



**Brecon Beacons National Park Authority**  
**Welsh Language Promotion Strategy**  
**2020 - 2025**

## Why is the Authority publishing this strategy?

- **The Welsh Language Standards**

Under the Welsh Language Measure Act (2011) the Authority is legally obliged to comply with a range of standards agreed with the Welsh Language Commissioner.

**Standard 145 places a duty** on the Authority to develop and publish a five year strategy for the Promotion of the Welsh Language.

- **Broader statutory framework and policy drivers**

The broader statutory framework regarding the Welsh language in the Brecon Beacons National Park which supports this strategy is as follows:

- The Well Being of Future Generations Act 2011
- The Welsh Government's priorities for designated landscapes: Valued and Resilient 2018

The Well Being of Future Generations Act 2011 sets a well-being goal of :

- A Wales of a vibrant culture and a thriving Welsh Language.  
which means: A society that promotes and protects culture, heritage and the Welsh Language

The Welsh Government's priorities for designated landscapes: Valued and Resilient 2018 states:

- The designated landscapes will have an important role to play to increase public awareness of the value of the Welsh language, both as part of our national heritage and as an important skill in modern life...promoting the use of Welsh as a language for the workplace and business will become increasingly important."

The Authority's Remit Letter 2020 - 21 states that we should be:

- Developing policies that ensure people are able to live and work in their communities and that the Welsh language is able to thrive.

## The Situation regarding the Welsh language in the Park

According to the 2011 census 10.3% of the Park's residents are able to speak Welsh against the National average of 19%. Communities in the West of the Park have a higher proportion of Welsh speakers. However it cannot be assumed that the status of the Welsh language is strong and resilient in the West. On closer analysis of the 2001 and 2011 census data significant falls in the proportion of Welsh speakers occurred in wards such as Tawe Uchaf/Fellte, Llangadog, Llanddeusant & Myddfai, Garnant/Cwmaman, Ystradgynlais Rural and Llanymddyfri. These have been regarded as comparative strongholds for the Welsh language. Although there are significantly lower numbers of Welsh language speakers in wards in the East of the Park, it is in some of these that there have been exceedingly small tentative green shoots of growth in the number of Welsh speakers between 2001 and 2011. This may be due to the number of people who have learnt Welsh in these wards. It will be interesting to see what the results of the 2021 census will tell us.

## **Aim**

The Brecon Beacons National Park Authority is committed to promoting the use of the Welsh Language wherever possible.

## **Target**

**Help maintain the level of Welsh speakers within the Park as measured in the next census data at 10.3%.**

It is recognised by the Welsh Language Commissioner that education is the most important driver of residents' ability to speak Welsh and factors outside the control of the Authority will have a greater impact on the number of speakers than any positive intervention undertaken by the Authority. However the Authority is committed to playing as full a role as possible.

## **Action plan to achieve target**

BBNPA will:

### **HR and workforce**

- a. Appoint staff with appropriate Welsh language skills for the role following an objective assessment. See appendix I.
- b. Support, encourage and monitor staff in learning or improving their Welsh language skills to the appropriate level for that post, if they don't already have the skills.
- c. Require staff with no or negligible Welsh skills to follow the Work Welsh Welcome 20 hour online course in enable them to be closer to skills level I.
- d. Provide information to newly appointed staff regarding the Authority's Welsh language standards and policies during induction.
- e. Provide training to all staff regarding awareness of the language and the Authority's Welsh language standards, policies and practices.
- f. Provide learners with opportunities and incentives to practice and develop their Welsh language skills.

### **Authority members and meetings**

- a. Provide training to all members regarding awareness of the Authority's Welsh language standards, policies and practices.
- b. Raise awareness amongst members about the Welsh language and culture of the Brecon Beacons, including the pronunciation and meaning of place names.
- c. Encourage members with no or negligible Welsh language skills to follow the Work Welsh Welcome 20 hour online course in order to enable them to be closer to skills level I.
- d. Open and close meetings bilingually
- e. Display bilingual greetings and messages on screens during NPA and constituent meetings.

## **The Education service**

- a. Promote and deliver outdoor learning experiences for schoolchildren through the medium of Welsh - at least 25% of the pupils with which the service interacts - either physically or remotely.
- b. Promote and deliver environmental education directly and with partners through the medium of Welsh in schools within and around the National Park.
- c. Promote careers in the environmental sector through the medium of Welsh within or just outside the National Park or nationally jointly with other environmental organisations and designated areas.

