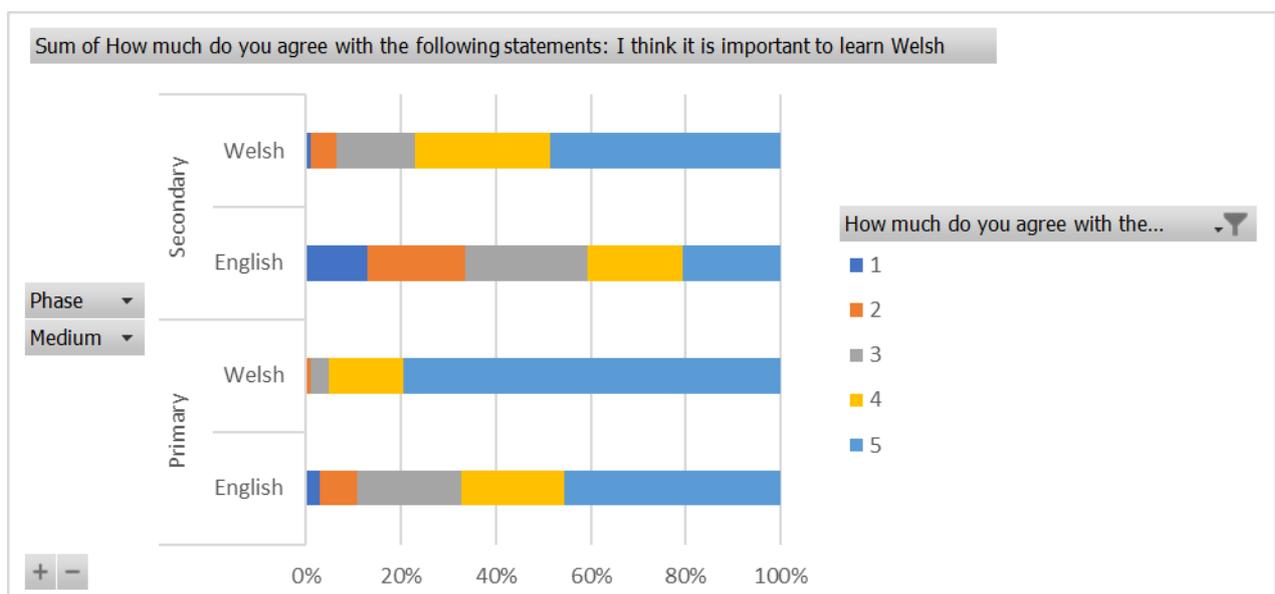


Cardiff WESP - Children and Young People’s Consultation ‘The Big Welsh Conversation/Sgwrs Fawr y Gymraeg’ Summary

