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Welsh-medium Education Strategy: Annual report 2012–13

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Welsh-medium Education Strategy: Annual report 2012–13

Audience	All bodies concerned with education and training in Wales, headteachers and governing bodies of maintained schools, local authorities, Welsh Language Commissioner, Higher Education Funding Council for Wales (HEFCW), higher education institutions, further education institutions, CollegesWales, work-based learning providers, employer organisations and forums, Estyn, trade unions, Welsh for Adults Centres, Funky Dragon, Sector Skills Councils/standard-setting bodies, Careers Wales, National Institute of Adult Continuing Education (NIACE), Welsh Local Government Association (WLGA), Cymdeithas Ysgolion dros Addysg Gymraeg (CYDAG), Rhieni dros Addysg Gymraeg (RhAG), Children and Young People's Partnerships, Mentrau Iaith Cymru, voluntary and community organisations.
Overview	The <i>Welsh-medium Education Strategy</i> was published in April 2010. The strategy contains fixed five-year and indicative ten-year targets based on outcomes which will be used to monitor progress in implementing the strategy. There is a commitment in the Welsh-medium Education Strategy to monitor progress made against the targets contained in the strategy and to publish an annual report.
Further information	Enquiries about this document should be directed to: Welsh in Education Unit Department for Education and Skills Welsh Government Tŷ'r Afon Bedwas Road Caerphilly CF83 8WT Tel: 01443 663695 e-mail: welsh.education@wales.gsi.gov.uk
Additional copies	This document is available on the Welsh Government's website at www.wales.gov.uk/educationandskills
Related documents	<i>Welsh-medium Education Strategy – Consultation</i> (067/2009); <i>Welsh-medium Education Strategy</i> (2010); <i>Welsh-medium Education Strategy: Annual report 2010–11</i> (2011); <i>Welsh-medium Education Strategy: Annual report 2011–12</i> (2012); <i>A living language: a language for living – Welsh Language Strategy 2012–17</i> (2012); <i>A living language: a language for living – Welsh Language Strategy 2012–17 – Action Plan 2012–13</i> (2012). This document is also available in Welsh.

Contents

Ministerial foreword	2
Strategic aims	4
Strategic aim 1	4
Strategic aim 2	8
Strategic aim 3	13
Strategic aim 4	17
Strategic aim 5	20
Strategic aim 6	24
Welsh-medium Education Strategy targets, March 2013 report	28

Ministerial foreword

This is the third annual report of the Welsh-medium Education Strategy which was launched in April 2010. The 2011 Census results highlighted the need for a Welsh-medium education system that can help to increase the number of Welsh speakers. It is good that just over one in every five learners aged seven are in Welsh-medium education; it is also good that every learner in Wales is offered the opportunity to learn Welsh. Progress against the strategic aims of the Welsh-medium Education Strategy is, therefore, vital to increasing the number of Welsh speakers and consequently to the maintenance and revitalisation of the Welsh language.

This has been an important year in terms of our support for Welsh-medium education. I am glad to report that we have made progress against 63 of the 74 actions (85 per cent) in the implementation programme. Work on the remaining 11 actions will commence during 2013–14. A three-year evaluation of the strategy has also been commissioned and is due to report in 2015.

In particular, I would like to draw attention to the School Standards and Organisation Act (Wales) 2013 which received Royal Assent in February 2013. This Act places Welsh in Education Strategic Plans (WESPs) on a statutory basis. This will bring a greater challenge to local authority planning for Welsh-medium education and the authorities, under certain circumstances, will be required to measure the demand for Welsh-medium education.

In our effort to raise standards and ensure provision is fit for purpose, two groups were established in July 2012 – one to review the provision and structure of Welsh for Adults, and one to review Welsh second language provision in Key Stages 3 and 4. The two groups will report in due course.

We published 160 new titles to expand the range of teaching and learning resources available to schools and colleges who teach through the medium of Welsh or teach Welsh second language. The Sabbatical Scheme has become the main national programme for providing Welsh-language and methodology training for practitioners. All further education (FE) colleges have Bilingual Champions and a Bilingual Champion was appointed to support the work-based learning sector.

However, despite all this activity there has been little progress made against the strategy's targets. For instance, we are unlikely to see 25 per cent of seven-year-old children being taught through the medium of Welsh by 2015. Better planning is needed to stimulate growth in Welsh-medium education in some areas. While there has been significant progress in the percentage of Year 9 learners assessed in Welsh first language, linguistic continuity remains a major priority for us. The WESPs and the use of the Welsh in Education Grant (WEG) allow us to challenge the relevant local authorities where transition rates are unsatisfactory. Outcome 5 which aims to maintain the number of learners choosing A level Welsh first language or Welsh second language continues to cause concern.

The publication of this report shows that we are serious about ensuring that all interested parties can view the progress made and comment on the actions undertaken. It is clear that this Welsh Government takes Welsh-medium education seriously and has introduced specific measures to improve the planning, delivery and outcomes of this distinct provision.

A handwritten signature in black ink, reading 'Huw Lewis'.

Huw Lewis AM
Minister for Education and Skills

Strategic aims

Strategic aim 1:

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

Local authority planning

Welsh in Education Strategic Plans

The Welsh-medium Education Strategy requires local authorities to submit annual Welsh in Education Strategic Plans (WESPs) to Welsh Ministers. The purpose of these WESPs is to show local authorities are planning Welsh-medium education to respond to parental demand. They are also a means for authorities to show how they will contribute to and achieve the national aims and targets in the Welsh-medium Education Strategy.

Following the WESPs submitted in December 2011, the Department for Education and Skills (DfES) provided detailed written feedback to each local authority. As a result, discussions were held between DfES staff and officials from each of the 22 local authorities.

In September 2012, DfES published revised guidance on preparing WESPs and held workshops with local authorities in October to discuss the guidance. Local authorities were asked to submit revised WESPs in accordance with the new guidance by December 2012. As happened last year, DfES will assess the WESPs carefully, provide detailed written feedback, and will hold follow-up meetings with each local authority to discuss their WESP.

In line with the Welsh Government's commitment, the School Standards and Organisation (Wales) Act 2013 was passed, which give WESPs a statutory footing from 2013 onwards. Welsh Ministers will consult on the Regulations deriving from the Act in the coming months. The Regulations will make provisions on matters such as the WESP's form, content, length and timing, and arrangements for revising it.

Consortia arrangements

All 22 local authorities collaborated to establish school improvement regional partnerships by September 2012 supported by seed funding of £4 million to support restructuring. This enabled local authorities

to reshape local school improvement functions around four regional consortia.

