

THE WELSH LANGUAGE BOARD'S YOUTH STRATEGY

*Increasing the social use of Welsh
by young people (11-25)*



THE WELSH LANGUAGE BOARD'S YOUTH STRATEGY

EXECUTIVE SUMMARY

This Strategy has been prepared to plan for increasing the social use of Welsh by young people (11-25 years of age), one of the most important target audiences for the language. Much emphasis is placed on the new policy agenda, giving ownership to young people themselves, and working in partnerships to provide relevant social opportunities through the medium of Welsh.

Two important developments have helped to bring about this work. Firstly, recent policy developments, which include *laith Pawb* and other Assembly Government publications such as *Extending Entitlement* and the *Children and Young People: A Framework for Partnership.. laith Pawb*, the National Action Plan for a Bilingual Wales, pays specific attention to the importance of promoting the Welsh language amongst young people:

“The Assembly Government is acutely aware that if Welsh is to flourish young people in particular need to develop a sense of ownership for the language and to see it as their language and not simply the language of school and culture”. [4.38]

Secondly, there has been a very substantial increase in the last generation in the percentage and numbers of young people able to speak Welsh. It is of the utmost importance to provide young people with the relevant support and social opportunities to enable them to use their Welsh in all aspects of life.

Structure

The Strategy consists of 10 chapters. Each chapter includes an analysis of the situation and recommendations for action. Emphasis is placed on the following:

Chapter 1 introduces the aim of the strategy and notes the process whereby it was created.

Chapter 2 includes an analysis of the situation of the Welsh language amongst young people. Statistical sources and results from recent research are included. The attitude of young people towards the language as well as their use of Welsh is outlined.

Chapter 3 summarises recent important policy developments in terms of young people and the Welsh language and offers to unify the two policy strands. It is recommended that the needs and rights of young Welsh speakers and learners should be identified and met. Young People's Partnerships should include appropriate representation from Welsh-language organisations in order to face this challenge. It is also recommended, as a matter of priority, that the Welsh language should be mainstreamed into the work of the Youth and Pupil Participation Division, county councils, and Young People's Partnerships. These steps should ensure that organisations that work with young people, such as the Young People's Partnerships and county councils, consider the needs and rights of young Welsh speakers and learners as an integral part of their work.

Chapter 4 discusses the need to develop better ways to enable young people to express their opinions through the medium of Welsh and about Welsh-language issues. It is noted that the Funky Dragon could develop its role in this context. It is also suggested that Welsh-language organisations and Welsh-medium and bilingual schools work together to direct young Welsh speakers and learners towards the existing structures, such as the county youth forums. It is also recommended that appropriate opportunities are created to enable young people to examine their own identity including attitudes towards bilingualism.

Chapter 5 outlines existing Welsh-medium social activity for young people and gaps in provision. Contemporary music and performing arts are noted as effective areas that require further investment. Additionally, it is recommended that priority should be given to sport as an area for developing Welsh medium opportunities for young people. It is also noted that attention needs to be given to marketing existing opportunities, developing suitable opportunities for learners and to research into the feasibility of developing designated centres.

Chapter 6 emphasises the importance of close links with schools to extend school boundaries and develop the Welsh-language skills gained in the classroom. The importance of the link between Welsh-language community organisations and schools is noted. It is recommended that Welsh-medium after-school and school holiday provision should be developed and also that Welsh be given sufficient attention within the Learning Pathways Framework 14-19. It is suggested that further resources are required to develop opportunities for learners. It also notes that there is a need to promote parents' understanding of the importance of Welsh-medium social opportunities for their children.

Chapter 7 considers the importance of providing a sufficient range of relevant services to young people in the language of their choice. It is reiterated that there is a need for mainstreaming Welsh into relevant fields on a national and county basis. It is also recommended that the most relevant elements of the private sector should be targeted. It is suggested that the way young people themselves are consulted should be developed in order to offer the most relevant provision of services.

Chapter 8 discusses the importance of considering the educational, social and economic fields in an integrated way. The importance of the workplace is noted as an opportunity for young people to develop their use of Welsh, with customers and colleagues alike. It is recommended that there should be a consistent provision of Welsh medium and bilingual work experience as well as suitable opportunities to discuss the advantages of bilingual skills as a part of the careers advice service. It also notes the importance of considering the needs of young Welsh speakers and learners in the context of developing a sustainable economic and community infrastructure.

Chapter 9 discusses the need to develop a competent bilingual workforce to meet the needs of supporting young Welsh speakers and learners and it is suggested that the priority areas include leisure and youth services. There is a particular emphasis on the lack of training through the medium of Welsh in youth work. It also notes that there is a need to develop training to help establish patterns of using Welsh in youth activities.

Chapter 10 outlines ways the Strategy will be implemented by drawing up an Action Plan before the end of 2005 and by establishing focused partnerships to achieve and evaluate specific objectives.

WELSH LANGUAGE BOARD YOUTH STRATEGY

CONTENTS

1 – Introduction

2 – Young People and the Situation of the Welsh Language

3 – A New Policy Agenda: the Needs and Rights of Young Welsh Speakers and Learners

4 – The Voice of Young People

5 – Community Activity

6 – Extending School Boundaries

7 – The Provision of Services

8 – Careers and Employment Opportunities

9 – Developing a Qualified Workforce

10 – Implementation

1 – INTRODUCTION

1.0 On behalf of the Welsh Assembly Government, the Welsh Language Board works towards creating a truly bilingual Wales and one of the cornerstones of that work is to promote and facilitate the use of Welsh by young people (11-25 year olds). Since young people need a specific focus within the broader strategic framework, the Board decided to lead the work of producing a Youth Strategy that aims specifically to increase young people's use of Welsh in a social context. The Strategy concentrates on the social use of Welsh. This is because the social and community setting is essential in supporting the use of a language which has been acquired in the home or through the education system.

1.1 The task of producing the Strategy followed widespread consultation across Wales, including discussions with policy developers, practitioners in the field, a series of consultation exercises with groups of young people from various linguistic backgrounds, together with a period of formal consultation during which responses were received and considered.

1.2 The purpose of this Strategy is to offer a specific vision and framework that is relevant to policy developers, practitioners and service providers, as well as young people themselves. It considers some familiar issues but also attempts to identify innovative aspects by analysing current developments and offering a bold vision for the future in accordance with the Welsh Assembly Government's aims. An important feature of this work is the Strategy's emphasis on identifying young people's needs and rights with regard to the Welsh language. Other progressive aspects are also discussed in order to ensure that we have a holistic vision, which is shared with partners and young people themselves, of the priority areas that influence young people's attitudes, opportunities and choices concerning the use of Welsh.

1.3 There are clear signs that attitudes towards Welsh are more positive than ever before. There is also evidence that more and more young people have bilingual skills, in Welsh and English. This Strategy will contribute towards ensuring that the correct conditions are created so that the numbers who speak Welsh and use the language in every aspect of life continue to grow.

1.4 The Document

1.4.1 The Strategy has been structured to reflect the themes discussed during the consultation period. These themes were identified as the priorities of a Strategy to promote Welsh among young people. Each chapter contains a broad discussion of the current situation within that theme. A series of needs and recommendations are noted based on the evidence. Specific points are also noted that refer to what a young person should expect.

