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Welsh-medium Education Strategy: Annual report 2013–14

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Welsh-medium Education Strategy: Annual report 2013–14

Audience

All bodies concerned with education and training in Wales; headteachers and governing bodies of maintained schools; regional consortia; 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 *Welsh-medium Education Strategy* was published in April 2010. The strategy contains fixed five-year and indicative ten-year targets based on outcomes which will be used to monitor progress in implementing the strategy. There is a commitment in the Welsh-medium Education Strategy to monitor progress made against the targets contained in the strategy and to publish an annual report.

Further information

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Additional copies

This document is available on the Welsh Government's website at www.wales.gov.uk/educationandskills

Related documents

Welsh-medium Education Strategy – Consultation (067/2009); *Welsh-medium Education Strategy (2010)*; *Welsh-medium Education Strategy: Annual report 2010–11 (2011)*; *Welsh-medium Education Strategy: Annual report 2011–12 (2012)*; *Welsh-medium Education Strategy: Annual report 2012–13 (2013)*; *A living language: a language for living – Welsh Language Strategy 2012–17 (2012)*; *A living language: a language for living – Welsh Language Strategy 2012–17 – Action Plan 2012–13 (2012)*; *A living language: a language for living – Welsh Language Strategy 2012–17 – Annual report 2012–13 (2014)*.

Contents

Ministerial foreword	2
Strategic aims	4
Strategic aim 1	4
Strategic aim 2	6
Strategic aim 3	10
Strategic aim 4	12
Strategic aim 5	15
Strategic aim 6	18
Welsh-medium Education Strategy targets, March 2014 report	21

Ministerial foreword

In the Programme for Government, we committed to deliver the Welsh-medium Education Strategy, including responding to parental and student demand across all ages of education and training, ensuring progression from one phase to the next in Welsh and providing sufficient numbers of high-quality practitioners for Welsh-medium education. Having completed the fourth year of implementing the strategy, this report summarises the main developments over the past year.

I am pleased to be able to report that the Welsh Government has taken steps to implement all the allocated actions in the Welsh-medium Education Strategy's Implementation Programme. A number of the actions have led to the introduction of new policies or planning mechanisms, while others have led to the development and funding of projects to improve specific elements of the education and training system.

I would like to highlight some of the main developments over the last year, which include:

- introducing Welsh in Education Strategic Plans and Measuring Demand for Welsh-medium Education Regulations (Wales) 2013 and receiving the first statutory plans
- sharing data on Welsh-medium early years provision to facilitate the planning of statutory provision
- introducing specific requirements for work-based learning providers as part of the tender process for determining providers
- introducing a Welsh-language training programme for practitioners in the childcare sector
- extending the Sabbatical Scheme to include classroom assistants in Welsh-medium schools
- accepting the recommendations of the Welsh for Adults review group and commencing implementation
- publishing 160 Welsh-medium and bilingual resources to support teaching and learning
- launching a three-year marketing and communications campaign to promote Welsh-medium education.

I acknowledged in last year's report that we are not likely to achieve all of the strategy's targets by 2015. However, I am pleased to report that further progress has been made against some of the targets, and that the target to increase the number of learners aged 16–19 studying subjects through the medium of Welsh in further education colleges and work-based learning has been achieved. However, linguistic progression between key stages remains a concern and the Welsh Government will encourage local authorities to give further consideration to this next year. In addition, the number of learners studying A level Welsh has reduced since the publication of the strategy. It is hoped that plans to revise the A level specifications will help to mitigate this reduction in the future.

There are a number of wider developments ongoing in the education and training sector which impact on Welsh-medium and Welsh-language provision. The development of the national model for regional working recognises the important role each tier has to play in improving outcomes for children and young people, and it is vitally important that the Welsh-medium sector takes advantage of the support and contributes pro-actively to this development.

The review of the curriculum and assessment arrangements in Wales is progressing, and Professor Donaldson will consider the recommendations of the Welsh Second Language Review Group as part of this review. In addition, ensuring the availability of Welsh-medium qualifications is a central part of the work being undertaken to implement the qualifications review recommendations.

As we look to the final year of the Welsh-medium Education Strategy's Implementation Programme, the challenge is to ensure that the regional consortia, local authorities, schools, colleges, universities, work-based learning providers and other partners (such as awarding organisations, publishers and Welsh-language organisations) all play their part. The Welsh Government alone cannot achieve the systematic change that is required to ensure that Welsh-medium provision continues to thrive. Our stakeholders at all levels of the system need to take action to ensure that the Strategy's aims are achieved.

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

A consultation was conducted on the draft Welsh in Education Strategic Plans and Measuring Demand for Welsh-medium Education Regulations (Wales) 2013 for eight weeks between 28 June and 23 August 2013.

The response to the content of the Regulations was generally favourable but as result of the comments received, the statutory consultation period for Welsh in Education Strategic Plans (WESPs) was shortened from 10 to 8 weeks. It was also decided that local authorities would not need to submit a progress report in addition to revising their WESP annually. Two workshops were held for local authority representatives to discuss the requirements of the Regulations.

The Regulations¹ came into force on 31 December 2013 and the guidelines were subsequently published reflecting the content of the Regulations. By now, each local authority has submitted its WESP and consulted on its content. To date, the Minister for Education and Skills has received advice on approving these WESPs.

School organisation

Welsh Ministers approved one contested proposal for increased Welsh-medium primary school provision in 2013/14. In addition, a local authority approved its proposal to substantially enlarge a secondary school, as this proposal did not result in statutory objections. In another local authority, one primary school transferred to a substantially enlarged building nearby.

Part three of the School Standards and Organisation (Wales) Act 2013 came into force during 2013–14 introducing 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 with more predictability as to timing. This should aid strategic planning of school places.

Two local authorities recently completed consultation on changes to primary school provision to meet demand. One local authority intends to transfer a school, providing new premises, and another local authority intends to increase the size of a primary school by 210 places.