Each consortium established their governance arrangements in accordance with the needs of their region. Each school will be provided with a system leader and the scope to commission or broker the curriculum support required in order to achieve improved learner attainment.

A review of consortia arrangements took place in autumn 2012 to test their readiness to deliver the new arrangements for regional working. Each consortium is now developing an action plan to address the areas for development from their own self-evaluations and the findings from the review. This has included appraising the need for requisite structures to provide support for raising standards in the teaching of Welsh, Welsh as a second language and subjects through the medium of Welsh.

Improving Schools Plan

The *Improving schools* plan was published by Welsh Government in October 2012. The plan sets out how the Welsh Government will work with partners across the schools system in Wales to implement the reforms necessary to improve literacy and numeracy and reduce the impact of deprivation on educational outcomes. The plan incorporates the commitments made within the 'Teaching makes a difference speech' made by Leighton Andrews, the then Minister for Education and Skills on 2 February 2011 and the School Effectiveness Framework (SEF).

School organisation

Welsh Ministers approved three contested proposals for increased Welsh-medium primary school provision in 2012/13. In one case a dual stream school will become a Welsh-medium school. One local authority will double the size of a primary school, and another local authority will open a new school in an additional locality. Welsh Ministers also approved the expansion of one secondary school.

The School Standards and Organisation (Wales) Act 2013 will introduce a more streamlined statutory process for making changes to school provision. Proposals for change published from the autumn of 2013 will no longer require the approval of Welsh Ministers except in very limited circumstances. Final decisions on most proposals will rest with local authorities and should therefore be taken much more quickly.

Capital funding for schools

The 21st Century Schools Programme is a partnership between the Welsh Government, local government, the Welsh Local Government Association (WLGA), diocesan directors of the voluntary aided sector and CollegesWales. It is overseen by the 21st Century Schools Programme Board. The programme has an investment value of £1.4 billion.

All Strategic Outline Programmes in the first wave of investment through the 21st Century Schools Programme have been approved. Local authorities are now in the process of submitting their business cases to seek the full approval of the Welsh Government to take forward and implement their proposals. Therefore, the consideration, and, where appropriate, the inclusion of Welsh-medium provision within communities will provide the platform for Welsh speakers of the future. The 21st Century Schools Programme will require the continuing compliance and alignment with key Welsh education policies including the Welsh-medium Education Strategy.

Along with local authorities across Wales, DfES, through investment in schools, will continue to ensure that schools are of the right type, in the right location and of the right size. This will further ensure that local authorities retain the Welsh language at the heart of community-focussed planning for education and learning across Wales.

When planning and developing new projects for investment, local authorities need to be mindful that new learning environments within schools in Wales can be responsive to the need for successful implementation of strategies for school improvement and to increase and sustain the demand for Welsh-medium education. This will potentially lead to better outcomes both linguistically and against key educational objectives.

Early years

Childcare

The Childcare Act 2006 requires each local authority to complete an annual Childcare Sufficiency Assessment (CSA), which includes a question about the nature of Welsh-medium provision. The CSAs conducted in 2012 found that in 17 local authorities parents/carers who used childcare felt that there was insufficient Welsh-language provision in their area.

Local authorities are expected to demonstrate how the CSAs relate to their WESPs. The key issue for planning is how local authorities, who offer a choice for Welsh-medium education, measure demand both for Welsh-medium childcare and for Welsh-medium education.

The Welsh Government will continue to work to make childcare provision through the medium of Welsh available in both mainstream and Flying Start settings, linked to local WESPs. We will work with Mudiad Meithrin and other providers through a range of grants to increase both provision and quality.

Mudiad Meithrin

In April 2012, the management of the grant awarded to Mudiad Meithrin by the Welsh Language Board transferred to the Welsh in Education Unit within the Welsh Government. The main targets for that grant during 2012–13 have focused on ensuring that Mudiad Meithrin becomes more involved in local authority planning for Welsh-medium education, and developing a new support model for Cylchoedd Ti a Fi. This has meant deploying peripatetic leaders to support groups in areas within seven local authorities.

National Day Nurseries Association (NDNA) Cymru

NDNA Cymru is a charity delivering information, advice, training and a quality scheme to its member nurseries. They receive a grant of £25,000 from the Welsh Government to employ a Welsh Language Support Officer. The officer's role is to support nurseries to be more inclusive by offering Welsh-medium provision within the setting and help them to increase the emphasis on language in their setting and provide and share good practice in day nurseries. The scheme's main outcomes are to:

- increase children's use of the Welsh language in the early years by delivering appropriate activities
- increase the confidence of practitioners working with children to use the Welsh language
- network in order to share their experience of enhancing their use of the Welsh language.

A target was set for 20 settings to receive support; 19 nurseries in Wrexham and Denbighshire have received this support in 2012–13. One project outcome which has already emerged is that some employees in the settings receiving support have expressed an interest in completing a relevant Welsh language course. For the

2013–14 financial year, the intention is to enhance and extend the scheme to link with the training programme which will be developed as a successor for Geiriau Bach.

Latecomers and other immersion provision

There are 20 language centres operated by eight local authorities to support learners without the requisite language skills who enter primary schools which teach predominantly through the medium of Welsh. Another local authority language centre caters for secondary school learners.

Late immersion projects continue with Welsh in Education Grant (WEG) funding in 11 schools across nine local authorities. These projects enable Year 6 learners who have not previously experienced Welsh-medium education to transfer to Welsh-medium secondary schools in Year 7.

Strategic aim 2:

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

14–19 Learning Pathways

All four Regional Networks complied with the Learning and Skills (Wales) Measure 2009 during 2012–13 which included maintaining the Welsh-medium and bilingual course options. A total of £1.45 million was ringfenced to maintain predominantly vocational collaborative Welsh-medium and bilingual courses in schools and further education (FE) colleges.

The Welsh-medium forums continue to operate in three regional areas, north Wales, mid and south west Wales, central and east Wales – enabling collaborative planning of linguistic progression routes to post-16 education. The forums are also developing support mechanisms for teachers and college tutors enabling improved collaboration across the sectors.

Analysis of the courses offered in 2012/13, that were funded by the ringfenced 14–19 Welsh-medium/bilingual funding, shows that a total of 141 courses were available during 2012/13 including 71 Level 3 courses.

The funding for 2013–14 has been allocated and the Welsh-medium forums will continue to receive support to develop coherent partnership provision between schools and FE colleges across a wide area.

