



Case study

Adult Community Learning Partnerships Tool for Effective Practice and Delivery

Effective Practice Vignettes: Merthyr Tydfil ACL Partnership.

Embedding Welsh in numeracy.

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Dysgu Cymunedol Oedolion | **Adult Community Learning**
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Summary

Using funding from the UK Government's Multiply programme, the Partnership developed a numeracy course which embedded opportunities for adults with no previous experience to learn and practise Welsh while developing their maths skills.

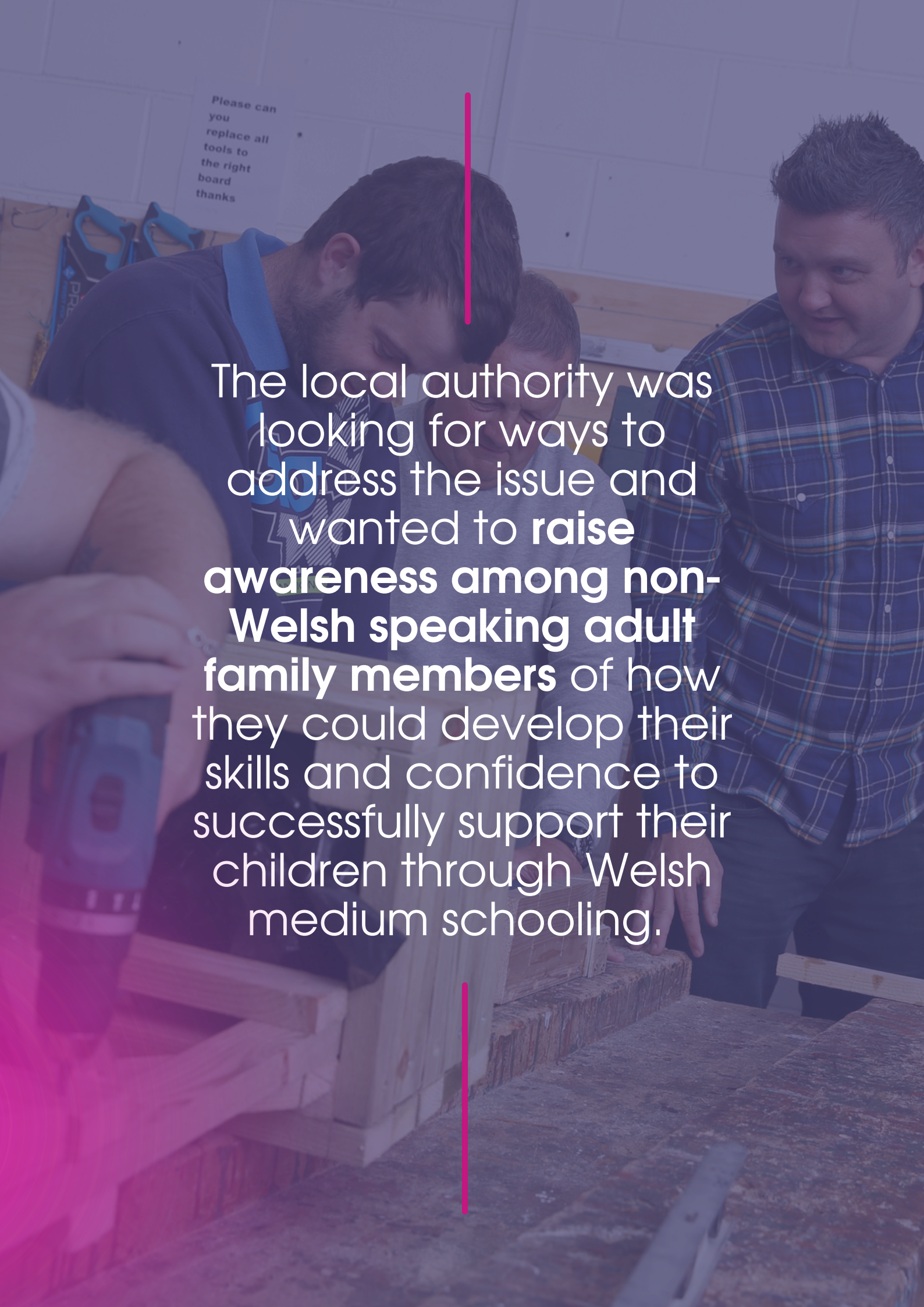
About the Partnership

The Partnership's three core partners are its lead provider, Merthyr Tydfil County Borough Council, and the Council's two main delivery partners, The College Merthyr Tydfil and Adult Learning Wales. Since the pandemic, the partners have sought to reset the Partnership and create a better balance around accountability and involvement. This has resulted in a greater focus on shared strategic leadership and the development and implementation of a Partnership Improvement Action Plan.

The challenge it faced

There is an unmet need within the local community for provision which improves the ability of non-Welsh speaking parents and grandparents to support children in Welsh medium schools. Data shows that a significant number of children leave Welsh medium provision at the transition point between pre-school and primary school.

This has been attributed in large part to parents' perception that they would not be able to effectively support their children's learning.



The local authority was looking for ways to address the issue and wanted to **raise awareness among non-Welsh speaking adult family members** of how they could develop their skills and confidence to successfully support their children through Welsh medium schooling.



Effective practice response

Multiply funding offered an opportunity to develop innovative numeracy provision which used a UK Government programme to address specific local needs.

The adult learning service appointed a numeracy tutor who was also passionate about promoting the Welsh language. The tutor reached out to Learn Welsh Glamorgan for support with developing numeracy provision with embedded Welsh language learning, targeting non-Welsh speaking parents and grandparents of children in Welsh medium schools. The initiative was driven from the ground up, with tutors from the two provider organisations taking the idea and using their skills, knowledge and commitment to implement it in the community.

Delivery took place in community venues that people were comfortable to attend. Classes were team-taught by the two tutors, and the coming together of their complementary professional skillsets was critical for the success of the programme.

The provision expanded quickly with demand increasing as word of mouth spread to attract the friends, family and neighbours of existing learners.

Since Multiply funding ceased, the Partnership has secured funding from the Shared Prosperity Fund which has enabled them to continue offering the provision, although at a reduced scale. Some learners have also joined on a self-funded basis, which reflects the strong reputation and quality of the provision.



How it has made a difference

For the Partnership itself, the initiative has provided a strong model for how it can move forward with developing a wider offer of Welsh medium provision. It has shown that to make serious progress with offering Welsh medium provision, it is vital to involve organisations and individuals with expertise in the Welsh language and the skills and experience to support students in Welsh. To this end, Learn Welsh Glamorgan has been brought more closely into the Partnership, and the intention is to involve them in the strategic group in future.

In terms of provision planning, the Partnership has developed new learning opportunities which help to engage adults in numeracy and in learning Welsh.

The twin hooks of supporting children's learning and the Welsh language have together been effective at attracting people with numeracy needs back into learning.

Learners themselves report gaining confidence to come back into formal learning, with some having progressed onto further education courses.

They also report being better able to support their Welsh-speaking children and grandchildren's learning and described the satisfaction and sense of accomplishment from being able to join in conversations with Welsh-speaking family members. In addition, some reported feeling a greater sense of belonging in Wales and in their local community.