



Delyth Jewell AS  
Chair of the Culture, Communications, Welsh Language, Sport, and International  
Relations Committee

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Dear Chair,

### **Post-compulsory education and the Welsh language: the learners' voice**

Today I've published a research report into the experiences of post-16 learners in Welsh-medium or bilingual education in schools and further education colleges across Wales. Over 1,000 young people contributed to the research, which provides valuable insights into their views and experiences, including their reasons for choosing Welsh-medium education, their views on the provision and their intention in terms of their future education and careers.

The key findings are presented below and a copy of the full report is attached for your information.

#### **Key findings of the research:**

- The majority of Welsh speakers over the age of 16 who were surveyed in schools and further education colleges are proud that they can speak Welsh, and see the language as an advantage for their career prospects.
- Opportunities to study through the medium of Welsh are important for Welsh speakers when choosing a place of study, as well as opportunities to use Welsh as part of everyday life at school or college.
- The majority of learners surveyed in schools and further education colleges state that their experience of Welsh-medium or bilingual education is good or very good.
- Of the Welsh speakers who intend to continue their education after leaving school or college, only 40% intend to stay in Wales. For Welsh speakers who intend to

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continue studying in Wales, the opportunity to study in Welsh or bilingually will be an important factor in choosing their next place of study.

- The research highlights differences between school and college learners, in terms of their perception of their ability in Welsh, the language medium of their education and their attitudes as regards the importance of the Welsh language.
- Learners' main reasons for not choosing to study subjects through the medium of Welsh were:
  - the perception that their English language skills were stronger and that studying through the medium of English was easier for them;
  - that a subject (or subjects) were not available in Welsh;
  - the perception that their further studies were likely to be in English or that there were better study prospects in English.

The report concludes that careful consideration must be given to how to support and strengthen Welsh language provision in the post-16 education sector, particularly in the context of developing the language skills of the future workforce.

We hope that this research will contribute to the development and expansion of post-16 education through the medium of Welsh, thereby increasing young people's opportunities to develop their Welsh language skills and use the language in education and beyond. We hope therefore to contribute to reaching the targets of the Cymraeg 2050 strategy.

We trust that the report will be of interest to you and we would welcome an opportunity to discuss it further.

Yours sincerely,

**Efa Gruffudd Jones**  
Welsh Language Commissioner

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