

The Cornish Language Development Project

Evaluation

Final Report

July 2008

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The Cornish Language Development Project

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Overview

The Cornish Language Development Project has

- secured the foundation for significant development over the next 5 years (by ensuring a consensus on the Standard Written Form)
- broadened inclusion and ownership of the Language
- initiated engagement with statutory central and local government organisations and strategies
- created a momentum for progression across a range of areas of interest and an increasing demand for services.

Both the Cornwall County Council and the Cornish Language Partnership have illustrated clearly their capacity to develop and manage this agenda effectively.

The challenge is to build on this foundation as effectively as possible – ensuring the full value of the initial investment is realised.

Key lessons of the Evaluation include:

- future development will largely depend on building staff and voluntary capacity; and matching the pace of development with that increasing capacity
- building further links with statutory organisations (Government / One Cornwall) and mainstreaming will be crucial
- in order to widen ownership and inclusion, communication / awareness / visibility will continue to be significant
- the voluntary language organisations will need to explore how to significantly increase co-operation
- education (and related areas) will be significant for future development – the key challenge will be prioritising and orchestrating
- but over-dependence on one sector should be avoided – links with all other sectors will therefore remain crucial (private sector, economic development / regeneration, etc)
- building on the initial research and having a capacity to innovate will remain important
- specific linguistic issues (corpus, publications, services) will clearly need to be addressed

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- the mechanisms for delivery should in the next phase remain within the new local authority; but specific sectoral expertise needs to be utilised.

In the past, regional and minority languages were generally viewed as marginal. Increasingly, the benefits of realising the potential of such languages in terms of regional and community well-being is being recognised. Interest in languages learning generally also increases within this context. The underlying influences for such a shift appear to be triggered partly by a reaction to globalisation (in terms of 'sameness'), but also in a growth in the demands of local populations.

The potential benefits to Cornwall, across the range of significant areas of interest, need to be recognised and accommodated, especially within the 5 year period of opportunity created by the consensus on the Standard Written Form.

The pace of development will need to be realistic – developing general capacity and inclusion takes time, and needs to be sustainable. A long term commitment and buy-in by local and central government will be needed, and sustained engagement with statutory organisations will be essential.

In terms of funding, maximising the value of the initial investment will require

- staff capacity
- development resources
- resources to work with voluntary organisations

As the whole process develops, the potential of securing mainstream funding should increase. However, actually building even closer relationships with the relevant statutory organisations and raising the mainstream funding will need staff resource and a period of time. In this kind of situation funding is not likely to appear to any significant degree in the short term.

Programmes and functions that are developmental by nature need a balance between staff and financial resources – to complete research, develop materials / media, to initiate activities and projects and to continually evaluate lessons and progress. Based on comparative experience of developmental (as opposed to service-delivery) functions that balance needs to be around 50:50.

To build on the initial phase / project, and to allow a capacity to secure longer term mainstream funding will require

- staff capacity (x4) including on-costs, plus overheads at around £130,000 (annually)
- development resources at around £130,000 (annually)
- i.e. total annual funding of around £260,000.

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Lower levels of funding in the next phase will only allow basic maintenance, with increasing demands outstripping the capacity to supply actual activities; losing momentum and potentially wasting the initial investment and the progress secured in the first phase.

Summary

This is a summary of the full Evaluation of the Cornish Language Development Project (CLDP). More detailed information is available within the relevant sections of the full report.

i. Introduction

Hywel Evans Cyf and ERS were invited to complete an evaluation of the Cornish Language Development Project, in the summer of 2008.

The aims of the Evaluation were

- to assess all aspects of the performance and delivery of the project
- to review impacts and potential sustainability
- to facilitate future planning and implementation.

ii. Background

In March 2003 the UK Government acknowledged that the Cornish Language should be recognised under Part II of the European Charter for Regional or Minority Languages.

In order to implement the requirements of the Charter (including “the need for resolute action to promote regional or minority languages...”) Cornwall County Council (in conjunction with the Government) triggered a process that led to the development of the ‘Strategy for the Cornish Language’, published in 2004.

As well as the intrinsic value of developing ownership and usage of the Cornish Language, its promotion can also contribute to the whole agenda of languages learning (not merely regional and minority languages). It can be an additional route to generating interest and take-up of learning languages generally.

An application for funding (Cornwall and Scilly Objective One programme) was submitted by Cornwall County Council under Priority 5, Measure 5.1 “to develop and promote Cornwall and Scilly based on its distinctiveness and encourage the growth of arts, culture and heritage activity thus securing economic advantage for the region”. In June 2005, the Office of the Deputy Prime Minister (ODPM) announced Government match funding to support the application, to add to the County Council funding.

The Development Project was created in order to test the assumptions within the Cornish Language Strategy and to begin implementing action to shape the

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feasibility and content of future programmes (i.e. a “road map”) including an assessment of resources required.

The Project was overseen and delivered by The Cornish Language Partnership, a Management Group from within the Partnership and via a Development Manager and an Administrator. Although designed as a 3 year project, in fact the actual delivery of the Project was from 2006 to 2008.

iii. Implementation

Section 3 in the full Evaluation outlines all aspects related to outputs, results, impacts and financial management.

Outputs

The key output target for the Project was a Feasibility Study. The Project Report, the new Business Plan and this Evaluation form the core of that study. The Project had a number of internal output targets. Overall the project has successfully delivered against these outputs.

Staffing

Two members of staff were recruited to co-ordinate the CLDP across Cornwall.

Marketing

A full range of marketing and promotional activities were completed – including developing the ‘maga’ overarching brand.

Baseline Studies

The core activity of the CLDP entailed undertaking research and surveys to establish baseline information related to the Cornish Language. These studies will also serve to assist the CLP and Cornish language stakeholders (the language community and local and central government) in making informed decisions for taking forward the Strategy for the Cornish Language.

Pilot Development Strands

A number of Pilot Development Strands / Projects were implemented in areas of Corpus, Learning and Teaching, Media, Community and Services. More details on how activities contributed to Planned Results and Planned Impacts (CLDP Business Plan) and to the 6 Visions of the Cornish Language Strategy are included in the full Evaluation.

Financial Management

The CLDP secured funding from a number of sources, primarily Objective One (ERDF), the ODPM and Cornwall County Council. The CLDP's spend profile was as expected as a result of delays and the subsequent consolidation of the project into 2 years.

Contribution to the Objective One Programme

The CLDP was funded under Objective 1 Priority 5 Regional Distinctiveness, Measure 5.1 *Securing economic benefits from the arts, cultural and heritage industries*, aimed at building on a cultural and arts heritage based on the Celtic tradition, the Cornish Language and an arts tradition based on the natural and built environment. To this end the CLDP has successfully contributed to Measure 5.1 via:

- The Commercial Use of Cornish Survey
- Initial design of a Cornish Language Business Support Pack
- Established links with Commercial and Tourism Sectors
- Provision of Translation and Translator Brokerage Service

iv. Performance and Achievements

Management and Partnership Working

The Cornish Language Partnership (CLP) was formed to oversee the strategic direction of the Project. The CLP was chaired by the Executive Member for Community Services of Cornwall County Council.

In order to support the management of the delivery of the Project, a smaller Management Group was formed (from members of the CLP). The challenge for both the CLP and the Management Group was to ensure

- that representatives of language groups, often with different perspectives on a number of linguistic issues, could work together
- that voluntary language organisations would work alongside political representatives and officials of statutory organisations (generally for the first time)

Despite these potentially very taxing challenges, both the Management Group and the CLP were generally seen as having worked well.

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In terms of staffing, there is a recognition that, in hindsight, there was probably not enough staff capacity during the period of implementing the Project. The capacity to understand the needs of both statutory organisations (especially Cornwall County Council) and the language organisations; and the facilitating of the Standard Written Form (SWF) process were particularly significant – and Project staff were recognised as crucial to both.

Project management was an area that could have been stronger.

Integration

In terms of the integration with generic strategies, the most striking achievement has been the link with the Department of Children Schools and Families (DCSF) ‘Languages Ladder’ process, that gives the Cornish Language a place within the overall strategy for learning languages.

The experience of the Cornish Language Development Manager of working within Cornwall County Council has already proved particularly useful in initiating strategic links, but there will be a continuing need to build on these links and to develop new ones. Integration is crucial to grow the engagement with statutory organisations generally but also in terms of future funding.

The other dimension of integration is the issue of inclusion and broadening the ownership of the Cornish Language, while at the same time ensuring the continuation of the key role of voluntary language organisations. The Project sought to ensure transparency and openness, and widening access, so the Language is not seen as the preserve of a small exclusive group. There are signs that this process, that goes with the grain of changes in attitudes towards regional and minority languages generally, is moving in the appropriate direction.

The Standard Written Form (SWF)

Managing consensus on SWF is “a major achievement”, “a phenomenal success”, that would not have happened without the Project. “It enables the development of the Language to be taken seriously.” Conversely without securing SWF the range of developments originally planned, within the timescale of the Project and beyond, could not be implemented.

Looking at the results of the Objective One process in isolation it could appear that the SWF process / project took too much resource and time, and delayed the range of other activities planned, and the shaping of the second phase of development. It also affected the spending profile of the project.

However, such a perspective is negated by realising that many of the pilot activities could not actually be implemented without SWF i.e. that its resolution is

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the key to enabling future planning; and, in terms of value for money, if it had not been resolved, it conversely could have been described as a wasted investment (i.e. the 3 year funding).

Pilot Projects and Research

As noted above, the consensus on SWF needed resolution before many other aspects of the Project could happen. At the outset of the planned 3 year project period, there were delays around securing a Memorandum of Understanding to establish the Cornish Language Partnership, and around practical issues of accommodation and recruitment.

Consequently the 3 year framework in effect became a 2 year delivery period. Therefore the start of the other pilot activities and the research elements were squeezed to the latter periods of the Project.

On reflection, several stakeholders suggested that it would have been prudent to take more professional advice regarding the range of research projects, in terms of commissioning and managing the initial phases.

Providing translation has emerged as an increasing area of activity. This is not only noteworthy in itself, but is an indication of an increasing awareness of the demand for translations.

Communication

Another key aspect of widening the ownership and visibility of the Cornish Language is communication and marketing activities.

The Project has been active in a number of ways in this context. In terms of the perspectives of stakeholders the 'maga' branding is viewed as being highly successful. Presence at events, like the Royal Cornwall Show, on a joint basis with the range of language organisations, is again viewed as successful in proactively increasing visibility.

