



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

Welsh-medium Education Strategy: Annual report 2010–11

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

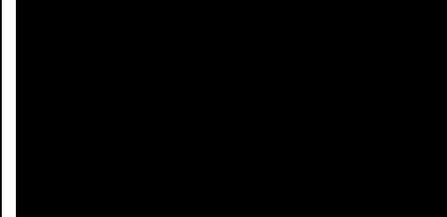


PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

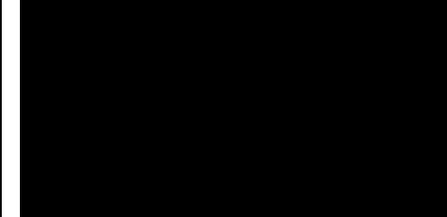


PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

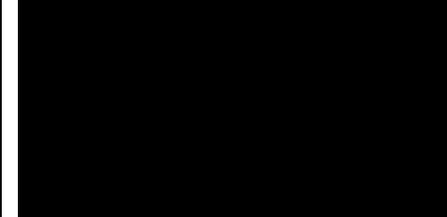


PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Welsh-medium Education Strategy

Annual report 2010–11

- Audience** All bodies concerned with education and training in Wales, headteachers and governing bodies of maintained schools, local authorities, Welsh Language Board, Higher Education Funding Council for Wales, higher education institutions, further education institutions, CollegesWales, work-based learning providers, employer organisations and forums, Estyn, trade unions, Welsh for Adults Centres, Funky Dragon, Sector Skills Councils/standard-setting bodies, Careers Wales, National Institute of Adult Continuing Education (NIACE), Welsh Local Government Association, Cymdeithas Ysgolion dros Addysg Gymraeg (CYDAG), Rhieni dros Addysg Gymraeg (RhAG), Children and Young People's Partnerships, Mentrau Iaith Cymru, voluntary and community organisations.
- Overview** In order to fulfil a One Wales commitment, the Welsh-medium Education Strategy was launched in April 2010. The Strategy contains fixed five-year and indicative ten-year targets based on outcomes which will be used to monitor progress in implementing the Strategy. There is a commitment in the Welsh-medium Education Strategy to monitor progress made against the targets contained in the Strategy and to publish an annual report.
- Further information** Enquiries about this document should be directed to:
Rhiannon Jenkins
Welsh in Education Unit
Welsh Government
Tŷ'r Afon
Bedwas Road
Bedwas
Caerphilly
CF83 8WT
Tel: 01443 663695
Fax: 01443 663653
e-mail: welsh.education@wales.gsi.gov.uk
- Additional copies** This document is only available on the Welsh Government's website at www.wales.gov.uk/educationandskills
- Related documents** *Welsh-medium Education Strategy – Consultation (06/2009); Welsh-medium Education Strategy (2010); One Wales: A progressive agenda for the government of Wales (2007); Iaith Pawb: A National Action Plan for a Bilingual Wales (2003); The Learning Country: Vision Into Action (2008); Skills That Work for Wales: A Skills and Employment Strategy and Action Plan (2008)*
These related documents were all published by the Welsh Government.
This document is also available in Welsh.

Contents

Ministerial foreword	2
Summary	3
Strategic aims	4
Strategic aim 1	4
Strategic aim 2	6
Strategic aim 3	9
Strategic aim 4	12
Strategic aim 5	14
Strategic aim 6	15
Welsh-medium Education Strategy targets, March 2011 report	18

Ministerial foreword

Our vision for the continuing growth of Welsh-medium education and training in all sectors and age ranges is a long-term agenda which aims to build sustainable change. The Welsh-medium Education Strategy is a wide-reaching strategy with a detailed action plan and five specific outcome targets. Our 5-year and 10-year targets reflect a gradual process.

The launch of the Strategy was a major step forward in setting a national strategic direction for Welsh-medium education. The Strategy will establish a stronger framework and policy infrastructure for Welsh-medium education to enable effective forward planning across all phases of education and training. This year's report highlights progress in developing a new planning system for statutory education; further developments in the planning of post-16 provision; and a focus on practitioner development to ensure a Welsh-medium workforce with high-quality Welsh-language skills.

As well as specific pilot interventions and supportive grant-funding focused on new development, work on implementing the Strategy in its first year has involved mainstreaming through all teams in the Department for Education and Skills (DfES) to ensure that Welsh-medium and Welsh-language considerations inform developments in all policy areas. There has also been co-working with other Departments, especially the Heritage, Economy and Transport, and Health Departments during 2010–11.

In the Labour Party's election manifesto we said that we would deliver the Welsh-medium Education Strategy over the course of the next Assembly. Many challenges face us all in the next stage of implementation. However, my Department will continue to work with all partners to ensure that the 2015 targets in the Strategy are met and that the Strategy sits alongside and complements the work being undertaken to increase the use of Welsh in our communities.