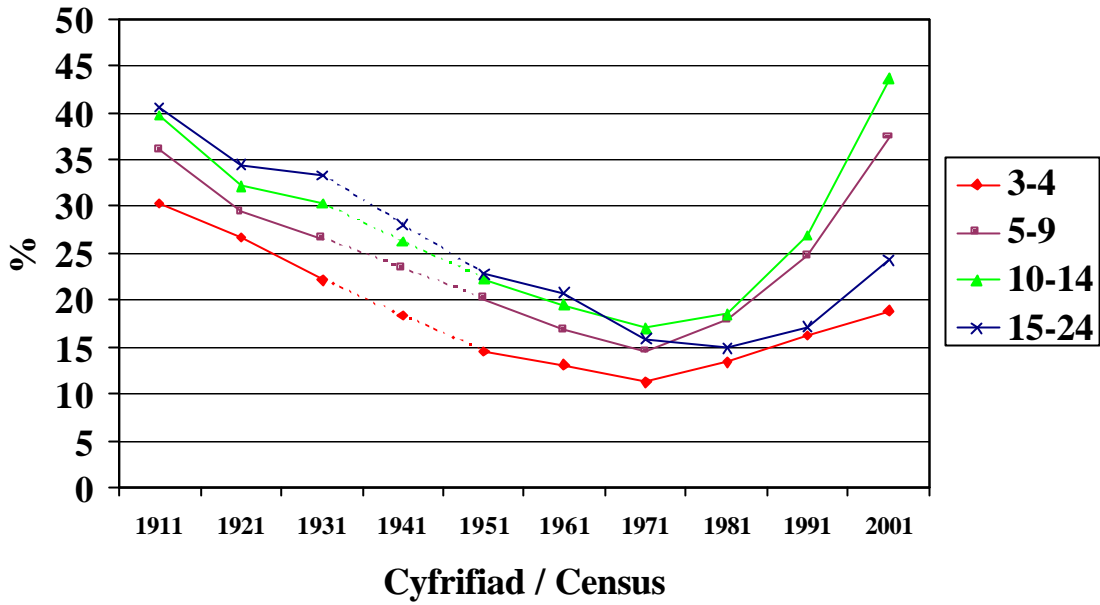
2 – YOUNG PEOPLE AND THE SITUATION OF THE WELSH LANGUAGE

2.0 The purpose of this chapter is to illustrate the situation of the Welsh language among 11-25 year old young people as an evidence-base for certain aspects of the Strategy. The chapter is arranged under three sub-headings:

- Number of Welsh speakers;
- Opportunities to use Welsh;
- Status of the Language, Attitudes towards the language and Usage;

2.1 Number of Welsh Speakers

2.1.1 The most important source of evidence for assessing the percentage of the population who can speak Welsh is the Census carried out by the Office for National Statistics. During the twentieth century, the results of the Census showed a decline in the number and percentage of the Welsh-speaking population, reaching its lowest point in 1991 when 18.7% (508,000) of the population of 3+ year olds indicated that they spoke Welsh. By 2001 the number had risen slightly but significantly for the first time in the history of the Census, with 20.8% (582,000) of the population of 3+ year olds indicating that they could speak Welsh. An analysis of the general total shows a significant increase in several age groups (especially age 5-9, and also the 10-14 and 15-19 groups). This is a continuation of the increase amongst young people in the 1981 and 1991 Census and the 2001 results confirm that this trend is still evident. It is also possible to identify this pattern of increase amongst the 20-25 year old group, which reflects patterns identified in the 1981 and 1991 Census. This older group is especially significant since it contains prospective parents with the potential to transfer Welsh in the home.



2.1.2 As the following table shows, the distribution of the percentages and numbers varies significantly across Wales. High percentages are found in the traditional Welsh-speaking heartlands in the west and the north. Significant percentages as well as great numbers are also found in the north-east and south-east areas. Despite county and local variations, there is a consistent pattern of increase in the knowledge of Welsh among young people.

Percentages who can speak Welsh, per local authority, according to age

Everybody over 3
years of age

<i>Area</i>	<i>Percentages:</i>				<i>Numbers:</i>			
	<i>Everybody aged 3 and over</i>	<i>10-14</i>	<i>15-19</i>	<i>20-24</i>	<i>Everybody aged 3 and over</i>	<i>10-14</i>	<i>15-19</i>	<i>20-24</i>
Isle of Anglesey	60.1	80.7	77.5	69.8	38,893	3,558	3,016	2,306
Gwynedd	69.0	92.8	78.5	60.1	77,846	6,611	5,724	4,605
Conwy	29.4	52.2	45.5	31.9	31,298	3,611	2,761	1,544
Denbighshire	26.4	46.3	36.6	24.8	23,760	2,865	1,990	1,115
Flintshire	14.4	42.4	27.4	13.8	20,599	4,270	2,521	1,082
Wrexham	14.6	33.9	21.2	11.9	18,105	2,822	1,724	931
Powys	21.1	48.8	35.3	18.4	25,814	4,030	2,542	912
Ceredigion	52.0	81.2	57.1	30.3	37,918	3,404	3,233	2,134
Pembrokeshire	21.8	48.6	32.6	17.1	23,967	3,746	2,229	882
Carmarthenshire	50.3	61.7	55.2	42.5	84,196	6,951	5,830	3,641
Swansea	13.4	28.0	16.9	8.1	28,938	3,967	2,511	1,256
Neath Port Talbot	18.0	34.5	24.9	12.5	23,404	3,086	2,102	843
Bridgend	10.8	30.5	23.5	10.2	13,397	2,705	1,801	660
Vale of Glamorgan	11.3	36.7	23.0	9.6	12,994	3,139	1,781	534
Rhondda; Cynon; Taf	12.5	34.2	27.1	14.3	27,946	5,606	4,081	2,060
Merthyr Tydfil	10.2	31.0	20.9	10.4	5,532	1,281	796	304
Caerphilly	11.2	39.8	26.5	11.4	18,237	4,853	2,847	1,059
Blaenau Gwent	9.5	44.1	22.8	6.1	6,417	2,275	1,009	218
Torfaen	11.1	49.9	27.2	5.4	9,780	3,273	1,574	247
Monmouthshire	9.3	44.5	16.5	3.2	7,688	2,599	815	106
Newport	10.0	46.1	21.4	3.8	13,135	4,688	1,892	276
Cardiff	11.0	31.0	18.2	9.9	32,504	6,335	4,010	2,797
Wales	20.8	43.7	30.7	17.4	582,368	85,675	56,789	29,512

2.1.3 Schools have played a key role in increasing the number of young people who develop Welsh language skills.¹ As part of the National Curriculum, Welsh is a core subject, (whether as first or second language) until the end of key stage 4. This means that all pupils in years 7-11 study Welsh, with the exception of some children who have a statement of special educational needs. School statistics (Schools Census / PLASC) have noted a slight and steady increase in the number and percentage of young people who study Welsh (as a first language) from 10.4% (22,000 pupils) in 1983 to 14.6% (28,000 pupils) in 2003. There is evidence to suggest a lack of continuity between key stages 2 and 3 when pupils transfer from primary to secondary school, especially in areas with high percentages of Welsh

¹ See the Welsh Language Board's Education and Training Strategy (2004) for a fuller analysis of the development of Welsh as a subject and teaching medium.

speakers. If this situation could be improved, the percentage of those who study Welsh (as a first language) could increase considerably.