Transformation

Transformation proposals have been submitted to the Welsh Government from local authorities and FE colleges, including mergers. DfES policy leads have evaluated all Transformation proposals submitted. All proposals demonstrate that they will enhance Welsh-medium provision, especially FE college mergers and partnerships between local authorities and colleges. This is also in alignment with the 21st Century Schools proposals. Also the Transformation Programme Management Division is working with stakeholders to ensure all proposals in development take account of linguistic delivery.

Developments in post-16 provision in further education

Bilingual Champions

The Bilingual Champions Project was rolled out to the final four FE colleges in 2012–13 for a period of three years ending in 2016. All of the FE colleges providing post-16 full-time education have received grant funding to support the Bilingual Champion post. The purpose of the Bilingual Champion is to develop the college's infrastructure, enabling it to plan and implement its strategy to develop Welsh-medium and bilingual education, along with continuing to maintain and improve the linguistic skills of the Welsh speakers. The aim is to increase FE modules and courses available through the medium of Welsh and bilingually both within the colleges and by working collaboratively with the secondary schools within the catchment area.

Sgiliaith

Sgiliaith is a FE sector-related organisation that provides a central all-Wales support service for the sector in developing Welsh-medium and bilingual provision. Sgiliaith provides training to tutors enabling them to teach through the medium of Welsh or bilingually. The Bilingual Teaching Methodology MA module is held over a period of five intensive days across two terms allowing tutors to use their new skills during the training phase. Sgiliaith has also developed a half-day Tutor's

Bilingualism Toolkit appropriate for both Welsh-speaking tutors and non-Welsh-speaking tutors, demonstrating practical examples of developing the Welsh language in the classroom while teaching through the medium of English.

CollegesWales

CollegesWales, the national organisation representing all FE colleges, works closely with Sgiliaith in supporting colleges with their strategies to increase their Welsh-medium and bilingual provision. The CollegesWales Bilingualism Strategy for FE is monitored by a group chaired by a FE principal of which the Welsh Government is a member.

During 2012–13 CollegesWales and the Welsh Government have joined their Bilingualism Network and the Bilingual Champions network meetings to avoid duplication and improve consolidation of information within the sector.

Self-assessment returns to Welsh Government

All providers are required to show how they contribute to the post-16 targets of the Welsh-medium Education Strategy and how they are addressing the key objectives for the post-16 sector within their annual self-assessment.

Providers are also required to take note of the recommendations in Estyn's Annual Report for 2011–12 in respect of improving and increasing the delivery of Welsh-medium and Welsh-language learning.

Work-based learning

The targets set out in the strategy for the number of learners studying through the medium of Welsh or bilingually within work-based learning (WBL) are modest but progress in increasing the amount of Welsh-medium and bilingual learning being delivered remains a challenge. Estyn's Annual Report 2011–12 stated that *'most providers do not do enough to encourage Welsh-speaking learners to undertake training and assessment in Welsh'*. Work has continued throughout the year to address this issue. The WBL Bilingual Champion has been in post since April 2012 and has gathered valuable information on the capacity within the network to provide Welsh-medium learning and the limiting factors within the provision. The awareness of the provider network of Welsh-medium

issues has improved considerably but demand from learners and the ability of many of the providers to encourage learners to undertake some or all of their learning through the medium of Welsh is the key factor resulting in low uptake.

Preparations are under way for the procurement of WBL delivery post-2014. Proposed changes to the programme will ensure that Welsh-medium learning is further strengthened within the programme with providers working towards individual targets.

Higher education

The number of students studying at Welsh higher education institutions (HEIs) with some teaching through the medium of Welsh increased slightly from 4,905 students in 2009/10 to 4,925 in 2010/11, representing 3.8 per cent of enrolments in both years. Excluding Welsh language and literature, the subjects of study with the most teaching through the medium of Welsh were education, creative arts and subjects allied to medicine.

Coleg Cymraeg Cenedlaethol

The Coleg Cymraeg Cenedlaethol has made significant progress since it was established in 2011. Through the activities of the Coleg the provision of higher education (HE) courses through the medium of Welsh will be enriched, deepened and broadened. The Coleg will be stimulating and responding to demand from students and thereby increasing the number of students studying through the medium of Welsh.

Academic planning

The launch of the Coleg's Academic Strategy in September 2012 is the next step in establishing a sustainable basis for extensive Welsh-medium provision of the highest quality across our universities. The plan forms the basis for all the academic work undertaken by the Coleg in partnership with the HE sector in Wales until 2016–17.

Academic Staffing Scheme

The Academic Staffing Scheme is a key component of the Coleg Cymraeg Cenedlaethol's initiatives to develop and maintain Welsh-medium provision within the HE sector. The scheme will provide substantial funding to HEIs in Wales to employ academic staff. To date 56 appointments have been made covering a wide

range of disciplines from the sciences, social sciences and humanities. It is anticipated that this scheme will provide over 100 Welsh-medium academic posts by the 2015/16 academic year.

Interface of the Coleg Cymraeg Cenedlaethol with individual HEIs

All HEIs in Wales are members of the Coleg Cymraeg Cenedlaethol. The Coleg has established a branch within each HEI, which play a key role in planning and promoting the activities of the Coleg at an institutional level.

Welsh-medium higher education scholarships

The Welsh-medium Higher Education Scholarship Scheme was established in 2011/12 with the aim of encouraging more HE students to study through the medium of Welsh. In the 2012/13 academic year the Coleg awarded 128 undergraduate scholarships and seven Masters scholarships.

Welsh Language Skills Certificate

The Coleg launched a new Welsh Language Skills Certificate at the National Eisteddfod in August 2012. The aim of the certificate is to establish a common, recognised method of demonstrating students' language skills, and to enable students to provide employers with evidence of their ability to communicate confidently and professionally in Welsh, both orally and in writing. It is anticipated that the certificate will be a way of creating a link between students and employers and it will contribute to increasing the employability of students graduating from Welsh HEIs in the future.

Adult and community learning

Local authorities are asked to detail their Welsh-medium provision in their annual Service Delivery Plans. We expect all providers to improve opportunities to learn through the medium of Welsh, including the informal use of Welsh. Current provision is mixed, but we are working with the sector to improve opportunities where possible.

Strategic aim 3:

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

Linguistic progression

Each local authority is asked to indicate rates of progression from one stage of education to another in their WESP. For this purpose, linguistic progression is continuing to study Welsh first language and subjects through the medium of Welsh. Local authorities have been setting targets to improve linguistic progression both with pre-school provision and between Key Stage 2 and Key Stage 3. Local authorities were also encouraged to use their WEG to support activities to promote linguistic progression.