Leighton Andrews AM
Minister for Education and Skills

Summary

The *Welsh-medium Education Strategy* was published by the Welsh Government in April 2010 in fulfilment of a One Wales commitment to 'create a national Welsh-medium Education Strategy to develop effective provision from nursery through to further and higher education, backed by an implementation programme'.

An evaluation framework has been commissioned by the DfES Social Research team for this long-term strategy. Following the work on the evaluation framework, a three-year full evaluation from autumn 2011 onwards will research and evaluate the Strategy and a number of specific interventions.

Work has progressed steadily during 2010–11, the first year of implementation of the Strategy, and has been monitored quarterly by a Project Management Board within DfES. In addition, a Ministerial advisory group for the Strategy has met to discuss a draft of this annual report and issues related to progress on implementation of the Strategy.

Good progress on preparing for changes in methods of implementation has been achieved. Steps have been taken to establish new Welsh in Education Strategic Plans which will build on existing Welsh Education Schemes to enable streamlined focus by local authorities on the Strategy's targets. Progress has been made in providing more targeted support to the post-16 sector to develop Welsh-medium and bilingual provision. Raising standards in Welsh first and second language is emphasised and has led to some developments which will be further implemented. Improving the Welsh-language and methodological skills of the education workforce will be key to achieving higher levels in Welsh-language, Welsh-medium and bilingual provision. The Sabbaticals Scheme training has been successfully piloted at foundation level and has been expanded to provide a national network of courses at three levels.

This first annual report outlines the key developments and progress with implementation to date against each of the six strategic aims. The detail of progress towards the five-year outcome targets is also provided, though it should be noted that the latest data from 2009–10 provides only a very early indication of progress made in the context of the Strategy.

Strategic aims

Strategic aim 1:

To improve the planning of Welsh-medium provision in the pre-statutory and statutory phases of education, on the basis of proactive response to informed parental demand.

Local authority planning

Approval was given by Welsh Ministers for the transfer of certain education responsibilities from the Welsh Language Board to DfES, as a result of the Welsh Language (Wales) Measure 2011. In accordance with the Welsh-medium Education Strategy, the responsibility for approving and monitoring the strategic planning of Welsh-medium and bilingual education by local authorities will in future rest with DfES. This means that Welsh Education Schemes, currently being agreed and monitored by the Welsh Language Board, will be superseded from April 2012 by new Welsh in Education Strategic Plans which will take effect from that date. Guidelines on the completion of the Plans is being prepared and local authorities were consulted informally on the template for the Plans in March. Comments received from local authority representatives are being acted upon and further consultation on the guidelines will take place prior to publication.

Measuring the demand

Measurement of parental preference for Welsh-medium statutory education is being undertaken by most local authorities in which a choice between Welsh-medium and English-medium provision is offered. Some local authorities have experienced technical difficulties in accessing live births data from Local Health Boards in order to be able to contact parents/carers of young children for survey purposes, but these initial issues have now been resolved.

Capital funding for schools

Strategic Outline Proposals for the 21st Century Schools Programme for capital funding for school buildings submitted to DfES by local authorities must now contain an organisation strategy across the 3–19 range that includes reference to the demand for Welsh-medium education. Local authorities are also expected to show evidence of

effective working with other local authorities in the area to arrive at their strategic programmes for Welsh-language provision. The 21st Century Schools proposals are being evaluated by policy leads to ensure that they take proper account of the aims and objectives of the Welsh-medium Education Strategy. This process provides another means of monitoring local authority planning and of measuring the demand for Welsh-medium provision. A number of plans for new and refurbished buildings for Welsh-medium and bilingual schools received approval in the capital funding allocations during 2010–11.

Early Years

Preparations are being made to transfer responsibility and core funding for Mudiad Meithrin, another Welsh Language Board function. Local authorities have a duty to secure sufficient childcare provision, specifically the provision of childcare involving the use of the Welsh language. The next provision audits were due from authorities in May 2011 for monitoring by DfES.

Latecomers and other immersion provision

Opportunities for latecomers to access Welsh-medium provision have continued to be provided in two ways. The Welsh Language Board's funding of Latecomer Centres in areas where Welsh-medium or bilingual schools are the norm has continued. The Welsh Language Board's Linguistic Immersion Project, funded by DfES, has resulted this year in a total of 12 schools, from 10 local authority areas, participating in the project, with a total of 195 learners transferring to Welsh-medium and bilingual education in Year 7. A feasibility study to establish possible models for a county-based immersion programme has been held featuring three local authority areas in Wales. Under the transfer of educational functions from the Welsh Language Board, the funding and responsibility for Latecomer Centres will transfer into DfES from April 2012 at the latest.

Other developments

Work on establishing the current situation of Welsh-medium additional learning needs has commenced, with a view to enabling identification of progress and further work.

Strategic aim 2:

To improve the planning of Welsh-medium provision in the post-14 phases of education and training, to take account of linguistic progression and continued development of skills.

