

**A report on the Work Welsh schemes of  
The National Centre for Learning Welsh**

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**by**

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**This report is also available in Welsh**

## Introduction

Since the Work Welsh scheme was established in 2018, it has evolved to become a multi-layered scheme that contributes purposefully to realising the Welsh Government's strategy of reaching at least a million Welsh speakers by 2050. During 2023-24, the National Centre for Learning Welsh received £2,575,832 of Welsh Government funding for the purposes of Work Welsh.

This funding supports different elements of the scheme, namely:

- Service and information
- Short self-study courses and digital developments
- Learning courses
- Nant Gwrtheyrn Use Courses – see [Inspection report on Learn Welsh Nant Gwrtheyrn 2023](#)
- Health and care scheme
- Confidence building courses
- Local authority scheme
- Further and higher education scheme
- Self-study 'Camau' courses for the early years workforce
- Sports scheme

The National Centre's [Strategic Plan 2024-2026](#) commits to developing the Learn Welsh programme for workplaces, by prioritising specific sectors and by supporting employers to plan for a bilingual workforce, working with various policy departments within Welsh Government to extend the scheme sectorally, and prioritising sectors coherently in terms of linguistic planning. It provides courses free of charge and more than 2,000 employers have used the services available since the scheme's inception.

Providers in the Learn Welsh sector now provide nearly all the different programmes.

During 2023-24, there were 18,330 learners in the Welsh for adults sector, 6,916 of whom were learners on Work Welsh courses. Around a third of learning activities were Work Welsh activities.

## Methodology

The aim of this longitudinal inspection is to evaluate the quality and impact of Work Welsh programmes in the Learn Welsh sector under the auspices of the National Centre for Learning Welsh. We focused on seven areas within the Work Welsh scheme:

- Service and information
- Tutor-led courses
- Nant Gwrtheyrn Use courses
- Local authority courses
- Health and care courses
- Confidence building courses
- Sports scheme

Fieldwork was conducted over a three-month period during the spring term 2025. Evidence from observations of Work Welsh sessions gathered during core inspections of individual Learn Welsh providers between 2020 and 2024 was also scrutinised.

This report is based on 74 individual observations across all Learn Welsh providers and includes language awareness and linguistic planning sessions for the health sector and Welsh police forces provided through the Work Welsh Academy.

The sample includes Work Welsh sessions in more than half the local authorities in Wales, five health boards, and national organisations, prominent bodies in the world of sport, voluntary organisations, the Royal Air Force, police forces and a number of diverse employers across Wales. We spoke with learners and tutors to discuss the impact of courses on learners in terms of Welsh language acquisition and their use of it in their workplaces.

Five Learn Welsh providers were visited between February and April 2025:

- Learn Welsh Gwent
- Learn Welsh Swansea Bay Region
- Learn Welsh North West
- Learn Welsh North East
- Learn Welsh Cardiff

During visits, we met with heads of providers, senior managers of the providers' host organisations and various relevant officers within providers. We also held meetings with senior officers from the National Centre for Learning Welsh.

This report should be read in conjunction with [Increasing the use of the Welsh language in the post-16 sectors](#) (March 2025), which includes an evaluation of the Work Welsh in Further Education scheme, under the auspices of Coleg Cymraeg Cenedlaethol through an agreement with the National Centre for Learning Welsh.

## Summary

Work Welsh schemes fulfil a key role in ensuring a Welsh-speaking workforce in an increasing range of sectors and workplaces across Wales.

Provision is comprehensive and standards of teaching and learning are generally strong.

Nearly all tutors succeed in creating and maintaining a positive atmosphere in face-to-face and online lessons, which provides a firm basis for learners to acquire and develop their use of the Welsh language.

Most learners show very strong motivation to learn and participate conscientiously in sessions. They enjoy their sessions and develop positive attitudes to learning, becoming aware of the advantages of learning Welsh and being bilingual.

In the best cases, tutors adapt and tailor sessions to learners' professional needs. By making the teaching relevant, learners are more likely to use their skills in the workplace between lessons. However, in a minority of sessions, tutors do not tailor the content consistently enough to ensure the relevance of lessons to the workplace.

A majority of learners on Work Welsh programmes state that there is not enough support from their employers. For example, line managers do not check their progress or discuss opportunities to use the Welsh language in their jobs. A few learners say that they are not released from their normal duties to attend classes and this increases their workload. It also prevents them from attending regularly.