2.1.4 Welsh is also used as the main teaching medium in 448 primary schools², while 54 secondary schools are defined as Welsh Language Secondary Schools, i.e. where at least some subjects are taught through the medium of Welsh³. There is continued growth in the demand for Welsh-medium education and, in general, the provision has increased in response to this demand. This increase has been very apparent in some areas, such as the Rhondda, Cynon and Rhymni valleys, and in Cardiff. The situation in more rural areas is somewhat different where one comprehensive school can provide for a large catchment area and education authorities and individual schools face a challenging task in attempting to provide meaningful choice of subjects and a choice in the medium of teaching those subjects. It should also be noted that the number of pupils studying Welsh as a second language at A level is increasing: during 2004, 562 sat the A level examination, compared with 261 in 1989.

2.1.5 The above figures show an obvious pattern of increase in the number and percentage of young people who have Welsh language skills. Clearly, the challenge for organisations working with young people is to plan the provision of a social, community and vocational context that will support the way these skills are developed and used.

2.2 Opportunities to Use Welsh

2.2.1 Several factors must be considered in order to provide an effective picture, including the linguistic nature of the local area, the nature of the formal and informal networks in that area, and the individual's linguistic background. Other important considerations are the resources provided locally in order to provide structured and less structured opportunities as well as the status of the language and attitudes towards its use. Status, attitudes and Welsh language use are discussed below.

²Schools' Census January 2004

³ As defined in Section 354(b) of the 1996 Education Act. A Welsh secondary school is a school where more than half the basic subjects, apart from Welsh and English and Religious Education, are taught entirely or partially through the medium of Welsh.

This summary can provide a limited general overview only whilst work is ongoing to map the situation more closely at county and local level.

2.2.2 In attempting to analyse the social opportunities to use Welsh, one of the most significant factors is the linguistic nature of the area. In general, a wider range of social opportunities exists in areas where Welsh is a prominent community language, whilst opportunities are scarcer and limited in nature in other areas. Opportunities in less Welsh-speaking areas are characterised by the conscious efforts of Welsh-language organisations to provide as local a provision as possible for the younger age group. Within older age groups there is a mixed picture of informal networks. In the more prominently Welsh-speaking areas the pattern of opportunities is even more mixed, some being “naturally Welsh” and others being provided by Welsh-language organisations as well as opportunities provided by organisations which do not belong specifically to the Welsh-language arena. The pattern of informal networks is complex in these areas too, with signs of fragmentation.

2.2.3 The Board’s latest research on the social networks of young 13-17 year old Welsh speakers, conducted in 12 specific communities, provides important evidence of this picture. The results of the report refer to 3 different models to illustrate Welsh speakers’ networks in those areas:

- Areas with a high density of Welsh speakers (70% +), where Welsh is used in many social networks and activities. Very few areas fall within this model;
- Areas with a fairly high density of Welsh speakers (50-70%), where the pattern of the medium of local networks and social opportunities is mixed. The language of the family is an obvious influence on the informal networks, and there is a definite split between organisations that provide in Welsh or in English. This model is more common;
- Areas with a lower density of Welsh speakers (30-50%), where Welsh is not apparent in informal networks and the activities of local organisations. The influence of the language of the family is still a factor, but local social opportunities are very limited. This model contains several areas in the south-west and some in mid and north Wales that are still regarded as part of the traditional Welsh-speaking heartland.

2.2.4 The evidence from areas with a very low density of Welsh speakers is not so complete. The discussion groups which met during the consultation meetings arranged in order to prepare this Strategy provided valuable evidence. The Board also conducted research in 2000 into patterns of usage among sixth form pupils in Welsh-medium and bilingual schools. One very obvious factor in the available evidence is the fact that the majority of individuals who can speak Welsh come from homes where English is the main language. This frequently meant that English was the language of most of the informal networks. As the individual grew up, left school and went on to further/higher education or to the workplace, an opportunity to create new networks arose as well as an opportunity to use Welsh-language skills within a new educational or vocational context. However, there is very little evidence to suggest that these significant changes have led to establishing new patterns of using Welsh. On the contrary, it is more likely that these individuals will lose contact with formal and informal Welsh-language networks until they themselves become parents and face choices as to the medium of childcare, nursery and primary education.

2.2.5 Despite this, there are flourishing Welsh-speaking networks in less Welsh areas in the urban contexts of the cities of Cardiff and Swansea where a large variety of social activities occur. These include very many young people who have moved to the cities for education and career opportunities as well as young people who were brought up locally. The existence of similar networks in less Welsh-speaking areas is less evident despite a growth in Welsh-medium education and where the number and percentage of young people who can speak Welsh is on the increase.

2.3 The Status of the Language, Attitudes towards the Language and its Use

2.3.1 Several factors have contributed towards improving the status of Welsh and creating very positive attitudes towards its continued existence and use. Since the Welsh Language Acts of 1967 and 1993, The Government of Wales Act 1998, and publishing of *Iaith Pawb* in 2003 (the Welsh Assembly Government's Action Plan for a Bilingual Wales), the public status of Welsh has improved considerably. Bilingual signs and various printed materials gave Welsh a higher visual prominence. Businesses and other organisations have voluntarily adopted the same emphasis on bilingualism when dealing with the public. Another important factor was the broadcasting media, with the establishment BBC Radio Cymru's Welsh service in

1977 and S4C in 1982. Another important effect of the improvement in the status of Welsh has been the increasing demand for bilingual skills in the labour market where many positions now have a Welsh-language requirement. This includes the public sector, but increasingly the other sectors too. This development has been an important influence on the continued growth in demand for Welsh-medium education.

2.3.2 More recently, another exciting aspect of the increase in the status of Welsh became apparent through information and communication technology. The development of Welsh and bilingual websites and a Welsh-language interface for Microsoft Windows XP and Office 2003 confirm the contemporary status and image of Welsh. These developments are very relevant to a generation that has grown up with computers and mobile devices.

2.3.3 Attitudes towards Welsh have become much more positive in recent years. By now there is evidence to show that the attitude of people in Wales towards Welsh is very supportive indeed. In research surveys commissioned by the Board since 1995, large percentages indicated that they supported the use of Welsh and the future of the language. In discussion groups with young people during the past two years it was very apparent that these attitudes are common amongst young people. There was evidence that young people believe that Welsh is an important feature of their heritage and identity and that the Welsh language brought cultural, social and economic benefits.

2.3.4 It is difficult to provide a concise picture of young people's Welsh usage practices. It is also difficult to provide a definitive analysis of the relationship between attitudes, ability, the use of Welsh and the process of language transmission in the home. Efforts in the past have been hampered by a lack of resources to commission detailed research into the use of Welsh. By now, however, there are important research projects underway that will, in due course, allow a more effective analysis of the situation of the language in several key contexts. These include the study of 13-17 year old Welsh Speakers' Social Networks cited above.

2.3.5 From the available evidence, a positive picture emerges based on young people's attitudes towards Welsh and a great awareness of the cultural and

economic value of Welsh. Despite that, the situation of the use of Welsh in informal networks is complex and one that contains evidence of tendencies to use English in contexts where individuals with varying skills in Welsh and linguistic backgrounds socialise together. Another trend which has been identified is young people's lack of awareness of opportunities to use the language in certain contexts, including contemporary Welsh-language music events or the services provided by public bodies and large businesses such as high street banks. At the same time, there are associated negative trends whereby a significant percentage of people who can speak Welsh lack confidence in their ability to use the language in certain contexts or even to use it at all.

