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# Welsh

## The Welsh language in education in the UK



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## Glossary

**ACCAC:** Assessment, Qualifications and Curriculum Authority for Wales

**CYDAG:** Cymdeithas Ysgolion Dros Addysg Gymraeg (Professional Association of Welsh Medium Schools)

**ELWa:** National Council for Education and Training for Wales

**FE:** Further Education

**GCSE:** General Certificate of Secondary Education

**GNVO:** General National Vocational Qualification

**HE:** Higher Education

**LEA:** Local Education Authorities

**MYM:** Mudiad Ysgolion Meithrin (Movement for Welsh Medium Schools)

**NEWI:** North East Wales Institute

**NVQ:** National Vocational Qualifications not frequently offered in schools

**PGCE:** Postgraduate Certificate of Education

**QTS:** Qualified Teaching Status

**RhAG:** Rhieni Dros Addysg Gymraeg (Pressure Group of Parents)

**SEN:** Special Educational Needs

**UWCN:** University of Wales College Newport

**UWIC:** University of Wales Institute Cardiff

**WJEC:** Welsh Joint Education Committee

**WLGAL:** Local Government Association

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## Foreword

### *background*

For several years now, Mercator-Education has made efforts to achieve one of its principal goals: to gather, store and distribute information on minority language education in European regions. Regional or minority languages are languages which differ from the official language of the state where they are spoken and which are traditionally used within a given territory by nationals of that state who form a group numerically smaller than the rest of the population.

To date, Mercator-Education has been successful in establishing a computerised data bank containing bibliographic data, information about people and organisations involved with minority language issues. It has published data collected during four inventory studies on pre-school education, primary education, learning materials and teacher training. In addition there is a need for documents which give a brief outline of the most essential features of the educational system of regions with an autochthonous lesser-used language. With the establishment of regional dossiers we intend to meet this need.

### *aim*

Regional dossiers aim at providing concise descriptive information and basic educational statistics about minority language education in a specific region of the European Union. This kind of information, such as features of the educational system, recent educational policies, division of responsibilities, main actors, legal arrangements, support structures and also quantitative information on the number of schools, teachers, pupils and financial investments, can serve several purposes.

### *target group*

Policy makers, 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 provision in their own region.

*link with EURYDICE* In order to link these regional descriptions with those of national educational systems, it was decided to follow the format used by EURYDICE, the European education information network in the European Union. EURYDICE provides information on the administration and structure of education in member states of the European Union. The information provided in the regional dossiers is focussed on language use at the various levels of education.

*contents* The remainder of this dossier consists firstly of an introduction to the region being studied, followed by six sections which each deal with a specific level of the educational 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.

## 1 Introduction

*language* 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 sixth 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 16<sup>th</sup> 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 sixth century to the present day. Storytelling and strict metre poetry were the basis of this tradition. Wales' current poetry scene remains vibrant, and poets are still held in high esteem within the Welsh speaking community.

In 1858 the first National Eisteddfod – a national cultural festival - was organised, and in 1872 the first university in Wales opened at Aberystwyth. 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.

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 30s 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 fifty years;
- inward migration of English speakers to rural and urban areas;
- 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-medium activities were centred  
lack of support and often active discouragement within the education system.  
low prestige of the language

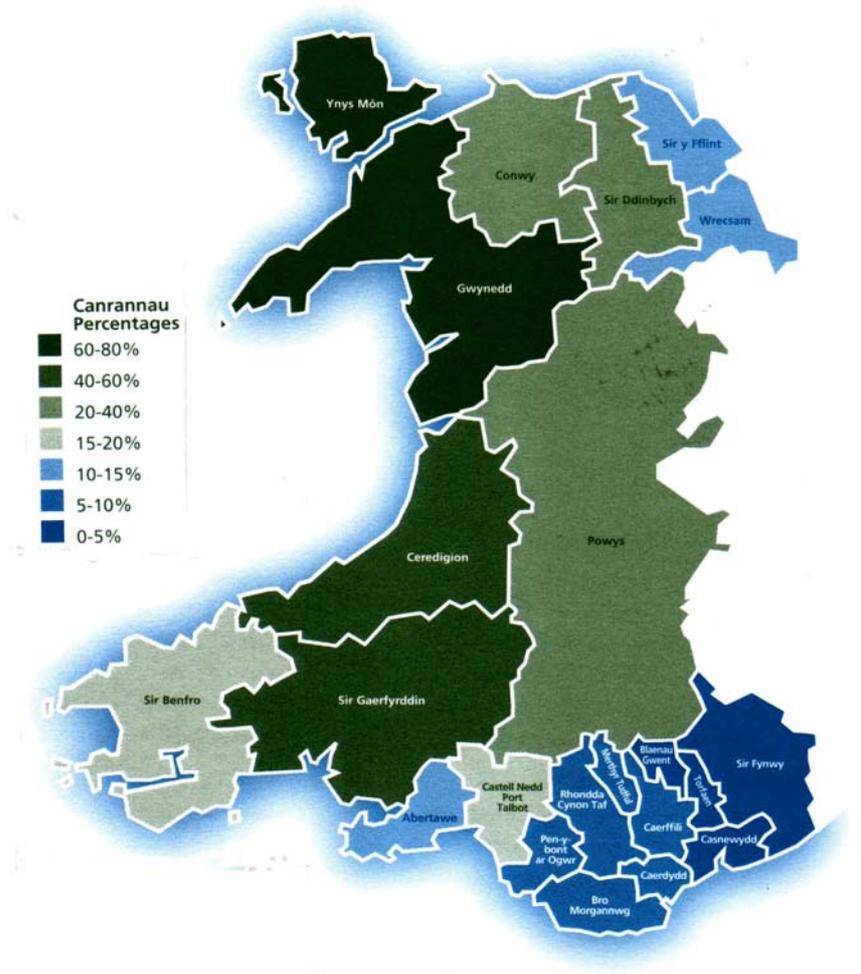
During the last thirty years a revival of interest in language and Welshness has been reflected in the growth and development of Welsh medium education that has provided an opportunity for new generations to become Welsh speakers.

*population*

According to the last Census (1991), nearly one fifth of the population of Wales, just over half a million people, could speak Welsh. The majority of these live in the western part of the country. If the number of Welsh speakers living outside Wales is also counted, the estimated total could be nearer to three-quarters of a million.