In general, the link between teaching and learning and the linguistic planning element is at its best when full-time tutors work strategically within specific sectors, such as the health sector, local authorities and the sports sector. These tutors get to know the educational and vocational needs of their learners and work diligently and creatively to increase the use of the Welsh language by those learners within their workplaces. They also form beneficial working relationships with key staff within the organisations, such as Welsh language officers, and contribute to internal discussions on workforce planning. By doing so, they have a valuable influence on the attitudes and linguistic practices of those organisations. This, in turn, leads to more effective teaching and learning and, ultimately, to better services for Welsh speakers.

The most significant impact on linguistic planning is when provision targets learners at Intermediate level and above and speakers who lack confidence. Skilful tutors succeed in turning them into active speakers in a relatively short period of time.

Work Welsh funding is allocated based on individual, short-term projects and the managers of Work Welsh providers spend a considerable amount of time administering the various funding streams. Such short-term planning and management are challenging in terms of maintaining and developing skilful staff and limits opportunities for strategic linguistic planning.

The National Centre for Learning Welsh (the Centre) is developing its relationship with the Welsh Language Commissioner's office beneficially, with a clear emphasis on changing linguistic behaviour and developing methods to measure the use of the language. However, procedures to measure the effect of provision on changing language behaviour are not yet fully developed.

The Centre's leaders identify opportunities to ensure consistency in, and improve, structures, communication and educational practices. For example, a workplace group has been established recently, which brings together national Work Welsh officers and officers from all Work Welsh providers. The group discusses and shares challenges, identifies good practice and ensures that the workplace officers are part of the strategic planning. This echoes a similar successful structure that already exists within the health and care sector. This development is an important one because, to date, Learn Welsh providers have focused mainly on providing courses and have not contributed enough to discussions about linguistic workforce planning.

The Centre has also appointed national Confidence Building tutors who focus on follow-up and aftercare plans, working with relevant officers within organisations that receive lessons and Learn Welsh providers.

The Centre's leaders have demonstrated innovative vision in introducing and developing the Work Welsh scheme. They work very effectively with employers, providers and stakeholders to expand it and in planning to improve and maintain provision.

The increasing demand to expand the existing valuable provision shows clearly that Work Welsh is now one of the cornerstones of linguistic planning initiatives in the workplace. The different programmes fulfil an extremely important and central function in the efforts to extend and normalise the use of the Welsh language in sectors that are core to the future of the Welsh language as a living, working language.

## Recommendations for the National Centre for Learning Welsh

- R1 Continue to work with Learn Welsh providers to ensure that tutors tailor courses appropriately for the purposes of specific groups of learners and their workplaces and are aware of all of the support and resources available to learners and their employers.
- R2 Work with Learn Welsh providers and employers to plan staff's linguistic development purposefully so that there is practical support for them to attend lessons, without increasing their workload, and to ensure that they are given meaningful opportunities to use their skills in the workplace.
- R3 Jointly with the Welsh Government, conduct research into developing a delivery and funding model that supports long-term plans and prioritises post-intermediate learners and speakers who lack confidence.
- R4 Continue to develop methods of measuring the effect of provision on changing the linguistic behaviour of individuals within their workplaces.

## Main evaluation

### Provision

Work Welsh programmes are allocated to providers through a tendering process. Currently, nearly all Work Welsh programmes are provided by existing Learn Welsh (mainstream) providers. This means that Work Welsh takes advantage of the national Learn Welsh infrastructure and providers' links with their local communities to deliver across the country. This also ensures consistency in the type of provision available to workplaces, for example provision within local authorities. A full-time tutor is now based within six local authorities. They also provide courses to national organisations such as Natural Resources Wales, Literature Wales, the Arts Council of Wales, Public Health Wales, Social Care Wales and Macmillan Cancer Support. During 2024-25, Work Welsh provision was established within North Wales Police and provision was agreed recently for Gwent Police.

Many of these organisations are subject to the Welsh Language Standards and all engage regularly with the public and stakeholders. As a result, the Welsh language courses are key in terms of reinforcing and expanding a Welsh-speaking workforce, in addition to strengthening staff's awareness of the language and fostering positive attitudes towards it.

Proactive providers work with the Centre to attract new organisations to take part in the scheme, including businesses that offer services to the public. For example, staff at Learn Welsh North West used their local knowledge to create new provision that meets the needs of businesses in the area.

A Confidence Building tutor is based in each health board and lessons are offered at all levels during work hours. Provision supports staff who attend lessons to develop their use of the Welsh language with patients and colleagues. Confidence Building lessons provide very effective individual support for staff who want to refine their language skills to use them when discussing clinical issues with patients.

