



Comisiynydd y
Gymraeg
Welsh Language
Commissioner



Promotion standards: assessing the achievement of the 5-year strategies

Effective practice guidance document

Published in accordance with section 4(2)(j) of the Welsh Language (Wales) Measure 2011

Date: April 2021



Comisiynydd y
Gymraeg
Welsh Language
Commissioner

Background

The principal aim of the Welsh Language Commissioner, an independent organisation established by the Welsh Language (Wales) Measure 2011, is to promote and facilitate use of the Welsh language. This entails raising awareness of the official status of the Welsh language in Wales and imposing standards on organisations. This, in turn, will lead to the establishment of rights for Welsh speakers.

Two principles will underpin the work:

- The Welsh language should be treated no less favourably in Wales than the English language
- Persons in Wales should be able to live their lives through the medium of Welsh if they choose to do so

Contact details:

- Phone: 0345 6033 221
 - Email: post@cyg-wlc.cymru
-

Contents

1	The Welsh Language Commissioner's guidance documents	1
2	Introduction	1
3	Current information on methodologies and data sources relating to the Welsh language	4
4	Methodologies to measure performance and achievement	12
5	Evaluating the implementation of the strategy	18
6	Monitoring progress and publishing a new promotion strategy	19
7	Promotion strategies – driving and evaluating change	23
8	Monitoring the implementation of a new promotion strategy and measuring its impact	28
9	Appendix 1: Community indicators	33
10	Appendix 2: Measuring the performance of the promotion strategy	35
11	Appendix 3: Indicators for the framework for measuring the impact of the Welsh Language Promotion Strategy in Carmarthenshire 2016–2021: examples	1

1 The Welsh Language Commissioner's guidance documents

- 1.1 The Commissioner's effective practice guidance documents offer practical ideas and advice on how to ensure compliance with statutory Welsh language duties and promoting the use of the Welsh language.
- 1.2 The guidance documents are not standards codes of practice issued under section 68 of the Welsh Language Measure¹, therefore there is no requirement to refer to the guidance documents when considering the interpretation of the Welsh language standards.

2 Introduction

Legislative and policy context of the promotion standards

- 2.1 In accordance with the Welsh Language (Wales) Measure 2011², a number of public organisations in Wales are required to implement Welsh language standards. Standards imposed on county councils and national park authorities include standards 145 and 146 (The Welsh Language Standards (No. 1) Regulations 2015), the promotion standards³. In accordance with section 31 of the Welsh Language Measure, a 'promotion standard' means a standard (relating to any activity) that is intended to promote or facilitate the use of the Welsh language more widely.
- 2.2 In order to implement standard 145, county councils and the national parks are required to produce a 5-year strategy that sets out how they propose to promote the Welsh language and to facilitate the use of the Welsh language more widely in their area.
- 2.3 All county councils and national park authorities must include in their promotion strategy (amongst other matters):
 - a target (in terms of the percentage of speakers in their area) for increasing or maintaining the number of Welsh speakers in their area by the end of the 5 year period in question, and
 - a statement setting out how they intend to reach that target.

¹ <https://www.legislation.gov.uk/mwa/2011/1/part/4/chapter/9/crossheading/codes-of-practice>

² [mwa_20110001_en.pdf \(legislation.gov.uk\)](#)

³ <https://www.legislation.gov.uk/wsi/2015/996/contents/made>

- 2.4 In addition, they must review the strategy and publish a revised version on their website within 5 years of publishing a strategy (or of publishing a revised strategy).
- 2.5 As noted, increasing or maintaining the number of Welsh speakers in the areas in question is one of the core objectives of the promotion strategies. As such, the promotion strategies are seen as an important contribution to the implementation of the Welsh Government's Cymraeg 2050 – A million Welsh speakers strategy, which is 'the Welsh Government's long-term approach to reach the target of a million Welsh speakers by 2050'⁴.
- 2.6 The promotion strategies are also an important contribution to the second Cymraeg 2050 target of doubling the daily use of the Welsh language.

Welsh in education strategic plans

- 2.7 In the context of the education sector, the planning tools for increasing the number of Welsh speakers are the Welsh in Education Strategic Plans (WESPs) implemented by all county councils in accordance with the School Standards and Organisation (Wales) Act 2013. Section 6 of this document provides specific guidance for organisations on ensuring that the targets and objectives of these new promotion strategies to be prepared are aligned with the revised WESPs (to be produced by county councils during 2021).⁵
- 2.8 The promotion strategies should therefore be seen as important elements in the range of current public policy interventions to ensure the prosperity of the Welsh language, in the context of the well-being of future generations agenda.

Confirming the requirements and intended impacts of standard 146

- 2.9 The second promotion standard, standard 146, requires county councils and national park authorities to carry out and publish an assessment of the implementation and achievement of their promotion strategies after a period of 5 years.
- 2.10 That assessment must include
- information on the numbers and ages of Welsh speakers in their areas; and
 - a list of the activities organised or funded by the organisations during the previous 5 years in order to promote the use of the Welsh language.
- 2.11 Standard 146 is therefore intended to ensure suitable and appropriate monitoring arrangements and achievement measures are in place to assess the effectiveness of the strategies.

⁴ [Cymraeg 2050: Welsh language strategy | GOV.WALES](#)

⁵ In January 2021, the Welsh Government published its [Guidance on Welsh in Education Strategic Plans](#)

The purpose of this guidance document

2.12 County councils and the national parks have set a variety of different targets for their 5-year strategies. Although it is up to the organisations themselves to measure progress against their targets, this document provides guidance on the following aspects:

- Current information on methodologies and data sources to be used to assess the extent to which they have followed their promotion strategies and met the targets they set.
- Proposals regarding how best to monitor progress before publishing revised versions of the 5-year strategies, in accordance with standard 145.

2.13 In 2018, the Commissioner published a related guidance document providing advice to county councils and national parks in Wales as they implement their 5-year promotion strategies. The document elaborates on the key elements of a strong 5-year strategy, taking into account effective practice regarding:

- Vision and ownership
- Communication and consultation
- Partnerships
- Setting targets and measuring performance
- The wider policy context

2.14 Finally, this document is a guide for county councils and national parks as they assess the achievement of their first 5-year strategies and prepare to produce a new strategy for the second 5-year period. As a result, the Commissioner will consider the need for its revision in due course in order to ensure that it is up to date and relevant to the 5-year period concerned and any emerging policy developments. Also, this document was produced against the backdrop of COVID-19, therefore those references to the influence and impact of the crisis on the implementation of the promotion standards will need to be reviewed.

3 Current information on methodologies and data sources relating to the Welsh language

- 3.1 It is important that any promotion strategy is based on robust, reliable and up-to-date information on the Welsh language. This will ensure that the organisation's interpretation of the linguistic situation is valid and informed, and that the assessment of the measure and interventions that need to be included in the strategy are accurate, suitable and appropriate.
- 3.2 In this section, you will find guidance on different sources of information that might be useful, and the methodological considerations that may be taken into account when measuring the performance and achievement of the measures and interventions, in accordance with standard 146.

Useful sources of Welsh language data

- 3.3 Below is a list of data sources on the Welsh language that may be used to support the monitoring of progress against the 5-year promotion strategy. The list also includes an explanation of the impact of COVID-19 on the sources, where appropriate.

The census and Welsh Government surveys

Census of population⁶

The census is the main source of Welsh language data in Wales and is used by the Welsh Government to assess progress against the target of a million Welsh speakers by 2050. The census asks everyone in Wales to answer questions about their ability to speak, read, write and understand Welsh. The data gathered will be available by small geographical areas or wider areas such as local authorities or electoral divisions, and the data on Welsh language ability can be cross-referenced with other features, such as the age and sex of the respondents.

The data on the Welsh language will also be used by the Welsh Government to establish a picture of the Welsh language and the Labour Market. The work areas with the most Welsh speakers will be identified and figures will be published on the percentage of full-time students who are able to speak Welsh. The Welsh Government also analyses census data in order to look at the language of households and the numbers transferring the language to their children, as well as looking at the number of people born outside Wales who have Welsh language skills.

A question on national identity was first asked in the 2011 Census, and those responses can also be cross-referenced with Welsh language skills.

⁶ Census 2021 took place on Sunday 21 March 2021. It is expected that initial results will be available within 12 months, with all results available within 24 months.

