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Welsh Government

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Welsh-medium Education Strategy: Annual report 2011–12

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Welsh-medium Education Strategy

- Audience** All bodies concerned with education and training in Wales, headteachers and governing bodies of maintained schools, local authorities, Welsh Language Commissioner, 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** The *Welsh-medium Education Strategy* was published 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.
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- 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 (067/2009)*; *Welsh-medium Education Strategy (2010)*; *Welsh-medium Education Strategy: Annual report 2010–11 (2011)*; *A living language: a language for living – Welsh Language Strategy 2012–17 (2012)*; *A living language: a language for living – Welsh Language Strategy 2012–17 – Action Plan 2012–13 (2012)*; *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.

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Ministerial foreword

When I published the Welsh Language Strategy *A living language: a language for living* on 1 March this year, I stated that it should be read alongside the *Welsh-medium Education Strategy* which was published in 2010. The second year of implementing the Welsh-medium Education Strategy has now concluded, and I am able to present evidence of considerable progress made by the Department for Education and Skills and its external partners against the aims and objectives outlined in the strategy.

In December 2011, local authorities, for the first time, reported to the Welsh Government on how they are progressing against targets outlined in the strategy through the new, non-statutory Welsh in Education Strategic Plans. In 2011, the Programme for Government made a commitment to place Welsh in Education Strategic Plans on a statutory basis, in order to ensure that Welsh-medium education is planned and provided, in the future, in accordance with parents' and carers' wishes. This action is proposed in the first Education Bill put before the National Assembly for Wales in 2012. We will want to know how local authorities are increasing the number of learners experiencing Welsh-medium education, how they are working to increase post-14 Welsh-medium provision, how they are improving rates of progression, how they are training the workforce and how they are improving the support for learners with additional learning needs. We will be looking closely at performance data and we will challenge local authorities where there is a need for improvement.

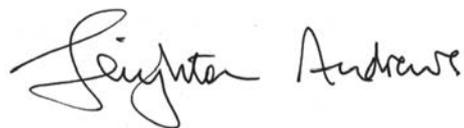
The abolition of the Welsh Language Board and the creation of the Welsh Language Commissioner under the Welsh Language (Wales) Measure 2011 has entailed reorganisation of grant funding formerly provided by the Welsh Language Board. This has enabled the consolidation of various different education grants into a single grant – the Welsh in Education Grant. This is in line with my aim to have fewer initiatives and keeping it simple. There will be one single grant to support Welsh in education, and local authorities will be expected to show how this grant will tie-in with the Welsh in Education Strategic Plans and lead to better outcomes.

Considerable progress has been made in the number of vocational courses on offer through the medium of Welsh or bilingually for learners in the 14–19 phase, and I am pleased that the further education sector is pursuing its Bilingualism Strategy with vigour. In addition, the Coleg Cymraeg Cenedlaethol has been formally established to ensure that learners can continue to learn through the medium of Welsh in higher education.

The Welsh-medium Education Strategy is aimed at long-term and sustainable development. We have now completed the second year of implementation, but the data is for the academic year 2010/11, and so it is too early to assess the impact of the strategy targets at this point in time. We shall be evaluating the evidence in more detail over the next three years.

Many challenges remain to be fully tackled. Raising standards in literacy and numeracy must be a priority for everyone, and no one should underestimate the challenge of developing literacy in both English and Welsh. We also need to remember that less than a fifth of our secondary school population is currently taking advantage of Welsh-medium provision, and I shall be considering how best to address the need for improvements in Welsh second language across Wales. We also need to assess how far actions taken so far are raising the Welsh-language skills and improving linguistic methodologies and practices among our teachers and practitioners, and what else we all need to do to raise standards everywhere.

The work in support of the Welsh-medium Education Strategy will now also interlink with the work of the new Welsh Language Strategy in order to increase opportunities for people to use the language in their everyday lives, in their communities and in their workplaces.

A handwritten signature in black ink that reads "Leighton Andrews". The signature is written in a cursive, flowing style.

Leighton Andrews AM
Minister for Education and Skills

Summary

This second annual report on the Welsh-medium Education Strategy shows how the Welsh Government is introducing a new planning framework for Welsh-medium education delivered by local authorities. The new Welsh in Education Strategic Plans (WESPs) have been analysed and are operational from 1 April 2012. The tie-in with other policies such as capital funding for schools and school organisation is ensured. Feedback is being provided to local authorities and discussions will continue during the year.

The Programme for Government stated that WESPs are intended to be made statutory. Preparations for inclusion of the WESPs in the Schools Standards and Organisation Bill are complete, and the Bill has now been introduced and is being discussed in the National Assembly for Wales. The responses to the Welsh in Education Strategic Plans section of the White Paper were on the whole very positive.

The Welsh Government has also been preparing the way for transfer into the Department for Education and Skills (DfES) of some of the grants previously provided by the Welsh Language Board. This enables us to combine the grant for local authorities for the work of athrawon bro with the existing Welsh in Education Grant for 2012–13, to provide a unified grant in support of the Welsh-medium Education Strategy. This grant will be monitored throughout 2012–13 in the context of the WESPs, to ensure that the funding follows more closely the development intentions of each local authority, as well as moving towards a more systematic framework for practitioner training in Welsh-language and Welsh-medium methodology skills. The Sabbaticals Scheme has been expanded to provide a wider range of courses in a greater number of locations across Wales to enable improved practitioner Welsh-language skills in all sectors.

Preparations have also been made for the Welsh Government to work far more closely with Mudiad Meithrin and National Day Nurseries' Association, following the abolition of the Welsh Language Board.

In the Post-14 sector, the Bilingual Champion project was rolled out to an additional four further education (FE) colleges in 2011–12, making a total of eight colleges being supported by the project. Preparations have now been made to roll out the scheme to all remaining FE colleges by April 2013. Effective cooperation has been established through the FE colleges Bilingualism Strategy with ColegauCymru to move the Welsh-medium and bilingual agenda

forward in FE. An appointment has also now been made for a Bilingual Champion in the work-based learning sector, funded by the Welsh Government.

