

Opening

Both Doors



**An Introduction
to Bilingual
Youth Work**



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**Council for Wales of Voluntary
Youth Services**

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Preface

This handbook is aimed at youth workers and youth work managers in all sectors of youth provision – statutory, voluntary and independent. It should also be relevant to all youth service settings, be they traditional club settings, activity based groups, support services or project based contexts.

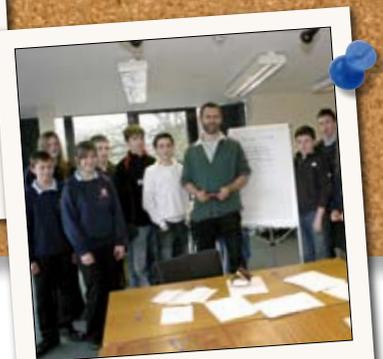
Beyond the youth service itself the contents should also be of relevance to wider audiences that work informally with young people – leisure centres, sporting clubs, environmental groups and arts-based organisations. Indeed, anyone who works with groups of young people in the community.

The aim of the handbook is to offer practical advice and guidance as to how to promote bilingual practice within the mainstream of youth work provision in Wales. It is based on good practice found in the field as well as accepted tenets of bilingual practice in general. While we cannot specifically refer to every example of youth work delivery and youth provision in such a handbook the general principles remain the same for all groups. We hope that you will take those principles from the examples outlined in the document and adapt them to your own circumstance.

While there is a strong case for developing parallel youth work provision based on language use in most parts of Wales, the reality is of an increasingly bilingual youth population within mainstream provision. Bilingual youth provision has long been recognised and validated. However, there is a need to increase and expand the number and nature of bilingual youth work settings in Wales to meet the need of the growing numbers of bilingual young people in Wales. This document includes practical guidelines for those whose responsibility it is to facilitate these bilingual contexts.

This second edition of Opening Both Doors has been funded through the auspices of the Communities First Support Network and the Department for Children, Education, Lifelong Learning and Skills (DCELLS) within the Welsh Assembly Government. I sincerely hope that the document will be of practical assistance in facilitating a truly bilingual Wales.

Gareth Ioan
IAITH cyf.
January 2010



1.0 Introduction

1.1 Young Welsh speakers

In recent years, the Welsh language has experienced a resurgence. The 2001 Census figures provided a positive base with an increase recorded in both the numbers and percentage of Welsh speakers in Wales. Over one in five (20.8%) of the population of Wales were recorded as being Welsh speakers, a percentage that represented 582,368 individuals, young and old¹. Other surveys conducted since the Census have indicated that the trend continues and that a further increase is likely by 2011².

A growing number of young people in Wales are bilingual in both their country's languages. The

Numbers and percentage of Welsh speakers: 10-19 years by local authority area³

	No. of speakers 10-19 years (2001)	% of population 10-19 years (2001)
Carmarthenshire	12,781	58.5
Gwynedd	12,335	85.6
Cardiff	10,345	24.4
Rhondda Cynon Taff	9,687	30.8
Caerphilly	7,700	33.6
Flintshire	6,791	35.2
Ceredigion	6,637	67.4
Newport	6,580	34.6
Anglesey	6,574	79.2
Powys	6,572	42.5
Swansea	6,478	22.3
Conwy	6,372	49.1
Pembrokeshire	5,975	41.1
Neath Port Talbot	5,188	29.8
Vale of Glamorgan	4,920	30.2
Denbighshire	4,855	41.8
Torfaen	4,847	39.2
Wrexham	4,526	27.6
Bridgend	4,506	27.2
Monmouthshire	3,414	31.7
Blaenau Gwent	3,284	34.3
Merthyr Tudful	2,077	26.1

2001 Census indicated that there were 142,444 Welsh speakers between 10–19 years old – 37.4% of the total 10-19 population. This shows a significant reversal in the decline of the Welsh language during the 20th century.

The geographic distribution of young Welsh speakers, in general, mirrors the Welsh speaking population as a whole with the exception of some South Wales valleys where Welsh-medium education has had a marked effect. So much so that, numerically, areas in traditionally English speaking areas are beginning to realise comparable populations of young Welsh speakers to the traditional Welsh heartland counties of North and West Wales. Although percentages remain encouragingly high in Ceredigion and Anglesey – 67.4% and 79.2% respectively – actual numbers of young Welsh speakers are greater in several other counties. Cardiff, Rhondda Cynon Taf and Caerphilly feature in particular; while Flintshire and Newport have also gained significant populations of Welsh speakers in the younger age groups.

The establishment of Welsh as a core subject within the school curriculum in Wales has to be recognised here as a significant influence on these figures. We must also point out that Census returns often reflect parents' aspirations for their children rather than a detailed understanding of language skill levels. However, the trend has been mirrored by the resurgence of a confident and dynamic Welsh identity portrayed by media, entertainment and sporting successes which, linked to the advent and growth of the Welsh Assembly and a growing Cambro-centric civil society, has seen our young people enthusiastically embracing their Welsh identity anew.

¹ Source: Census 2001, Office of National Statistics (2003).

² Language Use Survey, Welsh Language Board (2004).

³ Source: Census 2001, Office of National Statistics (2003).

The increasingly bilingual nature of Welsh young people, therefore, is a factor which both local authorities and voluntary youth organisations need to take on board in assessing the needs of the young people they serve and in planning and delivering their youth services.

1.2 The Welsh Language and Public Policy

The Welsh language has enjoyed considerable increased support from public policy makers over the past decade. There is unanimous cross-party support for the promotion of Welsh and the increased provision of Welsh-medium services. This cross-party political commitment was cemented in July 2002 with the publication of *Dyfodol Dwyieithog: Bilingual Future*, a Welsh National Assembly Committee report on the future of the language.

“In a truly bilingual Wales both Welsh and English will flourish and will be treated as equal. A bilingual Wales means a country where people can choose to live their lives through the medium of either or both languages; a country where the presence of two national languages...is a source of pride and strength to us all”.

This aspiration led to *laith Pawb: a National Action Plan for a Bilingual Wales* in 2003, in which the Labour/Liberal Democrat Welsh Assembly Government set out its vision for a bilingual future and practical measures to achieve this aim:

“The Welsh Assembly Government is strongly committed to supporting and promoting the Welsh language. We consider the Welsh language to be integral to the identity of our nation and we shall continue to do all we can to promote its well being. We believe that further positive action on behalf of the Welsh language is needed and justified...”

The Assembly Government believes that a more holistic approach to policy-making and support for the Welsh language and Welsh speaking communities is needed. As the Welsh Assembly Government, it is our role and our responsibility to take the lead in developing that holistic approach”.

laith Pawb remains a working document and the primary reference point for all concerned with Welsh language planning and development. Much of the responsibility for the practical promotion of Welsh remains with the Welsh Language Board, a National Assembly sponsored body that reports to the Minister for Heritage within the Welsh Assembly Government. As we prepare this edition of ‘*Opening Both Doors*’ the Welsh Language Board and Heritage Department civil servants are preparing a Legislative Competence Order regarding the Welsh language with the intention of further strengthening legislation with regard to the status and use of the Welsh Language in Wales.

Since the publication of *laith Pawb*, a long-term process has been initiated to mainstream the Welsh language into all aspects of public policy and initiative planning in Wales. A case in point is the Communities First initiative which puts language considerations central to its *modus operandi*.

“The Assembly Government’s Welsh language and Communities First strategies complement and support each other. Both are long-term commitments and both encourage and promote community-based strategies and initiatives. Stronger and sustainable communities in predominately Welsh-speaking areas will help maintain the language as part of the fabric of everyday life in Wales; encouraging Communities First Partnerships to increase their use of the Welsh language will open up social, cultural, educational, training and business opportunities for communities all over Wales. Likewise, in areas where use of the Welsh language is not as predominant,

Communities First Partnerships can play a key role in creating the circumstances in which use of the language can develop and flourish within the community and so build on the gains made thanks to education policies”.

All organisations who involve themselves with the public need, therefore, to bear in mind the wide-ranging public and political support for the Welsh language that has grown over recent years; in terms of equality of opportunity, as part of a growing sense of national identity, in terms of seeing bilingualism as an asset to Wales and as a reflection of a general national aspiration to secure a bilingual future for ourselves and our children.

