possible and to enable the caller to use their language of choice even when directed to the incorrect line.

### **Customer service**

Visitor experience in the Senedd from a bilingual perspective has generally been good with visitors commenting on the bilingual ethos of the organisation. However, we are aware of an incident involving a group of visitors who requested a Welsh language service that we failed to deliver. An investigation into the incident is being conducted and we have taken the opportunity to ensure that our Front of House team and other partners are aware of the requirements of the Scheme and how to provide exemplary bilingual services. We will work with the appropriate teams to reinforce the need to proactively offer bilingual services.

### **Committee Consultations**

We have become aware that when we commission evidence for Committee Consultations or Inquiries we have not been sufficiently clear in ensuring compliance with the requirements of the Official Languages Scheme, resulting in a complaint being made. The wording for requesting and publishing evidence and documentation from third parties in the new Official Languages Scheme for the Fifth Assembly will be amended to ensure clarity and consistency. We will work with Committee teams to ensure that the wording of any requests for evidence or other documentation is clear and in line with the requirements of the Scheme.

### **Lessons Learnt**

We encourage Assembly Members and their support staff, the public and our staff to provide feedback on our bilingual services and are committed to learning from any feedback we receive. The main themes arising from compliments, complaints and feedback provide a clear indication of good

practice and areas in need of improvement or strengthening. The Official Languages Scheme for the Fifth Assembly will build upon the good practice established during the Fourth Assembly and address any areas of weakness. The Scheme will outline priority themes for the Fifth Assembly that will further strengthen our bilingual ethos and culture and allow us to achieve the Commission's ambition to be recognised as a truly bilingual organisation.



# Agenda Item 3

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

Document is Restricted

# Agenda Item 4

## ITV Cymru Wales response to the Welsh Assembly's Culture Committee Consultation on the future of S4C

ITV Cymru Wales welcomes the opportunity to provide evidence to the Welsh Assembly's Culture, Welsh Language and Communications Committee's inquiry into the future of S4C that will feed into the UK Government's review of the broadcaster.

### 1. *ITV's provision*

ITV has two production arms that supply programmes to S4C on a commercial basis: ITV Cymru Wales and ITV Studios.

#### *ITV Cymru Wales*

1.1. ITV Cymru Wales provides a slate of high quality current affairs and factual programming for S4C. Our Welsh language provision, while not part of our Channel 3 licence obligations, makes an important contribution to public service broadcasting in Wales.

1.2. Our contribution enhances S4C's mix of programming, offering fresh voices and perspectives. Critically, given that the BBC provides S4C's news output, it is important that the channel continues to offer plurality with our current affairs provision.

1.3 Our flagship current affairs programme *Y Byd Ar Bedwar* has been investigating national and international stories for more the 30 years. *Hacio*, our current affairs strand for young people, engages the youth audience with democratic and social issues relevant to their lives, while rural documentary series *Cefn Gwlad* remains one of S4C's most popular programmes.

1.4 We also have a track record of making factual and entertainment programmes for S4C, with quiz show *Sion a Sian* and a reality series with footballer's wife Jude Cisse among our 2016 slate.

1.5 In 2017 we will be making 20 (30 minute) editions of *Y Byd ar Bedwar* and 12 (30 minute) editions of *Hacio*. We'll be making 11 hours of *Cefn Gwlad* plus an edition of *O'r Galon* with an hour-long documentary following one man's battle with cancer.

1.6 Whilst we compete with S4C for audiences and advertising revenue, we also work in partnership with the channel to our mutual benefit. One example of this is *Y Ditectif*, a series investigating some of Wales' most notorious crimes, produced

“back-to-back” with our English language version, *Crime Files*, on ITV Wales. There will be a second series this year.

1.7 It is also important to note that ITV Cymru Wales helps to drive audiences to S4C through our news coverage. We frequently produce news “cut downs” of significant *Y Byd A Bedwar* and *Hacio* investigations for our flagship news programme *ITV Wales A Six*. With *Wales at Six* having incrementally grown its audience share over the past four years, now attracting around 200,000 viewers per night, this provides significant promotional benefit to S4C via the UK’s most popular commercial mass-audience channel, ITV.