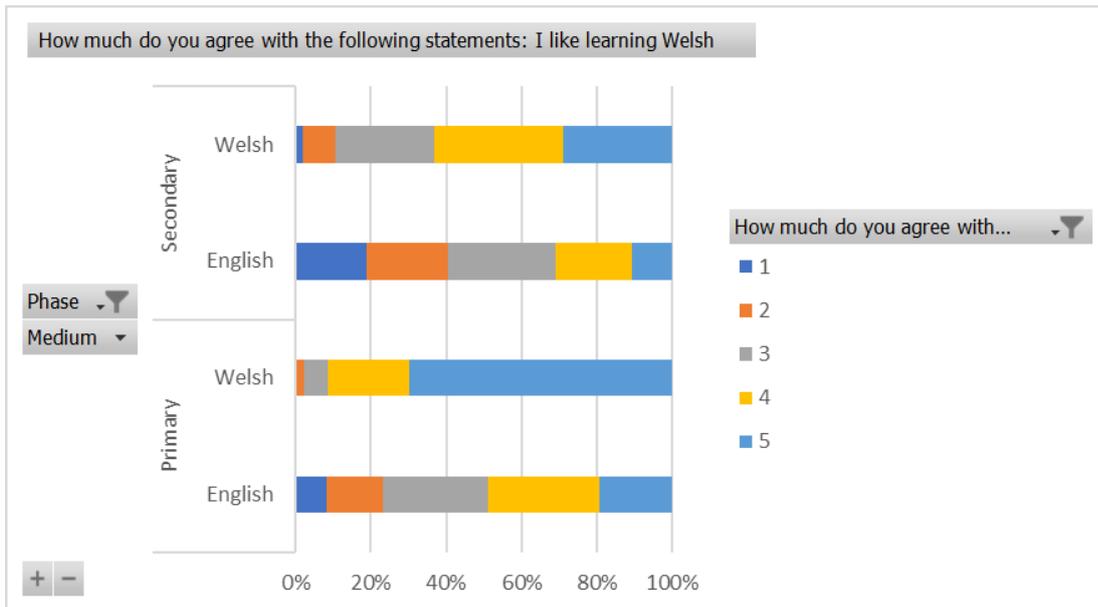
On Wednesday 8th December Cardiff Council held ‘The Big Welsh Conversation/Sgwrs Fawr y Gymraeg’ to engage pupils in Cardiff schools in the current consultation for the Welsh in Education Strategic Plan. All schools across the city were invited to take part in the conversation by answering questions through a platform called Mentimeter. This method allowed for instantaneous feedback where the results updated live with pupils able to see the overview of answers from all the schools attending. Live sessions were held in English and Welsh for primary schools throughout the day while secondary pupils had a survey they could complete in their own time throughout the day. Overall, 2656 responses were received from 28 schools across the city including 8 Welsh medium schools, 18 English Medium schools and 1 dual stream school. The majority (80%) of secondary schools within the city with pupils from 16 schools giving their views on Welsh within the education they receive. We would like to extend our thanks to the staff who made this undertaking possible and facilitated the participation of pupils within their schools.

Pupils responded well to the survey and were keen to share their opinion on the Welsh language and how to reach the Cymraeg 2050 target of 1 million Welsh speakers. The wide variety of responses received reflects the differences in lived experiences between participants. In prioritising the importance of reasons to speak Welsh, secondary school pupils were far more likely to identify employment opportunities as a top priority. Those who answered the survey in English were more likely to priorities opportunities to use Welsh outside of school as the most helpful way to grow the Welsh language in Cardiff whereas those in Welsh language sessions were more likely to identify attending Welsh-medium schools as the most helpful.

Pupils were asked about their attitudes towards the Welsh language. Pupils were asked on a 5-point scale (1 – strongly disagree, 5-strongly agree) whether they agreed with statements about the Welsh language. While pupils agreed that they thought it was important to learn Welsh, for every group there was a decrease in the number who strongly agreed that they liked learning the language.