Detailed data from the latest census, held in 2011, and previous censuses are available here: <https://www.nomisweb.co.uk/census/2011> or on the StatsWales website: [Census: Welsh language \(gov.wales\)](#)

Annual Population Survey (Office for National Statistics)

This survey provides results on the number of people who are able to speak Welsh on a quarterly basis. It provides useful data at county council level in order to look at Welsh language trends between censuses, but the results of the Annual Population Survey (APS) should not be used to measure progress towards the target of a million Welsh speakers.

The APS gathers information on respondents' ability to speak Welsh, and also includes a question on how often people speak Welsh. APS results are published on a quarterly basis. APS estimates in terms of people's ability in Welsh are higher than those produced by the census. However, provided that APS results are only compared with previous APS results, it is a useful source of Welsh language data. The Welsh Government has published a statistical bulletin, Welsh language data from the Annual Population Survey: 2001 to 2018, which considers why APS results are different from census results.

The APS can provide county council level data and, by grouping some years together, can also provide results by broad age groups. While its results are not considered to be as reliable as those of the census for counting Welsh speakers, the benefit of its use is that it produces results more frequently.

The Welsh Government publishes Welsh language data from the APS here: <https://statswales.gov.wales/Catalogue/Welsh-Language/Annual-Population-Survey-Welsh-Language>

Impact of COVID-19

Until mid-March 2020, the APS was carried out via face-to-face and telephone interviews. However, following government advice regarding the coronavirus (COVID-19) pandemic, interviews have subsequently only been conducted by telephone. A change in the way a survey is carried out may affect people's responses to it. It appears that those responding over the phone are more likely to identify as Welsh speakers.

In January 2021, APS Welsh language results for the year from October 2019 to September 2020 were published. Due to a change in the way the survey is carried out since March 2020 (now by telephone only), the ONS found that a slightly different type of respondent was taking part in the survey. Therefore, it has changed its weighting of the survey to account for this, and has amended its survey estimates for the previous two quarters, July 2019 to June 2020 and April 2019 to March 2020.

National Survey for Wales

The National Survey for Wales gathers information on the ability of adults aged 16 years or over to speak Welsh, as well as their fluency and frequency of speaking the language. At the time of publication, annual results are available up to March 2020. As with the APS, National Survey estimates of the number of Welsh speakers are historically higher than those produced by the census. Therefore, provided that National Survey results are only compared with previous National Survey results, it is a useful source of Welsh language data. It is also used as a source for Well-being of Future Generations national indicator 36, 'Percentage of people who speak Welsh daily and can speak more than just a few words of Welsh' (for adults aged 16 or over). When these data are robust enough, they are made available by county council and can be found here:

<https://statswales.gov.wales/Catalogue/National-Survey-for-Wales/Culture-and-Welsh-Language>

Welsh Language Use Surveys

Welsh language use surveys do not gather information on the number of people who can speak Welsh. They gather more detailed information on the fluency of Welsh speakers, and their use of the language in a range of settings in their everyday lives. These surveys are normally carried out every 5–10 years (1992, 2004–06, 2013–15, 2019–21), and can usually provide county council level data.

Impact of COVID-19

Unfortunately, the 2019–21 Welsh Language Use Survey was forced to end early due to the coronavirus pandemic. The survey began in July 2019 and was expected to come to an end in March 2021. The survey questionnaire was distributed to Welsh speakers identified in the National Survey for Wales. As National Survey for Wales face-to-face interviews were abandoned in mid-March, it was not possible to administer the Welsh Language Use Survey in a consistent manner.

The data gathered during the first nine months of the survey will provide a useful insight into people's use of the Welsh language at a national (and potentially regional) but, unfortunately, it will not be possible to use them for analysis at a county council level.

Data from the 2013–15 Welsh Language Use Survey and previous language use surveys can be found here: <https://gov.wales/welsh-language-use-survey>

Education data

- 3.4 The Welsh Government gathers a range of administrative data on education that can be used to give an indication of the Welsh language ability of children, young people and adults working in the sector.

Pupil Level Annual School Census (PLASC)

The Pupil Level Annual School Census provides a great deal of data on pupils and schools. It includes information on pupils' ability to speak Welsh and whether they speak Welsh at home. In addition, it provides information on the number of pupils taught Welsh as a first language.

Data by county council can be found here:

<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Welsh-Language>

<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Welsh-Language>

Annual School Workforce Census

The Annual School Workforce Census provides statistics on the Welsh language ability of the school workforce and whether it teaches through the medium of Welsh.

These statistics can be found here: <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/teachers-and-support-staff/school-workforce-annual-census/welsh-language>

Teacher assessments and tests

Data on teacher assessments and tests, including those for Welsh first language and Welsh second language, can be found here:

<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments>

GCSEs

GCSE results are gathered for every school in Wales. Data on the number of examination entries and grades in GCSE Welsh First Language, GCSE Welsh Second Language and GCSE Welsh Literature can be found here:

<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Key-Stage-4/gcseentriesandresultspupilsaged15only-by-subjectgroup>

No GCSE examinations were held in 2019/20, with grades replaced by either the centre assessed grade (CAG) or the standard grade calculated by the examining body, whichever was higher.

In 2021, no school or authority level data is published. However, individual figures for each authority can be obtained by contacting school.stats@gov.wales.

A Levels

A Level results are gathered for every school in Wales. Data on the number of examination entries and grades in A Level Welsh First Language and A Level Welsh Second Language can be found here: <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Advanced-Level-and-Equivalent>

No A Level examinations were held in 2019/20, with grades replaced by either the centre assessed grade (CAG) or the standard grade calculated by the examining body, whichever was higher.

In 2021, no school or authority level data is published. However, individual figures for each authority can be obtained by contacting school.stats@gov.wales.

Lifelong Learning Wales Record (LLWR)

Statistics on learners in post-16 education and training, excluding those in schools but including those in further education institutions, other providers of work-based learning and community education provision, are collected annually through the Welsh Government's Lifelong Learning Wales Record (LLWR).

This data includes information on the Welsh language ability of post-16 learners: <https://statswales.gov.wales/Catalogue/Education-and-Skills/Post-16-Education-and-Training/Further-Education-and-Work-Based-Learning/uniquelearnersworkbasedlearning-by-welshfluency-programmetype>

Other sources of Welsh language data

3.5 There are several other sources of data that contain some information about the Welsh language.

Welsh-speaking workforces

There is an increasing number of data sources on Welsh-speaking workforces. These include:

GPs: <https://statswales.gov.wales/Catalogue/Health-and-Social-Care/General-Medical-Services/gpwelshlanguageability-by-localhealthboard-year>

Dentists: <https://gov.wales/nhs-dental-services>

Staff of county council social services departments:

<https://statswales.gov.wales/Catalogue/Health-and-Social-Care/Social-Services/Staffing/staffoflocalauthoritysocialservicesdepartments-by-localauthority-posttitle>

The primary care workforce: <https://gov.wales/primary-care-workforce-and-welsh-language-0>

County council staff:

The Welsh language standards require county councils to assess the Welsh language skills of their workforce and publish this information at the end of each financial year in their Welsh language standards annual report. Links to each county council's annual report can be found here: <https://record.senedd.wales/WrittenQuestion/78390>

Staff of other organisations:

All organisations subject to the Welsh language standards must assess the Welsh language skills of their workforce and publish this information at the end of each financial year in their Welsh language standards annual report. Other businesses and charities also commit to doing this voluntarily.

Data on learning Welsh

The National Centre for Learning Welsh gathers information on all of its learners. Further information can be found here: <https://learnwelsh.cymru/about-us/statistics-2018-19/>

Mudiad Meithrin

Mudiad Meithrin gathers a wide range of data on its nursery groups, including the number of groups, the number of children attending the nursery groups and the numbers moving on to Welsh-medium primary schools. They also gather information on the mother's language, the mother's partner's language and the language of the home.

This data is not published but is shared annually with all county councils to support their Welsh-medium education planning.

Mentrau Iaith

Each Menter Iaith is required to complete a profile of the Welsh language for its local area. Each Menter also reports to the Government on several measures related to their activities to promote the Welsh language. You may find it useful to contact the Mentrau Iaith in your local area in order to share local Welsh language data sources and avoid duplication.