### *ITV Studios*

1.8 ITV Studios also contributes programmes to S4C. As part of its growth strategy, ITV Studios now owns the Two Four Group of independent production companies of which Boom Cymru is a part. As well as making programming for UK broadcasters, in 2016 Boom Cymru supplied some 400 hours of programming to S4C across all genres outside of news and current affairs and including children’s programming.

## **2. The financial challenge**

2.1 The programmes we make for S4C are of a high journalistic standard and are expensive to make. The cuts on S4C’s budget in 2012 has posed challenges. *Y Byd Ar Bedwar* has won widespread acclaim over many years for the investigative nature of its journalism. It also brings stories of international importance to viewers in Wales as well as unearthing stories which do not form part of the mainstream news agenda. With its reliance on rigorous research and challenging journalism, the programme takes time and money to make.

2.2 As a commercial company, we have made great strides to improve productivity to control costs; we have also looked to work in partnership with S4C to create economies of scale. ITV is now one of the leanest and most efficient producers around, having embraced, for example, new technology and multi-skilling. There are limited potential future efficiencies if we are to continue to make quality content for S4C. Accordingly, we would be concerned if the future financial settlement for S4C led to further reductions for the funding of investigative current affairs.



### **3. *Future funding***

3.1 We believe the future funding arrangement for S4C should be informed by the need to have security of supply that delivers high quality programming as part of a strong plurality of provision across genre.

3.2 ITV welcomes competition as long as there is equal treatment for all - in other words, a level playing field. As a rival to S4C for advertising and sponsorship revenues in Wales, ITV would be concerned about any prospect of S4C further extending its commercial activities in ways that distorted competition with commercially funded rivals such as ITV. In this respect, the competition from publicly funded S4C has analogies with competition from the BBC.

3.3 Commercial ITV faces colossal competition for both viewers and revenue in TV and online. It would be a matter of concern to us if S4C, as the beneficiary of significant public money, was encouraged to compete further in commercial terms. There are particular concerns, for example, about the substantial amount of public money available to S4C being used in part to subsidise advertising rates (whether directly or indirectly).

### **4. *Future Remit***

4.1 ITV Cymru Wales believes that plurality in programme supply should remain a cornerstone of the new remit, contributing as it already does to both the fabric of the channel and to the Welsh creative economy.

### **5. *An independent S4C***

5.1 We believe that the continued independence of S4C is important to protect the existing plurality of provision in its supply. While mainly funded by the licence fee, we believe the continuation of separate accountability and governance arrangements through the S4C Authority are key for the future independence of the channel, particularly with the creation of BBC Studios. It would appear that the Operating Agreement with the BBC Trust has been a success and we support its continuation beyond 2017 in conjunction with the BBC's new Unitary Board, though we believe that this will need to be overseen more actively by either Ofcom or government given the new arrangements for regulating the BBC.

5.2 In this context, particular attention will need to be paid to the risk that BBC Studios ends up with some sort of preferred programme supply relationship with S4C given the substantial licence fee funding of S4C. There is a strong public interest in BBC Studios competing on an equal basis with any other potential programme

suppliers to ensure that the best ideas and programmes win through and that plurality is maintained.

## **6. Prominence and visibility**

6.1 ITV believes that the UK Government needs to continue to modernise the PSB system generally, ensuring that it remains fit for purpose and capable of continuing to offer all the people of the UK easy access to the best original UK content.

6.2 In particular, we believe that the government should address issues around ensuring the continued relevance of the appropriate prominence regime which is fundamental to ensuring that PSB content can be easily found. This applies to S4C as much as it does to the other public service channels.

6.3 As the number of ways in which people access content multiply, as control over key content access interfaces globalizes, and as the visibility and accessibility of content is increasingly determined by commercial considerations, the government needs to look hard at ways of effectively sustaining PSB prominence in this more challenging environment.

6.4 This should be basic housekeeping to ensure that a valued and effective PSB system featuring S4C continues to underpin the economics of the TV ecology and offers everyone the ability to participate in the life of Wales (and the UK more generally), regardless of means.

### ***ITV Cymru Wales***

23.2.17

Contact:

[huw.rossiter@itv.com](mailto:huw.rossiter@itv.com)

07733 296345