1.3 The Welsh Language and Youth Work Policy

In terms of youth work policy, the Youth Work Curriculum Statement for Wales (YWCSW), the guiding document for youth work practice in Wales, recognises the bilingual nature of our communities and the significance of Welsh to our national identity. The curriculum document establishes four main themes for good youth work practice that has become a litany for all youth workers. Youth work, it states, should offer opportunities to young people, which are:

- educative;
- participative;
- empowering, and
- expressive.

While all four themes have language related implications, the document is prescriptive and explicit in its description of the place of language in relation to ensuring expressive youth work opportunities, which it says should be about:

“Encouraging and enabling young people to express their emotions and aspirations, through creative, sporting and challenging opportunities which raise awareness of: cultural identity; bilingualism and the value of one’s own language; heritage; respect for diversity; citizenship and respect for others.”⁴

Moreover, and significantly, the YWCSW places Welsh language provision squarely within the context of equal opportunities - the underlying ethos of all good youth work. Referring to its descriptions of all four main themes it states that:

“Youth Work through its practice should:

- *promote opportunities and access for all young people whatever their race, gender, sexual identity, language, religion, disability, age, background or personal circumstances;*
- *challenge oppression and inequality;*
- *recognise the importance and value of the Welsh language and the need to promote its use...”*

Providing language choices is a core component of equal opportunity. *Extending Entitlement*, a key youth service report published in July 2000 and which set the scene for various youth service developments over subsequent years, including county-based Youth Partnerships, placed language choice as central and integral to youth work provision in Wales:

“Support for young people in Wales should be structured around an entitlement for all young people to a range of service in the language of their choice, designed to promote their attainment and development as individuals”.

Estyn, the education inspectorate, expands on this key principle and includes language choice, language skills development and a youth work curriculum that fosters understanding of the Welsh language and culture within its inspection framework for youth support services.⁵ Estyn also links youth provision in this respect to the *Cwricwlwm Cymreig*, seeing youth provision as a complementary source of extra-curricular activities for young people.⁶

“Estyn expects inspectors to judge whether or not the requirements of the Cwricwlwm Cymreig are being met and to what extent they contribute to the development of young people’s knowledge and understanding of the cultural, economic, environmental, historical, and linguistic characteristics of Wales”.

Such extra-curricular links are also bolstered by local authorities’ Education Language Schemes approved by the Welsh Language Board. The Board’s Youth Strategy, subtitled *‘Increasing the Social Use of Welsh by Young People (11-25)’*, published in 2005, emphasises the youth service’s role in providing an informal and community-based environment for young people to use their Welsh. Referring to the recent marked increase of Welsh language skills among young people, as discussed above, the Strategy states:

“Clearly, the challenge for organisations working with young people is to plan the provision of a social, community and vocational context that will support the way these skills are developed and used... These social opportunities are essential to ensure that young people feel a sense of ownership towards the language. They are also vital in order to provide contexts where individuals can develop their Welsh-language skills and gain confidence in order to use Welsh in every aspect of life”.

Providing a bilingual youth service is about:

- recognising the bilingual nature of Wales and strengthening Wales’ identity as a bilingual nation;
- providing equality of opportunity to all young people so that they can participate and express themselves in their preferred language;
- providing a youth work curriculum that increases understanding of the Welsh language, its history, culture and related issues;
- providing an informal social environment where young people can use and improve their knowledge of Welsh and gain increased confidence to use their Welsh language skills in a range of settings.

1.4 Language and youth work provision

Due to historical and demographical reasons, youth work in Wales is generally provided through the medium of English. A survey of Welsh language youth provision in Wales in 1998 (WYA/WLB)⁷ reaffirmed an OHMCI finding⁸ that Welsh language opportunities within the youth service are scarce, sparse and *ad hoc*. The survey found that only 13% of youth clubs used Welsh as their only or predominant language, while a further 13% described themselves as variously providing a bilingual environment. Whereas there were geographical variations to this pattern, as would be expected, the vast majority (74%) of youth clubs were found to be English-only settings.

5 Guidance for the Inspection of Youth Support Services, Estyn, (August 2007)

6 Supplementary Guidance for Inspecting Bilingualism within Youth Support Services, Estyn (February 2006).

7 Welsh-medium Opportunities and Welsh Curriculum Provision within the Youth Service in Wales, Cwmni Iaith, CWVYS/Welsh Language Board, (1998).

8 Quality and Standards in Youth Work within Local Authorities in Wales, OHMCI, Crown Copyright, (1997).



Although much of the advice set out in this document deals with the provision of bilingual opportunities it is important to realise, however, that providing exclusively Welsh medium provision is recognised as an essential part of providing equal opportunities within the youth service. Young Welsh speakers should be afforded the opportunity to socialise in contexts where Welsh is considered the norm, i.e. the main, or only, language used. Such settings allow young Welsh speakers to express themselves freely in Welsh - free of the compromises they necessarily make in bilingual situations. (Similar equal opportunity parallels can be drawn with other parallel provision, e.g. parallel provision for young girls, certain religious groups, special needs groups etc.). Some voluntary organisations and local authorities recognise this need and cater specifically for Welsh speakers. Although, as the research indicates, more such opportunities are very much needed, particularly in South East and North East Wales. Section 4 of this document offers further advice about providing Welsh-medium provision.

Whilst exclusively Welsh-medium provision is both crucial and desirable, the reality which a large number of those who work with young people experience within the youth service is of an increasingly diverse bilingual membership. Moreover, local authority youth services have a duty to ensure the needs of Welsh users are met to the same level as English users under the auspices of their statutory Welsh Language Schemes. Providing sensitive and appropriate youth work in these bilingual settings provides a far greater challenge than working with monolingual groups of any kind. It is this challenge we aim to address in this handbook.

2.0 Understanding Bilingual Youth Work

In future, if they do not already do so, youth workers in most parts of Wales will probably work with groups of young people that are increasingly bilingual. To deal equitably with young people in such situations youth work providers, both organisations and youth workers, will need to understand basic issues concerning language on both a policy and practice level. Below, we outline some fundamental principles that should be considered as a context for the practical aspects described in later sections. The main premises addressed are that:

- **language is centrally important to personal and cultural identity;**
- **language ability is a spectrum of skills;**
- **having two languages means having to make language choices;**
- **a power relationship exists between languages and language groups, and hence**
- **an effective and equitable bilingualism has to be facilitated and fostered.**

2.1 Language and identity

Issues around language can be very sensitive. One of the main reasons for this sensitivity is that language is intrinsically linked to an individual's identity – and we're all sensitive about that! Language is a means of expression as well as a badge of identity – both on a personal level and as a means of identifying with others: family, community and a wider language group. Language is an important part of who we are and who we relate to, how we see ourselves and how we are seen by others. Language is intrinsically us.

Many have naively claimed that language is only a means of communication. Clearly, communication is a primary function of language but language is also crucial to how we view the world. We define and organise the world which we experience physically, emotionally and spiritually by means of language. It is through language that we share our experiences and agree meaning with others. Language is the primary vehicle for cultural expression and reproduction. The language with which we identify ourselves is also one of the most important cultural markers we carry. It links us to a particular people, particular values, particular perspectives, particular cultural activities, a particular past and a particular present.

Cultural identities are something we all value, whatever language we speak, be it consciously or unconsciously, simply because we value who we are. Similarly, languages, as both a medium and an expression of these cultural identities, are also valued. In general, we all have a right to the respect of others – a value that youth work has always championed. This means respecting our various languages and cultural identities as well.

Appreciating the value of bilingualism may well facilitate a broader understanding of cultural differences and engender empathy towards other cultural groups. In that sense bilingualism may well bring added value to an inclusive youth service. As stipulated by the YWCSW, our diversity should be celebrated by all.

2.2 The language skills spectrum

One myth or fallacy of which we all should be aware from the outset is the oversimplification of language and cultural identity. Traditionally, people have been described as Welsh-speakers or non-Welsh-speakers – as if bilingualism was a switch you either turn on or off, an ‘either/or’ situation. The Office for National Statistics has recognised that the traditional Census question, “*Can you speak Welsh – yes or no?*”, helps no one in this respect. Language skills and cultural identity are much more complicated and subtle than that. As a result, the 2001 Census asked a few more questions regarding the four aspects of language skills – understanding, speaking, reading and writing Welsh – and hence gained a clearer picture of the diversity of language skills.