2.4 Conclusions

2.4.1 Even from a fairly basic analysis of the situation of Welsh amongst young people it is apparent that the complete picture is complex. There are clear signs of an increase in the number who possess Welsh-language skills. The evidence also attributes this increase to the success of the education system. However, a living language cannot depend on the efforts of schools to maintain it. There are mixed trends when attempting to analyse the nature of opportunities to use Welsh and the way young people are able to take advantage of these opportunities. Although the status of Welsh has improved and although attitudes towards Welsh and its value are very positive, there is evidence that informal networks are in danger of weakening at the community level. There is evidence too of a lack of suitable opportunities in leisure and social situations in particular. These social opportunities are essential to ensure that young people feel a sense of ownership towards the language. They are also vital in order to provide contexts where individuals can develop their Welsh-language skills and gain confidence in order to use Welsh in every aspect of life.

3 – A NEW POLICY FRAMEWORK: THE NEEDS AND RIGHTS OF YOUNG WELSH SPEAKERS AND LEARNERS

Young people have a right to use the language of their choice

3.0 This Strategy is based on the fact that young people have rights. These rights are relevant to language and are especially significant in a bilingual country where Welsh has equal official status to English. The Welsh Assembly Government is committed to the aim of creating a truly bilingual Wales. It has also adopted ambitious policies to support the needs of young people. This Strategy will provide a new policy framework in order to combine the commitment to young people's rights with the strategic aim of ensuring a prosperous future for the Welsh language.

3.1 Children and young people's rights are set out in the United Nations Convention on the Rights of the Child. Article 30 of the Convention states that children from minorities or indigenous children of nations have the right to use their language. The National Assembly of Wales adopted this Convention in its early days and the issue of children's welfare and young people's services has received considerable attention. Following a period of widespread consultation, the Assembly Government published the policy document *Extending Entitlement* (2001) followed soon after by the *Framework for Partnership* (2002) in order to provide a new practical framework for structures that would provide coordinated services for children and young people based on county-wide partnerships. These publications contained some references to matters relating to Wales' cultural identity and bilingualism. As a result of these publications Children's Partnerships and Young People's Partnerships were established in every county together with Children and Young People's Framework Partnerships. In addition, the functions of the Wales Youth Agency are being merged with the Assembly Government as part of a major restructuring of the way that policy and support is developed at the national level.

3.2 Alongside its attention to children and young people, the Assembly Government paid great attention to its Welsh language policy. The Culture and Education and Lifelong Learning Committees conducted comprehensive policy reviews which led to publishing *Our Language: Its Future* (2002). Following this an important policy statement, *A Bilingual Future* (2002), was published, before publishing *Iaith Pawb, a National Action Plan for a Bilingual Wales*, in 2003. At the heart of *Iaith Pawb* is a strong statement of support for the Welsh language as contained in the introduction written by the First Minister and the Minister for Culture, Welsh Language and Sport:

The Assembly government is committed to taking the lead in working to support and promote the Welsh language... we will do all we can to create the right conditions in which the Welsh language can grow and flourish in all aspects of Welsh life.

3.3 Amongst several aspects of policy and action, *laith Pawb* pays special attention to the importance of young people:

The Assembly Government is acutely aware that if Welsh is to flourish, young people in particular need to develop a sense of ownership for the language and to see it as their language and not simply the language of school and culture. The Assembly Government will work to ensure that we maximise the opportunities for our young people and teenagers to use the language in everyday leisure and social situations. (4.38).

3.4 *laith Pawb* also promises that Welsh should be given due emphasis within the new structures created in the area of children and young people:

The Assembly Government's strategy for Children and Young People, Framework for Partnership, is founded on the UN Convention on the Rights of the Child. We have established Local Children and Young People's Partnerships in each local authority area to plan and deliver services to young people from 11-25 years of age. The Partnerships will draw up Framework plans which will need to recognise the importance of culture and the Welsh language in local service provision and the planning and development of new services. (4.40).

3.5 Another important feature of *laith Pawb* is the way it established the principle of mainstreaming Welsh into each of the Assembly Government's and its partners' policies and activities:

The Assembly Government will mainstream consideration of the Welsh language into the policy-making processes of all Assembly Ministerial portfolios (2.23) ... The commitment to mainstreaming ... will extend to all ASPBs also (2.25) ... We shall encourage the mainstreaming of Welsh language issues in those organisations in the local government, private and voluntary sectors which work in partnership with the Assembly Government in implementing Assembly Government policies in Wales. The principles of mainstreaming should inform policy-making and the delivery of services across the range of such organisations' responsibilities, not merely those specifically where they act in concert with the Assembly Government or as its agent (2.26)

3.6 It is too soon since these far-reaching pronouncements to assess how much has been achieved but much of the work is already underway. This work includes

providing additional resources to the Board and its partners to develop their activities which target young people. It also includes work by Assembly Government departments and Assembly Sponsored Public Bodies to prepare mainstreaming strategies. It will include the new structures, such as the Youth and Pupil Participation Division.

3.7 In the context of Welsh in general, the Board's main partners, including the Urdd, the Mentrau Iaith and Young Farmers' Clubs, have been working together more closely at every level in recent years. Further development is ongoing through the County Forums of the Board's main partners in order to increase practical co-operation at the county and local level. This development will facilitate participation by the Welsh-language youth organisations in Young People's Partnerships.

3.8 The Young People's Partnerships are a crucial development for the Welsh language and the issue of working in partnership. Unfortunately, the Board's research as well as recent Estyn reports show that the Young People's Partnerships have not yet paid due attention to matters regarding bilingualism and providing services to Welsh speakers and Welsh learners in the language of their choice. Young People's Partnerships and Welsh-language organisations should ensure that the Partnerships have appropriate representation to ensure that the needs of young Welsh speakers and learners can be discussed and met.

3.9 We believe that high priority should be given to promoting the Assembly Government's objectives regarding the use of Welsh within youth policy by acting on the basis of the needs and rights of Welsh speakers and Welsh learners from all backgrounds and abilities. In the context of the present restructuring, priority should be given to developing a strategy for mainstreaming the Welsh language into the work of the Youth and Pupil Participation Division. Moreover, county councils should adopt the principle of mainstreaming Welsh in line with the Assembly Government and Assembly Sponsored Public Bodies. This step could lead to strengthening the necessary co-ordination between education policies, which plan for a situation of progress for Welsh, and other relevant policies areas, including young people. Furthermore, Children and Young People's Framework Partnerships and Young People's Partnerships should also become responsible for mainstreaming Welsh into their work by assessing the needs of Welsh speakers and Welsh learners and planning their provision according to their needs in order for them to receive support and services in the language of their choice.

As a young person you should expect:

That your rights regarding your language are explained and respected;

That you can expect to be able to use the language of your choice when dealing with services, as of right.

That agencies which provide for young people work towards ensuring that your rights are respected and met.

4 – THE VOICE OF YOUNG PEOPLE

The right and opportunity to express an opinion on topics that are relevant to you in the language of your choice

4.0 In accordance with its commitment to the United Nations' Convention on the Rights of the Child, the Assembly Government has shown commitment to developing the participation of children and young people in its policy documents, i.e. *Framework for Partnership (2002)* and *Extending Entitlement (2001)*. It has also led the strategic development of the participation of children and young people in many ways; by establishing an independent Children's Commissioner; establishing an assembly for children and young people (Funky Dragon); insisting that the Children's and Young People's Partnerships consult with children and young people; and providing specific finance for local authorities to establish Youth Forums for 11 – 25 year olds.

4.1 There is a healthy tradition amongst Welsh-language voluntary organisations of encouraging young people to participate in service development. The Urdd facilitates the participation of young people across its activities, for example in its humanitarian projects and visits and in the annual Message of Good Will which is prepared by young people themselves; the Mentrau Iaith conduct young people's forums to arrange local activities; the Young Farmers' Clubs follow a well-developed and effective model of giving young people a voice in its activities and giving appropriate leadership responsibility to young people within communities; the National Eisteddfod also has youth committees to arrange youth activities and ensure that young people contribute to the wider provision of the Eisteddfod itself.

