

Cymraeg 2050: progress towards implementation of the actions

Cabinet is asked to recognise the progress to date and consider the challenges and barriers to meeting the target of a million Welsh speakers, as laid out in the Cymraeg 2050 strategy.

Cymraeg 2050 strategy and Work Programme for 2017-21

1. In July 2017, we launched our *Cymraeg 2050* strategy, setting out our vision to reach a million Welsh speakers by 2050 and increase the percentage of the population who speak Welsh daily from 10% to 20% by 2050. The strategy has three main themes:
 - Theme 1: Increasing the number of Welsh speakers
 - Theme 2: Increasing the use of Welsh
 - Theme 3: Creating favourable conditions – which entails securing the right infrastructure and context to enable themes 1 and 2 to happen.
2. Census results show that in 2011 there were approximately 562,000 Welsh speakers. During the process of drafting the *Cymraeg 2050* strategy, the **projection** for the number of Welsh speakers by 2050 (i.e. the number of Welsh speakers that was predicted if the prevailing patterns and trends regarding the Welsh language and the population had continued until 2050, with no further intervention to increase the number of speakers), was 666,000. Although they do need to be treated with caution, trends in survey data in recent years have been encouraging. The National Survey for Wales has suggested an increase in those people with some Welsh speaking ability but who don't recognise themselves as Welsh speakers, and we've also seen increases in the number of Welsh speakers according to the Annual Population Survey.
3. Reaching a million speakers therefore necessitated a step-change in order to see the requisite increase. The approach in the strategy follows a vision to increase the number of speakers, increase use of the language, and improve the infrastructure using a life-course approach followed in other administrations with minority languages such as Catalonia.
4. Previous Welsh Government strategies for the language focussed on maintaining the number of speakers, however the target of a million speakers is deliberately ambitious. Its aim is to change people's mindsets and work towards a situation where the language is truly thriving. This expansive approach requires a shift in attitude and resources to achieve a better balance between regulation to provide rights to existing Welsh speakers on the one hand, and a clear programme of work of positive encouragement and reinforcement on the other. The aim is to increase the use of the language in all aspects of the daily lives of fluent Welsh speakers, those who may be reluctant to use the language and new speakers.
5. The strategy provides a trajectory for the journey to a million speakers (a trajectory was developed alongside the strategy to demonstrate one possible path of reaching

a million Welsh speakers by 2050, based on the policy intentions included in the strategy). The *Work Programme for 2017-21*, published in tandem with the strategy, sets out what we will do during this Assembly to lay the foundations. The early milestones to show that we are on the right course will be:

- A small increase in language transmission rates in families by the 2021 Census, continuing the trend seen between 2001 and 2011.
 - An increase in the percentage of learners in Welsh-medium education, from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 24 per cent (about 8,400) by 2021, in order to be on track to reach 30 per cent (about 10,500 in each year group) by 2031 and then 40 per cent (about 14,000 in each year group) by 2050.
6. Much of our focus, therefore, is on advancing these two areas of work between now and 2021 in order to strengthen the foundations for the future.
 7. We are also keeping a close eye on indicators of language use associated with the target of increasing the percentage speaking Welsh daily from 10 per cent of the population to 20 per cent in 2050. Increasing the percentage to 11 per cent by 2021 is our first milestone.
 8. **Details of the main progress to date towards targets set out in Cymraeg 2050 can be found in Annex 1. Further details about all actions in the Cymraeg 2050 Work Programme can be found at Annex 2.**
 9. Below, we outline the main barriers to achieving the early milestones (i.e. those set for 2021). If these are not addressed on a cross-cutting basis across the Welsh Government, there is a risk that the positivity and momentum engendered since the publication of the new strategy, and the steps to foster a more positive narrative around the language, could flounder. Furthermore, not reaching our early milestones would risk denting confidence in the organisation's ability to work towards a million speakers.
 10. In this respect Cabinet is asked to recognise the progress to date and consider some of the main challenges and barriers to meeting the target of a million speakers going forward. Due to the scale of the challenge and the necessity of working across policy areas to achieve our goals, a step-change is needed to mainstream the language across government.
 11. The paper focusses on progress and challenges in relation to the key levers in *Cymraeg 2050*, and assesses the foundations laid during the first year of implementation as well as identifying where more attention is needed to reach the targets set for 2021 and 2031. Apart from Initial Teacher Education (ITE), 2021 targets will be achieved if current progress is maintained.