Links with a broader vision

Some have emphasised the opportunities of linking the development of the Cornish Language inextricably with a broader environmental and cultural ambition for Cornwall. Using culture in the sense of "values and meanings", the Language becomes more than merely words. It gives the whole issue of 'distinctiveness' and 'visibility' a more rounded meaning.

Linguistic requirements

With the resolution of SWF, several stakeholders underlined the need for other linguistic issues to be addressed – corpus needs will clearly require consideration during the next phase.

General issues and achievements

There is clearly a realisation that this is a crucial period for the Cornish Language

- “I’m thrilled – the Language is now on a threshold...”
- “We must capture the moment”

v. Key lessons and Conclusions

So what has been learnt and what are the key issues to consider in planning the next phases?

Capacity

Future development will depend largely on building capacity. Increasing interest, involvement and use of the Language will need to match with an increasing capability to deliver support to those displaying that increasing interest. The orchestration and pacing of development over the next phases will need careful consideration.

A key source of capacity is speakers of Cornish who are involved with the voluntary language organisations. It will be essential to consider and plan how to use this capacity as effectively as possible. The voluntary organisations need to explore common areas of interest, how they can work together, and in what practical ways they can maximise their contribution to increasing capacity. We would suggest a specific process is established to explore potential for more generic co-operation.

It was already clear during the initial period that the Development Project itself needs increased staff capacity. The emphasis on Communication and Education naturally suggests it would be useful to have staff with the vision and expertise to manage the developments in these areas. The capacity to manage projects is also likely to need attention.

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The actual capacity to deliver effective translation services also needs to be considered in the short and long term.

Communication

With inclusion, widening ownership and links with a range of aspects of Cornish life as key components of the process of developing the language, Communication has emerged as major theme.

In order to increase visibility / awareness and build ever-more positive attitudes and pride in the language, a range of processes will be needed including

- marketing based activities
- working with family / community and sectoral influencers

Links with statutory organisations

Developing the relationships with statutory organisations will remain a key requirement over the next phases.

Maintaining a focus on the implementation of the requirements of the European Charter for Regional and Minority Languages in partnership with Government Office South West (GOSW) will remain crucial. Links with other agendas relevant in the context of GOSW and to Government Departments will need to be explored.

The emergence of One Cornwall is, naturally, of great significance. It, potentially, is an opportunity to reflect on notable practice in local authorities, in areas of policy and implementation, in order to explore how to embed such practice in the new Council. If it is possible to capture and use the experience of Kerrier District Council during the implementation period (of establishing One Cornwall), issues of signage could be addressed within a meaningful and creative context. Signage was of great interest (as a key part of developing visibility) during the Consultation Events – and could potentially be a ‘quick win’.

Building further links with individual departments within statutory organisations, particularly relevant to current and future developments, will also be essential.

Baselines, Research and Evaluation

The research commissioned within the Project was wide ranging and ambitious. In the longer-term it will be essential to have

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- a small manageable number of generic measure of progress / monitoring (for example of attitudes, numbers / fluency of speakers)
- the ability to use research, as appropriate, to inform individual projects and programmes developments and evaluation
- transparent and accountable commissioning processes which are robust yet efficient
- clear project management procedures for all subsequent undertakings (applicable to both in-house or externally commissioned work).

In addition it will be important to capture as accurately as possible the information from Enquiries and Translation Requests.

Education / Young people / Skills

The whole area of education is, obviously, very significant to future development.

One challenge will be how to prioritise, and again orchestrate the phases of development, and the matching of capacity building with practical developments. An over-arching strategic planning process will need to be developed.

The whole area of teaching Cornish to adults is still highly significant. Building on the work of the voluntary organisations, there needs to be a joint approach to continuing to improve consistency of standards and effectiveness.

The initial work carried out (within the Project) regarding focusing on young people has considerable potential for development. There may also be opportunities to explore the potential for developing qualifications, linked with 'vocational languages' and sectors like tourism.

Linguistic Themes

There remains a range of linguistic issues to be addressed in the next period. These key elements of the overall process will, again, need careful planning. They will, potentially, present one area of opportunity for language organisations to work together, and to use specific academic expertise.

Links with economic development and the private sector

In terms of issues related to how businesses use the Cornish Language, it would seem appropriate to prioritise some sectors and geographic areas, and to work with business networks (where they exist). Support should also be available to

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individual businesses, who realise the potential competitive advantage of 'being different' within a sector.

The broader potential links between the Language and economic development could be explored during the next phase – for future roll-out and implementation.

Creative Industries

Not surprisingly, creative industries are particularly significant in the context of regional languages – not only in linguistic / cultural terms but also economically. It may therefore be worth exploring developing more comprehensive holistic links with creative industries, a sector that seems to have progressed considerably during the Objective One period generally in Cornwall, and with which the Cornish Language / Culture links are clear (as related to film, music, literature, internet radio, etc). Some initial connections were made during the Project period – but much more could be done.

Publications

In the past individual voluntary organisations have published a range of materials and books about Cornish and to support the teaching of the Language.

In the next phase there is clearly a need to develop a joint overarching process – (of all the voluntary organisations and the Project) to plan the whole spectrum of publications. Within such a plan various options for implementation should be explored with varying degrees of co-operation / merging of activities.

A capacity to innovate

One facility available during the next phase, ideally, would be a capacity to try new things out and to explore other potential areas, either directly or by supporting others to do so.

Co-operation with other languages and regions

As well as learning from others' experiences, there may be potential to explore joint funding (European) opportunities with other regions and languages.

Processes and Structures

Issues to be addressed include;

- the original Business Plan for the Project included a reference to reviewing future structures. There would appear to be consensus that, as the overall process is still in its comparative infancy, the focus should be over the next 3 years on

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- remaining a partnership function within the local authority (with changes as necessary because of reorganisation)
 - that specific expertise and experience should be utilised within sector/theme-focused sub-groups
 - that the longer-term structure/s should be explored as a specific strand during the 3 years
- in terms of internal operations, specific planning, project management and monitoring processes need to be refined and implemented
 - the role of members of the ‘Management Group’ will need to evolve during the next phase – moving increasingly towards ‘trustee’ or ‘company director’ type roles, as opposed to organisational representatives. While this has already happened to some extent during the first phase, and while individual members are highly experienced, it will be useful to recognise this evolution and its implications.

vi. Sustainability and Future Planning

Future potential

In the past, regional and minority languages were generally viewed as marginal or even irrelevant. Increasingly, the benefits of realising the potential of such languages in terms of regional and community well-being is being recognised. Aspects of the education, regeneration, social and economic development, creative and sustainability agendas all increasingly encompass distinctive cultural linguistic elements. Interest in languages learning generally also increases within this context.

The underlying influences for such a shift appear to be triggered partly by a reaction to globalisation (in terms of ‘sameness’), but also in a growth in the demands of local populations, for example, in Wales where nearly half the parents in an area (with roughly the same population as Cornwall) with very low proportions of Welsh speakers now demand Welsh medium and bi-lingual education.

Even at such a very early stage, there are signs in Cornwall of the start of a similar shift. Even if this shift is currently small in proportion, once a momentum is generated, experience elsewhere suggests, it will build, even if at a slow pace initially. Barriers to moving forward can be internal (“our own worst enemies”) as well as external.

The potential benefits to Cornwall, across the range of significant areas of interest, need to be recognised and accommodated, especially within the 5 year period of opportunity created by the consensus on the Standard Written Form.

Future phases

The review of the Cornish Language Strategy will provide the overarching framework for the next 10 years. The pace of development will need to be realistic – developing general capacity and inclusion takes time, and needs to be sustainable. Developing actual activities needs to move hand in hand with growing capacity. A long term commitment and buy-in by local and central government will be needed, and the sustained engagement with statutory organisations will be a necessary pre-requisite.

The next phase (2008 – 2011)

The Business Plan for 2008-2011 will detail the range of activities required during the period. But from the external perspective of this evaluation, the areas that will seem to need addressing will include;

Communication	Linguistic Issues
Education	Research
Language Learning for Adults	Economic development
Skill Development	Support for Innovation
Young people	Engagement with Statutory organisations and long term mainstreaming fundraising
Language Services	The organisation of voluntary language organisations

vii. Funding

Maximising the value of the initial investment, (i.e. the funding of the Project) will require

- the capacity to cope with the opportunities and demands ensuing from the foundation established and momentum created
- staff capacity
- development resources
- resources to work with voluntary organisations

As the whole process develops, the potential of securing mainstream funding should increase, for example, for educational, skills, creative industries, economic development, activities. However, actually building even closer relationships with the relevant statutory (and sectoral) organisations and raising the mainstream funding will need staff resource and a period of time. In this kind

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of situation funding is not likely to appear to any significant degree in the short term.

- Care should also be taken to recognise that over-dependence on individual sectoral funding will reduce the inclusive and holistic approach already successfully adopted. The history of language development is littered with failures when there has been over-dependence on one aspect or sector.

It is not within the scope of this evaluation to detail aspects of funding by activity, staff, etc. Programmes and functions that are developmental by nature need a balance between staff and financial resources – to complete research, develop materials / media, to initiate activities and projects and to continually evaluate lessons and progress. Based on comparative experience of developmental (as opposed to service-delivery) functions that balance needs to be around 50:50. In our experience in similar situations, to build on the initial phase / project, and to allow a capacity to secure longer term mainstream funding will require

- staff capacity (x4) including on-costs, plus overheads at around £130,000 (annually)
- development resources at around £130,000 (annually)
- i.e. total annual funding of around £260,000.

Lower levels of funding in the next phase will only allow basic maintenance, with increasing demands outstripping the capacity to supply actual activities; losing momentum and potentially wasting the initial investment and the progress secured in the first phase.

The Cornish Language Development Project

1. Introduction

Hywel Evans Cyf and ERS were invited to complete an evaluation of the Cornish Language Development Project, in the summer of 2008.

The aims of the Evaluation were

- to assess all aspects of the performance and delivery of the project
- to review impacts and potential sustainability
- to facilitate future planning and implementation.