### **Spotlight: Building confidence in the health sector**

Through questionnaires and individual conversations, Confidence Building tutors within health boards come to understand why staff members are not confident enough to use the Welsh language in their work. One-to-one mentoring sessions and support are provided, tailored to their linguistic needs. Opportunities are also provided to practise speaking with other colleagues and free residential courses are offered at Nant Gwrtheyrn for health and care service staff who can speak at Intermediate, Advanced and Proficiency levels. Every health board in Wales, in addition to Social Care Wales and Public Health Wales, now has a full-time Work Welsh tutor who works with staff. This contributes to realising the Welsh Government's [More than just words](#) plan, which recognises the need in the field of health and social care to provide services through the preferred language of Welsh speakers at a time when they feel most vulnerable.

The strategic targeting of speakers who lack confidence is a very successful feature of the plan, as can be seen on the Use courses run by Learn Welsh Nant Gwrtheyrn. By immersing themselves in the language and its culture, learners acquire the language quickly, gain confidence and become active speakers.

The sports scheme provides opportunities for staff in the sector to learn and use the language either internally, with the media or in the community when engaging with the public. There is notable provision within well-known organisations, such as the Football Association of Wales, the Welsh Rugby Union, Wrexham Football Club and the Ospreys. These organisations are targeted as a way of integrating and normalising the use of the language in a sector that touches the lives of so many people of all ages. [Short online self-study courses](#) provide additional, useful opportunities for people to extend their proficiency in the language through tailored courses for fans, managers and staff in these sports.

### **Spotlight: Welcome to Wrexham**

The local, national and international profile of Wrexham Football Club has increased significantly over recent years. Learn Welsh North East has taken advantage of this by forging a partnership with the club, with a full-time tutor being based there. The tutor provides lessons one-to-one or in small groups to a variety of people including players, managers, shop staff, visitors and the owners. One of the main strengths of the provision is that the tutor adapts and tailors the aim of the lessons very effectively to meet the needs of learners, for example by practising numerals, words and relevant syntax. The tutor also supports key staff to respond confidently to interview questions from the media. All of this contributes successfully to a high profile for the language and increasing use of it.

Due to work commitments and pressures, learners' attendance on workplace programmes can be intermittent and attendance and completion rates vary from one provider to the next. However, many learners, across all tutor-led programmes, complete their courses and a majority continue on to subsequent courses. Although, it should be noted that due to the nature of provision, a follow-up course is not always necessary as learners have achieved their pre-course aims.

In general, Work Welsh providers are resourceful in creating and keeping classes viable, for example by creating classes between different organisations if there are insufficient numbers of prospective learners within an individual organisation. Overall, this works well. However, in a very few classes, there is no clear rationale for doing this and it leads to too many learners in the groups and there is not enough focus on the main purpose of provision, namely how learners can use the language practically in their workplaces. In a very few sessions, a few providers have allowed members of the public to join groups, and this often has a negative effect on maintaining the focus on preparing learners to use the Welsh language in their workplaces.

Work Welsh provision continues to develop in response to the growing demand from various organisation that want to make more use of the Welsh language when dealing with the public and stakeholders. An example of the continuous expansion of the scheme is the new programme for civil servants who work for the [UK Government](#) and serve the public in Wales. Tailored self-study courses are provided and nearly 200 learners were attracted to enrol during the first three months of the programme in the spring term 2025.

According to the National Centre's unpublished figures for 2024-25, there has been a significant increase in the number of learners attending courses in the care sector and other tutor-led courses. The number benefitting from immersion experiences at Nant Gwrtheyrn has also increased.



In addition, since 2024-25, the Say Something In Welsh (SSIW) resource is offered to all learners on Work Welsh programmes, as it is to learners on mainstream courses. This is a useful resource for reinforcing learning undertaken in the classroom.

## **Teaching and learning**

On the whole, teaching and learning across the Learn Welsh sector is strong. As noted in the [Inspection report of the National Centre for Learning Welsh 2024](#),

‘Many learners across the providers make very sound progress in developing all their Welsh language skills. The clear strength of the sector is the way in which it produces new speakers who develop their oracy successfully wherever they are on the language continuum. They speak increasingly spontaneously with each other and their tutors and this has a positive effect on their progress.’

As a result, a recommendation was made to the Centre,

‘Continue to extend and share the expertise of the Learn Welsh sector in terms of pedagogy and second language acquisition to other relevant sectors to support Welsh Government’s aim of reaching one million Welsh speakers by 2050.’