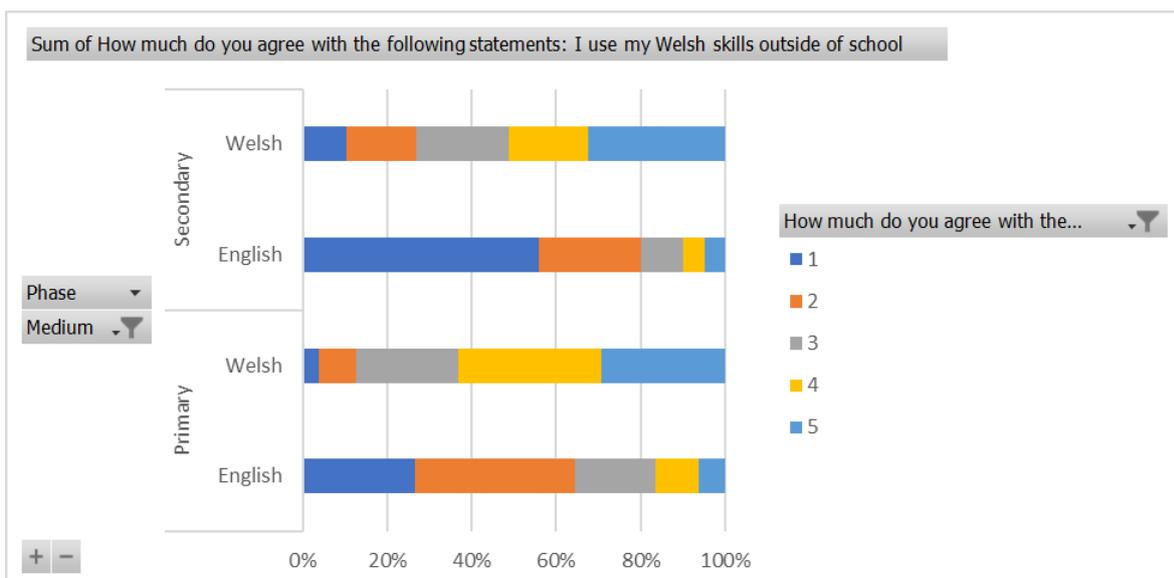
Key (1 – Strongly disagree, 2- Disagree, 3-Neither, 4-Agree, 5- Strongly Agree)



Key (1 – Strongly disagree, 2- Disagree, 3-Neither 4-Agree, 5- Strongly Agree)

In relation to enjoyment of learning Welsh, pupils in secondary school identified the challenges of formal assessment as having a significant impact on their associations with the language. This was further echoed in comments relating to fear of making mistakes.

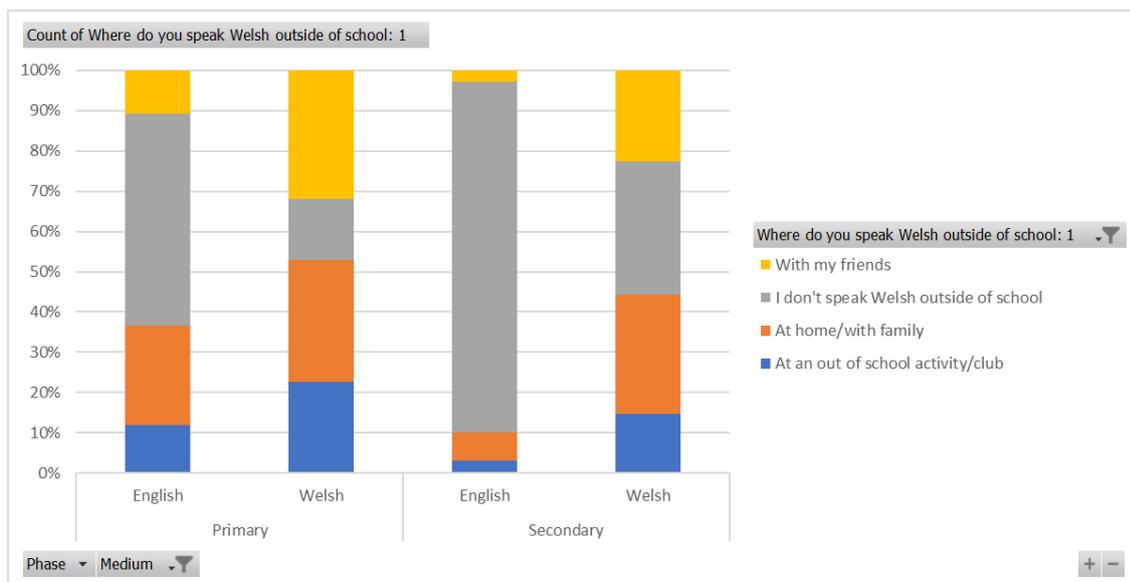
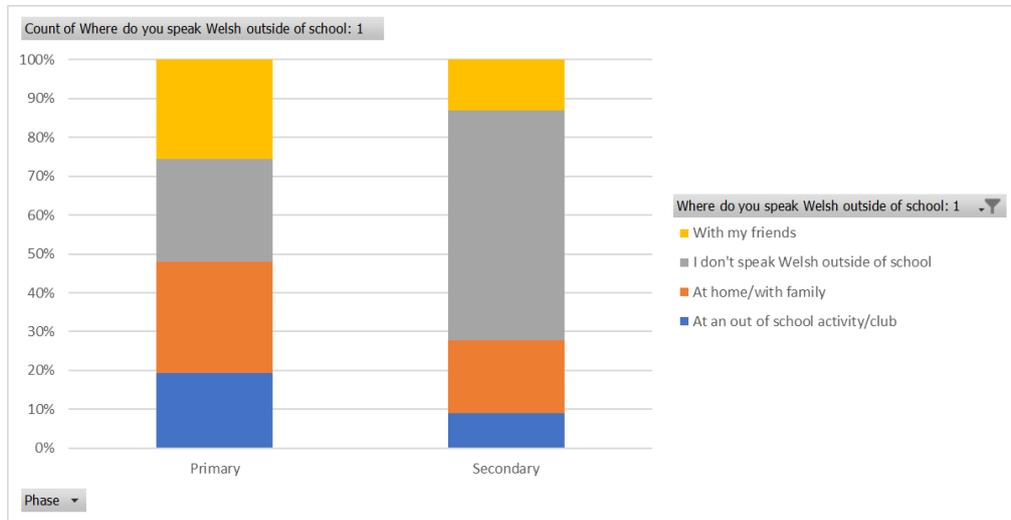
Pupils were also asked to respond to a third statement ‘I use my Welsh skills outside of school’. There was more tendency to disagree with this statement across all groups, especially from those who answered the survey in English.

