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Process Evaluation of Cymraeg for Kids

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Process Evaluation of Cymraeg for Kids

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government.

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Glossary

Acronym/Key word	Definition
CfK	The Cymraeg for Kids programme
CSA	Childcare Sufficiency Assessment
Cylch Meithrin	A Cylch Meithrin is a Welsh-medium playgroup (plural: Cylchoedd Meithrin).
Cylch Ti a Fi	Welsh-medium baby and toddler groups
FIS	Family Information Services are the first point of contact for advice and information on local services for families and carers.
Flying Start	Flying Start is the Welsh Government's flagship early years programme for families with children under 4 years of age living in disadvantaged areas of Wales.
LA	Local authority
Menter Iaith	Mentrau Iaith are community-based organisations which work with individuals, organisations and businesses to raise the profile of the Welsh language in a specific area.
Mudiad Meithrin	Organisation specialising in the early years, including supporting Cylchoedd Meithrin and Cylchoedd Ti a Fi. Current CfK contractor.
PLASC	Pupil-level Annual School Census
SASS	Self-Assessment of Service Statement
ToC	Theory of Change
Twf	The 'Twf' project, which ran from 2001 to 2016, aimed to raise awareness among families of the advantages of raising children bilingually and to provide a positive influence on their practice in terms of using Welsh.
WESPs	Welsh in Education Strategic Plans
WfA	Welsh for Adults
WG	Welsh Government

1. Introduction/Background

- 1.1 This report presents the findings of a process evaluation of the Cymraeg for Kids (CfK) programme, a Welsh Government-funded programme that aims to increase the number of children in Welsh-medium education and contribute to the Welsh Government's vision of achieving a million Welsh speakers by 2050.
- 1.2 Arad Research working with Bangor University were commissioned by the Welsh Government to undertake the process evaluation; this is the final report and follows an emerging findings report published in October 2018.¹

About CfK

- 1.3 The CfK programme began in April 2016, within the context of the Welsh Government's (then) Welsh language strategy, *A living language: a language for living* (Welsh Government, 2012).² In 2017, the Welsh Government published their current Welsh language strategy *Cymraeg 2050: A million Welsh speakers*; its work programme for 2017-21 has committed to review and refine the CfK programme.³ The aim of the programme is to increase the number of children in Welsh-medium education. Its objectives are to support:
- parents, prospective parents and other family members in introducing and using Welsh at home and transmitting Welsh to their children,
 - children's linguistic development in a social and educational context.

Through its aim and objectives, the programme seeks to contribute to the Welsh Government's vision of achieving a million Welsh speakers by 2050.

¹ Welsh Government (2018) [Process Evaluation of Cymraeg for Kids: Emerging Findings](#). Social Research Number: 55/2018. [Accessed: 17 January 2019].

² Welsh Government (2012) [A living language: a language for living - Welsh language strategy 2012 to 2017](#) [Online]. [Accessed: 17 January 2019].

³ Welsh Government (2017) [Cymraeg 2050: A million Welsh speakers](#). [Online]. Accessed: 17 January 2019] and Welsh Government (2017), [Cymraeg 2050: A million Welsh speakers - Work programme 2017–21](#). [Accessed: 17 January 2019].

- 1.4 The programme is delivered jointly by the Welsh Government and an external provider. In January 2016, Mudiad Meithrin (the contractor) was awarded a contract to co-deliver the programme for a period of up to three years. The value of the contract in 2016-2017 was £500,000, to deliver services in 14 local authorities. In April 2017, the Welsh Government increased the value of the contract to £725,000 per year in order for these services to be offered in all local authorities across Wales.
- 1.5 The CfK programme's aim and objectives (see 1.3) were further refined and interpreted by the contractor in its successful application and subsequently in its business plan. The contractor describes the project as '[making] parents aware of the bilingual journey available for them and their child by choosing Welsh-medium childcare and education'. In order to deliver the services, the contractor employs 26 officers across Wales, who mostly work part-time, and who are each responsible for delivering services in their area. The geographic scope of each regional officer's region varies (see Table 1 below). Some officers operate across one local authority (or part of a local authority) while others work across more than one local authority. The contractor also employs a national CfK manager and three senior officers to manage the programme.
- 1.6 The Welsh Government are responsible for developing the national engagement strategy with the public, with information about the programme located on the Welsh Government's 'Cymraeg' website.⁴ Promotional and information materials are developed and procured centrally by the Welsh Government.

⁴ The Welsh Government's '[Cymraeg](#)' website is aimed at supporting and promoting the use of the Welsh language. [Accessed: 17 January 2019].

Table 1. Geographic coverage of CfK officers

Regions (24)	Number of officers
Anglesey	1
Bridgend and Vale of Glamorgan	1
Caerphilly and Newport	1
Cardiff	1
Carmarthenshire	3
Ceredigion	1
Conwy	2
Denbighshire and Flintshire	2
Gwynedd (Arfon)	1
Gwynedd (Dwyfor)	1
Gwynedd (Meirionnydd)	1
Merthyr Tydfil and Blaenau Gwent	1
Monmouthshire	1
Pembrokeshire (north)	1
Pembrokeshire (south)	1
Powys (north)	1
Powys (south)	1
Rhondda Cynon Taf	1
Swansea and Neath Port Talbot	2
Torfaen	1
Wrexham	1
Total (24 regions)	26

Description of CfK Delivery

- 1.7 The CfK sessions are delivered to groups of parents/guardians (which will all be referred to as 'parents' in this report) and young children. All CfK sessions are free of charge and are held at a variety of community venues. There are three main types of activities for groups: baby massage groups offered from 8 weeks old, baby yoga for babies 10 weeks and older, and story and rhymetime group sessions for children aged 0 – 3 years. Baby signing has been introduced to many of the group sessions in the past year. The model of group session delivery adopted by the contractor involves

delivering a series of regular group sessions in locations selected by CfK officers. These are supplemented with one-off sessions, typically an activity in a new area or with a new target audience, or events in association with local partners. Examples mentioned by officers included buggy walks with families or one-off story and rhymetime group sessions delivered at local festivals.

- 1.8 One of the programme's specific objectives is to establish arrangements for working in partnership with other relevant agencies and organisations such as health professionals, Flying Start and *Mentrau Iaith*, both to offer joint sessions and to reach wider audiences.⁵ Responsibility for collaborating with stakeholders and other agencies is shared between the Welsh Government and the contractor.
- 1.9 The contractor and the Welsh Government have strategic review meetings on a termly basis to discuss progress in delivering CfK. There are regular CfK management sub-group meetings (also held every term which focus on more operational issues) between the Welsh Government and CfK programme managers. The contractor collates and submits monthly monitoring data reports to the Welsh Government. This includes data on the number of group sessions delivered; parents and children attending group sessions; unique families engaging in the programme (estimated data); visits by programme staff to *Cylchoedd Meithrin*, *Ti a Fi* and private nurseries; presentations to parents in Parentcraft group sessions; engagement activities with partners; and marketing and communications activity.
- 1.10 In the most recent full year of delivery (2017–2018), the monitoring data shows that 20,926 adults and 21,952 children attended 2,946 group sessions. Monitoring data shows that the numbers of sessions and attendees have grown substantially over the programme's lifetime. A more

⁵ Flying Start is the Welsh Government's flagship early years programme for families with children under 4 years of age living in disadvantaged areas of Wales. [Mentrau Iaith](#) are community-based organisations which work with individuals, organisations and businesses to raise the profile of the Welsh language in a specific area. There are 22 *Mentrau Iaith* in Wales. [Accessed: 17 January 2019].

detailed description of the programme monitoring data is provided in sections 3.16 – 3.17 of this report.

