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WELSH

The Welsh language in education in the UK

| 2nd Edition |

| Regional dossiers series |

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Contact information of the authors of Regional dossiers can be found in the Mercator Database of Experts (www.mercator-research.eu).

From August 2012 onwards Ineke Rienks and Saskia Benedictus-van den Berg have been responsible for the publication of the Mercator Regional dossiers series.

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Glossary

Coleg Cymraeg Cenedlaethol

the National Welsh Language College in higher education

Colegau Cymru/Colleges Wales

the national organisation representing all FE colleges and institutions in Wales

Comisiynydd y Gymraeg/Welsh Language Commissioner

the office established by the Welsh Language (Wales) Measure 2011

CYDAG

Cymdeithas Ysgolion Dros Addysg Gymraeg (Professional Association of Welsh-medium Schools)

FE

Further Education

GCSE

General Certificate of Secondary Education

GNVQ

General National Vocational Qualification

HEI

Higher Education Institution

ITT

Initial Teacher Training

LAs

local authorities – the term used to describe the 22 local councils and county boroughs of Wales since 2010.

LEAs

local education authorities – local councils of counties and county boroughs in Wales that were responsible for education within their jurisdiction. Since 2010, the term in Wales has been replaced by the term 'local authorities' (LAs).

MM

Mudiad Meithrin ('Nursery Movement') – Welsh early years specialists, formerly known as Mudiad Ysgolion Meithrin

NVQ

National Vocational Qualifications

PGCE

Postgraduate Certificate of Education

QTS

Qualified Teaching Status

Welsh Assembly Government

this title was replaced in 2011 with the title Llywodraeth Cymru (Welsh Government)

WESP

Welsh in Education Strategic Plans prepared by local authorities and submitted for approval by Llywodraeth Cymru/Welsh Government

WfA

Welsh for Adults

WJEC

the main awarding organisation for examinations used in Wales, formerly known as the Welsh Joint Education Committee

WLB

Welsh Language Board (Bwrdd yr Iaith Gymraeg), in existence from 1993 to 2012

Foreword

background The Mercator European Research Centre on Multilingualism and Language Learning aims at the acquisition, circulation, and application of knowledge in the field of regional and minority language education. Regional or minority languages are languages that differ from the official language of the state where they are spoken and that are traditionally used within a given territory by nationals of that state forming a group numerically smaller than the rest of the state's population. For several years an important means for the Mercator Research Centre to achieve the goal of knowledge acquisition and circulation has been the Regional dossiers series. The success of this series illustrates a need for documents stating briefly the most essential features of the education system of regions with an autochthonous lesser used language.

aim Regional dossiers aim at providing a concise description of and basic statistics on minority language education in a specific region of Europe. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements, and support structures, as well as quantitative aspects, such as the number of schools, teachers, pupils, and financial investments. This kind of information can serve several purposes and can be relevant for different target groups.

target group Policymakers, researchers, teachers, students, and journalists may use the information provided to assess developments in European minority language schooling. They can also use a Regional dossier as a first orientation towards further research or as a source of ideas for improving educational provisions in their own region.

link with Eurydice In order to link these regional descriptions with those of national education systems, the format of the Regional dossiers follows the format used by Eurydice, the information network on education in Europe. Eurydice provides information on the

administration and structure of national education systems in the member states of the European Union.

contents

The remainder of this dossier consists of an introduction to the region concerned, followed by six sections each dealing with a specific level of the education system. These brief descriptions contain factual information presented in a readily accessible way. Sections eight to ten cover research, prospects, and summary statistics. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources with a list of publications.

1 Introduction

language

Cymraeg (Welsh) is a Celtic language, its nearest cousins being Cornish and Breton. It is also related to Irish, Manx, and Gaelic. The language as spoken today is descended directly from Early Welsh, which emerged as a distinct tongue as early as the 6th century AD, and its literary tradition also extends to this time when it was the language not only of Wales, but also of large parts of southern Scotland and northern England. Since the 11th century, it has been largely confined to the area that corresponds to that of present-day Wales.

Up to the 16th century, Welsh was the only language of most people in Wales, and it remained the first language of the majority until the end of the nineteenth century. This was due, in no small measure, to the publication of the Bible in Welsh in 1588, which is often said to be the single most important event that saved the Welsh language from extinction. Even so, as a result of the Acts of Union of 1536 and 1542, English became the language of law, administration and education in Wales. Between the middle of the sixteenth century and the middle of the nineteenth, Wales was almost indistinguishable from any part of England, except in two important respects: the Welsh language, and not English, was the only means of communication for most of the people of Wales; and in the public sphere, Welsh was also the predominant language of religious worship.

Welsh has a strong literary tradition, stretching from the 6th century to the present day. Storytelling and strict-metre poetry were the basis of this tradition. Wales's current poetry scene remains vibrant, and poets are still held in high esteem within the Welsh-speaking community.

In 1858 the first modern National Eisteddfod – a national cultural festival – was organised. In 1872 the first university in Wales opened at Aberystwyth with money largely raised from the public, but it taught mainly in English. In 1890, following the Education Act of 1870 which introduced compulsory education in Wales,

the Government made a concession and paid capitation grants to schools which taught Welsh. This by no means obliged any school to teach Welsh – the Act followed the English model – but it did mean that, for the first time, the Welsh language gained a foothold in the education system. Attitudes to the language within education were often profoundly hostile.

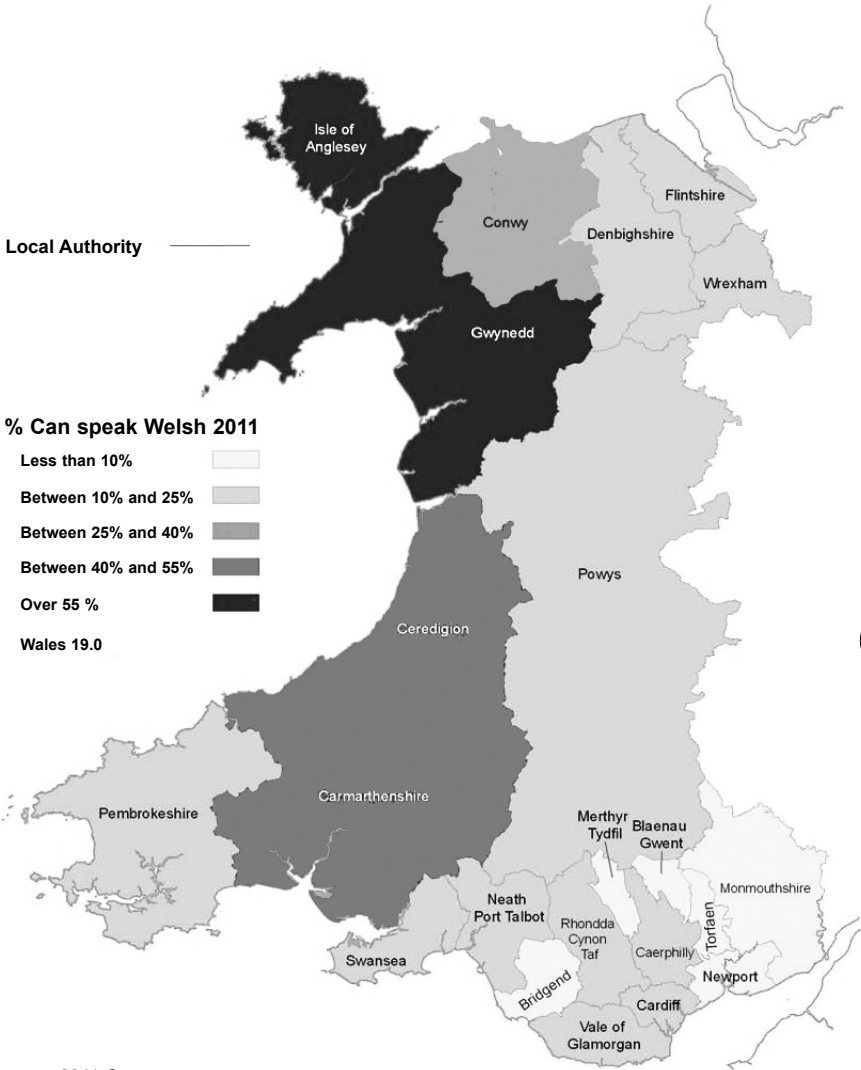
In 1911 there were 977,000 Welsh speakers aged 3 and over in Wales, representing 43.5% of the population at that time. This number decreased over the twentieth century, reaching a low of 504,000 in 1981 (Jones, H. M., 2013). The decline experienced in the language over most of the twentieth century can be attributed to:

- migration patterns from rural to urban areas in search of work. Rural depopulation was at its worst during the late 1920s and 1930s as unemployed land workers migrated in search of work, and has continued in parallel with the decline in the agriculture industry in Wales over the past seventy years;
- inward migration of non-Welsh speakers to rural and urban areas which has increased within the last 30 or so years;
- increased availability and popularity of English-language news and entertainment media;
- a general secularisation of society, leading to a decline in chapel attendance on which so many traditional Welsh-language activities were centred;
- lack of support and often active discouragement within the education system;
- low prestige of the language.

During the last half century, a revival of interest in language and Welshness has been reflected in the growth and development of Welsh-medium education that has provided an opportunity for new generations to become Welsh speakers.

population

The 2001 Census results showed the number of Welsh speakers increasing since the previous Census in 1991. However, the number speaking Welsh in the last recorded Census of 2011



Source: 2011 Census

173b. 12-13
 Geography & Technology
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 Welsh Government. License number 100021874.

Figure 1: Percentages of Welsh speakers (source: Jones, L., 2012 © Crown Copyright and database right 2012¹).

represents a slight drop from the 20.8% recorded in the 2001 Census. In 2011, 19% could speak Welsh, nearly one-fifth of the population of Wales of just under 3 million. Of these 562,000 people who speak Welsh, 77% stated that they could speak, read, and write Welsh. The Census also shows a big drop in Welsh-speakers living in the more Welsh-speaking areas of Wales; the percentage living in Ceredigion and Carmarthenshire fell below 50% for the first time (Jones, L., 2012; 2013). The map (figure 1) provides some indication of the concentration of Welsh speakers within Wales in terms of their percentage of the population. It can be seen that the areas with the highest percentage are the west and north-west – the traditional (and more rural) strongholds of the language.

However, as far as actual numbers are concerned, the speakers are spread throughout Wales, with, for example, 36,735 Welsh speakers in Cardiff. It has been estimated that over 100,000 Welsh speakers also live outside Wales, many in England and some in Patagonia in Argentina. It should be noted that the proportion of people in Wales born outside Wales increased to 27% in 2011, and of those most are estimated to be non-Welsh speakers. The *Darlun ystadegol o sefyllfa'r Gymraeg* (Statistical Overview of the Welsh Language) (Jones, H. M., 2013) published by the Comisiynydd y Gymraeg (Welsh Language Commissioner) gives more detail.

language status In the first half of the twentieth century, the small victories won for the language were the result of long, hard campaigns by Welsh speakers. The Welsh Courts Act of 1942 was one such partial victory, although it fell far short of equal treatment of Welsh and English in the courts of law. In relation to civil administration, official or statutory forms were rarely made available in Welsh. The Welsh language continued to have practically no status as far as public life was concerned up until the 1960s. The 1967 Welsh Language Act provided the right for Ministers of Government to prescribe statutory forms in Welsh and gave a commitment, for the first time, that individuals in Wales would have a choice of using Welsh or English in

the courts as they preferred. This commitment to choice has underlain the growth in the use of Welsh by many other public bodies since 1967. The 1967 Act did not, however, give a declaration on the status of the language.

The legal basis for equality between Welsh and English in Wales was enshrined in the 1993 Welsh Language Act, which established the principle that, in the conduct of public business and the administration of justice, the Welsh and English languages should be treated on a basis of equality in Wales, and that Welsh should be promoted and facilitated. The Act also made provisions for the preparation and approval of Welsh Language Schemes, which were plans made by public bodies outlining their proposed use of Welsh, and for this the Bwrdd yr Iaith Gymraeg (Welsh Language Board; hereafter: WLB) was established as a statutory body which issued guidelines to public bodies (though not private companies) as to the form and content of their Welsh Language Schemes. Under Section 5 of this Act, local education authorities (LEAs) were required to produce and implement a Welsh Language Scheme, dealing specifically with education, for approval by the WLB. The WLB also distributed grants from public funding to promote and facilitate the use of the Welsh language.