For further information, contact your local Menter Iaith: <http://www.mentrauiath.cymru/dod-o-hyd-i-fenter/?lang=en>

- 3.6 There is a range of other information that does not report directly on the Welsh language, but could be useful in interpreting changes in relation to the Welsh language, for example:

Data on migration within the UK

The Office for National Statistics publishes data on internal migration within the UK, providing data on origins and destinations by county council, age and sex:

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/migration/withintheuk?uri=peoplepopulationandcommunity/populationandmigration/migration/withintheuk>

Data on second home ownership

Analysis of the 2011 Census shows the number of people with second homes by county council in Wales:

[2011 Census: Number of people with second addresses in local authorities in England and Wales, March 2011](#)

[2011 Census: Second Address Estimates for Local Authorities in England and Wales](#)

Data on empty homes

Data on council tax dwellings provide details of the number of dwellings charged council tax, by county council areas in Wales for the financial year. The data also shows the details of empty and second homes charged council tax.

<https://statswales.gov.wales/Catalogue/Local-Government/Finance/Council-Tax/Dwellings/chargeableemptyandsecondhomesbylocalauthority>

- 3.7 There is a list of further useful resources and research references in the Commissioner's related guidance document on the preparation and implementation of a promotion strategy.
- 3.8 In addition to the sources identified above, it would be appropriate for organisations to use administrative data gathered by themselves and by local providers and partners. Some organisations will also wish to gather their own additional evidence. The next section outlines possible methodologies you may adopt and discusses requirements for ensuring that the data used is reliable.

4 Methodologies to measure performance and achievement

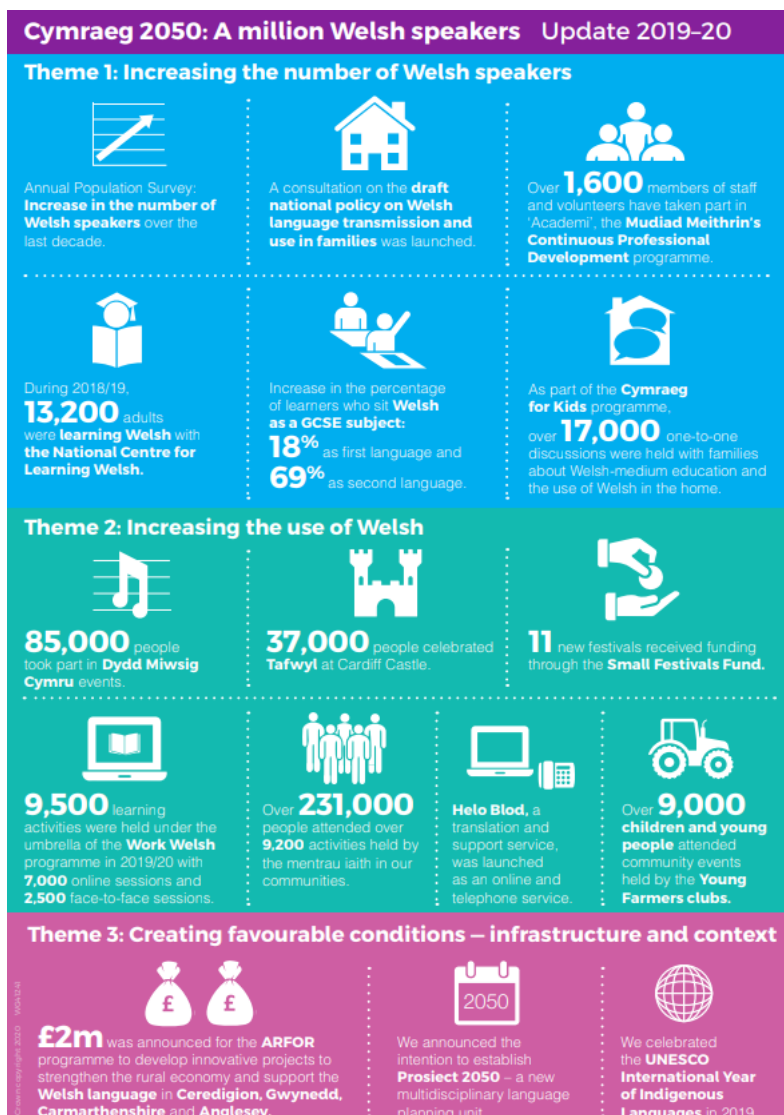
Quantitative evidence and qualitative evidence

- 4.1 When gathering evidence to measure performance and achievement, considerable emphasis is placed on gathering data of a quantitative nature – numbers and statistics. This is the type of information available from the data sources listed in the tables above.
- 4.2 This approach is useful for drawing general conclusions. It can be a means of confirming or refuting assumptions. Quantitative evidence is easy to analyse and shows the bigger picture, and graphs and charts can be created easily using the responses to quantitative questions⁷.
- 4.3 It should be remembered, however, that the promotion standards (145 and 146) set a particular challenge for public bodies because they aim to maintain or increase the number of Welsh speakers in their respective areas. The success of the promotion strategies will depend heavily on the attitudes, linguistic practices, opinions and social situations of individuals and groups within the target audiences. These are difficult factors to measure with numbers and statistics.
- 4.4 In this regard, as the public body wishes to influence the attitudes and linguistic behaviour of the general public and the organisations in its locality, it could be useful to supplement the findings of the quantitative evidence by undertaking qualitative research as well. This type of research addresses the details and offers an insight into the motivations or perceptions behind the figures. Qualitative research aims to describe an area rather than measure it. Qualitative research is less structured and delves into a topic to learn about people's mindsets, attitudes and motivations⁸.
- 4.5 Different methods of gathering examples of quantitative and qualitative evidence are discussed below.
 - Methods of gathering and presenting quantitative data
 - Using quantitative data from the sources listed above
 - Identifying opportunities to gather SMART administrative data from various departments of the county council and the national park, together with local bodies, organisations, service providers and companies.

⁷ <https://www.surveymonkey.co.uk/mp/quantitative-vs-qualitative-research/>

⁸ Ibid.

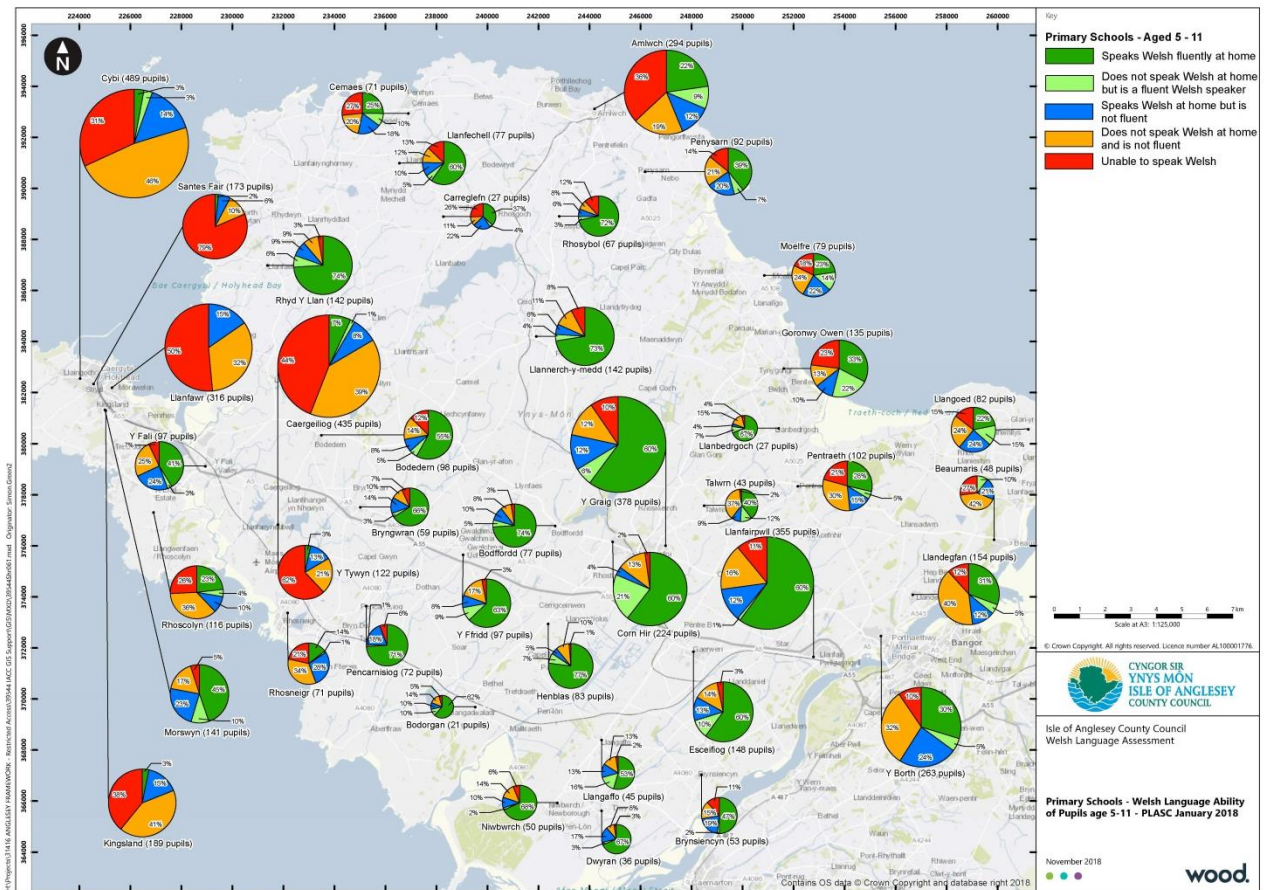
- Conducting specific surveys to gather quantitative evidence, e.g., SnapSurvey⁹ or Survey Monkey surveys that show, for example:
- the number of occasions when a specific Welsh language service is used;
- opportunities to use the Welsh language in the community or workplace;
- difference in the use of Welsh by a target group following the introduction of a specific intervention.
- Using infographics to communicate quantitative information in an attractive and accessible way:



