

Welsh-medium Education Strategy: Annual report 2014–15

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, higher education institutions, further education institutions, CollegesWales, work-based learning providers, employer organisations and forums, Estyn, trade unions, Welsh for Adults Centres, Funky Dragon, Sector Skills Councils/standard-setting bodies, Careers Wales, National Institute of Adult Continuing Education (NIACE), Welsh Local Government Association, Cymdeithas Ysgolion dros Addysg Gymraeg (CYDAG), Rhieni dros Addysg Gymraeg (RhAG), Children and Young People's Partnerships, Mentrau Iaith Cymru, voluntary and community organisations.

Overview

The *Welsh-medium Education Strategy* was published in April 2010. The strategy contains fixed five-year and indicative ten-year targets based on outcomes which will be used to monitor progress in implementing the strategy. There is a commitment in the Welsh-medium Education Strategy to monitor progress made against the targets contained in the strategy and to publish an annual report.

Further information

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Additional copies

This document is only available on the Welsh Government's website at www.gov.wales/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)*; *Welsh-medium Education Strategy: Annual report 2013–14 (2014)*; *A living language: a language for living – Welsh Language Strategy 2012–17 (2012)*; *A living language: a language for living – Moving forward (2014)*.

These related documents were all published by the Welsh Government.

This document is also available in Welsh.

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Ministerial foreword

The publication of Welsh-medium Education Strategy in April 2010 was an important milestone in the history of the development of Welsh-medium education in Wales. For the first time, the Welsh Government declared its intention to set a national strategic direction to the planning and development of Welsh-medium education. It also clearly stated the need to improve the teaching and learning of Welsh as a second language in English-medium schools.

As the implementation period for the Strategy reaches an end, I want to look back over the five year period, focusing on the main steps taken to realize the vision of the Welsh Government *to have an education and training system that responds in a planned way to the growing demand for Welsh-medium education ...and enables an increase in the number of people of all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace.*

Establishing planning processes across all phases of education and training was an integral part of the Strategy. The main development in this regard was to place Welsh in Education Strategic Plans on a statutory basis. All local authorities have submitted plans and have revised them. There have also been changes to the way in which data for Welsh-medium provision in the early years is shared in order to facilitate the planning of a statutory provision.

Following a review of the post-16 planning and funding arrangements, local authorities and further education colleges submit annual plans to the Welsh Government, and are required to indicate what provision will be made available through the medium of Welsh or bilingually. As part of the work-based learning contracts, providers also have to set targets for increasing Welsh-medium and bilingual provision. The Coleg Cymraeg Cenedlaethol has gone from strength to strength since its establishment in 2011, and works effectively with the universities to increase Welsh-medium provision in a wide range of subjects.

The challenge now is to ensure that all new planning processes are embedded, implemented and realised. There is a need for local authorities, regional consortia, schools, colleges, universities, work-based learning providers and other partners to play their part.

When the Strategy was published, five outcomes and quantitative targets were set as a means of measuring progress. It is disappointing to note that not all targets have been achieved. However, progress has been made against four of them, and the highest number of seven year old children now received Welsh-medium education.

We have commissioned an evaluation of the Strategy, and we hope to publish the final report, which is the culmination of three years of research, in the autumn. We will then proceed to review the Strategy and targets and set-out the direction for the next phase of operation.

It is important to remember that the Welsh-medium education sector is part of a national education system. My recent statement to accept all the recommendations made by Professor Graham Donaldson in his report *Successful Futures* is a clear indication that a broad and ambitious programme to change and reform education in Wales is being implemented. The implementation of Professor Donaldson's recommendations, coupled with the recommendations made by Professor Furlong in *Teaching Tomorrow's Teachers*, and the establishment and operation of the New Deal for practitioners gives us an opportunity to shape the future of generations to come as we build a curriculum that enables all children and young people in Wales to become:

- ✓ ambitious, capable learners, ready to learn throughout their lives;
- ✓ enterprising, creative contributors, ready to play a full part in life and work;
- ✓ ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world; and
- ✓ healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The Welsh Government alone cannot realise our vision to see Welsh-medium education continue to grow and implement the change required to improve standards of Welsh-medium and Welsh language provision. We will require the input and expertise from practitioners and leaders in the sector as we put these plans into action. We will also actively move forward to transform the way in which the Welsh language is taught in English-medium schools in order to provide the best opportunity for all children in Wales to acquire the language. This will contribute to the realisation of our vision in the Welsh Language Strategy, *A living language: a language for living* to see the Welsh language thrive.

We are embarking on a very exciting time for education in Wales, and the Welsh language is an integral part of the changes to be made to the education system.



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

Since the passing of the School Standards and Organisation (Wales) Act 2013 and the Welsh in Education Strategic Plans and Assessing the Demand for Welsh-medium Education (Wales) Regulations 2013 local authorities are required to prepare their first statutory Plans for the period 2014 to 2017, to consult publicly and to submit them to the Welsh Ministers. The functions of the Welsh Ministers in relation to a Welsh in Education Strategic Plan (WESP) are:

- to approve it as submitted,
- to approve it with modifications, or
- to reject it and prepare another plan which is to be treated as the authority's approved plan

The Welsh Ministers gave detailed consideration to 22 Welsh in Education Strategic Plans submitted and approved three Plans and a further 19 Plans with modifications. Each local authority has subsequently undertaken their annual review of their Plans and have submitted them to the Welsh Ministers.

School organisation

The provision of Welsh-medium primary schools places has expanded in more than one south Wales local authority in the last reporting year and other expansion has recently been subject to consultation.