Other pieces of legislation which have had a significant bearing on the state of the language have included the 1981 Broadcasting Act which established S4C, the Welsh-language television channel. Following the switchover to digital media, S4C now broadcasts digitally entirely in Welsh. The 1988 Education Reform Act made Welsh a compulsory part of the National Curriculum in Wales (see below).

In 1998 the Government of Wales Act brought about the establishment of a Cynulliad Cenedlaethol Cymru (National Assembly for Wales). The new National Assembly, which assumed power in 1999, brought a revised political structure and a greater degree of autonomy to Wales, and at first had powers for secondary legislation (known as Measures) over certain

areas devolved to Wales, of which education was one. The Act also gave the National Assembly the power to “do anything it considers appropriate to support ... the Welsh language”. In 2012 the National Assembly for Wales obtained the right to pass Acts (rather than Measures) on devolved matters. Members of the Assembly may speak in Welsh or English, and all proceedings of the full Assembly are reported in both languages. The UK Government signed the European Charter for Regional or Minority Languages in March 2000 in respect of Welsh, Gaelic, Irish, and Ulster-Scots. In all, 52 clauses were signed, relating to linguistic rights for Wales and other parts of the UK. The Council of Europe’s Committee of Experts carries out regular reviews of the progress made under this Charter; with regard to education in Welsh the latest published reports of the Committee in 2010 note that all the undertakings are either fulfilled or partly fulfilled and note the more recent increased efforts and improvements made (Council of Europe, 2014). In November 2008, the Welsh language was used for the first time at a meeting of the European Union’s Council of Ministers.

The Mesur y Gymraeg (Cymru) 2011 (Welsh Language (Wales) Measure) confirmed the official status of the Welsh language in Wales and modernised the existing legal framework with regard to the delivery of public services. The WLB was replaced by a Welsh Language Commissioner. The Measure allowed for the development of standards covering the integration of the Welsh language in the development and delivery of services to the public by a range of organisations, and these standards will, over time, replace Welsh Language Schemes. Some large private companies may also be covered by these standards. The Welsh Language Commissioner has the power to investigate complaints from Welsh speakers who believe that their freedom to use Welsh has been interfered with. The Measure also established a Tribiwnlys y Gymraeg (Welsh Language Tribunal) to hear appeals against the Commissioner’s decisions with regard to the details of standards or the outcome of investigations.

**status of
language
education**

It should be noted that the legislation which deals with Welsh-medium education is separate from that relating directly to the language. From 1890 there was some very limited teaching of Welsh in schools. It was not until the Education Act of 1944 that pupils were given the right to be educated in accordance with the wishes of their parents. This allowed LEAs to consider establishing Welsh-medium schools (see also 'bilingual education forms' below). Under the 1996 Education Act, LEAs had a statutory duty to secure provision of sufficient school places and, in so doing, to have regard to the general principle that pupils should be educated in accordance with the wishes of parents, so far as was compatible with the provision of efficient instruction and the avoidance of unreasonable public expenditure. Historically, some LEAs showed a proactive approach in responding to parental wishes in providing Welsh-medium or bilingual schooling, but in other areas, it is the strong pressure from parents and others that has been the main driver in persuading education policy-makers to meet the demand for Welsh-medium education.

Full recognition for Welsh as a subject in the curriculum came in 1988, when the Education Reform Act gave Welsh the status of a Core Subject of the National Curriculum in Wales in Welsh-medium schools, defined in the Act as 'Welsh-speaking schools', and the status of a Foundation Subject in the rest of the schools in Wales. Core subjects are English, mathematics and science (and Welsh in Welsh-speaking schools) and are mandatory; Foundation subjects are also compulsory but are given less lesson time in the curriculum than Core subjects. Welsh became a compulsory subject for all pupils in Wales at Key Stages 1, 2 and 3 (i.e. up to age 14) in 1990². In 1999³ it became a compulsory subject at Key Stage 4; this meant that all pupils in Wales studied Welsh (either as a first or a second language) for 11 years, from the ages of 5 to 16. From 2008, the National Curriculum for 3- to 7-year-olds has been superseded by the Foundation Phase programme. In the Foundation Phase, all schools and pre-school settings implement a Welsh-language educational programme for children in this age group (Welsh Assembly Government, 2008a).

The Children Act 2004 provided that the Welsh Assembly Government may issue regulations requiring local authorities to prepare and publish a plan for discharging their functions with regard to children and young people; such plans are to include their intentions with regard to Welsh-medium provision. The Childcare Act 2006 places a duty on local authorities to measure whether childcare provision is sufficient, including assessing the sufficiency of Welsh-medium provision in Wales. The Mesur Teithio gan Ddysgwyr (Cymru) 2008 (Learner Travel (Wales) Measure), which confers duties on local authorities to provide free transport to education within certain distances, includes a duty to promote access to education through the medium of Welsh.

The Mesur Dysgu a Sgiliau (Cymru) 2009 (Learning and Skills (Wales) Measure) provided the statutory basis for implementing 14-19 Learning Pathways. It secured the creation of local curricula that contain a wide, defined range of courses and opportunities, both academic and vocational in nature, which learners aged 14-19 in Wales may choose from, and set out the entitlement of learners to follow their chosen course of study. The provision of sufficient options through the medium of Welsh was incorporated in this Measure.

The Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 (School Standards and Organisation (Wales) Act) placed the Welsh in Education Strategic Plans (WESPs) of local authorities on a statutory basis; these WESPs are submitted to Welsh Ministers (Llywodraeth Cymru/the Welsh Government) for approval, or for approval with modifications, or they can be rejected and a Plan written by Welsh Ministers can be imposed on the local authority. The WESPs replace the Welsh Language Schemes which were formerly approved by the Welsh Language Board. This brings a greater challenge to local authority planning for Welsh-medium education, and the local authorities (LAs) are now required to measure the demand for Welsh-medium provision, under certain circumstances, and to respond to it.

**education
system**

Free compulsory school education in England and Wales lasts from age 5 to age 16. Post-16 education is not statutory, but most young people follow some kind of course of education or undertake training before entering full-time employment. Education between the ages of 5 and 16 is mostly in two major stages: pupils attend primary schools up to the age of 11 and secondary schools from 11 to 16. Secondary schooling is comprehensive (i.e. non-selective at age 11) and usually co-educational, though a few secondary schools are single gender. From the age of 16 education is provided either in school Years 12 and 13 (formerly known as 'sixth forms') for 2 years or in further education (FE) colleges and/or work-based learning.

At age 16 school pupils take General Certificate of Secondary Education (GCSE) examinations. At age 17 or later they may take Advanced Subsidiary (AS Level), and then at 18 or later they may obtain Advanced Level (A-level) qualifications or high-level vocational qualifications, which may allow them to be accepted at university.

In Wales many 16-year-olds and 18-year-olds also take the Cymhwyster Bagloriaeth Cymru (Welsh Baccalaureate qualification) at Foundation, Intermediate or Advanced Levels in addition to a range of traditional academic and vocational qualifications, such as GCSE and A-level. The Welsh Baccalaureate is an officially accredited and established qualification delivered by schools, colleges, and training providers across Wales through the medium of Welsh or English. It gives broader experiences than traditional learning programmes, developing transferable skills useful for higher education and employment. The level followed depends on the level being covered in subject options. The Welsh Baccalaureate Advanced Diploma is widely recognised by higher education institutions. The awarding organisation for the Welsh Baccalaureate Qualification is WJEC (Welsh Baccalaureate Qualification, 2014). Following a review, the WJEC is working on a new strengthened Welsh Baccalaureate as an over-arching framework of qualifications for 14- to 19-year-olds for commencement in September 2015.

The whole Welsh Bacalaureate programme is available through the medium of Welsh for those in Welsh-medium schools.

The policy for children with learning difficulties is that they attend mainstream schools and receive additional support where possible and practicable. There is still a shortage of Welsh-speaking specialists in some specific areas to deal with pupils with learning difficulties, though some Welsh-medium schools have units specialising in Welsh-medium special educational needs.

There are 8 universities in Wales which offer a wide variety of degree and diploma courses, the majority of which last 3 or 4 years. Many colleges of further education also offer degree or diploma courses.

14

**private
and public**

The vast majority of schools are publicly funded and free, and the funding from the Welsh Government is channelled through local authorities (LAs). There are also faith schools – either Catholic or Church in Wales – which are usually partially or almost wholly funded from LA purses. All Welsh-medium and bilingual schools are therefore funded by LAs using the general funding allocated to each LA by the Welsh Government. A small independent private education sector exists in Wales: some of these schools teach Welsh as a second language but there is no designated Welsh-medium private school. An independent Welsh-medium primary school exists in London, partly funded by the Welsh Government.

**bilingual
education forms**

Following the Education Act of 1944 LEAs began opening Welsh-medium schools at primary and secondary level. Initially, these schools catered for children for whom Welsh was their first language, but by the 1960s increasing numbers of pupils in Welsh-medium education came from non-Welsh-speaking homes. The first primary school supported by public funding was opened in 1947 in Llanelli, in south-west Wales, and by 1950 there were another 6 Welsh-medium schools in south Wales

and 5 in north-east Wales. In 1956 Ysgol Glan Clwyd, in north Wales, was established as the first Welsh-medium secondary school. By 2014 there are 403 Welsh-medium and bilingual primary and 54 Welsh-medium and bilingual secondary schools throughout Wales (StatsWales, 2014), and in some areas there is continued pressure from parents to provide more Welsh-medium education. It should be noted that in recent years the number of Welsh-medium and bilingual primary schools has fallen as very small rural schools are amalgamated. In south Wales, especially south-east Wales where Welsh is no longer a community language, Welsh-medium schools are the norm, while in the north and west where the language is more commonly used, the tendency is towards more bilingual schools. In the south-eastern Welsh-medium schools, the proportion of pupils from monolingual English-speaking homes can be as great as 80% or more.

The terms 'Welsh-medium provision' and 'bilingual provision' have specific meanings in Wales. 'Welsh-speaking' schools are currently defined for the purposes of the school curriculum in Section 05(7) of the Education Act 2002 which states: "... a school is Welsh-speaking if more than one half of the following subjects are taught (wholly or partly) in Welsh:

- (a) religious education, and
- (b) the subjects other than English and Welsh which are foundation subjects in relation to pupils at the school."

The purpose of the definition is to identify schools in which Welsh is a core subject and medium of delivery. It does not indicate the nature of the linguistic provision right across the curriculum, and is not designed to do so. This means that 'bilingual' schools are also classified as Welsh-speaking, although some may in practice teach much less through the medium of Welsh than Welsh-medium schools. In Welsh Government statistical publications, secondary schools are categorised as Welsh-speaking in accordance with the statutory definition. The definition of primary schools is more complicated.⁴

It should be noted that, in general, the term ‘bilingual provision’ is used to refer to a wide range of teaching and learning settings that include varying amounts of Welsh language in the delivery. Bilingual schools can include those where quite a large proportion of the curriculum is delivered through the medium of Welsh; those where there are two streams – Welsh-medium and English-medium – taught separately (sometimes called ‘dual-stream’ schools); and those where only a few elements of the curriculum or only a small number are taught through the medium of Welsh. In further education colleges in particular, bilingual provision can refer to situations where classes are taught simultaneously in the two languages, or where courses contain Welsh-medium modules; this variety makes the monitoring of Welsh-medium provision difficult in further education. ‘Bilingual provision’ therefore does not always ensure that an individual becomes a fluent bilingual speaker in Welsh as well as English.