¹ www.assemblywales.org/sub-ld9585-e.pdf

Capital funding for schools

The 21st Century Schools and Education Capital Programme is a major, long-term strategic capital investment agenda with the aim of creating a generation of 21st century schools in Wales. The programme will focus resources on the right type of schools in the right places, for early years through to post-16. This is set against the need to evidence the best possible value from public finances in a tight and challenging fiscal climate.

The programme is set to invest a total of £1.4 billion in education infrastructure across Wales over the next five years. This investment will help support the Welsh language through investing in new or enhancing and improving conditions in existing Welsh-medium/bilingual schools. For new schools, parental demand for a Welsh-medium school must be well evidenced by a local authority along with robust learner projections. To date, the Capital Investment Panel, the decision making body for the programme, has on an in principle and subject to full business cases basis, approved proposals for Welsh medium/bilingual schools, totalling approximately £120 million. The continuity and strengthening of the Welsh language remains a key deliverable within the 21st Century Schools and Education Capital Programme for the Welsh Government.

Increasing access to Welsh-medium statutory provision

In November 2013, a three-year marketing and communications campaign was launched to raise awareness of Welsh-medium and bilingual education so that parents and carers can consider all options available to them. There were a number of elements to the initial campaign, which included national and local media advertising and local events. The campaign will continue in 2014–15 by targeting specific areas and working with local authorities.

Early years

Childcare

Local authorities are required in their WESPs to consider the relationship between Childcare Sufficiency Assessments and their plans to extend childcare in Welsh. The grants that are awarded to organisations which provide childcare in Welsh are also a means for ensuring improved provision for children and their parents/carers.

Mudiad Meithrin

During 2013–14, the main targets for this grant concentrated on building on the planning work with local authorities for developing Welsh-medium early years education. For 2014–15, the grant will focus on intensifying the cooperation with local authorities by purposeful use of current data. The data that Mudiad Meithrin collects was shared with each local authority to facilitate the planning process. The contribution of Mudiad Meithrin to local authority receives major attention in the monitoring of its grant.

Mudiad Meithrin will be trialling alternative delivery models in order to extend and develop Welsh-language childcare by considering how best to create accessible and affordable provision.

National Day Nurseries Association (NDNA) Cymru and the Wales Pre-school Providers Association (WPPA)

NDNA and WPPA received a grant of £50,000 each from the Welsh Government in order for them to offer support to the language training programme for childcare practitioners 'Un, Dau, Tri – Hwyl a Sbri'. The programme is provided by the University of South Wales in partnership with the six regional Welsh for Adults Centres. This will assist practitioners in developing the basic skills in Welsh that are needed to ensure that young children are introduced to the language. NDNA and WPPA will raise awareness about the training course, offer taster courses, and encourage practitioners to attend and administer the payment of £50 to each member to reimburse the costs of practitioners for their time and travel expenses in attending the course.

Latecomers and other immersion provision

Local authorities were asked to report on work to introduce learners who are latecomers to the Welsh language and also projects to support late immersion. They also were able to use the Welsh in Education Grant (WEG) to support these activities. In 2013–14 there were 22 facilities to support latecomers across nine local authorities. Local authorities report a high level of success in enabling these learners to progress into Welsh-medium education from both types of provision.

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 2013–14 which included maintaining the Welsh-medium and bilingual course options.

During 2013–14 a total of £1.341m was ring-fenced to continue to support Welsh-medium and bilingual vocational provision through the 14–19 regional networks and the three Welsh-medium cross-boundary forums. The main activities of the forums include promoting collaborative working to deliver cross-sector Welsh-medium courses, ensuring appropriate linguistic continuity and offering enriching experiences for young people to use their Welsh-language skills in the context of vocational subjects outside of the classroom.

An analysis of the courses offered in 2012/13, that were funded by the ring-fenced 14–19 Welsh-medium/bilingual funding, shows that a total of 159 courses were available including 71 Level 3 courses.

Developments in post-16 provision in further education

Bilingual Champions

All further education colleges are now included in the Bilingual Champions Project and employ an officer to establish a structure that will enable the colleges to plan and implement their strategies for developing Welsh-medium and bilingual education, including maintaining and developing the linguistic skills of Welsh speakers. The grant to the first four colleges in the project came to an end in August 2013 and they have committed to employing their Bilingual Champions to continue with the work of planning and increasing the provision at the colleges. Bilingual Champions represent the colleges on the Welsh-medium 14–19 forums and are key in building the relationship between schools and colleges.

Sgiliaith

During 2013–14 some staff changes took place at Sgiliaith which has strengthened the training provision and the use of the latest interactive technology. Courses range from the five-day Bilingual Teaching Methodology MA Module to the half-day Bilingualism Toolkit, which provides information on working bilingually and presenting a Welsh dimension into English-medium courses. In addition to training further education tutors, Sgiliaith supports work-based learning tutors in partnership with the sector's Bilingual Champions. Awareness sessions are also presented to further education governing bodies and senior management teams.

CollegesWales

CollegesWales' Bilingual Director continues to facilitate the colleges' developments and a close working relationship between the Bilingualism Network and the Bilingual Champions Group enables information consolidation and collaboration. Through the supportive work of the Bilingual Director, tutors in popular vocational areas come together to share resources, good practice and to find solutions to challenging aspects of presenting modules and courses through the medium of Welsh.

Learner Voice Wales

In 2013 we undertook the first annual Learner Voice Wales survey, covering further education, work-based learning, adult community learning and Welsh for Adults. The survey asks learners for their views on aspects of their experience relating to advice and guidance, support, teaching and learning, well-being and overall satisfaction. It also asks learners whether they wish to learn through the medium of Welsh or bilingually, and whether they were offered the opportunity to do so. Just under half of respondents (45 per cent) said that they were offered the opportunity to learn in Welsh or bilingually; however, there is a mismatch between supply and demand. A fifth of learners who wanted to learn in Welsh or bilingually said they were not offered the opportunity to do so, and a significant number could not remember if they were offered this choice. Providers have been given detailed reports on their survey outcomes and are expected to action plan in response, with Learner Voice Wales used as a key line of enquiry during Estyn inspection.