Specifically the Evaluation was required to address

- the extent to which the outputs and results forecast have been achieved and the reasons for under- or over-achievement
- the extent to which the project has delivered its objectives and outcomes, with an explanation of any deviation from that envisaged in the bid
- the extent to which the project has contributed to the aims and objective of the Objective One programme, including its cross cutting themes
- the extent to which the project has implemented sound management, financial and information systems
- the relationship of the actual financial profile compared to that set out in the Bid and the cost-effectiveness of the project
- lessons learnt, the quality of the resulting action planning and the foundations laid for future sustainability
- the impact of the project in terms of the pilot activity
- the attitudes of partners and of the sector itself
- recommendations

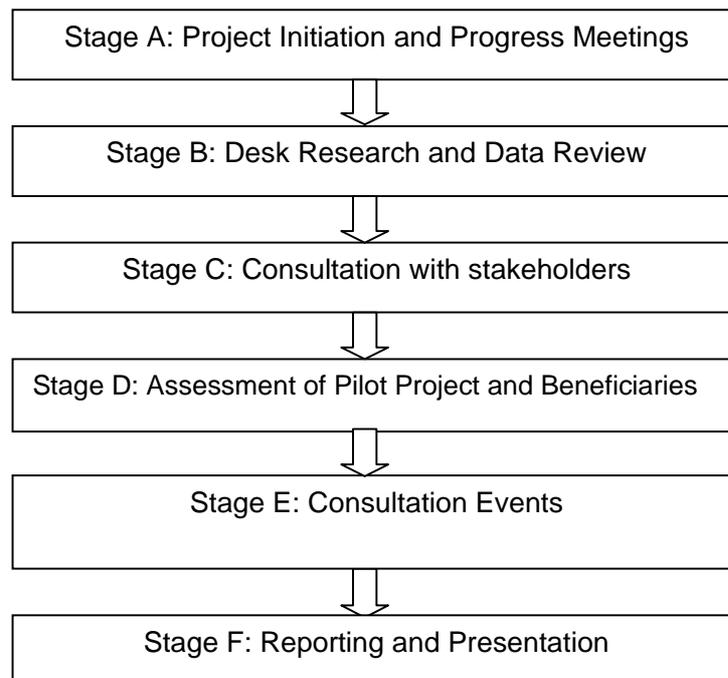
The key themes that provided the focus for the Evaluation were

- Context
 - external influences (trends, policies, etc)
 - internal organisational aspects and priorities (general functions and specific language organisations)
- Aims and objectives of
 - the long term Cornish language agenda
 - the Project
- Performance
 - all aspects of the Project (what was done and how)

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- Integration
 - pilot projects, baseline research, marketing
 - with general and specifically linguistic policies and developments
- Key Lessons and Issues
 - what worked well / not so well
- Sustainability / Future Planning
 - directions
 - activities
 - delivery mechanisms
 - options

The evaluation methodology was designed around 6 overlapping stages



2. **Background**

2.1 **European**

Since 1992 the Council of Europe has provided a context for member states to protect their linguistic heritage via the European Charter for Regional or Minority Languages. The Charter was adopted, on the one hand, in order to maintain and to develop Europe's cultural traditions and heritage, and on the other, to respect an inalienable and commonly recognised right to use a regional or minority language in private and public life.

The charter enunciates the objectives and principles that parties undertake to apply to all the regional or minority languages spoken within their territory:

- Respect for the geographical area of each language;
- The need for promotion;
- The facilitation and/or encouragement of the use of regional or minority languages in speech and writing, in public and private life (by appropriate measures of teaching and study).

The Charter also sets out a number of specific measures to promote the use of regional or minority languages in public life. These measures cover the fields of education, justice, public services, media, cultural activities and economic and social activities.

2.2 **United Kingdom**

In March 2003 the UK Government acknowledged that the Cornish Language should be recognised under Part II of the European Charter for Regional or Minority Languages.

In order to implement the requirements of the Charter (including “the need for resolute action to promote regional or minority languages...”) Cornwall County Council (in conjunction with the Government) triggered a process that led to the development of the ‘Strategy for the Cornish Language’, published in 2004.

For over 100 years the Cornish language has been in a state of revival with a significant acceleration over the last 20 years. The language is now used as a community language and as a means of expressing a geographical identity by those who speak it. Speakers are, however, spread thinly over a wide area and there has traditionally been a lack of resources and expertise to build professional practices (Cornish Language Strategy 1st Phase Business Plan,

2005). Prior to the implementation of the Cornish Language Strategy the Cornish Language movement has consisted almost entirely of voluntary and community groups.

2.3 Languages learning

As well as the intrinsic value of developing ownership and usage of the Cornish Language, its promotion can also contribute to the whole agenda of languages learning (not merely regional and minority languages). It can be an additional route to generating interest and take-up of learning languages generally.

In the context of the need to promote languages learning within primary schools, for example, the Department for Children Schools and Families (DCSF) emphasises the advantages –

“Embedding language learning into school life achieves many benefits...it

- helps children understand that many languages are spoken...
- underlines that it is normal and valuable
- deepens their understanding of their own culture and of others
- promotes languages learning generally and gives it status.”

2.4 Cornwall

Currently the Cornish Language community is spread across the whole of Cornwall and transcends age groups and for some young people it is their first language. The language community undertake promotional activities, run events and have several websites. There are two secondary schools that give year 7 students the option to learn Cornish, whilst several primary schools have Cornish clubs. Importantly the language is increasingly being used as a mark of local sourcing and identity, which ties in with the growing base of literature and film work.

The trend towards local sourcing and the recognition of local identity has gathered pace over the past few years and the added value of promoting the Cornish language within that context is gradually being recognised.. The Cornish language is also seen as an integral part of the distinctive nature of Cornwall and its long cultural heritage. As such it has the potential to benefit the social, cultural and economic well being of Cornwall.

There is a ‘market failure’ associated with the Cornish language which evolves around the lack of resources and capacity of the current voluntary provision to satisfy demand. For example, according to the ‘Cornish Language Strategy 1st Phase’ translation is freely available but as it is

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provided voluntarily there are no set standards nor training available to translators.

The language movement has, through its voluntary efforts, developed ways of teaching and passing on the language (including examinations organised by the Language Board). However, modern teaching methods, support and resources have traditionally been beyond the capacity of the movement.

2.5 Objective 1

Cornwall and the Isles of Scilly were designated by the European Commission as an Objective 1 area. The aim of Objective One was to provide assistance in regenerating the economy, thereby increasing the wealth of the area. The Programme period was 2000 – 2006 (with implementation of projects up to 2008) with investment in Cornwall and the Isles of Scilly reaching approximately £800 million. The Objective One Programme had three strategic aims:

- Increasing absolute prosperity;
- Creating and promoting sustainable communities; and
- Protecting and enhancing environmental, cultural and economic opportunities inherent within Cornwall and the Isles of Scilly.

The Project submitted a funding application under Priority 5, Regional Distinctiveness, specifically the theme: ‘A cultural and arts heritage based on the Celtic tradition, the Cornish language and an arts tradition based on the natural and built environment’. The Project aimed to directly contribute to Measure 5.1: “to develop and promote Cornwall and Scilly based on its distinctiveness and encourage the growth of arts, culture and heritage activity thus securing economic advantage for the region”. In June 2005, the Office of the Deputy Prime Minister (ODPM) announced Government match funding to support an application by Cornwall County Council for EU Objective One funding.

2.6 Project Purpose

The Development Project was created in order to test the assumptions within the Cornish Language Strategy and to begin implementing action to shape the feasibility and content of future programmes (i.e. a “road map”) including an assessment of resources required.

The Project was to

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- establish baselines for planning and future assessments of progress / review
- develop key pilot projects to test assumptions and potential for future action
- establish a marketing and promotional strategy
- bring all aspects together in order to clarify future directions

The Project was overseen and delivered by The Cornish Language Partnership, a Management Group from within the Partnership and via a Development Manager and an Administrator. Although designed as a 3 year project, in fact the actual delivery of the Project was from 2006 to 2008.

The Project also aimed to assess the economic potential of the language both in delivering direct future employment and increasing market advantage through distinctiveness.

A key component was the development of baseline data against which to measure the progress of the Language. In total the project involved undertaking 5 baseline studies, which included:

- Investigating the current capacity for teaching Cornish in order to guide future teaching capacity building over the future of the project;
- Undertaking an assessment of the current state of Cornish classes;
- Conducting a survey of Cornish speakers to establish baseline information;
- Conducting a survey of schools to establish baseline information; and
- Conducting a survey of businesses to establish baseline information and also to assess business' attitudes towards the Cornish Language.

3 Project Implementation

This section focuses on the ‘technical’ aspects of the evaluation – assessing outputs, results, impacts, financial management and the contribution to the Objective One Programme.

3.1 **Outputs**

The key output targets for the Project was a Feasibility Study. The Project Report, the new Business Plan and this Evaluation form the core of that study. As indicated in Table 1 below the Cornish Language Development Plan (CLDP) had a number of internal output targets. Overall the project is successfully delivering against these outputs. The only exception is in relation to the *5 Costed delivery plans* that are in development and this evaluation will serve to inform. It should be stressed that the CLDP was unusual (in a European funding sense) in that it is in essence a feasibility process to inform future planning for taking forward the Strategy for the Cornish Language. It should also be noted that due to delays in agreeing funding the original 3-year project was consolidated into 2 years.

Table 1: Project Outputs							
Planned Outputs	2006		2007		2008		Total all years
	Target	Actual	Target	Actual	Target	Actual	
2 Full Time Posts Created	2	2					2
3 Marketing Campaigns	1	1	1	1	1	1	3
5 Baseline Studies	5			5			5
5 Pilot Development Strands	1		3	2	1	3	5
5 Costed Delivery Plans			5				5

Staffing

Two members of staff were recruited to co-ordinate the CLDP across Cornwall. The Cornish Language Development Manager was recruited to lead the project and ensure the work programme is carried out, the different research and baseline activities are conducted, and to ensure progress of the CLDP is in line

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with expectations and within budget. The Administrator supports the Manager and has also been responsible for leading on the work with the Cornish Pirates, as discussed below. The staff play a key role in taking the CLDP forward and are well regarded by stakeholders. Due to both the success (i.e. number of enquiries received) and complexity (i.e. agreement of the Standard Written Form) of the project the need arose to explore increasing staff levels.

Marketing

Marketing, of both the Cornish Language and the Cornish Language Partnership (CLP), was a fundamental element of the project and has been very successful. Leaflets and information have been distributed across Cornwall through local service providers, such as the library services, and at community events such as the Royal Cornwall Show and farmers markets. The CLP also had a presence at several European Union promotional events, including Celtic Connections in Brussels.