The map (Fig.1) provides some indication of the concentration of Welsh speakers 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 strongholds of the language. However as far as actual numbers are concerned, the speakers are spread throughout Wales, with some areas of high concentration outside these traditionally Welsh-speaking, rural areas. For example, there were 17,346 Welsh speakers in Cardiff in 1991, an increase of 79% on the 1951 figure, and it was estimated that over 10% of all Welsh-speakers in Wales lived within a 25-mile radius of the capital.

*Fig 1. Percentages of Welsh speakers*



*language status*

The road to effective language legislation in the twentieth century was long and demanding, and the victories won in the first half of the century were the result of long, hard campaigns. 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. 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.

The UK Government established a committee in 1963 under the chairmanship of Sir David Hughes Parry, to examine the legal status of the Welsh language. Reporting in 1964, the Committee argued that the law contained little that was damaging to the standing of the language, but that this position should be regularized by an Act declaring that Welsh had official status (or 'equal validity'). It also argued that public sector bodies should be prepared to give effect to this by responding to demands for services in Welsh. The Government responded by passing the 1967 Welsh Language Act, providing for Ministers the right to prescribe statutory forms in Welsh, and giving a commitment, for the first time, that individuals in Wales would have a choice of using Welsh or English in 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 effect to the recommendation that there should be a declaration of the status of the language. In the 1980s, in response to ever-increasing political pressure, the Government instituted a consultation process to ascertain whether widespread support existed at the time for further legislation. These consultations were partially responsible for prompting the establishment of the non-statutory Welsh Language Board in July 1988, to advise the Secretary of State for Wales on matters connected with the language.

In 1991 the advisory Board proposed that a statement should clarify the status of Welsh and that it should state that the language had 'equal validity' with English. The Government accepted the Board's advice that new legislation was required, but took the view that a declaration of equal validity could result in both legal and practical difficulties. In 1992 the Secretary of State for Wales affirmed his commitment to giving effect to equality between the Welsh and English languages, but indicated that this would be via administrative rather than by a statutory declaration. The Welsh Language Act came into force in 1993, establishing the Welsh Language Board, giving the Board statutory functions; the Act 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.

*The Welsh Language Board*

The Welsh Language Board is a statutory organisation, funded by public money. It is a public body sponsored by the National Assembly for Wales, with the function of "*promoting and facilitating the use of the Welsh language*". In 1999-00 it received £5.9 million of grant-in-aid, of which over £4.4 million was distributed by the Board to other organisations in the form of grants to promote and facilitate the use of the Welsh language and to support Welsh language education. The Board has also been successful in attracting European grants and private sponsorship to support specific projects.

At the beginning of 2001, the Welsh Language Board had 30 full time members of staff, working in five policy departments at its office in Cardiff. Between them, these departments deal with a range of issues relating to the Welsh language, which include advising the National Assembly with regards to promoting the language, to distributing annual grants to organisations across Wales.

One of the main functions of the Welsh Language Board under the Welsh Language Act 1993 is to agree Welsh

Language Schemes with public bodies in Wales. Under Section 9 of the Act the Welsh Language Board issues guidelines to public bodies as to the form and content of their Welsh Language Schemes. As a part of this function the Board's Education and Training Department agrees Welsh Education Schemes with Local Education Authorities. The Education and Training Department of the Board is responsible for reviewing LEA policies, approving and monitoring the implementation of their Welsh Education Schemes and also maintaining a strategic overview of Welsh medium education and training. A Welsh Education Scheme is a language scheme pertaining to education and forms part of a Local Authority's main Language Scheme.

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 Television Channel, and the 1988 Education Reform Act which made Welsh a compulsory part of the National Curriculum in Wales. In addition, the Government of Wales Act 1998 gave the National Assembly the power to "*do anything it considers appropriate to support...the Welsh language.*"

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.

*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. It was the **1870 Education Act** which opened the door to teaching Welsh in schools. An important step forward was taken in 1927 with the publication of a report prepared by a committee established by the President of the Board of Education on Welsh Education and Life which reported that although Welsh had made remarkable advances in schools since the 1880s, considerable resources were required

for the training of teachers and the preparation of teaching materials.

It was not until the **Education Act of 1944** that legislation was passed to enable Local Education Authorities to provide Welsh-medium schools. 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.

Full recognition for Welsh education 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.

Welsh became a compulsory subject for all pupils in Wales at Key Stages 1,2 and 3 (i.e. up to age 14) in 1990. In 1999 it became a compulsory subject at Key Stage 4; this meant that all pupils in Wales study Welsh (either as a first or a second language) for 11 years, from the ages of 5 to 16.

#### *education system*

Statutory school education 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 work. Education between the ages of 5 and 16 is in two major stages: pupils attend primary schools up to the age of 11 and secondary schools from 11 to 16. The vast majority of schools are publicly funded and the funding is channelled through Local Education Authorities. A small independent educational sector exists in Wales, based mainly in large towns and cities. Some teach Welsh as a second language but no designated Welsh medium private school exists in Wales. An independent Welsh medium primary school exists in London.

*Welsh Medium  
Education*

Following the Education Act of 1944 Local Education Authorities 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. More information is available in the following sections.

*administration*

Historically, education legislation in Wales was centrally determined by Parliament in London. The Education Reform Act of 1988 and all subsequent acts legislate for England and Wales, normally as one entity. The Act of 1988 defined the curriculum, governance and administration of maintained or state schools in England and Wales. The Welsh Office in Cardiff formerly maintained governance over the implementation of statutes, though variance occasionally occurred, such as with the definition of the curriculum orders for Welsh, History, Geography and Music in Wales and for the *Cwricwlwm Cymreig* which sought to ensure a Welsh context, ethos and dimension to the whole curriculum in Wales.

*the National Assembly  
for Wales*

In 1998 the Government of Wales Act was passed which brought about the establishment of a National Assembly for Wales. The Assembly assumed power in 1999. The new National Assembly for Wales has brought a revised political structure and a greater degree of autonomy to Wales, and the National Assembly has powers for secondary legislation. The autonomy of the elected members of the Assembly allows them to make changes to the education system in Wales and to make decisions about the distribution of finances to Local Education Authorities from within the Welsh budget.

*role of Local Education  
Authorities (LEAs)*

Each of the twenty-two local authorities in Wales decides its policies within the parameters of the Education

Acts and determines the level of funding allocated to Education from within its budget. The LEA's role is to support and monitor schools and ensure high standards of educational provision and achievement. Some LEAs may also be responsible for community education, libraries and leisure services. LEAs select two or three representatives to sit on the Governing bodies of each school and LEAs also normally advise governing bodies on important issues. They are also required to provide guidance on the appointment of Head teachers.

