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# Welsh-medium Education Strategy

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## Information

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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 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, Welsh Local Government Association, Rhieni dros Addysg Gymraeg, Children and Young People's Partnerships, Mentrau Iaith, voluntary and community organisations.
- Overview** This document sets out the Welsh Assembly Government's Strategy and Implementation Programme for Welsh-medium education.
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- Additional copies** Additional copies can be obtained by contacting Rhiannon Jenkins at the address above. This document is also available on the internet at [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)
- Related documents** *One Wales: A progressive agenda for the government of Wales; Iaith Pawb: A National Action Plan for a Bilingual Wales; The Learning Country: Vision Into Action; Skills That Work for Wales: A Skills and Employment Strategy and Action Plan; Welsh-medium Education Strategy – Consultation*



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## Ministerial foreword

The vision of *Iaith Pawb* in 2003 was to create a bilingual Wales, that is, a Wales where 'people may choose to live their lives through the medium of either or both Welsh or English and where the presence of the two languages is a source of pride and strength to us all'. This Strategy builds on the overview provided in *Iaith Pawb*, by focusing on developing Welsh-medium education and training for the future. It will also now be taken forward alongside the Welsh Assembly Government proposed forthcoming Measure and Strategy on the Welsh language.

When the responses to the public consultation on the draft Welsh-medium Education Strategy were analysed and published in November 2009, I was happy to see that the overwhelming reaction was supportive of the general direction of the draft Strategy. A number of changes and refinements have now been made as a result of both critical and supportive comments on details of the Strategy and its implementation. Many of these concern prioritising, strengthening and adding detail to aspects of the Implementation Programme in particular.

Our vision of continuing growth of Welsh-medium education and training in all sectors and age ranges is a long-term agenda. Some elements can be worked on immediately, but other changes will take some time to achieve clear progress. Our targets reflect this gradual process by setting five-year and ten-year targets – the targets for 2020 to be reviewed in 2015. Monitoring of these targets will be a key element in ensuring the Strategy's success.

This Strategy sets the Welsh Assembly Government's national strategic direction. The accompanying Implementation Programme details the expectations that we will have of all partners and stakeholders in all sectors and phases of education and training from nursery to higher education and beyond.

I am pleased to present this document in fulfilment of our One Wales commitment to a Welsh-medium Education Strategy. I am personally committed to the successful implementation of this Strategy. I look forward to working with all partners, so that we can together achieve an education and training system that responds to the growing demand for Welsh-medium education and increase the numbers of learners able to reach fluency and use the language in their communities, families and the workplace.

A handwritten signature in black ink that reads "Leighton Andrews". The signature is written in a cursive style with a large initial 'L'.

**Leighton Andrews AM**  
**Minister for Children, Education and Lifelong Learning**

# 1. Our vision

**To have an education and training system that responds in a planned way to the growing demand for Welsh-medium education, reaches out to and reflects our diverse communities and enables an increase in the number of people of all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace.**

## 2. Introduction

**2.1** This Strategy sets out the ambition of the Welsh Assembly Government for a country where Welsh-medium education and training are integral parts of the education infrastructure. We want to ensure that our education system makes it possible for more learners of all ages to acquire a wider range of language skills in Welsh. This will enable them to use the language in their personal lives, socially and in the workplace. We want to see a system which is responsive to public demand for an increase in Welsh-medium provision.

**2.2** This Strategy benefits from the sound foundations already laid, the growth of Welsh-medium education being one of the most remarkable developments in Wales' education system during the second half of the twentieth century. Following the establishment of the first state Welsh-medium primary school in 1947, the sector has grown rapidly across Wales, led primarily by parental demand and some education policy-makers. By 2009, 438 primary schools (29%) were classified as being Welsh-medium, with 21% of primary-age learners being in classes where Welsh is the main medium of instruction. Since the establishment of the Welsh Assembly, the percentage of learners has increased from the 1999 figure of 17.7%. By adapting the immersion techniques of countries like Canada in the 1960s and 1970s, Wales developed its own methods of using Welsh as a medium of learning. Today, bilingual and multilingual communities throughout Europe and the world recognise our success, and look to the Welsh-medium education system as an example of best practice to emulate.

**2.3** Welsh-medium provision at secondary and post-16 level has also increased, albeit at a slower rate, from the first Welsh-medium secondary school opened in 1956 to the 55 secondary schools (25%) in 2009 that provide Welsh-medium lessons in more than half the curriculum subjects. The first Welsh-medium qualifications were

provided by the WJEC in the early 1960s in a limited number of O level subjects to learners lacking the support of published textbooks. By 2009, over 400 qualifications were available through the medium of Welsh from 19 awarding organisations, with learners of all ages also being supported by the publication each year of around 200–250 Welsh-language educational resources. Since the 1970s, support for this necessary infrastructure has been provided by Government, with the Welsh Assembly and more recently the Welsh Assembly Government increasing its investment in the sector. This Strategy clarifies and formalises our aim of continuing to be a world leader in education in and through a minority language, by ensuring that Welsh-medium education further develops and flourishes into the future. These developments are described and discussed in greater detail in the 'Context and Considerations' section of the consultation document that preceded this Strategy, *Welsh-medium Education Strategy* (Consultation document, May 2009).

**2.4** We want the successes of the last half century to provide the basis for further development. We will ensure that a stronger framework and policy infrastructure is established and developed to sustain the strengths of the current system. We wish to see a Welsh-medium system that benefits from effective forward planning across all phases of education and training. Accurate assessment of demand, and the commitment and capacity to respond to that demand, are key principles of the process, at all stages from the early years through to higher education and lifelong learning.

**2.5** In tracing the growth of Welsh-medium education, we see that some local authorities have shown a proactive approach to increasing opportunities for learners to access Welsh-medium education. They have sought to strengthen their Welsh-language policies with regards to education. Others, however, may need to improve on strategic planning to facilitate Welsh-medium growth as part of coherent and coordinated policy development.

**2.6** In several areas of Wales, pressure from parents/carers and others has been the main driver in persuading education policy-makers to plan ahead in order to meet demand for Welsh-medium education. Speed of response to that demand is still an issue in some local authority areas. Such a situation is fragile, and tends to give rise to a number of inconsistencies. We therefore expect local authorities in which there is a choice between Welsh-medium and English-medium provision to identify how they will provide sufficient and appropriate places for children whose

parents/carers desire them to have Welsh-medium education. In order to do this, they will need to carry out early assessment of demand so that they can plan accordingly. We will encourage the use of standardised methods of measuring parental demand based on those developed by the Welsh Language Board. Planners need a clear understanding of both the terminology and the nature of the demand. We expect local authorities to present accurate information to parents/carers about the linguistic nature of different schools. Local authorities and partners will be encouraged to work together where appropriate, and professional support may be provided for consortium working. This Strategy makes clear that if local authorities do not cooperate on a voluntary basis in assessing and responding effectively to parental demand, then further levers, including legislation, will be considered.

**2.7** Welsh-medium provision in the post-14 phase, and the structures that support the provision, are still underdeveloped. There has been some progress in the 14–19 phase in developing a broader range of learning opportunities, including vocational education. Numerous models of delivery and best practice have been developed in recent years, either through partnership working within the schools sector or through cooperation between schools and other providers. However, the 14–19 Learning Pathways programme still needs significant development of the range of options to meet the requirements of the Learning and Skills (Wales) Measure 2009, and of the infrastructure to sustain them. Linguistic progression in Welsh first language and in opportunities to study Welsh-medium options from age 14 through to higher education is a priority. In higher education, while there have been some significant developments in recent years, there is considerable variation in the Welsh-medium provision offered both between institutions and across subjects. In some cases, there is the opportunity to undertake all or substantial parts of a course through the medium of Welsh, and in others it may be limited to part of a module, such as seminars or tutorial support.

**2.8** This Strategy is directly aligned with the School Effectiveness Framework (SEF) and the National Purpose for Schools. The SEF is the overarching policy framework that seeks to transform educational standards and provision in the Welsh Assembly Government, local authorities and schools over the next decade. The principal aims of the SEF are achieving better learning outcomes and well-being for all children and young people regardless of their socio-economic



background; and reducing the variation in learning outcomes within and between classrooms, schools and local authorities. The objectives are a focus on improvements in the quality of teaching and of leadership, extending good practice undertaken by schools and local authorities including collaborative consortium working, aligning self-evaluation systems with Estyn's inspection framework, and providing better value for money with more education resources getting to the frontline in classrooms across Wales. The Welsh-medium Education Strategy supports the developmental work on the National Model for School Improvement.

**2.9** *Transforming Education and Training Provision in Wales* (Welsh Assembly Government, 2008) is a national framework that supports the transformation of the way in which schools, further education colleges and other learning providers work in Wales. The transformation framework encourages each part of Wales to develop proposals that drive forward the changes required to improve choice for all learners, but it does this in a way that responds to local circumstances. Improved opportunities to take courses taught in Welsh are a priority in implementing the transformation framework, which is intended to work alongside this Strategy. We expect proposals for change to 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. Local authorities will be expected to produce proposals which maintain Welsh-medium provision post-16 for those who want it.