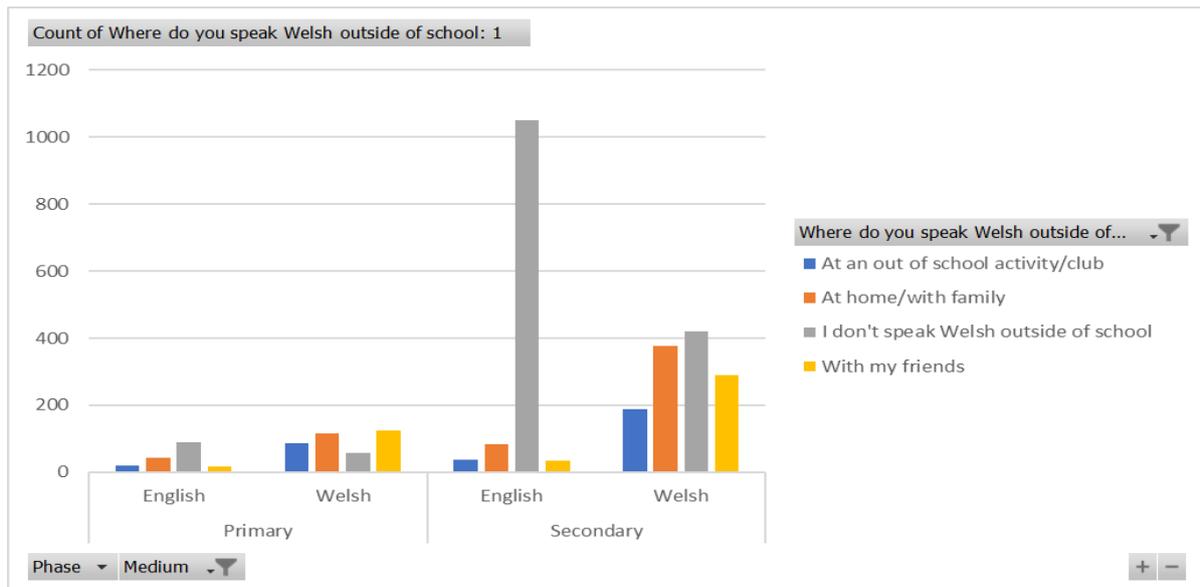


Key (1 – Strongly disagree, 2- Disagree, 3-Neither 4-Agree, 5- Strongly Agree)