⁹ SnapSurveys and Survey Monkey are handy examples of platforms for designing and conducting surveys online. Here are some contact links: <https://www.snapsurveys.com/survey-software/online-surveys/> and <https://www.surveymonkey.co.uk/>.

Model GIS mapping

4.6 The capability exists within county councils to map information geographically using GIS (Geographic Information System) tools. The map below is an example of a map produced by Isle of Anglesey County Council to display the results of the 2018 Pupil Level Annual School Census (PLASC) data on pupils' ability to speak Welsh and whether they speak Welsh at home, by primary school.



The Welsh language ability of pupils aged 5–11 years by language spoken at home, by primary school (Source: PLASC, January 2018)

Methods of gathering and presenting quantitative data

- Opinion polls – SnapSurvey; Survey Monkey; Google etc. These could all be used to gather information face to face or online. Administering such surveys and presenting their results provides a cost-effective and convenient method.
- Focus groups with members of the general public or specific categories and target groups of the local population, such as:
 - people who can speak Welsh but are reluctant to do so;
 - Welsh learners;

- incomers;
- parents and prospective parents (including mixed-language couples);
- young people;
- older people;
- members of clubs;
- shoppers;
- local businesses;
- local charities;
- co-operatives;
- pubs;
- interest groups;
- residents of a specific community (e.g. village/rural/urban/online communities/the agricultural community).

4.7 Gathering evidence from broad groups within the local population allows better understanding of their views and experiences. It also enables the involvement of a wide range of people in the promotion of the Welsh language and ensures co-operation in the process.

- Interviews – structured and semi-structured.
- Video diaries by people who run an activity/project or members of the public involved in them. It is effective practice to review these at the beginning and at the end to understand the nature of any change experienced.
- Stories – gathering/recording/filming individuals' experiences of the project, intervention or activity over a set period.
- Evaluations of projects introducing a particular intervention, for example asking people about their experience of being involved with the particular intervention.
- Field work, for example, recording, checking, questioning, monitoring, observing, photographing, filming.
- Comparing a participant group with a non-participating 'control group' (to understand what would have happened had the project not been implemented).

- Analysis and thematic research into specific topics or aspects relevant to the promotion strategy.
- It is possible to collaborate with partners and stakeholders to undertake qualitative research, gathering information of mutual interest.
- Bringing together community groups and key stakeholders to review progress and the implementation and outcomes of interventions.

Ensuring the reliability of data

4.8 In order to monitor progress, it is vital that you have robust, reliable and consistent sources of data for your areas. This means that:

- the different data should be gathered in a consistent manner, using reliable sources and suitable methods;
- the data should be consistent, comparable with other data used for the same purpose, checked or verified, and adequately validated;
- where there are deficiencies and inconsistencies, it will be necessary to prepare instructions and training to improve the quality of the data;
- data should be presented with information (metadata) explaining their source, context, method of processing, format etc;
- the necessary steps to format the data properly for consistent publication, and to publish the associated (metadata) explanations, could be expensive, so the most crucial data in terms of benefit should be selected;
- the skills of data handling specialists should be secured to undertake the above.

Setting targets and measuring performance

4.9 The essence of any actions to measure performance is to try to answer the following question:

What evidence do we have of the difference our strategy has made to

- maintaining or increasing the number of Welsh speakers in the area, and
- increasing the use of Welsh in the area?

4.10 We know that analysis of quantitative evidence can be an effective way of demonstrating progress or reduction when aiming to achieve the targets set. It is then much more difficult to demonstrate that any change has taken place *as a result* of the measures within the promotion strategy. That is where qualitative evidence – which communicates with the target audiences of the promotion activities – can help to

evaluate the true impact of activities. Also, remember that you can treat the challenge of gathering qualitative evidence as an opportunity to devise more imaginative and enterprising collection methods to identify the true impact and outcomes of parts of your promotion strategy.

- 4.11 Unlike quantitative evidence, gathering qualitative evidence can promote the participation and engagement of the public – the main target audience of your strategy. It is likely to involve developing links with groups in the community, groups that can provide you with valuable information about their linguistic practices and attitudes, and their perceptions of what you are seeking to achieve through the strategy.¹⁰ This route can also enable collaboration with partners in the community, particularly the *Mentrau Iaith*, where the objectives of the strategy could be discussed, as well as how they could work with you to gather evidence, promote community participation and raise awareness of the strategy.
- 4.12 The strength of combining quantitative and qualitative evidence is that they can complement each other, confirming or raising questions about findings and assumptions that will underpin your strategy.
- 4.13 Each of the first 5-year strategies has identified objectives and outcomes relevant to their areas. We expect that performance and achievement of the strategy will be measured in accordance with the requirements of standard 146 based on a combination of some quantitative indicators and measures together with qualitative evidence.
- 4.14 The quantitative indicators may include national indicators (e.g., the national well-being indicators, the *Cymraeg 2050* Strategy and the new WESPs) together with indicators specific to the local context and priorities. Furthermore, qualitative evidence can shed light on the experiences, attitudes and language use practices behind bare indicators and statistics.
- 4.15 Combining different methods of gathering information in this way can strengthen your strategy through what is known as ‘triangulation’. According to Denscombe (2007),¹¹ triangulation is the practice of observing things from more than one perspective, using different methods, different sources and even different researchers to gain a more thorough and multilateral understanding of the subject matter. It is easy to understand how the triangulation of evidence can form good basis for your promotion strategy.

¹⁰ This supports a recommendation (no. 8) made by the Welsh Language Partnership Council's Use of Welsh Sub-group following the report on the impact of the pandemic on Welsh language community activity: <https://gov.wales/written-statement-effect-covid-19-welsh-language-community-groups-recommendations-sub-group>

¹¹ Denscombe, M (2007). *The Good Research Guide: For small scale social research projects*. Open University Press.

5 Evaluating the implementation of the strategy

- 5.1 In addition to evaluating the outcomes of the promotion strategy, assessment of the extent to which you have followed your promotion strategy will benefit from evaluating the methods adopted to implement and monitor the strategy over the last five years.
- 5.2 The Commissioner's related guidance document on producing a 5-year promotion strategy, published in 2018, has highlighted effective practice that contributes to the effective implementation of a promotion strategy. County councils and national parks could choose to use a table like the one below to record activities and outcomes, adapting it and adding any other aspects, as appropriate, to their context and the targets within their current promotion strategy.
- 5.3 Reviewing the various aspects used to implement and monitor the strategy would provide an opportunity to identify the successes and the barriers that will need to be overcome over the next five years.