After some delays the CLDP launched its Website in August 2007. This forms an important pillar in the publicity of the Cornish language. It has also been used as a portal for providing on-line resources such as language tutoring and multi-media products. Additionally, a marketing group has been set up initially to focus on events.

Baseline Studies

The core activity of the CLDP entailed undertaking research and surveys to establish baseline information related to the Cornish Language. These studies will also serve to assist the CLP and Cornish language stakeholders (the language community and local and central government) in making informed decisions for taking forward the Strategy for the Cornish Language.

The utilisation of the **Quality of Life Tracker Survey** for capturing attitudes towards the Cornish language is a particular success. The survey, commissioned by the Cornwall Strategic Partnership, is designed to gather the views of residents in Cornish communities on a wide range of factors related to their quality of life. The Cornwall Strategic Partnership intends to undertake the surveys every six months.

The **Commercial Use of Cornish Survey** undertook research to assess the current use of Cornish in the commercial sphere. Additionally, it sought to identify businesses' attitudes towards the use of Cornish and the potential future increase in use. This research is also significant in terms of assessing the contribution Cornish could make to the local economy. It also sought to identify any clear advantages or disadvantages to businesses from an increased engagement with the Cornish language.

The **Cornish Language Class Survey** sought to capture the current state of Cornish Language classes across Cornwall, and has been undertaken twice. The survey looked at all aspects of classes including but not limited to the type of Cornish taught, the cost/ charge for the classes, number of students and standards achieved.

The **Cornish Language Teacher Survey** sought to capture information on current teachers to help in the planning of capacity building to upgrade teachers skills and encourage new teachers to train.

The **Cornish Language Survey** was undertaken so as to be able to effectively plan for the future and monitor progress through the establishment of robust baseline data. The survey was produced by the CLP and distributed via cultural and community organisations, websites and through community venues across Cornwall. The survey sought to capture information regarding the current level of awareness of Cornish and to identify the level of importance people put on the language. It is intended that the survey will be periodically updated to identify changes in the levels of awareness and use of Cornish.

Supplementing the Baseline Studies were a number of additional research projects undertaken in response to identified need as the CLDP progressed. Firstly, the **Audio Archive Project** entailed creating an audio archive of 60 fluent Cornish speakers to capture variations in spoken Cornish and also gain an understanding of the strength of the language's revival. It also served to create a database of fluent Cornish speakers, including biographical information and their engagement with the Language's revival. Secondly, the **Young Teachers Project** undertook research across Cornwall exploring new and young teachers attitudes towards the Cornish Language and the Cornish identity with particular regard to best progressing curriculum awareness of the language within the compulsory education sector. Thirdly, the **Resources Project** aims to bring together a database of resources related to the Cornish Language and culture.

Pilot Development Strands

When the Cornish Language Partnership was established there was a thematic division of work within which the pilot development strand of the CLDP would be undertaken. These are Corpus, Learning and Teaching, Media, Community and Services.

In relation to **Corpus**, the **Standard Written Form** (SWF) has been agreed and is clearly the CLDP's greatest achievement. Agreeing the SWF took significantly longer than originally anticipated which resulted in other elements of the project being delayed but given what agreeing the SWF entailed this was to be expected.

In relation to **Learning and Teaching**, two pilots were undertaken. The first was developing and mainstreaming accredited assessment material for Cornish using

the **Languages Ladder**. This was undertaken in partnership with the Department for Children, Families and Schools who contributed £80,000 which was leveraged against the CLDP's own £80,000 contribution. The second pilot was the **Primary Education Project** researching the current state of teaching and learning provision in Primary Education across Cornwall. The research looked at the possibilities of increasing the opportunities and take-up to learn Cornish, engaging with new learners, and to inform one of the costed development plans. The result of the research was the development of 'Porth', a collection of resources, including a set of 15 books and a CD Rom.

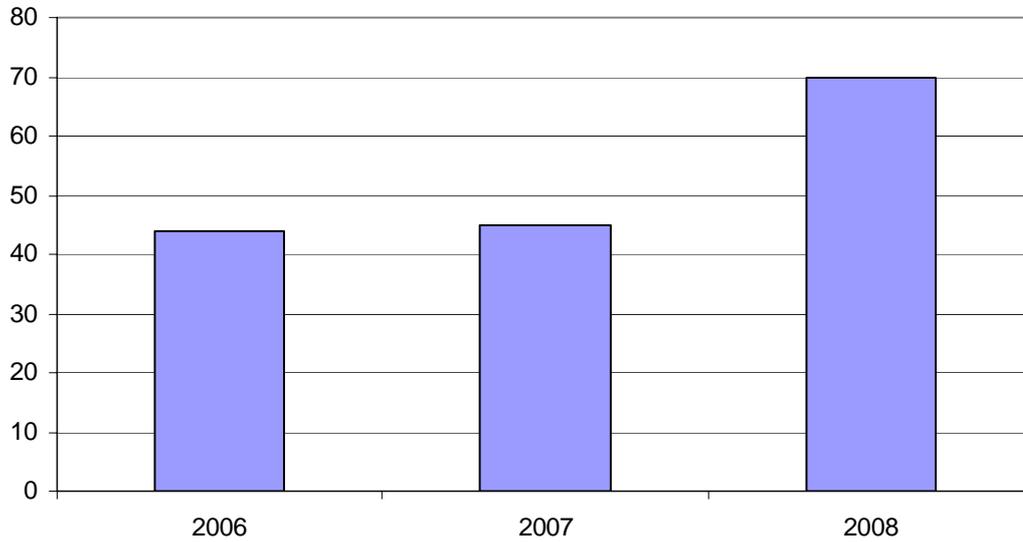
In relation to **Media**, the CLDP provided financial support to **Govynn Kernewek**, the Cornwall Film Festival dedicated to exhibiting and marketing Cornish film-making and developing relationships with the wider industry. A short film was commissioned to promote the growing market potential for Cornish and bilingual productions. The outcome of this work will be a DVD compilation that will be used to promote the language.

In relation to **Community**, two pilots were undertaken. The first was the **Youth and Music Project** to engage and include youth in the future of the Cornish language. The project aimed to expose young people to Cornish through teaching them Cornish for inclusion in song lyrics. Additionally the project looked into current attitudes towards Cornish among young people. As a result the research identifies current barriers to engagement, potential development opportunities and tested events and methods of engagement. The second pilot was undertaken with the **Cornish Pirates**, the local rugby team. This has involved introducing Cornish into programmes and announcements and has resulted in the establishment of a bilingual children's club. This has laid the foundation for rolling out this type of activity across other events.

In relation to **Services**, the project has performed particularly well in the number of general **Enquires** and **Translation Requests** they have received. In relation to enquiries, as indicated in Chart 1 below, compared to 2007 the number of enquiries has almost doubled for the period January to July 2008. Although the comparisons between 2006 and 2007 are less significant this is attributed to a lack of consistent recording of enquiries, which would also indicate that the 2008 figures are also potentially low. In relation to Translation Requests, see Chart 2 below, this has grown significantly over the lifetime of the project. In 2006, from May to December, there was a fairly low level of demand for the period of time the data covers. In 2007 there was a general increase overall, followed by a significant increase in October which is attributed to the request forms being available online. In 2008 there was again a marked overall increase in requests with a significant increase in April that is attributed to the agreement of the Standard Written Form. An important element of the translation service entails a translator brokerage service for clients who require an amount of translation that goes over the currently free service limit, being 40 words or less.

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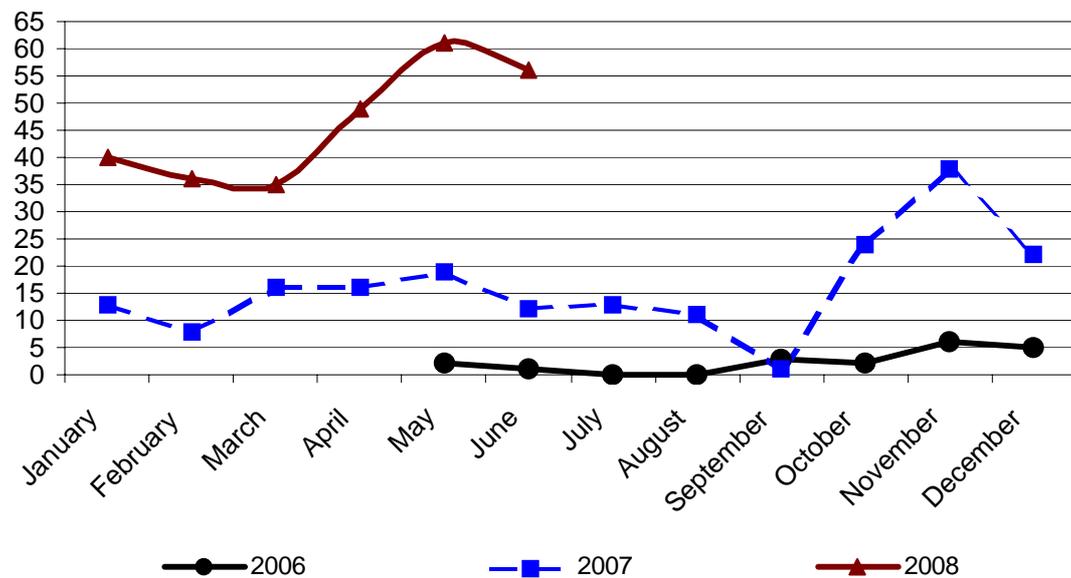
Chart 1: Number of Enquiries 2006 – 2008*



* 2008 figures cover January to July only.

Source: Enquiries Database

Chart 2: Number of Translation Request 2006 – 2008*



* 2008 figures cover January to July only.