At the 2001 Census 20.8% of the population of Wales registered themselves or their family members as being able to speak Welsh. However:

- **661,526 (23.6%) recorded that they understood spoken Welsh;**
- **567,152 (20.2%) could read Welsh;**
- **495,519 (17.7%) could write Welsh;**
- **797,717 (28.4%) recorded that they had at least one language skill.**

Language at the simplest level, is a skill. Like all skills, individuals have varying degrees of ability. How good a joke-teller are you? How well do you cook? How well do you drive a car? Similarly, language skills are a spectrum of ability – from providing monosyllabic grunts to inspiring oratory, from managing to scribble a note for the milkman to penning an award-winning novel. Our language skills vary greatly. Being fluent or literate is a relative competence not an absolute characteristic – language groups, therefore, contain a rainbow of individual skills.

Similarly, being bilingual does not mean that you are equally competent in both languages. An individual’s language skills in different languages might well be at different points of the spectrum. Individuals might well be more fluent in one language or another depending on the circumstances, the topic or the job in hand.

Another point to bear in mind is that the degree of language skill has nothing to do with attitudes to language. While only a significant minority of the general public claim some fluency in Welsh research by Beaufort Research in 2000 has shown that the vast majority see Welsh in a positive light.⁹

- **89% agreed that the Welsh language is important for Welsh culture.**
- **81% agreed that it is important that children learn to speak it.**
- **80% agreed that the Welsh language belonged to everyone in Wales.**
- **76% agreed that Wales is a bilingual country.**
- **Only 5% of the total sample were opposed to the use of Welsh.**

This general support for Welsh is mirrored by the public policy context previously described.

2.3 Language choices

One of the main responsibilities of youth support workers is to ensure that they come to know the young people in their care. Those who work with young people need to know of a young person’s family background, character traits, interests – anything and everything that makes their relationship supportive and constructive. But how many youth workers know the language profile of the young people in their charge? What languages do they speak, to whom do they speak them, when and in what circumstances?

If you aren't a Welsh speaker yourself it might be difficult to assess a young person's language fluency and preferences. It's not so straightforward even if you are a fluent Welsh speaker. However, with Welsh a core subject within schools, most young people have some knowledge of Welsh, however little.

One of the main differences between bilingual people and monolingual people is that bilingual people have a choice of which language to use. They might use different languages for different purposes, with different people at different times. They might use English at home, Welsh at school, English at the leisure centre, Welsh in formal interviews, English at the shops and both Welsh and English at the local pub.

All manner of social factors influence a bilingual young person's choice of language and their willingness to associate with or use a particular language. Language use within the family and wider community are obvious factors. Others might include:

- **social expectations to use a particular language;**
- **the language usually used within a certain setting;**
- **peer pressure to conform - perceptions of 'cool' and 'sad';**
- **a need not to be excluded;**
- **a need not to be perceived as a 'nuisance' or 'troublemaker';**
- **being more confident, fluent or expressive in a particular language;**
- **being disadvantaged by choosing a particular language;**
- **unsure of the language register expected of them – formal or informal;**
- **want to identify with a particular language group, or conversely;**
- **want to disassociate themselves from a particular language group.**

Those who work with young people need to be aware of the subtlety of language skills, language choices and identity issues. It is important to remember that whatever their language choices within the youth work setting, whatever factors influence this choice, bilingual young people should be respected for their bilingualism and their bilingualism should be facilitated.

2.4 Language and equal opportunities

Youth work is also about empowering young people. All social contexts contain a power relationship. There are powerful groups within society and there can be powerful individuals within groups. So too in relation to languages. There are powerful languages that enjoy high prestige, world status, large numbers of speakers and state sponsorship; and there are less powerful languages that may have fewer speakers, lower status, a history of restricted use and may be held in low esteem by speakers and non-speakers alike.

The power, status and esteem bestowed upon individual languages have a bearing on the perceptions and behaviour of individuals and groups – our self-perception as well as the perception of others. Because of this power tension between a 'majority language' and a 'lesser used language' bilingual situations are seldom equal. In bilingual situations members of the less powerful language community will more often than not accommodate their behaviour in order to attempt to over-ride the power relationship between the two languages (and by inference the power relationship between themselves and members of the more powerful language group). This accommodating behaviour is that much easier to achieve when speakers of the 'lesser used language' are also fluent in the 'majority language', as in Wales.

Youth workers concerned with providing equality of opportunity to all must be aware of their responsibility to redress this power relationship in dealing with groups from different language communities in bilingual situations. The bilingual group within the youth club might well choose to use English if that is the considered norm within the group but it doesn't mean that they would choose to use English on every occasion if given other sensitively offered opportunities. Meaningful bilingualism needs to be facilitated and bilingual young people need to be enabled fairly, sensitively and proactively to make these language choices.

Power relationships that also lie at the heart of other equal opportunity issues such as provision for young women, disabled young people or black youth. Challenging these oppressions is a central function of youth work. In Wales, bilingualism is central to this anti-oppressive and equal opportunities agenda.

2.5 Creating an enabling environment

In developing effective bilingual youth work practice, youth organisations and youth workers should be primarily concerned with creating an enabling environment.

Youth work itself is an enabling process. Those who work with young people should be concerned with enabling young people to learn about themselves and others; enabling them to take part in a raft of learning experiences; enabling them to develop as individuals and as members of groups and communities; enabling young people to participate in decision making at all levels and empowering them to act on their concerns. Youth work, as we have previously seen, is also about enabling young people to express themselves through their preferred language and culture.

So that young people can fully participate, communicate and express themselves they need to be enabled to participate freely in their own language. Youth work providers should be constantly aware of their duty to provide a non-threatening, non-judgemental and enabling language environment.

In terms of language use in Wales, such an enabling bilingual environment can be described as a place where:

- **both languages are equally visible;**
- **both languages are used in an official and public capacity;**
- **both languages can be used 'safely' (without fear of intimidation, ridicule or exclusion);**
- **practical activities are organised in such a way as to facilitate and encourage language preference, and where**
- **diversity of identity is promoted and celebrated.**

The remainder of this handbook sets out to describe practical measures through which this kind of enabling environment can be developed and fostered.

Participation is another pillar of effective youth work. The YWCSW states that youth work is about opportunities where young people are 'encouraged to share responsibility and to become equal partners in terms of learning processes and decision making structures'¹⁰. While this handbook mainly refers to aspects of organisation and the role of youth workers, the role of the young people themselves in planning and realising bilingual youth provision must not be overlooked. Their language skills, positive attitudes and bilingual aspirations are an asset that should be utilised fully to facilitate bilingual youth work provision.

3.0 Bilingual Provision

What do we mean by bilingual youth work provision? Ideally it should be a practice that gives equal value and status to both Wales' main languages, where both languages are seen, heard and used in formal and informal contexts, and where members or participants are permitted, encouraged and supported to participate in whatever language they choose. Having an ethos and an environment that encourages respect for diversity is crucial if truly bilingual provision is to be offered. Without a basic level of respect, there is a danger that any other steps taken will be superficial and ineffective.

In developing effective bilingual practice within the youth service we can look at three particular aspects:

- the youth work environment;
- youth workers and their language skills, and
- the way activities are organised.

We'll address each aspect in turn, providing simple and practical advice on all aspects.

3.1 The youth work environment

Youth work settings are various and varied. They may include a range of informal settings, outreach projects, residential facilities as well as the more traditional clubs, village halls and youth centres. Swimming pools and leisure centres are also important locations for young people. Even though we might mention particular settings in the text from time to time, the following comments will be relevant to all youth work settings. Readers should translate the principles underlying the commentary to their own particular circumstances.

If you are concerned that your youth centre or project should have an open-house policy as regards language use, creating an appropriate enabling environment is crucial. An open-house policy may be hindered by the fact that potential users' preferred language is not visible or audible within the centre. Even regular members might at times feel alienated and excluded. A centre or project that does not visibly acknowledge your preferred language is surely less likely to recognise and respect you as a speaker of that language.