Audience

- 1.11 The Welsh Government's specification for the CfK contract stated that 'this programme will target parents with diverse linguistic backgrounds as well as targeting them at different stages of their children's development'.⁶
- 1.12 The programme focuses on encouraging greater use of the Welsh language and making the first step towards Welsh-medium education. The audience targeted to take part in groups, therefore, comprises both those families with the potential to transmit the Welsh language and those families with no previous experience of using Welsh.
- 1.13 As noted in section 1.4, the programme has expanded since its inception, and there is now a network of officers working in each local authority area, but staff capacity and time constraints mean that there are limitations to the amount of CfK activity that can be delivered. Furthermore, the reach of the programme in terms of the number of parents and geographic coverage is influenced by the model of delivery chosen by the contractor. This is further discussed in Section 3 of this report.

Policy and Strategy Context

- 1.14 The *Cymraeg 2050* Strategy sets out the Welsh Government's long-term approach to achieving the target of a million Welsh speakers by 2050. The Strategy identifies three strategic themes to achieve this:
- Theme 1: Increasing the number of Welsh speakers;
 - Language transmission in the family;
 - The early years;
 - Statutory education;
 - Post-compulsory education;
 - The education workforce, resources and qualifications;

⁶ Welsh Government (2015) Specification for implementing the Cymraeg for Kids programme, Contract C12 2015/2016 [Unpublished].

- Theme 2: Increasing the use of Welsh;
 - The workplace;
 - Services;
 - Social use of Welsh;
- Theme 3: Creating favourable conditions – infrastructure and context;
 - Community and economy;
 - Culture and media;
 - Wales and the wider world;
 - Digital technology;
 - Linguistic infrastructure;
 - Language planning;
 - Evaluation and research.

1.15 The Strategy’s work programme explains how CfK ‘not only provides information to new and prospective parents about language transmission, it is also aimed at supporting a child’s transition to Welsh-medium early years provision and beyond’.⁷

1.16 CfK operates in the context of Welsh Government health, childcare and education programmes that provide related services to parents and children. From 2016 the *Healthy Child Wales Programme* has been implemented across all Welsh health boards. *Healthy Child Wales* is a universal health programme for all families with 0 – 7-year-old children, setting out planned contacts children and their families can expect from their health boards, from maternity service handover to the first years of schooling.⁸ In addition to the universal health visiting service, families with children under 4 years of age living in disadvantaged areas of Wales – the *Flying Start* areas – receive an enhanced programme.⁹ In practice this means that they are offered free part-time childcare for 2-3-year olds, an

⁷ Welsh Government (2017) [Cymraeg 2050: A million Welsh speakers - Work programme 2017–21](#). [Accessed: 17 January 2019].

⁸ Welsh Government (2016) [Healthy Child Wales Programme](#). [Accessed: 17 January 2019].

⁹ Welsh Government (2017) [Flying Start \[Online\]](#). [Accessed: 17 January 2019].

enhanced health visiting service, access to parenting programmes and access to language and play groups.

- 1.17 The Welsh Government has committed to provide 30 hours of government-funded early education and childcare for up to 48 weeks of the year for eligible working parents of three- and four-year olds in Wales.¹⁰ The current free early education of a minimum 10 hours a week for all 3 and 4-year-olds, provided by Foundation Phase, forms part of this offer. This offer is currently being rolled out across Wales and will be available across the country by 2020.
- 1.18 Family Information Services (FIS) are the first point of contact for advice and information on these local services for parents. The FIS provide free, impartial help, support and advice on a range of family issues including childcare, health care, education and training, leisure services and finances.
- 1.19 CfK operates in the context of the above programmes, with CfK officers collaborating to varying degrees with these services across Wales. Partnership working is discussed in more detail in Section 3 of this report.

Evaluation aim and objectives

- 1.20 The aim of the evaluation is to explore whether the programme has been designed in a way that enables its objectives to be met and assess how the programme is being implemented in its current form.
- 1.21 The objectives of the evaluation are to develop and test the programme's theory of change, to identify what aspects of the programme are working well, as well as what aspects need to be improved, and how this could be done. The evaluation also seeks to develop proposals for a potential research design for a future outcome evaluation of the programme.

¹⁰ Welsh Government (2017) [Talk Childcare: the offer for Wales \[Online\]](#). [Accessed: 17 January 2019].

2. Methodology

2.1 This section provides detail on the evaluation objectives and research questions; evaluation methodology; process for developing the Theory of Change; ethics; and the strengths and limitations of the evaluation approach.

Evaluation objectives and research questions

2.2 The objectives of the evaluation as noted in the Specification were:

- to explicate the theory of change underpinning the CfK programme;
- to assess the extent to which there is fidelity to the programme's theory of change;
- to identify what aspects of the programme are working well, and why;
- to identify what aspects of the programme need to be improved, and why;
- to propose recommendations on how the programme might be improved;
- to develop potential proposals for a research design for a future outcome evaluation of the programme.

2.3 The research questions for this evaluation drew on the themes proposed in the specification for this evaluation and focus on the following:

- Aim and objectives of the programme:
 - How the programme's aim and objectives were developed and the extent to which there is a common understanding of these among all stakeholders.
- Target audience:
 - How the target audience is defined; and the appropriateness of encouraging the full range of the target audience to engage with the CfK sessions and of sharing information with them.

- Programme activities:
 - The strengths and weaknesses of the current approach to planning and delivering activities in group sessions, and whether the sessions meet the requirements of the target audience.
- Geographic areas:
 - The current process for planning where sessions take place.
- Structures and processes:
 - The support offered to the contractor by the Welsh Government and how responsibilities are shared within the programme.
- Monitoring:
 - Examination of what data is being collected, the methods, the rationale for collection and what use is made of collected data.
- Partnerships:
 - The link between CfK group sessions and wider opportunities to support young children’s Welsh-medium experiences.
 - How the programme works in partnership with other agencies in facilitating progression through Welsh-medium care and education provision.

Evaluation methodology

2.4 To answer the research questions listed in section 2.3 above, a mixed methods evaluation design was developed. Evidence was gathered primarily from April 2018 to July 2018, with remaining fieldwork completed in September 2018. The methodology comprised the following elements:

- a review of programme documentation;
- development of research tools;
- interviews with Welsh Government representatives;
- interviews with the CfK manager, three senior officers and 26 regional officers working on behalf of the contractor (see 1.5 for further information);
- fieldwork with parents;
- interviews with stakeholders; and

- development and testing of a Theory of Change (discussed in detail in paragraphs 2.15-2.17).
- 2.5 A review of programme documentation was undertaken, including monitoring reports presented by the contractor, CfK publicity materials, forms for gathering CfK attendance data and relevant national publications (including *Cymraeg 2050: A million Welsh speakers*).¹¹ This review informed the development of the Theory of Change and the design of the evaluation research tools.
- 2.6 Research tools were developed to gather evidence for the evaluation. The tools comprised semi-structured interview guides for interviews with parents, Welsh Government representatives, regional programme officers, programme managers and senior programme officers. A privacy notice and explanatory materials with information about the project were also developed, to ensure that informed consent was gathered from research participants.
- 2.7 Interviews were conducted with two Welsh Government representatives with strategic oversight of the programme, as well as the programme manager and three senior programme officers within the contractor's organisation. These interviews gathered evidence on CfK's objectives, marketing and engagement work, the design and implementation of CfK groups, partnerships, monitoring processes, progress to date and recommendations for future improvements to the programme.
- 2.8 Interviews were conducted with all 26 regional CfK officers (See section 1.5). These interviews gathered evidence on the same themes as those noted in paragraph 2.6 but placed more emphasis on evidence related to the programme's delivery at a regional level.
- 2.9 Fieldwork was conducted with 125 parents and guardians (including a small number of family members and childminders), across 29 group sessions in 24 regions. Suitable group sessions for the evaluators to attend were identified during interviews with the regional CfK officers. The evaluators

¹¹ Welsh Government (2017) [Cymraeg 2050: A million Welsh speakers](#). [Accessed: 17 January 2019].

focused on ensuring the group sessions' attendees represented a range of regions and types of activity session, as well as avoiding group sessions where the majority of attendees would be attending for the first time (it was assumed that those attending for the first time would have fewer experiences of the programme to draw on during the discussions).