Education

Early years (0-4)

12. One of the 10 transformational changes outlined in *Cymraeg 2050* was to expand Welsh-medium early years provision by 150 nursery groups over the first decade (40 of these by 2021) to facilitate a seamless transition into Welsh-medium education. We have linked the demand in the 0-4 sector to the Welsh in Education Strategic Plans (WESPs), and approximately 87% of children who attend Mudiad Meithrin settings now go on to Welsh medium education. Much of this increase has been in areas which could be dubbed “non-traditional” as far as Welsh-medium education is concerned (i.e. not located in the traditional Welsh speaking heartlands). The focus will, therefore, be on increasing the number of settings for early learning and the pathway into primary education.

Statutory education

13. Early indications from the monitoring of the Welsh in Education Strategic Plans for 2018-21 suggest we should meet the target of 24% of seven-year-olds in Welsh-medium education by 2021. Whilst continuing to foster links at local authority level to strengthen the WESPs, we are also consulting on proposed new 10-year WESPs to move the emphasis further towards delivery. The new approach to strategic planning will also reflect complexities surrounding moving schools along the language continuum, and a renewed emphasis on the expansion of Welsh-medium education in tandem with housing developments by using data in a more intelligent way.

14. A potential barrier to meeting the target is that it is local authorities (and, in some cases, governing bodies) who have the functions in relation to how schools are organised, opened or closed in their areas.

Teaching workforce

15. To facilitate an increase in Welsh-medium education, *Cymraeg 2050* states that we will support growth in the number of teachers in Wales who can teach Welsh or through the medium of Welsh. The following figures show the targets we have set ourselves by 2021, as well as our progress to date:

- By 2021, **3,100** primary school teachers who teach through the medium of Welsh, an increase of 200 from a baseline of 2,900 in 2015/16.
 - **The figure for 2017/18 is 2,900.**
- By 2021, **600** secondary school teachers who teach Welsh and **2,200** secondary teachers who can teach through the medium of Welsh. This would represent an increase of 500 in the combined total of secondary teachers able to teach Welsh or through the medium of Welsh compared to the baseline of 2,300 in 2015/16.
 - **The total number of teachers able to teach Welsh and through the medium of Welsh for 2017/18 is 2,300.**

16. During 2017-18 the regional consortia undertook an audit of the Welsh language skills of practitioners and their ability to teach through the medium of Welsh. We will use the findings, as well as data from other sources, to better understand the workforce’s skills during this term.

17. Recruitment of sufficient numbers of teachers to drive the increase in Welsh-medium and bilingual education remains a challenge. Early indications show that a particular focus needs to be on increasing the number of secondary school teachers able to teach Welsh and through the medium of Welsh. We have three further academic years to ensure that we meet the 2021 targets.

Interventions to increase the number of teachers

18. The following briefly list the main steps we are taking to increase the number of teachers who can teach Welsh or through the medium of Welsh.

- In September 2018, the Cabinet Secretary for Education introduced an incentive targeting secondary PGCE student teachers training to teach all subjects through the medium of Welsh or bilingually. The incentive comes to a total of £5,000.
- A digital media campaign marketing our PGCE Incentives was launched in January 2018.
- The results of this highly targeted marketing are being utilised to develop a new creative media campaign, launching this autumn, to actively promote the profession to recruit the best and brightest individuals into teaching.
- In 2017/18, there were twenty graduate teacher placements in Welsh-medium schools. We will continue to work with our partners to ensure that this route continues to generate teachers for the Welsh-medium sector.
- We have expanded the Welsh language Sabbatical Scheme to provide opportunities for practitioners across Wales to access intensive Welsh language training. We are also in the process of commissioning an evaluation of the scheme over a 2-3 year period.
- We are currently working with the consortia to develop a national and regional programme of Welsh language professional learning to enable all practitioners, including supply teachers, to continually develop their Welsh language skills in accordance with the expectation in the new professional standards.
- We have also commissioned research into effective teaching and learning of Welsh.

19. While these initiatives will take time to embed, this month we launched the E'sgol pilot, based on a model developed for Gaelic-medium education in the Outer Hebrides. The scheme will focus on post-16 Welsh-medium education in Ceredigion and Powys, with the aim of maintaining equity of curriculum choices in rural areas.

What else could be done to increase teacher numbers?