Welsh first language

The National Literacy and Numeracy Framework (LNF) was published in January 2013 and includes literacy attainment components for both English and Welsh. The LNF will identify annual expectation of standards for learners from 5–14. The reading tests are also intended to inform teachers' ongoing assessment of learners' literacy skills. Learners in Years 2 to 9 were required to be assessed using the national reading tests for the first time in May 2013.

The National Foundation for Educational Research (NFER) is developing bespoke reading tests in parallel for English and for Welsh. In response to concerns regarding the additional difficulty that might be faced by learners in Welsh-medium and bilingual schools, the Welsh Government is proposing that Year 2 learners in Welsh-medium schools should sit the Welsh reading test only and that Year 3 learners in Welsh-medium schools should take the Welsh reading test on a statutory basis and the English reading test on a voluntary basis. All year groups from Year 4 onwards in Welsh-medium and bilingual schools will sit the reading test in English and Welsh.

Welsh second language

Estyn's report *Welsh Language Development in the Foundation Phase* (2013) stated that children in Wales are making progress

in acquiring Welsh language skills, but more needs to be done to continue the upward trend in their reading and writing skills. The inspectorate also found that children's progress in Welsh Language Development Area of Learning is a concern in over a third of English-medium non-maintained settings.

In Key Stage 2, 61.6 per cent of learners achieved the expected level (Level 4) or above compared with 51.4 per cent in 2011. At Key Stage 3, 68.2 per cent of learners achieved the expected level (Level 5) or above in Welsh second language. The number entered for full course GCSE is declining. In 2012, 50 per cent of Welsh Second Language short course candidates achieved A*–C and 86 per cent of Welsh Second Language GCSE full course candidates achieved A*–C. At Key Stage 4, approximately a third of Welsh second language learners did not achieve a recognised qualification.

In July 2012 an action plan to raise standards and attainment in Welsh second language education was published. The actions within the plan will:

- help facilitate the sharing of best practice and development of guidelines for the delivery of Welsh second language at Key Stage 2
- improve linguistic and methodology skills of practitioners
- assess the impact of Welsh-medium teaching in English-medium schools at Key Stage 2 in line with the Programme for Government commitment
- raise standards and attainment in Key Stages 3 and 4 and post-16
- evaluate and develop assessment and qualifications.

As part of the action plan, an external group to review Welsh as a second language in Key Stages 3 and 4 has been established. The group, chaired by Professor Sioned Davies, has met four times and has received evidence from stakeholders, practitioners and learners. The group will submit a report with recommendations to the Minister for Education and Skills by September 2013.

A separate task and finish group has been established to facilitate the sharing of best practice with regard to the teaching and learning of Welsh second language in Key Stage 2. The group's discussions will feed into the development of best practice guidelines which will be made available to all schools.

Two primary school cluster groups have been selected to participate in the pilot project to introduce subject teaching through the medium of Welsh in English-medium schools. One cluster is in south east Wales and the other in north east Wales. Teachers from these primary schools have undertaken a course to improve their language skills and then a follow-on course to develop the requisite methodological skills for teaching subject areas through the medium of Welsh. Initially, the project will focus on teaching an element of the curriculum through Welsh to Year 3 learners.

The Urdd has been commissioned to undertake two projects to support older Welsh second language secondary school learners to use their Welsh-language skills. The first project aims to increase the number of Welsh second language AS and A level candidates and improve their oral skills through residential courses held in the transition summer term between Year 11 and 12. The second project supports current Year 12 and 13 Welsh second language learners in 10 schools to use their Welsh outside the classroom.

Welsh for Adults

The six Welsh for Adults (WfA) centres have continued to deliver provision on five levels during 2012–13. The number of learners has remained steady at around 18,000, and the number of learners learning at the higher levels has continued to increase with 7,435 learners on courses at Level 1 or higher. One of the key challenges for the centres is providing or facilitating sufficient opportunities for learners to practise their Welsh-language skills outside the classroom. The six centres have been piloting various projects over the past 18 months, including producing a booklet for Welsh speakers on how to help and encourage learners to use their Welsh, and piloting various mentoring schemes in the community and in the workplace.

In July 2012, a review of the WfA Programme was announced, to review the provision of WfA in terms of learner attainment, curriculum content, delivery structures and value for money. The review group, chaired by Dr Haydn Edwards, has met 13 times to receive evidence from stakeholders. The group has also received written evidence from a number individuals and organisations, and has held 12 focus groups with learners and tutors. The review group will report to the Minister for Education and Skills in July 2013.

Welsh-language skills in the workplace

The Welsh Government has developed an online diagnostic tool (www.workplacewelsh.org.uk) which will identify the current Welsh-language skills of individuals in workplaces. Using the tool will enable employers to plan and deliver a better focused and targeted Welsh-language training programme which will enable employees to improve their Welsh-language skills. This should lead to improved provision of Welsh-medium services. Twenty organisations have already registered to use the tool and the resource will be introduced to more organisations during 2013. The tool maps on to the Credit and Qualification Framework for Wales (CQFW) and the General European Reference Framework for Languages and assesses the four skills of reading, listening, speaking and writing.

In 2013, a post indicator will be added to the tool. This will help employers to assess in which posts the holders should ideally have Welsh-language skills and to what level.

Following the publication of the results of the 2011 Employer Skills Survey in May 2011, a further report focusing specifically on Welsh results was published in November 2012. This was an UK-wide survey so there was insufficient detail about the Welsh language to use it as a basis for policy. (Having said that, the results indicate that a lack of Welsh-language skills is a factor in one in ten unfilled vacancies in Wales in the associated professional sectors; the translation sector in Wales had a substantial impact on these specific results.) Overall, therefore, there was insufficient detail in the survey results, with a lack of information on a regional and sectoral basis.

To address this shortcoming, a plan is under way to undertake a specific survey in Wales on current and future workplace needs for Welsh-language skills on a sectoral, vocational and regional basis. The intention is to secure at least 4,000 useful responses in certain sectors. The survey will begin in July 2013, with initial results available by October 2013. The survey will substantially strengthen the evidence base needed to identify sectors where there is a need for Welsh-language skills and will guide future training policies.

The Workplace Development Programme is the leading Welsh Government support service for businesses to improve their workforce skills. Following changes to the programme's provision in 2012, it is now mandatory for companies applying for assistance to consider whether there is a need to develop the Welsh-language skills of their organisation's employees and whether there are any opportunities to deliver necessary training in Welsh or bilingually.