- 2.10 A mixture of one-to-one and group interviews were carried out with parents or guardians. The format of the interviews varied depending on the nature of the activity session, the space available within the venue, the time available for interviews, and the parents or guardians' preference. Where one-to-one interviews were conducted, these were always conducted within the wider group activity and were not private interviews. Based on the findings, it would appear that the level and the nature of the responses did not differ between the different types of interviews. However, it should be noted that parents' responses might have been affected by the choice of method as they could have been reluctant to share information and opinions in a group setting.
- 2.11 The fieldwork gathered evidence on parents' linguistic background (e.g. whether they spoke Welsh, attended a Welsh-medium school), awareness of the programme and communication, the nature of their engagement with the activity, their opinion on the quality and impact of the activity, and future support needs.
- 2.12 One-to-one interviews were conducted with 46 CfK partners and stakeholders, through a combination of telephone and face-to-face methods. These included interviews with representatives of Urdd Gobaith Cymru, Booktrust and the Welsh Books Council at a national level, and libraries, health visitors, university midwifery training departments, *Mentrau Iaith* and Flying Start and local authority-funded parenting programme leads at a regional level.¹² These interviewees comprised representatives from agencies who have worked in partnership with the Welsh Government or

¹² [Urdd Gobaith Cymru](#) (the Welsh League of Youth) is a youth movement based in Wales. [Accessed: 17 January 2019]. [BookTrust Cymru](#) is part of Booktrust, the UK's largest children's reading charity. The [Welsh Books Council](#) is a national body, funded by the Welsh Government, which provides a focus for the publishing industry in Wales.

the contractor at a national level or at a regional level, as well as stakeholders who have not directly engaged with CfK.

- 2.13 Stakeholders were identified through two different approaches: some were identified by CfK officers and others were identified by the evaluators or by the Welsh Government. The evaluators received information from CfK officers on organisations with which they had worked in partnership. These ranged from organisations who had helped raise awareness of CfK or referred parents to group sessions, to those who had co-delivered or hosted group sessions with CfK staff. Stakeholders that were identified either independently by the research team or by Welsh Government included stakeholders who had not engaged with CfK and others who had collaborated with CfK in some way (e.g. through referring parents to the programme, passing on information about the programme or co-delivering sessions). Table 2 below sets out the type and number of stakeholders interviewed.
- 2.14 The interviews with stakeholders sought to understand the extent to which they had worked in partnership with CfK (if at all), reasons for engagement (or lack of engagement) and their understanding of CfK's aim, objectives and activities. Where organisations had worked in partnership with CfK, interviews also sought to understand the nature of the partnership working, their experiences of collaborating with CfK, and views on the perceived benefits on their organisation and target group of working in partnership with CfK.

Table 2. Summary of the stakeholders interviewed

Type of stakeholder organisation	Number of stakeholders interviewed		
	Stakeholders identified by CfK officers	Stakeholders identified by the evaluators or Welsh Government	Total
Health visitor and midwifery training providers	0	3	3
NHS Wales	5	2	7
Local authority	2	0	2
Flying Start	3	2	5
<i>Mentrau Iaith</i>	6	4	10
Libraries	7	0	7
Other (charities, third sector, schools)	12	0	12
Total	35	11	46

Developing a Theory of Change

- 2.15 One of the objectives of this evaluation was to develop and test the programme's Theory of Change (ToC). The ToC is a tool to articulate explicitly how a programme is intended to achieve its aims and objectives by making explicit the assumed links between the programme's inputs, activities, outputs, outcomes and long-term impacts. The ToC also seeks to describe and communicate the set of assumptions that explain the steps that lead to the long-term impacts and helps place the programme in its policy and / or strategic context. A ToC is a useful tool for planning, monitoring and evaluating a complex intervention, such as CfK, because it demonstrates how changes could unfold and clarifies the early and mid-term changes that need to happen in order for a longer-term outcome to be reached.
- 2.16 Various tasks informed the process of developing a draft ToC for CfK during the evaluation. During the scoping phase (April and May 2018), desk research, interviews with CfK managers and a ToC workshop with the evaluators and Welsh Government staff sought to gather evidence of the programme's aim and objectives and the inputs and activities that were

assumed to lead to these being achieved. The evaluators then developed a draft logic model for the programme, which was refined in parallel with the evaluation fieldwork taking place (June-September 2018). This was supported through discussions with and feedback from the Welsh Government, an independent peer reviewer and the findings from the evaluation fieldwork. Discussions around the draft logic model then informed the development of a draft ToC which was again shared with the Welsh Government and the peer reviewer (October 2018). The draft ToC elaborated on the steps, causal links and assumptions between each step of the logic model, providing more detail on each.

- 2.17 The draft ToC is set out in Section 5 of this report (See Figures 6-9). It was shared and discussed with the Welsh Government in October 2018, to test whether the ToC reflected their observations of the programme. It is anticipated that further testing and refinement of the ToC will take place during the next phase of CfK from April 2019, and that this will involve discussion between the Welsh Government and the contractor to ensure that the revised ToC is consistent with their understanding of the programme.

Ethical considerations

- 2.18 Informed consent was collected from all parents, staff and stakeholders who took part in the evaluation; all necessary information about their contribution to the evaluation and the use of their personal data was provided in briefing notes and an associated privacy notice prior to the interview. Signed consent was obtained from parents for the face-to-face interviews whereas verbal consent was obtained for the telephone and face-to-face interviews with CfK officers and stakeholders. Bangor University obtained ethical approval from its Research Ethics committee for its fieldwork.

Key principles and limitations of the methodology

2.19 The evaluation methodology was designed with certain key principles in mind. These were:

- ensuring all key managers and officers involved with the design and delivery of CfK were provided with an opportunity to contribute to the evaluation;
- an informal and flexible approach to undertaking fieldwork with parents, ensuring limited disruption to the informal nature of the group sessions organised by regional CfK officers;
- flexibility to gather evidence from a wide range of stakeholders from varying organisations and sectors, including stakeholders identified by CfK officers and others identified independently.

2.20 There are some limitations to the research methodology. These include:

- Potential biases within self-reported data. Parents and stakeholders were asked to comment on their experience of taking part in the CfK activities from which they are currently benefitting, which could lead to more positive responses;
- The potential for the individual background and circumstances of parents to have influenced their views on the programme as well as local conditions and factors in their area (e.g. positive or negative experiences of Welsh-medium education, the availability of Welsh-medium education locally);
- Whilst recognising that this is a process evaluation and not an impact evaluation, the lack of a comparison group means that there isn't robust evidence to attribute findings relating to parents' satisfaction with CfK group sessions and early signs of the programme's impact to the programme itself;
- A dependency on CfK officers identifying stakeholders with whom they had collaborated resulting in potential selection bias, with those who have collaborated with CfK likely to be over-represented in the sample. This was mitigated through identifying some stakeholders independently;

- That the samples of parents and stakeholders should be considered a convenience sample and cannot be considered representative of all potential stakeholders;
- That the samples of parents and stakeholders were fairly small and limits the extent to which findings can be considered robust, particularly with regard to specific sub-groups (e.g. stakeholders in specific sectors);
- That the evaluation has not sought the views of parents who had not engaged with CfK, and that these may have different views and experiences;
- The potential for selection bias in the sample of stakeholders, with challenges encountered in engaging with some stakeholders, particularly those who were less engaged with CfK;
- That the findings do not enable analysis at regional level;
- That the draft ToC has not taken into account feedback from the contractor. It is possible that this further testing (through the involvement of the contractor and also other stakeholders) would have led to further refinement of the ToC.

The above limitations should be considered when reviewing the findings of the evaluation, which are presented below.