**2.10** Our vision of continuing growth of Welsh-medium education in response to demand and provision of linguistic continuity is a long-term agenda. There are some elements that will be implemented in the near future, but there are others that will take time to embed in our education infrastructure. This is not a short-term Strategy. It is aimed at shaping the strategic direction for Welsh-medium and bilingual education and training for the next twenty years and more, building on the vision expressed in the policy document *Iaith Pawb: A National Action Plan for a Bilingual Wales* (Welsh Assembly Government, 2003).

**2.11** Welsh-medium education from the early years, with robust linguistic progression through every phase of education, offers the best conditions for developing future bilingual citizens. Developing language skills is a process that happens over a period of time. It is important that children and young people are able to build on their competence

as they mature. Ensuring that there are opportunities for suitable linguistic progression is one of the cornerstones of the Strategy, and is relevant to all phases from the early years onwards. We wish to establish a framework that will ensure the momentum of the learning process as learners move through the system. This does not currently happen in all cases, and as a result, we do not always succeed in deriving maximum benefit from the initial investment that is made.

**2.12** A key focus of the Strategy, therefore, is on supporting learners to achieve fluency in Welsh and English through Welsh-medium education, from the early years onwards. In Welsh-medium settings, for children from Welsh-speaking homes, Welsh-medium education involves reinforcing and developing their Welsh-language skills through a broad range of curricular experiences. For children from non-Welsh-speaking backgrounds, whose initial and main contact with Welsh is through school, this intensive Welsh-medium provision is through a process of linguistic immersion. The Strategy also allows for the possibility that some learners will access Welsh-medium education at a stage after the age of three. This may occur through later entry points (late immersion opportunities). In other cases, initial experiences of Welsh-language provision through the Foundation Phase may, over time, provide the basis and impetus for children to transfer to the Welsh-medium sector before the age of seven.

**2.13** Welsh-medium education between the ages of three or four and approximately seven usually means delivering provision primarily through the medium of Welsh. From seven to eleven years of age (Key Stage 2 of the national curriculum), English-language skills are also developed through appropriate use of the language as a subject and medium. A key consideration is the nature of the linguistic balance between Welsh and English, and the intensity of Welsh-medium input required in order for learners to reach fluency in both Welsh and English over time. It is generally accepted that at least around 70% of curricular time should be through the medium of Welsh if learners are to acquire a sufficiently sound command of the language to enable them to use it across a broad range of contexts with confidence and fluency. The Welsh Assembly Government accepts this guiding principle for Welsh-medium schools at primary and secondary level. *Defining schools according to Welsh-medium provision* (Welsh Assembly Government, 2007) supports this principle.

**2.14** The term 'bilingual provision' is used to refer to a wide range of teaching and learning settings which include varying amounts of Welsh language in the delivery. Bilingual schools can include those

where a large proportion of the curriculum is delivered through the medium of Welsh, those where there are two streams – Welsh-medium and English-medium – taught separately (sometimes called ‘dual stream’ schools), and those where only a few elements of the curriculum or only a small number are taught through the medium of Welsh. In further education colleges in particular, bilingual provision can refer to situations where classes are taught simultaneously in the two languages, or where courses contain Welsh-medium modules.

**2.15** The linguistic outcomes of these different types of provision will vary significantly. Where a pupil from a Welsh-speaking background attends a bilingual school, a balanced curriculum through the medium of Welsh and English can be effective in ensuring fluency in both languages. This is the case in some areas of Wales. However, where learners’ linguistic skills in Welsh are not reinforced by family or community, they are unlikely to achieve full fluency and confidence in Welsh when learning in a bilingual setting. Bilingual provision, therefore, does not always ensure that an individual becomes a bilingual speaker. It is important that all policy developments are planned on the basis of a detailed understanding of the wide variety of outcomes for learners from bilingual provision. Bilingual settings should aim to provide as much provision through the medium of Welsh as is necessary for learners to achieve fluency in two languages.

**2.16** Not all parents will wish their children to receive Welsh-medium education, however. An additional aim of this Strategy is to see all learners in English-medium settings benefiting from opportunities to develop language skills which enrich their experience of living in a bilingual country. According to Estyn inspection reports, in order for this to be achieved gradual but purposeful changes will need to be introduced to raise standards in the teaching and learning of Welsh second language. There is a need for more effective step-by-step acquisition of Welsh-language skills throughout statutory education, so that we can raise achievement and skill levels for all learners. We will also extend and improve opportunities for adults wishing to learn the language and achieve higher fluency levels.

**2.17** Developing skills in Welsh and in English are not mutually exclusive. Learners in Welsh-medium settings achieve comparable outcomes in both Welsh and English first language, which suggests the success of the sector in developing natural bilingualism. Assessment data at the end of Year 6 show that 98.5% of learners

in Welsh-medium schools achieve a level in English at age 11 that is the same as, or within one level of, their performance in Welsh. Using more than one language is a normal feature of life for children and young people across Europe and the world. There are numerous examples of education and training systems that successfully integrate bilingualism or multilingualism into their provision. It is important that we are aware of the patterns and models available in other communities and understand their relevance to our particular situation in Wales. This Strategy takes account of the international, multilingual context, and the importance of ensuring standards in the learning of English and modern foreign languages as well as in Welsh, in line with the Welsh Assembly Government's national modern foreign languages strategy, *Making Languages Count* (2009).

**2.18** The advantages that bilingualism can bring are well documented. These range from the direct advantages of being able to use particular languages (for example to communicate with family members and wider social networks or to enhance career opportunities) to the more general advantages of promoting cognitive skills, increasing mental agility and broadening speakers' range of cultural experiences. Research in Canada reveals that bilingualism enhances attention and cognitive control in children and older adults, and in 2007 highlighted the impact of bilingualism on delaying the onset of dementia symptoms. Research findings published by the University of Edinburgh in 2009 revealed that speakers of two languages found it easier to focus on a range of tasks, blocking out potential distractions. Providing opportunities for speakers to develop their bilingual skills through education therefore makes a valuable contribution to a broad range of social and cultural experiences.

### 3. Principles

This Strategy is based on the following principles.

#### **National direction**

**3.1** The Welsh Assembly Government is responsible for determining and leading national policy for Welsh-medium education and training. It will set the national strategic direction and establish and maintain the supporting structures.

## Shared responsibilities

**3.2** Improving effective planning for Welsh-medium provision and strengthening the infrastructure to support the provision requires the cooperation of several partners. Local authorities are expected to plan comprehensively for Welsh-medium education across their areas of responsibility, and to work with other partners across regions and sectors, including voluntary organisations, to recognise and respond to local needs of learners and to implement policies to fulfil the national aims.

## Integrated planning

**3.3** The Welsh Assembly Government expects that the characteristics and contribution of Welsh-medium education will receive early and thorough attention in all policy developments at national, regional and local level. We expect to see local authorities and their regional consortia developing effective methods of cooperating on planning, training and resources with each other and with all relevant partners and providers. The Twenty-First Century Schools programme is being developed by the Welsh Assembly Government and its key stakeholders to support coherent planning by local authorities and their partners. Welsh-medium education will be viewed as an integral part of such planning.

## Quality

**3.4** This Strategy aims to support consistent improvements in the quality of Welsh-medium and bilingual provision and the way in which the language is taught (Welsh-language provision). We will strengthen a coherent approach to promoting and developing effective methods of delivery, in line with the policy on promoting best practice in teaching skills. Improvements in the training of practitioners at all levels to operate through the medium of Welsh will be essential in raising standards. Welsh-medium, bilingual and Welsh-language provision will be incorporated within the Estyn Common Inspection Framework from 2010. Welsh-medium and Welsh-language provision will form an integral part of the School Effectiveness Framework (SEF). The Quality and Effectiveness Framework for post-16 learning includes consideration of Welsh-medium and bilingual provision, with specific requirements integrated into self-assessment guidance to providers and included in the contracting process for work-based learning providers. Within higher education, expectations on quality assurance, standards and enhancement apply equally to Welsh-medium and English-medium provision.

## Sustainability

**3.5** This Strategy will bring about enduring change in the education infrastructure to ensure the sustainability of Welsh-medium education and the progression of learners from one stage to the next. In addition, it will address the principle of planning for sustainability by ensuring that the workforce of the future has the necessary Welsh-language and Welsh-medium vocational skills to maintain and develop the education system.