Aspect	Effective practice to consider	How have you achieved this?	What was the outcome?
A whole organisation approach	• A clear vision agreed between the authority, the national park and their partners		
	• Belonging to the wider policy context		
	• Committed leadership		
	• All departments committed		
	• Welsh language considerations embedded in all aspects of the organisation's work		
Inclusive	• Effective communication and consultation		
	• Securing the support and commitment of a wide range of		

	stakeholders and partners which increase year on year		
	• Delivering wider benefit		
An effective framework	• A clear baseline		
	• Quantitative and qualitative targets		
	• Securing supporting infrastructure throughout the life of the strategy		

6 Monitoring progress and publishing a new promotion strategy

- 6.1 In this section, we draw on existing effective practices in the field to put forward some considerations when preparing to publish a new 5-year promotion strategy.
- 6.2 While producing a promotion strategy is a statutory responsibility for county councils and national parks, it is important to recognise that these strategies do not exist in a vacuum in terms of policy and action for the benefit of the Welsh language.
- 6.3 Nationally, *Cymraeg 2050*, and the associated work programmes, outline the Government's aspirations to reach a million Welsh speakers and double the daily use of Welsh by 2050. The revised promotion strategies are an opportunity for county councils and the national parks to set a clear vision and actions regarding their contribution to the realisation of the objectives of *Cymraeg 2050* in the context of local linguistic circumstances.
- 6.4 In terms of the education sector, since the introduction of the School Standards and Organisation Act 2013, authorities have also been planning Welsh-medium education provision through their Welsh in Education Strategic Plans (WESPs).
- 6.5 From 2022, county councils will be expected to introduce and implement a 10-year WESP based on a set of targets agreed between the Welsh Government and the councils which will highlight their contribution to the education milestones of *Cymraeg 2050*. The WESP is therefore a key planning tool for contributing directly to the local delivery of the promotion strategy. Accordingly, it will be important that authorities

consider how to develop a clear vision for the growth of the Welsh language that ties the promotion strategies and the WESPs together.¹²

- 6.6 There is also an important role for other public bodies, care and education providers (statutory and non-statutory); charities and businesses operating locally and local organisations and groups, families and individual members of those communities that make up the local area. The county councils should give a strong voice to Welsh language community groups when planning and implementing their Welsh language promotion strategies, e.g., through the County Language Forums.

Carmarthenshire County Council Welsh Language Strategic Forum

The Carmarthenshire Welsh Language Promotion Strategy states that the Council has a 'County Strategic Forum that brings together experts in the field of language planning from various organisations working within the county'. Indeed, the promotion strategy was produced by the Forum's 19 member organisations, and the strategy's Action Plan is updated every quarter for meetings of the Forum.

The Forum's remit states that its main objectives are as follows:

1. To discuss strategic matters, contributing to a 5-year county Welsh language strategy addressing the reinstatement of Welsh as the county's main language. (Promotion Standard within the Welsh Language Standards Regulations).
2. To undertake joint planning and targeting of partner resources according to local need for Welsh language planning development in the county.
3. To develop county or local level projects in order to deliver the objectives of the Welsh language strategy including:
 - Identifying and implementing opportunities to work collaboratively across the county, including joint bidding for county projects.
4. Joint action to strengthen members' Welsh Language Development capacity including:
 - Organising joint training / seminars
 - Identifying and implementing opportunities to share costs, resources and staff to ensure efficiency

Gwynedd Council

During the period of the first promotion strategy, Gwynedd Council has identified opportunities to work collaboratively with other organisations in the

¹² [Welsh Government Guidance on Welsh in Education Strategic Plans \(January 2021\)](#)

area, utilising the Local Public Services Board's Welsh Language Sub-group to work with Bangor University and others on projects in the areas of technology and the internal use of the Welsh language.

The Council is also seeking to influence the position of the Welsh language through the planning system, with the Council's Welsh Language Unit having regard to Welsh language assessments submitted in planning applications. The Services Board Sub-group is also being utilised to identify opportunities for developing the use of Welsh, and opportunities for residents to use Welsh in joint provision of services

- 6.7 It is often the case that county boundaries do not necessarily reflect communities in terms of language planning. Also, the population can be mobile and a large number may live in one county and work or receive education in a neighbouring county. In preparing the new promotion strategies, counties should consider how they might work collaboratively with neighbouring counties on measures that recognise this.

Regional collaboration

Local authorities often do not act alone in the planning and delivery of services, with a great deal of regional involvement and collaboration with other local authorities and organisations that operate Welsh language standards, as well as other sectors. This happens in areas that include planning, economic development, providing care and education, areas which of course affect the Welsh language. Activities cover the work of organisations such as regional partnership boards, public service boards and education consortia and include contributing to growth bargain agreements as well.

It must be remembered that the standards commitments apply when working in partnership and regionally. That is, the activities of which the organisation is a regional participant would be expected to reflect and reinforce the priorities of the promotional strategies locally in terms of promoting and facilitating the use of the Welsh language. It may therefore be necessary to obtain data and information on regional activities when reporting on the implementation of a promotion strategy. In addition, looking to the future, there is a need to ensure that promotion strategies encompass the regional and cross-border work of which the organisation is involved and that they are mutually reinforcing.

- 6.8 We must remember that the aim of each strategy is to maintain or increase the number of Welsh speakers in the area, and the number and range of opportunities and settings where the use of Welsh will be welcomed, encouraged and nurtured. In this regard, it must also be remembered that individuals in the community are exposed to several social situations beyond the activities of a county council or national park – in leisure clubs and community activities, local festivals, other local events and local networks etc. The local organisations that provide such activities can be very influential in facilitating and promoting the use of the Welsh language. From nurturing and developing an encouraging and creative link with them, sharing information on the aim and objectives of the strategy, and inviting their involvement in its delivery, it is possible to move towards normalising the use of Welsh more extensively in such situations.

- 6.9 When sharing information about a particular promotion strategy, there is an opportunity to draw the attention of community organisers to the wider policy context, discussing the Welsh Government's *Cymraeg 2050 – A million Welsh speakers* strategy. There could also be discussion about how community activities, events and networks can support and complement Welsh in Education Strategic Plans and Siarter Iaith (Welsh Language Charter) activities by providing opportunities for school pupils to enjoy using their Welsh socially. When revising and updating strategies, identifying these opportunities to influence community organisers and facilitators would strengthen and extend their reach and positive influence.
- 6.10 In the same collaborative spirit, at a corporate level within a county council or national park, it would be wise to establish a formal link between (i) the promotion strategy, (ii) the local education authority's Welsh in Education Strategic Plan and (iii) the Public Services Board's Local Well-being Plan. It is important that these strategies are interlinked and that lead officers collaborate in a meaningful, purposeful and coherent way.
- 6.11 Combining and coordinating all the above activities (together with any key local plans) in a strategy shows that there is considerable potential for a promotion strategy to be an enterprising and imaginative planning vehicle that contributes to the achievement of local and national aims and objectives.

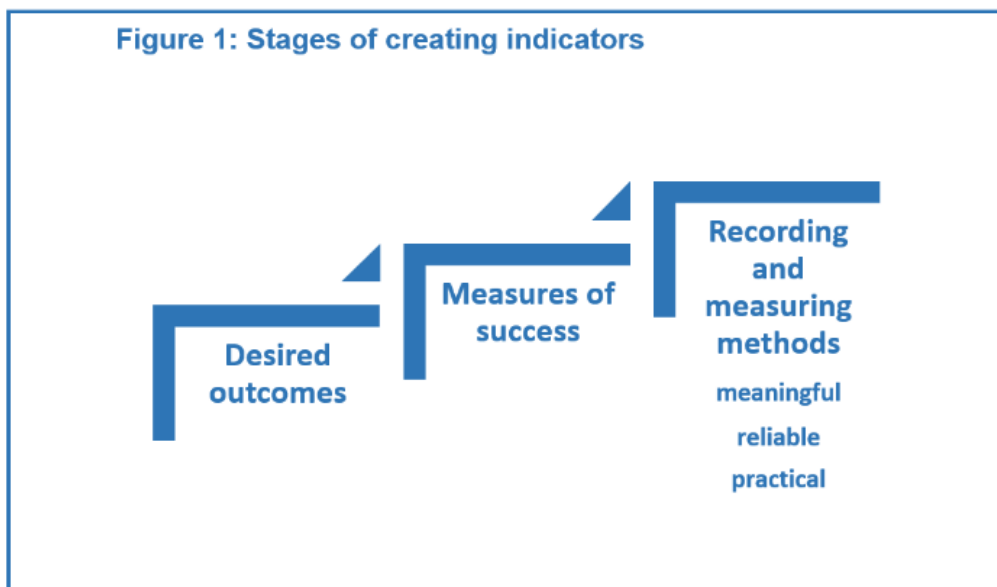
7 Promotion strategies – driving and evaluating change