Source: Enquiries Database

3.2 Results and Impacts

As identified in the CLDP's Business Plan, which supplements the Objective One funding application and agreement, there are a number of Planned Results and Planned Impacts, or outcomes, to which the CLDP strove to contribute. These are, with the study team's coding added in brackets:

Planned Results

- 10% increase in take-up of learning opportunities [PR1]
- 10% increase in business use [PR2]
- Increased access to the language [PR3]
- Higher quality standards [PR4]
- Effective capacity building [PR5]

Planned Impacts

- Detailed knowledge of sector [PI1]
- Informed future planning [PI2]
- Establishment of appropriate structure [PI3]
- Employment opportunities created [PI4]
- Skills and capacity developed [PI5]

As with all projects it is difficult to directly attribute activities with outcomes due to the impossibility of isolating these activities from other external events. For example it is difficult to isolate the impact of the CLDP recruitment activities from those of an individual teacher in relation to a general increase in the take up of language courses. However it is possible to indicate where project activities have made a contribution, directly or indirectly, to these outcomes. As indicated in Table 2 below the greatest contribution to Planned Results has been to *Increased access to the language, Effective capacity building, and 10% increase in take-up of learning opportunities*. The Planned Result with the least contribution is *10% increase in business use*. Given the nature of this project, in that it is in the first instance a feasibility study for taking forward the Strategy for the Cornish Language, the inclusion of this Planned Result at the outset, was probably over ambitious. Additionally it should be noted that one area of work which did suffer due to delays in starting the CLDP was a greater focus on the economic aspects of the Cornish Language which no doubt impacted on the contribution to this outcome.

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Table 2: Contribution to Planned Results					
Planned Results	PR1	PR2	PR3	PR4	PR5
Marketing					
Brand & Website		✓	✓		
Communication	✓		✓		
Events	✓		✓		
Baseline Studies					
Quality of Life Survey			✓		
Commercial Use of Cornish Survey		✓	✓	✓	✓
Cornish Language Class Survey				✓	✓
Cornish Language Survey				✓	✓
Audio Archive Project					✓
Youth Teachers Project					✓
Resources Project					✓
Pilot Development Strand					
Corpus					
Standard Written Form	✓	✓	✓	✓	✓
Learning and Teaching					
Languages Ladder			✓	✓	
Primary Education Project	✓		✓	✓	✓
Media					
Govynn Kernewek and DVD project			✓		✓
Community					
Youth Project	✓		✓		
Cornish Pirates Project	✓	✓	✓		
Services					
Translation and Enquiries	✓	✓	✓		

As indicated in Table 3 below, the greatest contribution to Planned Impacts has been to *Informed future planning, Establishment of appropriate structure, and Detailed knowledge of sector*. As indicated above, due to the nature of the project and delays, there has been less focus on the economic aspects of the Cornish Language and therefore only a small level of contribution to *Employment opportunities created*. In relation to skills and capacity developed this has had the least contribution. However it must be noted that there has been some direct capacity building undertaken with teachers. Consideration must also be given to the distinction between *Effective capacity building* [PR5] and *Skills and Capacity developed* [PI5] and their relative performance. While it is considered that there has been *effective capacity building* this is related to the impact of the research and pilot projects on the Cornish language community in its broadest sense and in particular the ability of the CLP to make informed decisions to take the Strategy for the Cornish Language forward. Whereas *skills and capacity developed* relates to specific activities in which individual skills have been developed. For example, the mainstreaming of Cornish within Languages Ladder necessitated those involved developing a formal accreditation structure which did not previously exist and therefore built a skills base in this area. In relation to the Primary Education Project this entailed training 70 teachers in the use of these resources, thus building their skills in this area.

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Table 3: Contribution to Planned Impacts					
Planned Impacts	PI1	PI2	PI3	PI4	PI5
Marketing					
Brand & Website	✓				
Communication	✓				
Events	✓				
Baseline Studies					
Quality of Life Survey	✓	✓	✓		
Commercial Use of Cornish Survey	✓	✓	✓	✓	
Cornish Language Class Survey	✓	✓	✓		
Cornish Language Survey	✓	✓	✓		
Audio Archive Project	✓	✓	✓		
Youth Teachers Project	✓	✓	✓		
Resources Project	✓	✓	✓		
Pilot Development Strand					
Corpus					
Standard Written Form		✓	✓	✓	
Learning and Teaching					
Languages Ladder		✓	✓	✓	✓
Primary Education Project		✓	✓	✓	✓
Media					
Govynn Kernewek and DVD project		✓	✓	✓	✓
Community					
Youth Project		✓	✓		
Cornish Pirates Project		✓	✓		
Services					
Translation and Enquiries	✓	✓	✓	✓	

3.3 Financial Management and Performance

As indicated in Table 4, the CLDP received funding from a number of sources, primarily Objective One (ERDF), the ODPM and Cornwall County Council. In addition the CLDP was successful in leveraging in an additional £80,000 from the Department for Children, Families and Schools in relation to the development and mainstreaming of Languages Ladder assessment for Cornish.

Source of Funds	Total Funding
Cornwall County Council	£60,000
ODPM	£240,000
ERDF	£299,143
Total Funds	£599,143

In relation to the CLDP's spend profile this has performed as expected due to the delays and the subsequent consolidation of the project into 2 years. The only significant fluctuation occurred in Quarter 4 2007, see Table 6, when a large sum was spent on the various revenue elements of the project that were delayed due to the late start of the project and the time required to agree the Standard Written Form. Although there was an under-spend, of which the non-ERDF element is to be retained by the project for revenue purposes, this is to be expected given the nature of the project and the delays it has experienced. It should be noted that it is a measure of success that the CLDP performed as well as it did in relation to its project spend profile given the delays and consolidation into a 2 year project.

Items	Q1 2006	Q2 2006	Q3 2006	Q4 2006
Fees (Rev)	£0.00	£0.00	£0.00	£0.00
Marketing	£0.00	£0.00	£0.00	£3,338.20
Other (Rev)	£0.00	£0.00	£0.00	£4,170.00
Overheads	£2,842.26	£1,695.30	£155.23	£6,172.37
Premises	£0.00	£0.00	£0.00	£2,347.00
Salaries	£0.00	£6,287.88	£9,754.98	£14,535.96
Total	£2,842.26	£7,983.18	£9,910.21	£30,563.53

Table 6: 2007 Expenditure Profile				
Items	Q1 2007	Q2 2007	Q3 2007	Q4 2007
Fees (Rev)	£0.00	£0.00	£0.00	£0.00
Marketing	£2,445.75	£5,637.60	£12,219.56	£2,803.64
Other (Rev)	£3,746.88	£7,663.77	£2,489.32	£103,113.99
Overheads	£2,060.95	£3,813.50	£3,712.05	£4,965.71
Premises	£0.00	£0.00	£0.00	£2,414.39
Salaries	£14,535.96	£15,277.08	£15,777.14	£17,448.55
Total	£22,789.54	£32,391.95	£34,198.07	£130,746.28

Table 7: 2008 Expenditure Profile				
Items	Q1 2008	Q2 2008	Q3 2008	Q4 2008
Fees (Rev)	£0.00	N/A		
Marketing	£1,566.98	N/A		
Other (Rev)	£44,796.31	N/A		
Overheads	£4,087.89	N/A		
Premises	£0.00	N/A		
Salaries	£17,043.93	N/A		
Total	£67,495.11			

3.4 Contribution to the Objective One Programme

The CLDP was funded under Objective 1 Priority 5 Regional Distinctiveness which aims to build on Cornwall's historic and natural environment, their interactions and cultural traditions. Priority 5 has the strategic objective *to increase the economic and employment benefits resulting from new sustainable opportunities developed from the strengths of the region's environmental, historical, cultural and intellectual distinctiveness*. More specifically the CLDP was developed under Measure 5.1 *Securing economic benefits from the arts, cultural and heritage industries*, aimed at building on a cultural and arts heritage based on the Celtic tradition, the Cornish Language and an arts tradition based on the natural and built environment. To this end the CLDP has successfully contributed to Measure 5.1 via:

- The Commercial Use of Cornish Survey
- Initial design of a Cornish Language Business Support Pack

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- Established links with Commercial and Tourism Sectors
- Provision of Translation and Translator Brokerage Service

In addition to contributing to Measure 5.1 the CLDP also contributed to the Strategy for the Cornish Language Vision 4 *Where the Cornish language is recognised as contributing positively to the Cornish Economy*, as indicated below in Table 8. Given the nature of the CLDP its achievements must not just be assessed in the context of individual sectors (i.e. economic) as this would serve only to compartmentalise a complex element of Cornwall's regional distinctiveness and overlook the level of inclusion achieved by the CLDP. That is to say that the multi-sector, or holistic, approach taken by CLDP to date has been a particular strength in not only achieving its outputs to inform future provision but in establishing an inclusive process which has brought relevant stakeholders (the language community, local authority and central government) together to support the Cornish Language across all sectors.

Table 8: Contributions to Strategy for the Cornish Language	
Vision 1: Where there is opportunity for all who wish to learn Cornish, at all levels of education	
<ul style="list-style-type: none"> ▪ Partnership working with DCSF, adult education, schools and teachers ▪ Two annual class surveys undertaken ▪ Education attitudinal research undertaken ▪ Language and culture resources project undertaken ▪ Financial resources for and marketing of adult language courses ▪ Advocacy and marketing activities ongoing 	
Vision 2: Where the learning of Cornish is valued in the same way as the learning of other languages	
<ul style="list-style-type: none"> ▪ Languages Ladder assessment mainstreamed ▪ Primary schools support with training materials ▪ 70 primary school teachers trained ▪ Teacher survey undertaken ▪ Support for teacher days ▪ Training programme in development 	

<p>Vision 3: Where the Cornish language is recognised in public life as a valued and visible part of Cornwall’s distinct culture and heritage</p>
<ul style="list-style-type: none"> ▪ Inclusion of Cornish language questions in Quality of Life Survey ▪ Engagement with all existing councils and with unitary authority process ▪ Engagement with other strategic partnerships ▪ Bilingual signage undertaken by 2 councils ▪ Advocacy and support for Cornish language use in cultural projects ▪ Govynn Kernewek and DVD project ▪ Youth and music project ▪ Cornish Pirates Pilot
<p>Vision 4: Where the Cornish language is recognised as contributing positively to the Cornish Economy</p>
<ul style="list-style-type: none"> ▪ The Commercial Use of Cornish Research ▪ Development of a Cornish language Business Support Pack ▪ Established links with Commercial and Tourism Sectors ▪ Provision of Translation and Translator Brokerage Service
<p>Vision 5: Where the Cornish language enjoys respect alongside the other regional and minority languages in the UK such that its standing is enhanced</p>
<ul style="list-style-type: none"> ▪ Improved press relations locally ▪ Global press coverage ▪ Participation in EU events ▪ Engagement with the Network for the Promotion of Linguistic Diversity ▪ Strategic engagement with British Irish Council and other national and regional initiatives
<p>Vision 6: Where the Cornish language has established ways of working, including strong support infrastructure appropriate for its needs which will enable Visions 1-5 to be realised</p>
<ul style="list-style-type: none"> ▪ Cornish Language Partnership established ▪ Business Plan for next phase in development ▪ Funding secured from Cornwall County Council ▪ Funding negotiations with central government in progress ▪ Standard Written Form established

4. General Review of Performance and Achievements

This section of the evaluation reflects on the views and perspectives of representatives of local and central government and related agencies, and of the Cornish Language Partnership (CLP) (including the Management Group). Throughout, issues related to the Objective One project – The Cornish Language Development Project (CLDP) - are considered within the wider context related to Cornwall and the Cornish Language. This section also combines the results noted in section 3 to describe the achievements of the Project.