4.2 Welsh-language broadcast media also play an important role in this context, for example the *Hacio* series on S4C that gives young people a voice on political issues. A contemporary development to note is the growth in interest in web-based discussion groups. The strength of these groups is their independence and they represent an innovative medium for young people to make written contributions in Welsh to discussions on any given topic. However, it appears that the participation structures within the Welsh-medium organisations often stand apart from the new

structures instigated by the Assembly Government. These structures need to be integrated in order to ensure that young people can voice their opinions in Welsh and on matters relating to Welsh.

4.3 In respect of the Assembly Government's initiatives, the aim of *Funky Dragon* is to give young people an opportunity to express their views on matters that affect them and for attention to be given to their views on a national level. The forum contains representatives from the voluntary and statutory sectors and from schools' councils. There are 60 young people on the forum (this number will soon increase to 100), which meets four times a year and also meets with ministers and others when the opportunity arises. Members of staff at *Funky Dragon* are attempting to learn Welsh, but it should be ensured that they have the capacity to facilitate participation in the medium of Welsh in all forums and activities. At present, there is no clear picture across Wales of the status of Welsh within the Youth Forums at county-level. On the basis of current evidence there is clearly room to increase the presence of Welsh-medium youth clubs on the forums at every level in order to voice the needs of Welsh speakers and matters concerning bilingualism. In addition, it should be ensured that officials responsible for these forums can facilitate participation through the medium of Welsh. On the other side, Welsh-language organisations and Welsh-medium and bilingual schools should work together to facilitate access to these forums by referring pupils to them.

4.4 As well as ensuring a voice on the mainstream forums, it is also important to provide opportunities to consider ideas and the reality of bilingualism. It was often noted in consultation meetings that young people had no opportunity to examine their own identity in the context of the Welsh language. This should be considered, not only as an integral part of the school curriculum but also as a core part of the curriculum of youth work in Wales, for example, under the lead of *Funky Dragon* and county Young People's Forums. This would lead to an increase in local opportunities for young people to discuss matters relating to bilingualism and thereby developing a sense of ownership of the language.

As a young person, you should expect:

To be able to express your opinion in Welsh;

To be able to use Funky Dragon in Welsh;

To be able to participate in the activities of Youth Forums in the language of your choice;

That Youth Forums pay attention to the needs of young Welsh speakers and those who are learning the language;

That there is a link between your youth club and the county council youth forums.

5 – COMMUNITY ACTIVITY

Opportunities to socialise in Welsh in your community

5.0 The linguistic environment of young people varies enormously from one area to another. In some areas of Wales the high density of Welsh speakers enable people of all ages to use Welsh regularly when socialising informally. When the density of Welsh speakers is lower the linguistic experience is very different for young people. The factors which affect the young person's choice of language are very complex, but research shows that young people tend to use Welsh socially when they have the linguistic support either of their families, the community, or the organisations with which they deal. When that support does not exist, young people often lack linguistic confidence, which causes them increasingly to choose to use English.

5.1 Several organisations are striving to offer community-based, social opportunities in Welsh in each area of Wales. Youth clubs working through the medium of Welsh meet regularly in some communities. These derive mainly from the activities of the Urdd, the Mentrau Iaith, religious organisations such as the Welsh Sunday Schools Council, the Young Farmers' Clubs in some counties and, in some rare instances, under the care of county council Youth Services.

5.2 The activities of the Urdd have a long and distinguished history. The Urdd's work focuses on several areas, including the activities of the 'aelwydydd' (community-based clubs), the Urdd National Eisteddfod, the facilities of the Urdd Camps, and humanitarian work in Wales and abroad. One important area where the Urdd is leading with regards to the Welsh language is sports activities through a combination of taster experiences and regular activities. Good use is made of contemporary music, especially by the Mentrau Iaith who provide rock, DJ and recording workshops and arrange gigs. Music festivals are arranged across Wales too, which offer young people a variety of contemporary culture experiences through the medium of Welsh, including Sesiwn Fawr Dolgellau, Miri Madog and a week-long series of gigs during the National Eisteddfod. Through its Language Action Plans, the Board is encouraging purposeful activities in communities of special linguistic significance and

meeting the needs of young people is central to each Plan. The effect of the above organisations' work should be reinforced by a detailed planning process that ensures a continuum of activities across the age range and carried out in partnership with other mainstream organisations.

5.3 The main weakness of the current community provision is that, all too often, the young person must make a conscious decision to participate in a Welsh-language social activity. The communities where young people can expect to take part in an activity through the medium of Welsh completely naturally are few and far between. In order to reach a situation where suitable opportunities are provided locally for young people, the current provision should be carefully mapped at every level in order to identify the gaps. As a result of an effective audit at county level, the relevant partners should work together to respond to identified gaps. One important aspect of developing appropriate provision would be to share good practice between counties as part of a broader package of guidance for individual organisations and Young People's Partnerships for dealing with Welsh language issues.

5.4 Although the above outline of activities undertaken by the Welsh language organisations suggests a positive situation in some ways, it should be noted that these activities are insufficient to meet the needs of a strategy that has the aim of increasing the social use of Welsh by young people. The current Welsh-language provision should continue to be developed through better marketing amongst new audiences and by providing additional financial support to organisations that provide services in Welsh in order to develop the range of their provision and increase access for young people from every area and background.

5.5 Another important priority will be to develop more specialist, local clubs and activities through the medium of Welsh. Among the most important areas in this context are contemporary music, the performing arts and sport. Positive activity is underway in the field of contemporary music and the performing arts with the co-operation of a number of partners, including the Urdd, the Mentrau Iaith, the National Eisteddfod, Young Farmers' Clubs, Community Music Wales, S4C, BBC Cymru, schools, some county councils together with a great amount of wholly voluntary effort

in many communities. Unfortunately, the evidence and consultation shows that the present provision fails to meet the needs of young Welsh speakers and learners. Further investment is needed in these activities in order to extend the opportunities to young Welsh speakers and learners of every background and ability in every part of Wales. In close partnership with the Young People's Partnerships, the range of opportunities for young people to use Welsh in recreational and social settings should be assessed at county level in order to identify where more relevant opportunities could be developed.

5.6 One area that deserves special attention is sport. The Assembly Government has published *Climbing Higher, the Strategy for Sport and Physical Activity in Wales*, which identifies as a priority the need to increase access in the Welsh language. The Sports Council for Wales has a Welsh Language Scheme which ensures that a bilingual service is available for the public in many of its activities and in time the Council will also carry out a Strategy for mainstreaming the Welsh language. The Assembly Government is investing heavily in sport in conjunction with Lottery schemes and large-scale events such as the London Olympics 2012 are sure to stimulate additional investment in the coming years.

5.7 In the context of the Welsh language, the Urdd provides local sports activities, which have increased considerably in recent years. However, the Urdd's resources in this area are not extensive and the level of Welsh medium provision of other providers is low. Very few activities are led in Welsh or bilingually in sports centres run by county councils and their extensive county-wide work of sports development is rarely conducted in Welsh. Very few individual sports clubs are run in Welsh or bilingually within the sports that are the responsibility of the national governing bodies in Wales. Funding organisations should consider afresh the way they could mainstream the Welsh language into existing and future schemes. In close co-operation with the policy makers, such as the Assembly Government and Sports Council, and various practitioners, a *Sport and the Welsh Language Plan* should be created to promote and co-ordinate developments.