14–19 Learning Pathways

Welsh-medium options are continuing to be developed in compliance with the Learning and Skills (Wales) Measure 2009. The 2010–11 plans were assessed and agreed by 1 April 2010 and the Welsh-medium curriculum offer for September 2010 demonstrated that all of the area networks have complied with the Measure's requirements with regard to Welsh-medium and bilingual options. Guidance and indicative budgets for 2011–12 were distributed to area networks and Welsh-medium forums in December 2010 and were assessed for approval before the end of March 2011. The grant funding for Welsh-medium and bilingual vocational developments (£1.6 million), earmarked within 14–19 funding, continues to develop provision within area networks and across consortium areas through the three Welsh-medium Forums. The development of a total of 131 new courses was supported in 2010–11, with 36 of these at Level 3. DfES officials meet and liaise with the three Welsh-medium Forums, and attend their joint chair and coordinator meetings to advise on learning pathways planning and cross-boundary working between 14–19 networks.

Further education colleges

Welsh-medium and bilingual provision within further education (FE) colleges is growing. CollegesWales has agreed a Bilingualism Strategy for all FE colleges, in support of the Welsh-medium Education Strategy. Agreement has been reached that DfES will work with CollegesWales to support development, mentoring and training through the Bilingual Champions and Sgiliaith projects, and by monitoring self-assessment reports and collecting official data through the Lifelong Learning Wales Record. Discussions are taking place between DfES officials and FE college representatives and data managers on improvements in data collection which will better capture FE progress against Welsh-medium and bilingual targets. Specific reference to Welsh-medium, bilingual and Welsh-language provision was included in the letter to FE colleges in March 2011 which outlined priorities for the further education sector.

Following evaluation of the existing pilot project with four FE colleges and a grant application process, an additional four FE colleges have been awarded the Bilingual Champion Grant for 2011–14. Bilingual Champions create a supportive structure for the development of Welsh-medium and bilingual provision, with specific objectives and milestones to improve the development of viable learning pathways for young people through the medium of Welsh. In 2009–10 the four existing colleges in the scheme jointly achieved an increase of 48 new modules or courses delivered through the medium of Welsh or bilingually.

Sgiliaith has continued to provide support to develop post-16 Welsh-medium and bilingual provision through its three-day bilingual methodology training. During 2009–10 a total of 14 schools/colleges and 46 teachers/lecturers received this training. Sgiliaith has also taken steps to get the training accredited as an MA module. It also implements a mentoring programme in FE colleges and with cluster schools, and collaborates with CYDAG on best practice in 14–19 school effectiveness. Sgiliaith, with increased capacity, is being contracted from April 2011 to March 2014 to provide structured support to the post-16 sector to increase and improve the planning and delivery of Welsh-medium and bilingual provision.

Work-based learning

For the first time, there is a contractual requirement for work-based learning providers to have or to develop a Welsh Language Policy with effect from 1 August 2011. As a result, 24 Welsh-language policies were received from providers for review. Best practice guidance for providers will be developed following a baseline analysis of the policies submitted. Best practice examples are also identified in evaluations of self-assessment reports and shared with all providers.

Transformation

All Transformation Plans for post-16 education and training submitted to the Welsh Government have been evaluated by DfES policy leads to ensure that they work within the objectives of the Welsh-medium Education Strategy. This is to ensure that proposals for change describe how opportunities for learners to take courses taught in Welsh will be improved and, where appropriate, ensure that learners can access a school or college where the Welsh language is used for all activities.

Higher education

The Coleg Cymraeg Cenedlaethol (formerly known as the Coleg Ffederal) is expected to be operational by September 2011. Discussions between DfES and the Coleg on progress and co-working will continue over the next period of planning. DfES is planning to broker the interchange of information between the Coleg and the three 14–19 Welsh-medium Forums, and this will inform the Coleg's Academic Development Plans on effective progression into higher education. The Coleg has launched a Welsh-medium Scholarship Scheme to promote the study of higher education courses through the medium of Welsh from academic year 2011/12.

In July 2010, there were 5,330 student enrolments at Welsh higher education institutions (HEIs) with some teaching through the medium of Welsh, 19.9 per cent greater than the number in 2007/08 (4,445). This represented 4.2 per cent of student enrolments at Welsh HEIs compared with 3.5 per cent in 2007/08.

Adult and community learning

The Welsh Government published a policy statement in November 2010, which sets out the strategic aims for Adult Community Learning. The Statement requires that Adult Community Learning providers take account of local needs and demand. Annual planning guidance from DfES to all Adult Community Learning providers includes a specific requirement that providers respond to the need to increase Welsh-medium provision.

Coleg Harlech WEA has continued in 2010–11 to develop new Welsh-medium adult community courses in north Wales, showing an increase of 51 per cent in course numbers from 27 in 2009–10 to 47, and a 34 per cent increase in learner numbers, from 221 to 298. Of the Welsh-medium courses, 13 broke new ground in north-east Wales and north Powys. Alongside the Welsh-medium courses funded by the Welsh Government, Coleg Harlech WEA has also increased the number of its own bilingual courses from 70 to 126.