4.1 Aims and Objectives

Within the broad aims of

- ensuring the development, fostering and encouraging the use of the Cornish Language
- moving the Cornish Language into the mainstream of Cornish life

the objectives of the Project were expressed as

- reviewing the current situation, assessing feasibility and shaping future directions
- developing engagement between Cornish Language voluntary organisations and statutory central and local government organisations
- ensuring consensus on a Standard Written Form, as a pre-requisite to development in education and other areas
- securing future development funding

4.2 Management and Partnership Working

The Cornish Language Partnership (CLP) was formed to oversee the strategic direction of the Project. It comprised representatives of the main Cornish Language voluntary organisations; officials from Cornwall County Council, Government Office South West and the Learning and Skills Council; elected members representing District Councils and a Headteachers representative. The CLP was chaired by the Executive Member for Community Services of Cornwall County Council. It met on a quarterly basis.

In order to support the management of the delivery of the Project, a smaller Management Group was formed (from members of the CLP) which met monthly. The challenge for both the CLP and the Management Group was to ensure

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- that representatives of language groups, often with different perspectives on a number of linguistic issues, could work together
- that voluntary language organisations would work alongside political representatives and officials of statutory organisations (generally for the first time)

Despite these potentially very taxing challenges and a lower level of engagement by some members of the CLP, both the Management Group and the CLP were generally seen as having worked well, being inclusive and actually getting people to work together, with members developing more respect for each other, and even “drawing together groups who had been enemies”. The Chair was universally recognised as being extremely effective, and a key element in ensuring both CLP and the Management Group worked as well as possible. Members of the Management Group displayed commitment to make the process work, contributing considerable time and effort and needing to take challenging decisions at times.

The CLP needed to be inclusive, and was therefore large in terms of number of members. In reviewing structures for the next phase of development the factors of inclusion and size as well as expertise will need to be considered.

One objective was seen as bridging the voluntary language sector and statutory organisations - a new experience for both and one that needs careful consideration in terms of partnership and management structures for the future.

In terms of staffing, there is a recognition that, in hindsight, there was probably not enough staff capacity during the period of implementing the Project. However, there is consistent appreciation by stakeholders of the work of the Project staff, “they worked incredibly hard, with so many balls in the air”, “they’ve done a fantastic job”. The capacity to understand the needs of both statutory organisations (especially Cornwall County Council) and the language organisations; and the facilitating of the Standard Written Form (SWF) process were particularly significant – and Project staff were recognised as crucial to both.

Project management was an area that some considered could have been stronger - there was no project management process in place. This is certainly a consideration for the future. In hindsight, it was also suggested that it could have been useful to record on video past public meetings.

4.3 Integration

At the time of preparing this evaluation the Cornish Language Strategy (CLS) is being reviewed, not merely because of the time that has lapsed since it was prepared, but also because of the momentum created by the Project itself. But it is worth noting that the Project was originally designed to address aspects of the original CLS – education and the learning of the language generally; recognition, visibility and links to the economy; and developing a supporting infrastructure, and conditions that will enable future development to meet the requirement of the recognition under the European Charter for Regional and Minority Languages.

In terms of the integration with generic strategies, the most striking achievement has been the link with the Department of Children Schools and Families (DCSF) ‘Languages Ladder’ process, that gives the Cornish Language a place within the overall strategy for learning languages. Ensuring that links of this kind can be made (however they occur) is a crucial and continuing role for the next phases of development. As in all such situations it is worth reviewing and reflecting in detail on how such links happened, and how to ensure that the potential for other such links can be maximised in the future.

At the most superficial level it is vital to ensure there is reference to the Cornish Language and its development and contribution to other agendas, in the shaping of new strategies. Currently the Cornwall Sustainable Communities Strategy is being finalised. Of great significance to the future is the implementation of the new structure for local government in Cornwall. While there is considerable emphasis on the “mainstream” services and on organisational structures during periods of major reorganisation like this, there is a need for a proactive and creative approach to find hooks to integrate language with other issues. The particular experience of one District Council in linking language with broader strategies could be particularly relevant in the context. The experience of the Cornish Language Development Manager of working within Cornwall County Council has already proved particularly useful in initiating strategic links, but there will be a continuing need to build on these links and to develop new ones. Integration is crucial to grow the engagement with statutory organisations generally but also in terms of future funding.

The other dimension of integration prominent in the minds of stakeholders is the issue of inclusion and broadening the ownership of the Cornish Language, while at the same time ensuring the continuation of the key role of voluntary language organisations. The basic principle that the Language is relevant to everyone and that it is a force for inclusion is fundamental. “The Language truly belongs to me and should belong to everyone in Cornwall.” The pride engendered by the erection of Cornish Language signs in one deprived area reflects its relevance across communities (and sectors like

regeneration in that case). The Project sought to ensure transparency and openness, and widening access, so the Language is not seen as the preserve of a small exclusive group. There are signs that this process, that goes with the grain of changes in attitudes towards regional and minority languages generally, is moving in the appropriate direction.

However, what can happen at the same time as the process of widening ownership is that the very groups of pioneers, without which language preservation and development would not even have started, can start to feel disengaged. In terms of the enlightened and progressive partners who ensured at least a 5 year opportunity for development (by agreeing on a consensus of the Standard Written Form SWF), it will be essential to ensure a continuing key role in future phases. It will also be important to recognise that the negative feelings generated during the SWF process will take time to subside.

4.4 The Standard Written Form (SWF)

Although, technically within the Objective One Project, SWF was one pilot project / activity, it is of such significance that it is addressed separately. The focus here is on reflection on the process and the outcomes, not on describing what happened in detail.

Managing consensus on SWF is seen as “a major achievement”, “a phenomenal success”, that would not have happened without the Project. “It enables the development of the Language to be taken seriously.” The consensus reached ensures a 5 year period (before the SWF is reviewed) when “we can do things”. Conversely without securing SWF the range of developments originally planned, within the timescale of the Project and beyond, could not move on. The Language could not have been included on the Languages Ladder. The ‘Porth’ materials (and the whole range of potential development related to education) could not have happened.

The process of securing the consensus was extremely challenging, with even those familiar with the issues involved surprised by the depth of the differences of opinion and perspectives. Some aspects of the delivery of the process worked better than others. Being a consensus means, naturally, that no one can be totally happy with the content of the outcome – as it should be.

Participants in the process of achieving the SWF, including the language organisations representatives and the Development Manager, all played crucial roles in facilitating and enabling the process. Looking at the results of the Objective One process in isolation it could appear that the SWF process/project took too much resource and time, and delayed the range of other

activities planned, and the shaping of the second phase of development. It also affected the spending profile of the project.

However, such a perspective is negated by realising that many of the pilot activities could not actually be implemented without SWF i.e. that its resolution is the key to enabling future planning; and, in terms of value for money, if it had not been resolved, it conversely could have been described as a wasted investment (i.e. the 3 year funding).

The focus needs now to move towards maximising the real opportunities SWF has created – building on the areas already recognised, but also seeking developments that would not have been possible without SWF (for example, exploring the potential to develop qualifications related to Cornish, with the Learning and Skills Council).

4.5 Pilot Projects and Research

As noted above, the consensus on SWF needed resolution before many other aspects of the Project could happen. At the outset of the planned 3 year project period, there were delays around securing a Memorandum of Understanding to establish the Cornish Language Partnership, and around practical issues of accommodation and recruitment. These kinds of delays are not uncommon on European funding projects, especially in new areas of development.

Consequently the 3 year framework in effect became a 2 year delivery period. Therefore the combined effects of these delays and SWF meant that the start of the other pilot activities and the research elements were squeezed to the latter periods of the Project. The Pilot activities and research aspects are detailed elsewhere in section 3.

On reflection, several stakeholders suggested that it would have been prudent to take more professional advice regarding the range of research projects, in terms of commissioning and managing the initial phases. However the research completed will provide a useful basis for several strands of activities in the next phase. There needs to be a refining of how further research is planned and implemented in future. It would also be useful to work with other commissioners of relevant research to ensure issues to do with the Cornish Language are included in their work. One example already including such issues is the Cornwall Quality of Life Survey (Cornwall County Council). Assuming such Surveys are repeated after the establishment of One Cornwall, it could provide one useful mechanism for assessing changes in awareness, attitudes and support for the Language.

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Activities related to education have focused on the production of the 'Porth' range of materials (booklets and DVD). The materials have been piloted successfully and between 50 and 60 schools have had staff trained (70 teachers in all) to use them. Merely an involvement with these activities (combined with the high quality of the materials and the key personnel involved) seems to have a positive impact on the participants' attitudes to Cornish. As with all other areas of activities, timescales were inevitably tight in the final stages of this initial activity.

Other potential activities related to schools have been explored, for development in future phases, like the implications of the inclusion of Cornish in the Languages Ladder. (One research project has also explored the views of teachers towards the Language and possible developments.) Another research project explored the potential of working with young people specifically (and linking with youth culture generally). Some see this as needing a creative approach that recognises the attraction to young people of something subversive that they 'own'. The 'Pirates' rugby project is an interesting development – linking the Language (in programmes, activities, links with players, etc) in creative ways within an attractive setting to many people in Cornwall.

Providing translation has emerged as an increasing area of activity, increasing from 72 in the first year to 300 in the second, and from 2 in May 2006 to 19 in May 2007, to 61 in May 2008. This is not only noteworthy in itself, but is an indication of an increasing awareness of the demand for translations.

4.6 Communication

Another key aspect of widening the ownership and visibility of the Cornish Language is communication and marketing activities.