Work-based learning

The work-based learning Bilingual Champion continues to support the sector to develop Welsh-medium and bilingual provision. However, a familiar theme remained in Estyn's Annual Report for 2012–13 that "Many providers do not analyse learners' Welsh language needs well enough and not all providers encourage Welsh speaking learners to undertake training and assessment in Welsh."

Further emphasis and impetus has been given to addressing this issue during the year following the Budget Agreement negotiations with Plaid Cymru. As a result the Welsh Government allocated an additional £20m per annum over three financial years (2013–14, 2014–15 and 2015–16), to strengthen and improve the Apprenticeship Programme in Wales including a renewed focus on apprenticeships through the Welsh-medium and bilingual apprenticeships.

The procurement of work-based learning delivery for the period 2015–19 is underway with changes to the contract specification to ensure that Welsh-medium learning is further strengthened within the programme. Providers will be working towards, and will be monitored against, individual targets which will be stated in an annual Welsh-language action plan.

In relation to the whole post-16 sector, changes have been made to the LLWR (Lifelong Learning Wales Record) recording fields from September 2014 to enable better recording of the use of Welsh within learning. This will enable better understanding of the issues faced by providers and recognise the activity currently undertaken which in the past has not been recorded.

Higher education

The Welsh Government's *Policy statement on Higher Education*², published in June 2013, confirms the Welsh Government's vision to see the Welsh language thriving in Wales. Through the Coleg Cymraeg Cenedlaethol, the Welsh Government will continue to support the development of Welsh-medium higher education (HE). This development is aimed at extending the supply of Welsh-medium provision but this has yet to impact on the numbers of students studying some element of their course through the medium of Welsh.

In 2011/12 the proportion of all students receiving some teaching through the medium of Welsh at Welsh HE institutions was 3.6 per cent, a small decrease since 2010/11 (3.8 per cent). In 2011/12 there were 4,715 students at Welsh HE institutions with some teaching through the medium of Welsh, a four per cent decrease since 2010/11 (4,925). Both the number of academic staff recorded as being able to teach through the medium of Welsh and the number actually teaching through the medium of Welsh at Welsh HE institutions increased by 10 per cent compared with 2010/11.

² www.wales.gov.uk/topics/educationandskills/highereducation/policy-statement/?lang=en

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 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. The Coleg has a Strategic Plan that has been in place since 2011/12 and will continue until 2013/14 and the Coleg is working with the schools and further education colleges to plan progression pathways.

Academic Staffing Scheme

The Academic Staffing Scheme provides funding to institutions to employ Welsh-medium academic staff, fostering new lecturers and increasing the delivery of Welsh-medium provision. The target is for 100 Welsh-medium academic posts to be in place by academic year 2015/16. To date 74 appointments have been made. The holders of these awards are responsible for teaching and developing Welsh-medium provision within their respective subject areas. Although their main responsibility will centre upon teaching students, they are also expected to contribute to the intellectual and Welsh-medium life of Welsh universities through research work, facilitating collaboration with other departments and institutions, and promoting the Welsh language within their subject areas and institutions.

Welsh-medium higher education scholarships

Since its establishment in April 2011 the Coleg has established and operated an undergraduate and masters scholarship scheme to encourage more students to study more of their course through the medium of Welsh. In 2013/14 there were 189 undergraduate level scholarships and 17 masters level scholarships awarded.

Welsh Language Skills Certificate

Students were able to take the new Welsh Language Skills Certificate for the first time in 2013, a total of 34 students successfully achieved the certificate with six of those achieving an excellence award. The certificate has been developed to enable students studying in Wales to gain a qualification which provides evidence of their language skills, and their ability to work through the medium of Welsh. Several employers have already expressed their support for the certificate.

Adult community learning

Providers are encouraged to maximise opportunities for Welsh-medium provision, as set out in the Adult Community Learning Policy, *Delivering community learning for Wales*³. Current provision remains mixed. Some authorities have improved their offer significantly over the course of the last year, with many subsequently reporting an increase in demand. Many work in partnership with their local Menter Iaith to deliver Welsh-medium provision.

3

www.wales.gov.uk/topics/educationandskills/learningproviders/communitylearning/deliveringcommunitylearning/?lang=en

However, this is not the case for the whole sector and access to Welsh-Medium provision remains inconsistent.

We are working with local authorities to increase their provision where possible through the sharing of good practice, promotion of Welsh-medium taster sessions, and the employment of tutors who are able to work bilingually, offering more opportunities for learners to participate through the medium of Welsh.

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

Local authorities, in completing their WESPs, were required to indicate their strategy for ensuring continuity of Welsh-medium education when children transfer from:

- funded non-maintained nursery education to funded nursery education
- the Foundation Phase to Key Stage 2
- Key Stage 2 to Key Stage 3
- Key Stage 3 to Key Stage 4.

Particular emphasis has been placed on linguistic progression from the non-maintained sector into Welsh-medium schools and Mudiad Meithrin has introduced individual actions plans for Cylchoedd Meithrin where transfer rates are low. In addition, where progression between Key Stage 2 and 3 is unsatisfactory, local authorities have been challenged to set out particular actions to address this issue. Further Information on this matter is outlined under Outcome 2 on page 26.

Welsh first language and the National Literacy and Numeracy Framework

Our National Literacy and Numeracy Framework⁴ (LNF), introduced on a statutory basis in September 2013, sets out clear annual expectations for literacy and numeracy for all learners aged 5 to 14 in both English and Welsh helping schools identify how best to challenge and support all of their learners.

A comprehensive range of online guidance and training materials is available to support teachers and senior school managers in English-medium and Welsh-medium schools to embed the LNF.

⁴ www.learning.wales.gov.uk/resources/nlnf/?lang=en

The National Support Programme (NSP) has been developed to ensure that both English-medium and Welsh-medium schools receive the necessary hands on support and training to effectively implement the requirements of the LNF and help bring about improvements in the teaching and learning of literacy and numeracy

Last May we introduced statutory National Reading and Numeracy Tests for Years 2 to 9 in both English and Welsh. The tests are designed to ensure a consistent measure of learners' progress and provide a fully coherent national picture of learners' abilities.