Other developments

A provider-led learner voice pilot survey was carried out in spring 2010 with FE and work-based learning providers. The survey included a question on the provision of Welsh-medium and Welsh-language support. The response varied between 51 per cent of full-time learners, 41 per cent of part-time learners and 54 per cent of work-based learners rating the colleges' offer of the opportunity to

learn through the medium of Welsh or with Welsh-language support as good or very good. Further proposals will be developed on the basis of this survey.

Strategic aim 3:

To ensure that all learners develop their Welsh-language skills to their full potential and encourage sound linguistic progression from one phase of education and training to the next.

Linguistic progression

The current DfES-funded linguistic progression project, implemented through the Welsh Language Board, to increase the number of learners who transfer from Welsh-medium education at Key Stage 2 to Welsh-medium or bilingual secondary education at Key Stage 3, continued to be successful in 2010–11. To date, the project has supported seven Welsh-medium or bilingual comprehensive schools and their feeder primary schools to provide informed advice to parents/carers and learners on the importance and benefits of linguistic continuity. A number of key factors have been identified which can influence the choice of secondary school by a parent/carer or a learner. DfES will continue to implement the project in 2011–12 to allow the schools currently part of the pilot project to mainstream the lessons learned. During the final year, the project will also focus on producing best practice guidance and marketing tools for schools to provide information to parents/carers and learners about the benefits of Welsh-medium or bilingual education. The new Welsh in Education Strategic Plans will take up and consider this focus on improving linguistic progression.

Welsh first language

Raising standards in literacy is a Welsh Government priority. This includes literacy in the Welsh language. The Welsh-medium Education Strategy and National Literacy Programme emphasise the need to ensure that standards in literacy in the Welsh language are improved. Over the last year the National Literacy Programme has provided additional funding for early intervention 'catch-up' support for children falling behind in their learning, and funding for teacher training, including Welsh-medium training, to improve the teaching of literacy across the curriculum. In addition, a Welsh-language literacy teaching resource box was produced and distributed to all Welsh-medium schools.

A document on higher-order literacy skills in Welsh was developed to assist teachers to recognise and promote higher-order reading and writing skills within Key Stage 3 and Key Stage 4. A wide range of commissioned materials is also being developed, for example an online poetry website, an online magazine for Key Stage 3, and interactive multiple-choice questions on a range of reading texts for Key Stage 3 and Key Stage 4.

A Welsh-language online initial assessment test for both literacy and numeracy has been developed and trialled during 2010–11 and is freely available to all post-16 providers, including schools. In the adult sector a further four Welsh-language books for adults were produced in the Quick Reads series. These books are targeted at adults who are reluctant readers or who are not confident in their reading.

Welsh second language

Raising standards in Welsh second language provision is a priority. Achievement in Welsh second language is the lowest of all curriculum subjects. The Enterprise and Learning Committee's report *The teaching and acquisition of Welsh as a second language* (September 2010) included a number of recommendations.

In response, the Minister for Education and Skills approved the following short-term projects to drive improvements in the acquisition of Welsh as a second language, pending further consideration of the way forward:

- piloting a one-month Welsh-language intensive summer course for those who have completed their initial teacher training (see under Strategic aim 4)
- publishing best practice guidance to illustrate how schools could move forward to raise standards and attainment in Welsh second language and to develop their 'bilingual ethos'
- providing funding for schools or clusters of schools to develop opportunities for learners to use their Welsh-language skills outside the classroom
- developing further the language awareness training pack to produce tailored, multimedia resources for use in schools
- undertaking research to gather detailed information on how Welsh second language is delivered and organised at Key Stages 2, 3 and 4 to inform future developments.

These projects have commenced and implementation will proceed during 2011–12.

A wide range of materials is being commissioned to support the delivery of Welsh second language, such as multimedia resources, including reading texts, for Foundation Phase and Key Stage 2, a resource pack to encourage the use of Welsh outside Welsh lessons in secondary schools, and a textbook for learners following the new GCSE in Welsh Second Language Applied.

Welsh for Adults

The six Welsh for Adults Centres have continued to develop provision in accordance with the DfES priorities. Since their inception in 2006, the Welsh for Adults Centres have been tasked with providing high-quality opportunities for adults to learn Welsh, and ensuring that courses at all five levels of the national framework are available in all parts of Wales. They have responded to the policy aims of the restructuring exercise by eliminating duplication, providing appropriate progression routes for learners and improving quality by providing training opportunities for tutors. The Centres have also been required to develop their provision in line with Welsh Government strategic priorities, including Welsh for the Family, Welsh in the Workplace, intensive courses and increasing the use of e-learning.