20. The following are options to increase the number of teachers who can teach Welsh or through the medium of Welsh;

- Increase the number of Graduate Teacher Programme placements in Welsh-medium schools from September 2019
- Set recruitment targets for student teachers in ITE
- Work with Welsh-medium schools to develop opportunities to appoint a pool of teachers that can be shared across neighbouring schools.

Post-16 Education and language use

21. According to Census results, the number of Welsh speakers falls away significantly post-16. Young people are being influenced by a range of complex social factors. These include post-16 study and training opportunities, social activities including social media, the language of the home and employment opportunities.
22. Considering the increase in the number of people who say they acquire the Welsh language at school, and the role of the education system in reaching a million speakers, we must ensure that these individuals continue to speak, and have the opportunities to speak Welsh, so that they continue to consider themselves Welsh speakers. By reducing this post-16 drop-off by only a small percentage, we could reach a million speakers more quickly. This entails taking steps in relation to the economy, jobs, community and so on.
23. One response to the decrease in the use of the language post statutory education is the development of post-16 Welsh-medium and bilingual provision. This gives young people an opportunity to maintain and develop Welsh language skills that have been developed during the statutory period of education, and develops confidence to use Welsh in the workplace and in social and professional situations.
24. The Coleg Cymraeg Cenedlaethol is now a post-16 organisation and is required to work with the Welsh Government to support the development of Welsh-medium provision across Further Education, Work Based Learning and the Higher Education sectors.
25. In response to conclusions on post-16 Welsh-medium education, presented in the review of the Coleg Cymraeg Cenedlaethol, a Post-16 Planning Group was formed by the Coleg in early 2018 to advise on drafting an action plan. In July, a report on the Group's work set the direction for developing Welsh-medium and bilingual provision in the sector. A detailed implementation plan will be presented to the Government in the autumn, setting out activities for the short, medium and long term for expanding provision and linguistic progression in response to economic need. This will enable learners to progress from statutory education to post-16 education and training while continuing to develop their bilingual skills. The Coleg's remit for 2019-20 will reflect these new responsibilities (in cooperation with the Cabinet Secretary for Education).

The Economy

26. To coincide with the opportunities to continue to study in Welsh, a vibrant economy is integral to creating the social conditions where Welsh speakers can stay in Welsh-speaking communities, or return to work in those communities. All economic development, rural planning and support instigated by the Welsh Government has either a direct or indirect impact on Welsh language communities, but planning and supporting activities that have a direct benefit to the language within the wider economic agenda is a challenge.
27. There have been previous attempts to respond to the dependency between the economy and the language, and although not all have resulted in the desired impact, the following are current areas where we are responding:
- Developing the knowledge base on the indirect impact of Brexit on the language and the relationship between the economy and the language
 - Working with Business Wales to support and encourage entrepreneurship and business development by Welsh speakers
 - Promoting the use of Welsh and the development of Welsh-medium services by businesses
 - Consideration is being given to maintaining contact with young Welsh speakers who are studying or working outside Wales with a view of attracting them back to Wales to study, work or establish businesses.
28. The Welsh Language Division currently supports colleagues across ESNR to mainstream and integrate Welsh language policy considerations but with limited resources. Due to the cross cutting nature of this work, both portfolios will continue to foster their relations in order to deliver this work in the future.

Digital Landscape

29. The digital landscape is a game-changer for the Welsh language. Welsh Language Division officials have been working with the Minister's Welsh Language Technology Board to draft an Action Plan for Welsh language technology. The Plan will involve ensuring Welsh language digital components are created and maintained so that they can be used and reused widely by all organisations and individuals. The Minister for the Welsh Language and Lifelong Learning will launch the Plan in an Oral Statement on 23 October. The Plan deals with three main fields of action:
- Welsh Language Speech Technology (e.g. Welsh language speech to text recognition and text to speech synthesis). The long-term aim would be to see these facilities integrated into mobile devices and used on digital assistants (as is the case currently with the English language).
 - Computer-assisted translation, i.e. sharing and reusing English<>Welsh text translations via 'translation memory' technology already available, but not universally adopted. The corpus of translations thereby created would feed automatic translation engines thereby enabling human translators to translate more. We believe that substantial economies of scale could be leveraged in this field, both in terms of expenditure and benefit to the Welsh-speaking population.
 - Conversational Artificial Intelligence, whereby machines would *understand* the Welsh language (in addition to *recognising* it as in (1) above). This technology

could, for example, be used for the chatbot services that public authorities are increasingly adopting.