## Equality of opportunity

**3.6** Equality of opportunity is a cross-cutting theme integral to this Strategy and all policies of the Welsh Assembly Government. No one should be denied opportunities to access Welsh-medium education or learning Welsh as a language because of their race, ethnicity, disability, gender, sexual orientation, age or religion in any part of Wales. Welsh-medium education should reflect the composition of the Welsh population as a whole, and should be available to, and accessed by, all communities, including those characterised by disadvantage and ethnic diversity. We will expect our partners, providers and stakeholders to recognise this principle and take steps to make it a reality. This Strategy will contribute to the Welsh Assembly Government's Mainstreaming Equality Strategy.

# 4. Strategic aims and objectives

## **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**

Supporting and building on the bilingualism theme of the School Effectiveness Framework, the purpose of this strategic aim is to provide a national strategic direction for the planning of Welsh-medium and bilingual provision, while allowing flexibility to reflect regional or local differences and needs. Local authorities will be expected to embed Welsh-medium, bilingual and Welsh-language provision in all policy developments and planning of provision.

Ensuring the availability of Welsh-medium provision is dependent on strategic planning, effective joint working, systematic analysis of demand and a commitment to act on the evidence of demand where appropriate. This applies to all phases of education, from the early years and throughout primary and secondary provision.

This means addressing the urgent need in some local authority areas where there are insufficient places to meet current demand for Welsh-medium provision, and planning proactively to meet future growth in demand. This includes factoring in the additional demand which often appears when a new and convenient Welsh-medium school is opened. However, increasing access to Welsh-medium education involves several other factors, such as appropriate training of a suitably qualified workforce, and, in bilingual settings, ensuring that planning for linguistic balance promotes the necessary progress in Welsh-language skills through adequate Welsh-medium provision.

### **Strategic objectives**

- SO1.1** To expect local authorities to plan effectively for Welsh-medium provision in conjunction with their Children and Young People's Partnerships, to report on their Welsh-medium, bilingual and Welsh-language education strategy and planning to the Welsh Assembly Government, and to achieve specific outcomes
- SO1.2** To encourage and support partnership and joint working through consortia between local authorities and across and between regions in order to strengthen the planning and delivery of services which support Welsh-medium and bilingual provision, in line with the Transformation agenda and the School Effectiveness Framework
- SO1.3** To expect Welsh-medium and bilingual schools, in their own planning and self-evaluation processes, to reflect the direction of national and local authority targets to safeguard and strengthen Welsh-medium and, in some areas, bilingual provision
- SO1.4** To expect improved assessment of parental preference for language medium of childcare, early years provision and provision in the statutory sector in those local authorities in which a choice between Welsh-medium and English-medium provision is offered, and to expect local authorities to act on the findings in planning provision in line with national guidelines
- SO1.5** To expect improved planning of Welsh-medium education provision and services for learners with additional learning needs (ALN) as an integral part of education provision at national, regional and local levels
- SO1.6** To encourage increased access to Welsh-medium early years and primary statutory provision within the child's community

- SO1.7** To maintain and develop opportunities for latecomers to access Welsh-medium provision and increase access to Welsh-medium education through late-immersion programmes where appropriate
- SO1.8** To require local authorities to consider demand for, and access to, Welsh-medium provision when planning and bringing forward statutory proposals to change school provision
- SO1.9** To promote access to Welsh-medium statutory primary and secondary provision, and to institutions providing further education and nursery education, when exercising functions under the Learner Travel (Wales) Measure 2008
- SO1.10** To improve the communication of clear information to parents and carers about the nature of both the language provision and the language ethos of settings and schools, including presenting options in a fair and reasonable way
- SO1.11** To keep in view further levers for influencing strategic direction for Welsh-medium education, including possible legislation

**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**

The purpose of this strategic aim is to focus on Welsh-medium provision as an integral element of cooperative planning and delivery of provision in the post-14 phases.

This involves prioritisation of course options to ensure a range of Welsh-medium opportunities for learners in line with the Learning and Skills (Wales) Measure 2009. For Welsh-medium provision it also entails the creation of wider networks than those based on local authority boundaries, and an increased contribution from the further education, work-based learning, youth service and adult community learning sectors. There needs to be effective progression into, and further development of, Welsh-medium course options in higher education as well as lifelong learning of all types. Proactive planning on the basis of improving access to Welsh-medium and bilingual provision should be a guiding principle.



## Strategic objectives

- SO2.1** To ensure more high-quality opportunities to study or train through the medium of Welsh under the 14–19 Learning Pathways, in line with the Learning and Skills (Wales) Measure 2009 and related guidance
- SO2.2** To establish and develop Welsh-medium 14–19 area partnerships that plan and develop delivery across local authority boundaries
- SO2.3** To increase Welsh-medium and bilingual provision in further education and work-based learning and training in partnership through area networks
- SO2.4** To plan provision which enables linguistic progression from the statutory education phase into the post-16 and post-19 phases with course options that maintain and strengthen linguistic skills in Welsh
- SO2.5** To expect that proposals for change under the transforming education and training agenda improve opportunities for learners to take courses taught in Welsh and, where appropriate, ensure that learners can access a school or college where the Welsh language is used for all activities
- SO2.6** To encourage partnership working between the higher education sector (including the planned Coleg Ffederal) and the post-16 sector on effective progression pathways for learners from post-16 provision into Welsh-medium higher education
- SO2.7** To improve the planning of pathways for Welsh-medium progression into and within higher education, both in academic subject areas and in priority vocational areas
- SO2.8** To increase adult and community learning provision through the medium of Welsh in line with the aspirations of adult and community learning transformation

## **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**

Welsh-medium education from the early years, with robust linguistic progression through every phase of education, offers the best conditions for developing young people who are truly bilingual.

Schools, local authorities and other providers need to plan strategically to facilitate linguistic continuity in order to increase the numbers achieving fluency in a broad range of Welsh-language skills. Those not opting for Welsh-medium education should also have better opportunities to develop Welsh-language skills which enrich their experience of living in a bilingual country. Increasing the use of Welsh as a medium of learning across the curriculum may be one way of doing this. Welsh also needs to be recognised as a skill in the workplace, and improved methods of recognising and achieving skill levels developed.

### **Strategic objectives**

- SO3.1** To improve linguistic progression as a national, regional and local authority priority in all phases of education and training
- SO3.2** To develop further opportunities for post-16 learners to maintain and improve their language skills in Welsh to provide linguistic progression
- SO3.3** To raise standards in the teaching and learning of Welsh (first language)
- SO3.4** To raise standards in the teaching and learning of Welsh (second language)
- SO3.5** To consider the options for developing and assessing skills in Welsh along a language continuum across all phases of education
- SO3.6** To raise standards in the teaching and learning of Welsh to adults so as to increase the numbers able to contribute to their communities and workplaces in Welsh
- SO3.7** To promote recognition of Welsh as a skill in the workplace, and to develop opportunities for learning Welsh in the workplace
- SO3.8** To work with partners to promote the benefits of Welsh-medium and Welsh-language learning
- SO3.9** To expect that careers education, advice and guidance recognises and promotes the benefits of Welsh-medium and Welsh-language study and the opportunities to use Welsh in further study or training and in 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**

Ensuring an appropriate workforce for Welsh-medium education and training is fundamental to the success of this Strategy. The workforce must be sufficient in quality and in number to meet the growing needs of Welsh-medium provision in all sectors. Workforce training should also address the specific needs of the Welsh-medium sector in terms of language and methodological skills, and support the aim of improving standards in Welsh second language. The needs of all practitioners and staff working in education and training are considered in these objectives.

**Strategic objectives**

- SO4.1** To develop workforce planning for Welsh-medium and Welsh-language practitioners in all sectors, including those working bilingually, and ensure that targets for initial training are based on detailed analyses of supply and demand
- SO4.2** To develop initial training or Early Professional Development for practitioners at all levels and for all sectors that includes language awareness, Welsh-language skills, and Welsh-medium and bilingual teaching and learning methodologies where appropriate
- SO4.3** To develop the national and regional infrastructure and capacity for delivering high-quality Continuing Professional Development (accredited and non-accredited training) in Welsh-medium methodologies and Welsh-language skills for practitioners in all education and training sectors, within the wider context of the pending review of all professional development in Wales
- SO4.4** To improve skills of Welsh for Adults tutors through Continuing Professional Development training opportunities and the National Qualification for Welsh for Adults practitioners
- SO4.5** To develop further research and scholarship in Wales across a broad range of areas relating to the Welsh language in education, including teaching and learning methodologies, and link research with training and best practice
- SO4.6** To share and develop best practice through the medium of Welsh and in bilingual settings in all education and training sectors and informal and non-formal contexts

## **Strategic aim 5: To improve the central support mechanisms for Welsh-medium education and training**

Education and training through the medium of Welsh cannot function properly without mechanisms to ensure that learners are fully supported by Welsh-medium assessment and Welsh-medium classroom resources that are not provided by the commercial market. There needs to be improved access to a sufficient range of Welsh-medium qualifications. A continuous supply of high-quality Welsh-medium classroom resources, keeping pace with changes in the curriculum, sector requirements and new technologies, is essential to support learners of all ages. Standardised Welsh-language terminology is needed to ensure consistency across all assessments, qualifications and resources.

