

Coleg Cymraeg Cenedlaethol

8th November 2021

Thank you for the opportunity to respond on behalf of the Coleg Cymraeg Cenedlaethol to the consultees on your county's Welsh in Education Strategic Plan. The Coleg Cymraeg leads the development of Welsh-medium and bilingual education and training in the post-compulsory sector in Wales, and achieves this by working in partnership with universities, further education institutions and apprenticeship providers to build a world-class inclusive Welsh-medium education and training system.

The college was established in 2011 and health provision has now been developed across all major subjects provided at Welsh universities. In 2018 the college accepted responsibility for further education and apprenticeships and we do not have ambitious plans to develop provision for learners in these sectors over the next few years.

The work of the college therefore depends very heavily on the success of the compulsory education sector to offer an attractive and audacious Welsh-medium education offer, thereby developing pupils' Welsh language skills so that they can benefit fully from the opportunities for them to continue and their post-16 studies are bilingual. It is therefore key that the county strategic plans are purposeful plans for the growth of Welsh-medium education and support that growth.

There are three elements that the college would like you to consider specifically:

Linguistic progression of 1 predominantly 3

There is currently no significant discussion in your plan about the educational provision for a learner to see them leave the compulsory sector. In order to ensure that the scheme is complete we strongly believe that the progression routes forward to sixth form / further education colleges and thereafter, where relevant, to universities and the world of work need to be addressed.

The plans therefore need to take full account of the contribution of sixth forms, further education colleges and apprenticeship providers to the success of the strategic outcome and, where relevant, to set out clearly progression targets. There is little data that is collected in your plan, and it is suggested that you include quantitative target data showing the current situation and targets in the dnogs of your plans to increase Welsh-medium and bilingual provision.

In terms of good practice, we believe that the Newport draft scheme offers a good example of the kind of quantitative data and targets that could be included in your final plan.

Welsh as a subject and qualifications through the medium of Welsh (outcome 4)

There are few targets and plans in this section to support and develop the Welsh language as a subject. There is a need for purposeful and proactive planning to ensure

that any learners who wish to study the subject to the higher Standard have the opportunity to do so. Fair and consistent consideration of Welsh as a subject should be given when planning A-level options. There is a need to identify how pupils' interest in the subject is to be created and maintained. Full advantage should also be taken of the opportunities offered by the Coleg Cymraeg and other partners as part of a national scheme to promote the Welsh language as a subject (led by the Welsh Government).

That pattern is also reflected in the approach of how many pupils achieve qualifications through the medium of Welsh. There is a need for an intentional plan in this area and effective collaboration with Qualifications Wales to ensure the damping of qualifications particularly in vocational areas, which are offered to disciples from the age of 14 onwards.

Education Workforce (Outcome 7)

The College has presented evidence to the Welsh Government about the challenges arising from a fall in the number of education trainees qualifying to teach through the medium of Welsh and Welsh as a subject. While your plan identifies the importance of building a suitable workforce for the existing (and new) schools developed as a result of these schemes, the discussion about this area is generally superficial. What is the current situation regarding the education workforce within your county? How many more teachers and support staff will you need to deliver the plans for the growth set out in your plan? What plans do you have to share these analyses with the Government and the Education Workforce Council to ensure that there is an ignon of supply of qualified staff to aten the demand?

The points about the education working groups in its wider sense are also relevant to outcome 1 and the development of nursery provision, and we as a College will work with further education and Mudiad Meithrin locks to expand the children's coflal provision so that there is a suitable supply of staff who will be able to provide first-class childcare and bilingual nursery education.

The College wishes you very well when considering the responses to this consultation. The WESPs are an absolutely key part of realising the national ambition of creating a million Welsh speakers by 2050. We look very much to make part I contribute to that aim and build on the success of the compulsory sector in developing accessible and attractive Welsh-medium education in all communities.

Yours sincerely,

Chief Executive

A handwritten signature in black ink that reads "Ioan Matthews". The signature is written in a cursive style with a large initial 'I'.

Dr Ioan Matthews