The most recent data shows an increase in the number of learners following Welsh for Adults courses from 17,570 in 2007/08 to 18,220 in 2008/09. The data also shows that Welsh for Adults Centres have been successful in increasing the number of learners who are progressing between levels in the national framework. Guidance on Welsh for Adults data collection for 2010/11 was published, and this will help to address the current issues with data and allow for the development of national performance measures.

An external evaluation of the Welsh for Adults programme was completed. The evaluation was generally supportive of the actions taken by DfES and the Welsh for Adults Centres to move the sector forward. The report offered a number of recommendations for the future which will be considered for implementation during 2011–12.

Welsh-language skills in the workplace

The Wales Employment and Skills Board's report *Skills Policies and the Welsh Language*, published in February 2011, includes a number of recommendations for the Welsh Government to consider with regard to promoting recognition of Welsh as a skill in the workplace,

measuring the demand for Welsh-language skills, and sharing labour market information to inform the planning of Welsh-medium and bilingual post-16 provision. The Welsh Government's response to the report will be made available shortly.

The recent Enterprise and Learning Committee's report *Bilingual training and skills in the workplace and business interface with the public*, published in February 2011, also has a number of recommendations with regard to Welsh-language skills in the workplace. Both reports will inform developments in 2011–12.

As part of a programme to develop understanding of the skills requirements of the wider economy, DfES is currently giving consideration to the design and implementation of a Labour Market Intelligence Unit. The Unit's remit would include employers' Welsh-language skills requirements to enable them to provide their customers with services through the medium of the Welsh language. Based on such information DfES would be able to improve the planning of skills and educational provision.

Other developments

Revisions are being made to the *laith ar Waith* vocational Welsh-language units, which are designed to ensure that more learners can apply their vocational skills in the Welsh language.

Work has progressed during 2010–11 to develop an online method of assessing the Welsh-language skills of employees within the workplace.

Strategic aim 4:

To ensure a planned Welsh-medium education workforce that provides sufficient numbers of practitioners for all phases of education and training, with high-quality Welsh-language skills and competence in teaching methodologies.

Initial teacher training and Early Professional Development

As a first step to improving Early Professional Development (EPD), and specifically the Welsh-language skills of newly qualified teachers, a four-week intensive Welsh-language course has been planned. This course will be piloted with those who complete their initial teacher qualification in the summer of 2011 and who are about to take up posts in English-medium primary schools. These courses will be delivered by the three Welsh for Adults Centres local to the three initial teacher training centres, in north, south-east and south-west Wales.

A national and regional infrastructure and capacity for Continuous Professional Development

The Welsh-language Sabbaticals Scheme builds on the pilot phase to enable greater opportunities for training in all parts of Wales. Developed from the original pilot and two external evaluations, the pilot expanded during 2009–11 to include higher-level courses in Bangor, Cardiff and Carmarthen, and foundation-level courses at Carmarthen and Aberystwyth. The foundation courses are aimed at improving the linguistic skills of primary teachers working in English-medium or bilingual schools. Between 2006 and March 2011, a total of 308 practitioners completed the courses – 261 at the higher level and 47 at foundation level. The completion rates to date are 100 per cent at foundation level and 98 per cent at the higher level.

The Sabbaticals Scheme will now be extended to run until 2014 and a procurement process to provide entry, foundation and higher-level training courses to be held at three locations (north, south-west and south-east Wales) has been completed. The entry-level courses will be specifically for classroom assistants.

A fact-finding review of the work of Athrawon Bro was commissioned this year by DfES in collaboration with the Welsh Language Board and the report will be available shortly. The grant funding for Athrawon Bro will be transferred from the Welsh Language Board to DfES by 1 April 2012. More detailed plans for refocusing the work of Athrawon Bro and creating a coherent national and local training framework were discussed with external experts in the Training Advisory Panel between October 2010 and February 2011, and advice will be submitted to the Minister.

Best practice guidance to inform the work of Professional Learning Communities (PLCs) under the School Effectiveness Framework will be developed during 2011–12 and will include work on best practice for literacy in Welsh, Welsh-medium provision and Welsh second language.

Early Years practitioner training

The contract for Early Years practitioner training through Cam wrth Gam and Geiriau Bach was extended this year to 31 March 2013 and a new cohort of candidates was interviewed for places from April 2011. The Mudiad Meithrin partnership with University of Wales Trinity St David delivers training through two separate, but closely related, programmes – Cam wrth Gam and Geiriau Bach. There are 330 Welsh-medium practitioners trained each year through these

programmes – 180 through Cam wrth Gam and 150 through Geiriau Bach. Geiriau Bach is now operating across 10 local authority areas. Cam wrth Gam provides training across the whole of Wales and has established a national intranet where cylchoedd meithrin are able to publicise their provision and advertise staff vacancies and where students seeking opportunities are able to post their CVs. Both programmes have been externally evaluated and have met or exceeded their targets since the projects began in 2004.

Welsh for Adults tutor training

Funding arrangements for the 2010–12 cohort of Welsh for Adults tutors following the National Welsh for Adults Tutors' Qualification have been confirmed, and approximately 60 tutors are currently following the course across Wales. A total of 57 tutors completed the course between 2008 and 2010. A blended learning version of the qualification is also being developed and piloted.