### **Strategic objectives**

- SO5.1** To encourage awarding organisations to develop the range, number and availability of Welsh-medium and Welsh-language qualifications of all types, in response to learner and sector needs and national strategic priorities
- SO5.2** To increase and improve the range of teaching and learning resources to meet the needs of Welsh-medium and Welsh-language learners, in the context of national strategic priorities
- SO5.3** To keep new technological developments and their impact on Welsh-medium and Welsh-language education under review, and seek to increase opportunities for Welsh-medium access
- SO5.4** To raise awareness and promote the use of Welsh-medium and Welsh-language resources and qualifications
- SO5.5** To ensure that up-to-date, standardised Welsh-language terminology is available to support all aspects of Welsh-medium provision

## **Strategic aim 6: To contribute to the acquisition and reinforcement of Welsh-language skills in families and in the community**

Education and training alone cannot guarantee that speakers become fluent in Welsh, or choose to use the language in their everyday lives. This Strategy concludes by outlining informal learning activities which support and complement the formal process of developing Welsh-language skills, and identifies opportunities for collaborative working across Welsh Assembly Government departments and with other agencies. A fundamental part of this is reaching across our diverse communities and to disadvantaged areas.

### **Strategic objectives**

- SO6.1** To increase provision of the teaching of Welsh to families
- SO6.2** To expect partner bodies of the Children and Young People's Partnerships to provide informal opportunities for learners to reinforce and embed their Welsh-language skills within education settings
- SO6.3** To expect partner bodies of the Children and Young People's Partnerships to increase and facilitate opportunities for young people to participate in activities through the medium of Welsh outside formal education settings
- SO6.4** To encourage understanding that Welsh-language skills are relevant across culturally diverse communities and different socio-economic backgrounds

## 5. Monitoring

**5.1** Although in our vision we recognise that some of the changes required will take some time to come to fruition, the Welsh Assembly Government will monitor and review the outcomes and targets in regular cycles from 2010. The targets in the Annex are based on data sources provided by the Welsh Assembly Government Statistical Directorate based on returns to the PLASC and LLWR. Future data will be collated and published in Statistical Bulletins by the Statistical Directorate. The Implementation Programme will include actions in cycles of five years in a rolling programme.

**5.2** Monitoring of the targets and outcomes in the Strategy (Annex) will be established through internal Department for Children, Education, Lifelong Learning and Skills (DCELLS) processes, and progress will be monitored regularly with annual reports to the Minister for Children, Education and Lifelong Learning (CELL), which will be made publicly available. The Strategy will be reviewed in 2015 and a revised Implementation Programme prepared at that time.

**5.3** A Strategy Advisory Group will also be established with representation from major stakeholders. This body will meet annually, and will be chaired by the CELL Minister. Its purpose will be to advise on progress with the Strategy, in particular the coordination of planning of Welsh-medium provision.

**5.4** Progress on the Strategy will also be reviewed regularly by the Council of Europe's Committee of Experts (COMEX) under the European Charter for Regional and Minority Languages.

## Annex: Outcomes and targets

In order to monitor progress in implementing the Strategy, fixed five-year and indicative ten-year targets have been set based on outcomes that are central to its success. The Welsh Assembly Government will use this evidence as a contribution to a comprehensive review of the Strategy after the initial five-year period.

The indicators linked to each outcome are measurable using reliable data sets that are already available. They are applicable to the three levels of the education system – provider, local authority and national – and will be monitored at these different levels. Local authorities already report on performance through the National Performance Indicators. EDU/006 NS13 represents an important element of this Strategy: this requires authorities to report on *the percentage of pupils assessed, in schools maintained by the local authority, receiving a teacher assessment in Welsh (first language) at the end of Key Stage 2 and at the end of Key Stage 3.*

There are also areas where further work will be carried out to establish firmer benchmarking data. These lie mainly outside the statutory sector, relating in particular to early years and post-16 provision.

<b>Outcome 1</b>			
More seven-year-old children 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 at local authority level

Evidence from parental surveys in a number of local authorities where Welsh-medium provision is an option suggests that the current provision does not fully meet with parental demand in all areas. It is expected that the implementation of the Strategy will address this issue, leading to an increase in provision. In areas where bilingual provision is the norm, it is also expected that the Strategy will lead to an increase in the number of learners assessed in Welsh at Year 2. These national target figures have therefore been set in the context of the historical trend in the data and the impact of implementing the Strategy.

We have modelled the increases needed at local authority level to reach the national 2015 target, taking into consideration the wide range of current provision. In this model, a local authority with a 2009 figure of 10% would need to increase to around 13% (a 30% increase), whilst one with a 2009 figure of 80% would need to increase to around 84% (a 5% increase). The table below provides further examples in relation to current provision.

Percentage Welsh first language in Year 2 (2009)	Percentage increase needed to meet 2015 target
0–10%	+32–40%
10–20%	+27–32%
20–30%	+23–27%
30–40%	+19–23%
40–50%	+15–19%
50–60%	+12–15%
60–70%	+8–12%
70–80%	+5–8%
80–90%	+2–5%
90+%	+0–2%

Local authorities will be expected to agree targets for Welsh-medium education, to be submitted as part of their Welsh in Education Strategic Plans to DCELLS for annual monitoring from 2011 (see Strategic aim 1). These exemplar figures will form the basis on which such targets are formulated.



## 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 at local authority level

Analysis of the linguistic data following through cohorts of learners over the last ten years clearly indicates that there is a discontinuity in linguistic progression between Key Stage 2 and Key Stage 3. Currently 15% of learners across Wales do not progress in their study of Welsh (first language) from Key Stage 2 to Key Stage 3. Strategic aim 3 outlines the objectives and actions that will be taken to improve this situation. These national target figures have been set on the basis of closing the Key Stage 2–Key Stage 3 gap to 10% by 2015 and to 5% by 2020.

There is currently considerable variation in the Key Stage 2–Key Stage 3 discontinuity rates across local authorities, most authorities already having a figure of less than 10%. The national target will therefore only be met through improvements in those authorities currently showing rates significantly greater than 10%.

Local authorities will be expected to agree targets for Welsh-medium education to be submitted as part of their Welsh in Education Strategic Plans, to DCELLS for annual monitoring from 2011 (see Strategic aim 1). These expectations will form the basis on which such targets are formulated.

### Outcome 3

More learners studying for qualifications through the medium of Welsh

Indicators	Targets		
	2009	2015	2020
<b>3a.</b> Percentage of learners entered for GCSE Welsh (first language) entered for at least two further Level 1/2 qualifications through the medium of Welsh*	81%**	84%	88%
<b>3b.</b> 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%**	62%	68%

\* excluding Welsh literature; applied GCSEs, double science count two subjects; short courses count one subject

\*\* based on WJEC data

### Outcome 3 at local authority level

Analysis of the linguistic data relating to annual cohorts of learners clearly indicates that there is a further drop in linguistic progression between Key Stage 3 and Key Stage 4. Overall, it appears that around 30% of the learners who followed a Welsh (first language) course at primary school level did not progress to taking any GCSE qualifications through the medium of Welsh in 2009. There is currently considerable variation in this linguistic Key Stage 3–Key Stage 4 progression across schools and local authorities. Two targets are set so as to be relevant to as many schools as possible.

Local authorities will be expected to agree targets for Welsh-medium education to be submitted as part of their Welsh in Education Strategic Plans, to DCELLS for annual monitoring from 2011 (see Strategic aim 1). These expectations will form the basis on which such targets are formulated.

**Outcome 4**

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

Indicators	Targets					
	2007/08		2015		2020	
Learners 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 (LLWR, LA 26)

\*\* WM = Welsh-medium; B = Bilingual

The data clearly show that it is school sixth forms that form the mainstay of Welsh-medium provision in the 16–19 age range. The success of our Coleg Ffederal initiative is dependent on having a sustainable supply of Welsh-medium students from a wide range of subject areas. The targets for sixth form provision in schools are therefore set in the context of building on the targets of Outcome 3, so as to provide such a base of potential Coleg Ffederal students.

Despite significant initiatives over a number of years, Welsh-medium provision in further education institutions and work-based learning remains low. The targets are set with a view to making progress in the future.

**Outcome 5**

More learners with higher-level Welsh-language skills

Indicators	Targets		
	2009	2015	2020
<b>5a</b> Total A level Welsh (first language) entries as a percentage of GCSE Welsh (first language) entries, two years earlier	6.7%*	7%	8%
<b>5b</b> 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 WJEC data

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 choice of subjects available in post-16 provision has increased considerably in recent years, and this trend will continue with the implementation of the Learning and Skills (Wales) Measure 2009. As a consequence, the percentage of first language GCSE learners moving on to study A level Welsh has decreased from 7.9% to 6.7% during the past five years. Objectives in the Strategy are initially aimed at stabilising this figure and at an eventual reversal of the trend. Achieving the targets of both Outcome 2 and Outcome 5 will lead to a significant increase in the number of learners with higher-level Welsh-language skills.