Welsh second language

A group was established in July 2012, chaired by Professor Sioned Davies, to review Welsh second language provision at Key Stages 3 and 4. The group's final report was published in September 2013⁵. The report included 24 recommendations. These recommendations will be considered in the context of the wider review of the national curriculum and assessment arrangements in Wales, the on-going work in response to the review of qualifications and discussion regarding the future of the Welsh language.

Welsh second language will be one of the subjects which will be considered as part of Phase 2 of the national curriculum review. As part of the process, consideration will be given to the feasibility and practicality of the following:

- introducing a Welsh language continuum in place of separate Programmes of Study for Welsh and Welsh second language
- increasing opportunities for learners in English-medium schools to acquire the language while participating in activities which widen their experiences and develop other skills rather than learning through discrete Welsh second language lessons alone
- adapting successful models of immersion for English-medium schools.

In the meantime several activities from the Welsh second language Action Plan will continue, for example:

- two clusters of English-medium primary schools which are working on a project to increase the use of Welsh across the curriculum at Key Stage 2
- English-medium secondary schools projects to establish and maintain informal activities through the medium of Welsh to increase the use of Welsh beyond the Welsh classroom
- residential courses for Key Stage 4 learners who are interested in continuing to study Welsh second language post-16 in order to increase their confidence to use the language and improve their Welsh language skills.

⁵ www.wales.gov.uk/topics/educationandskills/publications/wagreviews/one-lanuage-for-all/?skip=1&lang=en

Welsh for Adults

In July 2012, a group was established to review the Welsh for Adults provision. The group's report and recommendations were published in July 2013⁶. The First Minister and the Minister for Education and Skills announced in December 2013 that they fully accept most of the 24 recommendations, and the work of planning the implementation of the recommendations is now underway.

The recommendations include establishing a national entity to be responsible for leading the sector strategically to the future; rationalising the number of providers from 27 to between 10 and 14; implement changes in terms of assessing and qualifications; developing a new national curriculum and implementing the recommendations of the Cardiff University research on methodology; defining fluency and continue to improve a number of national priorities such as marketing; Welsh in the Workplace; Welsh for the Family; e-learning; tutor training; informal learning and strengthen the relationship between Welsh speakers and learners.

Welsh-language skills in the workplace

The strategy includes a specific objective to promote recognition of Welsh as a skill in the workplace and to develop opportunities for learning Welsh in the workplace. To achieve this objective a survey of the Welsh language skills needs of employers in the workplace has been completed with the final report published on 29 April 2014⁷. The results of the survey will influence future Welsh Government skills policies and programmes to ensure that these programmes meet the future skills needs of employers. This will include future programmes funded by European Structural Funds.

The Welsh in Education Unit is also working across the Welsh Government's Department for Education and Skills to mainstream the Welsh language and Welsh language skills development within skills programmes.

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

Initial teacher training (ITT)

The Welsh Government continues to offer teacher training incentives to help recruit the highest quality individuals with high levels of subject knowledge

⁶ www.wales.gov.uk/topics/educationandskills/publications/wagreviews/review-welsh-for-adults/?lang=en

⁷ www.wales.gov.uk/statistics-and-research/welsh-language-skills-needs-eight-sectors/?skip=1&lang=en

into the teaching profession. These incentives are targeted at individuals undertaking postgraduate teacher training courses in Welsh Government priority recruitment subjects, including Welsh. In 2013–14 incentives of up to £15,000, depending on UK degree classifications, have been made available for secondary trainee teachers. Primary postgraduate trainee teachers with a first class degree in Welsh can also receive an incentive of £4,000 to help raise literacy standards in maintained primary schools.

The Welsh-medium Improvement Scheme (WMIS) also provides incentives and additional training to support trainee teachers on eligible secondary postgraduate courses being undertaken through the medium of Welsh. The scheme provides additional support to help raise language skills and improve the confidence of trainees to be able to qualify and teach through the medium of Welsh.

A review of initial teacher training in Wales was undertaken in 2013. The review considered the quality and consistency of learning, training and assessment in ITT, including course content. The report, published in October 2013, recommended that the ITT sector in Wales needed to build capacity and reform. It is anticipated that this could be achieved by developing an ITT system based on best practice and linked to a strong collective understanding of the strong pedagogy we wish to adopt for teachers in Wales. A consistent approach to implementing this training across all ITT centres in Wales is also recommended.

To take forward this work the Welsh Government has appointed an expert ITT adviser who will play a key part in providing policy advice to raise standards and bring consistency across provision. The recommendations from the review are focused on addressing scope for improvement across ITT as a whole in Wales and Welsh-medium ITT is not specifically targeted with direct recommendations. The recommendations did however include the following which will impact on Welsh-medium ITT as part of the consideration of ITT as a whole moving forward:

- that the Welsh Government more actively promotes teaching as a career choice for the very best graduates and career changers, ensuring that the profession continues to reflect the community it serves in Wales, and takes steps whenever possible to improve the career path for high performing individuals
- that teacher training incentives be maintained as a flexible measure that can be adjusted annually to encourage high performing candidates in specific areas of need.

Role of Coleg Cymraeg Cenedlaethol

Coleg Cymraeg Cenedlaethol, under the leadership of the Higher Education Funding Council for Wales (HEFCW), has been asked to consider the implications of introducing entry requirements relating to the Welsh language and the possible impact of introducing higher entry requirements for Welsh medium ITT courses on the recruitment of Welsh-medium teachers. There are two areas where further more detailed analysis is required to inform the delivery of Welsh-medium ITT:

- the recommendation that there should be further work towards the introduction of a threshold qualification of a grade B at GCSE Welsh (or equivalent) with an appropriate lead in time and following a full analysis of the potential impact on recruitment to ITT courses
- to develop further the proposed Welsh Language Skills Certificate with the aim of implementation within two years, with the process facilitated and supported by the Coleg.

This further work is being taken forward in 2014.

A national and regional infrastructure and capacity for continuous professional development

The Sabbaticals Scheme

The Sabbatical Scheme continues to provide intensive periods of language and methodology training for practitioners at a range of levels and at locations across Wales. Between April 2013 and March 2014, 211 practitioners completed the scheme's courses.