3. Findings

3.1 This section outlines the evaluation’s findings relating to: the aim and objectives of the programme; target audience; programme activities; geographic areas; structures and processes; monitoring, and partnerships. Findings relating to the partnerships between CfK and other organisations as well as Mudiad Meithrin as a sector partner (as opposed to a contractor) are also included in this section.

Aim and objectives of the programme

3.2 As noted in section 1.3, the aim of CfK is to increase the number of children in Welsh-medium education. Its objectives are to support:

- parents, prospective parents and other family members in introducing and using Welsh at home and transmitting Welsh to their children;
- children’s linguistic development in a social and educational context.

3.3 Interviewees from the Welsh Government reported that the aim and objectives set out in the CfK programme’s specification were informed by previous experience of funding the ‘Twf’ programme.¹³ CfK’s aim and objectives were developed to support the aims and objectives of the Welsh Government’s (then) Welsh language strategy *A living language: a language for living - Welsh language strategy 2012 to 2017* (Welsh Government, 2012).¹⁴ Welsh Government interviewees also explained that the aim and objectives aligned with the *Cymraeg 2050: A million Welsh speakers* strategy (Welsh Government, 2017a) and its work programme for 2017-21, which includes a commitment to review and refine the

¹³ ‘Twf’ was established by the Welsh Language Board in 2001. Its aim was to raise awareness among families of the advantages of raising children bilingually and to provide a positive influence on their practice in terms of using Welsh. The focus of the project evolved over the years, with a greater emphasis being put at certain times on increasing the number of bilingual families transmitting the Welsh language to their children, and on raising families’ awareness of the value of introducing Welsh in the home, bilingualism and the advantages of Welsh-medium education, specifically for parents of children aged 6 months or younger. The ‘Twf’ project ended in March 2016.

¹⁴ Welsh Government (2012) *A living language: a language for living - Welsh language strategy 2012 to 2017*. Available [here](#) [Accessed: 17 January 2019].

programme.¹⁵ Interviewees from the Welsh Government noted that the way in which the programme's aim and objectives are articulated has been refined, largely based on the contractor's interpretation of them.

3.4 Interviews with the contractor's staff showed that they interpret the national aim and objectives as increasing Welsh language use, transmission and progression to Welsh-medium childcare and education. Those interviewed described these aim and objectives through the concept of a 'bilingual journey' (or rather, they referred to it in Welsh, using the term 'taith iaith', a language journey), aligning with the tagline 'begin the bilingual journey' used on Welsh Government-authored materials. CfK officers explained that the journey starts with CfK and progresses to Welsh-medium activities (such as Mudiad Meithrin's *Cylch Ti a Fi* parent and toddler groups) and early years provision (such as *Cylchoedd Meithrin* playgroups) and then on to Welsh-medium education.¹⁶

3.5 CfK officers reported that they understood the national aim and objectives and considered them to be appropriate. Officers also reported that these aim and objectives were mirrored at a regional level. However, officers also felt they had sufficient flexibility to place greater emphasis on certain objectives (e.g. language transmission, acquisition, use, education) depending on the area or parents' linguistic background. Officers reported that they had adopted the concept of a 'bilingual journey' and that they presented this in different ways, depending on a family's circumstances and experience of the Welsh language. Parents tended to understand the aim of CfK as exposure to more Welsh through the group sessions. Some parents noted that they understood that the programme was aimed at supporting and encouraging them to access Welsh-medium education and childcare.

¹⁵ Welsh Government (2017a) [Cymraeg 2050: A million Welsh speakers. \[Online\]](#). [Accessed: 17 January 2019]. Welsh Government (2017b) [Cymraeg 2050: A million Welsh speakers - Work programme 2017–21](#). [Accessed: 17 January 2019].

¹⁶ [Cylchoedd Ti a Fi](#) are local baby and toddler groups managed by a committee of parents or volunteers. There are over 500 *Cylchoedd Ti a Fi* registered as members of Mudiad Meithrin across Wales, and over 8,000 children attend them. Many *cylchoedd Ti a Fi* are associated with local [Cylchoedd Meithrin](#) (Welsh-medium playgroups). There are over 500 *cylchoedd meithrin* in Wales, with over 13,000 children attending them. [Accessed: 17 January 2019].

- 3.6 The findings indicate that Welsh Government and CfK officers have a consistent understanding of the programme's aim and objectives as outlined in section 3.2. However, interviewees also acknowledged that the programme's objectives are broad and open to some degree of interpretation. Interviewees also noted that the aim and objectives have not been consistently documented or updated to reflect the contractor's interpretation of the programme specification.

Target audience

- 3.7 As noted in section 1.11 of this report, the CfK specification stated that the programme targets parents of all linguistic backgrounds and at different stages of their children's development. The specification also noted that the contractor is expected to provide support for parents of children up until the end of the Foundation Phase (age 7). In practice, evidence from the evaluation shows that the CfK group sessions are designed to appeal to all parents of pre-school age children. The findings show that the contractor, after discussion with the Welsh Government, has focused on the age groups it considers to be most appropriate for achieving the programme's objectives, namely pre-school age children. CfK officers reported that group sessions are primarily aimed at parents with babies of around 8 weeks old up to children aged 3, with programme officers explaining that they wish to engage with parents early enough in the child's life to build a relationship with the parent before decisions about the medium of education are made.
- 3.8 The marketing methods, such as posters in libraries and social media posts, tend to focus on promoting CfK group sessions, and are aimed at parents of pre-school aged children, regardless of their linguistic background. Although the group activities are open to all parents with pre-school aged children, many of the CfK officers explained that they tried to reach non-Welsh-speaking parents, or those who speak little Welsh or lack confidence speaking Welsh in particular. However, most CfK officers also emphasised that parents who spoke Welsh, or who had attended Welsh-medium education could also benefit from the programme:

'[I target] non-Welsh-speaking parents or where Welsh is not strong or likely to be lost, for example a parent with Welsh as a second language with a non-Welsh speaking partner.' CfK regional officer interview

'I try to target non-Welsh speakers, but those who speak Welsh need support too – for example second language Welsh or those from a non-Welsh-speaking family background. Having a mix in the group works well – Welsh speakers and non-Welsh-speakers' CfK regional officer interview

- 3.9 Some CfK officers also noted that, although they did not actively seek to recruit a specific profile of parents, they found it helpful to have a mixture of parents from different linguistic backgrounds in the CfK group sessions. CfK officers noted it was helpful to have parents who spoke Welsh, who had attended Welsh-medium schools or whose children attended Welsh-medium schools in group sessions, as these parents could share their experiences with other families who did not have Welsh language skills or experience of accessing Welsh-medium education. Indeed, a few CfK officers considered that helping to create informal support networks of parents was an important potential benefit of the programme, with some parents able to act as advocates for Welsh-medium education.

Engaging with parents

- 3.10 Interviews with CfK officers show that the process of targeting parents and raising awareness of the programme begins in the prenatal stage and involves direct communication between CfK and parents as well as communication via intermediaries. Most programme officers reported that they had made contact with midwives and health visitors to raise awareness of the programme and ask them to provide parents and prospective parents with information about CfK group sessions. Programme monitoring data shows that CfK officers delivered 11 presentations about CfK to a total of 80 health visitors or midwives in 2017-18 (the most recent full year of data available) and a total of 156 childcare or midwifery students attended one of 6 presentations by CfK staff. Almost all the parents consulted as part of this evaluation, however, had heard about the programme through word of mouth or via social media, with a small number reporting that they had seen

a poster or had happened to come across the session while attending other activities at the venue where the CfK group sessions were delivered (e.g. visiting their local library or community centre).