# Implementation Programme

## Monitoring of the Strategy

Summary of action	To be implemented by Welsh Assembly Government	Start date
Internal monitoring.	Establish an internal DCELLS Strategy Project Board with reporting mechanisms.	May 2010
External stakeholder engagement with the Strategy.	Establish an Advisory Panel to advise the Minister on implementation of the Strategy, with annual meetings chaired by the CELL Minister, and representation to include senior representatives from local authority bodies and other key stakeholders.	July – October 2010
External stakeholder engagement with training aspects of the Strategy.	Establish a Training Advisory Panel to advise DCELLS on coordinating and improving initial and continuing training for Welsh-medium and bilingual practitioners, and those teaching Welsh as a first or second language.	July – October 2010
External evaluation of the Strategy Implementation Programme.	Commission an independent evaluation of the Implementation Programme to feed into the 2015 review.	July – October 2010

**Explanation of stages**

Stage 1 – Planning the implementation of action.

Stage 2 – Initial implementation of action.

Stage 3 – Continued or completed implementation of action.

## 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

Strategic objective	Summary of action	To be implemented by Welsh Assembly Government (WAG)	To be implemented by other lead bodies in partnership with WAG (local authorities (LAs) unless otherwise indicated)	To be implemented by providers or others in partnership with lead bodies	By 2012	By 2015
<b>SO1.1</b>	WAG responsible for monitoring LA planning for Welsh-medium and bilingual provision.	Approve and monitor Welsh in Education Strategic Plans (WESPs) submitted by LAs in the context of achieving the Strategy outcomes and targets.	Include Welsh-medium education in all strategy and planning. Submit WESPs to WAG for annual monitoring, with agreed local targets.	All schools/clusters to reflect the direction of LA strategic planning and agree on appropriate targets in their planning and self-evaluation processes.	Stage 2	Stage 3
	Promote good practice in planning within LAs for Welsh-medium provision.	Expect the establishment of a Welsh-medium education forum within each LA to coordinate work leading to achievement of Strategy outcomes and targets.	Establish a Welsh-medium forum in each LA to promote good practice across all core aims of the Children and Young People's Partnerships (CYPPs), including key stakeholders, to plan to achieve Strategy outcomes and targets.	All providers to cooperate with the Welsh-medium forum in their LA in order to work towards locally agreed outcomes and targets set by the Welsh-medium forum.	Stage 2	Stage 3
<b>SO1.2</b>	Improve regional planning and coordination within the four Association of Directors of Education in Wales (ADEW) regional consortia.	Establish a national support unit to assist consortia and LAs and to coordinate the measuring of demand for and planning of Welsh-medium provision across regions. Also to coordinate training and dissemination of good practice.	Improve cross-boundary working through consortia to support and coordinate planning, training and the dissemination of good practice, using the national specialist support unit.	Heads and governors of all providers to cooperate with regional consortia planning in order to implement agreed outcomes.	Stage 2	Stage 3
	Improve planning and spread best practice for all Welsh-medium and bilingual provision at provider level.	Ensure effective integration of Welsh-medium and bilingual provision in the implementation of the School Effectiveness Framework (SEF).	Integrate Welsh-medium and bilingual considerations in all aspects of the SEF across LAs and consortia.	Schools to improve planning and learn from best practice as part of their self-evaluation and improvement processes to achieve the outcomes of the Strategy.	Stage 2	Stage 3

<b>SO1.4</b>	Improve planning on the basis of surveys to measure parental demand for Welsh-medium education at LA and regional level.	Work with LAs in which a choice between Welsh-medium and English-medium provision is offered with a view to adopting robust methods of measuring demand for Welsh-medium childcare and education provision. Promote consistency in survey methodology by providing clear guidelines, and support resolution of practical and technical issues surrounding parental surveys.	For LAs in which a choice between Welsh-medium and English-medium provision is offered, adopt robust methods of measuring demand for, and supply of, Welsh-medium childcare and statutory education provision, according to national guidelines.	Stage 2	Stage 3
		Establish clear guidelines on how LAs are expected to act promptly on the findings of surveys.	Act promptly on the findings of parental surveys, according to WAG guidelines.	Stage 2	Stage 3
<b>SO1.5</b>	Review Welsh-medium provision and services for pupils with additional learning needs (ALN), and monitor progress.	Commission an update of the review <i>Acknowledging Need</i> (WAG, 2002), identify areas of best practice, assess progress and consider options for further action.	Ensure adequate consideration of ALN in planning provision, and encourage closer collaboration between LAs to provide for learners with low incidence needs and those requiring specialist provision.	Stage 1	Stage 2
<b>SO1.6</b>	Encourage increased access to Welsh-medium provision for early years and primary statutory provision.	Consider options for auditing pre-statutory language provision. Best practice on joint planning and data-sharing for Welsh-medium and bilingual provision to be agreed and shared with LAs and the non-maintained sector.	Implement best practice in effective collection of data and tracking of progression from the voluntary and private sectors into Welsh-medium and bilingual statutory provision, sharing the data and strategic mapping with voluntary sector providers.	Stage 1	Stage 2
		Encourage greater access to Welsh-medium early years education provision within the child's local community. Ensure sufficient Welsh-medium childcare opportunities within the Flying Start Programme. Consider options for appropriate support to the non-maintained sector where there are potential gaps.	Welsh-language issues including capacity and funding to be part of the work of CYPPs or Early Years Development and Childcare Partnerships. Include the non-maintained sector in early years planning.	Stage 2	Stage 3

Strategic objective	Summary of action	To be implemented by Welsh Assembly Government (WAG)	To be implemented by other lead bodies in partnership with WAG (local authorities (LAs) unless otherwise indicated)	To be implemented by providers or others in partnership with lead bodies	By 2012	By 2015
<b>SO1.7</b>	Review and develop the Immersion Programme and centres for late entry to Welsh-medium education.	Further develop the existing Immersion Programme providing intensive Welsh-language immersion teaching, facilitating late access to Welsh-medium education.  Continue to develop Language Immersion Centres for Latecomers in partnership with Welsh Language Board (WLB) and LAs and consider options for the future.	Take account of current immersion pilots and consider coherent programmes for late entry immersion with a view to increasing access to Welsh-medium provision.  Work with WAG/WLB to keep under review the demand for, purpose, viability, funding and types of provision available in Centres for Latecomers.	More Welsh-medium secondary schools to participate in setting up schemes for late entry following the Immersion Programme guidance.  Schools to ensure that latecomers receive support and mentoring after initial learning in Latecomers' Centres.	Stage 3	Stage 3
<b>SO1.8</b>	Consider Welsh-medium provision when planning changes to school provision.	Consider options for further guidance to LAs in relation to Welsh-medium provision when bringing forward statutory proposals to change school provision.	LAs to consider future demand for, and access to, Welsh-medium provision when planning to change school provision, and making proposals for the Twenty-first Century Schools Programme.		Stage 1	Stage 2
<b>SO1.9</b>	Promote access to Welsh-medium education under the Learner Travel (Wales) Measure 2008.	Keep travel arrangements made by LAs for learners under review.	Consider the impact on Welsh-medium education and training when exercising functions under the Learner Travel (Wales) Measure 2008.		Stage 2	Stage 3



<b>SO1.10</b>	Provide clearer information about Welsh-medium and bilingual education to parents and carers.	Work with stakeholders to provide guidelines for the dissemination of clear and fair information about the linguistic outcomes of different settings.	Provide clear and fair information to parents and carers about the linguistic outcomes arising from different types of school settings.	Childcare/early years providers and school prospectuses to include clear information about the linguistic nature and content of provision, including information about progression.	Stage 2	Stage 3
		Review the effectiveness of the WAG guidelines <i>Defining Schools according to Welsh-medium Provision (2007)</i> .	Work with WAG to consider how best to present information to parents and carers according to the definitions in <i>Defining Schools according to Welsh-medium Provision</i> .	Schools to work with LAs to ensure that the provision meets the definitions as agreed.		Stage 1
<b>SO1.11</b>	Consider options for influencing strategic direction for Welsh-medium education.	Review effectiveness of Welsh in Education Strategic Plans, and consider options for future legislation on improving planning for Welsh-medium and bilingual education.			Stage 1	Stage 2