An evaluation of the impact of the Sabbatical Scheme⁸ was undertaken as part of Arad Research's independent evaluation of the strategy. The evaluation gathered views of those who participated in the scheme's courses between January 2011 and December 2012, as well as their line managers, officers from the regional consortia and local authorities, the scheme's providers and other partners. The evaluation report was published recently and its recommendations have been fed into the process of planning the future of the scheme.

The scheme's current contract comes to an end in summer 2014. Following a tender process in late 2013, suppliers were appointed in March 2013 to deliver the scheme's courses for a period of three years from September 2014, with the aim of training up to 238 practitioners per academic year.

The Welsh in Education Grant (WEG)

In light of the development of the regional consortia, the Welsh in Education Grant (WEG) has been managed and administered on a regional level since April 2013. Regional consortia have been provided with £5.63m via the WEG and, taking into account local authority contributions, at least £8.4m was spent on activities in support of the local authorities' strategic plans in 2013–14, including the support offered by the Athrawon Bro, immersion projects, centres for latecomers and projects aimed at increasing levels of linguistic progression.

The School Effectiveness Grant (SEG) and Pupil Deprivation Grant (PDG)

The School Effectiveness Grant (SEG) and the related Pupil Deprivation Grant (PDG) provide support for the Welsh Government's three national Priorities for schools – improving standards in literacy, improving standards in numeracy and reducing the impact of poverty on educational attainment. The

⁸ www.wales.gov.uk/statistics-and-research/welsh-medium-education-strategy/?lang=en

two grants provided more than £70m to regional consortia in 2013–14 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. One hundred per cent of the PDG and a minimum of 75 per cent of the SEG are delegated to schools, increasing to a minimum of 80 per cent for 2014–15. In 2014–15 PDG allocations will double from £450 to £918 per eligible child for that year only.

Welsh language skills audit

In order to gain a baseline of practitioners' Welsh language skills, the four regional consortia were asked to undertake an audit amongst teachers and classroom assistants during summer 2013. The aim of the audit was to gain a national and consistent picture of the Welsh language skills of practitioners across Wales as well as their training needs. Data was gathered on a school level on behalf of more than 31,000 primary and secondary teachers and classroom assistants. The results of the audit have already been used as part of planning the future of the Sabbatical Scheme. Guidelines for the 2014–15 WEG have also noted that regional consortia are expected to show that the results of the audit have been considered when planning grant funded activities for the forthcoming financial year.

Early Years practitioner training

Building on the training provided by the Geiriau Bach Programme from 2004 to 2013, a new training programme was developed in autumn 2013 for practitioners working in English-medium non-maintained early years settings. 'Un, Dau, Tri – Hwyl a Sbril!' is a 12-hour course and aims to provide practitioners with basic Welsh-language skills for use in their settings.

A contract has been awarded to a consortium of the six Welsh for Adults centres, lead by Glamorgan Welsh for Adults Centre, to deliver the course in locations across Wales. The first groups of practitioners completed their courses in March 2014 in Cardiff, Newport and Wrexham, and it is anticipated that over 120 practitioners will complete the course annually over the next three years.

See page 7 for information on NDNA Cymru and WPPA's role in the training programme.

Strategic aim 5:

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

Welsh-medium and Welsh-language qualifications and assessment

Recommendation 6 of the independent *Review of Qualifications for 14 to 19-year olds* (2012) stated that: '*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’.

GCSEs and A levels

During 2013–14, we awarded a grant to AQA, OCR Pearson and WJEC to provide Welsh-medium qualifications. A total of five qualifications were offered across the three organisations based in England. All WJEC’s provision is available in both languages.

As new GCSEs are introduced from 2015, we will be working with stakeholders to ensure that specifications are available at the same time in both English and Welsh. WJEC is the only awarding organisation that will be offering the new GCSEs in Wales and new specifications will be available in both languages at the same time, in line with the review’s recommendation.

In relation to legacy specifications in subjects not offered by WJEC, we will continue to offer financial support to the England-based awarding organisations, as we do currently, to ensure that those subjects are available in Welsh where this is demand.

We are committed to ensuring that the new AS and A levels will also be available through the medium of Welsh and we will continue to work with the awarding organisations (as we currently do) to ensure that at least one specification in each subject is available bilingually, subject to demand.

Vocational qualifications

During 2013–2014, grants were issued to two awarding organisations. One was to ensure continuity of provision where 10 suites of qualifications aimed at Key Stage 4 candidates were being withdrawn early and support was given to ensure that the replacement qualifications would be available through the medium of Welsh. The other was awarded in order to make a Management NVQ available through the medium of Welsh in order to support Welsh-medium apprenticeships.

We are working on new processes for reviewing vocational qualifications as being eligible for funding in Wales, and this includes consideration of Welsh-medium needs.

Teaching and learning resources

Resource commissioning

46 projects were funded to produce Welsh-language and bilingual educational and learning resources which encompassed a range of curriculum subjects 3–19 and Welsh for Adults. The projects include developing resources in many formats to meet the need of having more digital resources, including developing apps.

After consulting with schools, colleges and publishers to collect evidence of the perceived need in May 2013, seven identifying needs panels were held during the year. The panels considered the ideas received and prioritised projects to be included in the commissioning programme.

During the year, the work of improving the commissioning process continued, to ensure its effectiveness and value for money. Information was collected regarding practitioners' awareness and understanding of the identifying needs process and how it can be improved. Work is underway to improve marketing and to raise awareness of the resources that are available. The marketing work being undertaken by the suppliers was supported by using the Department for Education and Skills Twitter and Facebook accounts to raise awareness of new resources.

Y Termiadur Addysg

The bilingual terminology dictionary produced by the Technology Unit, University of Bangor, has been available online since early 2012 at www.termiaduraddysg.org. In the two-year period since its launch, the data base, which includes around 60,000 terms, has been searched nearly a million times. An app has also been available for mobile devices and this has now been downloaded to over 20,000 devices. There is clearly a demand for this service and the University of Bangor has been awarded a further three year grant to continue its development.