Other developments

DfES is currently working with the Welsh for Adults Centres and Mudiad Meithrin to develop a tailored Welsh-language training course for Early Years practitioners in Welsh-medium settings to improve their Welsh-language skills.

Strategic aim 5:

To improve the central support mechanisms for Welsh-medium education and training.

Welsh-medium and Welsh-language qualifications and assessment

Grants were awarded to seven awarding organisations during the year to provide 28 additional vocational qualifications through the medium of Welsh, in response to demand. Grants were also issued to ten sector bodies to pump-prime Welsh-medium provision in the new Qualifications and Credit Framework, and guidance issued to sector bodies on measuring demand for Welsh-medium skills, standards and qualifications. Grants to support Welsh-medium general qualifications continue to be paid to four awarding organisations in response to identified needs.

A Task and Finish Group comprising key partners was established in February 2011 to consider options for increasing the number of Welsh-medium assessors and verifiers. Work will be implemented during 2011–12.

DfES has continued to support the National Framework for Assessment for Welsh for Adults via a suite of WJEC examinations and credit pathways. Work is ongoing with Agored Cymru to develop Welsh for the Family and Welsh in the Workplace qualifications.

Teaching and learning resources

Sixty-nine new projects were commissioned during the year to produce Welsh and bilingual teaching and learning resources, covering a range of 3–19 curriculum subjects and Welsh for Adults. New subjects include Law, Business Administration, Psychology and Sociology. More than 300 titles, including print and electronic materials (online/CD-ROMs/DVDs) were published during the year. These included more than 100 titles in a new primary reading scheme to support Welsh-language literacy.

After consulting schools, colleges and publishers in May 2010 to gather evidence of perceived needs, 24 needs identification panels, attended by a total of approximately 200 practitioners, were held during the year. The panels considered the evidence and identified and prioritised projects for inclusion in the commissioning programme.

The Welsh Books Council was contracted to undertake a comprehensive programme of activity to improve awareness and promote availability of commissioned materials, including production and distribution of a range of catalogues and promotion of resources at the Urdd Eisteddfod and National Eisteddfod.

The Royal National Institute of Blind People was funded to produce a Welsh-language speech engine for use in educational software and other areas in cooperation with the Welsh Language Board.

A three-year project set up with the Technology Unit, University of Bangor, commenced in April 2011 to provide an online terminology service, meeting Strategic objective 5.5.

Strategic aim 6:

To contribute to the acquisition and reinforcement of Welsh-language skills in families and in the community.

Welsh for the family

Two bespoke Welsh-language courses for the family have been developed. The Cymraeg o'r Crud course, which is aimed at parents/carers with babies, is proving to be popular and more than 30 courses have been delivered since September 2010. It is an

example of good partnership working between Twf, a project to spread the message about the value of two languages, and the Welsh for Adults Centres. The Welsh for the Family course, for families with children in the Foundation Phase, is currently being piloted through the Welsh for Adults Centres and marketed in partnership with Mudiad Meithrin. There are currently more than 300 pilot courses being delivered across Wales.

Informal and non-formal opportunities within education settings

Non-formal and informal opportunities to use Welsh outside lessons are vital to raise confidence and encourage young people to use the Welsh language, which in turn will drive up standards. This involves collaboration with many partners, including the team working on the proposed Welsh Language Strategy.

The Welsh Language Board has undertaken a project that encourages Year 12 and Year 13 learners to promote the use of informal Welsh in schools. In particular, the project supports older learners in arranging activities such as a school radio or rock workshops through the medium of Welsh for the younger learners. Current self-assessments by learners indicate increased confidence in speaking and greater use of informal Welsh outside the classroom as a result of the project.

Informal and non-formal opportunities in the community

A good practice guide for maintained and voluntary youth services to increase engagement in Welsh-medium activities and cultural programmes has been funded. A conference for local authority and voluntary sector officials involved in the provision of Welsh-medium youth services and the promotion of the Welsh language by youth services was held in February 2011.

A Welsh-language element has been added to the youth services standards with a description of three levels of service. From 2011–12, each local authority will collect information on the three levels of engagement. From 2011–12, the National Youth Service Audit will collect data on the Welsh language. This document has been included within the updated National Youth Service Action Plan, which is due for consultation in due course.

A group has been established with representatives from Welsh Government, the Welsh Language Board and Urdd Gobaith Cymru to share information and identify key issues with Welsh-medium informal learning. An action plan will be developed in light of the proposed Welsh Language Strategy.

Level 2 and Level 3 certificates in Youth Work are now available through the medium of Welsh.

Of the placements funded by DfES, a quota of youth work apprentices will require Welsh-language skills. Every apprentice will be asked to develop young people's Welsh-language skills.