30. One of the main tenets of the plan is that, as Wales is a bilingual country, then the technology we use here needs to support that bilingualism. This would require a shift in the product development cycles of major technology corporations which have hitherto concentrated their activities on regional unilingualism (i.e. French in France, German in Germany, English in the UK). The Plan tackles the technical challenges of this, for example, in the sociolinguistic context of Wales where most Welsh speakers now live and work in bilingual (English/Welsh) situations.
31. It could also be argued that the potential of technological advancement for the Welsh language and the wider Welsh economy are not being fully realised. For instance in the field of bilingual artificial intelligence and voice-based personal assistants, Wales has the potential to be a world leader, and investment in these areas could lead to a home-grown innovative industry. However, developments thus far have been achieved with small amounts of funding – for instance grant funding to Bangor University’s Language Technologies Unit has helped develop Maccsen voice technology, which can answer questions in Welsh, take users to popular articles on Wikipedia Cymraeg, and read the first paragraph of an article or news item using a synthetic voice.
32. Cabinet is asked to note that further work will be done to explore the potential of the bilingual digital landscape in Wales and will be brought before Ministers in the future.

Welsh language and planning

33. The relationship between the Welsh language and town and country planning / housing has long been sensitive and controversial in the traditional Welsh heartlands, as has the issue of inward migration; although, it should be noted that many inward migrants are the most enthusiastic Welsh learners. Cymraeg 2050 mentions the importance of helping local people to remain in their communities, for instance through affordable housing and employment. Taken together, these issues clearly affect our ambitious strategy to reach a million Welsh speakers by 2050.
34. We have highlighted two areas below that we believe would benefit from further investigation and discussions between ministerial portfolios. If these matters could be addressed on a cross-Government basis, we would be in a much stronger position to reach our target of a million Welsh speakers by 2050 and would also be making a difference to many other ministerial priorities, for example housing / planning / economic regeneration.

Planning legislation and policies

35. Planning colleagues within Welsh Government believe that we have sufficient legislation and policy in place to ensure that the Welsh language is appropriately considered as part of the town and country planning system. However, there are regular challenges by those who feel that we should be going further in order to protect the language.

36. The immediate challenge is to ensure all Local Development Plans recognise and support national and local ambitions for the Welsh language. A number of Local Development Plans are currently being reviewed, including in authorities in heartland areas such as Carmarthenshire, Ceredigion and Conwy. LDPs prepared since 2016 have been required by law to give consideration to the Welsh language in their strategies, policies and site allocations, but a number of plans were adopted prior to 2016. For those LDPs, the review is an important opportunity to review the type and amount of land allocated for housing, and the support given through the planning system to infrastructure that could support the Welsh language, including new employment sites and community facilities. The Welsh Government will monitor the preparation of the plans and advise changes where necessary in our role as a statutory consultee.
37. The Planning (Wales) Act 2015 has stimulated lively public debate. One interesting question is whether the Welsh Language Commissioner or any new Welsh Language Commission should play a similar role in relation to the Welsh language and town and country planning as Natural Resources Wales does in relation to the environment.

Housing stock

38. The number of second homes in the traditional Welsh heartlands could be concealing the severity of rural poverty. Areas of Cornwall and further afield (for example Jersey) have introduced various ways of trying to address similar situations. There may be opportunities to learn from these and develop options for Wales.
39. This is predominantly a local planning matter but if Ministers were anxious to develop policy options, this would require officials in Welsh language, housing and planning to work together in a coordinated way to explore these issues.

Challenges

40. In addition to the challenges highlighted above, much of the work in relation to the new strategy concerns changing the discourse surrounding the language although we are working from a positive platform (see para 40). It could be argued that current achievements are not celebrated or communicated well enough. This is especially true of the positive effects of bilingualism and its potential to be a unique selling point for Wales as a nation post-Brexit. For instance to what degree do we take advantage of our bilingual status in our international strategies? Although we have a live bilingual culture, it could be argued that less is done to promote this fact than in other similar nations such as the Basque Country. Furthermore, arresting or reversing language decline is notoriously difficult, and our achievements in relation to the Welsh language are therefore cause for celebration and show what we can achieve as a nation.