- 3.11 CfK officers reported that their initial engagement with parents tended to focus on providing parents with information about the activities on offer in the programme's group sessions (e.g. baby massage or yoga). CfK officers explained that they tended to focus on communicating key messages relating to the benefits of acquiring the Welsh language and accessing Welsh-medium education at a later stage, during the delivery of group sessions and one-to-one conversations, rather than as part of initial engagement. Some officers described the CfK group session activities as a 'hook' which facilitated initial engagement and provided an opportunity to have further discussions (e.g. about Welsh-medium education and childcare).
- 3.12 In terms of marketing the programme's group sessions, all CfK officers make use of Facebook as a method of advertising and communicating with parents. Facebook posts and print adverts for programme activities emphasise that all parents are welcome at the group sessions. Almost all parents interviewed, regardless of how they had initially become aware of the programme, reported that they had accessed their local CfK Facebook page.
- 3.13 CfK's public engagement more generally is the responsibility of the Welsh Government under the banner of its 'Cymraeg' marketing campaign. Information about the CfK programme, case studies and videos of parents and links to local CfK Facebook sites are available on the Cymraeg.gov.wales website. Some data is collected on the website's use, but these do not provide a clear insight into usage patterns of the CfK part of the site.
- 3.14 According to the evidence gathered through fieldwork and the review of monitoring data, the actual audience reached – in terms of numbers and in terms of linguistic background - varies from area to area, within areas, and can vary from week to week as new families join and leave. The regional officers work with this variation and over the first few group sessions get to

know the parents and then pitch their conversations and messages appropriately to the audience they have in that session. CfK regional officers in some areas observed that they were increasingly seeing non-Welsh speakers from outside of the UK.

- 3.15 Table 3 below sets out the numbers of group sessions held and of parents and children attending according to the latest CfK monitoring data compiled by the contractor. Analysis of the programme's monitoring data shows significant increases in the number of group sessions and attendees between 2016-17 and 2018-19.
- 3.16 During the first full year of delivery (from April 2016 to March 2017), 1,459 CfK group sessions were delivered compared with 2,946 in the second year (the eleven-month period between April 2017 and February 2018). This increase is likely to reflect the expansion of the programme during the second year of delivery. Data for the most recent year to date (the seven months from March to September 2018) shows that 2,052 group sessions were delivered in this period. Assuming the increase in the number of sessions delivered during the first half of 2018-19 is sustained during the remainder of the year, the total number of group sessions delivered in 2018-19 is likely to exceed the number for 2017-18.
- 3.17 There have also been increases in the number of adults and children attending group sessions between 2016-17 and 2018-19. A total of 7,595 adults and 8,143 children attended group sessions in 2016-17. During 2017-18, this increased to 13,187 adults and 13,720 children in (based on the 11-month period from April 2017 to February 2018). In 2018-19 (the seven months from March to September 2018), there were a total of 14,927 adult and 15,512 child attendees at CfK group sessions.

Table 3. Summary of CfK monitoring data 2016-17 to 2018-19

	2016-17 (N.B April – <i>March</i>)	2017-18 (N.B April – <i>Feb</i>)	2018-19 total to date (March to Sept)
Total number of group sessions	1,459	2,946	2,052
Number of group sessions - story and rhyme time	906	1,533	970
Number of group sessions - baby massage	535	804	547
Number of group sessions - baby yoga	78	595	533
Number of group sessions - baby splash	0	14	2
Total number of attendees - adults	7,595	20,926	14,927
Total number of attendees - children	8,143	21,952	15,512
Number of one-to-one conversations	624	1,176	7,886

Source: CfK monitoring data, Welsh Government.

Programme activities

- 3.18 Three types of group sessions are offered through CfK in most regions: baby massage, baby yoga and story and rhymetime groups. These activities are both the linchpin and public face of CfK. These groups are the main way of making and maintaining contact with parents, and the groups are used by CfK officers to share information about language transmission, acquisition, use and progression to Welsh-medium education or childcare. Alongside contact through the groups, officers share key messages and information through social media, via print leaflets and through collaboration with partners.
- 3.19 The group sessions are free of charge, and almost all sessions are delivered during weekdays, mid-morning or mid-afternoon. Group sessions often take place in libraries, although cafes, community centres, halls and school premises are also used, with venues selected because of their convenient location for parents and their availability at a low cost or free of charge. The feedback received from the parents interviewed was mostly positive with regards to locations, timings and the nature of group sessions. The main issues raised by parents related to the distance of venue from an

individual respondent's home or that the timings clashed with other work or social appointments. Some parents who had travelled by car to attend group sessions noted that they would like to see more being delivered in their area. These parents wanted more activities to be delivered closer to their homes in order to avoid having to travel by car.

3.20 The CfK officers noted that the programme's group session activities (baby massage, yoga and story and rhymetime) were selected by the contractor to be appropriate for parents of very young children and to offer a progression pathway during the first year of a child's life. The menu of activities are tailored by local officers to avoid duplicating provision already delivered by others locally. Parents interviewed reported that they consider the activities to be appealing and appropriately targeted at them.

3.21 The model of group session delivery chosen by the contractor involves a series of regular sessions (typically weekly, see Figure 1) delivered to parents and children. Programme officers felt that this model was more likely than alternative approaches (e.g. delivering more one-off sessions in a greater number of locations) to lead to sustained and meaningful contact with parents. This model also offered more opportunities for CfK to influence parents through one-to-one conversations and developing parental peer groups. Although CfK officers acknowledged that this model limits the number of locations in which they can deliver group sessions, they felt that it was more likely to achieve CfK's objectives. Most CfK officers reported that, in their view, the demand for attending CfK group sessions exceeded their capacity to deliver group sessions. CfK officers gave examples of stakeholder requests, which they had been unable to fulfil, to deliver group sessions in other locations. Most officers mentioned other geographic areas in which they could potentially deliver group sessions, if they had the capacity to do so (see also 3.41). CfK officers also explained that they do also deliver one-off sessions, to raise awareness of the programme (among parents and stakeholders) and reach a wider audience. However, this is not the primary method of reaching parents.

Figure 1: Principal CfK Group Sessions

Activity	Age range and duration
Baby massage Parents are greeted in Welsh and English. Each session begins with a song in Welsh; and the simple instructions naming parts of the body are given in English and Welsh for the baby massage	From 8 weeks Typically, a series of 6 weekly group sessions. Run during the school term.
Baby yoga As above, but with simple instructions in Welsh and English for the baby yoga	From 10 weeks Typically, a series of 6 weekly group sessions. Run during the school term.
Story and rhymetime The group sessions include listening to a story in Welsh and learning simple rhymes. Some group sessions include craft activities.	Children aged 0-3 Attendees tend to be parents with children of around 6-9 months upwards. Run during the school term.

3.22 CfK officers explained how they use the first few group sessions to build a rapport with the parents and establish a friendly group while introducing Welsh words, phrases, songs and stories as part of the delivery of activities. CfK officers explained that they then use their judgement in deciding when and how to introduce messages about language transmission, acquisition, use, and progression to Welsh-medium education or childcare. Programme officers described their approach as a gradual one where they ‘drip feed’ information about Welsh-medium education to parents. These findings suggest that the CfK officers have some flexibility in how they choose to communicate key messages when delivering the programme’s group activities. CfK officers explained that they discuss approaches to engaging parents and share good practice during regional and national meetings of programme officers (See also section 3.44).

Parents’ feedback on programme activities

3.23 Parents were asked about how they heard about the programme activities, their reasons for attending, opinions on the activities and their future plans for the language of the home and education. There are examples of three parents’ feedback in Figure 2 later in this section.