To further explore this statement pupils were asked about their current usage of Welsh beyond schools. As would be expected, there was significant variance in the responses of

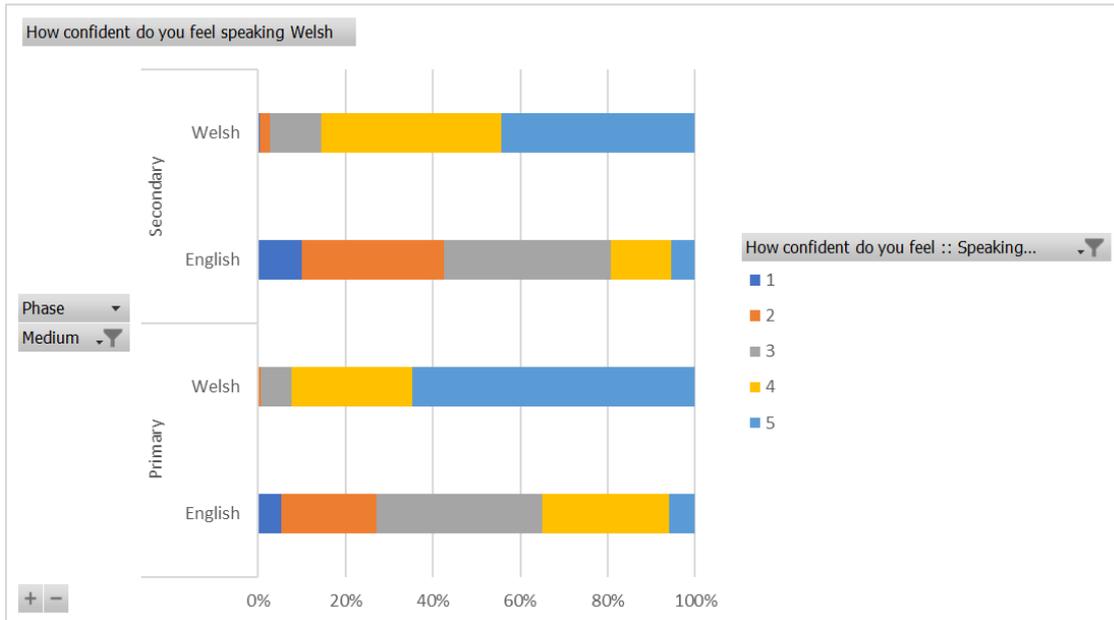
pupils dependant on stage of education and the language of the session they attended. A significant number of young people responded that they do not speak Welsh outside of a school context. For those who did speak Welsh outside of school, speaking with family and friends were identified ahead of formalised clubs or activities.