As a bilingual person, you have two choices – either to accommodate the situation and opt to use the explicit language (even though you're not completely satisfied with the situation,) or opt out and go elsewhere. Research indicates that a significant number of young Welsh speakers go for the second option. In such cases using Welsh may well be an opportunity to increase your membership!

An open-house policy should promote inclusivity. It must be remembered that bilingualism does not exclude. Bilingualism does not bar or disadvantage English users in anyway. Bilingualism is inclusive.

If a bilingual environment is essential for inclusive practice – how do we do it?

3.1.1 Name

The name of your club is an important part of its identity. It is the banner you wave at the young people in your area in order to attract their attention and make yourself known. The messages and signals conveyed by your official name have the potential of being inclusive and drawing people in, or excluding and alienating people.

Most youth clubs are usually named after the community they serve. If this is the situation in your case then using the description *Clwb Ieuenctid* as well as *Youth Club* is an easy way to ensure a bilingual name. Grammatical convention will mean that the Welsh should be placed first, which will further signal a positive attitude to Welsh, e.g.:



In the case of communities that have different names in Welsh and English, priority will often reflect local contexts e.g.



or



More imaginative names can either be translated or a single bilingual name adopted:



or



Consider what language messages are flagged up by your present name and consider changes if necessary.

3.1.2 Signs

Signs are also an important part of your youth club's environment. Signs portray obvious messages regarding language and the club's attitude to bilingualism. Bilingual signs can open doors or leave them firmly shut.

English only signs can convey the following impression:



(Aros mas, was!
Stay outside, pal!)

Bilingual signs say:



(Mae'n ddiogel - it's quite safe!)

If your youth club is owned by a local authority all signs should be bilingual under the authority's **Welsh Language Scheme**. However, if you own your own building consider which are the most important signs, which signs need to be replaced in any case and gradually replace them with bilingual versions over time as the budget allows. Don't focus solely on permanent signage. The same principles are true of short term and temporary signs, e.g.:



Likewise with temporary notices:



If the building is not under your control why not explain the situation to the owner and ask for bilingual signs to be considered. You might even wish to consider moving your club or project to another bilingually-signed building.

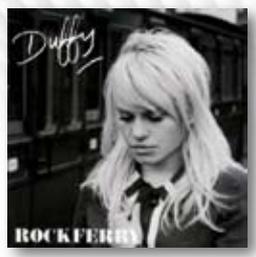
Language priority on signs, i.e. which language appears first, is most often open to local decision making based on local contexts. However, a generally accepted rule is that priority should be given to the lesser-used language in order to afford it a greater degree of prominence rather than reinforce its often lower status.

Ensure that signs carry the correct translation. **Never entrust any translation work to so-called online automated translation engines.** On the whole they are totally ineffective and incorrect, with numerous examples in circulation of basic errors and regular mistakes occurring. Having to correct a sign after mis-translation can be costly, and leaving an incorrect translation on a sign can be very damaging in terms of the messages conveyed. Mistakes can cause both mirth and offence. Incorrect translations send messages to Welsh speakers that their language (and hence, they themselves) are of secondary importance and not worthy of detailed attention. This obviously would not be a message that a proactively bilingual organisation would want to convey. Moreover, incorrect translations which have a humorous connotation can make the organisation look somewhat foolish, e.g.

- **Blwyddyn Cadfridog yn Cwrdd** (“The year the Military General Meets” instead of “AGM”);
- **Galwch heb benodiad** (“Call without being appointed to a post” - instead of “No Appointment Necessary”);
- **Croeso i Baw** (“Dirt welcomed” instead of “Everyone Welcome”).

For short translations that are free of charge – and correct – the Welsh Language Board offer a service called **Link Line to Welsh**. By visiting www.llinellgyswllt.co.uk by calling 0845 607 6070 or by emailing cyswllt@bwrdd-yr-iaith.org.uk during office hours from Monday to Friday, you can have up to 30 words translated free of charge.

Some of the signs and stickers in your building will be **information signs** that have to conform to European standards. A useful online catalogue of such bilingual signs can be obtained from *Think Signs* (www.bilingualsigns.co.uk).



http://



3.1.3 Official literature

Your organisation will no doubt produce some official material during the course of a year - membership cards, a club brochure, information leaflet, programme of activities, letters to parents and guardians, etc...

If you do not currently issue bilingual literature why not consider what you can do in the short term, e.g. ensuring that the **membership card** or **term programme** is bilingual. Consider the response and see what else could be done bilingually in future.

Notices and notice boards might be an important way of sharing information about sports teams, club events, trips etc. Both the heading - *Hysbysfwrdd/* Noticeboard - and the assorted notices could well be bilingual with very little trouble. Translation need not be repetitive or costly - once you have a bilingual team sheet, disco poster or parental permission form they will change very little over time.

Most centres will have various other signs and notices displayed – opening times, Health and Safety Notices, smoking policies, confidentiality notices, behaviour policy etc.. These too could well be bilingual.

The **Link Line to Welsh** is ideal for short translations (see above). For translations of more than 30 words, ask the Welsh Language/ Translation Unit of your local authority for advice, or contact your local *Menter Iaith* (Language Initiative). There are *Mentrau Iaith* in most of the counties of Wales, and many of them offer a translation service (written and/or simultaneous). Usually the translation rates for local community groups are substantially reduced. Your local *Menter Iaith* will be able to advise you as to the extent of their translation provision in your area. The central *Mentrau Iaith* website can be found

at www.mentrau-iaith.com which then allows you to select your local *Menter Iaith*. Even more effective and in tune with good youth work practice would be to ask the young people themselves to translate relevant material and to get it checked by a competent professional. The **Link Line to Welsh** will proofread / edit up to 75 words free of charge.

It is also worth noting that the Welsh Language Board can offer small grants to voluntary organisations to assist in producing bilingual material. Applications to the Grants for the Promotion of Welsh Scheme can be made at any time of year. For further details, visit the Welsh Language Board website at www.byig-wlb.org.uk

3.1.4 The informal environment

As well as ensuring equal status on official signs and documentation you could also consider the more informal aspects of the club environment. They are likely to have an even stronger bearing on the way in which bilingualism is perceived:

Posters – many agencies now supply bilingual campaign posters and leaflets around issues such as health, third world and environmental issues etc., which can be displayed and circulated in the club.

Organisations such as the Welsh Language Board, S4C, Menter a Busnes, Welsh Books Council, Welsh Sports Council etc. have attractive posters portraying Welsh landscapes, Welsh foods, rugby stars etc. Even if they are not bilingual, such posters do portray aspects of Welsh life and culture and can fulfil a curricular role in a wider sense.

Graffiti – if you have a graffiti wall in the club include a few Welsh slogans to get the ball rolling. You might be surprised by what else gets written in Welsh or it might reveal some tensions around bilingualism which need to be resolved.

Music - many youth clubs have a CD or mp3 player for members' use. Why not ensure that there is a mixture of Welsh medium as well as English medium bands. Many of today's leading Welsh bands and artists record and perform in both languages – Super Furry Animals, Cerys Mathews, Duffy, and the Texas Radio Band, and many other bands that don't perform in Welsh display their Welsh identity with pride – Stereophonics, Manic Street Preachers ...

www - if you have access to the internet why not post up some bookmarks to Welsh language sites such as the BBC site *Cymru'r Byd*, Radio Cymru's C2 website, golwg360 (Welsh language news), the National Eisteddfod, S4C, Welsh Language Board, Maes-e.com (a multi topic chat forum), Funky Dragon, Blogiadur.com (a directory of Welsh blogs), curiad.org (music), local language initiatives (*Mentrau Iaith*) and other youth organisations such as Urdd Gobaith Cymru, Duke of Edinburgh Award Scheme and YFC Wales.

Some youth groups have their own web pages, either independently or as part of their organisation's website. How about ensuring that the web page is also bilingual?

IT & PCs – it's possible to install a Welsh language interface on most computer operating systems by downloading software free of charge from the Microsoft or Welsh Language Board website. It's possible to switch back and forth from the English language to the Welsh language interfaces depending on the preferred language of the individual using the computer at the time. This is a cost free and effective way of ensuring language choice in the realm of information technology and personal computing in your youth club. If you are looking for free Welsh language 'Open Source' office software, there is a specific website you can visit in order to download the software: www.agored.com

Magazines - if you have a library or a coffee area with reading material why not subscribe to Welsh language magazines such as *Golwg*, *Y Cymro*, *Lingo* (a magazine for Welsh learners) and various other publications and fanzines as well as to English medium publications. It's possible to subscribe to an electronic on-line version of some of these publications (e.g. *Golwg*).