Hwb

Hwb⁹ is the National Digital Content Repository which hosts the collection of digital resources from a wide variety of contributors. Hwb is also being developed to host collaborative working areas that will facilitate online professional learning communities (PLCs) across Wales.

Hwb+ is the provision of an individual 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. The Hwb+ platform has already been deployed to over 800 schools (as of January 2014), with all remaining schools in Wales to be provisioned by July 2014.

The Hwb Content Team is working with all stakeholders to ensure relevant content is promoted through the 'Find and use' area. New content is continually being uploaded and is featured in the 'Latest resources' section. New content, including materials from the National Library of Wales and resources for students studying Welsh as a second language, are now available.

In addition to this, the Hwb Content Team is working extensively with schools, local authorities and regional consortia to identify best practice content that is being used across Wales. The key focus is on literacy and numeracy, while also looking to strengthen the availability of Welsh-language resources.

⁹ 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

A specific Welsh for the Family course continues to be provided in locations across Wales. In addition, during 2013–14, a variety of Welsh for the Family informal learning activities were also offered, including an annual Welsh for the Family weekend and a Welsh for the Family competition at the National Urdd Eisteddfod.

Twf

The Twf field officers have continued to work closely with the Welsh for Adults Centres by marketing the Cymraeg o'r Crud course (Welsh from the Cradle) among children's parents/carers in the Twf networks. The Field officers have also continued to offer support and encouragement through Amser Twf sessions to parents/carers who take part in the courses.

Twf has continued to offer information, advice and support to new and expectant mothers and their families as well as the health sector regarding speaking Welsh at home and the advantages of bilingualism. This is undertaken in three ways: a network of field officers, working with the health sector and through marketing resources. During 2013–14 the Twf field officers have had over 9,000 direct contacts with parents/carers all over Wales in order to transmit messages regarding speaking Welsh in the home and the advantages of bilingualism.

Tyfu gyda'r Gymraeg

Tyfu Gyda'r Gymraeg's (Growing with Welsh) main aim is to support families to introduce Welsh to their children. The pilot project is in operation in the Rhondda Cynon Taf, Bridgend and Caerphilly areas. Development officers were appointed in August and during the year carried out work to map and create links with parents/carers in the three areas in order to identify opportunities to collaborate as well as identify the needs of local families. Regular sessions with families have been held including story telling and singing sessions, mother and child sessions and Amser Tyfu in order to support families to introduce Welsh. Partnerships have also been developed with care providers, nursery groups, primary school headteachers, local authorities and Welsh for Adults Centres in order to support and build on the current provision.

Informal and non-formal opportunities within education settings

Local authorities are required to set out in their WESPs how they support schools to extend the use of informal Welsh and can use the WEG to support these actions. Canolfan Peniarth was contracted to work with eleven secondary schools to support them in introducing an all-school policy on the informal use of Welsh within schools. A national workshop was arranged to

explore approaches to planning based on draft guidelines for whole-school strategies. This workshop included staff from the regional consortia who are encouraged to support schools to adopt adequate planning processes.

Informal and non-formal opportunities in the community

Supporting Young People's Language Practices

Launched in 2007, the Supporting Young People's Language Practices Project is now delivered in 30 secondary schools across Wales. The purpose of the project is to increase the social use of Welsh amongst young people. The project itself is delivered through a partnership between Trywydd Cyf and Urdd Gobaith Cymru, and learners from Years 11 and 12 apply for funding to undertake various activities aimed at specific age groups within their schools (usually younger learners). The learners themselves therefore take responsibility for promoting Welsh as a social language within their schools, as evidence shows that young people respond positively to leadership and input from peers. In 2013–14 a selection of these projects (six of the 30 schools participating) took place within the community in order to influence on the use of the language in the wider community.

Urdd Gobaith Cymru

The Urdd received a grant from the Welsh Government in 2013–14 to offer social opportunities for its 50,000 members. In 2013–14, 962 branches, which includes aelwydydd, special schools, primary and secondary schools were registered with the Urdd. The Urdd offers a wide range of opportunities for children and young people to socialise, be that through sport, performance, technology or the eisteddfod. As well as this, the Urdd has been delivering the Gweithio yn Gymraeg Project which links young people in danger of losing contact with education and employment with Welsh employers. In total, 914 young people have participated in the scheme across Wales, and 253 received accreditation to support their experience.

Youth service

One of the key aspirations for the implementation of the Youth Engagement and Progression Framework is the emergence of a network of 'lead workers' providing continuity of support and contact to vulnerable young people and supporting them to engage with and access wider support services. The framework describes how lead worker functions may be performed by a wide variety of individuals in different types of organisation. Youth workers are both skilled and well positioned to provide the lead worker role for many of the young people identified as being in need of support to prevent their disengagement from education and training, or to support them to re-engage. We expect local authorities to consider the language needs and choice of individuals throughout the development and delivery of local plans including the skills, abilities and experience needed for roles such as the lead worker and addressing any gaps in Welsh language provision.

The National Youth Service Audit 2013–13 showed that a total of 253 Welsh culture projects were delivered with a total of 16,929 young people attending

and there was a total of 374 Welsh language projects delivered where a total of 15,084 young people attended.

Welsh as an additional language

The Minority Ethnic Language and Achievement Project (MELAP) undertook research to gain an understanding of the current level of demand for, and the availability of, Welsh as an Additional Language (WAL) support for black and minority ethnic (BME) learners in Welsh-medium and bilingual schools and Welsh Language Latecomer Centres. WAL is used to refer to the situation 'whereby a pupil has a first language which is neither Welsh nor English but is pursuing a Welsh-medium education and thus requires support in order to access the whole curriculum through the medium of Welsh'. The report was published in April 2014¹⁰.

The Welsh Government has identified a 'lack of clarity about the Welsh language support' currently provided to BME learners in Welsh-medium and bilingual schools. There is also uncertainty about the extent of the demand for such language support, as current data collection through PLASC (Pupil Level Annual School Census) and other means does not identify the level of need for WAL support. This subsequently raises the question whether there is a need for a defined WAL service in Welsh-medium education settings similar to the English as an Additional Language (EAL) service that is already well established in English-medium education settings in Wales.