The commencement of the Coleg Cymraeg Cenedlaethol in September 2011 will provide exciting Welsh-medium developments in higher education (HE). The provision of 26 staff posts being either fully or partially funded by the Coleg Cymraeg Cenedlaethol from 2011/12, with potentially another 33 coming on stream in 2012/13, will enable advances in a wide range of disciplines, which in turn will provide improved opportunities for Welsh-medium progression from pre-19 learning.

Some small increases can be demonstrated against the five outcome targets set in the Welsh-medium Education Strategy, though the latest data from 2010/11 can still only show early indications of progress.

The evaluation framework for the strategy was commissioned and completed, preparatory to contracting the full evaluation.

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

One of the key elements of the Welsh-medium Education Strategy is the introduction of a new planning framework for Welsh-medium education led by Welsh Government and delivered by local authorities. This new system will replace the former Welsh Education Schemes which were submitted to, and monitored by, the Welsh Language Board under the Welsh Language Act 1993, up until 31 March 2012. From December 2011, each local authority is expected to present an annual Welsh in Education Strategic Plan (WESP) to the Department for Education and Skills (DfES).

All 22 local authorities submitted WESPs according to the timetable and these are being analysed in the context of the Welsh-medium Education Strategy, the Welsh in Education Grant and other relevant policies and processes, such as capital funding, school organisation and literacy. Feedback was provided on the WESPs to local authorities by the end of March and the plans are operative from 1 April 2012. Discussions with local authorities and consortia will be ongoing throughout 2012–13 to consider effective follow-up and target-setting for these plans.

Preparations for inclusion of the WESPs in the Schools Standards and Organisation Bill have been completed, ready for introduction in the National Assembly for Wales. Consultation on the White Paper was carried out between 10 October 2011 and 5 January 2012, and a report on the responses was published in March. The responses to the section of the White Paper on WESPs were on the whole very positive – 27 in favour, two were in agreement with some and seven disagreed with most of the proposal.

School organisation

Analysis of oversubscribed Welsh-medium schools has been carried out as part of an exercise to assess capacity and uptake of schools, and these findings are being cross-referenced with the 21st Century Schools Programme for capital funding and with the WESPs from local authorities.

Currently, there are 1,435 primary schools in Wales. Of these, 33 per cent are Welsh-medium or bilingual (419 Welsh-medium primary schools, where Welsh is the sole or main medium of instruction, and 48 dual stream schools, where Welsh-medium provision is provided for some learners). Four new Welsh-medium primary schools were established in three local authorities in September 2011.

There is a high number of small schools in the more rural areas of Wales, which means that the proportion of Welsh-medium or bilingual schools (33 per cent) on the whole is greater than the proportion of learners in such provision. The numbers of 7-year-old learners being taught through the medium of Welsh or bilingually in 2010/11 formed 21.9 per cent of the total.

Out of the 222 secondary schools at January 2011, there were 32 Welsh-medium schools in the secondary sector in Wales and 24 bilingual schools, where Welsh-medium provision is used for part of the curriculum or for one or more streams in the school. In 2010/11, 16.6 per cent of 14-year-old learners studied Welsh as a first language.

Capital funding for schools

All Strategic Outline Programmes in the first wave of investment through the 21st Century Schools Programme have been approved. Consideration of Welsh-medium provision formed a component part of this assessment process. The next stage of approvals for the programme will require compliance with key Welsh education policies including the Welsh-medium Education Strategy.

DfES will consider pausing programmes either where there is inadequate policy compliance in a local authority or where, at project level, the proposed solution is regarded insufficient to meet the demand for Welsh-medium provision for a particular catchment/area. It should be noted that some projects will require procedures under the School Standards and Framework Act 1998 and outcomes of this process cannot be prejudged.

Transformation

Transformation proposals have been submitted to the Welsh Government from local authorities and FE colleges, including mergers. All Transformation proposals submitted have been evaluated by DfES policy leads to ensure they demonstrate maintenance and enhancement of Welsh-medium provision. This is also in alignment with the 21st Century Schools proposals.

Early years

Childcare

The 2011 Childcare Sufficiency Assessments were analysed jointly between the Department for Health, Social Services and Children and DfES, and feedback was given to local authorities, including feedback on provision through the medium of Welsh. Gaps in provision were highlighted and local authority Childcare Action Plans were requested to address these issues. A Sufficiency Assessment Refresh was due from authorities by the end of March 2012 which should evidence improvement. Where there is no improvement this will need to be addressed at both a local and national level.

Foundation Phase

The Foundation Phase curriculum completed its statutory roll-out from September 2011 and is now available to all 3 to 7-year-olds. The first round of end-of-phase assessment results which includes language, literacy and communication through the medium of Welsh will be available during the summer of 2012.

The Foundation Phase evaluation programme is under way and will include consideration of the Welsh-language elements, and specifically Welsh-language acquisition in Welsh-medium and bilingual settings.

Since September 2011, Estyn have been assessing Welsh Language Development in the Foundation Phase. Their report, identifying how effectively funded non-maintained settings and maintained schools are delivering the Welsh Language Development Area of Learning (in English-medium settings), will be published in 2012. A separate report by Estyn on Welsh-language acquisition in Welsh-medium settings in the Foundation Phase will be undertaken during 2013.

Mudiad Meithrin

In 2011–12, Mudiad Meithrin received its grant covering core costs from the Welsh Language Board. Preparations have been made to transfer this responsibility to DfES following the abolition of the Welsh Language Board. Discussions have taken place with Mudiad Meithrin on how progression from *cylchoedd meithrin* to Welsh-medium statutory provision can be planned more effectively in conjunction with local authorities from 2012, using data from WESPs.