To distinguish between the study of Welsh as a subject in Welsh-medium and bilingual schools and as a subject in English-medium schools, traditionally the terms ‘Welsh’ (formerly referred to as ‘Welsh first language’) and ‘Welsh as a second language’ respectively have been used. In Welsh-medium and most bilingual schools, Welsh and a varying number of other subjects are taught through the medium of Welsh. In some bilingual schools Welsh is taught as a subject and also as a ‘second language’ to some groups. There is a considerable issue in some areas with the drift of pupils who have been studying Welsh in primary school attending secondary schools or classes offering Welsh as a second language. The loss of linguistic skill which this might entail is a matter of concern. The number of those who achieve full fluency through studying Welsh as a second language is limited.

administration Historically, education legislation in Wales was centrally determined by the United Kingdom Parliament in London; the UK Government was responsible for the administration of funding to local authorities. All Acts up to the advent of the

National Assembly for Wales, in 1998, legislated for England and Wales, normally as one entity.

Following the 1998 Government of Wales Act, education became a matter for the National Assembly for Wales, which was then empowered to make changes to the education system in Wales and make decisions about the distribution of finances to LAs from within the Welsh budget. The Welsh Government (formerly known as the Welsh Assembly Government) is now responsible for the administration and regulation of education in Wales, and policy and developments are by now somewhat different from those in England.

In 2014 there are 22 LAs in Wales and each decides its policies within the parameters of the Education Acts and Measures and determines the level of funding allocated to education from within its budget. The LAs' role is to fund, support, and monitor schools and ensure high standards of educational provision and achievement. LAs select two or three representatives to sit on the governing bodies of each school and normally advise governing bodies on important issues, such as the appointment of head teachers. They do not have any responsibility for private independent schools. From 2012, Welsh Government policy required LAs increasingly to work together in four regional consortia to deliver improvements in education. From April 2014 LAs are due to stop providing school improvement services, which will instead be delivered by the four regional consortia.

In 2009, the Welsh Government issued a consultation document on a new Welsh-medium Education Strategy for Wales for all education and training except for university level. Following public consultation, the amended Welsh-Medium Education Strategy (Welsh Assembly Government, 2010) was published in April 2010. This demonstrated clearly the Welsh Government's aim to provide a planned, proactive policy towards Welsh-medium and bilingual education, and set out the critical role played by the education system in the future of the language. In 2012, the WLB's remit with regard to education was taken over

by the Welsh Government. Under the School Standards and Organisation (Wales) Act 2013 LAs are required to submit three-year Welsh in Education Strategic Plans (WESPs) to Welsh Ministers. LAs have therefore to demonstrate to the Welsh Government how they are planning Welsh-medium education to respond to parental demand and how they will contribute to the national targets and aims in the Strategy. Money for developing and improving school buildings is evidently important in these plans; limited capital funding for all new school buildings is available from the 21st Century Schools Programme, which is a partnership between the Welsh Government and local authorities, and ensures that school buildings built or improved by LAs are of the right type and in the right location, including those for Welsh-medium provision. By 2014 the programme had approved in principle several proposals for Welsh-medium/bilingual schools that together totalled £120 million, but these approvals are subject to full evidence of learner numbers and thorough business cases (Welsh Government, 2014b).

The Welsh Government is now responsible for the regulation of qualifications in Wales and for setting the curriculum. A separate qualifications and awarding authority, Cymwysterau Cymru (Qualifications Wales), is in the planning stage. Many private companies known as 'awarding organisations' provide the examinations used by the education system in Wales for 16- and 18-year-olds. The WJEC is the largest of those organisations that provide all syllabuses and examinations in both Welsh and English, and it also provides professional development and educational resources in Welsh and English. It is responsible for the development and administration of the Welsh Baccalaureate. WJEC is the only awarding organisation that will offer the new GCSE examinations in Wales in future, and all the specifications and examinations will be available in Welsh and English simultaneously (Welsh Government, 2014b). Many other qualifications, mainly vocational, are available in Welsh by mutual agreement and award of grant funding by Welsh Government to other awarding organisations, many based in England.

inspection

Estyn is the office of the Chief Inspector of Education and Training in Wales. It is a Crown Body established under the Education (Schools) Act 1992. It is independent of the National Assembly for Wales but receives its funding from the Welsh Government. Estyn is responsible for inspecting quality and standards in education and training providers in Wales: this includes nursery schools and settings, primary, secondary and special schools, further education, adult community learning, teacher education and training, government-funded training, work-based learning, Welsh for Adults, and local authorities' education services. It also provides advice to the Welsh Government on quality and standards in education and training and promotes the spread of best practice in education and training based on inspection evidence. Its work has included a number of reports on Welsh-medium and bilingual education as well as the teaching of Welsh as a subject.

**support
structure**

In general, the Welsh Government's Welsh-medium Education Strategy and implementation programme is the basis of policy on Welsh-medium and Welsh-language education, and the Welsh Government provides a number of extra projects, grants, and other support to the education system to deliver this Strategy. In addition, the Welsh Government launched a 3-year marketing and communications campaign in 2013 to raise awareness of Welsh-medium and bilingual education among parents and carers of young children. Estyn provides reports on individual educational institutions as well as area reports and more detailed specific reports which provide a basis for educational improvement.

In the 1980s, a national team of teachers of Welsh called *athrawon bro* (area teachers) was set up to support the teaching of Welsh in the National Curriculum. Funding for this service was provided by LAs, largely supplemented by grants from the Welsh Office, then subsequently from the WLB and, since 2012, from the Welsh Government. Although local variation occurs, most LAs have an *athrawon bro* team that operates in the primary and/or secondary sectors to help teachers deliver the Curriculum

Orders for Welsh. Many of these support English-medium primary schools in the delivery of Welsh as a second language. Current reorganisation of school improvement services into 4 regional consortia will lead to the athrawon bro service transferring from the LAs to the newly formed consortia. In addition, their roles are being enhanced to include supporting the teaching of other subjects through the medium of Welsh.

Language courses for latecomers to the Welsh language and other immersion provision are provided in some areas. In 2013/2014 there were 22 language centres operated by 9 LAs to support learners who lack the requisite language skills and who enter primary schools which teach predominantly through the medium of Welsh. Many of these are in more Welsh-speaking areas. One LA maintains a language centre that caters for secondary school pupils. There are also some late immersion projects which enable Year 6 learners who have not previously experienced Welsh-medium education to transfer into Welsh-medium secondary school. In 2013 there were 11 such projects across 9 LAs (Welsh Government, 2013d). To support LAs' strategic plans for Welsh, including athrawon bro, latecomers' centres and immersion projects, the Welsh Government gives a Welsh Education Grant to the 4 regional consortia.

Mudiad Meithrin (literally 'nursery movement', hereafter: MM; the Welsh early years specialists, formerly known as Mudiad Ysgolion Meithrin) was established in 1971 to set up Welsh-medium nursery provision and also parent and toddler groups throughout Wales. MM also provides training for nursery group leaders and workers, and has a publishing department which produces Welsh-medium pre-school materials and training packs (see under Pre-school education).

Cymdeithas Ysgolion Dros Addysg Gymraeg (CYDAG) is the Professional Association of Welsh-medium Schools which offers support to its members in regional and national networks, professional development courses in Welsh, information services to members, and regular conferences.

There are various pressure groups that wish to see greater Welsh-medium education development and use of Welsh, such as Rhieni Dros Addysg Gymraeg (RhAG) (Parents for Welsh-medium Education), Cymdeithas yr Iaith Gymraeg (Welsh Language Society), and Mudiadau Dathlu'r Gymraeg (Celebrating our Language).

Urdd Gobaith Cymru (Welsh League of Youth) is an independent movement for children and young people which arranges different activities across Wales for Welsh speakers and Welsh learners. In 2013 it had 16 development officers and 3 residential centres as well as organising weekly clubs and sports courses, magazines, humanitarian work and the Urdd Eisteddfod, the largest arts youth festival in Europe in which around 15,000 compete each year. Many of these activities are organised in conjunction with schools. It has about 50,000 members throughout Wales.

For the role of Sgiliaith and Colleges Wales in supporting Welsh-medium and bilingual provision in FE, see under Vocational education.

2 Pre-school education

target group Prior to statutory provision, which commences at 5, there is a range of pre-school provision for 0- to 5-year-olds. In nearly all areas, schools are able to admit pupils before the statutory age; this can depend on historical factors and available space. Some LAs are now considering the extent to which they can afford free pre-statutory education for children under 5 in the face of reductions in LA funding.

structure LA provision of pre-school education varies. Some LAs provide nursery classes in their primary schools, while in others provision is limited and is supplemented by voluntary provision. Since 2008, the Welsh Government's Foundation Phase policy for children aged 3 to 7 states that all children will have a free part-time, good-quality Foundation Phase place in a school, nursery, funded playgroup, or with a registered childminder in the term following his/her third birthday until admission to a school for full-time compulsory education at age 5. The Foundation Phase programme now takes the place of the National Curriculum for 3- to 7-year-olds and is the statutory curriculum for all children in Wales in both maintained (publicly funded) schools and non-maintained pre-school settings. The seven areas of learning of the Foundation Phase include a compulsory 'Welsh Language Development' educational programme; Welsh-medium providers follow the educational programme of the 'Language, Literature and Communication Skills' area of learning rather than the 'Welsh Language Development' area of learning (Welsh Assembly Government, 2008a and 2008b) (see also under Primary education).

In some areas in Wales, Welsh-medium state provision is unavailable to parents because of a high demand for limited places, and therefore these LAs buy into the voluntary provision of MM, the Welsh-medium nursery association, now grant-funded by the Welsh Government. The aim of MM is to promote the education and development of children under 5 years old through the medium of Welsh, and it provides Welsh-language

immersion teaching and support for children from Welsh- and English-speaking homes. Early years education is provided in nursery groups (cylchoedd meithrin). MM also organises Cylchoedd Ti a Fi (literally 'You and I Circles'), which aim to offer parents and guardians the opportunity to enjoy playing with their children and socialising in an informal Welsh atmosphere. MM also fulfils a vital role in providing Welsh-medium training for nursery staff.

It is important that MM as the main provider of Welsh-medium voluntary pre-school provision becomes more involved in LA planning for Welsh-medium education, so that its provision can be built on in an effective way. In some areas, particularly in south Wales, children attending a Welsh-medium nursery or playgroup find it difficult to continue their education at a Welsh-medium or bilingual primary school. In 2013/2014, MM data was shared with each LA to ensure improved planning of pre-school and school provision (Welsh Government, 2014b).

Other fee-paying childcare and playgroups are mostly independent businesses. The National Day Nurseries Association (NDNA) Cymru is an umbrella charity delivering information, advice, training and a quality scheme to its member nurseries. The Wales Pre-School Playgroups Association (WPPA) has a total of 226 members providing full day-care provision, and in 2006 some 17% of their staff could use at least some Welsh with the children in their care. NDNA and WPPA currently receive a government grant to support a new language training programme for childcare practitioners; the programme teaches basic skills in Welsh to ensure that young children in their mainly English-speaking nurseries and playgroups are introduced to the language. The National Childminding Association does not hold central data on the Welsh-language ability of its members, but has carried out some research which suggests a considerable shortage of Welsh-speaking personnel to look after young children.

legislation The Welsh Government is responsible for pre-primary education for 3- to 5-year-olds in Wales. Educational quality and standards are inspected by Estyn for settings delivering early years education in the Foundation Phase. All pre-school and childcare settings, whether providing education or not, are now regulated by the Mesur Plant a Theuluoedd (Cymru) 2010 (Children and Families (Wales) Measure), which sets standards for day care of children under the age of 8. The regulatory body responsible for ensuring that these standards are met is the Care and Social Services Inspectorate Wales (CSSIW). The Childcare Act 2006, which took effect in 2008, ensures that all childcare providers, including childminders, nurseries, kindergartens and pre-school classes, must be registered in order to operate legally. This act requires each LA to complete an annual Childcare Sufficiency Assessment, which includes a question about the nature of Welsh-medium provision. Since 2013, all LAs are required in their WESPs to consider the relationship between Childcare Sufficiency Assessments and their plans to extend childcare in Welsh (Welsh Government, 2014b).

language use In the Welsh-medium and bilingual early years sector in Wales, two processes are at work; these are language support education and immersion education. With language support education, children learn through the medium of the language of the home. With immersion education, their educational experiences are mainly through the medium of the second language. Immersion education, which is the experience children from non-Welsh-speaking homes receive in *cylchoedd Ti a Fi* play groups, and then in nursery and reception classes and in Key Stage 1 in schools, is a concept that underlies the growth of Welsh-medium education.

teaching material An increasing number of attractive and colourful bilingual or Welsh-medium resources for pre-school children are available in the form of books, educational toys, television programmes, DVDs and computer programmes. A wide variety of these are published commercially by mainly Welsh publishers and by MM. The Welsh-language television channel, S4C, provides

programmes for young children. There are also specific educational resources commissioned by the Welsh Government for very young children.

statistics

In the 2011 Census, the number of children aged 3 and 4 able to speak Welsh showed an increase on the 2001 figure of 18.8%, rising to 23.6%. In 1971 the equivalent figure was 11.3%. This demonstrates the vital nature of the work of pre-school Welsh-medium and bilingual providers. MM as the main provider of Welsh-medium and bilingual pre-school provision had in 2012/2013 a total of over 1,000 *cylchoedd meithrin* and *cylchoedd Ti a Fi* registered. The number of children aged 3 and 4 in Welsh-medium or bilingual provision which is not provided by MM is not readily available at present.

| | number of provisions | number of children |
|--|-----------------------------|---------------------------|
| Mudiad Meithrin nurseries | 550 | 12,000+ |
| Mudiad Meithrin-registered parent and toddler groups | 450+ | 9,000+ |

Table 1: Number of Welsh-medium Mudiad Meithrin provisions in 2012/2013 and the number of children attending (source: Mudiad Meithrin, 2013).