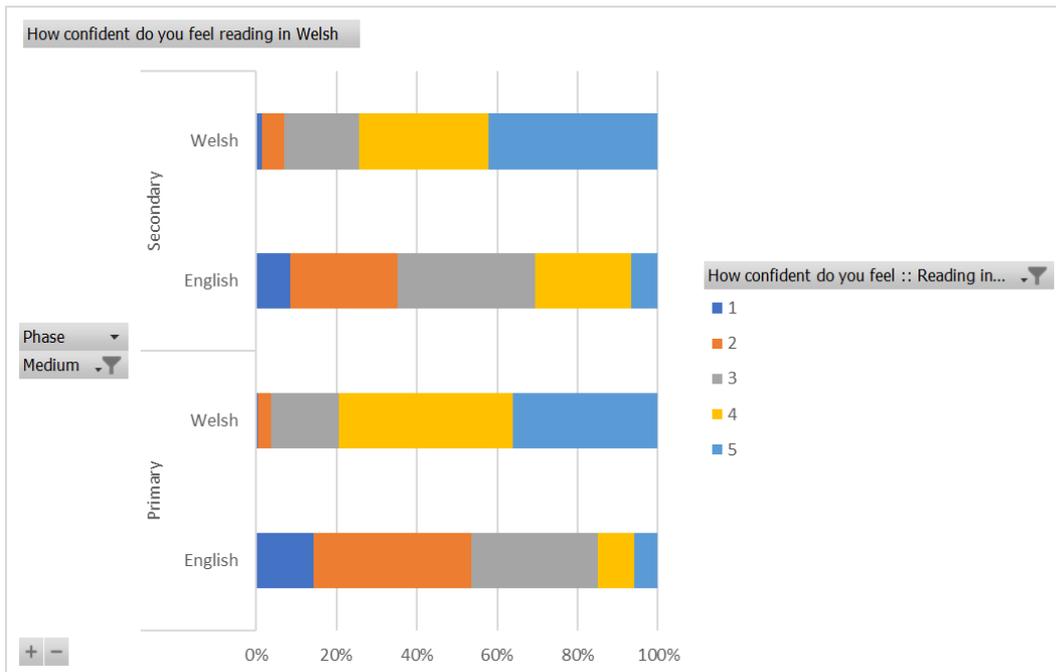


In many of the responses identifying what opportunities would encourage them to use their Welsh language skills pupils highlighted social opportunities including clubs through the medium of Welsh. There was also significant support for games and ‘fun’ positive reinforcement of language usage across all sessions. While there were common themes in terms of organised social activity, some suggestions were specific to the context of the particular pupil (e.g. spending time with grandparents). Club suggestions ranged from particular sports (Rugby and football), to those focused on skills in Welsh (reading club, Welsh club), Groups preparing for Eisteddfod as well as opportunities to experience Welsh culture (films and music).

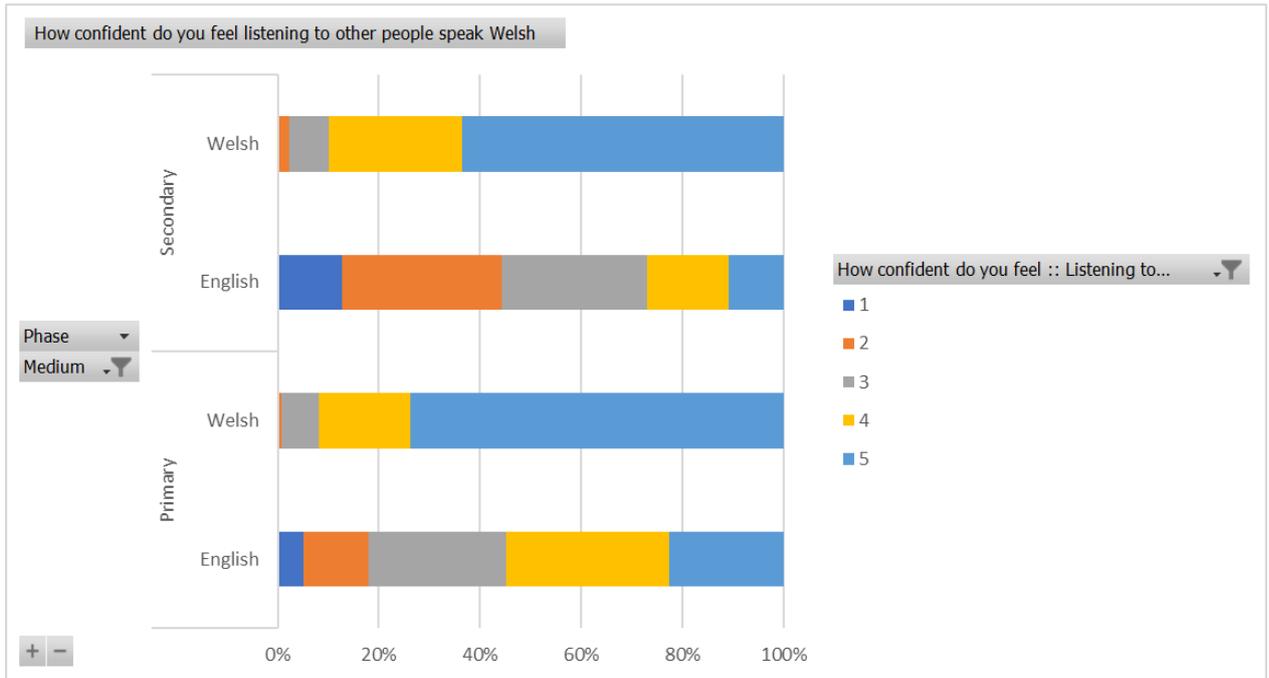
We asked pupils to identify on a 5-point scale how confident they felt with various Welsh language skills (1 being not at all confident, 5 being very confident). Those who answered the survey through the medium of Welsh were more likely to identify as very confident across all skills which reflects their personal experience and exposure to the language. Primary school pupils were likely to have more positive self-confidence in relation to their skills across both languages which may speak to their experiences with Welsh. The graphs below outline the spread of results across stage and language in which the pupils responded.