Mudiad Meithrin is responsible for approximately 550 cylchoedd meithrin across Wales offering daily sessional care and education for children 2 to 5-years-old. Over 12,000 children are given the opportunity to learn through play through the medium of Welsh in the cylchoedd meithrin. Mudiad Meithrin also supports over 450 cylchoedd Ti a Fi across Wales. These groups offer an opportunity to children, from birth through to compulsory school age, and their parents/carers to meet once a week to socialise, share experiences and to play together in an informal Welsh atmosphere.

National Day Nurseries Association (NDNA) Cymru

Since 2006–07, NDNA Cymru has received an annual grant of £8,000 from the Welsh Language Board to part-fund the position of Welsh Language Support Worker in day nurseries. As a result of the assistance offered through the work of a Welsh Language Support Worker in a sample of 12 nurseries in Denbighshire, Flintshire and Wrexham, staff reported an increase in their confidence to use the Welsh language with children in the nurseries. Preparations have been made to expand this work in 2012–13 with a grant from DfES.

Latecomers and other immersion provision

Opportunities for latecomers (those moving to areas where Welsh-medium or bilingual provision is the norm) to access Welsh-medium provision has continued through the Welsh Language Board's funding of Latecomer Centres through grants to local authorities for the work of athrawon bro. This funding transferred to DfES in April 2012 and forms part of the Welsh in Education Grant (see under strategic aim 4).

A total of 186 Year 7 learners were registered on the Immersion Project in September 2011. This project, run by the Welsh Language Board on behalf of DfES, provides opportunities for learners aged 10 to 11 to enter Welsh-medium provision at a late stage from English-medium or bilingual provision. Since 2004, the overall total of learners undertaking Welsh-medium provision as a result of this project has reached 974. Arrangements were made for the funding for this project also to be incorporated into the Welsh in Education Grant from April 2012. A guide to disseminate the findings from the project and provide best practice was launched at a conference held on 22 February 2012. Copies of *Late Language Immersion: a second chance* (Welsh Language Board, 2012) can be obtained by contacting welsh.education@wales.gsi.gov.uk

Other developments

Additional learning needs

Information about local authorities' provision of Welsh-medium additional learning needs (ALN) has been requested in the Welsh in Education Strategic Plans. Analysis of these returns will provide the basis for further consideration. Local authorities will be asked to take action to improve Welsh-medium provision for learners with ALN. The focus is on extending Welsh-medium capacity on a regional basis, in the context of the proposed reforms to ALN.

Information to parents/carers

School Information (Wales) Regulations were revised in September 2011, and now require school governing bodies to include in their published prospectus information about the extent of Welsh-medium or bilingual delivery, the extent to which Welsh is the usual language of communication in the school and arrangements at the school to facilitate continuity in the extent of the instruction in Welsh.

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

Compliance with the Learning and Skills (Wales) Measure 2009 on 14–19 Learning Pathways has been assured in each 14–19 Network, and Welsh-medium options are being developed and maintained.

The Welsh-medium and bilingual 14–19 grant to local authorities has been ringfenced since 2008–09. As a result, considerable progress has been made in building effective 14–19 bilingual partnerships between schools and FE colleges. In 2011–12, £1.6 million was dedicated to the development of Welsh-medium and bilingual vocational collaborative courses based in schools and FE colleges. 14–19 Networks have also utilised a small proportion of their general 14–19 grant to develop new Welsh-medium and bilingual interactive resources in support of the new vocational courses that have been offered to the learners.

Analysis of the courses offered in 2011/12, that were financed through the ringfenced Welsh-medium/bilingual funding, shows that a total of 181 courses were made available during 2011/12. This shows an increase of 50 additional courses on the 2010/11 figure. Of these courses, 74 are at Level 3. The 2012/13 Regional Network Plans have been assessed for Ministerial approval.

The grant funding also provides support to three Welsh-medium forums operating on a regional basis to enable collaborative planning of linguistic progression routes to post-16 education across the 14–19 Networks. The funding for 2012–13 has now been allocated and the Welsh-medium forums will continue to receive support to develop coherent partnership provision between schools and FE colleges across a wide area.

Developments in post-16 provision in further education

Bilingual Champions

The Bilingual Champion project was rolled out to an additional four FE colleges in 2011–12 for a period of three years, making a total of eight colleges being supported by the project. The purpose of the Bilingual Champion is to develop a college's infrastructure and to plan its strategy to develop Welsh-medium and bilingual education, enabling learners to continue with their education through the medium of Welsh or bilingually. Preparations have been made to roll out the scheme to all remaining FE colleges over a two-year period from 1 April 2012, so that by April 2013 all colleges will be grant-funded for a Bilingual Champion for a period of three years in each case.

Sgiliaith

Sgiliaith is a FE sector-related organisation that provides a central all-Wales support service for the post-16 sector in developing Welsh-medium and bilingual provision. Sgiliaith provides bilingual methodology training, mentoring and practical support to FE lecturers on delivering Welsh-medium and bilingual provision, with tailored strategic advice and guidance to college principals. In 2011, this contract was extended until 31 March 2014 and expanded to provide more support to the sector.

CollegesWales

CollegesWales, the national organisation representing all FE colleges, has responded to the Welsh-medium Education Strategy by drawing up its own Bilingualism Strategy to increase Welsh-medium and bilingual provision and to improve the Welsh ethos in all FE colleges in Wales. This strategy is being monitored by the Director of Bilingualism, who is working in cooperation with Sgiliaith and the Welsh Government.

Self-assessment returns to Welsh Government

All FE institutions are required to submit an annex on Welsh and bilingual learning as part of their annual self-assessment. Baseline analysis of these has been carried out to identify best practice and areas for further development.

Work-based learning

Actions have been taken towards achieving the targets set out in the strategy for the numbers of learners studying through the medium of Welsh or bilingually within work-based learning (WBL). In August 2011, the contracts to provide WBL provision for the period 1 August 2011 to 31 July 2014 were awarded to 24 lead providers. During the tender process, all applicants were required to detail their ability to deliver Welsh-medium and bilingual learning and to provide an action plan detailing how they would develop this provision during the contract period. All submissions were reviewed to establish the baseline for current Welsh-medium or bilingual provision and to help in the planning of future support. All providers received individual feedback.