3 Primary education

target group Statutory primary education begins in the term after a child's 5th birthday and lasts up to the age of 11. Generally, infant departments in primary schools are responsible for nursery provision (age 3-5) and for Key Stage 1 (age 5-7), and junior departments for Key Stage 2 (age 8-11). Most children aged 5-11 attend primary schools, though in a few areas there still remain separate infant (5-7) and junior schools (7-11). Since 2008, children aged 5 to 7 in Wales follow the Foundation Phase programme, as explained above under pre-school education. The National Curriculum is followed by all pupils between the ages of 7 and 11.

structure Primary education consists of two Key Stages: Key Stage 1, age 5-7 (years 1-2), and Key Stage 2, age 7-11 (years 3-6). In Key Stage 1, children follow the seven areas of learning of the Foundation Phase. In Key Stage 2 they follow the National Curriculum.

The Foundation Phase, introduced in Wales only, in 2008, provides a more experiential form of learning for young children aged 3 to 7, and comprises 7 Areas of Learning, where stimulating, structured play activities can be woven into the learning experiences. One of the 7 is Welsh Language Development which is compulsory for all schools and settings not teaching through the medium of Welsh. Welsh-medium pre-school settings and schools do not need to deliver this area of learning but instead follow the 'Language, Literacy and Communication Skills' area in Welsh. Key Stage 1 pupils in Welsh-speaking classes are exempt from English.

For Key Stage 2, the compulsory subjects in the curriculum are defined as Core Subjects and Foundation Subjects. The Core Subjects are Welsh (in 'Welsh-speaking schools'), English, mathematics and science. The Foundation Subjects are Welsh (in English-medium schools), history, geography, technology, art, music. In addition, physical education is mandatory at all

Key Stages. Information technology (IT) is usually taught on a cross-curricular basis and integrated into the curriculum of all schools at all Key Stages. Religious education is also taught.

Pupils are statutorily assessed to establish their starting point when they first enter school in the Reception Year or Year 1, and further statutory assessments in the core subjects are carried out at the end of Key Stage 1 and Key Stage 2; since 2013 literacy and numeracy assessments are compulsory. A new National Literacy and Numeracy Framework (LNF) was introduced on a statutory basis in September 2013 to support children aged 5 to 14 in developing their literacy and numeracy skills. The aim of this is to ensure that the teaching of literacy and numeracy skills is embedded across all areas of learning and subjects in the curriculum.

In general, one teacher is allocated to a class and is responsible for teaching the whole curriculum. This has led to some schools designating specialist teachers to lead on a subject throughout the school. This occurs frequently in English-medium schools where a teacher trained to teach Welsh may be appointed to provide or to lead the compulsory teaching of Welsh as a second language. The majority of primary school teachers are graduates; teachers who qualified before a degree became a requirement have a Diploma in Education. Class assistants are widely used in Welsh schools. Classroom methodology combines group and whole class teaching.

legislation Primary education is regulated by the Education Reform Act of 1988, which defined Key Stages in education in primary schools. Subsequent regulation⁵ made Welsh a compulsory subject for all pupils in Wales at Key Stages 1, 2 and 3 (i.e. up to age 14) in 1990. This means that all schools in Wales which are not teaching through the medium of Welsh must teach Welsh as a subject, currently known as 'Welsh as a second language'.

language use Estyn's 2013 report *Welsh in the Foundation Phase* stated that children in Wales are making progress in acquiring Welsh

language skills but more needs to be done to continue the upward trend in their reading and writing skills.

Generally, in Welsh-medium schools, Welsh is the language of instruction from reception up to the end of primary school, and English is not introduced until age 7. From year 3 (age 8) onwards, English is allocated curricular time in the same way as other subjects, but Welsh is the main medium of instruction in most other subjects. At age 7-8, reading skills learnt initially in Welsh facilitate reading in English, and this is because Welsh reads more phonetically. In a few LAs Welsh-medium or bilingual schools teach bilingually from the age of 3 or 4 in order to ensure that pupils are fully bilingual by the age of 11. By the age of 11, the vast majority of pupils have acquired all language skills commensurate with their age and ability to approximately equal standards in both languages.

The history of the last 50 years is one of growth of Welsh-medium and bilingual education at the primary stage. From the first publicly funded Welsh-medium school in 1947, the number of 'Welsh-speaking' schools now stands at 403, though the number of schools has been decreasing in recent years as very small rural schools are amalgamated. The number of pupils in Welsh-medium or bilingual education at this age continues to grow. In 2013 the number of 7-year-olds assessed in Welsh language (not Welsh as a second language) reached its highest level at 7,468 out of 33,398 in the 7-year-old cohort: 22.4% (Welsh Government, 2014b).

**teaching
material**

Much work has been done over the last thirty years to develop Welsh-medium resources. However, additional difficulties in matching need and provision have been caused by the constant changes to the Curriculum Orders for individual subjects since 1988. Since 2006 the Welsh Government has the main responsibility for commissioning Welsh-medium teaching materials. A wide variety of Welsh-medium teaching and learning resources are commissioned from publishers for use at all stages of education and training for ages 3-19 and for Welsh for

Adults. On average, around 160 new titles are published in this publication programme each year in print and digitally as well as titles in formats suitable for blind and partially sighted learners. Priorities are decided after consultation with practitioners and experts in order to gather evidence of perceived needs.

In 2012 an online bilingual terminology service for education, Y Termiadur Addysg, was launched, hosted by the Technology Unit, University of Bangor. The database⁶ currently includes over 60,000 terms. An app made available for mobile devices had by 2014 been downloaded to over 20,000 devices (Welsh Government, 2014b). In December 2012 the all-Wales digital learning platform called Hwb⁷ was launched. It hosts a national collection of data resources in Welsh and English from a wide variety of contributors and is available to all schools in Wales. The key focus is on literacy and numeracy, while also making more Welsh-language resources available.

statistics

| age | year | 2003 | 2008 | 2013 |
|---------------------------|---|--------|--------|--------|
| 7 (end of Key Stage 1) | number assessed in Welsh as a subject (first language)* | 6,538 | 6,524 | 7,468 |
| | total Wales cohort | 34,445 | 31,116 | 33,398 |
| | percentage assessed in Welsh as a subject (first language)* | 19.0% | 21.0% | 22.4% |

* these are pupils that can speak Welsh. Pupils studying Welsh as a second language are not included. The number studying Welsh as a second language is the rest of the cohort.

Table 2: Number and percentage of 7-year-old pupils assessed in Welsh as a subject (end of Key Stage 1) (source: Welsh Government, 2014b).*

| age | year | 2003 | 2008 | 2013 |
|----------------------------|---|--------|--------|--------|
| 11 (end of Key Stage 2) | number assessed in Welsh as a subject (first language)* | 6,961 | 7,152 | 6,193 |
| | total Wales cohort | 38,522 | 36,125 | 31,034 |
| | percentage assessed in Welsh as a subject (first language)* | 18.1% | 19.8% | 20.0% |

* these are pupils that can speak Welsh. Pupils studying Welsh as a second language are not included. The number studying Welsh as a second language is the rest of the cohort.

Table 3: Number and percentage of 11-year-olds assessed in Welsh (end of Key Stage 2) (source: Statistics for Wales, 2014c).*

4 Secondary education

target group Statutory education at the secondary stage extends from age 11 to age 16 (Years 7 to 11 of statutory schooling). This is divided into Key Stage 3 (11-14) and Key Stage 4 (14-16). At age 16 students take their GCSE examinations. Students can also take the Welsh Baccalaureate exams. The National Curriculum is taught in all state schools to the age of 16. Most secondary schools also offer education in Years 12 and 13 for 16- to 19-year-olds⁸.

structure The curriculum for Key Stage 3 consists of Core Subjects – English, mathematics, science, and Welsh (in Welsh-speaking schools) – and Foundation Subjects – Welsh (in English-medium schools), history, geography, technology, art, music, physical education (which is mandatory at all Key Stages), and a modern foreign language. The full curriculum is currently studied to 14 years of age, after which a degree of choice is offered; in Key Stage 4, Foundation Subjects are no longer compulsory, with the exception of Welsh which remains compulsory since September 1999, and physical education. The Core Subjects remain compulsory and choices are offered in Foundation Subject areas and in some additional subjects. Most courses lead to qualifications at General Certificate of Secondary Education (GCSE). As a result of the Learning and Skills (Wales) Measure 2009, an increasing number of vocational courses are available in Key Stage 4; courses frequently offered include General National Vocational Qualification (GNVQ) at Foundation or Intermediate levels in subjects such as business studies, leisure and tourism, and health and social care. In 2014, the Welsh Government announced a full review of the National Curriculum for Wales.

In secondary schools, specialist teachers teach specific subjects. A variety of teaching strategies are used in each subject including whole class teaching, group work, and oral work. A relevant degree and postgraduate certificate in education (PGCE) is usually required in order to be appointed to teach in

the secondary sector, though other in-service training routes are being developed.

After the age of 16, pupils may opt to pursue their education in school, in tertiary colleges, or in colleges of further education. In some LAs, secondary schools teach only to Year 11 (16+) when all pupils leave school. They may continue their studies at a tertiary college, which provides 16-18 education for students from several schools, or in a further education college (see chapter 5). Years 12 and 13 in schools have in the past concentrated on more academic Advanced Subsidiary (AS) and Advanced Level (A Level) qualifications. The A level qualification is generally studied for over two years and split into two parts, with the AS level studied in the first year and the second part, known as the A2 level in the second year. As a result of the Learning and Skills (Wales) Measure 2009, a minimum number of options to include vocational courses must be made available to all 16-19 students in all areas. This has resulted in a broadening of the vocational courses available throughout Wales and a considerable amount of partnership working between school sixth forms and further education colleges to provide the requisite number of options.

legislation

The Learning and Skills (Wales) Measure 2009 amended the Education Act of 2002 and the Learning and Skills Act 2000 to set a minimum number of options for the 14-19 age group in Wales to include a greater choice of all courses for this age group, and particularly in vocational subject areas. The minimum number of options for 14- to 16-year-olds was set at 30, to include 5 vocational courses. This minimum was reviewed in 2013 in view of a number of factors, including the difficulties faced by rural and Welsh-medium schools in meeting this minimum; the number of options was then reduced by regulation from September 2014 to 25, of which 3 must be vocational. For those aged 16-18 the minimum of 30 course options remains, of which 5 must be vocational.

language use

Welsh is a Core Subject or a compulsory Foundation Subject in all schools. Most Welsh-medium schools teach the majority

of subjects up to GCSE level through the medium of Welsh or bilingually. Although it has been traditional for some Welsh-medium schools to offer mathematics and science through the medium of English, many are changing this policy as the experiences of those schools teaching these subjects through the medium of Welsh has demonstrated that pupils have not been at any educational disadvantage. In Welsh-medium schools, Welsh is taught as a first language, and all pupils will sit an examination in Welsh language, and many also in Welsh literature, at age 16.