- 7.1 The development of a robust Theory of Change and evaluation framework would be a valuable asset in beginning to prepare new promotion strategies. A Theory of Change provides clarity of focus for interventions, ensures an understanding of the evaluation objectives, and informs the development of monitoring and evaluation research methods.
- 7.2 A Theory of Change can be described as a map outlining the steps taken to achieve an aim or how the desired change is expected to occur to achieve the expected outcomes and impacts.
- 7.3 The development of a comprehensive Theory of Change can identify:
- whether things are being done that do not help to achieve the aims of the strategy (i.e., they do not lead to a relevant outcome)
 - whether there are gaps in the interventions implemented
 - how to measure impact and/or progress towards achieving the outcome of the strategy
 - any additional or unexpected outcomes not previously anticipated.
- 7.4 Once a Theory of Change has been developed, it is used as a basis for developing an evaluation framework that will provide a starting point for all subsequent data collection, fieldwork and data analysis by establishing:
- a set of baseline indicators linked to evaluation questions that need to be answered
 - how the information to answer the questions is to be gathered
 - who will gather the information
 - when the information will be gathered
 - how the information will be analysed.
- 7.5 Involving various stakeholders in the development of a Change Theory-based promotion strategy would enable broad ownership of the new promotion strategy to be adopted.¹³

¹³ Further information on carrying out a Theory of Change exercise can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879438/HMT_Magenta_Book.pdf (p. 24)

Designing indicators and measures

- 7.6 Performance indicators are a feature of Monitoring and Evaluation systems used for results-based strategies and projects.¹⁴
- 7.7 The main aim of indicators is to try to show whether the aims and objectives agreed at the beginning of any project are having the assumed impact and performance. The results of the monitoring and evaluation process often challenge assumptions regarding the outcomes of the project in a way that can be useful when taking a long-term view of the desired deliverables.
- 7.8 In designing meaningful indicators, there is a need to ensure, in the first instance, that the aims and objectives set for any strategy are practicable and achievable and that there is agreement among stakeholders about the desired deliverables over a period of time. This clarity provides value and purpose for the indicators as a way of measuring progress effectively. Figure 1 outlines the three steps involved in designing indicators.



- 7.9 When setting indicators, it is important to be clear about the features that ensure the indicators set are fit for the purpose of evaluating the effectiveness of the strategy for promoting the use of Welsh. There are several types of indicator, with different types of indicators suited to different purposes and contexts.¹⁵

¹⁴ The World Bank (2004) *Ten Steps to a Results-Based Monitoring and Evaluation System. A Handbook for Development Practitioners*. Authors: Kusek, J., Rist, R. Washington D.C.

¹⁵ Appendix 1 provides an example of the development of a combination of quantitative and qualitative indicators at a local level that place an emphasis on securing stakeholder participation. The example is from the Victoria region of Australia.

Wrexham County Borough Council Welsh Language Promotion Strategy 2016 – 2021: examples of indicators and activities

Indicator: An increase in the number of children attending pre-school Welsh language playgroups/clubs

Activities:

- Work with Mudiad Ysgolion Meithrin, Cylch Ti a Fi and Flying Start to ensure adequate provision within easy reach of main population areas
- Increase the use of Welsh in playgroups and day nurseries that are mainly English-medium only
- Provide assistance to pre-school day care providers who wish to offer Welsh medium provision

Indicator: More children are leaving school able to speak Welsh

Activities:

- Implement Welsh in Education Strategic Plan (WESP)
- Implement Siarter Iaith across all Welsh medium Schools and work towards achieving Gold status

Indicator: Increase in the number of people participating in activities around the Welsh language and culture

- Raise awareness of opportunities for adults and older people to learn Welsh
- Ensure Welsh features at the heart of the new Arts and Cultural Hub in Wrexham
- Ensure that all social services/care providers in the County Borough comply with the outcomes/targets in the 'More than Just Words' framework

Carmarthenshire County Council

Carmarthenshire County Council created a potential Framework of Indicators for measuring the impact of the County's Promotion Strategy, identifying a set of potential Indicators for measuring the status, use and confidence of the county's Welsh speakers as well as the numbers of Welsh speakers. This framework will be used to some extent to measure the impact of the first Promotion Strategy and will be well-established for the second Strategy as the County Forum uses it to determine a baseline and then progress during the following five years.¹⁶

¹⁶ Specific examples of Carmarthenshire County Council's quantitative indicators can be found in Appendix 3.

SMART

7.10 Setting SMART (Specific, Measurable, Attainable, Realistic, Timed) targets is a popular approach to realising a strategic vision as they have clear aims and milestones. The SMART guide is generally used for quantitative indicators. Overall, the SMART guide is more useful for testing value for money and demonstrating change that is easy to measure.

7.11 This facilitates the reporting, scrutiny and review process, which makes up the strategic planning cycle:

- Where do we want to be and by when? (Year 1)
- How will we get there?
- How will we measure progress?
- How did we do?
- How can we improve on this?
- Where do we want to be and by when? (Year 2) and onwards

CREAM

7.12 The CREAM guide criteria are an adaptation of SMART characteristics (see Figure 2). CREAM characteristics were produced for quantitative and qualitative indicators. In complex situations such as monitoring and measuring progress in promoting the use of Welsh, it is not easy to illustrate the reality of a situation as a whole and therefore indicators that are adequate must be accepted. That is, the indicator is good enough or acceptable in the circumstances.

Figure 2: CREAM indicator criteria¹

Clear (precise and unambiguous)
Relevant (to the desired objectives and/or outcomes)
Economic (can be obtained at a reasonable cost)
Adequate (to meet the requirement in terms of performance assessment)
Monitorable (and amenable to independent assessment over time)

If any one of these five criteria are not met, formal performance indicators will suffer and be less useful. Performance indicators should be as clear, direct, and unambiguous as possible. Indicators may be qualitative or quantitative. (World Bank 2004: 68-69)¹⁷

¹⁷ The World Bank (2004) *Ten Steps to a Results-Based Monitoring and Evaluation System. A Handbook for Development Practitioners*. Authors: Kusek, J., Rist, R. Washington D.C.

Key features of the use of indicators

- 7.13 The acronym SPICED summarises the key features of the **use** of indicators (see Figure 3). The SPICED approach is more suitable for situations where stakeholders want to understand and learn about the desired change. The strength of this guide is that it is about the community where change is proposed. Here, stakeholders' experience, opinions and insight into what is happening could be drawn upon.
- 7.14 People's opinions can be analysed along with their anecdotal accounts and used as evidence when testing the indicators. With this guide, it is possible to define achievement and measure success locally, comparing and cross-referencing in order to test the validity of the results.
- 7.15 The six key features are:
1. **Subjective:** the importance of subjective data that take into account the particular perspective and experience of individuals and groups of people.
 2. **Participatory:** developing indicators with the stakeholders who are best placed to assess them.
 3. **Interpreted and communicable:** the exact meaning of each indicator will need to be defined as it can vary from one context to the next.
 4. **Cross-referenced and compared:** check validity by cross-referencing with other methods of gathering evidence from different sources.
 5. **Empowering:** the process of setting and assessing indicators should empower and enable individuals and groups of people to reflect critically on the nature of a changing situation.
 6. **Disaggregated:** there should be an effort to set indicators that allow the gathering of disaggregated data based on a number of categories, e.g., sex, age, area and sector.
- 7.16 The most important thing about this guide is that it involves stakeholders in the process of identifying the indicators and checking the outcomes. In the case of developing indicators for evaluating Welsh Language Promotion Strategies, this is important as it is residents, employers, service providers and members of County Strategic Forums and community groups who will provide the answers that are closest to the mark in terms of whether there is more or less use of Welsh. It is also these stakeholders who can express a view as to whether or not their own attitudes, and those of others in their communities, employers, organisations and service providers, towards the Welsh language are increasingly positive.
- 7.17 Gathering evidence from stakeholders therefore plays an important role in enabling interpretation of the significance of any quantitative indicators set. It is ultimately about striking the right balance between quantitative and qualitative indicators, with the qualitative data providing context, detailed clarification and meaning for what is measured quantitatively.

7.18 It is recommended that the principles of the CREAM and SPICED guides be used to develop a combination of quantitative and qualitative indicators to measure the effectiveness of new 5-year strategies.

8 Monitoring the implementation of a new promotion strategy and measuring its impact

8.1 Many organisations have established robust steps for monitoring the implementation of their promotion strategies and measuring their impact. The production of a new 5-year strategy is an opportunity for review and for ensuring that the next strategy is robust, ambitious and provides a basis for stronger collaboration with a wider range of local stakeholders and partners.