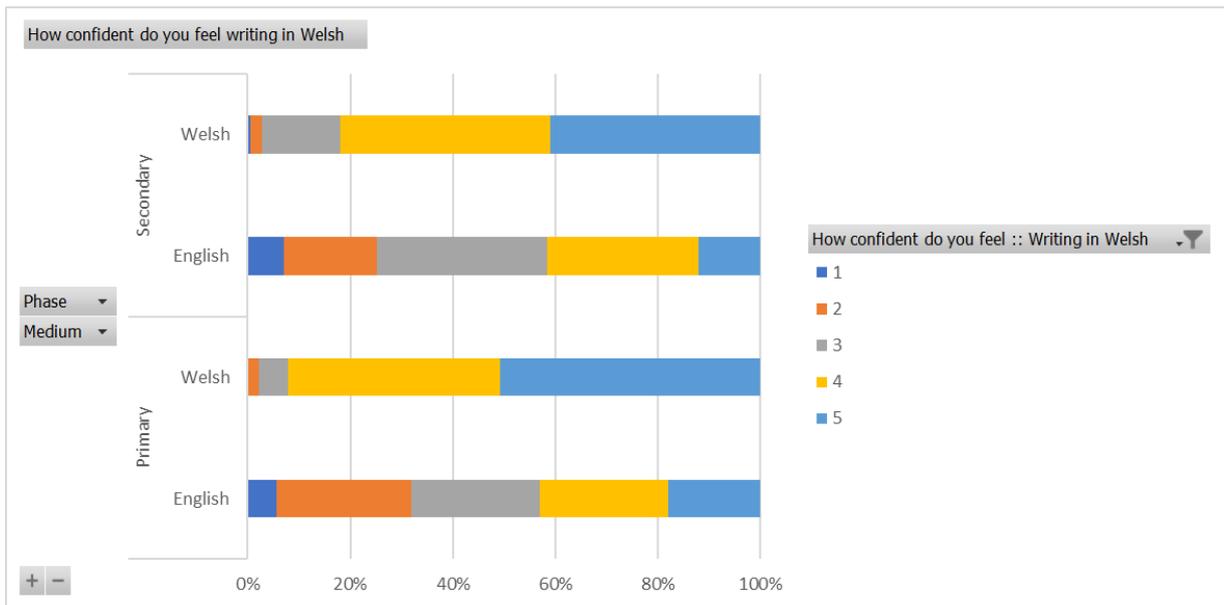
Key (1 – Not at all confident, 2- Not confident, 3-neither, 4-Confident, 5- Very Confident)



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