In 1991, 21 Advanced Level subjects were provided through the medium of Welsh in Wales, and by 1999, this had grown to 26 subjects. In 1991, 3.7% of all Advanced Level examination entries in Wales were through the medium of Welsh, increasing to 6.2% by 1999. By 2013, 11.7% of Advanced Level examination entries were through the medium of Welsh in 33 different subjects. Many vocational qualifications are now also provided in Welsh.

A worrying issue in some parts of Wales is the number of pupils who do not continue with Welsh or Welsh-medium education when transferring from primary to secondary school (between Key Stage 2 and 3) or at age 14 (between Key Stage 3 and 4). The practice in some places is for considerable numbers of these Welsh-medium pupils to enter classes in Welsh as a second language and English-medium education, for a variety of reasons. Where linguistic progression between Key Stage 2 and 3 is unsatisfactory, the Welsh Government is now challenging LAs to address this issue.

A further issue is the limited use of Welsh made outside the classroom by young people who are in Welsh-medium and bilingual schools. A number of social factors, particularly in areas which are not naturally Welsh-speaking, are responsible for this, and the shortage of opportunities in the community is another important issue. A project now delivered in 30 secondary schools across Wales aims to increase the social

use of Welsh among young people outside the classroom, and Gwynedd local authority has introduced its Siarter Iaith (Language Charter) for primary schools. This initiative is being considered by other local authorities. Urdd Gobaith Cymru also offers a wide range of activities through sport, performance, technology and the Eisteddfod to give opportunities to young people to socialise in Welsh. More opportunities are now becoming available through community youth services and the mentrau iaith (community language ventures).

Since Welsh as a subject was made compulsory up to the end of Key Stage 4 in 1999, many pupils opt to take an accredited external examination in Welsh as a second language at age 16, either as a full GCSE qualification or a short course qualification. Over the years, many pupils opted to study Welsh after age 16, some going on to study A-level in Welsh as a second language and then to study for a university degree course in Welsh language and literature. It is notable, however, that many students do not obtain any qualification in Welsh second language at age 16 (in 2012, approximately a third of learners of Welsh second language), and the number entered for a full course GCSE is declining (more are opting for a short course GCSE) (National Assembly for Wales, Enterprise and Learning Committee, 2010). Nevertheless, for those who did gain examination accreditation in 2012, standards appear to be improving; 86 per cent of the full course candidates achieved A*-C grades (the top 4 out of 9 grades; these are Level 2 qualifications, which are necessary to proceed to Level 3 qualifications such as AS, A-level), and 50% of the short course candidates also gained A*-C grades (Welsh Government, 2013d). In July 2012 the Welsh Government appointed an external review group to advise on improving Welsh second language provision at Key Stages 3 and 4. The main objective of the group was to consider what changes should be made to enable more learners to use the language outside the classroom, in their communities, and in future employment. The recommendations in their report, *One Language for All* (Welsh Government, 2013a), will be considered by the Welsh Government in the context of the wider

reviews of assessment, of qualifications, and of the National Curriculum. In the meantime, in 2014 a Welsh second language Action Plan is pioneering some new approaches to teaching Welsh in English-medium schools.

teaching material

The description of resource commissioning by the Welsh Government, the development of Y Termiadur Addysg and of Hwb have been described in chapter 3, above (see pp. 28-29). In addition, the WJEC, the awarding body which provides all its examinations in Welsh as well as in English, produces Welsh-medium teaching and learning materials to support the curriculum in the subject areas in which the WJEC provides qualifications. The provision of a complete range of up-to-date and attractively presented resources in all subjects through the medium of Welsh presents an ongoing challenge at secondary level and above. The situation, however, has improved with the development of a wide range of exciting resources, and teachers in schools are still showing commitment and innovation in producing and providing their own resources. It is nevertheless crucial that Welsh-medium education and training can make use of all the latest technology and of resources of comparable quality with English-language materials.

statistics

| age | year | 2003 | 2008 | 2013 |
|----------------------------|---|--------|--------|--------|
| 14 (end of Key Stage 3) | number assessed in Welsh as a subject (first language)* | 5,414 | 5,800 | 5,668 |
| | total Wales cohort | 38,023 | 36,266 | 33,380 |
| | percentage assessed in Welsh as a subject (first language)* | 14.2% | 16.0% | 17.0% |

* these are pupils that can speak Welsh. Pupils studying Welsh as a second language are not included. The number studying Welsh second language at age 14 is the rest of the cohort.

Table 4: Number and percentage of 14-year-olds assessed in Welsh as a subject (end of Key Stage 3) (source: Statistics for Wales, 2014c).*

| age | year | 2003 | 2008 | 2013 |
|-----|--|--------|--------|--------|
| 16 | number assessed in Welsh as a subject (first language) (GCSE)* | 4,899 | 5,436 | 5,638 |
| | total Wales cohort | 37,993 | 37,790 | 35,443 |
| | percentage assessed in Welsh as a subject (first language)* | 12.9% | 14.4% | 15.9% |

* these are pupils that can speak Welsh. Pupils studying Welsh as a second language are not included.

Table 5: Number and percentage of 16-year-olds assessed in Welsh as a subject* (source: Statistics for Wales, 2014c).

| | |
|--|---------------------------------------|
| number of Welsh-medium subject entries at GCSE (age 16) (not including Welsh or English language or literature) | 21,770 (12% of 154,798 total entries) |
|--|---------------------------------------|

Table 6: Welsh-medium subject entries for GCSE at age 16 in 2012/2013 (source: Statistics for Wales, 2014b).

| number of 17- to 18-year-olds obtaining Advanced Level qualification in Welsh | school year 2012/2013 |
|--|------------------------------|
| Welsh (first language) | 315 |
| Welsh second language | 434 |

Table 7: Numbers of Advanced Level candidates in Welsh language and Welsh second language (source: Welsh Government, 2014b).

For post-16 Welsh-medium and bilingual student learning in schools see also the next chapter (p. 36).

5 Vocational education

target group Vocational education is available for those aged over 16 through colleges of further education (FE) and through work-based learning, though as indicated under secondary education, increasingly secondary schools are providing vocational courses for certificates at age 16 and at age 18, often in conjunction with FE colleges.

structure In 2014 there are 15 FE colleges and institutions in Wales, which are funded directly by the Welsh Government. Of these, 10 are FE colleges, including one tertiary college, 3 colleges wholly owned by universities, and 1 FE institution which specialises in adult education. They are represented by the national organisation, Colegau Cymru (Colleges Wales).

FE colleges prepare students primarily for the worlds of industry and business, offering a broad range of education and training at all levels. Adult education and training on both full-time and part-time bases also form part of their provision. Advanced and AS level and vocational courses are available, including NVQs (National Vocational Qualifications not frequently offered in schools) as well as GNVQs (General National Vocational Qualifications) in all subjects and at different levels. Work-based learning, that is, training provided by employers or in work time, is provided by a wide variety of companies, of which most are partly funded through contract by the Welsh Government according to the numbers of students and quality of courses. Many FE colleges are contracted to provide work-based learning as well.

legislation The Further and Higher Education Act 1992 established funding councils in England and Wales to fund and regulate FE colleges and defined the duties and powers of FE colleges. This has since been amended by means of the Deddf Addysg Bellach ac Uwch (Llywodraethu a Gwybodaeth) (Cymru) 2014 (Further and Higher Education (Governance and Information) (Wales) Act 2014). As noted under Secondary Education, the aim of

the Learning and Skills (Wales) Measure 2009 was to increase opportunities for 14- to 19-year-olds to access vocational as well as academic courses.

language use

Vocational courses through the medium of Welsh are gradually becoming available as demand grows. At present it is still true to say that the main providers of post-16 Welsh-medium education are the Welsh-medium and bilingual secondary schools, apart from a few FE colleges in north Wales. No Welsh-medium tertiary college currently exists. Welsh-medium schools provide continuity and progression in academic and linguistic terms for pupils studying subjects through the medium of Welsh. It is also argued that they provide a setting where pupils are able to use their knowledge of Welsh within a social setting and that this is invaluable linguistically for young people who have learned Welsh in schools and who have a limited amount of contact with the Welsh language within their communities. Nevertheless, FE colleges also enter students for AS and Advanced level examinations.

The provision of vocational courses through the medium of Welsh is gradually increasing as constant pressure is exerted on awarding organisations for assessment, project assignments and external moderation to be provided in Welsh. Specific projects to develop further FE provision are showing encouraging partnership working, but progress is slow and the number of Welsh-medium and bilingual courses and modules remains low. Welsh-medium provision in FE may take the form of courses taught bilingually in the same room, or elements of the course taken through the medium of Welsh; one-to-one instruction in work-based learning may also be in Welsh. These methods of instruction make quantifying Welsh-medium provision difficult, though more systematic recording of course provision is by 2014 improving the situation.

Between 1993 and 2012, FE and HE institutions, as public bodies, were required to agree Welsh Language Schemes with the Welsh Language Board. Since 2012, FE institutions are

answerable to the Welsh Government on their development of bilingualism in their annual planning and self-assessment documents. They must also take note of the recommendations in Estyn's annual reports on FE to improve and increase the delivery of Welsh-medium and Welsh-language learning.

All FE colleges have been by 2012 in receipt of a grant to support a Bilingual Champion post. Bilingual Champions in FE are intended to develop and implement a strategy to increase Welsh-medium and bilingual provision and a greater Welsh ethos, along with continuing to maintain and improve the linguistic skills of Welsh speakers (particularly those who previously attended Welsh-medium schools). The establishment of Sgiliaith from 2001 provided more support for FE colleges throughout Wales. Sgiliaith is an FE sector-related organisation that provides an all-Wales support service in developing Welsh-medium and bilingual provision. It provides training to FE lecturers and tutors, support to the Bilingual Champions, and has developed a Bilingual Teaching Methodology MA module to enable tutors to use bilingual teaching skills in context. It has also developed a Tutor's Bilingualism Toolkit demonstrating practical examples of developing the Welsh language in the FE classroom while teaching through the medium of English. Colegau Cymru's Bilingual Director works closely with Sgiliaith and the Bilingual Champion network, and also monitors its own Bilingualism Strategy for FE closely.

The targets set out in the Welsh-medium Education Strategy for work-based learning were modest, but progress in increasing Welsh-medium and bilingual learning in this sector remains a challenge. There is now a Bilingual Champion for the work-based learning sector; awareness of the issues has improved, but low demand from learners and the lack of encouragement by many of the providers to learners to undertake some or all of their learning through the medium of Welsh are key factors in the current low uptake. However, an improved Apprenticeship Programme in Wales from 2013 includes a renewed focus on Welsh-medium and bilingual apprenticeship training. In

addition, the contract specification for work-based trainers to receive contract funding from the Welsh Government will from 2015 include a requirement for each training body to set individual targets for a Welsh-language action plan.

teaching material

Provision of teaching and learning resources for post-16 FE and vocational provision forms part of the overall resource commissioning programme of the Welsh Government’s provision of materials (see under Primary education, pp. 28-29). Some of the awarding organisations which provide vocational qualifications in Welsh as well as in English are also producing some limited Welsh-language materials for use in course provision.

statistics

The post-16 data shown below measures learning activities undertaken in Welsh or bilingually, rather than individual learner data as is the case for data for pre-16. Changes have been made to the way in which data is reported in FE following college mergers, and so the baseline data for FE are not directly comparable between 2007 and 2010/2011.

| post-16 student learning by medium of delivery: Welsh-medium and bilingual* | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| schools | 14.9% | 17.0% | 17.1% | 21.0% | 17.4% | 20.1% |
| further education institutions | 4.7% | 6.1% | 6.2% | 5.7% | 6.7% | 8.4% |
| work-based learning | 1.4% | 1.8% | 1.5% | 3.0% | 3.9% | 3.6% |

* at least 50% through the medium of Welsh, including AS and Advanced Level.