## 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

Strategic objective	Summary of action	To be implemented by Welsh Assembly Government (WAG)	To be implemented by other lead bodies in partnership with WAG (local authorities (LAs) unless otherwise indicated)	To be implemented by providers or others in partnership with lead bodies	By 2012	By 2015
<b>SO2.1</b>	Ensure compliance with the Learning and Skills (Wales) Measure (2009).	Monitor all Annual Network Development Plans for Welsh-medium provision for compliance with the Measure and associated guidance.	Ensure compliance with the Measure for provision for 14–16-year-olds.	Area networks, schools, further education institutions (FEIs), work-based learning (WBL) providers to ensure compliance with the Measure for post-16 provision.	Stage 2	Stage 3
		Continue to fund development of new vocational provision and innovative approaches through area networks, in line with the Measure, and regularly review the key subject area priorities for development.	Work through 14–19 area networks and Welsh-medium 14–19 forums to make effective use of funding and sharing of best practice, and to ensure that priority subject areas, particularly vocational, are provided through the medium of Welsh.	LAs, area networks, schools, FEIs and WBL providers to cooperate to make effective use of funding, and to provide courses in priority subject areas, especially vocational, through the medium of Welsh or bilingually.	Stage 3	Stage 3
<b>SO2.2</b>	Develop effective planning for Welsh-medium 14–19 provision through regional Welsh-medium forums.	Review the data collected on Welsh-medium and bilingual provision in 14–19 data collection systems, and explore the use of benchmarking tools for post-16 learning.	Collect and make good use of accurate data on Welsh-medium and bilingual provision through appropriate systems.	Providers to ensure the provision and good use of accurate data.	Stage 1	Stage 2
		Continue to work with regional Welsh-medium forums to aid planning across LA boundaries.	Cooperate with Welsh-medium forums to continue to develop regional approaches to Welsh-medium shortages in 14–19 provision.	Stakeholders and providers to cooperate through regional Welsh-medium forums to secure sustainable development of Welsh-medium and bilingual 14–19 courses.	Stage 3	Stage 3

<b>SO2.3</b>	Increase Welsh-medium and bilingual provision in further education (FE) and WBL.	Support CollegesWales to implement their Bilingualism Strategy. Evaluate self-assessment reports of FEIs through the Quality Effectiveness Framework (QEF) with regard to their effectiveness in relation to Welsh ethos and Welsh-medium/bilingual provision.		FEIs to increase Welsh-medium and bilingual provision in line with CollegesWales' Bilingualism Strategy, FEIs' Welsh Language Schemes and QEF self-assessment reports.	Stage 2	Stage 3
		Incorporate specific requirements for Welsh-medium policies and delivery into the programme specification for WBL from August 2011, and monitor accordingly.		WBL providers to increase Welsh-medium and/or bilingual provision according to the terms of contract from 2011 and in cooperation with 14–19 area networks for under-19 learners.	Stage 2	Stage 3
<b>SO2.4</b>	Improve planning of linguistic progression into the post-16 and post-19 phases.	Encourage development of courses and qualifications which support and improve Welsh-language skills for post-16 learners.	LAs to plan effectively for post-16 Welsh-medium and bilingual provision within partnerships.	Schools, FEIs and WBL providers to work together in order to develop options for improving Welsh-language skills post-16.	Stage 1	Stage 2
	Consider views of children and young people with regard to Welsh-medium and bilingual provision.	Monitor effective response to Learner Voice surveys with regard to Welsh-medium and bilingual opportunities.		Education and training providers to give due consideration to demand from learners for greater Welsh-medium and bilingual opportunities.	Stage 2	Stage 3
<b>SO2.5</b>	Ensure criteria and outcomes for Transformation proposals demonstrate enhancement of Welsh-medium opportunities.	Ensure that development and evaluation of all Transforming Education and Training Provision proposals demonstrate maintenance and enhancement of Welsh-medium provision.	Ensure that Transformation proposals demonstrate maintenance and enhancement of Welsh-medium provision, and due consideration to having a positive effect on the range and quality of Welsh-medium opportunities for learners.		Stage 2	Stage 3

Strategic objective	Summary of action	To be implemented by Welsh Assembly Government (WAG)	To be implemented by other lead bodies in partnership with WAG (local authorities (LAs) unless otherwise indicated)	To be implemented by providers or others in partnership with lead bodies	By 2012	By 2015
<b>SO2.6</b>	Develop a framework for cooperation between Welsh-medium higher education (HE) and post-16 provision.	Work with all interested partners to create a framework for joint work on effective progression pathways for learners from post-16 provision into Welsh-medium HE study.	HE sector, and in due course the Coleg Ffederal, to work with post-16 providers to plan future Welsh-medium provision with effective progression from post-16 learning.	Higher education institutes (HEIs) and post-16 providers to cooperate on planning for effective progression through the medium of Welsh from post-16 provision into HE.	Stage 1	Stage 2
	Prioritise courses and options which maximise opportunities for Welsh-medium progression into HE.	Work with all interested partners to agree priority areas where learners can progress from Welsh-medium or bilingual courses post-16 into post-19 HE courses.	HE sector/Coleg Ffederal to work with WAG and providers to prioritise progression pathways.	HEIs to coordinate with Higher Education Funding Council for Wales (HEFCW)/Coleg Ffederal and post-16 providers to prioritise progression pathways in line with HEIs Welsh Language Schemes.	Stage 2	Stage 3
<b>SO2.7</b>	Encourage development of research through the medium of Welsh.	Encourage research funding bodies to consider Welsh-medium research.	HE sector and the Coleg Ffederal to encourage HE research through the medium of Welsh in order to raise the status of Welsh as an academic language.	HEIs to encourage HE research through the medium of Welsh.	Stage 1	Stage 3
	Expand opportunities for Welsh-medium learning in Adult and Community Learning (ACL).	Expect that Welsh-medium provision is fully mainstreamed in wider ACL provision.  Undertake a survey of Welsh-speakers to establish the need for Welsh-medium Basic Skills provision. Continue to expand Basic Skills provision in adult learning through the medium of Welsh.	Ensure Welsh-medium provision is fully considered in planning for ACL (LAs and other providers).  Support the delivery of Basic Skills through the medium of Welsh through signing up to the Employer Pledge and enabling Basic Skills learning in the workplace.	Ensure Welsh-medium provision is fully considered in planning for ACL (LAs and other providers).  Increase capacity to deliver Basic Skills learning through the medium of Welsh.	Stage 1	Stage 2
<b>SO2.8</b>					Stage 2	Stage 3

### 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

Strategic objective	Summary of action	To be implemented by Welsh Assembly Government (WAG)	To be implemented by other lead bodies in partnership with WAG (local authorities (LAs) unless otherwise indicated)	To be implemented by providers or others in partnership with lead bodies	By 2012	By 2015
<b>S03.1</b>	Improve linguistic progression in all phases.	Further develop the WLB Linguistic Continuity project for improved linguistic progression between Key Stages 2 and 3, and provide best practice guidance. Consider options for Key Stages 3–4 and into post-16 learning.	Mainstream best practice in ensuring linguistic progression in line with Welsh in Education Strategic Plans (WESPs) (see 1.1). Promote more effective transfer between Key Stages 2 and 3, and Key Stages 3 and 4.	Evaluate current provision with a view to improving linguistic progression particularly between Key Stages 2 and 3, and Key Stages 3 and 4. Ensure involvement of governors, parents, carers and learners.	Stage 2	Stage 3
<b>S03.2</b>	Improve Welsh-language skills in the post-16 sector, including school sixth forms, FE, WBL and HE.	Build on the current Vocational Welsh pilots to develop provision for language courses or modules suitable for post-16 learners taking vocational courses, and explore further opportunities for post-16 Welsh learning in general.	Sector bodies (Sector Skills Councils (SSCs) and standard-setting bodies) to provide options for improving Welsh language skills as part of apprenticeship frameworks and Skillbuild frameworks delivered in FE and WBL. HE sector/Colleg Ffederal to consider options for Welsh-language learning at HE level.	FE and WBL providers to offer suitable Welsh-language support and courses appropriate for post-16 Welsh-speaking learners. HEIs to provide opportunities for learners to improve their Welsh-language skills, including through Welsh for Adults (WFA) centres.	Stage 2	Stage 3
<b>S03.3</b>	Raise standards in teaching and learning of Welsh first language (for Welsh-medium and bilingual settings).	Keep under review all curriculum and qualification requirements. Ensure that all literacy initiatives include Welsh-language literacy, and continue to expand Basic Skills provision through the medium of Welsh as required. Work with Estyn to continue to monitor standards in Welsh.	LAs to take measures to improve standards of learning and teaching, closing the gap between schools and within schools.	Schools to self-evaluate through the SEF and set targets for improvement.	Stage 2	Stage 3
		Work with LAs to consider options for increasing Welsh-language and Welsh-medium elements of the curriculum in existing bilingual schools in order to improve learners' fluency in Welsh.	Encourage a greater proportion of Welsh-medium provision in bilingual schools, where appropriate.	Bilingual schools to review the nature of the curriculum provided and work with the LA to increase and improve the Welsh-medium and Welsh-language content where appropriate.	Stage 2	Stage 3