Two local authorities are consulting on Welsh-medium secondary schools in new locations, one of which is in Newport, one of only four local authorities currently without a Welsh-medium secondary school.

The School Standards and Organisation (Wales) Act 2013 has enabled local authorities to make more rapid change than was possible under the previous legislation.

Capital funding for schools

The 21st Century Schools and Education Capital Programme aims to create a generation of 21st century schools in Wales. The programme continues to focus resources on the right type of schools in the right places, for early years through to post-16. This has been well evidenced over the last year with the approval of a Welsh-medium 3-19 school in Ceredigion as well as new and expanding Welsh-medium and dual stream schools across Wales

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

continue to strengthen the Welsh language through investing in new or enhancing and improving conditions in existing Welsh-medium/bilingual schools. For new schools, the business case must clearly articulate the demand for Welsh-medium provision within a given locality as well as robust learner projections.

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

The three-year marketing and communications campaign which was launched in November 2013 continues to raise awareness of Welsh-medium and bilingual education so that parents consider all options available to them. A number of elements have been undertaken including national and local media advertising and local events.

In 2014 -2015 we developed three local campaigns targeting local authority areas where demand for Welsh-medium education is currently low. The three areas targeted were Llanelli, Blaenau Gwent and Flintshire. Working with local schools and partners such as Twf, Mentrau Iaith and Mudiad Meithrin, information and advice was provided to parents about Welsh-medium and bilingual education.

In addition to the local campaigns, during 2014 – 2015 we have also:

- promoted Welsh-medium education in Bookstart packages for over 10,000 parents
- developed the llyw.cymru/cymraeg website to showcase case studies, resources, advice and local Welsh-medium education events
- piloted a live social media conversation about Welsh-medium education with local authorities and partners in Flint
- launched the Cymraeg for Kids app at the National Eisteddfod to encourage parents to learn Welsh with their child
- encouraged partners, including Twf and Mudiad Meithrin to adopt the Cymraeg for Kids branding and guidelines
- collaborated with colleagues across the Welsh Government to ensure that consistent messages are being communicated in all its education campaigns, e.g. Education begins at home.

Social media activity via facebook/ChoiceDewis page and the llyw.cymru/cymraeg website has supported all campaigns and communications activity..

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 2014–15, the main targets for this grant concentrated 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. For 2015–16, the grant will focus on trialling alternative delivery models in order to extend and develop Welsh-language childcare by considering how best to create accessible and affordable provision. The grant will also look at targeting specific audiences.

National Day Nurseries Association (NDNA) Cymru and the Wales Pre-school Play 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.

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 2014–15 which included maintaining the Welsh-medium and bilingual course options in Key Stage 4 and post-16. An analysis of the courses offered in 2014/15, that were funded by the ring-fenced 14–19 Welsh-medium/bilingual funding, shows that a total of 152 courses were available including 74 Level 3 courses.

A total of £1.8m 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.

Next year (2015-16) the Learning Pathways grant will move into the Education Improvement Grant, that will include specific objectives for maintaining the 14-19 Welsh-medium and bilingual provision.

Developments in post-16 provision in further education

Bilingual Champions

Since September 2014, 9 further education colleges out of 13 continue to receive grant funding to support the role of the Bilingual Champion. As the grant comes to an end, it is encouraging that the colleges continue to employ the champions to maintain the work of planning and implementing their colleges' strategies for developing Welsh-medium and bilingual education. In addition, the Bilingual Champions work on promoting the Welsh language which includes maintaining and developing the learners' linguistic skills whilst studying at the college.

During the 2013/14 academic year, 7 of the 13 colleges have seen an increase in the number of learning activities through the medium of Welsh or bilingually. The remaining six have maintained their provision, with minor changes, responding to learner needs from one year to the next. Generally, Welsh-medium and bilingual course provision in further education colleges has been stable since 2011/12. The influence of the Bilingual Champions is starting to become evident in 2013/14 with learners taking advantage of the available provision where this was not possible prior to the grant.

Sgiliaith

During 2014-15 Sgiliaith has continued to provide training provision ranging from a Bilingual Teaching Methodology MA Module to the half-day Bilingualism Toolkit. In addition to training further education tutors, Sgiliaith supports work-based learning tutors in partnership with the Bilingual Champions. Sgiliaith presents awareness sessions to further education colleges' governing bodies and senior management teams jointly with ColegauCymru.

Colegau Cymru

Collaboration with ColegauCymru continues in support of the further education colleges. During 2014-15 ColegauCymru were supported with grant funding to run four projects to enable tutors to work in partnership for the benefit of Welsh-medium and bilingual provision. The following projects were supported:

- Creating an on-line library of early years and care resources.
- Publishing leaflets for college students to raise their awareness of the Welsh language.
- Providing enriching experiences for students on vocational courses to expand their subject knowledge and widen their horizons in terms of using their Welsh language skills.
- Publishing Welsh language awareness resources for the further education sector to raise awareness of staff at the colleges of the Welsh language and Wales.

Learner Voice Wales

Consistent with last year, only ten per cent of learners responding to the 2014 Learner Voice Wales survey said they wanted to learn in Welsh (1 per cent) or

bilingually (9 per cent), and forty-five per cent said they were offered the chance to learn in Welsh (11 per cent) or bilingually (34 per cent). Table 1 shows that there continues to be a mismatch between supply and demand, however the gap is narrowing. Forty-one per cent of learners who said they preferred to learn in Welsh only were offered the opportunity to do so, compared to twenty-nine per cent last year (representing an increase of 12 percentage points). Sixty-seven per cent of those who said they preferred to learn bilingually were offered the opportunity to learn in Welsh (14 per cent) or bilingually (53 per cent) compared to sixty-two per cent last year (representing an increase of five percentage points). Also, the percentage of learners who couldn't recall what they were offered has dropped by five percentage points (from 14 per cent in 2013 to 9 per cent in 2014) for those who preferred to learn in Welsh only and three percentage points (from 15 per cent in 2013 to 12 per cent in 2014) for those who preferred to learn bilingually.