Strategic aim 4:

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

Initial teacher training and early professional development

Initial teacher training (ITT)

Opportunities remain for individuals to receive support to develop their Welsh-language skills during initial training. The initial teacher training (ITT) Welsh-medium incentives, which vary from £6,000 to £15,000 depending on class of degree, have been offered to students on some secondary post-graduate ITT courses in priority subjects, including Welsh. The Welsh-medium Improvement Scheme has also offered incentives and additional training support to help teachers on eligible secondary Postgraduate Certificate of Education (PGCE) courses to improve their language skills and build up the confidence to teach through the medium of Welsh.

During 2012–13, Professor Ralph Tabberer was commissioned to undertake a review of ITT. The review will consider the quality and consistency of learning, training and assessment in ITT, the ITT course structure and which issues to include in the ITT. Professor Tabberer is expected to submit his report by summer 2013.

The role of Coleg Cymraeg Cenedlaethol in education

Coleg Cymraeg Cenedlaethol, under the leadership of the Higher Education Funding Council for Wales (HEFCW), was asked to consider entry requirements relating to the Welsh language and the possible impact of introducing higher entry requirements to attend an ITT course, as well as its implications on the supply of Welsh-medium teachers and the number of applicants for Welsh-medium ITT courses if statutory requirements are introduced. The work is expected to be completed during 2013.

Early professional development

Since September 2012, the Masters in Educational Practice (MEP) Programme has offered a practice-based programme designed to enhance and support the teaching practice and professional development of newly qualified teachers (NQTs).

Ninety of a total of 430 practitioners who are part of the programme in its first year are from Welsh-medium schools, and 18 of the 71 mentors appointed to support those practitioners during their programme are Welsh speakers.

A national and regional infrastructure and capacity for continuous professional development

The Sabbaticals Scheme

Welsh-language and methodology training for school and FE college practitioners continues to be provided on a national level by the Welsh Government's Welsh-language Sabbaticals Scheme. The scheme now offers Entry and Foundation level courses targeted at primary classroom assistants and teachers in English-medium schools respectively. A total of 76 practitioners successfully completed the Entry level course and 92 practitioners completed the Foundation level course between April 2012 and March 2013. A Higher level course for practitioners working in Welsh-medium and bilingual schools and FE colleges is also available and is delivered in three models – distance learning, a 12-week block course and a short course for FE lecturers. A total of 42 practitioners completed Higher level courses during the year.

The Welsh in Education Grant (WEG)

The Welsh in Education Grant (WEG) consolidated funding to support Welsh-language provision in schools when it was established in 2011. This was further strengthened in April 2012 as funding for Athrawon Bro, previously provided by the Welsh Language Board, was incorporated into the WEG. The WEG provides funding to support the implementation of the Welsh-medium Education Strategy on a local and regional level. A total of £5.03 million was distributed to local authorities during the year, with a minimum contribution of £2.47 million by local authorities. Several local authorities elected to contribute at a higher level than the 33 per cent required meaning that more than £9 million was spent on WEG activities during the year.

A further £400,000 was offered to local authorities (as a 100 per cent Welsh Government grant) to fund projects aimed at increasing primary secondary linguistic progression, in line with outcome 2 of the Welsh-medium Education Strategy. These included both the continuation of projects previously established by the Welsh

Language Board with Welsh Government funding and the establishment of new projects. This funding has been incorporated into core WEG allocations from April 2013 onwards.

As part of the WEG, the WJEC provided a Welsh in Education Support Team to support local authorities and schools with WEG activities. The team's work this year involved delivering 26 local and regional training sessions and a total of 261 teachers attended five national conferences organised to disseminate good practice among practitioners. Three training packages were published on aspects of teaching Welsh as a second language, literacy and additional needs, and workshops were held to share good practice and develop educational resources for the immersion of latecomers and language progression between the primary and secondary sectors during 2012–13.

The School Effectiveness Grant

The School Effectiveness Grant (SEG) and related Pupil Deprivation Grant (PDG) provide support for the Welsh Government's three national priorities – improving standards in literacy, improving standards in numeracy and reducing the impact of poverty on educational attainment. The two grants provided more than £65 million to local authorities in 2012–13 to undertake a wide range of activities, including provision of continuous professional development (CPD) opportunities, aimed at tackling these three priorities in all schools, including support for Welsh-medium activities in Welsh-medium schools.

Measuring Welsh-language skills

Consultation on proposals for amending the registration arrangements for the education workforce, undertaken in autumn 2012, included a proposal to include capturing details on practitioners' ability to speak and work through the medium of Welsh. Plans have been put in place through the WEG for all regional consortia to undertake an audit of linguistic skills among practitioners during 2013–14 to ensure consistency of data in preparation for the new registration arrangements, and to inform the planning and targeting of future training programmes.

Early years practitioner training

Welsh language and methodology training for early years practitioners continued to be provided during 2012–13 via two programmes – Cam Wrth Gam and Geiriau Bach.

Cam Wrth Gam, a course delivered by Mudiad Meithrin, trained 180 practitioners during the year to achieve Level 3 in Childcare, Learning and Development through work-based placements in early years settings and schools. Following a competitive tender process in summer 2012, a new £6 million three-year contract was awarded to Mudiad Meithrin, which commenced in April 2013, to secure the future of this provision for a further three years, with a total of 600 practitioners expected to be trained over the period of this new agreement. The contract will increase the number of Welsh-speaking early years education and childcare practitioners, which will in turn provide a higher number of Welsh-medium early years places.

Geiriau Bach continued to provide Welsh-language training for practitioners in English-medium non-maintained early years settings. In 2011–12, 143 students completed the course, with a further 27 due to complete the course in 2012–13 – the final cohort of the current programme. Work is underway to establish a successor programme for Geiriau Bach in line with Estyn's recommendation for the Welsh Government to develop additional Welsh language and pedagogy training for practitioners in non-maintained settings in their report *Welsh Language Development in the Foundation Phase* published in January 2013.

Strategic aim 5:

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

Welsh-medium and Welsh language qualifications and assessment

The Review of Qualifications for 14 to 19-year-olds in Wales was launched in September 2011 and reported in November 2012. The requirements for the Welsh language were considered throughout the review, both as part of mainstream work and as a standalone item. The review report included a specific recommendation related to Welsh-medium qualifications (R6): *'The Welsh Government should*

ensure clear pathways for progression through the medium of Welsh. GCSEs and A levels should continue to be available, as they are now, in English and Welsh, at the same cost to providers. By 2015, they should be available in English and Welsh simultaneously. Those vocational qualifications considered to be of the highest relevance and value to 14 to 19-year-old learners and the Welsh economy, should also be available in English and Welsh simultaneously and at the same cost to providers'. The review report recognises the need to provide progression pathways in both English and Welsh and concludes that there is a continuing need for the Welsh Government to financially support awarding organisations to meet this objective. As work will be undertaken to identify the most relevant and valuable qualifications for 14 to 19-year-olds, support for Welsh-medium qualifications can be effectively prioritised.