Information - if you run a drop-in information service for young people, a counselling service or if you run issue based sessions in the club, ensure that leaflets and handouts are bilingual. Most national and regional agencies now ensure that they publish bilingual material for your use. Moreover, be proactive in using the material. Find out if the person you are dealing with is bilingual and give them the bilingual version of leaflets or both English and Welsh versions if separate. They can then choose which language they wish to read and which version to give to others, such as parents or friends. By doing this you have respected their choice and have not made the choice for them.

3.1.5 Announcements

Having a visible bilingual environment is crucial but having an environment where both Welsh and English are also heard strengthens the message that bilingualism is OK. If youth workers in the club are bilingual, the more Welsh they use the more likely members are to use Welsh as well as they see that it is 'allowed'.

We shall discuss informal relationships between youth worker and club member in the next section. However, in the context of creating an enabling environment the language of general announcements can be important. Imparting instructions, directions or information bilingually gives authority to both languages.

Not all youth groups with bilingual members will have bilingual youth workers. Remembering what was said earlier regarding the need to see language as a spectrum, most youth workers, with help and support, will be able to pick up key words and phrases to use from time to time. Bilingual messages can carry greater weight if coming from an unlikely source.

3.2 Youth workers and their language skills

Having bilingual staff would clearly make it easier to ensure a bilingual ethos within youth clubs. However, most clubs are clearly not in this position. Since an individual youth worker's bilingual skills will impact upon the relationship they have with bilingual young people, we will deal with this relationship from three perspectives:

- a **fluently bilingual youth worker**;
- a **youth worker with 'some Welsh'**;
- a **youth worker with no Welsh**.

By a fluent bilingual we mean somebody who can converse with young people in simple, everyday, colloquial Welsh. You do not need to be able to address the General Assembly of the Presbyterian Church of Wales! A youth worker with 'some Welsh' would be a person who has some knowledge of Welsh, some ability to converse but who normally would use English as the language of choice.

People with absolutely no knowledge of Welsh at all are few and far between, as most people have some level of Welsh language skills. Most of us are able to say "bore da", or "hwyl", so the reality of the situation is that most youth workers will either be fluent Welsh speakers, or will have 'some Welsh'. The important thing is that those youth workers have enough confidence to use whatever Welsh they have with pride, and in a positive way that will empower others.

What is vitally important to realise, however, is that **all youth workers** can contribute constructively and significantly to bilingual practice. Bilingualism belongs to all of us in Wales whatever languages we speak.

3.2.1 Fluently bilingual youth workers

Bilingual youth workers can fulfil several key roles in maintaining a bilingual ethos within a club, project or setting.

They may often be able to contribute to the level of Welsh used in a **public or official capacity** - making announcements, giving directions, refereeing games or imparting information, as mentioned above.

They can also contribute valuably in an **informal manner** by using Welsh in their general dealings with club members - instigating and responding to conversations in either language, and ensuring that the *lingua franca* does not always monopolise conversations. Bilingual youth workers need to be proactive in her use of language in order to ensure that language choices remain viable and open.

Thirdly, they have a key role in **personal relationships**. It is generally much easier to build a relationship with someone in a shared mother tongue. Young Welsh speakers might well be more inclined to confide or trust a Welsh speaking youth worker and they most certainly would find it easier to express personal matters and concerns in Welsh.

In situations where Welsh is the main language within an open-house club, Welsh speaking youth workers need to be aware of the language needs of young people who may not be as fluent in Welsh as others and need to accommodate them sensitively within the club's bilingual culture.



3.2.2 Youth workers with “some Welsh”

Adults tend to underestimate their ability to speak Welsh. This may often be due to shyness, lack of practice, bad experiences in the past, low confidence and a host of other reasons.

However, youth workers with what they would regard as only “some Welsh” can contribute positively to bilingualism within youth clubs by breaking down the ‘either/or’ myth mentioned earlier. Being able to speak Welsh is not simply a case of black and white – there are so many shades in between. When individuals who are perceived as being monolingual English speakers use Welsh, however limited that use might be, they begin to break down the myth and help young people recognise the language rainbow which being Welsh-speaking is all about.

When dealing with young Welsh speakers some may consider using Welsh greetings and pleasantries, such as: *Sut mae? Hwyl! Da iawn, Nos da, Diolch*. This can go a long way on the relationship front. Welsh speakers, like everybody else, generally respond positively to recognition and would be genuinely appreciative of such efforts.

With time, confidence will no doubt increase and practice will further strengthen vocabulary, phraseology and pronunciation, contributing in turn to a greater confidence in the use of Welsh in future. Increasing your Welsh language skills can form a valid part of your professional development. Opportunities are available through the Welsh for Adults Centres throughout Wales to learn or improve your Welsh language skills. Their details are included in the Resources and Contact section below.

However, language skills are not all about speaking. Understanding language is a skill in itself. Many more people understand Welsh than speak it. Youth workers who understand Welsh should use their skill to facilitate and encourage others to speak Welsh. Having a conversation in two languages where all parties understand each other but can contribute in their own preferred language seems to offer the optimum in bilingualism.

3.2.3 Youth workers with no Welsh

Even if you have no Welsh at all you can still contribute to creating a bilingual environment. In fact, your role is central.

The biggest obstacle to positive bilingualism relates to people’s attitudes and fears. For bilingualism to work in a meaningful way it needs to be built on mutual trust and the attitudes of youth workers with no Welsh is vitally important if such an open and trusting bilingual culture is to be fostered.

Part of fostering these positive attitudes means being aware of language issues such as those outlined in the previous section - language and identity, reasons for language choices etc.. As with all equal opportunity issues it is also about challenging prejudice and promoting good practice. Those who work with young people can to a significant extent set the moral or cultural tone of their groups by their own values and attitudes. A positive attitude to bilingualism on your part will provide a good basis for success. Again, professional development opportunities can be arranged to facilitate positive attitudes among youth workers, e.g. language awareness training.

It should be a central premise of your youth work that the Welsh language belongs to everybody in Wales - not just those who speak it. The vast majority of people in Wales have some contact with Welsh - either within their own family, through friends and acquaintances, or in the community.

We all have some ownership of it even if it's only as superficial as having a Welsh address. What is certain is that to live in a dynamic and positive Wales we all need to have ownership of bilingualism.

3.3 Organising bilingual activities

Organised events are a central part of the youth service provision – be it on club, regional or national level. Organising events can be a headache in one language let alone two. However, if we are to provide a bilingual youth service, organising successful bilingual events is central. What then should we bear in mind in language terms when planning our events? One of the basic general principles that should be adhered to at all times is that *both* languages should be considered at the *beginning* of any new event, campaign, initiative or project. It can be counterproductive to plan everything in one language and then to consider the other language as an afterthought at the end of the creative process. The only way of creating a truly bilingual event or occasion is by giving both languages equal consideration from day one.

As all events vary in their organisation it is difficult to pin down a catch-all scenario. We therefore offer you three examples of events across the range of youth work settings that vary according to their nature, participants and level of operation. We hope they cover most pertinent aspects. The three examples highlighted are:

- **group work - an issue-based session in the club;**
- **an active event - a regional football tournament, and**
- **a formal meeting - a regional/national AGM.**

3.3.1 Group work - an issue-based session

Ensuring a successful bilingual issue-based or training session is not easy. Although they are often informal in nature issue-based sessions can be about sensitive or contentious issues that engender emotion or disagreement. It is often difficult to steer certain sessions in one language; ensuring an element of bilingualism needs even more skill.

Bilingual facilitator – obviously, having a bilingual lead facilitator or joint facilitator would help the session be bilingual. He or she would be able to set the tone and respond in either language to all participants. This would be an informal way of using both languages which would make Welsh speakers feel included and respected, and would mean that participants would be encouraged to contribute in their preferred language.