Other developments

Discussions have commenced with S4C with a view to working in partnership to promote and develop supporting resources for programmes suitable for learners in education and training as well as adult learners.

Welsh-medium Education Strategy targets, March 2011 report

Outcome 1

More 7-year-old learners being taught through the medium of Welsh.

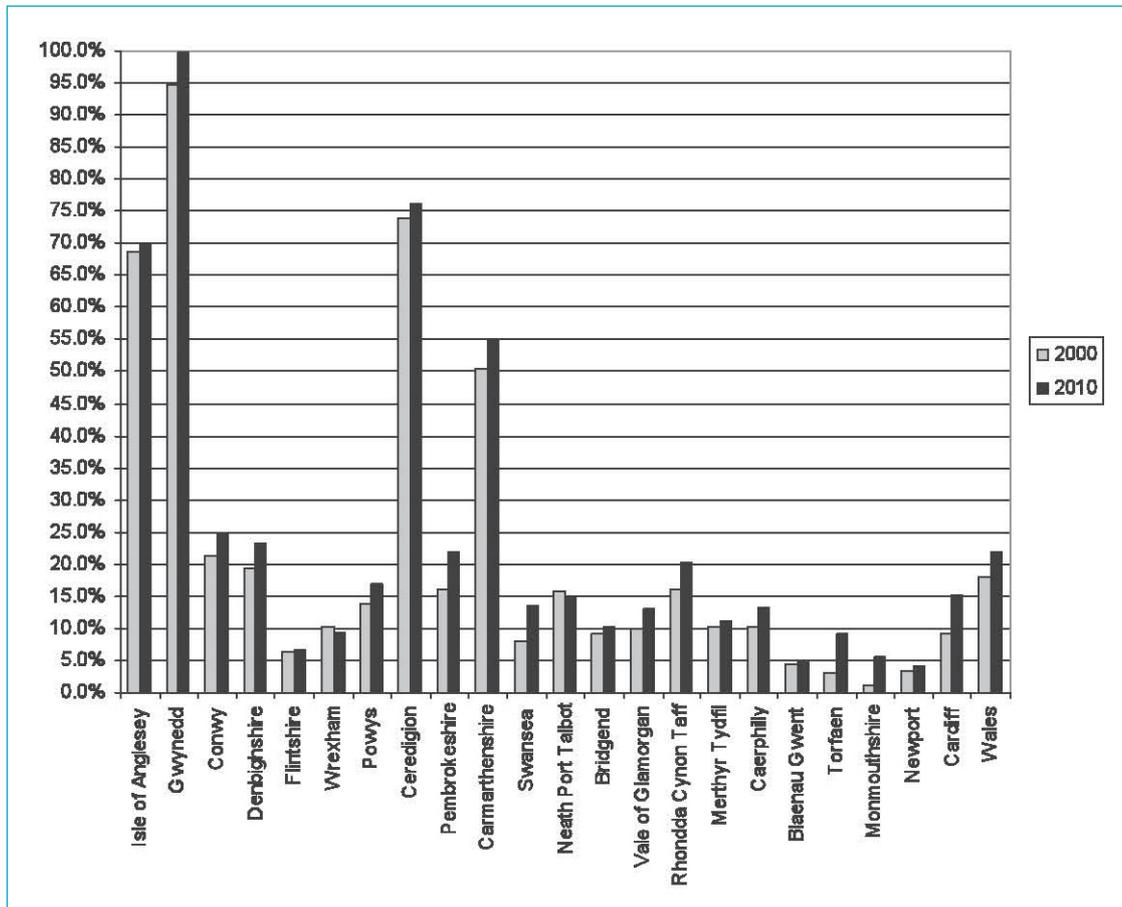
Indicator	Targets		
	2009	2015	2020
The percentage of Year 2 learners, assessed in Welsh (first language)*	21%	25%	30%

* in 2015, as assessed in Welsh in the Foundation Phase Language, Literacy and Communication Skills Area of Learning.

Outcome 1 Indicator (2010) = 21.8% (summer 2010)

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
18.1%	19.0%	18.9%	19.1%	19.5%	19.6%	20.0%	20.3%	21.0%	21.0%	21.8%

Outcome 1 Indicator for the years 2000 and 2010



Outcome 2

More learners continuing to improve their language skills on transfer from primary to secondary school.