*other Bodies  
responsible for  
education in Wales*

Several other bodies exist in Wales to interpret and implement educational policy decisions in a Welsh context. These include:

**ACCAC:** the Assessment, Qualifications and Curriculum Authority for Wales, which is also responsible for statutory testing and overseeing provision of resources. It has overall responsibility for ensuring the provision of Welsh medium teaching materials.

**ELWa:** the National Council for Education and Training for Wales (CETW) was established under the Learning and Skills Act 2000. It is a National Assembly for Wales sponsored public body responsible for promoting, securing and funding post-16 education and training in Wales, except for higher education. The Council started to exercise its key functions on 1 April 2001.

**Estyn:** Estyn is responsible for inspecting schools. The purpose of Estyn is to improve quality and standards in education and training in Wales; in schools, further education; teacher education and training; government-funded training; careers companies; and the education, careers and training elements of New Deal, a key part of the Government's Welfare to Work strategy.

Estyn also provides advice on quality and standards in education and training in Wales to the National

Assembly for Wales and others; and makes public good practice based on inspection evidence.

**WJEC:** Welsh Joint Education Committee, the examining board providing syllabuses and examinations in both Welsh and English; it also develops and commissions teaching material (especially Welsh medium resources); **The Welsh Language Board** has a strategic responsibility for the promotion and development of Welsh medium education. The Board's Education and Training Department reviews LEA policies, approves and monitors the implementation of their Welsh Education Schemes and also maintains a strategic overview of Welsh medium education and training. The Board allocates grants to LEA's on an annual basis to support the teaching of Welsh both as a first and second language.

**WLGA:** Local Government Association (Wales) has a unit which deals with education in Wales and it advises all 22 Local Authorities on educational policy issues.

*voluntary and advisory bodies*

**Mudiad Ysgolion Meithrin (MYM).** The Movement for Welsh medium nursery schools, responsible for setting up Welsh medium nursery and mother and toddler groups throughout Wales. MYM also provides training for group leaders and has a publishing department which produces Welsh medium pre-school materials.

**Cymdeithas Ysgolion Dros Addysg Gymraeg (CYDAG).** The Professional Association of Welsh Medium Schools, this offers support to its members in regional and national networks, in-service training and regular conferences.

**Rhieni Dros Addysg Gymraeg (RhAG).** This is a pressure group of parents, which acts in an advisory role, especially where problems arise in the provision of Welsh medium education. It has no direct responsibility for education.

## 2

## Pre-school education

*target group*

Prior to statutory provision, which commences at 5, there is a range of pre-school provision for 0-5 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. When possible, some LEAs allowed Welsh medium children to start school earlier in order to have extra initial time for immersion in Welsh before starting the curriculum. The National Assembly Guidance states that the guiding principles for early years education continue to be the provision of a free, at least half-time good quality education place during the three terms before the start of compulsory education for every 4 year old whose parents want this. The Assembly has set the goal of achieving part time education of good quality for all 3 year olds by 2003. In at least three LEAs in Wales, Welsh medium state provision is unavailable to parents because of a high demand for limited places, and therefore the LEA buys into Mudiad Ysgolion Meithrin provision (see below).

*Ysgolion Meithrin  
(Nursery Schools)*

Welsh medium early years' education is provided throughout Wales by Mudiad Ysgolion Meithrin (MYM the Welsh medium nursery association), which was established in 1971. It provides Welsh language immersion teaching and support for children from Welsh and English speaking homes. The aim of Mudiad Ysgolion Meithrin is to promote the education and development of children under 5 years old through the medium of Welsh. Early years care and education of a high standard through the medium of Welsh is provided in Cylchoedd Ti a Fi and Cylchoedd Meithrin. The aim is to give every child in Wales under statutory school age the opportunity to take advantage of the linguistic experiences offered in these groups. These groups are subsidised by MYM and provide training for staff as

well as giving practical support by finding appropriate accommodation and resources. MYM also provides help for pupils with special needs via its “Extra Hands scheme. MYM receives substantial funding annually from the Welsh Language Board to support and develop this provision.

*Cylchoedd Ti a Fi  
(Parent and Toddler  
Groups)*

The Cylch Ti a Fi (literally ‘You and I Circle’) aims to offer parents and guardians the opportunity to enjoy playing with their children and socialising in an informal Welsh atmosphere. Activities are provided to promote the development of children from birth onwards and opportunities for parents to support one another and to discuss issues such as health, safety and child development. Non-Welsh speaking parents are given the opportunity to learn Welsh with their children on a Welsh for the Family scheme. Elementary stories are presented, in addition to Welsh songs and lullabies and simple expressions to use at home.

Cylchoedd Ti a Fi are voluntary bilingual playgroups which form part of MYM’s provision, and were primarily founded for linguistic and social reasons; staff are not necessarily qualified teachers but are likely to have had a more general training. They fall outside mainstream educational provision but are regulated by the Health and Safety Executive and Social Services Guidelines.

*language of instruction*

In the Welsh medium and bilingual early years sector in Wales, two processes are at work, these are language maintenance education programmes and immersion education programmes. 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 nursery groups, and then in

nursery and reception classes and in Key Stage 1 in schools, is a concept that has been pioneered in Wales.

*instruction 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, video tapes, television programmes and audio tapes but there is still a need to expand in this area in terms of choice and availability.

*statistics*

<b>Welsh Medium Playgroups Data for 2000/2001</b>	
Number of children attending Welsh medium playgroups (including 'Cylch Ti a Fi' mother and toddler groups)	12,954
Number of playgroup leaders in Welsh medium playgroups	935

Table 1: Figures of children and leaders at Welsh medium playgroups

### 3 Primary Education

*target group*

The age of statutory primary education is 5-11. Generally, infant departments in primary schools are responsible for nursery provision (age 3-5) and for Key Stage 1 (age 5-7); junior departments for Key Stage 2 (age 8-11), and the National Curriculum is followed by all pupils between the ages of 5-11.

*Welsh Medium Schools*

Generally, in Welsh speaking schools, English is introduced at age 7 and pupils learn very quickly to read, write and use the language correctly to a standard equal to the expectations of their age group. 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.