Often this will not be the case. However, if your group has bilingual youth workers they could be at hand to assist and facilitate any bilingual aspects of the session. However, many voluntary and statutory bodies have bilingual representatives that they can ask to conduct issues-based sessions with youth groups. In addition, all areas in Wales have 'Theatre for Young People' companies who can often be used as a resource for bilingual issue-based drama work, for example.

Plenary groups – in the main, while conducting issue-based work, plenary groups tend to be conducted mainly in one language. This is principally due to the fact that successfully conducting discussions on contentious and complex issues is quite skilled work and secondly that groups of monolinguals/bilinguals tend to drift towards using the common language – usually English.

However, many bilinguals might well be able to facilitate bilingual plenary groups. If you believe you can manage a bilingual discussion by all means do so – but do so flexibly i.e. do not attempt to translate every single word or sentence. Go with the meaning, go with the flow, making sure that everybody catches your drift.

Bilingual working groups – even if plenary groups can only be held in one language, using language based working groups is a useful way of ensuring language choice. Welsh speakers would then be given an opportunity to discuss the topic in Welsh. If the issue was of a sensitive or contentious nature bilingual young people may well express themselves better in Welsh. Smaller working groups generally produce better discussion in any case. Encourage any note-taking, practical exercises or rapporteur tasks that need to be undertaken to be done bilingually or in either language.

Translation equipment - using translation equipment in informal issue-based sessions can often be problematic, although they can work well in more formal training settings. They are usually beyond a youth group's budget - unless you have free access through your local authority. Local *Mentrau Iaith* (language initiatives) might well be another source of help on this score. Some of the *Mentrau Iaith* loan simultaneous translation equipment free of charge – but you will still need a translator. Ask your local *Menter Iaith* for the provision locally: (www.mentrau-iaith.com). Translation equipment is not a quick fix in itself. Using translation equipment is only one tool in the larger task of organising a bilingual event.

Language buddies - a more practical idea, particularly where monolinguals are in the minority, is to rope in the services of a few 'language buddies'. Language buddies can be bilingual youth workers, senior members or peers who can roughly translate and whisper what's going on in somebody's ear and generally keep them in the

picture. It's a much more informal, flexible and interactive arrangement than using simultaneous translation equipment.

OHPs and handouts – bilingual OHPs and handouts are relatively easy to prepare beforehand with some planning, forethought and support.

Information material – all statutory agencies and most voluntary bodies have bilingual information literature on relevant issues that can be used and disseminated.

Training – training is an important aspect of all good youth work be it issue-based training, senior members' training or the training of youth workers. It is also possible to facilitate training events bilingually. A useful leaflet 'Notes on Bilingual Training' by Alan Whittick and Gareth Ioan published by Urdd Gobaith Cymru/YMCA (1992) gives sound advice on aspects of training bilingual groups.

Jointly Arranging an Event – it's always an option to consider arranging an event jointly with a Welsh medium youth group. The first step would be to foster a closer relationship with local youth groups and clubs that operate mainly through the medium of Welsh, and then to discuss the possibility of jointly arranging an event.



3.3.2 An active event – a regional football tournament

Name – names are important, they are labels on which we hang barrow loads of meaning. Even the name of a football tournament can portray your organisation's attitude to language.



Logos and Slogans – It's important to ensure that any logo, slogan or strap-line works in both languages. This underlines the importance of giving both languages equal consideration from the outset. A particularly clever slogan that works well in one language may be untranslatable or may not have an equivalent meaning in the other language. Particular care must also be taken when creating an acronym or a clever pun. These very rarely work in more than one language.

Flyers and posters – They portray your commitment to bilingualism as well as giving your potential spectators and competitors an equal opportunity of reading your material in either language. It's better (and cheaper) to produce bilingual material in a single document – poster or leaflet – rather than producing materials separately in English and Welsh. All it takes is a bit of vision and creative design skills. Further details are available in *A Guide to Bilingual Design* in the publications section of the Welsh Language Board's website (www.byig-wlb.org.uk). Having both languages on one poster or one leaflet avoids the difficulty of having to ensure equality of distribution and display (i.e. if separate language versions of a particular poster exist, how will you ensure that

equal numbers are distributed, and how will you ensure that a Welsh version will be displayed next to an English version every time?)

Press and media – you might well want to consider issuing bilingual press and media releases for regional and national events. Some regional newspapers in North and West Wales are Welsh-medium, others carry news stories in Welsh even though most of the paper is in English. On a local level, reports of sporting events are more likely to gain coverage than press releases, particularly if you can include photos. Write your reports not only to reflect the language of local media but of the local readership as well.

National publications such as *Y Cymro* or *Golwg* might well show an interest in your activities, as would national Welsh language media such as *Radio Cymru*, S4C and BBC's *Cymru'r Byd* website. Many local radio stations welcome Welsh language items. Commercial radio stations in north and west Wales broadcast a substantial part of their output in Welsh.

It is also worth knowing that there is a national network of local Welsh language newspapers/magazines called *Papurau Bro*. Do you know of and use your local *papur bro*?

Programmes, team sheets and fixture charts – during the competition itself any literature you produce could well be bilingual. There are all manner of formats that can be used for bilingual publications. Usually however, placing one language above the other or side by side, phrase for phrase, is the most effective method for basic information such as programmes, team sheets and fixture charts. Some international sporting programmes can be a good example to follow.

Referees – ensuring a bilingual referee is sometimes helpful, particularly if there are many Welsh speakers involved. Tempers can often be cooled if combatants are spoken to in their own language – as the boys (and girls) in blue will attest! Encouraging referees to use both Welsh and English terms for main decisions - such as *cic gosb*/penalty, *tafliad*/throw-in, *cic rydd*/free kick, *camsefyll*/offside – also facilitates bilingualism.

A very **important point** is that at no time should referees ban players from using Welsh on the field on the basis that they or the opposition don't understand what's being said. Everybody has a right to speak whatever language they choose. How many languages are heard on the football pitches of the FA Premier League these days?



Public announcements – if using a public address system, bilingual announcements give both languages a public profile and can set a positive context for the use of both languages within the competition – as done in the Millennium Stadium and Royal Welsh Show.

Certificates and trophies – trophies and certificates are prestigious mementos of participation or success. It's important that both Welsh and English are associated with this prestige and success.

Gigs and Concerts – occasionally, at the end of a sporting tournament or competition, a concert is arranged to round off events. Once again, consider how you can ensure that bands who sing in Welsh/bilingually are booked along with bands who sing in English. Your local *Menter Iaith* can again advise and assist you (www.mentrau-iaith.com).



3.3.3 Formal meetings – Annual General Meeting

We are aware that not all youth groups will have an AGM, let alone a formal one. However, some youth groups do have formal AGMs and certainly many local associations of youth groups will have a formal annual event of some kind. The points below, however, can also be relevant to your organisation on a regional or national basis.

Bilingual meetings – conducting formal bilingual meetings is a relatively new practice for most organisations and there's a long way to go before it becomes the norm. To conduct a successful bilingual meeting, bilingualism like all other aspects of the meeting, has to be planned. The key to a successful bilingual meeting is to create an environment which is:

- **inclusive;**
- **non-threatening;**
- **in which everybody is enabled to contribute in their chosen language;**
- **in which everybody is understood, and where**
- **everybody's contribution is respected.**

Notice the wording 'enabled to contribute'.

Unfortunately, bilingualism still needs a steer and a helping hand. Due to centuries of monolingualism in formal Welsh public life organisers need to be proactive in their promotion of bilingualism.

Calling papers – the first point of contact with a formal meeting is often the calling of papers. These need to be translated. We offer further advice on translation at the end of this section. Bilingual papers can be formatted back-to-back or in vertical columns affording you a bilingual identity and giving delegates an opportunity to use either or both languages.

As stated earlier, bilingual language skills are not an either/or situation. A significant number of people would actually prefer to use both languages in a meeting. Some fluent Welsh speakers who may have not received formal education in Welsh would sometimes wish to refer to the English paperwork. Moreover, Welsh learners and less confident Welsh speakers will often use the Welsh version as a learning discipline to improve their vocabulary and word recognition skills.

If you are using translation equipment, ensure that you include the need for translation equipment on the list of preferences that delegates inform you about as part of the registration or booking process. Similarly, if you are planning discussion groups, a question regarding language choice would also assist your planning.