- 3.24 Most parents interviewed had heard about the group activity they were attending via a friend or a relative's recommendation or had seen a link to CfK on a local Facebook page, specifically those pages aimed at parents in the area. The parents in attendance considered this to be an effective way of reaching parents because they were used to finding out about local activities through those pages. Some parents mentioned having seen a poster while at the library, and a small number mentioned that their health visitor had told them about the session or that they had heard about the activities through pre-natal contact with CfK or through attending other activities at a library or community centre.
- 3.25 Most of the parents interviewed noted that they could not recall receiving information from their health visitor on CfK activities (some did not recall receiving any information about English- or Welsh-medium activities from their health visitor). Findings from health visitors indicated there were variations in levels of awareness of CfK among them, with some health visitors reporting that they could not recall receiving information about CfK (see partnerships with other organisations sections 3.60 and 3.65).
- 3.26 Most parents reported that they had received information on other local sessions (such as *Cylchoedd Ti a Fi*) and provision (such as *Cylchoedd Meithrin*) through attending CfK group sessions. However, some parents were unaware of other Welsh-medium provision, suggesting that not all receive or process this information. Findings from some parents in one CfK group, for example, highlighted the challenges around raising awareness and creating a language pathway between CfK and other Welsh language early years activities. One parent interviewed at the CfK session explained that they regularly attended a *Cylch Ti a Fi*, located very near the CfK session venue. However, the parent explained that they had heard of the CfK group by chance, through informal discussion with another parent, and had not received any information about it through the *Cylch Ti a Fi*. This parent commented that they would like to have known about the CfK group earlier in their child's life so that they could have accessed more of the activities. Meanwhile, other parents at the same CfK group were not aware of the nearby *Cylch Ti a Fi*, remarking that there was a lack of suitable

groups for their young toddlers who were getting too mobile for the CfK session. The findings therefore suggest that, although CfK officers reported providing parents with leaflets detailing local *Cylch Ti a Fi* and *Cylch Meithrin* provision, it would appear that not all parents receive or process this information. This suggests there is a need to further consider how all parents attending CfK group sessions can be made more aware of local *Cylch Ti a Fi* and *Cylch Meithrin* sessions and vice versa.

- 3.27 Most parents were attracted to attend CfK group sessions by the nature of the activities on offer (e.g. baby massage, yoga). Some parents reported that the activities had been the main thing that attracted them to attend CfK group sessions, rather than the language of delivery (see also Figure 2). Indeed, some parents interviewed were unaware of the Welsh-medium focus of the CfK group sessions prior to attending. These parents had been solely attracted to the group by the nature of the activity (e.g. baby massage), rather than the medium of delivery. Some parents explained that being unaware of the linguistic focus of CfK was beneficial as they would have been less likely to attend had they been aware of the linguistic nature of the session. One parent explained: 'I do remember seeing a couple of groups with 'Welsh' in brackets after them [in health visitors' handout] but I wouldn't go to them'. This parent was a non-Welsh speaker who had attended several CfK baby massage group sessions, was enjoying it, and was starting to consider the medium of their child's education in future, something that had not previously been a consideration, as English-medium provision had been their assumed pathway.
- 3.28 Parents who participated in interviews were asked about their reasons for attending the CfK groups. The main factors mentioned by parents were having the opportunity to socialise and meet other parents and the opportunity to take part in the activity (e.g. baby yoga). The fact that the group was free was spontaneously mentioned by a handful of parents. Welsh-speaking parents reported that they actively sought out Welsh language groups. Several of the non-Welsh-speaking parents stated that preparation for Welsh-medium education was a key reason:

'I want her to get some Welsh before she starts in Welsh school...I want her to get as much exposure as possible and this group is good'. Parent interview

- 3.29 The majority of the parents interviewed in group sessions had already attended a previous session, and were asked what aspects of the group session had encouraged them to return. Foremost among the replies from the parents was that they enjoyed the group sessions – enjoying both the activities and the company. Several parents mentioned that they felt CfK group sessions were better structured than other groups they had attended. These parents tended to note that some other groups they had attended were too rigidly structured (e.g. parents had to turn up at a certain time or book in advance), while other groups were too unstructured (e.g. free play in some playgroups, including *Cylch Ti a Fi*). Some parents mentioned that they liked the introduction to baby signing.
- 3.30 A large number of parents, across many of the groups visited, referred to the CfK officer's friendly and approachable nature. Some parents made reference to the 'gentle encouragement' to use Welsh in the group sessions, noting that 'you're not judged on your level of Welsh and 'you're not pressured'. Some went further and explained that they were glad that the CfK officer wasn't 'pushy' about Welsh. This was echoed in comments made by some stakeholders who felt that CfK officers struck an appropriate balance in introducing the Welsh language to non-Welsh speaking parents. These stakeholders described CfK officers as having a positive and encouraging manner, without making parents feel pressured into making particular decisions.
- 3.31 Most parents interviewed had positive views on the materials they had seen during CfK group sessions, including song books and leaflets provided about the Welsh language. However, some parents indicated they would like to receive more materials, including variations on the ones they had already received (e.g. variations on the song books they had already received). CfK officers provided similar comments, with most noting that they would like to be able to provide new and updated materials to parents more frequently. A few CfK officers felt this was important to enable them to

maintain the interest and enthusiasm among parents and encourage them to continue participating in the programme's group activities. Some parents and CfK officers suggested that more digital resources could be developed through the programme. Some parents requested more translations into English on songbooks and handouts 'so that you could know what the song words mean without having to check on 'Google Translate'.

- 3.32 Parents were asked whether they had any recommendations for changing the CfK provision and most parents indicated that they were happy with the provision and support offered. Some parents noted that they would like to see more group sessions delivered in their local area and others requesting group sessions on weekends and in the school holidays. A few parents mentioned swimming lessons, outdoor play and dance activities. A few parents mentioned that they would like to meet in a café or a venue where they could stay on and chat over coffee.
- 3.33 Although the CfK programme does not set specific targets for engaging parents from different backgrounds, some CfK officers noted that they had faced challenges in reaching some groups of parents (e.g. fathers, young parents, those reluctant to attend group sessions). Some CfK officers reported that they had tried introducing new activities during the programme in an effort to target parents who had not previously attended CfK group sessions. Examples of these types of activities mentioned by CfK officers were buggy walks aimed at those reluctant to attend group sessions and weekend group sessions aimed at fathers.

Parents' perceptions of the benefits of CfK activities: Confidence in using Welsh

- 3.34 During interviews, some parents referred to what they perceived to be the benefits of attending CfK group sessions, and these are summarised below. It is important to note that this process evaluation has not been designed to capture evidence of the impact of CfK. However, it is potentially useful to consider whether the types of benefits perceived by parents reflect the intended outcomes of the programme. These types of perceptions are likely to be considered in more detail as part of a future outcome evaluation. In reading the sections that follow, therefore, it is important to recognise the

limitations of this type of data (e.g. the reliability of self-reported rather than objectively measurable data) and that it has been collected during a process evaluation rather than an outcome evaluation.

- 3.35 The evidence suggests that CfK is having a positive impact on some parents' confidence in using Welsh (see Figure 2), and this finding was supported by the observations of CfK staff. The biggest impact is on attitudes and understanding. Many of the parents interviewed in the group sessions had attended Welsh-medium education themselves but had not used the language much or at all since school. There was self-reported evidence of some parents using more Welsh outside of the session while some of those with little or no Welsh were encouraged by CfK officers to start Welsh for Adults (WfA) courses. Some parents reported being less nervous in using what Welsh they have and reported that they were now using more Welsh:

'I can converse in Wenglish but I've gained a lot of confidence being in this environment. I'm understanding more Welsh and am more confident speaking around others now. I've also gained confidence around the children so I'm much more confident when out.... Welsh was about school work ond... mae'n dechrau dod' [turns to Welsh to say, 'it's getting better'] Parent interview

'[in the group I speak] mostly English as I'm not there with the confidence yet. I've signed up to Welsh for the family in September which might help' Parent interview

'I'm not confident but being in these sessions has helped a lot. I sing the songs and speak some Welsh at home now' Parent interview

'She's learnt loads, she knows 1-10 and all her colours now in Welsh, and so do I – I think that's down to this group'. Parent interview

- 3.36 This increased interest in Welsh and improving or acquiring more Welsh may, however, be linked to becoming parents rather than the influence of CfK:

'Having children makes you re-think about Welsh. It's important.' Parent interview

'Since having children I've been re-thinking about language. My eldest daughter comes home from school and says "Cymraeg rŵan mam!"
Parent interview

This interest in improving or acquiring Welsh is among the reasons for taking part in CfK summarised in the examples in Figure 2.