The review also recognises the need to explore the impact on Welsh-medium provision of any other of the review's accepted recommendations, for instance in relation to changes to assessment methods, and acknowledges that sufficient lead-in time should be planned for any new qualifications in order to allow Welsh-medium versions to be available at the same time as the English ones.

All recommendations were accepted by the Deputy Minister for Skills in January 2013 and work is currently being undertaken to finalise an implementation plan.

During 2012–13, two grants were awarded to two awarding organisations in order to provide an additional 61 vocational qualification units through the medium of Welsh. This volume has been lower than in previous years as awarding organisations were awaiting the findings of the review.

In terms of Welsh-medium general qualifications, grants continue to be awarded to AQA, Edexcel, OCR and WJEC. A total of nine qualifications are offered across the three organisations based in England. All WJEC's provision is available in both languages.

Teaching and learning resources

Forty-two contracts were awarded during 2012–13 for the production of Welsh and bilingual teaching and learning resources, covering a range of 3–19 curriculum subjects and WfA. More than 160 new titles were published in print and digitally during the year as well as titles in formats suitable for blind and partially sighted learners.

After consulting schools, colleges and publishers to gather evidence of perceived needs in May 2012, 10 needs identification panels, attended by a total of approximately 94 practitioners, were held during the year. The panels considered the evidence and identified and prioritised projects for inclusion in the commissioning programme.

Work was undertaken during the year to investigate ways of improving the commissioning process to ensure its effectiveness and value for money. An initial scoping of the project was undertaken in summer 2012 and based on the findings an internal project board has been established to investigate ways of improving the needs identification process, the monitoring system, the marketing of resources and the move to digital commissioning.

Y Termiadur Addysg

A contract with the Technology Unit, University of Bangor led to the launch of an online bilingual terminology service for education, Y Termiadur Addysg, at the end of 2011–12. During 2012–13, the database, which is available on www.termiaduraddysg.org, was accessed over 80,000 times during its first nine months online, and was extended during the course of the year to include over 60,000 terms.

Learning Wales

Learning Wales (www.learning.wales.gov.uk) was created to facilitate communication with teachers and raise standards in schools. The site is a convenient portal to access essential Welsh Government and Estyn information, together with quality-assured research for the teaching profession. A range of bilingual high-quality teaching resources for practitioners were launched on Learning Wales in September 2012. The phase one launch extended access to resources focusing on literacy, numeracy and poverty. All resources published on the site have been approved by a practitioner-led Quality Assurance Group, including teachers from the Welsh-medium sector. Materials sourced by the group included bilingual documents, together with bespoke Welsh-medium research. Development of the site is currently ongoing and additional resources focusing on a range of improvement areas will be launched.

Hwb

Hwb is the all Wales learning platform which will host a national collection of digital resources from a wide variety of contributors. Hwb will host collaborative working areas that will facilitate professional learning communities (PLCs) across Wales.

Hwb+ is the provision of a learning platform to every school in Wales that requires it. A learning platform is a collection of online tools and services that can facilitate digital learning.

Since Hwb was launched in December 2012, the Hwb Team has been working with the supplier of the platform to ensure all NGfL Cymru resources are being surfaced correctly through the 'Find and use' area. The Hwb Team has worked with stakeholders to improve the user journey and have successfully managed to re-host all of the available content from the NGfL Cymru site.

The Welsh Government is currently looking to develop a new digital content repository which will build on the work of NGfL Cymru. The Welsh Government is currently working with a number of partners and suppliers to ensure that high-quality content is available to all learners in Wales.

In addition to this, the Hwb Content Team is working extensively with schools, local authorities and regional education consortia to identify best practice content that is being used across Wales. The Hwb Content Team aims to work with the educators that have created this sector-leading content to further develop it for use across Wales accessed via Hwb. The key focus is on literacy and numeracy, while also looking to strengthen the availability of Welsh-language resources.

Hwb and Hwb+ can be found at www.hwb.wales.gov.uk

Strategic aim 6:

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

Welsh for the family

Welsh-language courses

Welsh for the family provision through the six WfA centres has continued to go from strength to strength. A new Welsh for the Family coursebook was launched in July 2012 and to date over 100 courses are being held across Wales.

Twf

Twf field officers have continued to work closely with the WfA centres marketing '2 languages from day 1', giving parents/carers and expectant parents information about the courses when coming into contact with them. Twf officers also continue to provide practical support and encouragement to parents/carers on the courses.

In 2012–13, Twf field officers have continued to communicate messages to parents/carers about the benefits of bilingualism and speaking Welsh in the home in various settings using a range of approaches across Wales. By March 2013, Twf officers had had contact with 9,093 parents/carers.

Tyfu gyda'r Gymraeg

Tyfu gyda'r Gymraeg is a new project which aims to support families to introduce Welsh to their children. This is done by trying to raise awareness among parents/carers and expectant parents of the benefits of bilingualism and ensuring an increase in the number of children (under the age of seven) who hear and use Welsh in the home and socially. The project will be piloted in Rhondda Cynon Taff, Bridgend and Caerphilly.

Informal and non-formal opportunities within education settings

Information contained in, and discussion about, the WESPs and the WEG demonstrates that there is a need for secondary schools to adopt a more systematic approach to support the informal use of Welsh by learners. The Welsh in Education Unit is developing

an online resource to allow local authority and consortium school support services, school leaders and governors to provide support to ground work to improve informal language use by learners in whole-school policies and approaches.

This specific work at whole-school level will be complemented by a project aimed at enabling young Welsh speakers to use Welsh as a social language in a range of contexts outside the school classroom.

Informal and non-formal opportunities in the community

Mentrau Iaith

During 2012–13, as part of the core grant allocated by the Welsh Government, the Mentrau Iaith were responsible for implementing a series of targets in relation to youth work, including holding Welsh-medium interest workshops for young people within their communities (e.g. drama workshops, music workshops), giving young people informal opportunities to use the Welsh language outside school by way of social activities.