## **Local Development Plan and Planning decisions**

In compliance with TAN 20:

- a. develop planning policies which help to halt the decline of the Welsh language further,
- b. develop planning policies which support Welsh medium education and community activity,
- c. develop planning policies which support the retention or creation of local jobs through the medium of Welsh,
- d. recommend decisions on planning applications in support of the above policies.

## **BBNPA Management Plan and LDP**

- a. Ensure the voice of Welsh language groups and individuals is heard and shapes management plan policies.
- b. Actively engage with issues and develop policies which help to promote the use of Welsh within communities and at a Park wide level.

## **Projects**

- a. Ensure that the promotion of the Welsh language and its use is integrated into all Authority run projects at the planning stage in addition to being actioned during implementation.
- b. Ensure that the promotion of the Welsh language is written into the main aim/vision of projects with which the Authority is involved and that actions emanate from this.
- c. Encourage and support community groups and projects which promote the Welsh language to apply to the SDF for a grant.
- d. Encourage community groups to integrate the promotion of the Welsh language into their projects.
- e. Organise and administer a grant fund to help support Welsh language events and groups to grow within the National Park.

## **Volunteers**

- a. Raise awareness amongst volunteers about the Welsh language and culture of the Brecon Beacons, including the pronunciation and meaning of place names.
- b. Enable Welsh speakers to speak and share the language whilst undertaking volunteer work for the Authority.
- c. Provide volunteers with incentives and opportunities to learn some Welsh to an appropriate level.

## Engagement and Communications

- a. Integrate the Welsh and English languages together into communications when the medium allows e.g. in film clips.
- b. Pioneer communications which originate in Welsh and convey the same in English as parallel texts which are not slavish translations of each other.
- c. Organise Welsh language competitions – at least one annual competition e.g. writing.
- d. Organise and/or support 3 Welsh language events annually.
- e. Have a presence at the National Eisteddfod when it is held within or near the boundary of the National Park or have a joint presence with other Welsh National Parks at National Eisteddfodau elsewhere.

## Tourism

- a. Run an annual Welsh Language and culture awareness course with the view to developing five Welsh Ambassadors a year.
- b. Seek opportunities to develop resources in support of the Welsh Culture Ambassador courses.
- c. Promote Welsh language and cultural experiences to visitors where appropriate e.g. accommodation where visitors can get a taste of the Welsh language and culture.
- d. Raise awareness of the Welsh language and culture amongst visitors via various media e.g. the Brecon Beacons destination website, information boards and publications.
- e. Seek opportunities to develop a resource which raises awareness of the pronunciation and meaning of place-names within the National Park amongst visitors.

## **Appendix I - Brecon Beacons National Park Authority DESCRIPTION OF EMPLOYEES' ABILITY IN WELSH FOR ALL SKILL LEVELS**

The descriptions below relate to recognised qualification and assessment frameworks namely; the National Qualifications Framework, the Welsh for Adults Qualifications Framework, the Common European Framework of Reference for Languages (CEFR) and the Association of Language Testers in Europe (ALTE) framework

### **LEVEL 0 - AWARENESS**

#### **You can:**

Recognise some short, simple words as being Welsh and even guess the meaning of some words when read or heard, provided the person is talking very slowly or the words are read in an explanatory context. Upon hearing simple words numerous times, you can repeat them and can also even write some short words. Although you may not consider these skills to be of much use in the workplace, the language is far from being alien to you and you have a firm grounding from which you can develop your skills.

More importantly, you have a strong awareness and understanding of the bilingual environment in which the Brecon Beacons National Park Authority operates, the need to treat both languages equally, and you demonstrate sensitivity towards the needs of Welsh speakers. You are aware of what you can do to ensure both languages are treated equally and to meet the linguistic needs of all stakeholders, e.g. use of appropriate translation services, making use of colleagues' language skills.

### **LEVEL 1 - ENTRY**

#### **LISTENING**

#### **You can:**

Understand everyday expressions, and very basic phrases if the speaker is talking slowly.

Understand conversations about basic personal information, e.g. where someone lives, works, what they like doing, what they did.

Guess what is being said when someone is giving details about events, such as time and place.

### **SPEAKING**

#### **You can:**

Use some familiar everyday expressions, e.g. greetings, thanks.

Pronounce place names and names of people.