5.8 There is a need to support the sports governing bodies and the independent clubs to develop their ability to coach bilingually and to use Welsh in every aspect of

their activities. The sports to be targeted should be carefully prioritised by considering factors such as health, sustainability and economic development as well as identifiable impact in terms of the use of Welsh. One of the most attractive areas for young people is outdoor leisure. This is highly relevant in the context of Wales' amenities and natural resources and is an important field of potential employment for young people. Welsh should be an integral part of any initiatives to develop this field. Similarly, the potential of arts and performing arts activities that target young people and are supported by public funding should be explored.

5.9 Young people are especially targeted by marketing and advertising companies and this represents a considerable challenge in attempting to make young people aware of the social opportunities to use Welsh that are available to them. More effective methods of marketing local Welsh-language activities must be developed. As well as increasing their social use of Welsh, this would contribute towards promoting social inclusion by increasing young people's participation in positive activity in the community. To this end also, using relevant role models and making innovative use of information technology, both locally and nationally, should promote an exciting and positive image of the Welsh language.

5.10 Further attention should be given to helping Welsh learners to enjoy experiences through the medium of Welsh in their own communities, whatever the linguistic situation. A lack of resources can mean that young Welsh learners don't come into contact with suitable Welsh-language activities. There are notable exceptions to this such as the work of the Urdd in terms of the Eisteddfod and the Camps, and activities by some of the Mentrau Iaith and the Duke of Edinburgh Scheme. However, consideration should be given to developing ambitious initiatives that target young Welsh learners based on evidence of their actual needs.

5.11 There is evidence of effective use of Welsh-language centres in order to provide an appealing base for young people to socialise in Welsh outside the education system. In Swansea, social evenings are held in Ty Tawe, attracting many young people. Since Welsh is the natural language of the centre, this normalises the experience of speaking Welsh socially for the young people who participate in the activities. In Bethesda there is Canolfan y Tabernacl, a special centre for young

people featuring an internet cafe that plays Welsh-language music and which offers a location where young people can socialise informally in Welsh. The use of identifiable locations that support the development of informal Welsh-language networks for young people needs more attention. The feasibility of developing specific Welsh-language centres should be examined in several areas.

As a young person, you should expect:

To be able to attend Welsh medium youth clubs in your area;
To have an appealing choice of social activities within reach in the language of your choice;
That there is a local centre where you can socialise in Welsh;

6 – EXTENDING SCHOOL BOUNDARIES

Enabling young people to socialise in Welsh outside the classroom

6.0 The growth of Welsh-medium education has been a crucial development over recent decades and the contribution of the education system is vital to the stabilisation and increase in the numbers of speakers of any minority language. Nevertheless, as international experts stress, an emphasis on the education system alone will not bring success unless the right conditions are secured to support the use of the minority language outside the classroom.

6.1 A notable feature of the history of the development of Welsh-medium schools has been the efforts of both teachers and parents to enrich pupils' educational experiences by offering them varied social and cultural opportunities. Whilst acknowledging these immense efforts, we believe that there is scope for further development of this work to increase young people's social use of Welsh. Schools and relevant organisations should be consulted specifically to identify ways to develop and support pupils' social use of Welsh outside the classroom.

6.2 In rural as well as urban areas, school is central to young people's experience of Welsh. In rural areas, with scattered populations, young peoples' main opportunity to socialise in Welsh with their peers often comes through school-based activities. Similarly, in urban areas, where young people often have to travel some distance to attend the nearest Welsh-medium school, it is difficult to maintain the Welsh language networks established in school. In both contexts emphasis should be placed on creating relevant school-based opportunities to offer positive and varied experiences to the young Welsh speaker.

6.3 Some schools integrate after-school activities into the day's normal routine. Such provision often depends on teachers' goodwill, but at other times the school has the support of an external body in the provision of this activity. Some Welsh-medium comprehensive schools in south Wales have workers from CIC (Cynllun Ieuenctid y Cymoedd / Valleys' Youth Plan, a joint project between the Mentrau Iaith and the

Urdd), who provide a youth support service as well as offering young people social opportunities at school and in the community. Not only does this provision increase young people's social activity through the medium of Welsh but it also offers positive role models within a Welsh language context. Youth workers from some Mentrau Iaith visit schools in their areas in order to make contact with young people and encourage them to take part in local activities through the medium of Welsh, and the Urdd have a presence in most schools as well. This contact with young workers who use Welsh naturally and who are responsible for organising a wide range of activities in Welsh, gives young people a positive experience of Welsh as they mature. Their work contributes towards eliminating the insecurity that Welsh speakers may feel, especially those individuals who do not speak Welsh at home.

6.4 Children benefit socially and educationally from the experience of attending a Welsh-medium holiday club, especially during the long summer holidays. Similar services in English are supported by county councils in many parts of Wales. Where available, Welsh-medium provision is funded through a variety of sources and is delivered mostly by the local Menter Iaith. As a young person matures, it is important to offer more specialised opportunities, such as opportunities to try out adventurous sports or musical workshops. This kind of opportunity is becoming increasingly common but the current level of Welsh-medium provision does not provide access for the vast majority of young Welsh speakers. Attention should be given to increasing and expanding the opportunities for suitable Welsh-language provision in all areas. As a step towards expanding the provision an area-specific database should be created of individuals and organisations that can offer varied opportunities in Welsh, in order to facilitate the provision of exciting and varied opportunities for young people.

6.5 As outlined above, there are many examples of good practice within services in supporting young people's use of Welsh, but, as noted in the Board's Education and Training Strategy (13.7-21), the provision is extremely fragmented and where the Welsh language is concerned, co-ordinated planning is needed to ensure widespread access for young people.

6.6 Learning Pathways 14-19 will be a significant development in terms of community activity because of the clear overlap between the educational, vocational and social settings. As part of the Learning Pathways Framework, work experience, community and voluntary work will receive new recognition as part of a pupil's attainment. A great amount of careful planning is required to ensure that linguistic issues receive suitable attention within the Framework. In terms of this Strategy, the appropriate authorities should ensure that pupils are able to benefit from Welsh-language and bilingual work experience opportunities as well as working in partnership with Welsh-language organisations to provide a range of opportunities to participate in community and voluntary activity through the medium of Welsh. In addition to ensuring provision as a matter of equal opportunities, it should also be considered how to make use of the new Framework as a means of developing Welsh language skills in relevant settings.

6.7 Another important consideration is the development of suitable provision for pupils learning Welsh as a second language. As part of the National Curriculum all pupils study Welsh until the end of key stage 4. Welsh is studied as a second language by about 85% of pupils in years 7-11. This period will not necessarily be sufficient to ensure that these pupils have sufficient confidence in their Welsh language skills to use those skills beyond the classroom. Consideration should be given to the kind of support which would be suitable for this cohort with regard to increasing their use of Welsh socially. Opportunities are currently offered through Urdd activities and in some cases the Duke of Edinburgh's Award, the Peripatetic Welsh Teachers' Service and some Mentrau Iaith have succeeded in stretching their scarce resources in this direction. It is clear that there are substantial gaps in the support for the fostering of pupils' Welsh language skills outside class. A fundamental review should be carried out to determine which provision would be most suitable to aid the development of Welsh language skills. Consideration should also be given as to which experiences might reinforce the relevance of those skills in all aspects of life. As part of such a review attention should be paid to the additional resources that will be needed to offer access to relevant provision.