*Welsh as a subject*

Welsh as a subject is included in the National Curriculum as outlined in the Education Act of 1988. Welsh became a compulsory subject for all pupils in Wales at Key Stages 1,



acquired all language skills commensurate with their age and ability to equal standards in both languages.

*teachers*

In general, one teacher is allocated to a class and is responsible for teaching the whole curriculum. This has led to some schools designating teachers with specialisms in curricular areas 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. A class assistant may be available if school funding permits, and classroom methodology combines group and whole class teaching. Government policy aims to cut class sizes to fewer than 30 pupils over the next few years.

*Athrawon Bro  
Service(Area  
Teachers of Welsh)*

As a result of the 1980 Education Act, funding was allocated to Local Education Authorities (LEAs) to support Welsh medium education. A national team of area teachers of Welsh called "Athrawon Bro" was set up to support the teaching of Welsh in the National Curriculum. Funding for this service has been supplemented by Grants for Educational Support and Training, which funds the training of teachers to learn to speak Welsh. Although local variation occurs, most LEAs have an Athrawon Bro team that operates in the primary and/or secondary sector to help teachers deliver the Curriculum Orders for Welsh. In 1996, responsibility for distributing the grant was transferred from the then Welsh Office to the Welsh Language Board, under Section 5 of the Welsh Language Act 1993. The Athrawon Bro are therefore currently funded via grants allocated to LEAs on a competitive match funding basis, with the Welsh Language Board contributing 75% of the allocation, and the LEAs 25%. Grants are awarded according to four priority areas, namely the Athrawon Bro service, Centres for Latecomers, residential language courses and pilot projects.

<i>Centre for latecomers</i>	Latecomers to the Welsh language, for example pupils who move into the more Welsh speaking areas of Wales in the midst of their schooling and need to catch up in the language skills, are sometimes educated for periods of time at Language Centres for Latecomers. These exist within several LEAs and are run by one or more members of the Athrawon Bro team. Teaching is based on language immersion methods and class sizes are small.
<i>children with special educational needs</i>	The policy for children with learning difficulties is that they attend mainstream schools and receive additional support where possible and practicable. Some pupils with Special Educational Needs (SEN) may spend part or all of their time in a special class or with a specialist teacher, receiving basic support, particularly with literacy and numeracy. Pupils with profound SEN may be educated in specialist schools or units run by LEAs, according to the individual needs of the pupil. There is a shortage of Welsh speaking specialists in some specific areas to deal with pupils with SEN, most particularly in the areas of Speech and Language Therapy, Occupational and Physiotherapy and Educational Psychology.
<i>instruction material</i>	Much work has been done over the last twenty 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. ACCAC, the Assessment, Qualifications and Curriculum Authority for Wales, has the main responsibility for commissioning Welsh medium teaching materials and in 1998/99 £1.4m was spent on a variety of teaching resources.
<i>statistics</i>	By 1998-1999, over 25% of children in Wales were attending Welsh-medium schools. The majority of these pupils came from non-Welsh speaking homes. By 2000, there were 445 Welsh medium or bilingual primary schools in Wales and 51,600 primary pupils were taught through the medium of Welsh. A further 6,146 of pupils were taught a

percentage of their curriculum through the medium of Welsh and 227,668 pupils taught Welsh as a second language.

<b>Primary Schools Data 2000/2001</b>	
Primary schools having classes where Welsh is the sole or main medium of instruction	445
Total number of primary schools in Wales	1,660
Classes where Welsh is used as a teaching medium as a part of the curriculum	246
Number of pupils in classes where Welsh is the sole or main medium of instruction	51,600
Number of pupils in classes where Welsh is used as a teaching medium for part of the curriculum	6,146
Total number of primary school pupils in Wales	291,687
Number of primary school pupils taught Welsh as a second language	227,668
Number of full and part-time primary teachers teaching through the medium of Welsh	2,762
Number of full and part time primary teachers teaching Welsh as a second language	7,907
Teachers considered qualified to teach Welsh but not doing so	278

Table 2: Figures of schools, pupils and teachers involved in different kinds of Welsh education

## 4 Secondary Education

### *target group*

Statutory Education at the secondary stage extends from ages 11 to 16. This is divided into Key Stages 3 (11-14) and 4 (14-16) and the National Curriculum is taught in all state schools to the age of 16.

### *structure*

Secondary schools are funded according to a formula set by the Local Education Authorities and approved by the National Assembly for Wales. This means that both the proportion of the budget retained for education administration and the basis of the distribution of the funding varies slightly in each of the 22 authorities; similarly, the proportion within the Unitary Authority's total budget which is allocated to education varies with

each council's decisions.

*curriculum*

Core subjects: Welsh (in Welsh-speaking schools as defined by Section 354 (8) of the 1996 Education Act), English, Mathematics, and Science.

Foundation Subjects: Welsh, History, Geography, Technology, Art, Music, and Physical Education (P.E) which is mandatory at all Key Stages, and a modern Foreign Language through Key Stage 3.

In Key Stage 4, Foundation Subjects are no longer compulsory (apart from Welsh as of September 1999). Physical Education remains mandatory until the end of Key Stage 4.

The full curriculum is currently studied to 14 years of age, after which a degree of choice is offered in most schools; the Core Subjects remain compulsory and choices are offered in Foundation Subject areas and in some additional subjects such as Religious Education as an examination subject. Most courses lead to qualifications at General Certificate of Secondary Education (GCSE) (grades A\* to G); many courses have a modular structure which means that the final result is an accumulation of modular tests taken over two years. An increasing number of schools are introducing vocational education into the curriculum; courses frequently offered include General National Vocational Qualification (GNVQ) at Foundation or Intermediate levels in subjects such as Business Studies, Leisure and Tourism, Health and Social Care.

*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 General Certificate of Secondary Education (GCSE) level through the medium of Welsh or bilingually. Although it has been traditional for some Welsh medium schools to offer Maths and Science through the medium of English, many are changing this policy. The experiences of those schools teaching these subjects through the medium of

Welsh has demonstrated that pupils have not been at any educational disadvantage due to this policy.

*Welsh medium schools*

The Assembly's definition of a Welsh-speaking secondary school is one where more than six subjects are taught through the medium of Welsh. In schools which are not defined as Welsh-speaking schools, up to five subjects may be taught through the medium of Welsh. However in the majority of these schools Welsh is taught as a second language and no subjects are taught through the medium of Welsh.