Table 8: Post-16 Welsh-medium and bilingual student learning in schools, FE and work-based learning (source: Welsh Government, 2014b).

6 Higher education

structure

The University of Wales was founded in 1893 as a federal university, and for most of the twentieth century, the University of Wales provided most degree courses in Wales. After 1993, other colleges became degree-awarding institutions. In 2007 the University of Wales changed from a federal structure to a confederation of independent institutions and then separate universities awarding their own degrees. The higher education landscape changed again by 2014 following mergers and the withdrawal of some universities from the University of Wales, with the result that there are now 8 universities in Wales: Aberystwyth, Bangor, Cardiff, Glyndŵr, Swansea, University of Wales Trinity St David, Cardiff Metropolitan, and the University of South Wales.

Higher education institutions (HEIs) are private bodies independent of government. Their income in Wales, however, comes mainly from Welsh Government funding and student fees, supplemented by research funding and business income. Government funding is distributed to universities in Wales since 1992 by the Cyngor Cyllido Addysg Uwch Cymru (Higher Education Funding Council for Wales; hereafter: HEFCW). Higher education is an area devolved to the National Assembly for Wales, and the Welsh Government now sets the level of student fees, the financial framework, and strategic development. A variety of degrees and diplomas are offered at Welsh universities.

As in England, limited tuition fees are payable by university students, though currently the Welsh Government has ensured that students normally resident in Wales pay a smaller tuition fee. Student loans are available for living expenses.

legislation

HEFCW was established by the Further and Higher Education Act 1992, which established funding councils in England and Wales to regulate and fund HEIs, and also defined the powers and duties of HEIs. This has since been amended by

means of the Further and Higher Education (Governance and Information) (Wales) Act 2014. HEFCW's responsibilities for initial teacher training are covered under the Rheoliadau Addysg (Cymwysterau Athrawon Ysgol) (Cymru) 2004 (Education (School Teachers' Qualifications) (Wales) Regulations 2004) and the Education Act 2005.

language use

Welsh is available as a degree course in various forms at most Welsh universities, in particular at Cardiff, Swansea, Aberystwyth, and Bangor. In these universities it is possible to combine the study of Welsh with another language or subject in a joint honours degree. The University of South Wales offers a number of degrees in subjects combined with Professional Welsh. The University of Wales Trinity St David offers a degree course in Applied Bilingualism in Welsh and English.

Historically, Welsh-medium provision in higher education tended to develop in certain institutions as a result of the commitment of individuals within them; this commitment was limited until comparatively recently. There are increasing opportunities to study through the medium of Welsh for all or part of a degree course. Excluding Welsh language and literature, the subjects of study with most teaching through the medium of Welsh by 2011 were education, creative arts, and subjects allied to medicine. From the 1950s, the University of Wales was under pressure to establish a Welsh-medium college within the University. Some Welsh-medium lecturing posts were established, but in real terms there was very little progress by the mid-1990s. Bwrdd Dysgu drwy'r Gymraeg Prifysgol Cymru (The University Board for Welsh-medium Teaching), re-launched in 1997, recognised the need to act as a catalyst for change. Since 2000, when an officer was appointed to undertake the development of Welsh-medium or bilingual provision in this sector, there has been growth.

The Coleg Cymraeg Cenedlaethol (National Welsh Language College) was established by the Welsh Government in 2011. All HEIs in Wales are members of this federal 'virtual' Coleg

whose aim is to provide and advance Welsh-medium university courses, scholarship and research. This is the first time any organisation has planned Welsh-medium provision nationally for students in higher education. By working with all universities in Wales, the Coleg aims to strengthen existing courses and develop new degrees in new locations and disciplines across the country. The Coleg has established a branch within each HEI which plays a key role in planning and promoting the activities of the Coleg at local level. The Coleg's Academic Strategy was launched in 2012 to form a sustainable basis for extensive Welsh-medium provision of the highest quality across Welsh HEIs. The Academic Staffing Scheme provides substantial funding to Welsh HEIs to employ Welsh-speaking academic staff. By 2014, 74 appointments had been made, covering a wide range of disciplines from the sciences, social sciences, and humanities. It is anticipated that the scheme will provide over 100 Welsh-medium academic posts by the 2015/2016 academic year. The main on-line platform for delivering Welsh-medium provision is Y Porth⁹, the Coleg's national e-learning system. The platform, which has over 2,000 registered users, hosts hundreds of university modules in Welsh.

At the same time a scholarship scheme was established in 2011/2012 with the aim of encouraging more students to study through the medium of Welsh. In the 2013/2014 academic year, there were 189 undergraduate scholarships and 17 Masters scholarships awarded. The Coleg also launched a new Welsh Language Skills Certificate in 2012 to establish a common, recognised method of demonstrating graduates' language skills in Welsh, both orally and in writing; the aim is to increase the employability of graduates and encourage employers to make use of their language skills. The first certificates were awarded in 2013 to 34 successful students, of whom 6 achieved an excellence award (Welsh Government, 2014b). In June 2013, the Welsh Government issued a Policy Statement on Higher Education (Welsh Government, 2013b) in which it is stated that, through the Coleg Cymraeg Cenedlaethol, the Welsh Government will continue to support the development

of Welsh-medium higher education and a confident bilingual Wales.

teacher training pre-primary training

Early years practitioner training is generally carried out in FE. Those wishing to work in non-statutory education, playgroups, and nurseries would normally be expected to obtain a National Vocational Qualification (NVQ) in Childcare or similar vocational pathway. Practitioners in publicly funded education and nurseries are now expected to obtain an NVQ at Level 3 (of 5 levels, with Level 3 roughly equivalent to A-level standard) in an appropriate course.

Welsh language and methodology training for early years practitioners is available in some further education colleges. The main source of Welsh-medium practitioners, however, is from a programme entitled Cam wrth Gam (Step by Step) delivered by Mudiad Meithrin under contract to the Welsh Government, which leads to a Welsh-medium Level 3 qualification in Childcare, Learning, and Development through work-based placements in early years settings and schools. Another scheme to provide Welsh-language training for practitioners in English-medium early years settings was Geiriau Bach from 2004 to 2013. A replacement course has now been established and is being delivered across Wales in partnership with nursery and playgroup providers to train approximately 120 practitioners a year.

primary training

The Welsh Government retains control over entry to teacher training and the teaching profession under the Teachers' Regulations by requiring that teachers in maintained schools have Qualified Teaching Status (QTS), in line with regulations in England. Initial Teacher Training (ITT) is the training and education undertaken by students in order to gain QTS. Teachers' pay and conditions are still regulated by the UK Government. Since 2006, the Welsh Government has gradually been reducing the overall numbers gaining entry to ITT in Wales in order to fit the needs of schools. The Deddf Addysg

(Cymru) 2014 (Education (Wales) Act) aims to reform the registration system for the whole education workforce in Wales.

The usual pathways available to potential teachers to gain QTS include enrolment on an undergraduate ITT course (normally BEd or BA Education, lasting three years) or on a postgraduate course (normally a one-year full-time Postgraduate Certificate of Education – PGCE) at a higher education institution. Currently in Wales, candidates apply for courses either at secondary level (that is, to qualify to teach children aged within the range 11-18) or primary level (children aged within the range 3-11). It is a requirement that all courses are operated in conjunction with partner schools, with teaching practice arranged for all trainees within those schools.

There are 3 collaborative centres of teacher education in Wales, each centre consisting of 2 ITT providers, and the Open University also provides an independent teacher training course. Those fluent in Welsh may opt for ITT through the medium of Welsh and train in a Welsh-medium school. After obtaining QTS, newly qualified teachers undergo an Induction Year in the school where they obtain employment.

Since September 2012 the Masters in Educational Practice Programme has offered a practice-based programme designed to enhance the teaching practice and professional development of newly qualified teachers. Of the 71 mentors appointed to support these practitioners during their programme, 18 are Welsh speakers. Take-up from practitioners in Welsh-medium schools is good: 21% in the first year.

secondary training

As described under primary training, secondary ITT is carried out at 3 collaborative centres of higher education. There has been a shortage of postgraduate entrants to secondary PGCE in Wales in certain subjects in recent years, including Welsh. Consequently, incentive grants are now offered to students

training in subjects where there are shortages. A similar incentive scheme will be available for postgraduates undertaking ITT courses in FE from 2014. There are also Welsh-medium incentives which vary according to the class of degree obtained by students on some secondary postgraduate ITT courses. Some Welsh-language training support is available to students on eligible secondary PGCE courses. ITT in Wales was reviewed in 2013. In addition, work is on-going to consider how best to project the number of teachers required for the Welsh-medium sector, as well as the expected entry requirements for candidates to Welsh-medium ITT.

in-service training

Other methods of entry to the profession are through the Graduate Teacher Programme which starts in 2014. This employment-based route into teaching in Wales trains graduates in a primary or secondary school with the training programme managed and delivered by the 3 ITT centres. Some salaried places are available for priority subjects. The Teach First programme also provides 2-year placements in schools for high-level graduates.

Regulations ensure that 5 statutory in-service days of training are provided for all teachers per year, with schools closed to pupils for those days. A variety of professional development courses are available in Welsh as well as English for schools to choose, including courses provided by the WJEC and CYDAG.

Given the demographic of the teaching profession, it became clear by 2004/2005 that fulfilling the demand for Welsh-medium and bilingual education and training required some re-training of the existing workforce to practise through the medium of Welsh or bilingually. The Welsh Government's Sabbaticals Scheme was established to provide Welsh-language and methodology training for school and FE practitioners. The providers of these courses are HEIs contracted by the Welsh Government for these specialist courses. Initially, the Sabbaticals Scheme catered for those who already spoke some Welsh but lacked the confidence

to use the language professionally. This Higher Level course is now available in 3 models: distance learning, a 12-week block course, and a short course for FE practitioners. More recently, the Scheme has expanded to offer Entry and Foundation level courses targeted at primary classroom assistants and teachers in English-medium schools to enable them to teach Welsh as a second language (Welsh Government, 2014a). From September 2014, new contracts between the Welsh Government and the training institutions specify the training of a total of up to 238 practitioners per academic year (Welsh Government, 2014b).

statistics

| | |
|---|--|
| number of students studying with some teaching through the medium of Welsh | 4,715 (3.6% of enrolments) (2011/2012) |
|---|--|

Table 9: Number of students at Welsh HEIs, with some teaching through the medium of Welsh (source: Welsh Government, 2014b).

46

| level | course | number of students completing course | | |
|-----------------------|---|---|----------------|-----------------|
| pre-primary | Cam wrth Gam | 180 (2013) | | |
| | Geiriau Bach | 170 (2011-2013) | | |
| primary and secondary | Masters in Educational Practice Programme | 90 out of 430 at Welsh-medium schools (2012/2013) | | |
| | newly qualified teachers with course/certificate to teach bilingually | 255 out of 1,470 (18%) (2012/2013) | | |
| in-service | sabbatical scheme | higher-level | 52 (2013/2014) | 400 (2005-2014) |
| | | entry level | 68 (2013/2014) | 188 (2010-2014) |
| | | foundation level | 70 (2013/2014) | 251 (2010-2014) |

Table 10: Numbers of students/practitioners completing teacher training (school year concerned in brackets) (source: Welsh Government, 2014b; Statistics for Wales, 2014a).

| | Welsh | Welsh as a second language | other subjects through the medium of Welsh | total number of qualified teachers in Wales |
|-------------------|--------------|-----------------------------------|---|--|
| primary schools | 2,869 | 9,176 | 215 | 12,796 |
| secondary schools | 388 | 617 | 1,870 | 12,479 |

Table 11: Numbers of qualified teachers in primary and secondary education teaching Welsh or through the medium of Welsh in the school year 2012/2013 (source: StatsWales, 2014).

7 Adult education

structure and language courses

Adult education in Wales is aimed at those over the age of 19 and includes courses which may improve professional or personal development. Adult education in the community varies widely in each area, and can vary from Lifelong Learning Centres at universities to courses provided in local community halls. FE colleges provide more professional training for post-19 learners; for this and work-based provision, see under Vocational Education (p. 36). In general, the availability of any of these courses for adults through the medium of Welsh is poor, except for some areas of north Wales.