Figure 2: Examples of Parents' Experiences

Example A (Parent): Mum to two children – a school-aged child (not present) and an 18-month-old. Non-Welsh speaking. Interviewed during a story and rhymetime session at a library

Mum's main reason for attending is to support the library, and her child loves the library. She likes the fact that there's Welsh there and describes herself as 'enthusiastic but hopeless at languages'. She went to Ti a Fi with her older child some years ago, who subsequently started in a Welsh-medium primary school. The child attended for one year but 'struggled and wanted to move, and the teachers there thought the Welsh was too much for [name] too'. The older child is now in an English-medium school and receiving support for language development. The younger child will follow the sibling to that English-medium school, and Mum thinks that 'these sessions will be a helpful start for the Welsh they'll get in the English school'.

Mum really likes the session; she explains that she has 'been to loads of baby and toddler groups over the years and this is one of the best'. The session has also helped mum learn some Welsh and she likes it that the officer 'mixes the Welsh with basic BSL, so it's like that [name of child] is learning two new languages – Welsh and BSL'. Mum adds that the officer 'is brilliant – non-patronising and she breaks everything down, even songs like Jac y Do where you know it but have never known what you're singing'.

Example B (Parent): Mum to one child, 6 months old. Non-Welsh speaking family. Interviewed during a story and rhymetime session

When the evaluators visited, it was Mum's first time at the song and rhymetime session, but she had previously attended the officer's baby massage session in a nearby town.

When asked about what attracted her to attend, Mum explained that 'the Welsh is a selling point as I'd like to send my [child] to Welsh-medium school, although I'm not sure yet'. She herself had attended an English-medium school in the area and had dropped Welsh at age 14, something she's always regretted. She has acquired a lot of incidental Welsh through her work. She likes the familiar songs sung in the group, especially ones she already knows in English 'so it's easier and more familiar just to try and concentrate on the Welsh words'. She's been on the Facebook page and uses the CfK songs available on the YouTube videos at home.

Example C (Childminder). Attending with one child she cared for. Interviewed during a story and rhymetime session

The childminder has some Welsh but is 'not fluent' although she has some Welsh qualifications. She doesn't use Welsh socially but uses some key phrases and words (including songs etc) with the children in her care. She has been attending CfK sessions since close to the start – she used to attend Ti a Fi anyway and happened to see CfK running a session in the library one day.

The childminder explained that she only speaks a little Welsh and 'loses confidence to use it at home with the children if she doesn't practise enough'. The majority of the children she cares for are from English-speaking backgrounds but often the parents are trying to learn a little Welsh. She comes to the session to help build her confidence to use Welsh, and 'it's the confidence to keep using my Welsh and obviously I forget some things if I don't come'.

She feels that learning songs and rhymes is useful as she can take these home to use with the children. The session helps her use everyday phrases and instructions with the children, including teaching them manners. She finds these types of phrases now easier to use because she attends the session.

She doesn't use much Welsh in the session at the moment, explaining that Welsh doesn't come quickly to her, she has to think about it, so will use Welsh in the group sessions when she feels sufficiently prepared to do so. The childminder would like an informal Welsh course for adults to be available, 'where everyday Welsh is taught in an informal setting like today's'.

Parents' perceptions of the benefits of CfK activities: discussion about Welsh-medium education

- 3.37 For some parents, the engagement with the CfK programme was a platform for attendance at other Welsh-medium activities and for further research into Welsh-medium education. Some parents reported that they now knew more about Welsh-medium early years and education options. The evaluators asked the parents in the groups about their future education plans and there was a mix of responses. Some had already decided on a Welsh-medium school, either because they were seeking out Welsh-medium education, or that was the only, or most convenient, school for them locally. At this stage in their child's life (babies of a few months old),

some parents were still unsure about the whole education system and what was available locally, including with regards to language medium:

'It's difficult getting information about what schools offer in terms of how much Welsh and how to compare them. Need help with understanding this and what it really means'. Parent interview

- 3.38 Some had not yet given much thought to future education, explaining that they 'will make a choice later depending how the child is doing with Welsh'. A small number of parents interviewed had older children already in English-medium education and intended to send the younger sibling to the same school. One parent explained that they also saw a value in attending a CfK session as 'I want them to have some Welsh language too', while another explained:

'I've already got an older child at an English school, so they will all go to the same school – it's too difficult otherwise. If that wasn't the case, I'd choose Welsh now'. Parent interview

- 3.39 A small number of parents (about three across the groups) expressed a negative view of Welsh-medium education, citing reported personal experiences of friends who attended Welsh-medium education or because of a 'fear of the unknown' or the worry of not being able to help with homework. It was apparent too that in some families the topic of future schooling can be sensitive:

'There's going to be a battle - his father wants him to go an English school, but his mother wants him to go to a Welsh one.' Carer interview

Geographic areas

- 3.40 The programme's expansion in 2017 has led to it having a broader reach, with officers working across Wales. However, the geographic coverage of CfK activities in each region is limited by the capacity of each programme officer to plan and deliver group sessions. Programme officers and stakeholders reported that there would be a demand for CfK activities in areas where the programme did not currently offer provision due to limited capacity. CfK officers referred to requests they had received from stakeholders to deliver group sessions in additional locations, and some

stakeholders reported that, in their view, there would be a demand among parents for more group sessions. Most CfK officers expressed a desire for an increase in the programme's capacity:

'Ideally there would be two officers in each region to enable us to cover more areas. For example, [name of town] doesn't get anything at the moment and [name of region] is too big to cover in three days – it's far to travel and this takes up a lot of time. This doesn't allow much thinking time for researching and trying to expand the marketing at the same time as delivering 6 sessions in 3 days.' CfK regional officer interview

- 3.41 The limited capacity of regional officers means that CfK officers have to prioritise those areas in which they will deliver activities. Regional CfK officers reported that they retain significant flexibility in selecting locations for delivering activities. CfK officers reported that specific areas were targeted based on a number of considerations. These included a consideration of what similar provision (Welsh- or English-medium) was offered locally, in order to avoid duplication as well as the suitability of locations and likely parental demand. CfK officers also noted that there were efforts at a strategic level to plan CfK provision to meet needs in different local contexts. In some cases, this was aimed at aligning the establishment of CfK groups with other new Welsh-medium early years provision (e.g. new *Cylchoedd Meithrin*) in order to create new progression pathways to Welsh-medium education. In other cases, CfK officers noted that areas where there was no *Cylch Ti a Fi* provision had been selected, with CfK seeking to bridge the gap in pre-school Welsh-language provision and the local language journey:

'We were going to the Ti a Fi in [place] but by her own admission the leader couldn't speak Welsh – and couldn't get anyone else to lead. We stopped going there - I didn't want my daughter to learn incorrectly.'
Parent interview

- 3.42 Interviews with CfK officers and other Mudiad Meithrin officers indicated that they worked in partnership to plan locations for CfK activities. CfK and other Mudiad Meithrin officers reported that they had put structures in place that enabled CfK senior officers to contribute to decisions about aligning CfK provision with new and existing *Cylchoedd Ti a Fi* and *Cylchoedd Meithrin*, where possible. In addition, the Welsh Government and the contractor's

staff reported that they considered this type of strategic planning as part of their regular review meetings. Some examples of this type of alignment were offered by CfK officers but they acknowledged that it was too soon to be able to measure the impact of this type of planning activity. CfK officers also acknowledged that progression routes to *Cylchoedd Ti a Fi* and *Cylchoedd Meithrin* were not available in every local area where CfK activities were delivered.