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.

		2013	2014	Percentage change
Of those who said they preferred to learn in Welsh only	% offered the chance to learn in Welsh only	29	41	+12
	% offered the chance to learn bilingually	37	29	-8
	% not offered chance to learn in Welsh	20	20	0
	% Don't know	14	9	-5
Of those who said they preferred to learn bilingually	% offered chance to learn in Welsh only	8	14	+6
	% offered chance to learn bilingually	54	53	-1
	% not offered chance to learn in Welsh	22	21	-1
	% Don't know	15	12	-3

Table 1: Percentage of learners in post-16 education or training wanting to learn in Welsh only or bilingually being offered the opportunity to do so (Learner Voice Wales Survey 2014/2015).

Work-based learning (WBL)

Increasing the numbers of post-16 learners who study through the medium of Welsh or bilingually continues to be a priority. This post-16 progression is an essential element in bridging the Welsh language skills of pupils leaving formal education with the language skills required by employers.

Steps have been taken develop the Welsh language awareness of the WBL provider network and in developing their understanding of the needs and requirements of both learners and employers. However, challenges remain,

not least in persuading learners with existing Welsh language skills to continue their learning either through the medium of Welsh or bilingually.

The new delivery contract for WBL commenced on 1 April 2015, this coincided with changes to the contract specification to ensure that Welsh-medium learning is further strengthened within the programme. Providers were required to submit an annually updated Welsh language Action Plan prior to the start of the contract. These plans include individual targets which are monitored by Welsh Government.

Some of the specific actions which supported the development of Welsh-medium and bilingual learning during the year includes:

- Extending the grant funding to the National Training Federation for Wales to support the Bilingual Champion post for a further three years. The post supports the provider network to develop their Welsh-medium and bilingual provision.
- Allocating additional budget to specifically support apprenticeships delivered through the medium of Welsh.
- Providing a bespoke Welsh language training course to WBL assessors.

Higher education

The Welsh Government's *Policy statement on Higher Education*, 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).

In 2012/13 there were 5,465 students at Welsh HE institutions with some teaching through the medium of Welsh, a 16 per cent increase since 2011/12. The proportion of students at Welsh HE institutions who had some teaching through the medium of Welsh also increased, compared with 2011/12 (4.2 per cent in 2012/13 and 3.8 per cent in 2011/12). Excluding Welsh language and related subjects, the most popular subjects of study for students, with some teaching through the medium of Welsh, were education, creative arts and subjects allied to medicine. (Welsh Government Statistical Bulletin - [Welsh in Higher Education Institutions, 2012/13](#))

Coleg Cymraeg Cenedlaethol

The Coleg Cymraeg Cenedlaethol has made significant progress since it was established in 2011. An [evaluation of the Coleg Cymraeg Cenedlaethol](#) was published in January 2015 and reported that significant progress had been made in broadening and extending the range of Welsh medium study opportunities. The report highlighted the appointment of new lecturers to teach through the medium of Welsh, the development of a range of academic resources - mostly available electronically - and the creation, for the first time, of a national strategy for teaching through the medium of Welsh at universities. It is also noted in the report that the Coleg has 5,000 members

comprising prospective students, university students, university staff and associate members and at the time of publication 19 subject plans have been approved to consolidate or develop the fields of study and research offered.

Academic Staffing Scheme

The Coleg's Academic Staffing Scheme provides funding to universities to employ academic staff in order to develop their Welsh-medium teaching capacity. The target is for 100 Welsh medium academic posts to be in place by the academic year 2015/16. Overall, 94 appointments have been made to date, with roughly equal proportions of appointments made at institutions with an established tradition of delivering Welsh-medium provision and institutions where Welsh-medium provision is not yet well developed. The staff appointed work across a range of disciplines, though there has been an increasing emphasis over the last two years upon disciplines which are associated with fields of employment where it is perceived that Welsh language skills are in demand.

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 2014/15 there were 167 undergraduate level scholarships and 13 masters level scholarships awarded.

Welsh Language Skills Certificate

Over 200 employers have pledged their support for the Coleg's Welsh Language Skills Certificate as a mechanism of identifying job applicants who have the skills required to work professionally through the medium of Welsh. In 2014, 157 candidates completed the tasks required for the certificate. One hundred and thirty-four of those candidates were successful, with 19 attaining excellence.

Adult Community Learning

Providers were asked to focus their provision for 2014/15 on three key areas which support our overarching priority of Tackling Poverty:

- Adult Numeracy and Literacy
- Digital Literacy
- English for speakers of other languages (ESOL).

In addition, providers were asked to improve access to Welsh--medium education where possible and to ensure that provision reflected local need.

Current provision remains mixed. Some local authorities have planned delivery of Digital Literacy bilingually, but none offer Adult Numeracy or Literacy courses through the medium of Welsh. Some local authority providers offer engagement activities through the medium of Welsh with the intention that learners will progress onto Welsh for Adults courses, and many work in partnership with their local Menter Iaith to deliver Welsh-medium provision.

Ultimately, access to Welsh-medium provision across Wales 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 continue to indicate in their WESPs how they ensure continuity of Welsh-medium education where 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.