People want to learn Welsh for a wide variety of reasons. In many cases adults seek to rediscover a language that they may have spoken as children, some may not have been taught Welsh at school, whilst others have an empathy with Wales and its heritage which can only be fully appreciated by understanding the language. Increasingly Welsh is considered desirable for certain jobs in Wales as organisations and businesses appreciate the advantages of communicating with their clients and customers bilingually. Numbers opting to take examinations therefore vary according to the motivation for learning.

Welsh language courses for adults are organised through the Cymraeg i Oedolion (Welsh for Adults; hereafter: WfA) programme. WfA is an adult community learning programme, whose aim is to provide opportunities for adults to learn Welsh in their local communities, in their workplaces, or with their families to enable them to use the language and contribute to the aim of seeing the Welsh language thrive. This programme is currently provided by 6 regional WfA centres. The Welsh Government funds the infrastructure and is responsible for the national coordination and strategic direction of WfA. The Welsh Government also funds a range of national initiatives to support Welsh for Adults, including a national marketing strategy, commissioning learning and teaching resources, assessment and accreditation, and a national training programme for tutors.

These national initiatives ensure consistency across Wales, helping to improve standards and to remove local duplication.

The 6 WfA centres deliver provision on 5 levels, from Beginner to Proficiency, which are mapped against the Common European Framework of Reference for Languages. The centres coordinate and plan a wide variety of classes including residential and summer courses, revision sessions for examination students and Saturday sessions. They have, in addition, various projects to provide opportunities for practising Welsh-language skills outside the classroom. The number of learners remains steady at around 18,000 per year, and the number of learners learning at higher levels has continued to increase. The Learner Voice survey 2013 found that 88% of WfA learners described their provider overall as being 'very good' or 'good' (Statistics for Wales, 2013a).

Apart from privately published materials, national Welsh for Adults resources are commissioned by the Welsh Government as part of an annual commissioning system. Recent resources include the Welsh for the Family course; the development of Y Bont, an e-learning platform for the programme area; and the development of digital resources for learners to use for revision. In addition to the national resources, Welsh for Adults providers and tutors develop and tailor their own resources; in some areas there is evidence of too much duplication of these resources. There is also a wide variety of resources available online, including courses, apps, and TV programmes to support adult learning of Welsh. Before commissioning any new course books, the Welsh Government commissioned research, through Cardiff University, to consider how Welsh for Adults teaching could be improved (Christ, 2012). The resulting recommendations include some far-reaching changes, for example, commissioning one single national course for Welsh for Adults.

Developing Welsh for the Family provision is one of the WfA Centres' great successes over recent years. This brand

currently includes a variety of provision predominantly targeted towards families of children up to 7 years of age. Courses are specifically tailored to ensure that parents and families learn the same vocabulary and language patterns as their children. Welsh from the Cradle sessions were developed and launched in 2010, designed for new parents and their babies.

There are two awarding organisations operating in the programme area of Welsh for Adults: WJEC and Agored Cymru. Both bodies offer credits which correspond with the curriculum, but only WJEC offers specific examinations/qualifications, namely a series of qualifications at five levels called Defnyddio'r Gymraeg (Using Welsh). The series provides an opportunity for learners to show their ability in Welsh through speaking, listening, reading, and writing at the different levels. Around 1,800 adult learners sit WJEC examinations each year.

Staff professional development is seen as vital to the professionalisation of WfA, by means of staff training at regional level, regional and national conferences, as well as the development of a specific qualification for WfA tutors which complies with the 2002 Rheoliadau Cymwysterau Athrawon Addysg Bellach (Cymru) (Further Education Teachers' Qualifications (Wales) Regulations) that FE tutors and lecturers hold a Certificate in Education or a Stage 3 FE Teaching Qualification or equivalent. The WfA qualification has been provided through the six Centres since 2008 and by 2013 a blended course had been developed with half the course undertaken online.

In 2012/2013 the Welsh Government appointed an external group to review the provision of Welsh for Adults in terms of learner attainment, curriculum content, delivery structures, and value for money. The Review Group's report *Raising our Sights: Review of Welsh for Adults* (Welsh Government, 2013c) was published in July 2013. The Welsh Government has accepted most of the recommendations and will begin to implement changes, most importantly the creation of a national entity in place of the 6 centres to manage the WfA programme by 2015

and a reduction in the number of providers from the current 27 to between 10 and 14. Funding will be reduced in line with other cuts in Welsh Government spending but in view of the drop in Welsh speakers shown in the 2011 Census results, the Government confirms its commitment to the WfA programme. The Review Group felt that WfA has the potential to make a significant difference to the numbers and confidence of Welsh speakers in all parts of society in the future, but particularly so in the workplace.

Increased use of Welsh in the workplace is an area that many see as vital for the improved status and acceptance of the Welsh language. The Welsh Government has developed an online diagnostic tool¹⁰ which will identify the current Welsh-language skills of individuals in workplaces. Using the tool will enable employers to plan and deliver a better focused and targeted Welsh-language training programme which will enable employees to improve their language skills, and thereby improve provision of Welsh-language services to the public. A survey was completed in 2014 to assess current and future workplace needs for Welsh-language skills on a sectoral, vocational and regional basis; this will strengthen the evidence base for identifying sectors where Welsh-language skills are needed.

language use

Availability of publicly funded Welsh-medium provision (as opposed to Welsh language learning) in adult education is poor and in the face of cuts in public funding, opportunities for development of Welsh-medium courses may be limited. In many communities, Welsh speakers organise their own learning opportunities in clubs, societies, open lectures and so on. Some of the mentrau iaith (language ventures), which are regional organisations working to increase the use of Welsh in their communities, take a leading role in organising Welsh-medium learning and activities for adults, with varying amounts of public funding.

statistics

| level | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| entry/pre-entry level | 7,745 | 7,975 | 8,675 | 8,420 | 8,010 | 7,160 |
| foundation level (level 1 or equivalent) | 4,390 | 5,385 | 3,510 | 3,795 | 2,830 | 3,230 |
| intermediate (level 2 or equivalent) | 2,155 | 1,885 | 2,005 | 2,200 | 1,990 | 2,205 |
| advanced (level 3 or equivalent) | 1,305 | 1,150 | 1,550 | 1,570 | 1,565 | 1,630 |
| proficiency (level 4 or equivalent) | 200 | 360 | 430 | 620 | 1,050 | 705 |
| specialist (e.g. revision courses or short courses or Welsh in the workplace) | 1,775 | 1,470 | 1,700 | 1,600 | 2,600 | 2,965 |
| total | 17,570 | 18,220 | 17,865 | 18,205 | 18,050 | 17,890 |

Table 12: Welsh for Adults learners according to level studied (numbers rounded to the nearest 5) (source: Welsh Government, 2013c).

8 Educational research

The Coleg Cymraeg Cenedlaethol at Welsh universities has a Research Scholarships Scheme that provides substantial financial sponsorship each year to students who are studying for a doctorate. This scheme was funded for the first time in 2005/2006, with the long-term aim of creating a new generation of Welsh-medium lecturers in a wide range of academic fields. By 2013 some 40 individuals had completed their research successfully and had gained their doctorates, the vast majority of whom have been appointed since to academic posts within the sector. Another 40 award-holders are still studying for their PhDs. A new Research Scholarships Scheme, with up to 10 scholarships a year, was launched on 1 March 2013. The Centre for Higher Studies in Welsh and Celtic in the University of Wales also has an academic research programme and incorporates the Welsh Dictionary Unit which publishes the standard Welsh dictionary.

Amongst key reports commissioned by the former WLB were reports on continuity in Welsh-medium education, incomplete bilingualism, Welsh-medium and bilingual Special Educational Needs, and language use by young people in 2004-2006 (Welsh Language Board, 2001; 2006).

A considerable amount of other research on Welsh-medium and bilingual education, particularly in Welsh universities, is now available. The Centre for Research on Bilingualism in Theory and Practice at Bangor University has as its main theoretical focus the nature of the relationship between the two languages of bilingual speakers in bilingual communities. The main practical focus looks at the implications of the findings for bilingual language policy, planning and implementation, and a number of research reports based on practical research in Welsh education have resulted, particularly on the acquisition of language in a bilingual situation and on translanguaging. Further detailed research is under way at Bangor University to explore in detail the benefits of being bilingual. The Centre for

Language Study, Education and Community at the University of Wales Trinity St David also has a research programme on themes relevant to language, education and community. A Welsh-medium academic journal entitled *Gwerddon* provides a platform for academic research in Welsh and is published quarterly. Other research is published in particular in the *Welsh Journal of Education* and in papers of the Sefydliad Materion Cymreig (Institute of Welsh Affairs), as well as in international journals and publications.

The Welsh Government produces annual reports on the progress made with the Welsh-medium Education Strategy, available on-line, and in 2014/2015 it is undergoing an evaluation of the Welsh-medium Education Strategy as a basis for future policy development. A number of key reports from this evaluation will be published during 2014 and 2015.

9 Prospects

According to the 2001 Census, 21.8%, just over one-fifth of the population, spoke Welsh. When viewed from the perspective of the 1981 and 1991 Censuses, it is apparent that something quite remarkable had happened; the steady decline in the number of Welsh speakers appeared to have been arrested. What is more, there was a significant *increase* in the number and percentage of children and young people who spoke Welsh. This increase can be directly attributed to the development of Welsh-medium education. The 2011 Census unfortunately showed a further erosion of Welsh speakers since the 2001 Census, but the proportion and number of speakers were still higher than in 1991. The 2011 data shows that the number of children aged 3-4 speaking Welsh increased considerably (Jones, L., 2012; 2013).

Despite all the increases among young people in education and the apparent expansion of the language into areas previously lost, there is still cause for great concern; some language activists refer to the 'crisis' for the Welsh language. In the north and west, in the traditional strongholds of the Welsh language, the proportion of Welsh speakers in the communities is falling. In the case of Carmarthenshire in west Wales, the reduction is dramatic. This reduction can be attributed in the main to a number of complex socio-economic factors: an indication that the strength of the language in some areas is tied to, and is dependent upon, sustainable development within the community. In addition, there have been questions raised about the extent to which young people use Welsh after leaving the school environment and in their subsequent socialising and working lives.

It is essential that the Welsh language becomes an intrinsic part of the economic life of the whole of Wales. There has been a tangible growth in the private sector, where an increasing number of companies and businesses of all sizes are choosing to use the Welsh language more and more, because they

consider the language to be a positive asset which offers added value. The increase in the use of the language has led naturally to an increase in the number of employment opportunities, and there is evidence that the demand for workers with bilingual skills will continue to increase in the future. This highlights the need for more vocational education to be in Welsh, and for early development of language skills to be continued and improved to full adult fluency. There also need to be wider social opportunities for using Welsh in the community, particularly for young people who come from monoglot English-speaking homes.

There is general support for the Welsh language and the Welsh-medium Education Strategy of the Welsh Government from all political parties active in Wales, and, in spite of protest by a small minority, the public's attitudes towards the language have become generally more positive in the last 20 or so years. It is hoped that the changes brought about by the Welsh Government through their Strategy and regulation will bring further growth in those areas where there is demand for Welsh-medium education. The numbers in Welsh-medium and bilingual education continue to rise in some areas because of parental demand, and with the implementation of the Welsh in Education Strategic Plans by each local authority, further growth is probable, though so far patchy. The creation of the Coleg Cymraeg Cenedlaethol provides considerable development at the top of the education system which should act as a spur lower down the system.

The overall picture is a mixed one. There is certainly cause for hope, but there is also cause for concern regarding the contraction of the language in its strongholds, its deterioration as a first language in the home, and the use that is made of it in social and community life. At the same time there is optimism regarding the increase in the number of children aged 5-15 who speak the language, and its increasing use in new contexts.