Indicator	Targets		
	2009	2015	2020
The percentage of Year 9 learners assessed in Welsh (first language)	16%	19%	23%

Outcome 2 Indicator (2010) = 16.0%

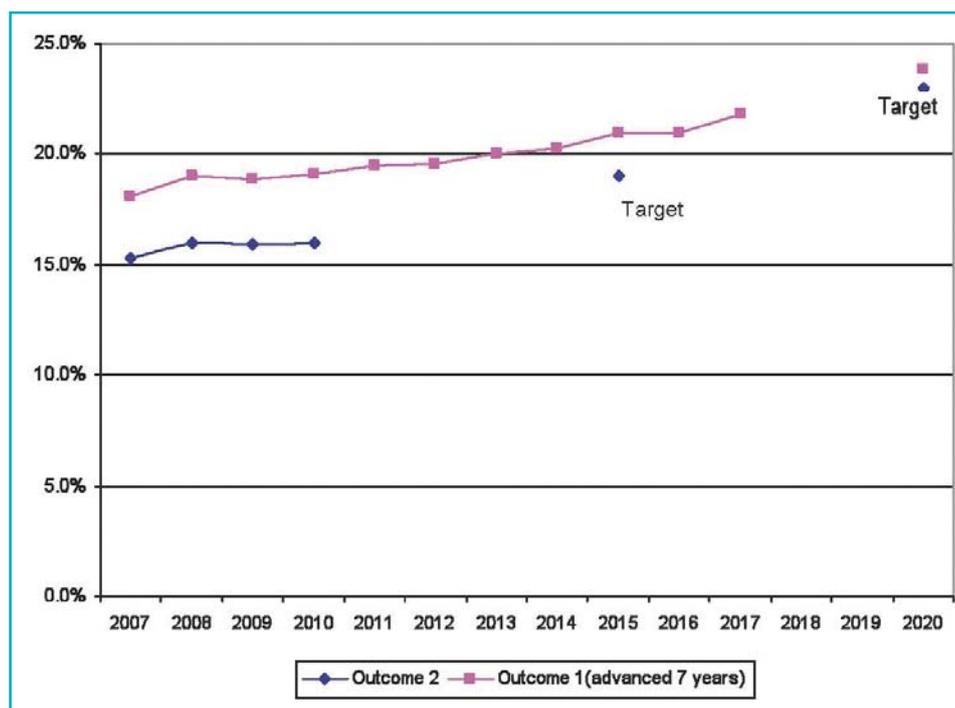
2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
13.0%	13.8%	13.9%	14.4%	14.7%	14.4%	15.7%	15.3%	16.0%	15.9%	16.0%

Year 9 of 2010 (Outcome 2) were in Year 2 in 2003 (Outcome 1).
Outcome 1 (2003) = 19.1%

Progression from Outcome 1 (2003) to Outcome 2 (2010) = 83.8% (16.0/19.1),
representing a loss of 16.2% of cohort.

The targets are aimed at reducing this loss to 10% (2015) and 5% (2020).

Outcome 2 and Outcome 1 (advanced 7 years)



Outcome 3

More learners studying for qualifications through the medium of Welsh.

Indicators	Targets		
	2009	2015	2020
3a. Percentage of learners entered for GCSE Welsh First Language entered for at least two further Level 1/2 qualifications through the medium of Welsh	80.9%*	84%	88%
3b. Percentage of learners entered for GCSE Welsh First Language being entered for at least five further Level 1/2 qualifications through the medium of Welsh	58.4%*	62%	68%

* Based on Welsh Government data. Figures in published strategy were based on WJEC data.

Outcome 3 Indicator (2010)

Indicator 3a: At least two Welsh-medium subjects = 79.5%

Indicator 3b: At least five Welsh-medium subjects = 59.7%

Outcome 4

More students aged 16–19 studying subjects through the medium of Welsh, in schools, colleges and work-based learning.

Indicators	Targets					
	2007/08		2015		2020	
Student learning activities by medium of delivery*	WM**	B**	WM	B	WM	B
Schools	9.6%	5.3%	12%	6%	14%	6%
Further education institutions	0.2%	4.5%	1%	6%	2%	8%
Work-based learning	0.2%	1.2%	0.5%	2%	1%	3%

* excluding Welsh-language learning

** WM = Welsh-medium, B = Bilingual (at least 50% Welsh-medium)

Outcome 4 Indicator (2010)

Student learning activities by medium of delivery	2008/09	
	WM	B
Schools	10.6%	6.4%
Further education institutions	0.3%	5.8%
Work-based learning	0.2%	1.6%

Outcome 5

More learners with higher-level Welsh-language skills.

Indicators	Targets		
	2009	2015	2020
5a Total A level Welsh First Language entries as a percentage of GCSE Welsh First Language entries, two years earlier	6.7%*	7%	8%
5b Total A level Welsh Second Language entries as a percentage of full and short course GCSE Welsh Second Language entries, two years earlier	3%*	3.5%	4%

* Based on Welsh Government data. Figures in published strategy were based on WJEC data.

Outcome 5 Indicator

Indicator 5a: First Language = 6.7% (362 entries)

2003	2004	2005	2006	2007	2008	2009	2010
8.2%	7.9%	8.2%	7.7%	7.4%	7.0%	6.7%	6.7%
361	353	402	387	377	364	346	362

Indicator 5b: Second Language = 2.3% (496 entries)

2003	2004	2005	2006	2007	2008	2009	2010
2.6%	2.9%	2.7%	2.8%	2.5%	2.9%	3.0%	2.3%
489	559	517	562	460	574	595	496