Welsh first language

Areas of Learning and programmes of study

The Areas of Learning and programmes of study for English and Welsh (first language) have been developed alongside each other, taking into account aspects particular to each language. This will support the development of dual literacy and provide a foundation for learning additional languages, including modern foreign languages, both at school and in the context of lifelong learning. A statement outlining that learners should be encouraged to use translingual skills has been included in the Language, Literacy and Communication Skills Area of Learning and the programmes of study for English and Welsh (first language). Mediating between different audiences and taking material which exists in one language and conveying its content and general impact in the other are important skills for learners in a bilingual society.

GCSE

From September 2015, new GCSEs in English Language and Welsh Language will be introduced. These will concentrate more on the transactional aspects of language with reading, writing and oracy (speaking and listening) skills all counting towards the final grade. The new qualifications will be very similar in both languages but more weighting will be put on the oracy element in the Welsh qualification.

Some revisions were made to GCSE Welsh Literature such as the inclusion of new novels as options for study.

GCE AS/A LEVELS

From September 2015 the A level Welsh (First Language) specification will include a new unit, 'Welsh in context'. Candidates will be expected to study and write in a range of forms such as press releases, minutes of meetings, reports and speeches.

Welsh second language

Successful Futures

In March 2014, the Minister appointed Professor Donaldson to carry out a comprehensive, wide ranging and independent review of the national curriculum and assessment arrangements in Wales. Professor Donaldson's report- *Successful Futures* - was published on 25 February. It recognises the "cultural, cognitive and practical benefits of learning Welsh as a living language" and that "standards in the Welsh language are generally strong in Welsh-medium schools". However, the report also recognises that "standards in Welsh second language are patchy". To address this issue, Professor Donaldson has recommended that language provision in English medium primary and secondary schools should be strengthened to ensure that more young people leave school feeling confident using the language. He suggests that greater emphasis should be placed on the benefits of bilingualism, particularly conversational Welsh language skills, and that Welsh language qualifications at 16 should be realigned to "focus on speaking, listening and application in the workplace".

The Great Debate

The Minister has recently launched the Great Debate to test out public opinion in relation to the recommendations made by Professor Donaldson. The Great Debate is an opportunity for parents, practitioners, learners and others to get involved in the future of education in Wales. The first phase of the Great Debate took place from 4 March to 8 May and there will be a formal statement on the next stage of the review of curriculum and assessment arrangements in the summer.

Welsh second language action plan

The Welsh in Education Unit continues to implement the Welsh second language Action Plan, achievements for the period include:

- Two clusters of English-medium primary schools have been working on a project to increase the use of Welsh across the curriculum at Key Stage 2.
- An English-medium secondary schools project to establish and maintain informal activities through the medium of Welsh to increase the use of Welsh beyond the Welsh classroom has been completed.

The two projects have been evaluated and the reports will be published in due course.

Welsh for Adults

Work was undertaken during 2014-15 to implement the main recommendation of the Welsh for Adults Review Group report, *Raising your sights: review of Welsh for Adults*, published in July 2013, which was to establish a National Entity to develop the sector strategically on a national level. On 12 May 2015, it was announced that the Entity would be established within University of Wales Trinity Saint David

Other developments during 2014-15 have included:

- Developing new funding arrangements for the sector
- Starting the work of developing a new curriculum to be a basis for courses in the future
- Developing new assessment arrangements to be piloted from September 2015
- Implementing a National marketing campaign through social media channels.

Welsh-language skills in the workplace

The take up of Welsh-medium learning and development of Welsh language skills within Welsh Government funded skills programmes is low.

Further emphasis has been given to the need to consider Welsh language skills development following publication of the skills performance measures in September 2014, measures which underpin delivery of the skills implementation plan. In particular, the 'Jobs for Growth' measure places a specific focus on Welsh language skills requirements from the perspective of employers in Wales.

As new Welsh Government employment and skills programmes for 2014-2020 are being finalised, further consideration is being given to the development of Welsh language skills within the Welsh workforce and to supporting learners to maintain and develop their Welsh language skills for use in current and future employment.

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 Education and Training (ITET)

The Welsh Government continues to offer financial incentives to students undertaking postgraduate ITET courses. For academic year 2015/16, the priority has remained to target the incentives available to the most able students and those that can teach subjects identified as key recruitment priorities by Welsh Government, which includes Welsh. Eligible postgraduate

students with a first class degree undertaking their PGCE training in Welsh will receive the highest funding levels of £20,000, with lower amounts for those with a 2.1 (£10,000) or 2.2 (£6,000). Primary postgraduate ITET trainees with a first class degree may be eligible for a £3,000 incentive with a further supplement of £3,000 offered to primary students whose first class degree is in English, Welsh, mathematics and science.

A further additional incentive – through the Welsh Medium Improvement Scheme (WMIS) - is available to postgraduate ITET students who are training to teach through the medium of Welsh. The WMIS aims to offer additional training and support to help trainee teachers enrolled on qualifying secondary postgraduate ITET courses to qualify to teach through the medium of Welsh. The Scheme is directed at trainees who wish to teach a secondary subject through the medium of Welsh but require additional support to raise their linguistic skills and confidence to do so. For 2015/16 academic year the level of grant available to trainees will be £1,600 (£2,000 for those studying mathematics, physics and chemistry courses). As well as the funding available to trainees, participating placement schools and partner ITET providers also receive payments to support the trainees registered on the scheme through specialist language mentoring.

Since 2011/12 tighter quality assurance arrangements for the WMIS have been introduced by implementing a common Welsh language skills audit for all trainees registered on the WMIS on entry, at mid point and on completion of the Scheme to ensure a common standard of monitoring across all ITET Centres participating in the delivery of the Scheme, and to gauge overall net improvement and benefit to trainee teachers in undertaking the additional work associated with the WMIS. Early reports on outcomes have shown an increase in linguistic skills by mid point in the year across the majority of trainees and in some cases a more marked improvement was evident.