Welsh as a second language is developing rapidly the first cohort of pupils to reach Key Stage 4 (age 14-16, year 10-11) did so in 1999 and in 2001 the majority of pupils undertook and accredited external examination such as General Certificate of Secondary Education (GCSE) or General National Vocational Qualification (GNVQ) in Welsh. Over the years, many pupils opted to study Welsh as a second language, some going on to study A level and then to study for a degree course in Welsh. One of the effects of the Welsh Language Act 1993 has been to create a marked increase in the need for bilingualism in the workforce across Wales. It is hoped that studying Welsh up to the age of 16 will enable all the pupils of Wales to play a valuable part in its bilingual future.

*teaching*

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 is required in order to be appointed to teach in the secondary sector.

*Special Educational Needs (SEN)*

In many schools a support teacher gives pupils with learning difficulties support either within subject lessons or by a specialist SEN teacher in a separate department. The aim is to enable pupils to study the complete curriculum at an appropriate level. A statutory Code of Practice defines steps to be taken in the context of SEN

and parents and professionals such as Educational Psychologists play an active role in discussing a pupil's progress. Pupils with severe SEN may be educated in state funded special schools or units outside mainstream provision.

*instruction materials*

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. The situation however has improved, teachers in schools are still showing commitment and innovation in producing and providing their own resources. The use of IT is developing in schools in all its forms and it is crucial that Welsh medium provision be made using all the latest technology.

*statistics*

Of the 229 secondary schools maintained by LEAs in Wales, 20 taught Welsh as a first language only, 51 taught Welsh both as a first and second language and the remaining 158 schools taught Welsh as a second language only. A total of 52 secondary schools were defined as Welsh-speaking schools, with another 9 schools teaching a limited range of subjects through the medium of Welsh.

<b>Secondary Schools Data 2000/2001</b>	
Number of Welsh medium/bilingual secondary schools	52
Total number of secondary schools in Wales	229
Number of Welsh medium/bilingual secondary school pupils	36,289
Total number of secondary school pupils in Wales	204,158
Number of secondary school pupils taught Welsh as a first language	25,072
Number of secondary schools where Welsh is taught as a first language	20
Number of secondary schools where Welsh is taught both as a first and a second language	51
Number of secondary school pupils taught Welsh as a second language	122,112

Number of secondary schools where Welsh is taught as a second language	158
Number of secondary teachers teaching through the medium of Welsh (excluding 305 teachers of Welsh as a first language)	1,549
Number of secondary teachers teaching Welsh as a second language	694
Teachers considered qualified to teach Welsh but not doing so	274

Table 3: Figures of schools, teachers and pupils involved in different kinds of Welsh education

## 5

### Further and Vocational Education

#### *target group and structure*

In Wales, post 16 education is available in Years 12 and 13 in secondary schools, tertiary colleges and colleges of further education. Apart from schools, provision through the medium of Welsh is limited to some availability at tertiary and Further Education colleges in traditionally Welsh-speaking areas. The emphasis on Welsh in the workplace is increasing people's awareness of the value of bilingual education and thus encouraging both demand and supply. Vocational courses through the medium of Welsh are gradually becoming available as demand grows.

At present the main providers of post-16 Welsh medium education are the Welsh medium/bilingual secondary schools, apart from one area in North Wales where all post-16 education and training is provided at the local tertiary and Further Education college. 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. Welsh medium schools concentrate mainly on the provision of courses to Advanced Level, with a number also providing Vocational courses through the medium of Welsh and English.

*language use*

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.

In some LEAs, secondary schools teach only to year 11 (16+) when all pupils leave school. They may continue their studies at a tertiary or Further Education college, which serves the needs of students from several schools, or in a Further Education college. No Welsh medium tertiary college currently exists.

*Further Education  
Colleges*

Further Education 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; A level and vocational courses are available, including NVQ (National Vocational Qualifications not frequently offered in schools) as well as GNVQ (General National Vocational Qualification) in all subjects and at different levels.

Until the mid 80s, very little Welsh medium/bilingual provision was provided in the FE Colleges of Wales. What provision existed was primarily focussed around the following areas: business, secretarial work and care/nursery education. In 1986 the Manpower Services Commission established a project with the aim of promoting bilingualism in FE. This project was called Development of Initial Further Education and it promoted bilingual FE provision until 1990.

During this period, a significant increase was seen in the provision within colleges and a number of colleges, which had not previously offered bilingual courses, began to do so. When the Project ceased to operate, no central co-ordination of colleges' work occurred. From 1993 onwards there was a general decline in bilingual provision in Wales. However, during this period some colleges such as Coleg Menai and

Coleg Meirion Dwyfor in North West Wales increased their provision.

In 1996 in response to the decline in the numbers of students following Welsh medium/bilingual courses or modules at FE level, the Welsh Language Board in partnership with Coleg Meirion Dwyfor in Gwynedd, established a project based at the college which had the aim of providing support and guidance for colleges to increase their Welsh medium/bilingual provision. The project, called Allweddiaith, initially worked with the six FE colleges which provide courses in Welsh speaking areas mainly in North and West Wales. Allweddiaith provided guidance for colleges as they formulated their Welsh Language Schemes, provided training for course tutors and marketed the advantages of bilingual skills in the workplace to students. In 2001, this project was replaced by the establishment of *Sgiliaith*, a Centre to Develop Bilingualism in Further Education. This Centre again based at Coleg Meirion Dwyfor, is supported by ELWa, the National Council for Education and Training for Wales, the Welsh Language Board and Fforwm, which is the association of FE colleges in Wales. The Centre has a broader remit than Allweddiaith as it will provide support for all FE colleges in Wales and will also link closely with bilingual developments in the school and Higher Education sectors.

*provision*

The provision of vocational courses through the medium of Welsh is gradually increasing as constant pressure is exerted on awarding bodies for assessment, project assignments and external moderation to be validated in Welsh. The acceptance by awarding bodies of Welsh as a valid medium for the communication elements of the courses was a significant step forward. Specific projects to develop further provision, such as the Welsh Office/ National Assembly funded Welsh Medium NVQ Project and the “Rhwydiaith” project supported by the Welsh Language Board, are also underlining the relevance of bilingual vocational training to the workplace in Wales.