10 Summary statistics

pre-school education

| | number of provisions | number of children |
|--|----------------------|--------------------|
| Mudiad Meithrin nurseries | 550 | 12,000+ |
| Mudiad Meithrin-registered parent and toddler groups | 450+ | 9,000+ |

Table 13: Number of Welsh-medium Mudiad Meithrin provisions in 2012/2013 and the number of children attending (source: Mudiad Meithrin, 2013).

primary and secondary education

| age | year | number assessed in Welsh as a subject (first language)* | total Wales cohort | percentage assessed in Welsh as a subject (first language)* |
|----------------------------|------|---|--------------------|---|
| 7 (end of Key Stage 1) | 2003 | 6,538 | 34,445 | 19.0% |
| | 2008 | 6,524 | 31,116 | 21.0% |
| | 2013 | 7,468 | 33,398 | 22.4% |
| 11 (end of Key Stage 2) | 2003 | 6,961 | 38,522 | 18.1% |
| | 2008 | 7,152 | 36,125 | 19.8% |
| | 2013 | 6,193 | 31,034 | 20.0% |
| 14 (end of Key Stage 3) | 2003 | 5,414 | 38,023 | 14.2% |
| | 2008 | 5,800 | 36,266 | 16.0% |
| | 2013 | 5,668 | 33,380 | 17.0% |
| 16 (GCSE) | 2003 | 4,899 | 37,993 | 12.9% |
| | 2008 | 5,436 | 37,790 | 14.4% |
| | 2013 | 5,638 | 35,443 | 15.9% |

* these are pupils that can speak Welsh. Pupils studying Welsh as a second language are not included. The number studying Welsh as a second language is the rest of the cohort.

Table 14: Number and percentage of 7-, 11-, 14- and 16-year-old pupils assessed in Welsh as a subject* (source: Statistics for Wales, 2014c; Welsh Government, 2014b).

| | |
|--|---------------------------------------|
| number of Welsh-medium subject entries at GCSE (age 16) (not including Welsh or English language or literature) | 21,770 (12% of 154,798 total entries) |
|--|---------------------------------------|

Table 15: Welsh-medium subject entries for GCSE at age 16 in 2012/2013 (source: Statistics for Wales, 2014b).

| number of 17- to 18-year-olds obtaining Advanced Level qualification in Welsh | school year 2012/2013 |
|---|-----------------------|
| Welsh (first language) | 315 |
| Welsh second language | 434 |

Table 16: Numbers of Advanced Level candidates in Welsh language and Welsh second language (source: Welsh Government 2014b).

vocational education

| post-16 student learning by medium of delivery: Welsh-medium and bilingual* | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
|---|---------|---------|---------|---------|---------|---------|
| schools | 14.9% | 17.0% | 17.1% | 21.0% | 17.4% | 20.1% |
| further education institutions ¹¹ | 4.7% | 6.1% | 6.2% | 5.7% | 6.7% | 8.4% |
| work-based learning | 1.4% | 1.8% | 1.5% | 3.0% | 3.9% | 3.6% |

* at least 50% through the medium of Welsh, including AS and Advanced Level.

Table 17: Post-16 Welsh-medium and bilingual student learning in schools, FE and work-based learning (source: Welsh Government, 2014b).

higher education

| | |
|--|--|
| number of students studying with some teaching through the medium of Welsh | 4,715 (3.6% of enrolments) (2011/2012) |
|--|--|

Table 18: Number of students at Welsh HEIs, with some teaching through the medium of Welsh (source: Welsh Government, 2014b).

| level | course | number of students completing course | | |
|-----------------------|---|---|----------------|-----------------|
| pre-primary | Cam wrth Gam | 180 (2013) | | |
| | Geiriau Bach | 170 (2011-2013) | | |
| primary and secondary | Masters in Educational Practice Programme | 90 out of 430 at Welsh-medium schools (2012/2013) | | |
| | newly qualified teachers with course/certificate to teach bilingually | 255 out of 1,470 (18%) (2012/2013) | | |
| in-service | sabbatical scheme | higher-level | 52 (2013/2014) | 400 (2005-2014) |
| | | entry level | 68 (2013/2014) | 188 (2010-2014) |
| | | foundation level | 70 (2013/2014) | 251 (2010-2014) |

Table 19: Numbers of students/practitioners completing teacher training (school year concerned in brackets) (source: Welsh Government, 2014b; Statistics for Wales, 2014a).

THE WELSH LANGUAGE IN EDUCATION IN THE UK

| | Welsh | Welsh as a second language | other subjects through the medium of Welsh | total number of qualified teachers in Wales |
|-------------------|-------|----------------------------|--|---|
| primary schools | 2,869 | 9,176 | 215 | 12,796 |
| secondary schools | 388 | 617 | 1,870 | 12,479 |

Table 20: Numbers of qualified teachers in primary and secondary education teaching Welsh or through the medium of Welsh in the school year 2012/2013 (source: StatsWales, 2014).

adult education

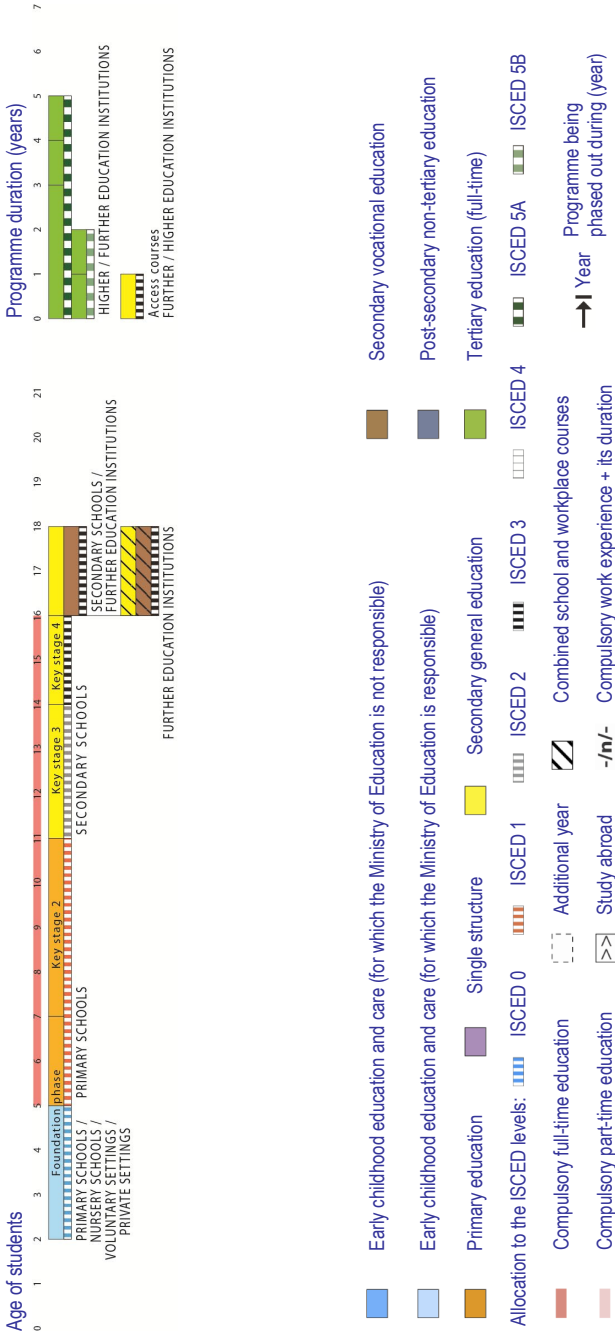
| level | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
|---|---------|---------|---------|---------|---------|---------|
| entry/pre-entry level | 7,745 | 7,975 | 8,675 | 8,420 | 8,010 | 7,160 |
| foundation level (level 1 or equivalent) | 4,390 | 5,385 | 3,510 | 3,795 | 2,830 | 3,230 |
| intermediate (level 2 or equivalent) | 2,155 | 1,885 | 2,005 | 2,200 | 1,990 | 2,205 |
| advanced (level 3 or equivalent) | 1,305 | 1,150 | 1,550 | 1,570 | 1,565 | 1,630 |
| proficiency (level 4 or equivalent) | 200 | 360 | 430 | 620 | 1,050 | 705 |
| specialist (e.g. revision courses or short courses or Welsh in the workplace) | 1,775 | 1,470 | 1,700 | 1,600 | 2,600 | 2,965 |
| total | 17,570 | 18,220 | 17,865 | 18,205 | 18,050 | 17,890 |

Table 21: Welsh for Adults learners according to level studied (numbers rounded to the nearest 5) (source: Welsh Government, 2013c).

Endnotes

- 1 http://wales.gov.uk/copyright_statement/?lang=en
- 2 Arranged by the Education (National Curriculum) (Attainment Targets and Programmes of Study in Welsh) Order 1990
- 3 The Education (National Curriculum) (Attainment Targets and Programmes of Study in Welsh) (Amendment) Order 1998 (which came into effect in 1999).
- 4 For the definition of school types as used in Welsh Government statistics, the document *Defining Schools according to Welsh-medium Provision* (Welsh Assembly Government, 2007) provides full details.
- 5 The Education (National Curriculum) (Attainment Targets and Programmes of Study in Welsh) Order 1990.
- 6 www.termiaduraddysg.org
- 7 <https://hwb.wales.gov.uk>
- 8 For post-16 education offered in further education colleges and tertiary colleges, see chapter 5.
- 9 www.porth.ac.uk
- 10 www.workplacewelsh.org.uk
- 11 Changes have been made to the way in which data is reported in FE following college mergers, and so the baseline data for FE are not directly comparable between 2007 and 2010/2011.

Structure of the education system in the United Kingdom – Wales 2013/2014



Source: Eurydice (2013)

References and further reading

regulations

All the following legislation is available on-line from The National Archives, London, at www.legislation.gov.uk, last accessed in March 2014.

Welsh Courts Act (1942). UK: HMSO.

Education Act (1944). UK: HMSO.

Welsh Language Act (1967). UK: HMSO.

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Cyngor Cyllido Addysg Uwch Cymru (Higher Education Funding Council for Wales)
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W www.hefcw.ac.uk

Cynulliad Cenedlaethol Cymru (National Assembly for Wales)
Bae Caerdydd/Cardiff Bay, Caerdydd/Cardiff CF99 1NA
T +44 (0)845 010 5500
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W www.assemblywales.org

Estyn (Her Majesty's Inspectorate for Education & Training in Wales)
Anchor Court, Keen Road, Caerdydd/Cardiff CF24 5JW
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E customerhelp@wales.gsi.gov.uk
publications-fpcc@wales.gsi.gov.uk
W www.wales.gov.uk
For statistics on education:
www.wales.gov.uk/statistics-and-research/?topic=Education+and+skills
For statistics on Welsh language:
<https://statswales.wales.gov.uk/Catalogue/Welsh-Language>
and
<http://wales.gov.uk/statistics-and-research/?topic=Welsh+language>

education

Bagloriaeth Cymru (Welsh Baccalaureate)
www.welshbaccalaureate.org.uk

Coleg Cymraeg Cenedlaethol (National Welsh Language College in higher education)
Y Llwyfan, Heol y Coleg, Caerfyrddin SA31 3EQ
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Cymdeithas Ysgolion Dros Addysg Gymraeg (CYDAG)
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E cydag@penweddig.ceredigion.sch.uk
W <http://cydag.co.uk>

Cymraeg i oedolion (Welsh for Adults)
W www.welshforadults.org
For general Welsh for Adults policy, contact Llywodraeth Cymru/Welsh Government.

Mudiad Meithrin (MM) (Welsh early years specialists)
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WJEC (the main awarding organisation for examinations used in Wales)
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**cultural
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E wales@iwa.org.uk
W www.iwa.org.uk

Other websites on minority languages

- Mercator Network** www.mercator-network.eu
General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.
- Mercator Research Centre** www.mercator-research.eu
Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the series of Regional dossiers, a database with organisations, a bibliography, information on current activities, and many links to relevant websites.
- European Commission** <http://ec.europa.eu/languages>
The website of the European Commission gives information about the EU's support for language diversity.
- Council of Europe** <http://conventions.coe.int>
European Charter for Regional or Minority Languages (1992) and *Framework Convention for the Protection of National Minorities* (1995). European Treaty Series 148 and 157, Strasbourg.
- Eurydice** <http://eacea.ec.europa.eu/education/eurydice>
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.

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