8.2 The following is a sample checklist of effective practice for producing, monitoring and measuring the impact of a new promotion strategy.

Checklist: steps for producing and monitoring the implementation and impact of the new 5-year strategy	
Aspect	Check
An up-to-date profile of the local area	
Establishing a baseline for further action	
Relating to the national and local policy landscape (e.g., WFGA 2015, Cymraeg 2050 Strategy, WESPs)	
Collaboration with a wide range of local stakeholders and partners	
Carrying out a SWOT / PESTLE ¹⁸ assessment to identify the opportunities and risks before proceeding in order to identify the priorities of a 5-year Strategy	
Conducting a Theory of Change exercise to underpin the strategy – the exercise could be conducted with key partners and stakeholders	

¹⁸ A SWOT analysis considers the strengths, weaknesses, opportunities and threats. PESTLE exercises consider political, economic, social, technological, legal and environmental factors.

Producing a 5–year strategy with input from partners and stakeholders	
Identifying CREAM/SPICED indicators and measures for the Strategic Aims	
Annual action plan	
Monthly and quarterly scrutiny by key partners and stakeholders	
Recording progress – a combination of qualitative progress narrative with process measures if appropriate	
Annual progress update report	
Measuring performance against indicators on an annual basis	
Measuring performance against census results every 10 years	

8.3 Action plans enable the inclusion of:

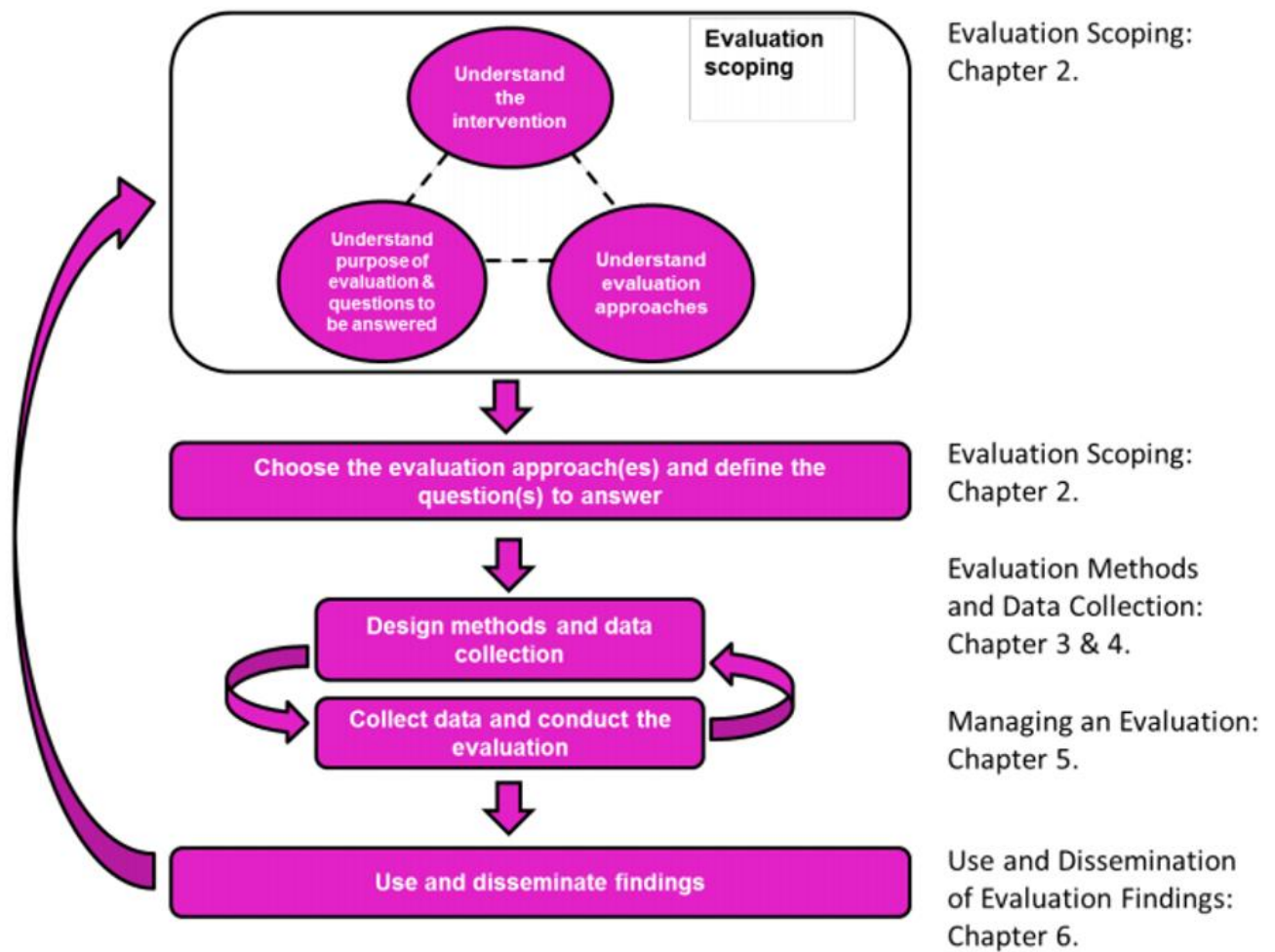
- Clear quantitative or qualitative targets under each outcome
- A clear link between the targets and commitments under each outcome
- Key data (quantitative and qualitative)
- The individual(s) assigned responsibility for each target
- A clear timetable for each target
- Update
- The authority's internal monitoring process including the Welsh Language Strategic Forum and the Public Services Board. An example of a work plan is provided below.

5-year Promotion Strategy annual work plan template

Outcome	Responsible person (s)	Timetable	Key data	Progress update	Method of monitoring

Evaluating the impact of the new Promotion Strategy

- 8.4 When producing new 5-year promotion strategies, it would be good to consider, not only the measures and indicators used to record and measure the impact of the strategy, but also the wider approach to evaluating the impact of the strategy as a whole or elements of it. HM Treasury (UK Government) has published a series of documents providing guidance on various standard methods of evaluating policies and strategies. The Welsh Government follows this guidance in the evaluation of the various policies and plans implemented in Wales.
- 8.5 The [Magenta Book](#) provides an overview of the use of various evaluation methods and emphasises the value of evaluation to provide evidence for stages of policy planning, implementation and review. Annex A of the Magenta Book explores the specific evaluation methods in further detail. [Another supplementary guide](#) focuses on qualitative evaluation methods and provides a framework for managing the use of robust qualitative methods for evaluations.



Contribution Analysis

- 8.6 The Commissioner believes that Contribution Analysis would be a useful method to adopt for developing an understanding of the extent to which an increase in the social use of Welsh is due to the specific activities of the promotion strategies rather than the result of other factors.
- 8.7 Contribution Analysis refers to methods used to understand the likelihood or not that the intervention contributed to an outcome obtained. This is done through a step-by-step process that examines any change the contribution has brought about, using a wide range of evidence to test this. Contribution Analysis methods may use a wide range of types of evidence, and can be used for all kinds of interventions, however complex the Theory of Change.
- 8.8 Further information on Contribution Analysis can be found in the [Magenta Book Annex A: Analytical methods for use within an evaluation](#).

Realist Evaluation

- 8.9 Realist Evaluation seeks to understand how a policy or programme causes the desired outcomes. The purpose of a realist evaluation is as much to test and refine the theory behind the policy intervention as it is to determine the policy's outcomes in a particular set of circumstances. A realist evaluation asks, 'what works, for whom, in what respects, to what extent, in what contexts, and how?'. This method of evaluation is useful for evaluating the success of new initiatives; experimental or pilot programmes; schemes that seem to be successful but where there needs to be a better understanding of who exactly benefits from the scheme and how?
- 8.10 Finally, it is a useful method for understanding how to adapt a particular intervention to a different context with a new audience. Further information on Realist Evaluation can be found here: [Magenta Book 2020, Supplementary Guide: Realist Evaluation](#).