*restructuring of Post  
16 Education*

Post 16 education especially at school and FE level was restructured in 2001 with the establishment of ELWa, the National Council for Education and Training for Wales. ELWa from 2002 onwards will be responsible for the funding of all post 16 provision either in schools, colleges or where relevant by private providers of training. In order to facilitate this development, local consortia have been established to plan and agree who should provide various courses at local level. Each consortia has the role of agreeing this plan. In setting the National Assembly for Wales' priority areas for post 16 education in Wales one of the main areas was the development of Welsh medium/bilingual courses and Welsh in the workplace courses. In order to ensure that Welsh medium/bilingual provision is being developed, the Welsh Language Board has established an all Wales group which maintains an overview of the provision as it is being developed and provides advice to ELWa and the National Assembly on the suitability and range of the provision. This advisory group included representatives from all the main bodies that deal with education in general in Wales.

With this policy development, there are also moves to establish a Virtual Centre which will have the role of promoting bilingualism throughout the post 16 sector. At present two parts of this virtual centre are in place and these deal with the HE and FE sectors.

As public bodies FE and HE institutions are required to agree Welsh Language Schemes with the Welsh Language Board. However in addition to developing a strategy on how they intend to deal with the public in Welsh on a customer care level, they also have to describe in detail their curricular provision over a three year period. This has led to an increased level of provision especially in colleges in Welsh speaking areas.

*instruction material*

Since 1993 the Funding Council for Wales has the responsibility for producing resources for Welsh medium/bilingual provision development in the FE sector.

The sum that has been allocated for the development has remained constant at £100,000 a year since that period. In general most of the materials developed that have been published on a web site which is openly accessible to colleges and schools. Teachers and lecturers can then adapt these materials to suit the specific needs of their students.

## 6 Higher Education

### *structure*

There is a great variety in the provision of Higher Education in Wales. Until recently, the University of Wales, with its five colleges at Aberystwyth, Bangor, Cardiff, Swansea and Lampeter provided most degree courses in Wales; the University of Wales School of Medicine added another field of graduate and post graduate training. However, as a result of the changes effected in 1993, other colleges, which were previously providing courses leading to Certificate or Diploma courses, became degree-awarding institutions. Consequently, the former Polytechnic of Wales became the University of Glamorgan; and other 'new Universities' were established, namely the University of Wales Institute Cardiff (UWIC); North East Wales Institute (NEWI), University of Wales College Newport (UWCN), Higher Education Institute Swansea, Trinity College Carmarthen, The Welsh College of Music and Drama, all emerging to offer degree courses as well as a range of professional and certificate courses.

### *Welsh Medium Provision*

Welsh medium provision in Higher Education has tended to develop in certain institutions as a result of the commitment within them to extending the use of Welsh at all levels of education. The main institutions where provision is available in courses other than Welsh as a subject include University of Wales, Aberystwyth, University of Wales, Bangor, and Trinity College Carmarthen. Since the 50's, the University of Wales has been under pressure to establish a Welsh medium college within the University. Rather than undertaking this course of action,

the University decided to fund a number of lecturing posts in its colleges which would be specifically for teaching through the medium of Welsh.

In 1980 in order to improve the quality and range of courses available the 'University Board for Welsh Medium Teaching' was established. This Board's remit was to decide how best to spend the extra funding which became available for Welsh medium teaching. When the Higher Education Funding Council for Wales was founded in 1992, much of this Board's power in making funding decisions was lost.

During the mid 1990s a premium was paid to HE establishments for increasing their Welsh medium provision. In real terms however there was very little progress as only two establishments were able to demonstrate an increase in provision.

Following a period of discussion on ways to progress and regarding which colleges should be represented on the new University Board for Welsh medium Teaching, it was relaunched in 1997 and now represents not only the University of Wales but also the University of Glamorgan and other HE Colleges in Wales.

The new Board recognised the need to act as a catalyst for changes. It concentrated its efforts initially on persuading the Higher Education Council Wales and the individual HE institutions to contribute a sum of money to establish a new post which would have the remit of developing bilingualism in the sector. In 2000 an officer was appointed to undertake this task.

*Welsh Language Schemes*

Higher Education institutions, as with Further Education colleges are required to agree Welsh Language Schemes with the Welsh Language Board. (See the relevant paragraph on FE). The development of these schemes has been a considerable challenge for the HE institutions as the quality and range of Welsh medium/bilingual provision has been very varied.

*Teacher Training*

The Government retains control over entry to the teaching profession under the Teachers Regulations by requiring that

teachers in maintained schools have Qualified Teaching Status (QTS). Initial teacher training is the training and education undertaken by students in order to gain QTS. The pathways available to potential teachers to gain QTS include enrolment on an undergraduate Initial Teacher Training course (normally BEd or BA Education, lasting two, three or four 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. So, for example, within a three year undergraduate primary course, 24 weeks would be spent in schools, and 18 weeks within a one-year Post Graduate Certificate of Education primary course.

*Welsh Medium  
Provision*

There are currently 8 higher education institutions that offer initial teacher training in Wales, with all but one of them offering Welsh medium provision, allowing students to undertake some or all of their study through the medium of Welsh. Cynllun Colegau Cymru (Wales' College Plans) aims to provide prospective non-Welsh speaking teachers with some Welsh training in order for them to teach Welsh to primary pupils in Wales in English medium schools. 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 (maths, modern foreign languages, science, technology and Welsh).

7

**Adult Education**

*National  
Organisation of  
Sector*

The National Assembly for Wales, the Further Education Funding Council and the Welsh Language Board are all responsible for Welsh for Adults at a national level. The

post of the national officer for Welsh for Adults is funded by the ELWa, the National Council for Education and Training for Wales and the officer is based at the Education and Training Department of the Welsh Language Board. The officer co-ordinates the Welsh for Adults committees which have a strategic overview of the field nationally. There are six committees in all with responsibility for strategic planning, training, qualifications and assessment, research, learning resources and materials, Welsh in the workplace and marketing and sponsorship. The officer is responsible for disseminating information to the Welsh for Adults Consortia which co-ordinate the provision of courses on a local level, and dealing with requests with regards to learning Welsh from the general public.