¹⁰ www.wales.gov.uk/statistics-and-research/welsh-additional-language/?skip=1&lang=en

Welsh-medium Education Strategy targets, March 2014 report

Outcome 1 More seven- year-old learners being taught through the medium of Welsh.			
Indicator	Baseline	Targets	
	2009	2015	2020
The percentage of Year 2 learners, assessed in Welsh (first language)	21%	25%	30%

Outcome 1 Indicator

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Number	6,538	6,919	6,621	6,599	6,428	6,524	6,365	6,560	6,728	7,229	7,468
Cohort	34,446	35,612	33,750	33,000	31,611	31,116	30,329	30,061	30,655	32,960	33,398
%	19.0%	19.4%	19.6%	20.0%	20.3%	21.0%	21.0%	21.8%	21.9%	21.9%	22.4%

Nearly 1,000 more seven-year-old learners were assessed in Welsh in 2013 as compared to a decade ago, representing a 14.1 per cent increase on the 6,538 figure of 2003. The total cohort is now at a very similar level to that of a decade ago, recent increases making up for declines in earlier years. The percentage of the total cohort assessed in Welsh has now increased to its highest ever level having remaining unchanged over the period 2010–12.

Regional consortia

Four regional consortia are now responsible for most aspects of school improvement. The table shows changes in the numbers of seven year olds assessed in Welsh over the decade at regional level.

	2003 (No.)	2013 (No.)	2003–13 (No.)	2003 (%)	2013 (%)	2003–13 (% point)
North Wales	2,455	2,631	176	32.6	35.5	2.9
South West and Mid Wales	2,435	2,686	251	25.4	29.1	3.7
Central South	1,208	1,538	330	11.7	15.1	3.4
South East Wales	440	612	172	6.4	9.5	3.1

The figures clearly illustrate the continuing increase in Welsh-medium education across all areas of Wales over the decade. In terms of the numbers assessed in Welsh, very strong growth has continued in Central South (27.3 per cent) and South East Wales (39.1 per cent). The other two consortia, starting from a much higher baseline, have also seen increases in the percentage of Welsh speakers in their total cohort.

Local authorities

During the decade 2003–13, the highest numerical increase was in Cardiff and the highest percentage growth in Denbighshire. Two authorities saw a decrease both in percentage and numerical terms (Anglesey and Conwy).

	2003 (No.)	2013 (No.)	2003–13 (No.)		2003 (%)	2013 (%)	2003–13 (%)
Isle of Anglesey	534	468	-66		71.1	69.7	-1.4
Gwynedd	1,201	1,289	88		94.7	97.5	2.8
Conwy	270	257	-13		23.2	22.9	-0.3
Denbighshire	207	285	78		19.8	28.1	8.3
Flintshire	103	141	38		5.6	8.4	2.8
Wrexham	140	191	51		9.6	11.9	2.3
Powys	196	247	51		13.4	18.8	5.5
Ceredigion	498	477	-21		74.3	76.4	2.1
Pembrokeshire	251	249	-2		18.8	19.1	0.2
Carmarthenshire	1,009	1,093	84		51.2	55.6	4.3
Swansea	240	359	119		9.5	14.2	4.8
Neath Port Talbot	241	261	20		14.9	17.4	2.5
Bridgend	124	137	13		7.9	9.2	1.3
Vale of Glamorgan	151	187	36		9.8	12.6	2.9
Rhondda Cynon Taff	475	541	66		17.4	19.9	2.6
Merthyr Tydfil	83	87	4		11.3	13.1	1.8
Cardiff	375	586	211		10.0	15.2	5.2
Caerphilly	252	354	102		11.5	17.4	5.8
Blaenau Gwent	32	41	9		3.8	5.2	1.4
Torfaen	79	87	8		7.1	8.0	0.9
Monmouthshire	20	43	23		2.1	4.9	2.9
Newport	57	87	30		3.2	5.3	2.1

Census (2011)

It is interesting to compare the 2011 census figures for children 5–9 who ‘speak Welsh’ with the school assessment data for seven-year-old learners in 2011. The above table lists counties in order of the assessment data together with the census figure, the final column being a ratio of the assessment to census data. In the four counties with the highest level of seven year olds assessed in Welsh (Gwynedd, Ceredigion, Anglesey and Carmarthen) the ratio is fairly close to one, showing a close correspondence between the two sets of data. In the four counties with the lowest level of seven year olds assessed in Welsh (Newport, Monmouthshire, Blaenau Gwent, Flintshire) the ratio is close to 0.1, indicating a large difference between the two sets of data.

In these counties along the eastern border of the country it is clear that a large majority of those judged to be Welsh speakers by their parents/carers will in fact be following the Welsh second language Programme of Study and not receiving their education through the medium of Welsh. A similar pattern is seen when Key Stage 3 assessment data is compared to the census figure for 10 to 14 year olds.

	Assessment (2011) Age 7 (%)	Census (2011) Age 5–9(%)	Assessment/ census
Gwynedd	98.4	91.4	1.1
Ceredigion	73.1	81.6	0.9
Isle of Anglesey	68.8	78.9	0.9
Carmarthenshire	55.6	60.0	0.9
Conwy	26.1	47.9	0.5
Denbighshire	25.0	45.3	0.6
Pembrokeshire	21.2	40.7	0.5
Rhondda Cynon Taf	20.8	30.7	0.7
Caerphilly	17.3	33.4	0.5
Powys	16.8	41.2	0.4
Cardiff	15.9	27.1	0.6
Neath Port Talbot	15.3	29.7	0.5
The Vale of Glamorgan	13.7	28.5	0.5
Merthyr Tydfil	12.8	21.4	0.6
Swansea	12.6	25.7	0.5
Wrexham	11.7	29.5	0.4
Torfaen	9.4	38.0	0.2
Bridgend	8.9	24.3	0.4
Flintshire	5.7	33.1	0.2
Blaenau Gwent	4.7	30.5	0.2
Monmouthshire	4.4	40.3	0.1
Newport	3.9	34.8	0.1
Wales	21.9	38.2	0.6

Outcome 2

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

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

Outcome Indicator 2

2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
14.2%	14.4%	14.4%	15.7%	15.3%	16.0%	15.9%	16.0%	16.3%	16.8%	17.0%

The purpose of this target is to see more learners continuing to study Welsh as a first language from age seven to age 11 and then 13. Across Wales, this linguistic progression is very good between ages seven and 11 with the cohort assessed at age 11 being over 97 per cent of that assessed four years earlier, at the age of seven. However, the situation is very different between the ages of 11 and 13.