The Project has been active in a number of ways in this context (see Section 3). In terms of the perspectives of stakeholders the 'maga' branding is viewed as being highly successful. Presence at events, like the Royal Cornwall Show, on a joint basis with the range of language organisations, is again viewed as successful in proactively increasing visibility.

Many see the need to build on these (and other communications activities) as a major theme to be developed in the next phase. Because of the range of people outside Cornwall interested in the Language – especially people who have moved from the areas, some stakeholders noted the need for communication processes to encompass their interests (mainly via the 'maga' website).

4.7 Links with a broader vision

Some have emphasised the opportunities of linking the development of the Cornish Language inextricably with a broader environmental and cultural ambition for Cornwall. Using culture in the sense of “values and meanings”, the Language becomes more than merely words, it becomes a part of what it is to be Cornish and has potential links with aspects like – the World Heritage Site, holistic economic and social development, creative industries, etc. It gives the whole issue of ‘distinctiveness’ and ‘visibility’ a more rounded meaning – “Culture and language are two important components in creating an exceptional brand” (‘Capitalising on Language and Culture’ – Cardiff University Business School). What would be useful is a small strand for consideration in the next phase that explores the potential practical opportunities of linking the Language with this broader agenda.

4.8 Capturing the local authority experience

The experience within Kerrier District Council, not only on signage, but of providing a broader context for developing practical action, could be particularly useful in the current reorganisation of local authorities in Cornwall. The Cornish Language has been linked, in Kerrier Council, with Council-wide policy and strategy areas like the Community Strategy, and Regeneration, and also with Parish Councils within its area.

4.9 Linguistic requirements

With the resolution of SWF, several stakeholders underlined the need for other linguistic issues to be addressed – corpus needs will clearly require consideration during the next phase.

4.10 General issues and achievements

There is clearly a realisation that this is a crucial period for the Cornish Language

- “I’m thrilled – the Language is now on a threshold...”
- “We’ve been our own worst enemies – hopefully we can move on now”

- “We must capture the moment”

In summary the Project has

- **secured the foundation for significant development over the next 5 years (by ensuring a consensus on the Standard Written Form)**
- **broadened inclusion and ownership of the Language**
- **initiated engagement with statutory central and local government organisations and strategies**
- **created a momentum for progression across a range of areas of interest and an increasing demand for services.**

Both the Cornwall County Council and the Cornish Language Partnership have illustrated clearly their capacity to develop and manage this agenda effectively.

The challenge is to build on this foundation as effectively as possible – ensuring the full value of the initial investment is realised.

5. Key Lessons and Conclusions

So what has been learnt and what are the key issues to consider in planning the next phases?

5.1 Capacity

Future development will depend largely on building capacity. Increasing interest, involvement and use of the Language will need to match with an increasing capability to deliver support to those displaying that increasing interest. In education, for example, practical progress in terms of developing and using further teaching materials in primary schools will depend on the capacity of teachers to use these in appropriate ways. Using opportunities presented by the Languages Ladder development will again need an increase in teachers / trainers with linguistic skills. With the demand for translation services already increasing considerably, the capacity to deliver good quality services as appropriate is becoming an issue.

Experience elsewhere shows that it is very difficult in practice to match capacity and developments perfectly – one has to run as closely as possible with the other, in a parallel process. Both need planning together in ways where they actually support each other, i.e. it is not a matter of spending 3 years developing capacity and then using that capacity, or vice versa. The orchestration and pacing of development over the next phases will need careful consideration.

A key source of capacity is speakers of Cornish who are involved with the voluntary language organisations. It will be essential to consider and plan how to use this capacity as effectively as possible. Of course because people speak a language does not of necessity mean they have the capacity and skills to be useful, for example, in teaching others (the “you-speak-Welsh-so-you-must-be-able-to-teach-it” syndrome!). There will therefore be a need to plan how to up-skill people in this kind of situation, not just in terms of language teaching, but in terms of engaging peoples’ interest, raising awareness, supporting in other ways – as “multipliers”. The voluntary organisations need to explore common areas of interest, how they can work together, and in what practical ways they can maximise their contribution to increasing capacity. In fact, it would seem timely to consider joint working on a more ambitious level than merely occasional co-operation. We would suggest a specific process to explore potential for more generic co-operation.

Another, less obvious, source of capacity may be people involved in education, creative industries, youth work (or any other areas of potential future development) who may not be Cornish speakers, but who have positive attitudes towards the language and want to become engaged. Experience elsewhere

shows these can be supported, in terms of introducing elements of language in ways that add value to the core activities, and indirectly will be contributing to broadening the future capacity base.

It was already clear during the initial period that the Development Project itself needs increased staff capacity. The emphasis on Communication and Education naturally suggests it would be useful to have staff with the vision and expertise to manage the developments in these areas. The capacity to manage projects is also likely to need attention. The most appropriate ways of increasing staff capacity needs to be explored in detail. Naturally, what is actually possible will depend on future funding.

As noted earlier, the actual capacity to deliver effective translation services also needs to be considered in the short and long term.

5.2 Communication

With inclusion, widening ownership and links with a range of aspects of Cornish life as key components of the process of developing the language, Communication has emerged as major theme.

In order to increase visibility / awareness and build ever-more positive attitudes and pride in the language, a range of processes will be needed including

- marketing based activities using appropriate vehicles and media (radio, newspapers, television, internet, events, etc) using 'social marketing' techniques
- working with family / community influencers (like health and family support functions, community and youth groups and organisations, businesses and organisations)
- engaging with sectoral influencers

As with all other aspects, the timing and pacing of activities will need careful planning.

In the Consultation Events held during the Evaluation period, the need for increasing visibility was stressed, for example, in terms of signage of all kinds, developing the practice of using Cornish greetings (generally and in the media), slogans on shop till receipts, etc.

5.3 Links with statutory organisations

Developing the relationships with statutory organisations will remain a key requirement over the next phases, in terms of

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- understanding and responding to policy directions and emphasis
- embedding within generic and sectoral strategies relevant in Cornwall
- identifying ways of adding value and benefits to sectoral areas of interest (education, creative industries, regeneration, etc)

Maintaining a focus on the implementation of the requirements of the European Charter for Regional and Minority Languages in partnership with Government Office South West (GOSW) will remain crucial. Links with other agendas relevant in the context of GOSW and to Government Departments will need to be explored.

The emergence of One Cornwall is, naturally, of great significance. It, potentially, is an opportunity to reflect on notable practice in local authorities, in areas of policy and implementation, in order to explore how to embed such practice in the new Council. If it is possible to capture and use the experience of Kerrier District Council during the implementation period (of establishing One Cornwall), issues of signage could be addressed within a meaningful and creative context. Signage was of great interest (as a key part of developing visibility) during the Consultation Events – and could potentially be a ‘quick win’.

Building further links with individual departments within statutory organisations, particularly relevant to current and future developments, will also be essential.

5.4 Baselines, Research and Evaluation

The research commissioned within the Project was wide ranging and ambitious. In the longer-term it will be essential to have

- a small manageable number of generic measure of progress / monitoring (for example of attitudes, numbers / fluency of speakers)
- the ability to use research, as appropriate, to inform individual projects and programmes developments and evaluation
- transparent and accountable commissioning processes which are robust yet efficient
- clear project management procedures for all subsequent undertakings (applicable to both in-house or externally commissioned work).

The balance between internal implementation and external commissioning of research also needs consideration, in the light of the experience of the project. This is an area where external expertise could be useful, in terms of providing advice and guidance. As well as commissioning research directly, the potential of including questions in standard research processes, or piggy-backing on

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generic ‘omnibus’ surveys need to be considered. Utilising external research expertise will obviously be helpful in managing this whole area of work.

In addition it is important to capture as accurately as possible the information coming in through Enquiries and Translation Requests. This information will no doubt be vital as a performance measure for the CLP but also for other stakeholders, and funding bodies.

In the short-term it will therefore be essential to establish:

- a staff monitoring protocol for capturing all enquiries and translation requests
- a robust and comprehensive database to ease the input and interrogation of data.

5.5 Education / Young people / Skills

The whole area of education is, obviously, very significant to future development, including aspects of

- work with young families and nurseries
- early years in primary schools
- hooks within thematic teaching activities
- working with teachers specifically
- ‘Sense of Place’ – type activities (where the Language is integrated within Cornish themes)
- Maximising opportunities related to the Languages Ladder
- Other links with secondary schools
- Linking with voluntary sector education

One challenge will be how to prioritise, and again orchestrate the phases of development, and the matching of capacity building with practical developments. An over-arching strategic planning process will need to be developed. During the Consultation Events and in the views of some stakeholders, the priority of developing spoken Cornish amongst younger children, and the emphasis on supporting their teachers, was underlined. There may be useful experience elsewhere in this context. Maximising the potential relevance of the Languages Ladder, with all development elements completed by 2010, will need consideration.

The whole area of teaching Cornish to adults is naturally, still highly significant. Building on the immense work of the voluntary organisations, there needs to be a joint approach to continuing to improve consistency of standards and effectiveness. During the Consultation Events, the potential of immersion techniques was raised several times, and the need for radical innovative approaches to language learning was noted.

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In some areas, outside Cornwall, targeting some groups (like parents of young children) has proved a useful dimension of adults language learning. But there are mixed feelings about targeting potential learners. In one Consultation Event the need to create a more social context (a “club” rather than a “class”) was emphasised – “A Cornish Language teaching Club in every town”.

The initial work carried out (within the Project) regarding focusing on young people has considerable potential for development. There are signs in some research (The Cornwall Quality of Life Survey primarily) that younger people tend to be more supportive of the use of the Language (younger in this case being up to 34 years old). In fact, this older ‘young people’ group display the highest level of support – it would be useful to consider why. Linking the Language with areas of particular interest to young people (like music for example as within the Project activities to support the production of a CD) is an approach that can be productive. Ensuring real ‘ownership’ by young people themselves is essential – and even a sense of ‘subversion’.

There may also be opportunities to explore the potential for developing qualifications, linked with ‘vocational languages’ and sectors like tourism, and specific components within ‘enhanced packages’ of training. This is an example of a strand that could be explored (with this case the Learning and Skills Council) in the next phase – for future development within the second phase of Convergence Funding.