The role of Coleg Cymraeg Cenedlaethol in ITET

Work on supporting the introduction of a Welsh language ITET Competence Certificate was included in the Higher Education Funding Council for Wales's (HEFCW) remit letter for 2014/15. We have asked HEFCW to consider and facilitate through the Coleg Cymraeg Cenedlaethol and the ITET Sector, proposals for developing and implementing a pan Wales competence certificate for all prospective teachers who wish to teach through the medium of Welsh. HEFCW are leading on the facilitation of this area of work.

A national and regional infrastructure and capacity for continuous professional development

The Welsh-language Sabbatical Scheme

The Welsh-language Sabbatical Scheme continues to provide intensive periods of language and methodology training for practitioners at a range of levels and at locations across Wales. A total of 196 practitioners completed courses held between April 2014 and March 2015.

New contracts for the provision of the Scheme's courses commenced in summer 2014. A number of developments were made to the Scheme at this time in response to recommendations made in Arad Research's evaluation of the impact of the Sabbatical Scheme (published in January 2014) as well as feedback from other sources. These included placing a greater emphasis on regional working to improve collaboration between local authorities/regional consortia and the course provider within the region, and ensuring a closer relationship between the demand for training and the provision of courses to maximise the impact of the Scheme. Additional materials to support participants during their training and on their return to the classroom were made available during the year. A new course targeted at classroom assistants working in Welsh-medium primary schools was also developed during the year for trialling in summer 2015.

The Welsh in Education Grant

The four regional consortia received £5.63m during the year as part of the Welsh in Education Grant (WEG). With local authority contributions, a total of more than £8.4m was spent on activities to support the implementation of each of their Welsh in Education Strategic Plans during the year. These included immersion projects, latecomer centre provision and a wide variety of training and support for practitioners. Further projects aimed at increasing the use of Welsh outside the classroom were also established during the year.

The WEG was part of the grant rationalisation project undertaken during the year, the aim of which was to establish a single, streamlined grant for consortia, local authorities and schools. As a result of this process the WEG has been transferred into the newly formed Education Improvement Grant from April 2015 onwards. Activities previously funded through the WEG will continue to be funded via the new grant.

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

The School Effectiveness Grant (SEG) and the related Pupil Deprivation Grant (PDG) provided 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 SEG provided £26.1m and the PDG (which targets pupils aged 5-15 and eligible for free school meals) provided £68.5m to regional consortia in 2014–15 to undertake a wide range of activities aimed at tackling these three priorities in all schools, including support for Welsh-medium activities in Welsh-medium schools. The PDG will rise from £918 to £1050 per eligible pupil in 2015-16 and to £1150 in the following year. At the same time, the grant will be extended to three and four year olds receiving Foundation Phase education at a rate of £300 per pupil. The SEG (like the WEG) is one of 11 grants incorporated into a new single funding stream for 2015-16 with a combined total value of £141m.

Early Years practitioner training

Welsh-language training programme for practitioners working in English-medium non-maintained early years settings continues to be provided by the

'Un, Dau, Tri – Hwyl a Sbri' programme. A consortium of the six Welsh for Adults centres, led by Glamorgan Welsh for Adults Centre, has delivered 16 courses in locations across Wales during the year. NDNA Cymru and Wales PPA continue to support the programme by promoting the development of Welsh-language skills amongst the workforce, targeting areas and settings to benefit from the training and identifying individuals to participate in the programme. A total of 144 individuals have completed the course during the year.

Strategic aim 5

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

Welsh-medium and Welsh-language qualifications and assessment

GCSEs and A levels

During 2014–15, we awarded a grant to OCR, Pearson and WJEC to provide Welsh-medium qualifications. A total of seven qualifications were offered across the two organisations based in England. The vast majority of WJEC's provision is available in both languages, with the exception of a very small number of subjects where there has not been a demand for a Welsh-medium qualification.

We have been working with stakeholders, and will continue to do so, to ensure that specifications for the new GCSE, AS and A level qualifications being introduced from September 2015 are available at the same time in both English and Welsh. WJEC is the only awarding organisation offering the new and revised GCSEs, AS and A levels that are being developed to meet the requirements of the Welsh Government. All new specifications are being published in both languages at the same time, in line with the recommendation of the Review of Qualifications for 14 to 19-year-olds in Wales.

In relation to qualifications 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 at least one qualification in each subject is available bilingually, subject to demand.

Vocational qualifications

During 2013–2014, grants were issued to two awarding organisations to make 36 vocational qualifications available through the medium of Welsh – these were qualifications identified as being required by schools to meet their Key Stage 4 requirements or by work based learning providers attempting to increase their Welsh-medium apprenticeship provision.

Teaching and learning resources

Resource commissioning

Sixty projects received funding to produce Welsh-medium and bilingual teaching and learning resources for a range of 3-19 curriculum subjects and Welsh for Adults. These projects include developing resources in various formats, including apps, in order to meet the demand for more digital resources.

After consulting schools, colleges and publishers in May 2014 to gather evidence of need, seven Needs Identification Panels were convened during the year. These panels considered the ideas received and prioritised projects to be included in the commissioning programme.

Amongst these projects is an interactive trilingual resource for Key Stages 2 and 3 which was developed to commemorate the 150th anniversary of the establishment of the Welsh Colony in Patagonia. Apps were also commissioned to support learners' numeracy skills in Key Stages 1-3. With regards to literacy in the Foundation Phase and Key Stage 2, a series of dictionaries and resources were published to improve writing skills. To continue to meet the needs of learners in Key Stages 4 and 5. WJEC received a grant to produce Welsh versions of textbooks and resources for WJEC exams.