The table below looks back at the cohort that reached Year 9 in 2013, to the time they were aged 11 (Year 6, 2010) showing the numbers assessed in Welsh first language for those years. Similar figures for earlier cohorts are

also included in the table. Comparison between consortia is more meaningful than looking at individual authorities as this data is school based, and significant numbers of learners cross local authority boundaries on transfer to secondary school.

Consortia	Year 6 2010	Year 9 2013	Years 6–9 2010-13	Years 6–9 2009–12	Years 6–9 2008–11	Years 6–9 2007–10
Isle of Anglesey	556	423				
Gwynedd	1,272	1,095				
Conwy	250	201				
Denbighshire	241	258				
Flintshire	102	96				
Wrexham	134	136				
North	2,555	2,209	-346	-294	-574	-565
Powys	223	183				
Ceredigion	500	461				
Pembrokeshire	266	174				
Carmarthenshire	914	726				
Swansea	227	226				
Neath Port Talbot	229	159				
South West and Mid	2,359	1,929	-430	-460	-509	-523
Bridgend	111	84				
The Vale of Glamorgan	157	147				
Rhondda Cynon Taff	457	495				
Merthyr Tydfil	69	0				
Cardiff	405	382				
South Central	1,199	1,108	-91	-73	-181	-112
Caerphilly	245	236				
Blaenau Gwent	40	0				
Torfaen	80	186				
Monmouthshire	32	0				
Newport	47	0				
South East	444	422	-22	-19	-24	-61
Wales	6,558	5,668	-890	-846	-1288	-1261

A significant improvement in these figures was noted last year, and while this improvement has been maintained there have been no further gains. There remain nearly 900 learners (13.6 per cent of the total) that are assessed in Welsh first language at the age of 11 that are not similarly assessed aged 13. In order to reach the 2015 target, the all-Wales losses between Year 6 and Year 9 will need to close to around 675 learners. The challenge remains in the two consortia with the highest numbers in Key Stage 2, and in specific local authority areas within these consortia, such as Carmarthenshire.

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 being 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	2013
3a. At least two Welsh-medium subjects	79.5%	81.0%	85.3%	81.6%
3b. At least five Welsh-medium subjects	59.7%	62.2%	64.9%	55.5%

The 2015 target was met for both indicators in 2012. Unfortunately, this year's figures have been impacted by the increasing number of learners studying vocational subjects such as BTEC courses. There were, for example, 32,500 BTEC entries in 2013 as compared to 11,900 in 2011. These courses are continually assessed and Welsh-medium data is not collected. As some of these qualifications currently count for more than one GCSE equivalent, it is much harder for many learners to study a further five GCSEs through the medium of Welsh.

Outcome 4 More students aged 16–19 studying subjects through the medium of Welsh, in schools, colleges and work-based learning.			
Indicators	Baseline	Targets	
	2007/08 WM+B**	2015 WM + B**	2020 WM + B**
Student learning activities by medium of delivery (LA26)*			
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

Student learning activities by medium of delivery (LA26)	2008/9*	2009/10*	2010/11	2011/12	2012/13
	WM+B	WM+B	WM+B	WM+B	WM+B
Schools	17.0%	17.1%	21.0%	17.4%	20.1%
Further education institutions	6.1%	6.2%	5.7%	6.7%	8.4%
Work-based learning	1.8%	1.5%	3.0%	3.9%	3.6%

*Prior to 2010/11, data for work-based learning provision delivered by further education institutions was categorised under 'Further education institutions'. From 2010/11 onwards, this data has been categorised under 'Work-based learning'.

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, and the college data is now near to the target figure. The amalgamation of colleges to form larger units should provide further opportunities and economies of scale to expand Welsh-medium and bilingual provision in future years.

It is interesting to compare the 'learning activity' figures for schools with A level entry figures. The table shows the Welsh-medium A2 entries as a percentage of all A2 entries.

Schools	2011	2012	2013
Percentage Welsh-medium A2 entries	11.8%	12.3%	11.7%

This data is likely to be a more accurate measure of the actual Welsh-medium provision in schools than the unverified 'learning activity' figures. This measure will also be used in future years to track 16–19 Welsh-medium provision in schools.

Outcome 5 More students 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	2013
Indicator	7.9%	8.2%	7.7%	7.4%	7.0%	6.7%	6.7%	6.8%	5.5%	5.9%
Number	353	402	387	377	364	345	363	357	303	315

2010: Indicator 5b – Second Language

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Indicator	2.9%	2.7%	2.8%	2.5%	2.9%	2.9%	2.4%	2.6%	2.3%	1.9%
Number	559	517	562	460	574	593	497	542	511	434

* data from 2004 to 2008 based on WJEC data. Data for 2009 onwards based on Welsh Government 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.

There has been a steady increase in the first language GCSE numbers over the decade (from around 5,000 to 5,600) whereas the A level numbers have been static or slowly declining. The percentage of GCSE students progressing to study A level Welsh is not consistent across different areas in Wales. In the consortia areas of North and South West and Central South, the progression rate from GCSE to A level Welsh is around 10 per cent, whereas in Central South and South East it is closer to 5 per cent. Most of the increase in GCSE numbers has been seen in the Central South and South East consortia and this has had the effect of decreasing the overall percentage figure. The examination specifications for both GCSE and A level Welsh First Language are currently under review.

There was a dramatic decline in the Welsh second language A level figures in 2013. The number of entries has now declined to a level similar to that of 20 years ago, before it became a compulsory subject at Key Stage 4. The teaching of Welsh second language up to the age of 16 forms part of the Welsh Government's current curriculum review.