The Urdd

The Urdd received a support grant from the Welsh Government during 2012–13 to provide informal opportunities for children and young people to use Welsh. Up until January 2013, 883 primary and secondary schools had been involved in the Urdd's core activities, and informal opportunities were offered in over 160 settings across Wales. The Urdd was also part of the Routes to the Summit Scheme and, by employing seven officers based in schools across Wales, young people were given further opportunities to use Welsh informally.

Youth service

In February 2013 'Welsh is a Winner' from Denbighshire won the Outstanding Contribution to Supporting and Promoting Culture within Wales Award at the Youth Work Excellence Awards Wales. The project promotes the use of Welsh in social settings with young people through youth work activity.

In 2012/13 our Youth Service Revenue grant criteria included the following statement: 'Provide programmes which develop Welsh language skills and increase knowledge of Welsh culture and heritage'. This grant has enabled training on using Welsh language and raising awareness of Welsh culture for youth workers.

New criteria has been developed for our competitive National Voluntary Youth Organisation grant (NVYO), from April 2013 onwards. These criteria include: Increase in percentage/number young people accessing Welsh language and culture provision.

Welsh as an additional language

The aim of the Minority Ethnic Achievement Grant (MEAG) is to raise the achievement of eligible children and young people from minority ethnic backgrounds in Wales. The grant reimburses local authorities for expenditure on educational services in support of children and young people from minority ethnic backgrounds the majority of whom are learning English, or Welsh, as an additional language. The MEAG also reimburses local authorities for expenditure on educational services to improve standards of achievement for children from minority ethnic backgrounds who are underachieving, or at risk of underachieving. The MEAG is available for learners from age 3 to 19; all 22 local authorities benefit from the MEAG and use it to fund Ethnic Minority Achievement Services. It amounts to £10 million in 2012–13 and will rise to £10.5 million in 2013–14.

The MEAG provides funding to local authorities to provide English as an Additional Language (EAL) support to learners within English-medium, bilingual and Welsh-medium schools and across all academic subjects within classrooms. The service is offered to children from minority ethnic backgrounds who do not speak English as their first language. The EAL service is considered to be a well-established programme across the country, with clear guidelines and consistently implemented and delivered services.

Over the last decade, schools in Wales have experienced a considerable increase in minority ethnic children (from 14,268 in 2002/03 to 34,668 in 2010/11). Although the majority of learners, who come from minority ethnic backgrounds, and do not speak English or Welsh as their first language, follow an English-medium education, it is assumed that an increasing number of these learners now choose to attend Welsh-medium and bilingual schools.

As there is no equivalent programme to EAL available for minority ethnic learners in Welsh-medium and bilingual schools, relevant learners in these schools are assumed to be lacking the right support. The total number of minority ethnic learners in Welsh-medium and bilingual schools with Welsh-language needs is currently unknown. There is also a lack of information about what support these learners

receive and how consistent this support is across schools and local authorities in convergence areas. Furthermore, it is unclear what support and education those learners who are referred to Welsh immersion centres receive. Therefore, the Minority Ethnic Language and Achievement Project (MELAP) is taking forward a research project to establish baseline data. This research will take place in 2013–14.

Welsh-medium Education Strategy targets, March 2013 report

Outcome 1

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

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

Outcome 1 Indicator

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Number	6,563	6,538	6,919	6,621	6,599	6,428	6,524	6,365	6,560	6,728	7,229
Cohort	34,853	34,446	35,612	33,750	33,000	31,611	31,116	30,329	30,061	30,655	32,960
%	18.8%	19.0%	19.4%	19.6%	20.0%	20.3%	21.0%	21.0%	21.8%	21.9%	21.9%

In 2012, the number of seven-year-old learners assessed in Welsh reached its highest level since such assessments were introduced in 1999, crossing the 7,000 figure for the first time and recording the largest percentage annual increase (7.4 per cent). However, this increase was achieved in the context of an unusually large annual increase (7.5 per cent) in the total cohort, resulting in the target measure remaining unchanged.

Local authorities

	2002 (No.)	2012 (No.)	2002–12 (No.)	2002 %	2012 %	2002–12 %
Isle of Anglesey	570	510	-60	77.6	75.2	-2.3
Gwynedd	1,249	1,181	-68	93.2	98.4	5.2
Conwy	262	251	-11	21.5	23.7	2.3
Denbighshire	233	242	9	21.0	23.2	2.2
Flintshire	126	113	-13	6.6	6.8	0.1
Wrexham	138	184	46	9.2	12.1	2.9
Powys	222	261	39	14.6	19.4	4.7
Ceredigion	549	481	-68	77.3	73.3	-4.0
Pembrokeshire	216	271	55	16.8	21.2	4.4
Carmarthenshire	1,014	1,018	4	54.0	55.6	1.6

	2002 (No.)	2012 (No.)	2002–12 (No.)	2002 %	2012 %	2002–12 %
Swansea	224	332	108	8.9	13.6	4.7
Neath Port Talbot	226	277	51	14.1	17.7	3.6
Bridgend	132	150	18	8.4	9.5	1.1
Vale of Glamorgan	145	182	37	9.2	12.2	3.0
Rhondda Cynon Taff	438	559	121	15.7	20.5	4.8
Merthyr Tydfil	71	66	-5	10.1	9.8	-0.3
Cardiff	358	556	198	9.9	15.0	5.1
Caerphilly	232	334	102	10.5	16.7	6.3
Blaenau Gwent	31	30	-1	3.5	4.3	0.8
Torfaen	61	111	50	5.0	10.2	5.2
Monmouthshire	12	40	28	1.2	4.6	3.4
Newport	54	78	24	3.0	4.6	1.6

During the decade 2002–12, the highest percentage growth was seen in Caerphilly, with the highest numerical increase occurring in Cardiff. Three authorities saw a decrease both in percentage and numerical terms (Anglesey, Ceredigion and Merthyr Tydfil).

Most of the Year 2 learners of 2012 entered nursery classes in 2008 or 2009, prior to the publication of the strategy (in 2010). More recent changes at authority level have therefore yet to be seen in this measure. In the longer term, it is to be expected that the new legal requirement to assess the demand for Welsh-medium education should have an impact on progress towards the 2020 target.

Regional consortia

Four regional consortia are now responsible for most aspects of school improvement. The table shows changes over the decade at regional level.