6.8 Lastly, parental support is vital to a young person's language development and parents' understanding of the importance of directing their children to relevant

Welsh-language activities needs to be supported. In light of recent demographic shifts, parents' understanding of this need is particularly important in contexts where Welsh is not the language of the home or in areas where the local community cannot offer established Welsh-language networks.

As a young person you should expect:

That opportunities will be available to you to socialise through the medium of Welsh after school and during the holidays;

That Welsh-language organisations such as the Urdd and the Mentrau Iaith have a prominent presence in your school;

That support is available from support workers through your preferred language.

7 – THE PROVISION OF SERVICES

Services for young people available in Welsh throughout Wales

laith Pawb notes,

that every young person has the right to a range of support services in the language of their choice (4.2)

7.0 Estyn inspections and the Board’s research show that there are many potential ways of improving the support to young Welsh speakers within youth support services. In addition, consideration must be given as to what other relevant services are provided for young people, mainly to ensure that the rights of young Welsh speakers and learners of every background and ability are recognised by offering these services in the language of their choice. The Board needs to strengthen its role in monitoring youth services in line with its responsibilities for monitoring the Welsh Language Schemes and Welsh Education Schemes of county councils. More detailed advice and guidance on these issues could lead to improving the provision at a county level and avoid the weaknesses highlighted in the past.

7.1 As well as specific services for young people, young people use other services and encounter some of these at significant periods in their lives. These services are highly varied and are provided by very different organisations, for example driving lessons by the private sector, health and well being services by the public and voluntary sectors and student loans by a mixture of the private and public sectors. The availability and standard of the Welsh-language provision offered by these organisations can vary considerably, and should a bilingual service be unavailable it has a negative effect on the young person’s attitude to the language. Young people’s expectations as to which services they can receive in their preferred language are often very low. Therefore, where key services are available in Welsh, such as driving tests or passport services, young people are unaware of this.

7.2 Since the Welsh Language Act 1993 the main spur for ensuring language choice in public services has been the Welsh Language Schemes agreed between the

Board and those bodies named under the terms of the Act. Although some organisations implement a Welsh Language Scheme they have not succeeded in delivering a sufficient range of services through the medium of Welsh to support young people. In order to offer a young person a meaningful language choice the young person needs to be the focus of service planning, and to this end, public bodies should give special priority in their Welsh Language Schemes to the need to consider thoroughly how a service affects a young person with regard to the Welsh language.

7.3 In addition, with the publication of *Iaith Pawb*, the Government established the principle of mainstreaming the Welsh language. This principle places more responsibility for the Welsh language on the departments of the Assembly Government itself together with Assembly Sponsored Public Bodies. In keeping with this principle and the terms of this Strategy's Policy Framework (above), we believe that the responsibility for mainstreaming the Welsh language should be extended to county councils and other local authorities which have a direct impact on young people's lives from day to day.

7.4 The Assembly Government can play a leading role in this context by ensuring that the Welsh language is mainstreamed into the work of the new structures following the merger of the Wales Youth Agency and the Youth and Pupil Participation Division. The Assembly Government has an ideal opportunity to develop greater support for statutory and voluntary youth organisations, as well as the Young People's Partnerships, to deliver services in Welsh. A consultative sub-group should be established with a specific focus on the Welsh language to ensure appropriate development at the national level on Welsh-language issues. This will include the new areas of responsibility, including research and evaluation, data gathering, training and workforce development, as well as current responsibilities, such as youth offender training and pupil disenfranchisement. Additionally, the new Division can develop its capacity to lead and support the Young People's Partnerships to plan the provision of support services through the medium of Welsh and appropriate Welsh-language social opportunities.

7.5 The voluntary and private sectors also have a role to play in service provision. Although they have no statutory responsibility to offer language choice in their services for young people this should be encouraged as good practice. In cases where voluntary bodies receive public funding it is the responsibility of the funding body to ensure that the requirements of their Welsh Language Scheme are implemented. Unfortunately, there is evidence to show that this does not always happen. Funding bodies should be more proactive in promoting and monitoring this requirement. Guidelines should be drawn for funding applicants that explain the ramifications of the Welsh Language Scheme. They should also draw up guidelines for their own internal processes in order to be able to monitor the activities of those receiving grants or funding with regard to the Welsh Language Scheme and the Welsh language generally.

7.6 Another weakness in the current situation with regard to the provision of services to young people is the lack of awareness of the Welsh language services available to them. Some private services, like high street banks, are currently succeeding in promoting Welsh-language services to young people more effectively than public services although there is no statutory requirement for them to do so. Public bodies need to market relevant Welsh-language services more vigorously to young people.

7.7 Where the private sector is concerned, there needs to be an increase in the assistance and advice given to businesses which have the greatest impact on young peoples' lives. The availability of relevant and contemporary services in Welsh, including internet shopping and mobile device technology, would be a clear boost to its status in the eyes of young people. The work of the Board and its partners in this area is led by the Board's Information Technology Strategy and Private Sector Strategy which will be published in 2005.

7.8 Processes should be in place to enable young people to indicate their needs with regard to Welsh language services. At present, not enough innovative use is made of ICT to facilitate language choice and no convenient complaints system exists for a young person to be able to record situations where their language rights have not been respected. Young people should be consulted as to their priorities for receiving services in Welsh. The *Cychwyn* partnership, associated with Welsh language

organisations and the Young People's Partnership in Cardiff, is an example of good practice for innovative and effective consultation with young people as to their priorities for local Welsh-language provision.

As a young person you should expect:

That public bodies have a bilingual public image;
That public bodies do their best to communicate with you in your preferred language;
That relevant publications issued by public bodies are available in your preferred language;
That you are able to receive services from a public body in your preferred language;
That voluntary and private bodies respond to the demand for bilingual services;
That organisations promote widely the opportunities they offer to use Welsh;
That there are convenient methods for you to indicate your language needs when dealing with services and that this opportunity for you to do so is clearly stated.

8 – CAREERS AND EMPLOYMENT OPPORTUNITIES

Opportunities to use Welsh in the workplace

8.0 The Government has noted its strategic priorities in the areas of education and economic development in *The Learning Country* and *A Winning Wales*. Since there is clear overlap between the social, educational and vocational use of Welsh, it is important, therefore, to consider these policy implications in a holistic and integrated way so that they contribute to the Assembly Government's aim of creating a truly bilingual Wales.

8.1 *Iaith Pawb* notes the connection between viable communities and the Welsh language and emphasises that 'a sustainable economic base and providing business and employment opportunities are vital to creating sustainable communities' (3.6). This is particularly relevant to young people since bilingual career opportunities are essential to reaffirm their use of Welsh in the community.

8.2 A young person's career has a great impact on their social use of Welsh. When a young person uses Welsh in the workplace, their confidence in their own linguistic ability continues to develop. When a young person from a non-Welsh-speaking background moves on from full-time education and follows a career path where their bilingual skills are not used, their confidence in their Welsh rapidly diminishes. Where possible, it is important that the workplace provides a young person with support and opportunities to use Welsh in both vocational and social settings. This has even greater relevance when those opportunities are not available to the individual in the home or local community.