41. Welsh language standards regulations have, in a short space of time, begun to change the discourse surrounding the language, for instance by changing the way bodies plan their Welsh language services and ensuring that the language is considered sooner in policy decisions. They have also prepared the ground for the appointment of a new Commissioner. The challenge now is to move from the availability of bilingual services to a wider uptake of those services. This is why we are in the process of developing an Understanding Bilingualism Programme to develop training on informal language use for workplaces. This work continues in 2018-2019.

Impact

42. The intention of this paper is to raise Cabinet's awareness of the challenges and barriers to meeting the target of a million Welsh speakers, as outlined in Cymraeg 2050: a million Welsh speakers. The target of a million speakers by 2050 is included in Taking Wales Forward and Prosperity for All: the national strategy. A thriving Welsh language is also included in one of the seven wellbeing goals in the Wellbeing of Future Generations (Wales) Act 2015.

43. All expenditure on the Welsh language has the intention of increasing the number of Welsh speakers or increasing use of the Welsh language. Any expenditure in other departments which affects people should be considered to have an impact on the language, and policy development and impact assessments should reflect this.

44. As far as the public discourse surrounding the language is concerned, the National Survey for 2017-18 noted that:

- 86% of people felt the language was something to be proud of, (97% of Welsh speakers and 84% of non Welsh speakers); the proportion of Welsh speakers 'strongly agreeing' was markedly higher
- 67% thought that more effort needed to be put into supporting the language (86% of Welsh speakers and 63% of non Welsh speakers)
- 62% of those who didn't speak Welsh said they would like to speak it; and of those who already had some skills in the Welsh language, 85% said they would like to speak it better
- People were least likely to agree with the statement 'The Welsh language will be stronger in 10 years' time': 40% agreed with the statement (49% of Welsh speakers and 38% of non-Welsh speakers).

45. Our early steps to lay solid foundations for increasing the number of speakers by 2021 shows a clear focus on creating additional capacity in early years provision and statutory education – both in the number of Welsh-medium places and workforce. New projects concerning Welsh in the workplace and social use of Welsh also target specific areas where we need to improve. Much of the progress in these fields has been possible due to the additional funding provided over the previous two financial years, and due to continue to the end of the 2019-20 budget round.

46. No impact assessments have been completed in relation to this Cabinet Paper as impacts were assessed at the time of publication of Cymraeg 2050.

Finance Requirements and Governance Implications

47. The Welsh Language Division currently has a budget of £38.325m for 2018-19 as set out in the First Supplementary Budget 2018-19 – this includes an additional £6.5m as part of the current two-year Budget agreement with Plaid Cymru (£5m recurrently for Welsh Language funding following 2017-18 Budget agreement, £0.5m for 2018-19 and 2019-20 for improved provision of bilingual education resources, and £1m in 2018-19 and 2019-20 for Mudiad Methrin). There are no changes proposed to this budget as part of detailed draft budget which is due to be published on 23 October.
48. As part of the two-year agreement with Plaid Cymru, we recently announced further funding in 2018-19 to support the Welsh language, through an additional capital allocation of £2.75m to upgrade the Urdd camps at Glan-llyn, near Bala and Llangrannog. This funding was made available from the existing 21st Century Schools and Education Programme.
49. Through the Welsh Medium Capital Grant and Childcare Offer Capital Grant, £46m was allocated from the Education Infrastructure BEL (BEL 4765) within the Education MEG to support the growth in Welsh medium education.
50. The scheme to incentivise student teachers to teach through the medium of Welsh is funded from the Teacher Development and Support BEL (BEL 4880) to the tune of £376,000 for academic year 2018/19.
51. Regarding the financial implications of possible options for increasing the number of teachers (outlined at para 18), any options taken forward would remain affordable within the Teacher Development and Support BEL.

The developments in post-16 under the Coleg Cymraeg Cenedlaethol (mentioned in paragraph 22) will be funded from the current Welsh in Education BEL (BEL 5164).

52. Welsh Government support for the Welsh language is funded in the form of direct spend for targeted projects and initiatives to promote and celebrate the language, or through mainstreamed funding within Directorates where a particular service or offer is bilingual e.g. the Childcare Offer, Flying Start, Business Wales.
53. It must be acknowledged that much of what has been achieved since the launch of the strategy e.g. in the field of Welsh language technology, has been achieved with relatively small amounts of money. The forthcoming technology Action Plan will be funded from BEL 6020. In a very short time, initiatives have developed with the £6.5m of additional funding, and have already contributed to the actions as set out in Cymraeg 2050, building on the momentum generated since the launch of the strategy.