The Welsh for Adults committees are task groups which were established by the Welsh Language Board in consultation with course providers to examine different aspects of the field. The main body is the Consultative Committee, which has responsibility for the overview of the five sub-committees. The sub-committees are Strategy and Training; Welsh in the Workplace; Research; Marketing and Sponsorship, and Resources. The most productive of all the groups have been the Strategic and Training Sub-committee and the Welsh in the Workplace Sub-committee. In 2000 the Strategy and Training Sub-committee drafted a strategic development plan, which was submitted to the National Assembly for Wales in August 1999. The strategy drew a positive response from various Assembly Members. The Sub-committee also developed a Welsh for Adults PGCE module which was duly validated by the University of Wales, Newport in the summer of 1999. The Welsh in the Workplace Sub-committee has recently published guidelines for employers. The document contains models of practice for businesses wanting to develop the Welsh language skills of their employees; it also includes details of case studies, and examples of good practice.

*instruction material*

There are a variety of resources available for people wanting to learn Welsh. For complete beginners, there are

teach-yourself books and tapes; dictionaries; CD- ROMs; videos of T.V. programmes, and a taped radio series. It is also possible to learn Welsh through the Internet or via a correspondence course there is an excellent range of materials and distance learning courses to choose from.

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 a pre-requisite for many jobs in Wales as organisations and businesses appreciate the advantages of communicating with their clients and customers bilingually.

*the Welsh for Adults  
Consortia*

There are eight Welsh for Adults Consortia with responsibility for co-ordinating the provision of Welsh language classes locally. The Consortia are funded by ELWa via the colleges. The main aim is to meet local educational needs by ensuring that there are classes offered in every single area. In most cases, the learning route is mapped out for learners of all language levels. Providers also organise additional courses which range from residential and summer courses to revision sessions for examination students. Sometimes organisers work in partnership in order to offer training courses for new and experienced tutors, and seek to work in conjunction with the other relevant didactic organisations in view to provide the best service possible, to appoint course moderators and organise moderating meetings.

*statistics*

There is a rapidly increasing demand for Welsh classes for adults at all levels in Wales. According to the Funding Council's figures, there were 23,634 enrolments on Welsh learning courses during 1999/2000. The corresponding figure for 1998/1999 was 21,500. In 1993, 13,000 enrolled for Welsh classes, therefore there has been a dramatic increase in numbers over the past few years. The bulk of the

provision is offered by Further or Higher Education Colleges and Community Education Departments. The providers of Welsh for Adults coordinate the provision in locally-based groups or consortia, and there are eight of these throughout Wales.

## 8 Educational research

The five colleges of the University of Wales and the University of Glamorgan have research programmes in Welsh and the Centre for Higher Studies in Welsh and Celtic in the University of Wales also has a research programme. Socio-linguistic research is also undertaken at both Swansea and Cardiff universities. Collaboration and support in educational developments and in-service training for schools has become increased between schools and Higher Education institutions. ACCAC, the Assessment, Qualifications and Curriculum Authority for Wales, also commissions specific research projects associated with issues of curriculum and standards.

The Education and Training Department of the Welsh Language Board has commissioned a programme of research, and amongst key reports of the last two years are *Continuity in Welsh Medium Education*, *Incomplete Bilingualism*, and *Welsh Medium and Bilingual Special Educational Needs*.

A number of other organisations have also commissioned research into Education in Wales, including the Institute of Welsh Affairs which exists to promote quality research and informed debate affecting the cultural, social, political and economic well-being of Wales.

## 9 Prospects

As stated before according to the 1991 Census, nearly one fifth of the population spoke Welsh. When viewed from the

perspective of the 1981 Census, 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 young people who spoke Welsh. For example, in that 10-year period, the percentage of children aged 5-9 who spoke Welsh rose from 17.8% to 24.7%, and the percentage of young people aged 10-14 who spoke Welsh rose from 18.5% to 26.9%. These increases can be directly attributed to the development of Welsh-medium education since the 1940s.

Despite all the increases among young people and the apparent expansion of the language into areas previously lost, there is still cause for concern. An analysis of the 1991 Census by Professors Aitchison and Carter which was published in 1995 highlighted some important concerns as regards language transmission. They found a contraction in what were considered to be the traditional strongholds of the language is also a cause for concern. It is difficult to make absolutely accurate comparisons from census to census in this respect, but nonetheless the trend is clear.

The 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 1999, the Welsh Language Board produced at the request of the National Assembly for Wales a document called *The Welsh Language: a Vision and Mission 2000-2005*. This document sets out a range of achievable targets for the Assembly in relation to ensuring that Wales becomes a bilingual country, including:-

- to continue with the work of promoting growth in bilingual services by overseeing the implementation of a substantial number of language plans
- to expand and develop projects to encourage early bilingualism by targeting new parents and promoting nursery education. A major new scheme was launched

in 2001 based on a number of activities involving the presentation of information to new parents on the advantages of early bilingualism.

to improve several aspects of bilingual education and training provision, including the Welsh for Adults organisation, the Athrawon Bro Service, centres for latecomers to the language and Special Needs Education.

to promote the use of Welsh at the community level, by strengthening the network of local language initiatives throughout Wales and through other key bodies.

to develop a long term campaign to promote and facilitate the use of Welsh in the private sector.

to develop a comprehensive marketing strategy on the theme Two languages twice the choice, aimed at key target groups such as parents, and young people aged 14-25.

The Welsh Language Board has emphasised that it is essential that the Welsh language becomes an intrinsic part of the economic life of the whole of Wales. It is clear that this message has led to 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 significantly in the future.

In May 2000, the National Assembly for Wales published a document ([www.betterwales.com](http://www.betterwales.com)) which outlines the Assembly's first strategic plan. In this document the Assembly sets out its programme of action until March 2003. Included in this document is a target concerning the Welsh language: the Assembly proposes to stabilise the proportion of Welsh speakers, sustain the growth in the number of young people who speak the language and support adult learners.

The overall picture is a mixed one: there is certainly cause for hope, but there is also cause for concern: 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 “traditional contexts; optimism regarding the increase in the number of children aged 5-15 who speak the language, its increasing use in new contexts and in the new opportunities for its use.

## 10 Summary statistics

	<b>Primary schools</b>	<b>Secondary schools</b>
Schools having classes where Welsh is sole or main medium of instruction	445	52
Total number of schools	1,660	229
Number of pupils in classes where Welsh is the sole or main medium of instruction	51,600	36,289
Total number of school-pupils in Wales	291,687	204,158
Number of school-pupils taught Welsh as a second language	227,668	122,112
Number of full and part-time teachers teaching through the medium of Welsh	2,762	1,549*
Number of full and part-time teachers teaching Welsh as a second language	7,907	694

Table 4: Figures of schools, teachers and pupils involved in Welsh education

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Education system in the UK  
(Eurydice)

## References and further reading

*main official texts  
regulating the  
teaching of Welsh*

### **Education Act 1870:**

Introduction of compulsory education in Wales. Paid capita-  
tion grants to schools which taught Welsh.