Annual report – your annual report is in many ways your standard bearer both internally and externally. Annual reports, if used creatively, can be a major plank in your marketing and publicity strategy. Ensuring a bilingual report signals the intention of keeping bilingualism at the top of your corporate agenda. An annual report describes your organisation – what it does, who is involved, what are its triumphs and tribulations. Publishing a bilingual report states that bilingualism is also a part of what the organisation is about.

Chairs and Speakers – having both Welsh and English spoken from the platform gives both languages authority. Welsh speakers are often shy of participating in Welsh when the meeting is held mainly in English. (One reason being an unwillingness to embarrass themselves and others in a scramble for mislaid headsets!) Having some of the speakers, and particularly the Chair, speak Welsh legitimises the contribution of other Welsh speakers, making them happier to use Welsh. The way the Chair sets the scene for a meeting is crucial in any meeting. Having a bilingual Chair who can facilitate contributions in either language is crucial to a successful bilingual outcome.



The Chair, if he/she is a Welsh speaker or not, can consider the following points as good practice guidelines when chairing a bilingual meeting:

- **Welcome people bilingually from the chair;**
- **Draw people's attention to the translation equipment, and its purpose;**
- **Ensure that everyone who needs a headset has received one – it's sometimes easier to do this than to leave a headset on every seat;**
- **Check the equipment to ensure that it works, and that everyone knows how to use it. It's important to do this at the beginning of the meeting;**
- **Explain the importance of listening to contributions made in Welsh, in order to avoid discriminating against Welsh speakers on the basis of their preferred language;**
- **If the Chair is a Welsh speaker, he/she should chair the meeting partially or totally in Welsh in order to normalise the use of the Welsh language within the meeting and to empower others to do the same;**
- **If the Chair does not speak Welsh, it's important for him/her to regularly encourage others to use Welsh at the meeting;**
- **Remind people to return their headsets at the end of the meeting.**



Meeting Organiser – there are certain things that a meeting organiser can do in order to facilitate a truly bilingual event:

- **Promote the meeting bilingually, and distribute information in both languages;**
- **Arrange a simultaneous translator and equipment when needed. There is no need to simultaneously translate from English into Welsh, only from Welsh into English;**
- **Welcome delegates bilingually as they arrive;**
- **Ensure bilingual information packs, documents and other materials;**
- **Ensure that all displays and marketing materials are bilingual – including stalls and material displayed by external organisations;**
- **Ensure that visual presentations (e.g. PowerPoint) are bilingual;**
- **Arrange for at least one of the keynote speakers to make his/her presentation in Welsh in order to enhance the status of the Welsh language at the meeting. This will empower others to contribute in Welsh;**
- **Consider ways of holding some workshops in Welsh, if at all possible, or consider ways of utilising bilingual facilitators who will be able to encourage the informal use of both languages within workshops.**

Discussion and plenary groups – as with the group work example above, it is always worth considering language based discussion groups or, when monolinguals are in a minority, ensuring that those who need translation are placed within the same group(s).

Bilingual plenary groups can either be facilitated by a simultaneous translator – or, if you only expect a few questions in Welsh – by a bilingual Chair or

other senior figure who can translate contributions clearly, sensitively and with authority.

Simultaneous translation – using a simultaneous translation service (STS) is becoming common practice in a number of settings. The use of STS can be a great boon to bilingual meetings. However, they can also be expensive and need to be used appropriately. There are other ways of enabling bilingual meetings other than through the use of STS. An informative leaflet on organising bilingual meetings can be had from language planning consultants Cwmni Iaith. (see Resource and Contacts section).

Press and media reports – as with active events it is important to assess the language needs of your press and media contacts. National and regional Welsh language media may well have an interest in your meetings and seminars. Issuing bilingual press releases and ensuring that you have bilingual representatives to speak for you will facilitate useful media attention. Some PR companies specialise in Welsh-medium work (see Resource and Contacts section).

Text translation – text translation can often be seen as a major obstacle for many organisations. However, in a youth work context it should not be burdensome. Most youth groups don't use lengthy documents neither do they have a vast bureaucracy. Translation needs are often simple – posters, flyers, key words and a few forms. Most of a youth group's translation needs could well be met by appropriately skilled local supporters, by your local authority translation unit or, even better, by the young people themselves. The Welsh Language Board's *Link Line to Welsh* (www.llinellgyswllt.co.uk) offers simple translations for free and your local *Menter Iaith* (www.mentrau-iaith.com) would also see you right. *Cymdeithas Cyfieithwyr Cymru* (the professional body for Welsh translators) publish a Directory of Welsh Translators (www.welshtranslators.org.uk).

4.0 Welsh-medium provision

Whilst this document aims to promote and facilitate bilingual youth work opportunities it is important to remember, as previously stated, that providing exclusively Welsh medium provision is also recognised as an essential part of providing equal opportunities to young people. Young Welsh speakers should be afforded opportunities to socialise in contexts where Welsh is considered the norm, i.e. the main, if not the only, language used. Such settings allow young Welsh speakers to express themselves freely in Welsh without the need for linguistic compromise and to enjoy valuable cultural affinity within their own language group.

For Welsh-medium organisations such as Urdd Gobaith Cymru, providing Welsh-medium opportunities is their *raison d'être*. However, many local YFC Clubs and Federations also operate solely or mainly in Welsh according to the linguistic nature of their areas and membership. Numerous other voluntary organisations, local authorities and other institutions also provide specifically Welsh-medium opportunities for young people. However, throughout Wales as a whole, such opportunities are generally scarce.

While we would encourage all organisations to develop bilingual provision, some thought around providing monolingual Welsh-medium opportunities might also be valuable. Such provision might include regular club based provision, be it community or interest based, or one-off events. Examples of such work are:

- **Welsh-medium football training sessions at Cardiff City FC;**
- **young Welsh speaking volunteers staffing exhibition at National Eisteddfod;**
- **youth club directly linked to bilingual secondary school;**
- **Welsh-medium award groups;**
- **young Welsh speakers involved in producing organisation's publicity material;**
- **peer-led Welsh medium health promotion work.**

The possibilities are of course endless. With the aid of Welsh-speaking youth workers any organisation can realistically provide Welsh-medium opportunities anywhere in Wales. It is a much needed development.



5.0 What next?

In this document we have attempted to outline the main factors which those working with young people need to take into consideration when planning and implementing bilingual and Welsh language youth provision. Moreover, the above examples hopefully provide useful practical guidance for a range of youth settings which may be adapted to your own situation.

What next? Well, before moving ahead, how about taking stock of the present situation within your organisation? For instance, do you know how many of your members are bilingual? How many bilingual staff or volunteers do you have? Have you ever asked them? What aspects of your activities do you already do bilingually? What other aspects should you attend to? Assess the situation. Conduct a language audit. Identify your development needs. Make a wish list.



Once you've identified what you feel you should be doing, developing bilingualism, like all other development work, then needs to be planned. Prioritise your wish list. What can you achieve in the short, medium and long term? Take things one step at a time. Identify resources and support. Involve everybody, particularly young people themselves.

Implement your plan, again with the participation of young people, and periodically review the situation. This is all part and parcel of the simple planning process we undertake for all our youth work – assess, plan, implement and review.

For local groups and local authorities, your local *Menter Iaith* might well be a useful first point of contact. They should be able to assist in developing an action plan, identify resources and work with you to develop your bilingual practice. A list of all *Mentrau Iaith* is also included in the Resources and Contacts section, as is Communities First Support Services. CFSN's useful publication *Communities First & Bilingualism: Meeting the Challenge* will give you further practical pointers from a community perspective.