Talk about basic personal things in an informal situation, e.g. interests, family, work, what you did yesterday.

Talk about basic topics, e.g. the weather, time, prices.

### **READING**

#### **You can:**

Understand very short phrases, and can guess what some notices mean.

Understand short texts where people are giving basic information about themselves or others.

Usually find details, such as time and cost, in advertisements or notices.

### **WRITING**

#### **You can:**

Write very simple phrases or sentences about yourself or others.

Pass on a simple message or make a simple request, e.g. by e-mail.

## **LEVEL 2 - FOUNDATION**

### **LISTENING**

#### **You can:**

Understand when people talk about everyday situations, e.g. personal information, work, what they have done or would do, provided they talk slowly.

Understand when people ask you or others to do something, and when they're asking about future plans, e.g. requesting a meeting.

### **SPEAKING**

#### **You can:**

Hold a basic conversation with someone else on a common everyday topic, provided the other speaker helps.

Ask and answer questions on familiar topics, e.g. work, hobbies, preferences, things which have happened or future plans.

### **READING**

#### **You can:**

Understand messages about everyday things, and some very basic letters or e-mails, e.g. asking for something, or asking to pass a message on.

Understand short pieces of texts or very simple books, e.g. books for children.

### **WRITING**

#### **You can:**

Write a short note to a friend or colleague, asking for something, thanking them or explaining something, e.g. absence from work.

Write a short text about a familiar topic, e.g. personal experience, or work-related experience.

## **LEVEL 3 - INTERMEDIATE**

### **LISTENING**

#### **You can:**

Understand information being given about common or everyday topics, or when things to do with work are being discussed, e.g. in conversation, or in small group meetings.

Usually understand the main message and details, provided people speak clearly, e.g. when announcements are made or when listening to news bulletins.

### **SPEAKING**

#### **You can:**

Hold an extended conversation with a fluent speaker on a familiar topic, e.g. interests or work.

Express a view and exchange information on a range of topics to do with everyday life, e.g. hobbies, travel or immediate work-related topics.

### **READING**

#### **You can:**

Understand straightforward short articles on everyday topics of interest, or to do with work.

Guess what words mean from the context, when the topic is familiar.

Understand most e-mails and work-related documents.

### **WRITING**

#### **You can:**

You can write a letter on most topics, asking for things, giving explanations, describing experiences, inviting people, or organising an event.

You can write fairly accurately on most familiar topics, e.g. related to interests or work-related.

## **LEVEL 4 - ADVANCED**

### **LISTENING**

#### **You can:**

Usually follow most conversations or discussions, even on topics you're not familiar with.

Understand most TV and radio programmes for first language speakers, unless they're speaking with a strong unfamiliar accent.

### **SPEAKING**

#### **You can:**

Talk confidently with fluent speakers on familiar topics related to everyday life or work.

Express views, engage in discussion, and speak at length about general topics, e.g. in a meeting, or in a one-to-one situation.

### **READING**

#### **You can:**

Understand most correspondence, and scan through long texts to find details.

Understand most newspaper articles and reports aimed at first language speakers, with the aid of a dictionary.

Understand novels and other texts, provided they are not written in a very formal or very colloquial style.

### **WRITING**

#### **You can:**

Write a short article, review or report on a variety of subjects of a general nature, or which are work-related.

Write detailed and well-structured texts, which are appropriate for the reader.

Respond accurately to most types of correspondence from colleagues or external contacts.

## **LEVEL 5 - PROFICIENT**

### **LISTENING**

#### **You can:**

Easily follow all conversations and discussions between others, on all sorts of topics.

Understand all kinds of spoken Welsh, including lectures or complex discussions.

### **SPEAKING**

#### **You can:**

Express myself fully and precisely, even when discussing complex issues.

Adapt your language style according to the audience, e.g. when speaking in a formal context or talking to colleagues.

Speak at length about a complex issue, presenting arguments, and leading the discussion.

### **READING**

#### **You can:**

Read and understand nearly all written texts with ease, with only occasional reference to a dictionary.

Read long texts, e.g. reports, articles, to find relevant details and understand nearly all types of writing, e.g. formal or informal.

### **WRITING**

**You can:**

Write extended texts, reports, articles, minutes or other types of writing in a style appropriate to the reader.

Write in formal or informal Welsh as necessary.

Write with a high degree of accuracy on a wide range of topics.