### **Education Act 1944:**

This legislation was passed to enable Local Education  
Authorities to provide Welsh-medium schools.

### **Welsh Language Act 1967**

The ministers are provided with the right to prescribe statu-  
tory forms in Welsh, and a commitment, for the first time,  
that individuals in Wales would have a choice of using  
Welsh or English in courts as they preferred. This com-  
mitment to choice has underlain the growth in the use of  
Welsh by many other public bodies since 1967.

### **Education Reform Act 1988**

Establishment of a National Curriculum and stipulation that  
Welsh would be taught to all pupils in almost all Welsh  
schools.

### **Welsh Language Act 1993**

Agreement of Welsh Language Schemes with public bodies  
in Wales to promote the use of Welsh.

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## Addresses

*official bodies*

National Assembly for Wales  
Bae Caerdydd / Cardiff Bay  
CAERDYDD/CARDIFF  
CF99 1NA  
Tel: 029 2082 5111  
Fax: 029 2082 3204  
Enquiries regarding statistics  
029 2082 5535  
[www.wales.gov.uk](http://www.wales.gov.uk)

**ELWa**

National Council for Learning and Training in Wales  
Tŷ'r Afon  
Bedwas Road  
Bedwas  
CAERFFILI / CAERPHILLY  
Tel: 01443 663784  
Fax: 01443 663787  
[www.elwa.ac.uk](http://www.elwa.ac.uk)

**ACCAC**

Assessment, Qualifications and Curriculum Authority for  
Wales  
Castle Buildings  
Womanby Street  
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CF10 1SX  
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Fax: 029 2034 3612  
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**Estyn**

Her Majesty's Inspectorate For Education & Training In  
Wales  
Tŷ Glas Rd  
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Tel: 029 2032 5000

**Higher Education Funding Council**

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**WJEC**

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Fax: 029 2057 5995  
e-mail: [iaith@cbac.co.uk](mailto:iaith@cbac.co.uk)

**The Welsh Language Board**

Market Chambers  
5-7 St Mary Street  
CAERDYDD/CARDIFF  
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Fax: 029 2087 8001  
e-mail: [ymholiadau@bwrdd-yr-iaith.org.uk](mailto:yholiadau@bwrdd-yr-iaith.org.uk)

**Llinell Gyswilt â'r Gymraeg**

**Link Line to Welsh**  
0845 606059

**Welsh Local Government Association**

Local Government House

Drake Walk  
CAERDYDD/CARDIFF  
CF10 4LG  
Tel. : 029 20468600  
Fax: 029 20468601

*education*

**Mudiad Ysgolion Meithrin (MYM).**  
The Movement for Welsh medium nursery schools  
145 Albany Road  
CAERDYDD/CARDIFF  
CF24 3NT  
Tel: 029 2048 5510  
Fax: 029 2047 0196  
[www.mym.co.uk](http://www.mym.co.uk)

**Rhieni Dros Addysg Gymraeg (RhAG).**  
**Parents for Welsh-medium Education**  
c/o 41 Heol Hazel  
ABERTAWE/SWANSEA  
Tel/Fax: 01792 205807  
e-mail: [heini@hgruffudd.freemove.co.uk](mailto:heini@hgruffudd.freemove.co.uk)

**University of Wales**  
The Registrar  
University Registry  
Cathays Park  
CAERDYDD/CARDIFF  
Tel: 029 2038 2656

Other websites on minority languages

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<i>Mercator</i>	<b>www.mercator-central.org</b> General site of the Mercator-project. It will lead you to the three specialized centres:
<i>Mercator-Education</i>	<b>www.mercator-education.org</b> Homepage of Mercator-Education: European Network for regional or minority languages and education. The site contains the series of regional dossiers, a database with organisations and bibliography and many rated links to minority languages.
<i>Mercator-Media</i>	<b>www.aber.ac.uk/~merc/</b> Homepage of Mercator-Media. It provides information on media and minority languages in the EU.
<i>Mercator-Legislation</i>	<b>www.troc.es/ciemen/mercator</b> Homepage of Mercator-Legislation. It provides information on minority languages and legislation in the EU.
<i>European Union</i>	<b>http://europa.eu.int/comm/education/langmin.html</b> At the website of the European Union an explanation is given of its support for regional or minority languages.
<i>Council of Europe</i>	<b>http://conventions.coe.int/</b> <i>European Charter for Regional or Minority Languages</i> . (1992) and <i>Framework Convention for the Protection of National Minorities</i> (1995) European Treaty Series/Série des traités européens ETS 148 and 157, Strasbourg.
<i>Eurydice</i>	<b>www.eurydice.org</b> Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.
<i>EBLUL</i>	<b>www.eblul.org/</b> Homepage of the European Bureau for Lesser Used Languages. This site provides general information on lesser used languages as well as on projects, publications and events.



## What can Mercator-Education offer you?

<p><i>website network</i></p>	<p><a href="http://www.mercator-education.org">www.mercator-education.org</a></p> <p>Mercator-Education is part of an information service and research network of three centres. They provide reliable and in-depth information on regional or minority languages in co-operation with many experts throughout Europe. <i>Mercator-Education</i> is hosted at the Fryske Akademy, Leeuwarden. <i>Mercator-Media</i> resides at the University of Wales (Aberystwyth) and <i>Mercator-Legislation</i> at Ciemen (Barcelona).</p>
<p><i>newsletter</i></p>	<p>An electronic or printed newsletter with current developments concerning regional or minority languages in education is distributed to individuals and organisations.</p>
<p>Q&amp;A</p>	<p>Through the Question and Answer Service we can inform you about any subject related to education in minority or regional languages in the European Union.</p>
<p><i>publications</i></p>	<p>Regional dossiers are published on a regular base to provide basic information on schooling in minority language regions in the European Union (also on-line). The latest <i>Mercator Guide to Organisations</i> (MGO) was published in 1998. It contains some 500 relevant addresses of institutes and services, now also available through our on-line database. During the years we have published extended studies on pre-primary education, primary education, teacher training and learning materials. Topical case studies and a selective bibliography have also been published. A list of all our publications is available.</p>

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