These strong practices were demonstrated during the fieldwork of this longitudinal inspection.

Nearly all tutors succeed in creating and maintaining a positive atmosphere in face-to-face and online lessons, which provides a firm basis for learners to acquire and develop their use of the Welsh language.

Most learners show very strong motivation to learn and participate positively during sessions. They enjoy learning and are keen to continue on their personal language journeys. Nearly all develop positive attitudes to learning and become aware of the advantages of learning Welsh and being bilingual. The attendance of a few learners is intermittent, due mainly to work pressures.

Most tutors have high expectations of their learners and challenge them effectively to make the best possible progress. They use the target language consistently and effectively which, in turn, has a positive effect on their learners’ listening and speaking skills. Many vary their questioning techniques beneficially to develop learners’ answers and ideas further. Most learners listen attentively and recall their previous learning successfully. Many respond purposefully to feedback by undertaking tasks and completing them. They demonstrate perseverance and curiosity when facing difficulties or new concepts. Many strive purposefully to speak Welsh with their tutors and each other.

Tutors are enthusiastic and encourage learners to try their very best to use the Welsh language both inside and outside lessons. However, in a minority of sessions across the different programmes, tutors do not tailor the content consistently enough to ensure the relevance of lessons to the workplace. In these sessions, there is not enough focus on developing purposeful use of the language by learners in their workplaces or on monitoring their progress as increasingly active speakers within a work context.

In the best cases, tutors adapt and tailor sessions to learners' professional needs. By making the teaching relevant, learners are more likely to use the language at work between lessons.

### **Spotlight: Linking relevance and effect**

Since the autumn term 2024, the workplace development officer at Learn Welsh Swansea Bay Region has held lessons with the marketing staff of the Ospreys rugby region at Swansea Stadium. The tutor spent time in the team's office observing and assessing the type of language needed by prospective learners. The content of the entry course has been tailored skilfully to include syntax, vocabulary and audio and video resources that are relevant to the needs of the group. For example, video clips of interviews with players on S4C rugby programmes are adapted to create meaningful and authentic resources for the group. The effect of this creative offer can be seen in the increase in the use of the language in the club's communications, particularly on their social media. Fun clips have been produced of Welsh-speaking players teaching words to non-Welsh-speaking teammates. This has received a positive response from fans and, in turn, has led to free taster sessions being offered to the region's fans.

### **Spotlight: Tailoring content creatively**

One of the advantages of Work Welsh is the fact that providers can be creative when tailoring provision. Following a request from the National Centre, Learn Welsh North West offered a series of five sessions for young people who were following the Jobs Growth Wales Plus programme through the training provider, COPA. The aim of the programme was to inspire the young people to understand the possibilities available to them in Wales and the value of the Welsh language in the world of work. Five classes were held with four tutors at four different sites and, rather than learning solely through a Welsh coursebook, new materials were created and external speakers were invited to address the learners. These included a freelance artist, a well-known Welsh food production company and a filmmaker from the USA who chooses to live and work in Wales. The young people responded enthusiastically to the creative offer and came to better understand what is available to them in Wales and how the Welsh language can open doors in the world of work.

Most learners develop their reading and writing skills effectively in line with their level. They develop their ability to read increasingly complex texts, by improving their understanding of the language's structures and grammar. This, in turn, contributes to producing increasingly ambitious and extended written work as they make progress along the linguistic continuum. A few learners, particularly on advanced level courses, make very strong progress in reading and writing sophisticated pieces for work purposes, for example official reports and producing materials in language registers appropriate for dealing with the press or the public.

On the whole, many learners on Work Welsh programmes make good progress in all of their language skills and a few, particularly on programmes for speakers who lack confidence or learners at intermediate and advanced levels, make excellent progress. They develop to become confident and independent speakers who use their Welsh with their colleagues and with the public in professional and informal situations.

### **Spotlight: Creating active and independent learners: More than just words**

Confidence Building programmes have a clear and far-reaching effect. By targeting staff in the health boards, specialist tutors provide highly effective support and mentoring to experienced learners and speakers who lack confidence. In a short period, many of these people begin to use the Welsh language in their work with colleagues and patients. They use the Welsh language very beneficially to relax patients and gain their trust in very sensitive situations. For example, nurses in different departments and staff from psychology departments communicate with patients and their families through the medium of Welsh for the benefit of the patient and the communication process. As a result of gaining linguistic confidence, speech and language therapists use the Welsh language with patients with additional needs or those who have difficulty speaking following a stroke. Occupational therapists normalise community use of the language with patients beneficially. All of this makes a positive difference to the services offered by professional practitioners through the medium of Welsh.