Strategic objective	Summary of action	To be implemented by Welsh Assembly Government (WAG)	To be implemented by other lead bodies in partnership with WAG (local authorities (LAs) unless otherwise indicated)	To be implemented by providers or others in partnership with lead bodies	By 2012	By 2015
<b>SO3.4</b>	Raise standards in learning and teaching of Welsh and second language (for English-medium settings).	As part of the Ministerial remit, request Estyn to undertake reviews of Welsh Language Development Area of Learning in the Foundation Phase, and Welsh second language standards at Key Stage 2, following the introduction of the statutory teacher assessment.	Monitor the effect of the statutory teacher assessments and the requirement to report to parents and carers at Key Stage 2.	Schools to self-evaluate through the SEF and set targets for improvement in Welsh second language.	Stage 2	Stage 3
		Keep under review the guidance and training materials available for use with learners aged 3–16 in order to promote good practice and training, with a view to increasing the numbers following the full GCSE course or equivalent in Welsh second language, in line with Estyn recommendations.	Share good practice and training for Foundation Phase on an LA and regional consortium basis. Identify areas of underachievement in Welsh second language and work through the SEF to enable schools to set goals for improvement.	Share good practice and identify training through the SEF. Set goals for improvement in achievement in Welsh for all ages, ensuring sufficient curriculum time, resources and adequate training for teachers.	Stage 3	Stage 3
		Identify best practice, especially at Key Stages 2 and 3, and consider options for pilot programmes for improving standards in Welsh second language.	Cooperate with WAG in identifying best practice and setting up pilots.	Schools to seek improvement in standards by learning from the WAG/LA pilots and findings on best practice.	Stage 2	Stage 3
		Consider options for encouraging development of alternative Welsh second language skills assessments at Key Stage 4 and post-16, to assist with improving skills in Welsh language.	Awarding organisations (AOs) to work with SSCs/standard-setting bodies and WAG to consider alternative assessments.	Education and training providers to assess demand and promote availability of alternative assessments as appropriate.	Stage 2	Stage 3

<b>SO3.5</b>	Research the feasibility of introducing a language continuum.	Consider the feasibility of introducing a language continuum. Assess the possibilities of a single assessment and qualifications framework, with trialling of possible models.			Stage 2	Stage 3
	Continue to improve opportunities for adults to learn Welsh.	Continue to develop the WfA centres, through agreed performance measures.		WfA centres to plan the delivery of new and improved provision and to increase the numbers of learners progressing to fluency.	Stage 2	Stage 2
<b>SO3.6</b>		Ensure accurate benchmarking and set targets for WfA provision based on a review of data collection systems.		WfA centres to encourage greater participation in WfA courses, particularly intensive courses. Once benchmarking established, respond to targets set.	Stage 2	Stage 2
	Improve and expand the opportunities for learning, assessing and improving Welsh-language skills in the workplace.	Work with all partners to promote the understanding and recognition of the value of Welsh as a skill in the workplace. Develop an online method for assessing Welsh-language skills of employees within the workplace.	HE sector Task and Finish Group to report on recognising HE Welsh-language skills. SSCs/standard-setting bodies to undertake Welsh-language skills needs analysis in line with Welsh Language Schemes.	Employers to consider and recognise the benefits of improving customer service and other functions through having Welsh-language skills in the workforce.	Stage 1	Stage 2
<b>SO3.7</b>		Work with partners to develop Welsh-language courses for specific workplaces having language training requirements.	AOs to work with WAG to develop appropriate Welsh-language qualifications for the workplace.	WfA centres to deliver an increase in tailored Welsh-language courses for the workplace.	Stage 2	Stage 3
	Raise awareness of the benefits of Welsh-medium and Welsh language learning amongst stakeholders.	Work with partners to raise awareness of the benefits and the value of Welsh-language skills in the workplace, targeting parents, carers, learners and employers in particular.	Partner bodies to raise awareness of the value of Welsh-language skills with parents, carers and learners, so that they consider these benefits when choosing education and training options.	Employers to consider the benefits of having Welsh-language skills in the workforce, and reflect this in their training and recruitment policies.	Stage 2	Stage 3
<b>SO3.8</b>						

Strategic objective	Summary of action	To be implemented by Welsh Assembly Government (WAG)	To be implemented by other lead bodies in partnership with WAG (local authorities (LAs) unless otherwise indicated)	To be implemented by providers or others in partnership with lead bodies	By 2012	By 2015
<b>S03.9</b>	Improve careers education, advice and guidance in relation to Welsh-medium and Welsh-language education and employment opportunities.	Ensure that those advising on subject choices, careers information, and work experience/placements give consistent positive messages about the value of Welsh-language skills, Welsh-medium study and employment opportunities.  Develop the future Welsh-speaking teaching workforce through, for example, promoting study of Welsh as a subject at Level 3 (A level) and degree level.	Careers Wales and other advisory services to point consistently to the value of Welsh-language skills.  HE sector/Coleg Ffederal to consider appropriate action to increase numbers studying Welsh at degree level.	Education and training providers to promote comprehensive awareness by all staff of work-related and study-related opportunities involving Welsh-language skills, and to facilitate Welsh-medium work experience and placements wherever possible.  14–19 area networks to ensure learning pathways that encourage higher-level study of Welsh.	Stage 2	Stage 2



**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**

Strategic objective	Summary of action	To be implemented by Welsh Assembly Government (WAG)	To be implemented by other lead bodies in partnership with WAG (local authorities (LAs) unless otherwise indicated)	To be implemented by providers or others in partnership with lead bodies	By 2012	By 2015
<b>SO4.1</b>	Plan for sufficient numbers of suitable Welsh-medium and Welsh-language practitioners entering the workforce.	Model the workforce for Welsh-medium numbers as part of the Initial Teacher Training (ITT) Change Plan and consider options for other practitioners.  Continue the provision of current Welsh/Welsh-medium recruitment incentives and consider further options. Continue to ensure that any agreement on the promotion of teaching as a career by the Training and Development Agency for Schools covering Wales takes full account of Welsh-medium provision.	HE sector/HEFCW/Coleg Ffederal to respond to the ITT Change Plan based on workforce modelling.  HE sector/Coleg Ffederal: Continue to support the HE Postgraduate Scholarships Scheme and the Welsh-medium Teaching Fellowships scheme or successor schemes.	HE providers of ITT to help take forward any workforce modelling changes.  All training providers to consider planned recruitment policy for Welsh-medium/bilingual practitioners and Welsh-language specialists.	Stage 1	Stage 2
<b>SO4.2</b>	Develop appropriate initial and Early Professional Development (EPD) training for all practitioners using the Welsh language in education.	Drive improvements in Welsh-language skills of practitioners intending to work in Wales at primary level during their initial training or EPD.  Drive improvements in Welsh-medium/bilingual teaching methodologies within initial training and EPD for all phases and sectors as appropriate.	HE sector to ensure capacity and accreditation of appropriate modules according to national standards.	HEIs, particularly ITT centres, to deliver tuition in language awareness, Welsh-language skills and Welsh-medium/bilingual methodologies to the appropriate categories of trainee practitioners.	Stage 1	Stage 2

Strategic objective	Summary of action	To be implemented by Welsh Assembly Government (WAG)	To be implemented by other lead bodies in partnership with WAG (local authorities (LAs) unless otherwise indicated)	To be implemented by providers or others in partnership with lead bodies	By 2012	By 2015
		Work with partners towards establishing a minimum linguistic standard for those wishing to work in Welsh-medium settings.			Stage 1	Stage 2
<b>SO4.3</b>	Develop a national infrastructure for regional delivery of in-service Continuing Professional Development (CPD) training for Welsh-medium/bilingual and Welsh-language skills for all sectors.	<p>Improve delivery of in-service training through the medium of Welsh/bilingually and for Welsh as a subject through development of a coherent infrastructure at national and regional levels, within the context of the WAG review of CPD.</p> <p>Improve the linguistic skills of practitioners in all sectors by providing opportunities for training through different models of the Sabbaticals Scheme in a national framework.</p> <p>Improve skills of childcare and Early Years practitioners to ensure effective delivery of the Foundation Phase in all parts of Wales.</p> <p>Improve in-service training and support for school practitioners within LAs and across consortia by building on the work of the <i>athrawon bro</i>.</p>	LAs to improve the linguistic skills of practitioners by identifying priorities for training, correlating with planning processes at local and regional level.	<p>All providers of CPD training to cooperate and avoid duplication on a national and regional basis, through working to respond to Welsh-medium and Welsh-language needs.</p> <p>All providers to improve the linguistic skills of their practitioners by taking up available training opportunities in line with institutional development plans, LA guidance and, for schools, in line with the SEF.</p>	Stage 2	Stage 3
					Stage 1	Stage 2
					Stage 1	Stage 2