As a result of the review, and the need to provide support to the WBL sector to develop provision, grant funding is being provided to the National Training Federation for Wales to establish a Bilingual Champion post commencing in April 2012.

The number of Welsh-medium or bilingual learners enrolling on the Pathways to Apprenticeships Programme is being investigated. Further work is required to increase the delivery of Welsh-medium or bilingual provision as part of this programme, and to ensure that there are opportunities for learners to continue to learn through the medium of Welsh or bilingually as they progress to the main apprenticeships programme.

Higher education

In the 2010/11 academic year there were 4,960 enrolments at Welsh higher education institutions (HEIs) with some teaching through the medium of Welsh, 1 per cent higher than the number in 2009/10 (4,905). This represented 3.8 per cent of all enrolments at Welsh HEIs (the same as in 2009/10).

Coleg Cymraeg Cenedlaethol

The Coleg Cymraeg Cenedlaethol commenced operation in March 2011 within the HE sector in Wales.

Academic planning

In line with its constitution, the Coleg Cymraeg Cenedlaethol has established an Academic Board which is chaired by the Coleg Cymraeg Cenedlaethol Board member who represents academic staff (the Dean of the Coleg Cymraeg Cenedlaethol). The Academic Board's first task is to develop an academic strategy for the Coleg Cymraeg Cenedlaethol which will map out how the academic development of various subjects will be taken forward. An initial draft was presented to the Coleg Cymraeg Cenedlaethol Board on 29 February 2012 for consideration prior to a full consultation with the HEIs and other interested parties. Once agreed, the academic strategy will form the basis for the future allocation of strategic development funding and appointments under the academic staffing scheme. The Academic Board will then be responsible for guiding the implementation of the strategy and monitoring progress.

Academic Staffing Scheme

The Coleg Cymraeg Cenedlaethol's new Academic Staffing Scheme provides funding for up to five years to institutions to support the appointment of academic staff and to nurture Welsh-medium lecturers who can be at the forefront of teaching and research in their disciplines. By 2015/16 it is anticipated that over 100 posts will have been supported. There has been considerable development in the first years of the scheme, with 26 posts being either fully or partially funded by the Coleg Cymraeg Cenedlaethol from 2011/12, with potentially another 33 coming on stream in 2012/13. The appointments in 2011/12 cover a wide range of disciplines from the sciences, social sciences and humanities.

Interface of the Coleg Cymraeg Cenedlaethol with individual higher education institutions

Working with and through the HEIs in Wales is central to the Coleg Cymraeg Cenedlaethol's purpose as set out in its constitution and is intrinsic to the whole way in which it takes forward its activities. A branch of the Coleg Cymraeg Cenedlaethol has been established in each HEI as a visible focal point for the Coleg Cymraeg Cenedlaethol and the activities it supports, and in seven institutions this work is further supported by branch officers funded by the Coleg Cymraeg Cenedlaethol.

Undergraduate scholarships

The Coleg Cymraeg Cenedlaethol has awarded 120 scholarships for Welsh-medium HE study at undergraduate level for the 2011/12 academic year. In addition four Master's level scholarships have been awarded in 2011/12.

Welsh at degree level

Discussions have begun on the importance of not only improving Welsh-medium subjects at HE level through the Coleg Cymraeg Cenedlaethol, but also ensuring that Welsh as a degree subject maintains numbers of undergraduates and post-graduates in the future.

Progression from pre-16 to post-16 and post-19 education

All FE providers are now being urged to identify and encourage those who have attended Welsh-medium or bilingual schools to continue to study, at least partially, through the medium of Welsh or bilingually. Steps are now being taken to clarify and market clear Welsh-medium or bilingual progression routes from schools and FE into HE and apprenticeships.

Adult community learning

An internal review of current adult community learning (ACL) provision through the medium of Welsh has been completed and included a review of the local authority ACL Service Delivery Plans. Fourteen of these plans refer directly to Welsh-medium provision and in eight authorities this has been identified as a priority area for development. Future policy development is being considered.

Since 2007, funding has been provided for a small-scale project to increase Welsh-medium ACL provision in north Wales in partnership with Coleg Harlech WEA. A training programme supported tutors teaching through the medium of Welsh and bilingually and offered guidance to managers. By March 2012, the project resulted in a significant increase in Welsh-medium and bilingual ACL provision in north Wales.

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 pilot project, run by the Welsh Language Board on behalf of DfES, to increase the number of learners continuing with Welsh-medium or bilingual education between Key Stage 2 and Key Stage 3, was completed during 2011–12. The project proved successful, with a 10 per cent increase, on average, in the number of learners who, on transfer to secondary school, chose to follow subjects through the medium of Welsh. The key recommendations that have emerged as a result of the project included the need to ensure that local authorities plan strategically to facilitate linguistic progression, collate robust data on linguistic progression patterns and use this data for planning purposes.

DfES will now monitor linguistic progression through the WESPs, and has asked local authorities to set targets to improve rates of progression, where applicable. To support improvements, the best practice guidance document *Promoting linguistic progression between Key Stages 2 and 3* (Welsh Government, 2012) was published, which was aimed at local authorities, schools and governing bodies. A conference was held on 22 February 2012 to disseminate the guidance with a DVD which has been produced for schools to use with children and in parents'/carers' evenings to promote the importance of linguistic progression. The guidance is available on the Welsh Government website at www.wales.gov.uk/topics/educationandskills/publications/guidance/linguistic/?lang=en

From 1 April 2012, ringfenced funding will be available through the Welsh in Education Grant for local authorities and schools to undertake specific activities to improve linguistic progression.

Welsh first language

Raising literacy levels in English and in Welsh is essential to improving the educational attainment in all areas of the curriculum. The National Literacy Programme (NLP) focuses on ensuring that all teachers, regardless of specialism, are teachers of literacy and that children learn more, make faster progress and move on with confidence to tackle the next stage in their education.