Work continued to improve the commissioning process to ensure its efficiency and value for money. Established channels such as the Dysg e-newsletter, the Learning Wales website, educational events and also social media have been used to raise awareness of the resources produced.

Termiadur Addysg

The bilingual dictionary developed by the Technology Unit at Bangor University has been available online since early 2012 via www.termiaduraddysg.org. During the first year of the three year grant awarded to the centre, work to sustain and further develop the resource has focused on increasing the Law, Sociology, Childcare and Mathematic terms available in the dictionary. There are now 63,500 terms which have been searched nearly 454,000 times. There is also an app for mobile devices which has now been installed on more than 42,450 devices.

Hwb

The new Hwb platform was re-launched in August 2014 following a substantial redesign in line with stakeholder feedback. It now offers improved discoverability of resources and an intuitive user interface to support teachers and learners at all key stages.

An extensive set of new Hwb features have been released during 2014-2015 offering central support mechanisms for Welsh-medium education and training, and facilitating greater collaboration at all levels.

We have made excellent progress with the delivery of Hwb+ to schools in Wales. Hwb+ offers an individual learning platform to every school in Wales

and includes a fully bilingual collection of online tools and services to support and facilitate digital learning. Hwb+ also offers schools the ability to create their own bilingual public facing website.

Over 99 per cent of schools across Wales now have their individual Hwb+ learning platforms, with over 2,000 teachers having attended Hwb+ training. We are currently reviewing our provisioning programme for additional user groups, such as parents and governors, and further updates will be released in due course.

In February 2015, the Minister for Education and Skills approved the implementation of the Hwb+ Centres of Excellence Programme. Eighteen schools across Wales have since been designated as Hwb+ Centres of Excellence and will now take a lead role in disseminating good practice in the use of Hwb+ and in supporting the development and training of other schools in their region. The Hwb+ Centres of Excellence include three Welsh-medium primary schools, and one Welsh-medium secondary.

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

The Welsh for Adults Centres have continued to provide Welsh for the Family courses and to offer informal learning opportunities to parents with their children. The newly established Welsh for Adults National Entity will lead the sector in terms of developing Welsh for the Family in the future.

Twf

The network of Twf field officers have continued to provide information, advice and support to pregnant mothers, new parents and families regarding the advantages of bilingualism and using Welsh in the home. This was done via face to face conversations with parents and prospective parents and promotion activities on a local and national level.

During 2014-15, presentations were given to almost 2,000 parents in antenatal and post-natal groups on introducing Welsh to their children. Twf field officers also had one-to-one contact with more than 9,000 parents in 90 locations during the year.

There was increasing emphasis on developing and holding Amser Twf groups/sessions to support parents across Wales. Over 5,600 parents were involved during the year in 90 locations.

Twf field officers continued to work closely with Welsh for Adults Centres to promote the 2 Languages from Day 1 courses amongst parents/carers within

Twf networks. They have also continued to offer support and encouragement to parents/carers participating in the courses through Amser Twf sessions.

Growing with Welsh

The Growing with Welsh pilot project, which supports parents in introducing Welsh to their children, has continued to be rolled out in Caerphilly, Bridgend and Rhondda Cynon Taf.

The partnerships developed with care providers, nursery groups, primary school headteachers, local authorities and Welsh for Adults Centres during the first year of the project were built on in order to support and develop the current provision.

Field officers had one-to-one contact with more than 800 parents in a variety of events across the three areas to offer them advice and support for introducing Welsh to their children.

Informal and non-formal opportunities within education settings

Local authorities have been encouraged to place a greater emphasis on supporting the planning the use of informal Welsh in schools through the Welsh in Education Strategic Plans.

Informal and non-formal opportunities in the community

Supporting Young People's Language Practices

The Supporting Young People's Language Practices project has been in place since 2007. This year it was held in 24 secondary schools across Wales. It aims to increase the use of Welsh socially amongst young people, and is implemented in partnership by Trywydd Cyf and Urdd Gobaith Cymru. Year 12 learners in the majority of schools (with some exceptions for Year 10 and 11 learners in schools where there is no sixth form) apply for funding to hold various activities for a specific age group within their school (usually younger learners or peers from the same year group). Therefore, it is the learners themselves that are responsible for promoting Welsh as a social language in their school, as evidence shows that young people respond positively to guidance/input from peers. After reviewing the first year of the current contract, it was decided to increase the number of projects with a community element. As a result, 12 of the 24 schools implemented a community project for 2014-15 ranging from creating an app to promote Welsh medium events in the community to a series of Welsh community concerts.

To measure the effectiveness of the project, each of the learners that were involved in projects in their school were asked to complete a questionnaire to assess their use of the language at the outset, and then complete the questionnaire again at the end of the project. Eighty-six per cent of those learners had increased their use of Welsh as a result of the project.

Urdd Gobaith Cymru

The Urdd received grants from the Welsh Government in 2014-15 to offer a range of social opportunities for over 50,000 members between 8-25 years old. There are branches across Wales which offer a varied programme of popular activities such as sports and performance. Exciting developments seen in 2014/15 included further opportunities for volunteering within the organisation, as well as the development of apprenticeship programmes and opportunities to gain accreditation and qualifications. The camps continue to attract thousands of children and young people, and offer a variety of adventure and educational activities. A successful National Eisteddfod was held in Meirionnydd - the culmination of competing across Wales with 48,000 competitors in 200 stage competitions. One of the highlights of the year was the conference 'Only Answers' organised by the Urdd Youth Forum, Syr IfanC. It was an opportunity for older members from all parts of Wales to discuss matters regarding the Welsh language in the company of the First Minister.