Finally, we hope that this '*Introduction to Bilingual Youth Work*' will be of assistance to you and contribute to developing a youth service in Wales that continuously strives to provide inclusive youth work provision for an increasingly bilingual Wales. ***Pob hwyl ar y gwaith!***

6.0 Resources and Contacts

General resources and advice on bilingualism:

- **Welsh Language Board**, Market Chambers, 5-7 St Mary's Street, Cardiff - (02920 878000).
www.byig-wlb.org.uk
- **laith: Welsh centre for language planning**, Units 2-4, Parc Busnes Aberarad, Newcastle Emlyn, Carm. - (01239 711668). www.laith.eu
- **Estyn Llaw – Developing Bilingualism in the Voluntary Sector**, Units 2-4, Parc Busnes Aberarad, Newcastle Emlyn, Carm. - (01239 711668).
www.estynllaw.org
- **Communities First Support Services** –
www.communities-first.org
- **Welsh for Adults Centres:** National Assembly Government, Education and Skills
<http://new.wales.gov.uk/topics/educationandskills/wfasub/welshforadults/?lang=en>
- **THINK Signs** – www.bilingualsigns.co.uk
- **Mentrau Iaith Cymru** - www.mentrau-iaith.com
 - Menter Iaith Môn, Llŷs Goferydd, Stâd Ddiwydiannol Bryn Cefni, Llangefni, Ynys Môn – (01248 725700)
 - Menter Iaith Conwy, Y Sgwâr, Llanrwst, Sir Conwy – (01492 642357)
 - Menter Iaith Sir Ddinbych, Adeilad Deiamwnt, 6 Heigad, Dinbych, Sir Ddinbych – (01745 812822)
 - Menter Iaith Sir y Fflint, Uned 3, Parc Busnes Yr Wyddgrug, Ffordd Wrecsam, Yr Wyddgrug – (01352 744040)
 - Menter Iaith Maelor, Tŷ AVOW, 21 Stryt Egerton, Wrecsam – (01978 363791)
 - Menter Maldwyn, Yr Hen Goleg, Ffordd yr Orsaf, Y Drenewydd, Powys – (01686 614020)
 - Menter Brycheiniog a Maesyfed, Y Ganolfan Ieuenctid a Chymuned, Hendreladus, Heol Aberhonddu, Ystradgynlais – (01639 844513) / (08708 510583)
 - Cered, Theatr Felinfach, Dyffryn Aeron, Ceredigion – (01570 572350)
 - Menter Bro Dinefwr, Swyddfeydd y Cyngor, Heol Cilgant, Llandeilo – (01558 825336) / 1A Stryd y Coleg, Rhydaman – (01269 597525)
 - Menter Gorllewin Sir Gâr, Stryd y Bont, Castellnewydd Emlyn – (01239 712934)
 - Menter Cwm Gwendraeth – Llanelli, 11-15 Heol Coalbrook, Pontyberem, Llanelli – (01269 871600) / Uned 6 a 7, Canolfan Fenter Llynnoedd Delta, Y Rhodfa, Llynnoedd Delta, Llanelli – (01554 755994)
 - Menter Iaith Sir Benfro, Tŷ'r Ysgol, Ysgol y Preseli, Crymmych, Sir Benfro – (01239 831129) / Canolfan Ddysgu Gymunedol, Ysgol Bro Gwaun, Heol Dyfed, Abergwaun – (01348 873700)
 - Menter Iaith Abertawe, Tŷ Tawe, 9 Stryd Christina, Abertawe – (01792 460906)
 - Menter Castell Nedd Port Talbot, Ystafell 14, Canolfan Gymunedol y Groes, Pontardawe – (01792 864949)
 - Canolfan a Menter Gymraeg Merthyr Tudful, Neuadd Soar, Pontmorlais, Merthyr Tudful – (01685 722176)
 - Menter Bro Ogwr, Tŷ'r Ysgol, Pen yr Ysgol, Maesteg – (01656 732200)
 - Menter Iaith Rhondda Cynon Taf, 9a Stryd Fawr, Pontypridd – (01443 407570)
 - Menter Caerdydd, 42 Lambourne Crescent, Parc Busnes Caerdydd, Llanisien – (02920 689888)
 - Menter y Fro, Uned 12, Canolfan Fenter Gymunedol Y Barri, Skomer Road, Morgannwg – (01446 720600)
 - Menter Iaith Sir Caerffili, YMCA Bargod, Aeron Place, Gilfach, Bargod – (01443 820913)
 - Menter Iaith Blaenau Gwent, Torfaen a Mynwy, Gorsaf Dàn, Henllys Way, Cwmbrân – (01633 489326)

Bilingual youth work activity resources and websites:

- **Youth and Adult Learning Opportunities division (YALO)**, Welsh Assembly Government – (01443 663814).
http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/extending_entitlement/?lang=en
- **Urdd Gobaith Cymru Resource Centre**, Swyddfa'r Urdd, Ffordd Llanbadarn, Aberystwyth, Ceredigion – (01970 626120). www.urdd.org
- **YFC Wales**, YFC Centre, Llanellwedd, Builth Wells, Powys – (01982 553502). www.yfc-wales.org.uk
- **Funky Dragon** – Children and Young People's Assembly for Wales – www.funkydragon.org
- **Duke of Edinburgh Award Scheme**, Oak House, 12 The Bulwark, Brecon, Powys – (01874 623086). www.theaward.org/wales
- **Health Promotion Library**, Ffynnon-las, Tŷ Glas Avenue, Llanishen, Cardiff – (02920 681239)

General interest:

- www.bbc.co.uk/cymru (BBC Cymru'r Byd – general Welsh language site)
- www.golwg360.com (Welsh language rolling news service)
- www.bandit247.com (Bandit – Welsh language music television show with the latest from the Welsh pop scene)
- www.eisteddfod.org.uk (Yr Eisteddfod Genedlaethol / The National Eisteddfod)
- www.maes-e.com (Welsh-language internet forum)
- www.blogiadur.com (a website which draws a number of Welsh blogs together in one place.)
- www.curiad.org (information about Welsh music)
- www.uned5.co.uk (Uned 5, S4C's youth TV magazine programme)
- www.bbc.co.uk/cymru/mosgito (BBC youth TV magazine programme on S4C)
- www.bbc.co.uk/cymru/ffeil (BBC youth TV news programme on S4C)
- www.s4c.co.uk/pencampau (S4C youth sports quiz)
- www.s4c.co.uk/rowndarownd (S4C youth soap opera)

Main translation companies and agencies:

- **Cymdeithas Cyfieithwyr Cymru** (Association of Welsh Translators), Bryn Menai, Ffordd Caergybi, Bangor, Gwynedd – (01248 371839).
www.welshtranslators.org.uk
- **Cyfaith**, Uned 12, Clos Pencarreg, Aberaeron – (01545 574674). www.cyfaith.com
- **Cymen**, Twll yn y Wal, Caernarfon, Gwynedd – (01286 674409). www.cymen.co.uk
- **Prysg**, 15 Cilgant St. Andrew, Cardiff – (02920 668081). www.prysg.co.uk
- **Trosol**, 1 Cwrt-y-Parc, Parc Tŷ Glas, Llanisien – (02920 750760). Newcastle Emlyn office – (01239 710717). www.trosol.co.uk

Press and media contacts:

- **Golwg** (weekly current affairs magazine), PO Box 4, Lampeter, Ceredigion – (01570 423529).
www.golwg.com
- **Lingo** (monthly magazine for Welsh learners), d/o Golwg, PO Box 4, Lampeter, Ceredigion – (01570 423529). www.golwg.com
- **Y Cymro** (weekly paper), 9 Bank Place, Porthmadog – (01766 515514)
- **Sain** (recording co.), Llandwrog, Caernarfon, Gwynedd – (01286 831111). www.sainwales.com
- **Fflach** (recording co.), Llys-y-coed, Tenby Road, Cardigan – (01239 614691). www.fflach.co.uk
- **S4C**, Parc Tŷ Glas, Llanishen, Cardiff – (0870 600 4141). www.s4c.co.uk
- **BBC Cymru Newsroom**, Broadcasting Centre, Llandaff, Cardiff – (029 20 322000) / Brynmeirion, Bangor, Gwynedd – (01248 370880).
www.bbc.co.uk/cymru
- **Radio Cymru Newsroom**, Broadcasting Centre, Llandaff, Cardiff – (029 20 322018).
www.bbc.co.uk/cymru/radiocymru
- **Radio Ceredigion**, Yr Hen Ysgol Gymraeg, Heol Alexandra, Aberystwyth, Ceredigion – (01970 627999).
www.radioceredigion.net
- **Champion 103 FM**, Llys y Dderwen, Parc Menai, Bangor – (01248 671971) www.champion103.co.uk
- **Swansea Sound**, Victoria Rd. Gowerton, Swansea – (01792 511964). www.swanseasound.co.uk