The National Literacy and Numeracy Framework will include literacy attainment components for English and Welsh, which will be made available on a consultation basis from June 2012, and will identify annual expectation of standards for learners from 5 to 14 years old. The reading tests are also intended to inform teachers' ongoing assessment of learners' literacy skills. Learners in Years 2 to 9 will be required to be assessed using the national reading tests for the first time in May 2013. NFER is developing bespoke reading tests in parallel for English and for Welsh. In response to concerns regarding the additional difficulty that might be faced by children in Welsh-medium and bilingual schools, the Welsh Government is proposing that Year 2 learners in Welsh-medium schools should sit the Welsh reading test only and that Year 3 learners in Welsh-medium schools should take the Welsh reading test on a statutory basis and the English reading test on a voluntary basis. All year groups from Year 4 onwards in Welsh-medium and bilingual schools will sit the reading test in English and Welsh.

Welsh second language

The Programme for Government reaffirms our commitment to improving standards in Welsh second language, with the aim of *'encouraging English-medium schools to offer the choice of taking some subjects through the medium of Welsh'*.

Estyn's *Annual Report 2010–11* states that many learners are making a good start to learning Welsh in the Foundation Phase. Standards in Welsh second language were reported to have improved during the six-year inspection cycle (Estyn, 2010), and, in 2011, 51.4 per cent of Key Stage 2 learners achieved the expected level (Level 4) or above

in Welsh second language teacher assessments. This proportion is an improvement on 2010, but is significantly lower than 83.4 per cent in English and 82.0 per cent in Welsh first language.

At Key Stage 3, around two-thirds of learners achieved the expected level (Level 5) or above in Welsh second language.

The number entered for full course GCSE is declining. In 2011, 46.8 per cent of Welsh Second Language short course candidates achieved A*–C. 71.6 per cent of Welsh Second Language GCSE full course candidates achieved A*–C in 2011, which is close to the 73.7 per cent achieving A*–C in French GCSE full course. At Key Stage 4, approximately a third of Welsh second language learners did not achieve a recognised qualification.

Work has continued during the year on taking forward plans to drive improvements in standards, and have included practitioner training (see under strategic aim 4), the development of teaching and learning resources (see under strategic aim 5), and collecting and analysing data on current practice.

However, a long-term action plan is required in order to ensure systemic changes that will enable improvements in standards over time. The Welsh Government will shortly be proposing further actions to improve standards in Welsh second language.

Welsh for Adults

During 2011–12, the six Welsh for Adults centres and their network of providers have continued to deliver bespoke provision for the family and the workplace, along with the mainstream community provision on five levels of the national framework. The latest data showed that there were 18,205 adults learning Welsh during 2010/11 – 8,000 of those learners were at Entry Level and the remainder learning Welsh at Level 1 or higher.

E-learning and informal learning have been the focus of development during 2011–12. A long-term e-learning plan for Welsh for Adults is being developed, focussed on the new national virtual learning platform, Y Bont. The site will be available for tutors in May 2012 in order for them to prepare resources for courses to commence in September 2012. The site will be fully launched over the summer and will be the central focus for teaching and learning resources, information on courses and informal learning activities for learners, and professional development opportunities and resources for tutors.

Providing informal learning opportunities for adults to practise their Welsh outside the classroom is essential. In 2011–12, the centres were invited to bid for small grants to develop national projects and best practice. The new projects include, among others, a project that will lead to the development of a smartphone app that will enable learners to identify local businesses that are 'learner-friendly' and offer opportunities for them to practise their Welsh, and to enable learners to connect with other learners across Wales. The pilot will concentrate on two areas, namely Wrexham and Llandeilo.

Welsh-language skills in the workplace

Since last year's report, work in this area has been centred on planning for the implementation of the Wales Employment and Skills Board's report *Skills Policies and the Welsh Language*. The key focus of the report was on developing labour market intelligence for the demand from employers for Welsh-language skills, and using this information to inform the planning of provision. The Welsh Government will shortly be undertaking a follow-up survey with over 5,000 employers who responded to the Employer Skills Survey. The aim is to gather more detailed information and understanding of the demand from employers for the nature and level of staff with Welsh-language skills.

A Welsh-language skills diagnostic tool was developed in 2011–12 and is currently being piloted. The tool will enable employers to identify the Welsh-language ability of their employees in the four skills – reading, listening, writing and speaking. This will enable employers to improve their planning of workforce Welsh-language training requirements. The tool will be further refined and developed during 2013 to include a management diagnostic tool that will help employers to analyse which Welsh-language skills are required within individual posts in their organisations.

The integration of the requirements of the Welsh-medium Education Strategy within the new tender agreement for the Workforce Development Programme has been ensured. The Workforce Development Programme is the principal Welsh Government support service that businesses can access to enhance the skills of their workforce. Within the new agreement each recipient of support will be asked about their Welsh-language training requirements and the opportunities to deliver training through the medium of Welsh within their organisation. All organisations receiving support through the

programme will receive advice on how to access Welsh-language training and will be supported in sourcing appropriate Welsh-medium training.

Other developments

Coleg Cymraeg Cenedlaethol Welsh-language Skills Certificate

The Coleg Cymraeg Cenedlaethol is in the process of developing a Welsh-language Skills Certificate to acknowledge the Welsh-language skills of students who are studying in universities in Wales. The aim of the certificate is to establish a common and recognised means of demonstrating the linguistic skills of students, and to enable them to evidence to employers their ability to communicate confidently and professionally in Welsh. The certificate will be introduced for the first time during the next academic year (2012/13).

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

The Welsh Government announced in December 2011 the initial teacher training (ITT) incentives that would be available for eligible students with specified entry qualifications on postgraduate courses leading to qualified teacher status (QTS) for the 2012/13 academic year. Welsh remains a priority secondary subject and incentives will be available for new eligible students starting courses in the 2012/13 academic year.