Youth service

Our National Youth Work Strategy for Wales (2014-2018) aims to elevate the status of youth work as both a service and a profession. The strategy sets out how Youth Work can support the Welsh Government's priorities of narrowing the gap in educational achievement and reducing the number of young people who are not engaged in education, training and employment.

The strategy is striving to ensure that:

- young people across Wales can continue to have access to diverse informal and non-formal learning opportunities, opportunities that stretch their horizons and help them grow in confidence
- the relationship between youth work organisations and formal education on both a local and national basis is strengthened. This includes youth workers playing more of a formal role in supporting young people who are most at risk of disengaging with education and training – an integral part of the Welsh Government's Youth Engagement and Progression Framework
- a better co-ordinated and more consistent youth work offer to young people, with youth work organisations in the statutory and voluntary sector working together more effectively
- the service is able to demonstrate the impact and outcomes of youth work.

The strategy identifies the need to support Welsh language development and provision for Welsh learners within open access and targeted youth work provision.

The National Youth Service Audit 2013–14 showed that within the 22 local authorities in Wales reported that 117,196 young people were registered members of youth work provision, representing 20 per cent of the population of 11 to 25 year olds. There was a total of 415 Welsh culture youth work projects delivered.

Careers Wales

Careers Wales continues to provide the impartial, all age, bilingual careers information advice and guidance service for Wales.

In 2014-15 updates have been made to careerswales.com resulting in labour market intelligence being presented in a more accessible, visual and user-friendly manner. This enables users of the website who are researching career options to quickly gain a visual snap shot of the key information and characteristics of a potential career. Information including average wages, hours, type of work, level of qualifications needed, and level of demand in Wales is being presented in a simplified 'icon' based format. The advice and guidance provided to clients by careers advisers and through the website, phone helpline etc. is informed by professional bodies including Sector Skills Councils, employers, labour market information (LMI) data, research, as well as local, regional and Wales wide employment trends and opportunities. This includes information about the level of demand for Welsh language skills within certain sectors and careers or pathways to learning. See the Why Choose Welsh page.

<http://www.careerswales.com/en/tools-and-resources/dewis-da-why-choose-welsh/>

Welsh-medium Education Strategy targets, March 2015 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

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Number	6,919	6,621	6,599	6,428	6,524	6,365	6,560	6,728	7,229	7,468	7,594
Cohort	35,612	33,750	33,000	31,611	31,116	30,329	30,061	30,655	32,960	33,398	34,175
%	19.4%	19.6%	20.0%	20.3%	21.0%	21.0%	21.8%	21.9%	21.9%	22.4%	22.2%

There were over a thousand more learners in Welsh-medium education in 2014 than in 2010. However, although there has been growth in Welsh-medium education since the launch of the Welsh-medium Education Strategy, it has not been to the degree that the Welsh Government envisaged. Nevertheless, the Welsh-medium Year 2 cohort has reached its highest number since 2004. However, due to the increased overall size of the seven-year-old cohort, the percentage of Year 2 learners assessed in Welsh first language has actually decreased for the first time. This shows that more focus should be given to ensuring sustainable, continuous growth in Welsh-medium education. Achieving Outcome 1, therefore, has remained unattainable despite the introduction of statutory Welsh in Education Strategic Plans (WESPs).

Local authorities

Since 2010, increases in the percentage of Year 2 learners assessed in Welsh first language were recorded in 14 local authorities, with Neath Port Talbot recording a 3.8 percentage point increase, Wrexham a 2.6 percentage point rise and Caerphilly a substantial 5.4 percentage point increase. However, this growth is inconsistent across Wales and eight local authorities recorded decreases with the biggest drop seen in Pembrokeshire with a decline of 2.2 percentage points. Local authorities with a percentage decrease against Outcome 1 since the launch of the Welsh-medium Education Strategy will need to demonstrate in their 2015 revised WESP how they will address these downward trends. Regionally, the South East has shown the greatest growth but it is a particular concern that Central South has seen a slight decrease, as has North Wales in percentage terms, although there has been a numerical growth in both regions.

	2010 (No.)	2014 (No.)	2011-14 (No.)		2010 (%)	2014 (%)	2010-14 (%)
Isle of Anglesey	456	520	64		70.2	72.1	2.0
Gwynedd	1,152	1,244	92		99.7	97.8	-1.9
Conwy	241	284	43		25.0	25.1	0.1
Denbighshire	204	262	58		23.2	24.5	1.4
Flintshire	103	102	-1		6.7	5.7	-1.0
Wrexham	130	189	59		9.4	12.0	2.6
North Wales	2,286	2,601	315		34.8	34.5	-0.3
Powys	208	250	42		16.9	19.3	2.4
Ceredigion	455	500	45		76.1	74.0	-2.1
Pembrokeshire	241	257	16		21.9	19.7	-2.2
Carmarthenshire	969	1,097	128		55.0	55.4	0.4
Swansea	318	365	47		13.5	14.1	0.6
Neath Port Talbot	191	279	88		14.9	18.7	3.8
South West and Mid Wales	2,382	2,748	366		28.6	29.4	0.9
Bridgend	141	139	2		10.2	8.6	-1.5
Vale of Glamorgan	178	204	26		13.1	12.9	-0.1
Rhondda Cynon Taf	525	533	8		20.3	19.9	-0.4
Merthyr Tydfil	64	80	16		11.2	11.7	0.6
Cardiff	509	618	109		15.2	15.1	-0.1
Central South	1,417	1,574	157		15.3	14.8	-0.5
Caerphilly	262	388	126		13.4	18.9	5.5
Blaenau Gwent	28	37	9		4.6	5.1	0.5
Torfaen	77	109	32		9.0	10.2	1.2
Monmouthshire	46	51	5		5.5	5.8	0.3
Newport	61	79	18		4.0	4.5	0.5
South East Wales	474	664	190		8.2	10.2	2.0
Wales	6,560	7,594	1,034		21.8	22.2	0.4