5.6 Linguistic Themes

There remains a range of linguistic issues to be addressed in the next period. These key elements of the overall process will, again, need careful planning. They will, potentially, present one area of opportunity for language organisations to work together, and to use specific academic expertise.

5.7 Links with economic development and the private sector

In terms of issues related to how businesses use the Cornish Language, it would seem appropriate to prioritise some sectors and geographic areas, and to work with business networks (where they exist). Support should also be available to individual businesses, who realise the potential competitive advantage of ‘being different’ within a sector. The relevant suppliers of services to businesses (advertising agencies, graphic designers, etc) have proved to be useful partners in the kind of process in Wales, for example. The idea of a business competition / awards was raised in one Consultation Event, as was the need for practical support (translation, marketing, etc).

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In terms of working with large companies (like retail chains), their use of some Cornish can be symbolic in terms of significance and visibility. However, as decisions regarding their advertising / signage / print materials are inevitably made centrally, the sustainability of their use of other languages is often a challenge.

As noted earlier the broader potential links between the Language and economic development could be explored during the next phase – for future roll-out and implementation.

5.8 Creative Industries

Not surprisingly, creative industries are particularly significant in the context of regional languages – not only in linguistic / cultural terms but also economically. It may therefore be worth exploring developing more comprehensive holistic links with creative industries, a sector that seems to have progressed considerably during the Objective One period generally in Cornwall, and with which the Cornish Language / Culture links are clear (as related to film, music, literature, internet radio, etc). Some initial connections were made during the Project period – but much more could be done. An Arts and Media group emerged following the film festival, illustrating the interest and potential for this area.

5.9 Publications

In the past individual voluntary organisations have published a range of materials and books about Cornish and to support the teaching of the language.

In the next phase there is clearly a need to develop a joint overarching process – (of all the voluntary organisations and the Project) to plan the whole spectrum of publications. Within such a plan various options for implementation should be explored with varying degrees of co-operation / merging activities, while meeting the needs of the diversity of interests of individual organisations

5.10 A capacity to innovate

One facility available during the next phase, ideally, would be a capacity to try new things out and to explore other potential areas, either directly or by supporting others to do so.

5.11 Co-operation with other languages and regions

As well as learning from others' experiences, there may be potential to explore joint funding (European) opportunities with other regions and languages.

This kind of issue can be, from experience, very time consuming and can require considerable administration. However, if there were effective networks in place, and funding opportunities of a sufficient scale, then it is an area that could be worth exploring in the next phase.

5.12 Processes and Structures

Issues to be addressed include;

- it is obvious that clarifying the stages of development, matching capacity-building and activity, orchestration and pacing are key issues; “We need lots of small steps”, “We should not rush to do too much”
- therefore, there needs to be in place a long-term ‘vision’ / strategy. The review of the original Cornish Language Strategy is timely – this needs to provide the 10-20 year horizon. But also required is a 3 year Business Plan (currently being produced)
- in terms of the voluntary language organisations, it is essential to explore
 - how they are involved with developing Capacity (5.1)
 - how to recognise opportunities to work together – on individual aspects, but also generically
 - and generally how their contribution can be maximised
- the original Business Plan for the Project included a reference to reviewing future structures. A discussion paper has been prepared. Continuing engagement with local authorities (and in particular with One Cornwall from 2009 onwards) seems essential. There would appear to be consensus that, as the overall process is still in its comparative infancy, the focus should be over the next 3 years on
 - remaining a partnership function within the local authority (with changes as necessary because of reorganisation)
 - that specific expertise and experience should be utilised within sector/theme-focused sub-groups (including people without specific Cornish Language backgrounds, but with empathy and understanding of related issues and sectoral and statutory specialisms)
 - that the longer-term structure/s should be explored as a specific strand during the 3 years

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- in terms of internal operations, specific planning, project management and monitoring processes need to be refined and implemented
- the role of members of the 'Management Group' will need to evolve during the next phase – moving increasingly towards 'trustee' or 'company director' type roles, as opposed to organisational representatives. While this has already happened to some extent during the first phase, and while individual members are highly experienced, it will be useful to recognise this evolution and its implications.

6. Sustainability Future Planning and Funding

6.1 Future potential

In the past, regional and minority languages were generally viewed as marginal or even irrelevant. Increasingly, the benefits of realising the potential of such languages in terms of regional and community well-being is being recognised. Aspects of the education, regeneration social and economic development, creative and sustainability agendas all increasingly encompass distinctive cultural linguistic elements. Interest in languages learning generally also increases within this context.

The underlying influences for such a shift appear to be triggered partly by a reaction to globalisation (in terms of 'sameness'), but also in a growth in the demands of local populations, for example, in Wales where nearly half the parents in an area (with roughly the same population as Cornwall) with very low proportions of Welsh speakers now demand Welsh medium and bi-lingual education.

Even at such a very early stage, there are signs in Cornwall of the start of a similar shift. Even if this shift is currently small in proportion, once a momentum is generated, experience elsewhere suggests, it will build, even if at a slow pace initially. Barriers to moving forward can be internal ("our own worst enemies") as well as external.

The potential benefits to Cornwall, across the range of significant areas of interest, need to be recognised and accommodated, especially within the 5year period of opportunity created by the consensus on the Standard Written Form.

6.2 Future phases

The review of the Cornish Language Strategy will provide the overarching framework for the next 10 years. The pace of development will need to be realistic – developing general capacity and inclusion takes time, and needs to be sustainable. Developing actual activities needs to move hand in hand with growing capacity. A long term commitment and buy-in by local and central government will be needed, and the sustained engagement with statutory organisations will be a necessary pre-requisite.

6.3 The next phase (2008 – 2011)

The Business Plan for 2008-2011 will detail the range of activities required during the period. But from the external perspective of this evaluation, the areas that will seem to need addressing will include;

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Key areas	Broad types of activity	Capacity
Communication	<ul style="list-style-type: none"> - Marketing (media, materials, events, etc) - Visibility (signage, use by private sector etc) - Influencing the family community and sectoral influencers 	<p>Staff</p> <p>Voluntary organisations</p> <p>Expertise</p>
Education	<ul style="list-style-type: none"> - Shaping an overall strategic approach in order to plan all aspects - Working with families/parents - Nurseries / pre-school - Early years (3-7) - Primary school - Secondary schools (Language Ladder) 	<p>Staff</p> <p>Education professionals</p> <p>Expertise</p> <p>Voluntary organisations</p>
Language Learning for Adults	<ul style="list-style-type: none"> - Planning - Securing quality - Training the trainers - Exploring innovative techniques and contexts - Supporting current provision 	<p>Staff</p> <p>Voluntary organisations</p> <p>Adult education</p>
Skills Development	<ul style="list-style-type: none"> - Exploring the potential of Cornish Language training within vocational education, including potential qualifications 	<p>Staff (with LSC)</p> <p>Voluntary organisations</p>
Young people	<ul style="list-style-type: none"> - Working with young people outside formal education, building on the lessons of research completed 	<p>Staff</p> <p>Youth organisations</p>

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Language Services	<ul style="list-style-type: none"> - Translation (standards, processes, in-house, commercial developments etc) - Advice/Enquires Line - Design and marketing - Publications 	<ul style="list-style-type: none"> Staff Translators Voluntary organisations Design and marketing companies
Linguistic Issues	<ul style="list-style-type: none"> - Exploration of needs, and subsequently delivery of prioritised activities 	<ul style="list-style-type: none"> Staff Voluntary organisations Academic input / expertise
Research	<ul style="list-style-type: none"> - Create an overarching research plan - Repeat 'tracking' research (several aspects already completed) - Commission research identified by all other aspects / areas of activity 	<ul style="list-style-type: none"> Staff Research expertise Voluntary organisations
Economic development	<ul style="list-style-type: none"> - All aspects of use of the Language by the private sector (developing an overall strategy based on the research completed) - Explore specific sectors, geographic areas, and business networks to target (in addition) - Develop further the range of links and activities with the creative industries sectors - Establish an exploration/developmental stand of broader economic development potential - Knowledge transfer project – explore potential (Institute of Cornish Studies) 	<ul style="list-style-type: none"> Staff Business organisations/ networks (general & sectoral) Creative industries expertise ICS

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Support for new Innovations	- Responding to specific opportunities, or ideas not as yet identified	Staff
Engagement with Statutory organisations and long term mainstream fundraising	- Central Government (via GOSW) - One Cornwall - Other Agencies - Specific sectoral organisations and departments	Staff
The voluntary language organisations	- An exploration of how organisations can work together on specific aspects, like <ul style="list-style-type: none"> - publications - language learning for adults - A specific process to consider more generic co-operation	Staff Voluntary organisations

6.4 Funding

Maximising the value of the initial investment, (i.e. the funding of the Project) will require

- the capacity to cope with the opportunities and demands ensuing from the foundation established and momentum created
- staff capacity
- development resources
- resources to work with voluntary organisations

As the whole process develops, the potential of securing mainstream funding should increase, for example, for educational, skills, creative industries, economic development, activities. However, actually building even closer relationships with the relevant statutory (and sectoral) organisations and raising the mainstream funding will need staff resource and a period of time. In this kind of situation funding is not likely to appear to any significant degree in the short term.

Care should also be taken to recognise that over-dependence on individual sectoral funding will reduce the inclusive and holistic approach already successfully adopted. The history of language development is littered with failures when there has been over-dependence on one aspect or sector. Therefore the mix of long-term funding required is:

- language-specific (in this case related to Communication, Capacity, Links with Statuary Organisations, Linguistic Themes, Baseline Research and Evaluation, Innovation, etc)
- sector-related (e.g. Education, Young people, Skills, Economic Development, Creative Industries)

It is not within the scope of this evaluation to detail aspects of funding by activity, staff, etc. . Programmes and functions that are developmental by nature need a balance between staff and financial resources – to complete research, develop materials / media, to initiate activities and projects and to continually evaluate lessons and progress. Based on comparative experience of developmental (as opposed to service-delivery) functions that balance needs to be around 50:50. In our experience in similar situations, to build on the initial phase / project, and to allow a capacity to secure longer term mainstream funding will require

- staff capacity (x4) including on-costs, plus overheads at around £130,000 (annually)
- development resources at around £130,000 (annually)
- i.e. total annual funding of around £260,000.

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Lower levels of funding in the next phase will only allow basic maintenance, with increasing demands outstripping the capacity to supply actual activities; losing momentum and potentially wasting the initial investment and the progress secured in the first phase.