The role of Coleg Cymraeg Cenedlaethol in education

The Coleg Cymraeg Cenedlaethol has included practitioner training for education in its remit. In a recent meeting of the Coleg Cymraeg Cenedlaethol's Education Panel, it was decided that the Coleg Cymraeg Cenedlaethol would supervise the administration of the Cynllun Colegau Cymru (Welsh-language accreditation within ITT). Moderation of this accreditation between all three centres of ITT already takes place and will continue. Another recent decision is that

the Coleg Cymraeg Cenedlaethol will undertake a review of current Welsh-medium ITT provision. The purpose will be to assess whether needs in primary and secondary are being met and to provide evidence as a basis for a development strategy.

Early professional development

Early professional development (EPD) will in future be focused on system-wide needs, linked to the three priorities of the Minister for Education and Skills. EPD opportunities will include the chance for all newly qualified teachers (NQTs) to gain the Masters in Educational Practice (MEP) qualification that will be introduced in September 2012. Modules for the MEP are being developed and include a focus on literacy, numeracy, reducing the impact of poverty on attainment, behaviour management, ALN and reflective practice, as well as child development, leading learning and action enquiry. The modules will include specific consideration of the Welsh-medium and bilingual sectors.

In July 2011, a four-week pilot intensive Welsh-language course was delivered to NQTs with the aim of ensuring that those NQTs would have sufficient Welsh-language skills to enable them effectively to deliver the Welsh Language Development Area of Learning in the Foundation Phase, or Welsh second language at Key Stage 2. The course was held at three locations with a total of 18 participants. The evaluation of the course was very positive, with every respondent stating that significant progress had been made in developing their Welsh-language skills. However, the low number of participants was disappointing, and consideration is now being given to other models of delivery.

A national and regional infrastructure and capacity for continuous professional development

The Sabbaticals Scheme

The Welsh-language Sabbaticals Scheme continues to provide Welsh-language and methodology training for practitioners in all phases of education and training on a national level. There are specific courses at Entry and Foundation Level to improve the Welsh-language skills of practitioners teaching in the Foundation Phase and Key Stage 2 in order to improve standards in Welsh second language. Since the start of a new tendered contract in September 2011, these courses have been delivered across seven locations in Wales, and 121 practitioners have successfully

completed the courses during the winter and spring terms. In addition, the higher-level course to improve the Welsh-language and methodology skills of practitioners teaching in the Welsh-medium or bilingual sectors continues to prove successful and is delivered in three locations. There are now three models of delivery – distance learning, a 12-week intensive course and a one-day-a-week course for 12 weeks. During 2011–12, 54 practitioners have successfully completed the higher-level courses.

The Welsh in Education Grant

This grant was established during 2011–12 as a follow-on to the Better Schools Fund, and its purpose is to support the Welsh-medium Education Strategy in an effective way at local and regional level. A total of £2.16 million (60 per cent funding with 40 per cent contributions from local authorities) was distributed by the Welsh Government to local authorities during the year in order to support a wide range of activities, including holding training courses for practitioners to promote the most recent methodologies in teaching Welsh as a language, offering training opportunities to practitioners to improve their Welsh-language skills, sharing best practice in teaching Welsh among practitioners and developing continuity and progression across key stages in Welsh-language skills, especially in bridging between primary and secondary phases.

The WJEC was grant-funded through the 2011–12 Welsh in Education Grant to continue with training and development in Welsh and through the medium of Welsh through their National Continuing Professional Development Programme. As part of this work, 94 local and regional training sessions were held and a total of 280 teachers attended five national conferences organised to share good practice among practitioners. Six resource packs on various aspects of Welsh-language teaching were also published on the National Grid for Learning (NGfL) Cymru and distributed to schools during the year.

For 2012–13, the Welsh Language Board grant to local authorities for support of athrawon bro has been combined with the existing Welsh in Education Grant administered by DfES. In addition, the immersion pilot project grant and the grant to improve linguistic progression between primary and secondary phases has been amalgamated into the Welsh in Education Grant to provide a single unified grant to support the strategy. The sum of £5.65 million (67 per cent with an additional 33 per cent contribution from local authorities) has therefore been allocated to the 22 local authorities in 2012–13.

Local authorities submitted their plans in January 2012 outlining how they will use their allocation of the Welsh in Education Grant to support the actions outlined in their WESPs (see under strategic aim 1), including improvements in Welsh second language.

Bilingual methodology

Other national training includes the provision of a three-day bilingual methodology MA module and a mentoring programme for post-16 practitioners through Sgiliaith and a series of national subject conferences and training events through the WJEC and CYDAG.

Professional learning communities

The impact of professional learning communities (PLCs) will be monitored by Estyn through their cycle of school inspections and Estyn have already identified effective PLC practice taking place in Newport local authority area and in some schools. Guidance relating to the PLC national model entitled *Professional Learning Communities* (Welsh Government, 2011) is available on the Welsh Government website at www.wales.gov.uk/topics/educationandskills/schoolshome/schoolfundingandplanning/plc/?lang=en and DfES is developing online resources for PLCs which will allow practitioners to share expertise and good practice but crucially enable them to record the impact PLCs have on learner outcomes against national priorities.

Early Years practitioner training

Early Years practitioner training continues to be available through Cam wrth Gam, the training arm of Mudiad Meithrin, which delivers training leading to CACHE Level 3 Diploma in Children's Care, Learning and Development (CCLD) for those who wish to work in Welsh-medium or bilingual early years settings. By the end of March 2012, 163 students completed the course and a further 185 are due to enrol from September 2012.

The Geiriau Bach programme continues to provide training, in the Certificate of Higher Education in Welsh and Bilingual Practice in the Early Years (Level 4) to early years staff with little or no Welsh in the Welsh-language skills useful for working with young children. The current contracts remain in place until 31 March 2013. In July 2011, 142 students graduated and a further 149 are currently enrolled and due to graduate in July 2013.

Cymraeg Meithrin, a new course developed in partnership between the Welsh for Adults centres and Mudiad Meithrin, is now being offered across Wales. The aim of this course is to improve the Welsh-language skills of practitioners working in Welsh-medium early years settings and those planning to work in these settings.