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

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Number	5,575	5,544	5,999	5,627	5,800	5,594	5,550	5,862	5,787	5,668	5,540
Cohort	38,544	38,879	38,256	36,822	36,262	35,221	34,717	35,903	34,520	33,380	32,354
%	14.4%	14.4%	15.7%	15.3%	16.0%	15.9%	16.0%	16.3%	16.8%	17.0%	17.1%

There has been a very slight increase in the percentage of 14-year-olds assessed in Welsh first language. Outcome 2 is used as a measure for linguistic progression especially with regard to the transfer from Key Stage 2

to 3. When comparing progression of Year 6 learners in 2011 into Year 9 in 2014, with those from previous cohorts (2008-11, 2009-12 and 2010-13), the data shows that Welsh-medium progression rates in South East Wales remain consistent and that there are some increases in the other three regions. The three local authority areas that have experienced the greatest decline are Gwynedd, Isle of Anglesey and Carmarthenshire. These local authorities will need to strengthen their focus on linguistic progression in their revised WESPs in 2015.

Consortia	Year 6 2011	Year 9 2014	Years 6–9 2011-14	Years 6–9 2010-13	Years 6–9 2009–12	Years 6–9 2008–11
Isle of Anglesey	530	418	-112			
Gwynedd	1,264	1,059	-205			
Conwy	238	201	-37			
Denbighshire	220	225	5			
Flintshire	77	75	-2			
Wrexham	117	120	3			
North Wales	2,446	2,098	-348	-346	-294	-574
Powys	176	139	-37			
Ceredigion	489	453	-36			
Pembrokeshire	249	192	-57			
Carmarthenshire	934	761	-173			
Swansea	266	257	-9			
Neath Port Talbot	223	150	-73			
South West and Mid Wales	2,337	1,952	-385	-430	-460	-509
Bridgend	107	101	-6			
Vale of Glamorgan	145	137	-8			
Rhondda Cynon Taf	452	501	49			
Merthyr Tydfil	68	0	-68			
Cardiff	397	369	-28			
Central South	1,169	1,108	-61	-91	-73	-181
Caerphilly	249	239	-10			
Blaenau Gwent	27	0	-27			
Torfaen	56	143	87			
Monmouthshire	31	0	-31			
Newport	40	0	-40			
South East Wales	403	382	-21	-22	-19	-24
Wales	6,361	5,540	-821	-890	-846	-1,288

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 two subjects; short courses count one subject; based only on WJEC data.

Indicator	2010	2011	2012	2013	2014
3a. At least two Welsh-medium subjects	79.5%	81.0%	85.3%	81.6%	79.3%
3b. At least five Welsh-medium subjects	59.7%	62.2%	64.9%	55.5%	52.5%

The 2015 target was met for both indicators in 2012. Unfortunately, this year's figures have yet again been impacted by the increasing number of learners studying vocational subjects such as BTEC courses. There were, for example, 36,300 BTEC entries in 2014 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 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	2013/14
	WM+B	WM+B	WM+B	WM+B	WM+B	WM+B
Schools	17.0%	17.1%	21.0%	17.4%	20.1%	20.5%
Further education institutions	6.1%	6.2%	5.7%	6.7%	8.4%	8.5%
Work-based learning	1.8%	1.5%	3.0%	3.9%	3.6%	3.0%

*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 outcome is used as a means to measure how much post-16 Welsh-medium or bilingual provision is delivered across Wales. It is encouraging to see that the 2020 target has been achieved by schools and that further education colleges and work-based learning providers have met the 2015 target.

The challenge now is to maintain momentum during a difficult financial period. The new grant to support post-16 Welsh-medium and bilingual provision, which will be introduced from September 2016, should enable the sector to continue to increase the provision year-on-year.

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

	2009	2010	2011	2012	2013	2014
%	6.7%	6.7%	6.8%	5.5%	5.9%	5.3%
Number	345	363	357	303	315	279

2010: Indicator 5b – Second Language

	2009	2010	2011	2012	2013	2014
%	2.9%	2.4%	2.6%	2.3%	1.9%	1.8%
Number	593	497	542	511	434	409

The successful implementation of the strategy depends on a sufficient supply of university graduates in Welsh, 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 an increase in the first language GCSE numbers over the five years since the publication of the Strategy (from 5,391 to 5,546). There has also been an increase in the Welsh second language GCSE numbers over the five years (from 21,424 to 21,661). However, a number of these entries would have been for the GCSE Welsh second language short course, therefore further reducing the number of learners who could continue to study Welsh Second Language at A level.

The data shows that the number of learners for both Welsh First and Second Language A level has been in decline over the past three years, and has now reached its lowest in the past ten years. It is anticipated that the new Welsh First Language GCSE specification, that will be taught from September 2015 will have a positive impact on the number of learners choosing to continue to study Welsh at A level. The teaching and learning of Welsh second language across all key stages will need to change as part of wider curriculum changes, and progression to A level and higher education will need to be at the forefront of the planning process with a view to eventually reversing the decline seen in recent years.