54. The advice does not raise any issues of regularity or propriety and does not contain novel or contentious issues. Corporate Governance Unit clearance is therefore not required. Any associated administration costs can be met from the EPS delegated running costs. In accordance with FN01/15, the advice has been cleared by EPS Operations Division. The clearance number is EPS/EM/62/18.

55. Strategic Budgeting have cleared this Cabinet Paper. Clearance number: SB0567/5

Research and / or Statistics

56. The research and statistics contained in this paper have been approved by Knowledge & Analytical Services.

Communications and publication

57. There is no intention to communicate the outcome of the Cabinet discussion at this stage. Progress against Cymraeg 2050 objectives are communicated regularly through press notices and publication of a statutory Annual Report.

Recommendation:

That Cabinet:

- **notes progress to date, as outlined in Annexes 1 and 2, and especially the challenges faced to further embed and mainstream the policy across Government portfolios.**
- **notes the key actions we need to take in order to make a step change towards a million Welsh speakers are cross-cutting issues.**
- **supports discussions between officials with the aim of developing cross-cutting solutions, especially with regard to the barriers highlighted in this paper, with the aim of coming back to Cabinet with more detailed proposals in the new year.**
- **notes further work will be done to explore the potential of the bilingual digital landscape in Wales and will be brought before Ministers in the future.**

Joined up Working

58. Regular bilateral meetings are held with Ministers and Cabinet Secretaries. The latest round of meetings are scheduled for the Autumn term.

59. The first main target in relation to increasing the number of children in Welsh medium early years settings is an excellent example of co-operation that has included joined up working between education, capital funding, early years and Welsh language officials.

60. In the Primary Care sector, Welsh language policy officials are currently collaborating with the Health Directorate to develop a pilot project, working with the primary care sector. The project focuses on helping primary care providers (specifically, GP surgeries in the first instance) to improve the Welsh language services available to their patients. This includes identifying requirements in GP surgeries, finding possible solutions, and supporting implementation of the pro-active offer to improve bilingual service provision. We are also in discussions with Welsh Community Care Information System (WCCIS) representatives concerning a Welsh Language Technology Plan that is under development and how health and social services officials can support this work, specifically how to develop terminology for health and social care that enables bilingual working and development of Welsh language infrastructure.
61. We have also worked collaboratively with the Energy Wales Unit on the Wylfa Newydd project by leading on the Welsh language work stream. This has entailed cooperating on all work streams, varying from transport to housing, health to education and skills, to ensure that any potential benefits of the development are maximised and that appropriate mitigating steps are taken to ensure that Welsh speaking communities benefit from Wylfa Newydd, and that it contributes positively towards our aims and objectives in Cymraeg 2050.
62. Through the Government and external organisations (e.g. the Urdd, National Eisteddfod, Mentrau Iaith), Wales has a long history of co-operation with European and international partners to share learning on language planning. This has both informed our own policies and initiatives, and promoted the compelling story that Wales has to tell with regard to the Welsh language, which is part of the Government's wider effort to promote Wales internationally. We are currently exploring with the Welsh Government European and External Affairs Division how to further develop this work in the post EU exit environment, both with regard to the Welsh Government's bilateral relationships building on the clauses related to language planning in the Memoranda of Understanding, and our engagement with the Network for the Promotion of Linguistic Diversity and other European and international fora.
63. In its third year Dydd Miwsig Cymru continued to grow and saw the Welsh Government working in partnership with Learn Cymraeg, BBC's Horizons, S4C, Radio Cymru, the Forte project for emerging artists, the Mentrau Iaith and many more. SHWSH, a follow-up to Dydd Miwsig Cymru, also proved a resounding success, and the SHWSH model is being considered as a possible vehicle for working with Visit Wales as part of the Year of Discovery campaign
64. Officials from several Departments have contributed to this paper and its Annexes. As well as the First Minister and Minister for Welsh Language and Lifelong Learning, this paper has also been copied to the Cabinet Secretary for Education, the Cabinet Secretary for Economy and Transport, the Cabinet Secretary for Health and Social Services, the Minister for Culture, Tourism and Sport, and the Minister for Children, Older People and Social Care.

CABINET

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**Eluned Morgan AM
Minister for Welsh Language and Lifelong Learning
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