Welsh for Adults tutor training

The 60-credit national qualification for Welsh for Adults tutors, accredited through Cardiff University, continues to be delivered to 55 Welsh for Adults tutors across Wales through the Welsh for Adults Centres. A credit transfer arrangement is in place with Newport University for tutors who wish to continue to achieve a full PGCE equivalent qualification. A blended-learning version of the course is currently being piloted in two centres and is expected to be rolled out from September 2012.

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 in 2011–12 to seven awarding organisations and sector bodies to provide 51 additional vocational qualifications and 144 vocational units through the medium of Welsh in response to demand.

A grant was also issued to the Care Council for Wales to produce tutor guidance for aiding delivery and assessment of early years and childcare language immersion units. The units apply to a range of languages and demand for guidance specifically tailored for the Welsh language was expressed by stakeholders.

Grants to support Welsh-medium General Qualifications continue to be paid to four awarding organisations and in response to identified needs.

A constant concern with providers of vocational qualifications and courses is the shortage of assessors and verifiers who are able to work through the medium of Welsh. DfES has worked with the Federation of Awarding Bodies on joint awareness-raising and a

central system for individuals to express interest in becoming Welsh-medium assessment personnel. The effectiveness of this approach will be monitored during 2012–13.

An updated comprehensive list of Welsh-medium qualifications and contacts lists has been placed on the Welsh Government website at www.wales.gov.uk/topics/educationandskills/qualificationsinwales/welshmedium/welshmedium/?lang=en

Teaching and learning resources

Sixty contracts were placed during the year for the production of Welsh and bilingual teaching and learning resources, covering a range of 3–19 curriculum subjects and Welsh for Adults. More than 129 titles were published in print and electronically. In addition, 36 titles were produced in formats suitable for blind and partially blind learners with another 32 still in production.

After consulting schools, colleges and publishers to gather evidence of perceived needs in May 2011, 20 needs identification panels, attended by a total of approximately 140 practitioners, were held during the year. The panels considered the evidence and identified and prioritised projects for inclusion in the commissioning programme.

The contract with the Welsh Books Council to undertake a programme of activity to improve awareness and promote availability of commissioned materials continued, with a range of catalogues distributed to schools and colleges as well as resources promoted at the Urdd Eisteddfod and National Eisteddfod.

The first phase of the contract with the Technology Unit, University of Bangor to produce an online terminology service for education, *Termiadur Addysg*, was completed. The service was launched on 22 March 2012. It can be found at www.termiaduraddysg.org

Work was undertaken during the year to investigate ways of improving the commissioning process, in particular the process for identification of needs, to ensure its effectiveness and value for money. All subjects were combined into one larger primary sector panel in 2011–12 rather than separate subject panels to avoid duplication of ideas and to ensure cross-curricular resources.

Strategic aim 6:

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

Welsh for the Family

A new 120-hour Entry Level Welsh for the Family course is being piloted throughout Wales and will be launched and promoted in the summer of 2012. This course has been designed to support parents/carers and the extended family to use their new Welsh-language skills with their children from the beginning. It is also designed so that learners on the course can join Foundation Level courses with other learners after completion. This course, along with the Cymraeg o'r Crud sessions for parents/carers and babies, developed in partnership with Twf, are already proving very popular with over 200 courses held so far. Also, a pilot weekend residential Welsh for the Family course was organised in partnership with Urdd Gobaith Cymru and 27 families attended.

The Welsh Language Board also continued to promote Welsh for the family through the work of Twf and by holding a conference on Families and the Welsh Language in February 2012 in partnership with Children in Wales.

Informal and non-formal opportunities within education settings

The Language Practices' Support Project, which was run by the Welsh Language Board, is aimed at fostering a wider use of informal Welsh among secondary school learners. There are two elements to the project – activities organised by senior learners for young people to encourage use of informal Welsh, and more intensive work to develop strategies for teachers to facilitate informal language use. During 2011–12, the first of these elements was operational in 35 schools and the second element in 27 schools.

Welsh as an additional language

The majority of learners in Wales who do not have the ability to speak English or Welsh on entry to school choose to follow an English-medium education, and English as an additional language support has been long established in most of the local authorities in Wales. However, it has become apparent that an increasing number of learners from minority ethnic backgrounds are by now choosing

to attend Welsh-medium schools. Research carried out this year has revealed that in Cardiff, which has the highest concentration of minority ethnic learners in Wales, over 10 per cent of the learners in 10 of the Welsh-medium primary schools are from a minority ethnic background. The research and review of the provision for these learners is in progress with a view to recommendations for the future.

Informal and non-formal opportunities in the community

Youth Service

The National Youth Service Strategy and Action Plan is currently being updated, and a consultation on the strategy will be carried out during 2012. One of the objectives included in the strategy is to ensure that the Youth Service responds to the aims of the Welsh-medium Education Strategy. The Action Plan will be supported by a good practice guide that will be published in 2012.

There was a very positive response to this year's Welsh-language Youth Service conference, which was very well attended. Key stakeholders are currently planning to arrange an annual event to refine delivery and share best practice.

The Welsh Language Strategic Group will be able to monitor progress and provide advice and guidance for future policy delivery. One example of good practice is the action taken by Cardiff Youth Service and Denbigh Youth Service to employ a full-time youth worker to co-ordinate Welsh-language and cultural activities for young people. Another example is the decision by Merthyr Tydfil Youth Service to allocate its apprentice to the local Menter Iaith to engage Welsh speakers and Welsh learners in informal and non-formal learning.

Welsh-medium Education Strategy targets, March 2012 report

Outcome 1

More seven-year-old children being taught through the medium of Welsh.