<b>SO4.4</b>	Continue to improve the training and accreditation of WfA tutors.	Continue the focus on developing an accredited framework of CPD for WfA tutors, and provide support for the National Qualification for WfA tutors.		WfA centres to ensure adequate training for their own tutors and third-party tutors.	Stage 3	Stage 3
<b>SO4.5</b>	Increase research and scholarship on Welsh-medium and Welsh-language teaching methodologies in education.	Work with partners to identify and commission priority areas for HE research and scholarship into Welsh-medium and Welsh-language teaching methodologies in education, including related international research, and identify methods of funding.	HE sector, including the planned Coleg Ffederal, to consider options for research and scholarship on Welsh-medium and Welsh-language teaching methodologies in education, and identify methods of funding.	HEIs to assist in identifying opportunities for research. Institutions providing training for practitioners to link research with training and best practice.	Stage 1	Stage 2
<b>SO4.6</b>	Share and develop good practitioner practice, based on evidence and research.	Through the SEF and QEF, identify and share good professional practice in Welsh-medium, bilingual and Welsh-language provision as a result of monitoring of self-assessment.	LAs to share best practice on an LA and regional consortia basis, working with schools through the SEF.	All providers to participate in self-assessment procedures under the SEF and QEF, with a view to improving Welsh-medium/bilingual and Welsh-language provision through sharing of best practice.	Stage 2	Stage 3

## Strategic aim 5: To improve the central support mechanisms for Welsh-medium education and training

Strategic objective	Summary of action	To be implemented by Welsh Assembly Government (WAG)	To be implemented by other lead bodies in partnership with WAG (local authorities (LAs) unless otherwise indicated)	To be implemented by providers or others in partnership with lead bodies	By 2012	By 2015
<b>SO5.1</b>	Encourage AOs to develop further the range, number and availability of Welsh-medium qualifications of all types, and of qualifications for learning Welsh.	Encourage AOs to increase the number and range of Welsh-medium qualifications (below HE level), in response to learner and sector needs and national strategic objectives. Work with SSCs/standard-setting bodies to measure and meet sector needs for Welsh language skills.	AOs and SSCs/standard-setting bodies to work collaboratively and with WAG to develop/approve qualifications in response to learner and sector needs and national strategic objectives.	Education and training providers to assess demand and provide early notification to WAG and AOs.	Stage 3	Stage 3
		Consider options for increasing the number of Welsh-medium assessors, verifiers and moderators.	AOs to work with WAG to identify and deploy more effective models for attracting and retaining assessors, verifiers and moderators.	Education and training providers to cooperate with AOs where appropriate on identifying suitable Welsh-medium expertise for assessment and moderation.	Stage 2	Stage 3
<b>SO5.2</b>	Increase and improve the range of teaching and learning resources for learning Welsh and subjects through the medium of Welsh.	Maintain the national framework for assessment for WfA and develop bespoke qualifications for the workplace and family.	AOs to work with WAG and WfA centres to maintain and develop suitable qualifications.	WfA centres to assess demand and promote availability of qualifications in order to increase number of candidates.	Stage 1	Stage 2
		Extend the support for providing teaching and learning resources of all types to include more comprehensive coverage of all curriculum subjects 3–19 and WfA, across all abilities.	All interested parties to assist in identifying priorities.	Publishers to ensure high-quality materials of all types produced in a timely fashion.	Stage 1	Stage 2
		Consult with practitioners across all age ranges and subject areas in order to identify priorities for materials based on learner and practitioner needs, in the context of national priorities.		Providers to release practitioners to participate in the process of identifying needs.	Stage 3	Stage 3

		Improve commissioning processes to shorten timescales in order to respond to new curriculum and qualifications developments.	AOs, SSCs/standard-setting bodies and publishers to work with WAG to meet new needs for learning and teaching resources.	Practitioners to inform of needs.	Stage 2	Stage 3
		Maintain quality control processes and consider options for improving processes to ensure consistently high-quality materials.	Publishers and other interested partners to work with WAG.	Users and publishers to highlight possible improvements.	Stage 2	Stage 2
<b>SO5.3</b>	Continue to support and keep under review Welsh-medium needs arising from new technological developments.	Address Welsh-language resource needs arising from ongoing technological developments and keep future technological developments and impact on the Welsh-medium sector under review.	All interested partners including National Grid for Learning (NGfL) and HE sector to work with WAG on sharing and best practice. AOs and other bodies to keep WAG informed of new developments.	Education and training providers to highlight possible improvements.	Stage 3	Stage 3
<b>SO5.4</b>	Raise awareness and promote the use of Welsh-medium and Welsh-language resources and qualifications.	Consider options for improving the marketing of Welsh-medium resources and qualifications, and options for marketing resources and qualifications jointly.	Welsh Books Council, publishers, AOs, SSCs/standard-setting bodies to work with WAG to suggest options for raising awareness and promoting availability.	Education and training providers to highlight possible improvements.	Stage 1	Stage 2
<b>SO5.5</b>	Ensure that up-to-date standardised Welsh-language terminology is available to support all aspects of Welsh-medium education provision.	Establish effective joint working arrangements for the development and standardisation of terminology for education, training and qualification use in all subject areas.	WLB, HE sector, AOs and standard-setting bodies to contribute to joint working arrangements.	Education and training providers to inform of needs and assist in the standardisation process.	Stage 1	Stage 2

#### 4 Strategic aim 6: To contribute to the acquisition and reinforcement of Welsh-language skills in families and in the community

Strategic objective	Summary of action	To be implemented by Welsh Assembly Government (WAG)	To be implemented by other lead bodies in partnership with WAG (local authorities (LAs) unless otherwise indicated)	To be implemented by providers or others in partnership with lead bodies	By 2012	By 2015
<b>SO6.1</b>	Target language-learning courses and Welsh-medium courses for parents, carers and families, especially parents and carers with young children.	Encourage key stakeholders, providers and AOs to develop bespoke courses and qualifications.	LAs to ensure that children and parents and carers in Welsh-medium settings have opportunities for intergenerational community education.	WfA centres to deliver Welsh-language courses to parents and carers and families in line with set targets.	Stage 2	Stage 3
<b>SO6.2</b>	Identify opportunities for collaboration on initiatives to increase informal/non-formal learning opportunities within education settings.	Encourage availability of informal and non-formal learning opportunities through the medium of Welsh within all education settings by working with external bodies.  Work with the WLB to ensure that WfA centres plan and deliver improved informal learning opportunities for adult learners of Welsh.	CYPPs to support an increase in informal and non-formal use of Welsh in education settings to reinforce linguistic development.	Education and training providers to promote the availability of Welsh-medium informal and non-formal learning opportunities.  WfA centres to plan and deliver informal learning opportunities.	Stage 1	Stage 2

<b>SO6.3</b>	Increase opportunities for young people to participate in Welsh-medium activities in the community.	Expect CYPPs in each LA to provide equality of opportunity for young people to have access to Welsh-medium activities wherever they live in Wales.	CYPs to plan and provide Welsh-medium informal and non-formal learning opportunities in the community, working effectively in partnership with Welsh-medium voluntary organisations.	Community organisations and providers to promote the availability of Welsh-medium informal and non-formal learning opportunities.	Stage 2	Stage 3
		Include Welsh-language opportunities in national standards for the Youth Service, with key performance indicators.	Youth Services to plan and provide Welsh-medium informal and non-formal learning opportunities and experiences, in line with <i>Agor Dau Ddrws/Opening Both Doors</i> .		Stage 2	Stage 3
		Work with all interested bodies to consider and implement options for specific projects to expand Welsh-language non-formal and informal learning through national and community organisations.			Stage 1	Stage 2
		Improve workforce planning for bilingual skills for the Youth Service and other youth support services, and develop more widely available training for youth services through the medium of Welsh.		All 14–19 and HE providers to seek to expand the number of Welsh-medium places available for training of youth workers at all levels.	Stage 2	Stage 2
<b>SO6.4</b>	Improve understanding of the relevance of Welsh-language skills across culturally diverse communities and different socio-economic backgrounds.	Work with partners to promote language awareness in the community. Encourage WfA centres to deliver Welsh-language taster sessions as part of their widening participation strategies.		Education and training providers to deliver language awareness training. WfA centres to deliver Welsh-language taster sessions in culturally diverse communities.	Stage 1	Stage 2
		Consider options for developing Welsh as an Additional Language and Welsh for Speakers of Other Languages.			Stage 1	Stage 2

## List of abbreviations

ACL	adult community learning	HEI	higher education institution
ALN	additional learning needs	ITT	initial teacher training
AOs	awarding organisations	LAs	local authorities
CPD	Continuing Professional Development	QEF	Quality Effectiveness Framework
CYPs	Children and Young People's Partnerships	SEF	School Effectiveness Framework
DCELLS	Department for Children, Education, Lifelong Learning and Skills	SSCs	Sector Skills Councils
FE	further education	WAG	Welsh Assembly Government
FEI	further education institution	WBL	work-based learning
HE	higher education	WESP	Welsh in Education Strategic Plan
HEFCW	Higher Education Funding Council for Wales	WfA	Welsh for Adults
		WLB	Welsh Language Board