	2002 (No.)	2012 (No.)	2002–12 (No.)	2002 %	2012 %	2002–12 %
North Wales	2,578	2,481	-97	33.0	34.6	1.6
South West and Mid Wales	2,451	2,640	189	25.7	28.9	3.2
Central South	1,144	1,513	369	11.2	14.9	3.7
South East Wales	390	593	203	5.5	9.4	3.9

The figures clearly illustrate the significant growth of Welsh-medium education in Central South and South East Wales over the decade. The other two consortia include the more traditional Welsh-speaking areas and therefore start from a higher baseline. Good progress has also been seen in both of these regions, particularly in the context of the decrease in the cohort size seen over the decade, e.g. the total cohort in the North region decreased from 7,812 to 7,167 (-8.3 per cent) during this period.

Outcome 2

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

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

Outcome 2 Indicator

2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
13.8%	14.2%	14.4%	14.4%	15.7%	15.3%	16.0%	15.9%	16.0%	16.3%	16.8%

The purpose of this target is to improve linguistic progression, so that more of the seven-year-old learners assessed in Welsh continue to study Welsh as a first language during Key Stages 2 and 3 rather than reverting to the second language programme of study. While the data remained fairly constant over the three-year period 2008–10, it has increased significantly over the past two years.

The table looks back at the cohort that reached Year 9 in 2012 to the time they were aged 11 (Year 6, 2009) and aged seven (Year 2, 2005), showing the numbers assessed in Welsh first language for those years. The local authorities are arranged by consortia, with totals and percentage change between ages seven and 14 also shown.

Consortia	Year 2 2005	Year 6 2009	Year 9 2012	Year 2–9 change
Isle of Anglesey	470	511	431	
Gwynedd	1,249	1,313	1,154	
Conwy	280	279	210	
Denbighshire	234	232	243	

Consortia	Year 2 2005	Year 6 2009	Year 9 2012	Year 2–9 change
Flintshire	89	83	81	
Wrexham	143	131	136	
North Wales	2,465	2,549	2,255	-8.5%
Powys	208	191	156	
Ceredigion	523	520	462	
Pembrokeshire	272	252	185	
Carmarthenshire	936	966	740	
Swansea	254	242	245	
Neath Port Talbot	267	250	173	
South West and Mid Wales	2,460	2,421	1,961	-20.3%
Bridgend	134	123	99	
The Vale of Glamorgan	141	139	136	
Rhondda Cynon Taff	502	497	534	
Merthyr Tydfil	68	66		
Cardiff	428	406	389	
Central South	1,273	1,231	1,158	-9.0%
Caerphilly	222	241	236	
Blaenau Gwent	34	30		
Torfaen	94	94	177	
Monmouthshire	21	21		
Newport	52	46		
South East	423	432	413	-2.4%
Wales	6,621	6,633	5,787	-12.6%

Linguistic progression through the primary school age range is excellent, with almost all learners assessed in Welsh in Year 2 continuing to be assessed in Welsh in Year 6. However, the transfer from primary to secondary school leads to significant losses, particularly in some geographical areas. Comparison between consortia is more meaningful with these school-based figures than looking at individual authorities as significant numbers of learners cross local authority boundaries on transfer to secondary school. The South West and Mid

Wales region stands out from the others with one in five learners failing to progress their Welsh-language skills on transfer between primary and secondary schools. This is an issue that has echoes of the recent census figures and a matter that should be high on the agenda of the new consortia. In order to reach the 2015 target, the all-Wales losses between Year 2 and Year 9 will need to close to 10 per cent.

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

* excluding Welsh First Language and Welsh Literature; Applied GCSEs and Double Science count 2; short courses count 1; based only on WJEC data.

Indicator	2010	2011	2012
3a. At least two Welsh-medium subjects	79.5%	81.0%	80.7%
3b. At least five Welsh-medium subjects	59.7%	62.2%	58.0%

The figures are based on WJEC data, as language data is not available for vocational courses from awarding organisations in England. The Learning and Skills (Wales) Measure 2009 has resulted in a significant increase in the teaching of vocational courses at Key Stage 4 making it more difficult for schools to reach the second indicator (at least five subjects). The implementation of this Measure is likely to be the main cause of the significant decrease observed in the second indicator between 2011 and 2012. The continuation of the second indicator will be reviewed before next year's annual report.

Outcome 4

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

Indicators	Baseline	Targets	
Student learning activities by medium of delivery (LA26)*	2007/08 WM+B**	2015 WM+B**	2020 WM+B**
Schools	14.9%	18%	20%
Further education institutions	4.7%	7%	10%
Work-based learning	1.4%	2.5%	4%

* Excluding Welsh language learning

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

Student learning activities by medium of delivery (LA26)	2008/09 WM+B	2009/10 WM+B	2010/11 WM+B
Schools	17.0%	17.1%	21.0%
Further education institutions	6.1%	6.2%	5.7%
Work-based learning	1.8%	1.5%	3.0%

This data informs the funding of 16–19 provision and measures learning activities undertaken in Welsh or bilingually. The figures cannot therefore be directly compared with the individual learner data on which outcomes 1–3 are based. The 2020 target for schools has already been met, but similar increases have not been seen in the college data, even though they start from much lower levels. The relative figures for further education institutions and work-based learning (2010/11) have been influenced by changes to the way the data is reported following some college mergers.

Outcome 5

More learners with higher level Welsh-language skills.

Indicators	Baseline	Targets	
	2009	2015	2020
5a. Total A level Welsh First Language entries as a percentage of GCSE Welsh First Language entries, two years earlier	6.7%	7%	8%
5b. Total A level Welsh Second Language entries as a percentage of full and short course GCSE Welsh Second Language entries, two years earlier	3.0%	3.5%	4%

2010: Indicator 5a – First Language

	2004	2005	2006	2007	2008	2009	2010	2011	2012*
Indicator	7.9%	8.2%	7.7%	7.4%	7.0%	6.7%	6.7%	6.8%	5.6%
Number	353	402	387	377	364	346	362	360	303

2010: Indicator 5b – Second Language

	2004	2005	2006	2007	2008	2009	2010	2011	2012*
Indicator	2.9%	2.7%	2.8%	2.5%	2.9%	3.0%	2.4%	2.5%	2.4%
Number	559	517	562	460	574	595	496	558	556

* 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 aim in relation to this outcome is therefore to halt, and eventually reverse, the downward trend seen in recent years. Having remained largely unchanged over the three-year period 2009–11, the Welsh first language figure continued its downward trend in 2012 to a level last seen in 1989 when there were far fewer GCSE candidates (around 3,000 as compared to the current 5,000 plus). Both the WJEC and the Coleg Cymraeg Cenedlaethol have started marketing initiatives to demonstrate the usefulness of higher-level skills in Welsh, with the aim of reversing the current trend.