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

Outcome 1 Indicator

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Number	6,776	6,563	6,538	6,919	6,621	6,599	6,428	6,524	6,365	6,560	6,728
Cohort	35,731	34,853	34,446	35,612	33,750	33,000	31,611	31,116	30,329	30,061	30,655
%	19.0%	18.8%	19.0%	19.4%	19.6%	20.0%	20.3%	21.0%	21.0%	21.8%	21.9%

Over the decade, the Year 2 cohort has decreased by 14 per cent (5,000 learners), while the number of Welsh-medium learners has remained largely unchanged (around 6,600), leading to a 3 per cent increase in percentage terms. Recent changes in provision at local authority level have yet to influence this data as the Year 2 learners of 2011 entered schools three to four years ago.

	2001 (%)	2011(%)
Isle of Anglesey	70.9	68.8
Gwynedd	96.9	98.4
Conwy	21.5	26.1
Denbighshire	20.9	25.0
Flintshire	6.0	5.7
Wrexham	10.6	11.7
Powys	14.5	16.8
Ceredigion	76.0	73.1
Pembrokeshire	16.8	21.2
Carmarthenshire	51.5	55.6

	2001 (%)	2011(%)
Swansea	8.6	12.6
Neath Port Talbot	17.4	15.3
Bridgend	8.2	8.9
Vale of Glamorgan	10.9	13.7
Rhondda Cynon Taff	17.9	20.8
Merthyr Tydfil	9.1	12.8
Cardiff	9.8	15.9
Caerphilly	10.7	17.3
Blaenau Gwent	4.2	4.7
Torfaen	5.0	9.4
Monmouthshire	1.5	4.4
Newport	2.3	3.9

The figures clearly show the significant growth in Welsh-medium provision in the anglicised south-central and south-east areas. The north and south-west and mid-Wales regions, which include the more traditional Welsh-speaking areas, start from a higher base and show more modest increases. A significant feature of the decade has been the consistent annual growth in Welsh-medium provision in the two major cities, Cardiff and Swansea, catching up with the pioneering developments of earlier decades in the south Wales valleys. Over the decade, the percentage has increased in 18 of the 22 authorities, the exceptions being Flintshire, Ceredigion, Neath Port Talbot and Anglesey.

Outcome 2

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

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

Outcome 2 Indicator

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
13.8%	13.8%	14.2%	14.4%	14.4%	15.7%	15.3%	16.0%	15.9%	16.0%	16.3%

Progress in this indicator is largely dependent on improving the linguistic progression between primary and secondary schools. There is therefore a three-year time lag between changes to Year 6/7 arrangements having an impact on Year 9 data. The following table compares Year 6 and 9 Welsh (first language) learner numbers for the same cohorts of learners across Wales, with Year 9 of 2011 being the Year 6 of 2008.

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Year 6	6,892	6,740	6,720	6,815	6,961	6,622	6,858	6,808	6,812	7,152
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Year 9	5,389	5,414	5,575	5,544	5,999	5,627	5,800	5,594	5,550	5,862
Year 9/ Year 6	78.2%	80.3%	83.0%	81.3%	86.2%	85.0%	84.6%	82.2%	81.5%	82.0%

While recognising that changes made since 2008 will not have influenced these figures, it is clear that very little progress has been made over the decade in improving this progression rate. Around 18 per cent of the Year 6 first language cohort of 2008 have probably transferred to the Welsh second language programme by the time they reached Year 9 in 2011. The challenge that will have to be met in order to reach the 2015 target is to increase the Year 6–Year 9 progression rate to around 90 per cent. It will be a particular challenge in the two regional consortia where the current rate is below the national average. These are the two regions including the traditional Welsh-speaking areas – south-west and mid-Wales (Year 9/Year 6 = 79.6%) and North Wales (Year 9/Year 6 = 80.4%).

Outcome 3

More learners studying for qualifications through the medium of Welsh.

Indicators	Targets	
	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*	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*	62%	68%

* Excluding Welsh First Language and Welsh Literature; Applied GCSEs and Double Science count 2; short courses count 1.

Indicator	2009	2010	2011
3a. At least two Welsh-medium subjects	80.9%	79.5%	81.0%
3b. At least five Welsh-medium subjects	58.4%	59.7%	62.2%

It is pleasing to note that the 2015 target has already been met in the case of indicator 3b (five or more Welsh-medium subjects). This indicator was specifically created for the purpose of monitoring the strategy, hence the target was set without recourse to a series of past data. The challenge is now to aim for the 2020 figure.

Outcome 4

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

Indicators	Targets	
	2015 WM+B*	2020 WM+B**
Student learning activities by medium of delivery (LA26)*		
Schools	18%	20%
Further education institutions	7%	10%
Work-based learning	2.5%	4%

* Excluding Welsh language learning

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

Student learning activities by medium of delivery (LA26)	2007/08 WM+B	2008/09 WM+B	2009/10 WM+B
Schools	15.4%	17.0%	17.1%
Further education institutions	4.8%	6.1%	6.2%
Work-based learning	1.4%	1.8%	1.5%

This data informs the funding of 16–19 provision and measures ‘learning activities’ undertaken in Welsh or bilingually. The figures cannot therefore be directly compared with the individual learner data on which outcomes 1–3 are based. The trend in the data over time is generally positive, albeit from low levels in the case of college-based provision.

Outcome 5

More learners with higher-level Welsh-language skills.

Indicators	Targets	
	2015	2020
5a. Total A level Welsh First Language entries as a percentage of GCSE Welsh First Language entries, two years earlier	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	3.5%	4%

2010: Indicator 5a – First Language

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Indicator	8.2%	7.9%	8.2%	7.7%	7.4%	7.0%	6.7%	6.7%	6.8%
Number	361	353	402	387	377	364	346	362	360

2010: Indicator 5b – Second Language

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Indicator	2.6%	2.9%	2.7%	2.8%	2.5%	2.9%	3.0%	2.4%	2.5%
Number	489	559	517	562	460	574	595	496	558

The successful implementation of the strategy needs a sufficient supply of university graduates in Welsh, coming from a pool of learners who have studied A level Welsh. The aim in relation to this outcome is therefore to halt and eventually reverse the downward trend seen in recent years. In the case of Welsh First Language, the percentage figure has stabilised over the past three years, and the past two years in the case of Welsh Second Language.