

Trochi Iaith in Cylchoedd Meithrin: Translating Cymraeg 2050 into Practice

Module Code:
ECCP7002

Module: Critical
perspectives
in policy, planning
and delivery

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Introduction – Focus, context, impact

Background – Cymraeg 2050 and early years immersion

What is Trochi Iaith & How Did We Get Here? – Evolution, policy influences, how policy is written

Policy Expectations, Strengths & Weaknesses

Job Descriptions vs Policy Reality

Data and Evidence – Workforce capacity and participation

Regional Variation – Welsh-speaker distribution across Wales

The Policy Gap – Implementation challenges

Existing Staff Welsh Language Support – Croesi'r Bont, Camau

International Comparison – Lessons from Ireland & Scotland

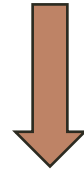
Overcoming Barriers / Innovation – Proposed solutions

Conclusion

Discussion / Questions

References

Big P
Cymraeg 2050
National Strategy



Little P
Welsh Language Policy
Local organisational policy



Trochi Iaith
Tool / Instrument

Cymraeg 2050:

A million Welsh
speakers

What Is Trochi Iaith and How Did We Get Here?

The Dull Trochi Iaith, as defined by Mudiad Meithrin, is the Language Immersion Method used in early years settings where Welsh is the primary language of communication (Mudiad Meithrin, 2022).



Historical milestones:



The 1847 Blue Books, which actively suppressed the Welsh language



The Welsh Language Acts of 1967 and 1993, which introduced recognition and protection



The Welsh Language (Wales) Measure 2011, which gave Welsh official status



Cymraeg 2050, the national strategy aiming for one million Welsh speakers by 2050

- **Policy Expectations**

- Model Welsh language
- Support children/families
- Deliver care & learning entirely through Welsh

- **Strengths**

- Evidence-based early years immersion
- Promotes linguistic equality & rights-based approaches
- Aligns with Cymraeg 2050 goals

- **Weaknesses**

- Workforce Welsh fluency varies
- Limited guidance on partial immersion
- Regional inconsistencies & reliance on practitioner discretion



Job Description

VS

Policy Reality

Data and Evidence

77.2% of staff
confident Welsh
speakers

183 staff
receiving
language
training

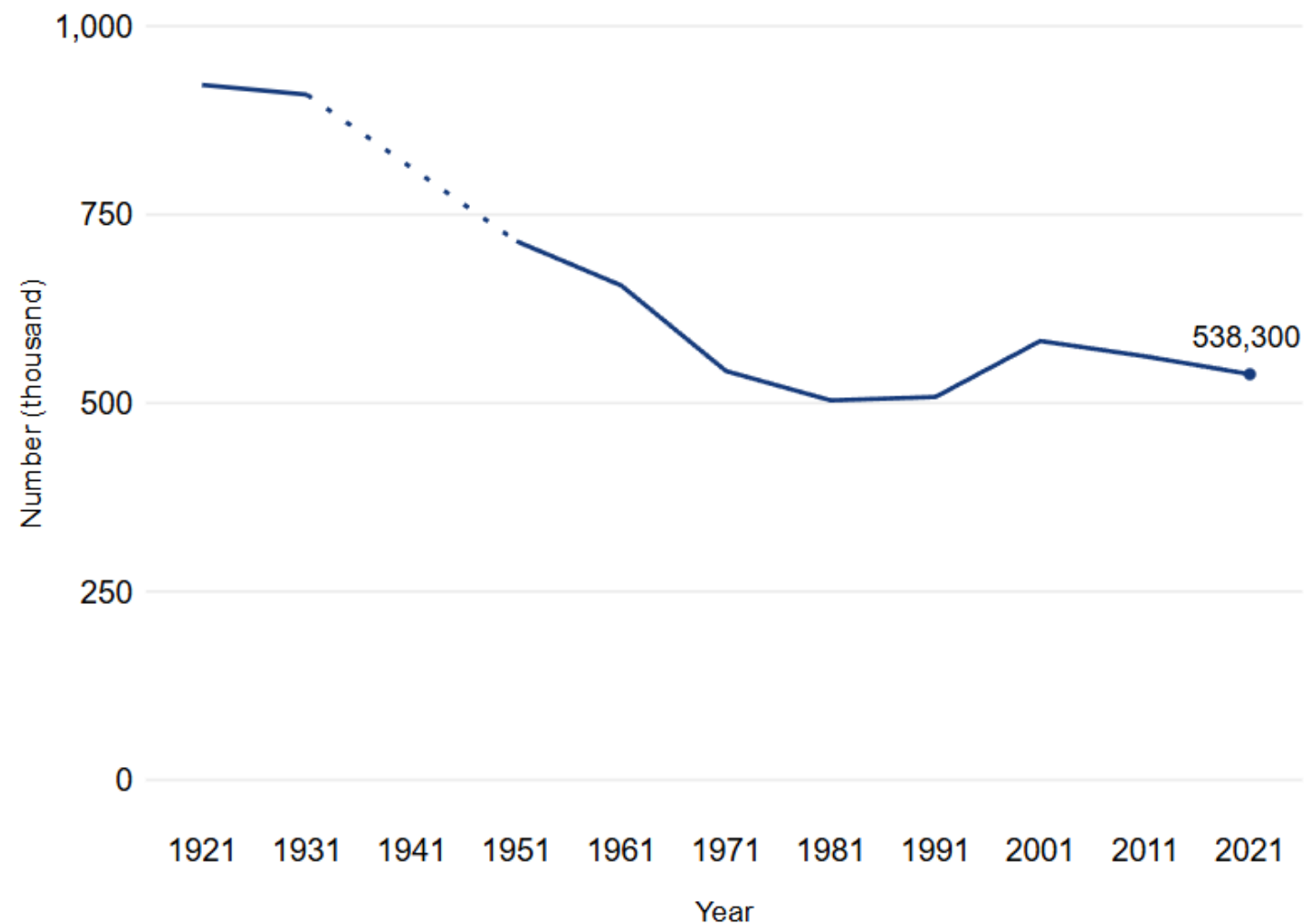
36 settings
identified 63
staff needing
further support

Significant
regional
disparities



(Education Workforce Council, 2024; Estyn, 2023; Mudiad Meithrin, 2025)

Chart 1: Number of people aged three years or older able to speak Welsh, 1921 to 2021



<https://www.gov.wales/welsh-language-wales-census-2021-html>



THE POLICY GAP



WHY DOES THE
GAP EXIST



IMPLICATIONS



<https://learnwelsh.cymru/work-welsh/camau/>

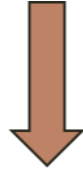


<https://meithrin.cymru/training/croesir-bont/?lang=en>

International Comparison



Barrier



Innovation



Outcome

Policy alone isn't enough: structured support and workforce development makes Welsh immersion successful for children, families, and communities.

Discussion/Questions

Audience views, opinions, experiences and ideas

- What are your thoughts on a blanket Welsh-language policy across all Cylchoedd Meithrin, considering the wide differences in numbers of Welsh-speaking staff and children in different regions?
- Do you feel that Welsh-language policy expectations match workforce realities in your area? If not, what are the main challenges you see?
- Have you seen staff successfully progress in Welsh through training programs like Camau? What worked well, and what didn't?
- How practical do you find the idea of embedding Welsh development into job descriptions and paid hours to develop skills?

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