### **Supporting employers to plan linguistically**

One of the main objectives of Work Welsh is to establish long-term strategic partnerships that will influence change and increase the use of the language.

To this end, the National Centre offers [Work Welsh Services](#) to employers, which includes useful resources and information to support them in planning training programmes and to embed the Welsh language in the workplace. Employers can use the level checker resource to assess the language skills of workforces and identify the language skills of those who are already working within their organisations. Through the [Work Welsh Academy](#), training, guidance and support are provided to employers. To date, the training includes

sessions such as chairing and holding bilingual events, planning and managing Welsh and bilingual workplaces and using the Welsh language in health and care. These sessions are very useful when discussing meaningfully how to develop and increase the use of the Welsh language in real-life situations. The Centre has recently adapted the programme to include sections such as support for planning the integration of the Welsh language, language awareness, developing Welsh language skills, customer service and guidance on how to establish mentoring schemes and champions. Sessions target public bodies, in addition to private or third sector organisations that have received, or are eager to receive, the recognition of the Welsh Language Commissioner through the [Cynnig Cymraeg \(Welsh Offer\)](#).

The National Centre is developing its relationship with the Welsh Language Commissioner's office beneficially, providing valuable input into various committees that are looking at developing and using the Welsh language within workplaces, with a clear emphasis on changing linguistic behaviour and developing methods of measuring the use of the language. This important strategic work is being developed further, by focusing on ensuring that the services and advice provided to employers by the Commissioner and the Learn Welsh sector are co-ordinated.

Despite this, most Learn Welsh providers are not aware of the purpose and range of the above offer which is embedded in the Work Welsh Services. For example, the National Centre is responsible for distributing [resources and merchandise](#), such as lanyards that acknowledge that individuals are learning Welsh, in addition to electronic resources such as e-mail signatures and the *Dw i'n dysgu Cymraeg* logo. However, the way in which individual Learn Welsh providers market these important resources is inconsistent.

To date, Learn Welsh providers have focused mainly on provision and have not contributed sufficiently to discussions on linguistic workforce planning. There has not been enough discussion between learners, employers, providers and the National Centre about the best ways to ensure that learners use their new language skills regularly in a work context.

A majority of learners of Work Welsh programmes state that there is not enough support from their employers. For example, line managers do not check their progress or discuss opportunities to use the Welsh language in their jobs. A few learners say that they are not released from their normal duties to attend classes, and this increases their workload and prevents them from starting or completing courses.

### **Spotlight: A clear agreement on developing the language**

Learn Welsh Gwent and Newport City Council have drawn up a Work Welsh agreement, which sets clear expectations of the provider, the council and learners and their line managers. All learners commit to attending weekly sessions and the council commits to releasing staff to attend sessions as part of their normal working hours. The Work Welsh tutor, learners and their line managers sign the agreement jointly in a transparent process which has a positive effect on the outputs of the programme. Learners' line managers discuss learners' progress during their usual management meetings that leads to coherent linguistic planning.

### **Spotlight: Marketing benefits and offering guidance**

Learn Welsh Cardiff has developed a useful information pack for potential clients. The booklet includes information about useful websites, in addition to the benefits of choosing to teach Welsh to staff and ideas about how organisations can introduce more Welsh within their organisations, including a methodology for changing language behaviour. All of this provides organisations with clear guidance to realise that they need to do more than offer Welsh lessons if they want to increase the use of the language both internally and externally.

Since May 2025, the National Centre has taken firm action by establishing a workplace group with national Work Welsh officers and heads or relevant officers from each of the Learn Welsh providers as members. This group considers key issues such as a new commissioning support package, discussing and sharing challenges and building provision jointly by identifying good practice and ensuring that the workplace officers are part of the strategic planning. This echoes a similar successful structure that already exists within the health and care sector. The national officer responsible for that sector works effectively with Confidence Building officers and tutors to ensure quality and consistency in the offer by discussing important issues regularly. The progress of individual learners, the next steps in their learning and how they use the Welsh language are monitored carefully. This has a positive effect on discussions with learners at all levels about how they use the Welsh language in their work.