9 Appendix 1: Community indicators

- 9.1 The following is an innovative example of the development of a combination of quantitative and qualitative indicators at a local level that place an emphasis on securing stakeholder participation. The example is from the Victoria region of Australia. It is suggested that the principle of developing community indicators is worth considering for Welsh language promotion strategies.
- 9.2 Community Indicators Victoria was established to support and promote balanced and healthy communities. The scheme states that its aim is to create community indicators that provide a broad framework for measuring social well-being at a very local level.
- 9.3 Community indicators are a democratic tool for involving citizens and communities in an informed discussion about shared aims and priorities, a policy tool that informs evidence-based planning and action to address the issues identified as being important to communities, and a reporting tool that tracks and communicates progress towards agreed aims and outcomes.
- 9.4 The first indicators were produced by a project called Victorian Community Indicators Project. A total of around 80 community well-being indicators were agreed. It is emphasised that these indicators are a starting point and that there is scope for communities to identify the issues and indicators that matter to them.
- 9.5 The following are the criteria used by the project group in deciding which more detailed indicators and measures should be included on the initial list, ensuring that they:
 - Are relevant and valuable to the community;
 - Are theory-based and approved by experts on the subject;
 - Measure progress towards sustainability and/or a community vision;
 - Likely to provide information about the future and/or early warning signs of problems;
 - Are measurable at Local Government area level;
 - Can be measured over time to show trends in outcomes;
 - Can be disaggregated by population group;
 - Can be benchmarked against relevant authorities;
 - Are methodologically defensible;
 - Are unambiguous and resonate with the general population;
 - Are supported by consultation feedback;
 - Are aligned with other government key indicators.

- 9.6 According to this project, the scheme provides a detailed picture of the different communities and how they are developing in key areas. The outcomes may also possibly challenge some common assumptions about what is or is not happening within the communities. There is a mixture of quantitative and qualitative indicators on the list of indicators to include both people's opinions as well as a more objective and quantitative analysis.

10 Appendix 2: Measuring the performance of the promotion strategy

10.1 The majority of organisations measure the performance of the promotion strategy on an annual basis. The following is an example of the template used by Caerphilly County Borough Council to report on the indicators set.

WLS Performance Measurement 2017 - 2022

Area	Measures	Previous Result	Target	Result	Frequency of collection	Progress Update	Partners
Area 1 - Increase in the number of families where the Welsh language is spoken with the children	% of children, in primary school reception classes, who are learning Welsh.				Annual		<ul style="list-style-type: none"> • CCBC
	Number of events run by the Council and partner organisations for the Family where Welsh can be used as part of a family activity.				Quarterly		<ul style="list-style-type: none"> • CCBC • Menter Iaith Caerffili • Mudiad Meithrin • Cymraeg i Blant • The Urdd • Caerphilly PSB • Welsh medium schools • Aneurin Bevan University Health Board
Area 2 - CYP increasingly speak Welsh as part of everyday routine, improve potential career prospects realise value of the language.	% of Year 6 pupils showing an increase in their use of Welsh at the end of their time in primary school				Annual		<ul style="list-style-type: none"> • CCBC
	% of Year 11 pupils who are studying for five or more qualifications through the medium of Welsh				Annual		<ul style="list-style-type: none"> • CCBC
	% of 16-19 learners who study courses/units through the medium of Welsh.				Annual		<ul style="list-style-type: none"> • CCBC / Coleg y Cymoedd
	Attendance numbers of children and young people for Welsh language activities, such as events organised by partner organisations.				Quarterly		<ul style="list-style-type: none"> • CCBC • Youth Service • Coleg y Cymoedd • Aneurin Bevan University Health Board • Menter Iaith Caerffili • Mudiad Meithrin • Cymraeg i Blant • The Urdd • Caerphilly PSB

11 Appendix 3: Indicators for the framework for measuring the impact of the Welsh Language Promotion Strategy in Carmarthenshire 2016–2021: examples

Strategic Aim 1		Ensuring that the majority rather than a minority of the county's residents can, and choose to, use Welsh in their everyday lives		
Outcome Indicator	Measure	Technical Measure	Source	Frequency
1 More of the county's residents can, and do, use Welsh daily	1.1 Percentage of people who speak Welsh daily and can speak more than just a few words of Welsh (Well-being of Wales: national indicator 36)	Percentage of people who say, in response to questions in the National Survey for Wales (for adults aged 16+ annually) and Language Use Surveys (for all aged 3+), that they speak 'more than a just a few words of Welsh' and speak Welsh daily.	https://gov.wales/national-survey-wales-culture-and-welsh-language	Annually
	1.2 Percentage of people who can speak Welsh (Well-being of Wales: national indicator 36)	Percentage of people who said in the Population Census that they can speak Welsh (aged 3 years and over)	https://statswales.gov.wales/Catalogue/Welsh-Language/Census-Welsh-Language	Every decade 2021 2011

Strategic Objective 2		Increase the confidence of Welsh speakers and therefore the use of the Language in every sphere of life, and encourage and Support the county's organisations to make the Welsh Language an increasingly natural medium for their Services		
Indicator Outcome	Measure	Technical Measure	Source	Frequency
5 More people confident using Welsh (in all spheres of life)	5.1 Percentage of primary and secondary pupils confident speaking Welsh	Percentage of children stating 'I am confident speaking Welsh' in the Siarter Iaith 'Gwe Iaith' questionnaire	Siarter Iaith questionnaire data from Carmarthenshire schools	Annually
	5.2 Percentage of children and young people fluent in Welsh	Percentage of children aged 4-11 in the 'Fluent in Welsh' category in PLASC data from Carmarthenshire primary schools	Carmarthenshire County Council PLASC data	Annually
		Percentage of children aged 11-16 in the 'Fluent in Welsh' category according to PLASC data from Carmarthenshire secondary schools	Carmarthenshire County Council PLASC data	Annually
		Percentage of pupils aged 16-18 in the 'Fluent in Welsh' category according to PLASC data from Carmarthenshire secondary schools	Carmarthenshire County Council PLASC data	Annually
		Number and percentage of Coleg Sir Gâr students aged 16+ who state at enrolment that they are 'Fluent Welsh Speakers'.	Coleg Sir Gâr data	Annually
		5.3 Percentage of people who say they are fluent in Welsh	Percentage of people who say, in response to questions in Welsh Government Language Use Surveys (for all aged 3 years and over), 'I am fluent in Welsh'	https://gov.wales/national-survey-wales-culture-and-welsh-language
5.4 Percentage of employers' staff who are fluent in Welsh	Percentage of County Council staff and staff of other employers who are fluent in Welsh	Carmarthenshire County Council Welsh Language Standards Annual Report UWTSD and Coleg Sir Gâr Welsh Language Standards Annual Report (by campus) Hywel Dda Welsh Language Standards Annual Report (by building within the county?) Dyfed Powys Police Welsh Language Standards Annual Report		

			Fire Service Welsh Language Standards Annual Report (by county?)	
--	--	--	--	--

Strategic Objective 4		To target specific geographic areas within the county, either because they offer the potential to develop or because they cause linguistic concern to increase the numbers of residents in those areas who can and do use Welsh		
Indicator Outcome	Measure	Technical Measure	Source	Frequency
11 More people able to, and do, use Welsh in the specific areas	11.1 Percentage of primary and secondary pupils in the specific areas who can speak Welsh	Percentage of children aged 4-11; 11-16 and 16-18 in the area's primary and secondary schools who are in the 'Fluent in Welsh' and 'Speaks Welsh but not fluently' PLASC categories	Carmarthenshire County Council PLASC data	Annually
	11.2 Percentage of primary and secondary pupils in the specific areas who are confident speaking Welsh	Percentage of primary and secondary school children stating 'I am confident speaking Welsh' in the Siarter Iaith 'Gwe Iaith' questionnaire	Siarter Iaith questionnaire data from Carmarthenshire schools	Annually
	11.3 Percentage of primary and secondary pupils who use Welsh outside school	Percentage of the area's primary and secondary school pupils responding 'I speak Welsh outside school' in the Siarter Iaith 'Gwe Iaith' questionnaire	Siarter Iaith questionnaire data from Carmarthenshire schools	Annually
	11.4 Percentage of children aged 3 and under receiving Welsh-medium (bilingual) early education and day care	Number of children registered with early education and day care services in the area provided through the medium of Welsh or bilingually during the year	Data from Mudiad Meithrin and other providers	Annually
	11.5 Percentage of people in the areas who can speak Welsh	Percentage of people in the areas (by ward/LSOA) who said in the Population Census that they can speak Welsh	https://statswales.gov.wales/Catalogue/Welsh-Language/Census-Welsh-Language	Every decade 2021 2011
	11.6 Number of children attending Welsh events in the specific areas	Number of people based on attendance at activities in workshops, membership data	Data from the Urdd, Young Farmers, Mentrau Iaith and other partners	Annually