8.3 A number of partners are involved in the field of careers advice for young people, including Careers Wales, CCETs, ELWa, the Welsh Development Agency, schools, colleges, University Careers Services, and various training providers. Careers Wales is the main agency that co-ordinates the advice given to young people through a variety of activities, from careers advice in schools to the development of innovative online services. The online service is bilingual. Although the individual Career Companies' Welsh Language Schemes note that the young person's

language choice will be respected, their ability to do this is restricted by a lack of bilingual staff. It should be ensured that Welsh-speakers and learners have the same opportunity to receive careers advice in the language of their choice. Careers Wales recognise that providing advice on the benefits of bilingual skills is a core part of this careers advice. They should be assisted to ensure that they present the latest evidence on the advantages of bilingualism and to ensure that relevant events are held to raise pupils' awareness. Careers advice services should also ensure that pupils have the opportunity to discuss the advantages of bilingual skills and possible career avenues that will provide opportunities to use Welsh in future.

8.4 Menter a Busnes have developed projects that focus on issues involving young people, entrepreneurship and the workplace. They have been providing information on the need for bilingual skills in the workplace through projects such as *Swyddiadur* and *JobCymru* in partnership with Careers Wales, with the aim of assisting employers to attract a workforce with necessary skills and to increase the use of Welsh within the workplace. Although the *Swyddiaduron* concentrated on the needs of employers, they provided an important resource for young people since they contained local and relevant information that equipped them to make informed career choices. More needs to be done to build upon this work and to clarify the role of different agencies in the task of raising young people's awareness of the advantages of bilingual skills and appropriate career opportunities.

8.5 Young people's attitudes are starting to change where Welsh in the workplace is concerned. The role of bilingualism in the public sector and the growing profile of Welsh in other sectors is raising the status of Welsh. It is important that young people see that Welsh is relevant to the world of work so that they value their language skills and make more use of them in the workplace. In order to do this, it is necessary for young people to enjoy positive early experiences in the world of employment. As recommended in the Board's Education and Training Strategy (14.52-53), and in line with the development of the Learning Pathways Framework 14-19, more work experience opportunities should be developed for pupils in schools and colleges where they have the opportunity to use Welsh. We believe that this could be achieved by including Welsh-language organisations, the Mentrau Iaith in particular, in the work of planning and delivery.

8.6 At the same time, attention needs to be paid to the development of more workplaces that use Welsh as a language of internal administration and business. As the demand for bilingual skills grows there is an increasing potential that the workplace could play a proactive role in facilitating the use of Welsh in all aspects of its activities. At present, employers often do not make effective use of young people's bilingual skills. The Board and its partners will promote the *Iaith Gwaith* (Working Welsh) Scheme in order to help customers identify where they can use Welsh with staff. It will also be a means of facilitating colleagues' ability to use Welsh with each other. Use of the latest Welsh-language computer software should also be promoted widely, including the Welsh language interface for Windows XP and Microsoft Office 2003, as another important means of facilitating the writing and reading of Welsh in the workplace.

8.7 Another aspect of the workplace's role is the importance of the social networks established and developed within it. Opportunities should be utilised to support the social use of Welsh in the workplace. Various possibilities should be considered, for example the development of networks such as Cwlwm Busnes that are supported by Menter a Busnes and some Mentrau Iaith. These provide a platform for organising networking and socialising opportunities. Businesses could be given more support to develop mentoring schemes to bring together Welsh-speakers and learners or to appoint Welsh language *Champions* in the workplace to promote both the corporate and social use of Welsh. The link between Mentrau Iaith and local workplaces could also be developed in order to encourage young workers to attend Welsh-language social events.

8.8 Lastly, there is the issue of generating sufficient employment opportunities, together with a supply of affordable housing, for young people to be able to stay in their communities or to return to them. The Assembly Government and other agencies have developed schemes to assess the nature of the problem and to provide a comprehensive planning framework for ensuring the economic sustainability of communities across Wales. The *Llwybro-Routes* project, led by the Welsh Development Agency, represents a rural focus on this issue. Its aim is to promote the concept that staying in rural Wales, or returning there, is an attractive

and practical choice. The bilingual nature of Wales's rural areas is a prominent feature of the project and awareness of language issues has been an integral feature of the project since its inception. It is an innovative project that provides an example of good practice in terms of the Welsh language. Another key development is the Assembly Government's Wales Spatial Plan, which seeks to provide a planning framework for economically sustainable communities across Wales. It should be ensured that the Welsh language is mainstreamed into the Plan in order to create the conditions in which the Welsh language can grow and prosper in all our communities.

As a young person you should expect

To receive advice about workplaces which need bilingual skills;
The value of bilingual skills to be discussed in employment;
Careers information to be available in your preferred language;
That a wide range of Welsh-language work experience opportunities is available in your area;
To be aware of opportunities to work locally;
That your employer appreciates your bilingual skills and develops opportunities for you to use them.

9 – DEVELOPING A QUALIFIED WORKFORCE

9.0 An increasingly bilingual workforce needs to be created in order to provide the social opportunities, career opportunities and services outlined in this Strategy. Priority should be given to employment areas that have the greatest impact on young people, such as youth work, youth support services, health services, creative industries, the arts, sport and leisure.

9.1 With regard to youth work specifically, whilst it is a field which is working towards raising the levels of professionalism generally, work remains to be done to attract young Welsh-speakers to the profession, and to encourage others working in the profession to learn and use their Welsh. There is an identified need for professional development through the medium of Welsh and appropriate investment in training youth trainers that can deliver courses through the medium of Welsh. *Opening Two Doors*, a report on seminars held across Wales in 2003 by the Welsh Youth Agency, noted the need for intensive language courses for youth workers, for language improvement courses and for training through the medium of Welsh. The following recommendation was given at the end of the seminar:

The Staff College to lead on bilingual and Welsh-medium youth work training, on all academic levels, on a national and local level because it is a crucial matter for development. As well as this recruitment, there should be support for bilingual courses from other institutions in Welsh speaking areas. It was felt that bilingual and Welsh-medium youth work training was a priority and that the provision of youth work training for bilingual people was essential in the short term.

9.2 There has been insufficient action since these findings were noted and the gap continues to exist. A decision needs to be taken as to who will be responsible for carrying out this essential work, especially in light of the plans to merge the functions of ELWa, the Wales Youth Agency, the Welsh Language Board and the Assembly Government.

9.3 There is also a need for specialised training for people who work with young people in Welsh-language or bilingual settings. It is needed in order to develop good practice in promoting and supporting the use of Welsh in various individual and group situations. The training would be highly relevant for workers in youth clubs or sports clubs. This type of training should also be incorporated into mainstream youth work training.

9.4 In terms of other professions in which there is a need to develop the bilingual capacity of the workforce most relevant to young Welsh-speakers and learners, there is a need to assess the current level of Welsh-language skills according to the priority sectors. Once this has been accomplished, it will be necessary to work with the relevant education and training agencies to ensure that there is appropriate provision to allow for growth in the number of suitably qualified bilingual workers.

As a young person you should expect:

That qualified bilingual workers are available to support you;
To be able to receive youth work training through the medium of Welsh or bilingually;
That encouragement and opportunities are available for you to be trained to provide specialist services in Welsh;
That adults who lead you in an activity encourage you and facilitate opportunities for you to use Welsh in every situation.

10 - IMPLEMENTATION

10.0 After publishing this Strategy, we will draw up an action plan that will seek to achieve the Strategy's aim. The action plan will follow the Strategy's structure and will set out clearly the objectives and targets to be reached together with the timetable for action and partners that will have an important role to play. It will also include a monitoring framework in order to evaluate progress on achieving the objectives and targets.

10.1 We will continue to consult widely as we develop the action plan and will consider establishing purposeful working groups and partnerships, at every level, in order to carry out specific tasks.