In general, the link between teaching and learning and the linguistic planning element is at its best when full-time tutors work strategically within specific sectors, such as the health sector, local authorities and the sports sector. These tutors get to know the educational and vocational needs of their learners and work diligently and creatively to increase the use of the Welsh language by those learners within their workplaces. They also form beneficial working relationships with key staff within the organisations, such as Welsh

language officers, and contribute to internal discussions on workforce planning. By doing so, they have a valuable influence on the attitudes and linguistic practices of those organisations. This, in turn, leads to more effective teaching and learning and, ultimately, to better services for Welsh speakers.

The National Centre recognises the need to improve consistency in the offer and the linguistic planning element across the various sectors that receive Welsh language lessons. An example of this is the appointment of three National Confidence Building and Support tutors for learners on the Work Welsh scheme during 2024-25, which extends this successful practice by working with other sectors. The three tutors focus on follow-up and aftercare plans, working with relevant officers within organisations that receive lessons and Learn Welsh providers.

In general, the most significant impact on linguistic planning is when provision targets learners at Intermediate level and above and speakers who lack confidence. Skilled tutors succeed in turning them into active speakers in a relatively short period of time and much more quickly than provision that focuses mainly on beginners.

### **Management and leadership nationally and locally**

The Work Welsh scheme has evolved very quickly since it was established in 2018 under the supervision of the director of planning and development, and the National Centre has responded swiftly to its significant growth and numerous changes.

The scheme was adapted to include elements of digital learning as a result of the challenges of the pandemic, when funding was cut by £1m in 2020. In 2021, funding levels were restored to their original level, namely £2.5m, and confidence building courses were piloted for speakers who lack confidence. In 2022, the Centre began working with the sports sector. The national health and care scheme was established, with an investment of £0.5m in 2023 and, in 2024, the Centre introduced new quality structures in the Learn Welsh sector, which ensured consistency in quality assurance work across mainstream provision and Work Welsh provision.

By achieving the above, the Centre has shown decisive and clear strategic leadership for the sector and has succeeded in maintaining management of this multi-layered scheme successfully. The Centre meets regularly with providers to monitor and discuss all their work and meets with large employers regularly. The Centre's leaders identify opportunities to ensure consistency and improve structures, communication and educational practices appropriately, for example through the recent establishment of the workplace group.

The Centre provides valuable training opportunities for the sector's tutors through the Academy, including specific opportunities for Work Welsh tutors. Leaders acknowledge the need for tutors to be able to tailor courses and ensure that they are relevant to different audiences. Recently, the Centre has developed a new system, namely a course builder which enables tutors to create tailored courses to create courses that are suitable for the needs of specific groups of learners. This resource includes video and audio clips, digital resources, attachments and activities and enables tutors to contextualise course content easily.

Individual providers manage Work Welsh provision appropriately and ensure that the quality of teaching and learning emulates the high standards of the mainstream provision. The fact that all providers follow the same type of curriculum means that learners can move to other courses within the sector's system easily. The sector's curriculum is based on the Common European Framework of Reference (CEFR). The CEFR will form the basis of a new language continuum for education sectors in Wales when the Centre, under the [Welsh Language and Education \(Wales\) Act 2025](#), expands its role and changes its status to become a statutory body called the 'National Welsh Language Learning Institute', which will facilitate and support lifelong Welsh language learning, including supporting schools with initiatives such as training the education workforce.

The host organisations of Learn Welsh providers cannot top-slice Work Welsh funding. As a result, all funding is used to create provision. This additional funding allows providers to add to the workforce beneficially and offer different career paths. It also enables managers to use existing tutors flexibly. Work Welsh funding is allocated based on individual, short-term projects and provider managers spend a considerable amount of time administering the various funding streams. Funding on a short-term basis is challenging for managers both nationally and locally in terms of employment and ensuring that strategic planning, either in terms of delivery or linguistic planning, is as effective as it could be. For example, procedures for measuring the effect of provision on changing language behaviour have not yet been developed in full.

Leaders at the National Centre for Learning Welsh have demonstrated innovative vision in introducing and developing the Work Welsh scheme. They work very effectively with employers, providers and stakeholders to expand it and in planning to improve and maintain provision.

The increasing demand to expand the existing valuable provision shows clearly that Work Welsh is now one of the cornerstones of linguistic planning initiatives in the workplace. The different programmes fulfil an extremely important and central function in the efforts to extend and normalise the use of the Welsh language in sectors that are core to the future of the Welsh language as a living, working language.

## Appendix 1: Numbers – quantities and proportions

The report refers to different quantities and proportions, e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%



## Copies of the report

Copies of this report are available from the provider and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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