Structures and processes

- 3.43 The contractor and the Welsh Government have strategic review meetings on a termly basis to discuss progress in delivering the CfK contract alongside other grant-funded activity delivered by Mudiad Meithrin on behalf of the Welsh Government. There are more frequent CfK management sub-group meetings (held every term and focusing on more operational issues) between the Welsh Government and CfK programme managers. Welsh Government officials and CfK managers noted that more frequent informal discussions take place in between these meetings. Both Welsh Government and CfK officers interviewed reported that there was a good working relationship in place between them, with the meetings offering an opportunity to discuss plans and any challenges, and providing a channel for contact with other Welsh Government departments if needed.
- 3.44 Regional officers are managed by three CfK senior officers. Regional officers reported variations in how often they met their senior officer. Some regional officers reported that they met their line manager approximately every fortnight to plan provision and discuss any issues (with telephone discussions taking place at least weekly). Others reported less frequent meetings (this appeared to be mainly influenced by geographic proximity). CfK officers reported that each senior officer convenes a termly meeting of all regional officers in their area, and that national meetings of all programme officers are held termly to focus on sharing good practice and continuing professional development. Overall, programme managers and regional staff reported that the line management arrangements worked well. However, some regional officers reported they would value more regular contact with their senior officer, which they stated was not currently possible

due to the geographic distance between them. These formal management structures are supplemented by informal regular sharing of good practice between neighbouring areas.

- 3.45 Programme officers highlighted that the development and updating of CfK resources for families was an area of the programme that could be improved. Some programme officers noted that there was a time lag between a need for specific materials being identified and those materials being commissioned, produced and distributed. Programme officers indicated that they would like to be able to respond more quickly to requests for new resources, and that they would value having a greater role in developing CfK marketing materials and resources. Some CfK officers considered it would be beneficial to have access to digital materials that they could adapt themselves in response to local needs.

Monitoring

- 3.46 The contractor collates and submits quarterly monitoring data reports to the Welsh Government. These reports include monthly breakdowns of data on the number of: group sessions delivered; parents and children attending group sessions; unique families engaging in the programme (estimated data); visits by programme officers to *Cylchoedd Meithrin*, *Ti a Fi* and private nurseries; presentations to parents in Parentcraft sessions; engagement activities with partners; and marketing and communications activity.
- 3.47 CfK officers collect regular feedback (every six weeks, at the end of a series of CfK sessions) from parents who attend group sessions and reported that this is used to inform the delivery of the programme. A feedback form has been developed by the contractor that asks parents whether they are considering, following their participation in CfK sessions:
- attending local *Cylch Ti a Fi* or *Cylch Meithrin* provision;
 - choosing Welsh-medium education;
 - using more Welsh at home.

The most recent parental feedback data available (for the 12 months to March 2018) showed that all parents who completed a feedback form (695 in total) noted that they were considering at least one of the three options above. Owing to the range of contextual circumstances that could be influencing parents' intentions in relation to the choice of provision or language practices at home, and the timing of gathering feedback, there are potential limitations associated with the question on the current feedback form. The possibility of reviewing or refining the tool used for gathering feedback from parents, including their perceptions of the impact of the programme, is included in the future data needs and recommendations in Section 4 (see Table 4.7). Qualitative feedback from parents is also gathered through the comments made by parents on CfK regional Facebook pages.

- 3.48 Profile data is also collected from parents who attend CfK group sessions. The Welsh Government have recently started collecting profile data online from parents who participate in CfK activities and choose to register their details online (see Figure 3). This includes background information on the linguistic profile of the family. CfK staff encourage parents to register online but are dependent on parents choosing to do this independently after group sessions. This method for collecting profile data started in October 2017 and during the first year, 2,900 responses were received. Summary findings were not available for this process evaluation, but it will be a source of information for future evaluation.

Figure 3: Parents' Profile Questionnaire

<p>Question 1: What type of group is this?</p> <p>Answer options: Ante-natal session; Story and song; Splash and song; Baby yoga; Baby massage; Doti a Fi club.</p>
<p>Question 2: How old is the child with you here today?</p> <p>Answer options: This is an ante-natal session; 0-6 months; 7-12 months; 13-18 months; 19-24 months; 2 years or older.</p>
<p>Question 3: What is your relationship to the child?</p> <p>Answer options: Father/guardian; Mother/guardian; Grandparent; Other family relation; Childminder; Other.</p>
<p>Question 4: What is the main language of the child's home?</p> <p>Answer options: Welsh; English; Other.</p>

Partnerships

3.49 Working in partnership with other organisations is a key aspect of CfK. Below, the evaluation findings on how the CfK programme works in partnership with Mudiad Meithrin are presented as well how the programme works with other organisations. In considering the findings, it is important to acknowledge that partnership working can take many forms, such as sharing information, making and receiving referrals, co-planning and co-delivery activities, providing in-kind support and training.

Mudiad Meithrin as a partner

3.50 Mudiad Meithrin undertakes two key functions within the context of CfK. Firstly, Mudiad Meithrin is the contractor responsible for working with the Welsh Government to deliver CfK. Secondly, Mudiad Meithrin is a voluntary organisation representing a large majority of Welsh-medium early years care and education provision. This includes helping to establish, support and oversee provision such as *Cylchoedd Ti a Fi* and *Cylchoedd Meithrin*. This second role means that the wider Mudiad Meithrin team are an important partner for CfK in terms of achieving the programme's aim to increase the number of children in Welsh-medium education.

- 3.51 The CfK national manager and senior officers, as well as other stakeholders interviewed, emphasised the importance of ensuring that CfK provision was planned strategically, in some cases to align with other Welsh-medium early years provision and in others to fill gaps in provision. They also commented on the need for the CfK national manager and senior officers programme managers to work closely with Mudiad Meithrin to plan CfK provision. This was usually mentioned in the context of seeking to ensure that there were progression routes from CfK activities to other early years provision, such as *Cylchoedd Ti a Fi*, *Cylchoedd Meithrin* and Welsh-medium education settings. Identifying actual or perceived ‘gaps’ in the progression pathway from early years to Welsh-medium education in certain areas was also considered important by the CfK national manager and senior officers, as well as other stakeholders interviewed so that the gaps can be brought to the attention of local authority language forums and Welsh in Education Strategic Plan (WESP) groups.
- 3.52 The CfK national manager and senior officers reported that they have contributed to Mudiad Meithrin’s strategic planning processes for developing early years Welsh-medium provision at the national level. The programme’s national manager sits on Mudiad Meithrin’s national board, and senior officers participate in quarterly planning meetings with Mudiad Meithrin’s regional managers. Mudiad Meithrin reported that these strategic planning processes have led to CfK groups being established and co-located in six locations that coincide with new *Cylch Meithrin* provision. Interviewees from the Welsh Government and the contractor noted that the strategic review meetings and management sub-group meetings (see section 3.44) also provided an opportunity to discuss the availability of *Cylchoedd Ti a Fi*, *Cylchoedd Meithrin* and Welsh-medium education in the context of planning CfK activity.
- 3.53 At regional level, most regional programme officers indicated that they considered the availability of local Mudiad Meithrin provision when planning where to establish and deliver new CfK activities. Findings indicate that there are variations in the approach taken in each region, depending on how well established *Cylchoedd Ti a Fi* or *Cylchoedd Meithrin* were locally:

- Some regional officers mentioned they had established CfK activities in advance of new *Cylchoedd Ti a Fi* or *Cylchoedd Meithrin* being established in a particular area. The purpose of this approach was to try and stimulate demand for Welsh-medium provision among new parents with a view to referring them on to newly-established Mudiad Meithrin provision.
- Some regional officers mentioned they had established CfK activities in areas without a *Cylch Ti a Fi* or *Cylch Meithrin*. In some cases, CfK was considered to be ‘filling a gap’ in early years provision in the catchment of a Welsh-medium school. In other areas, CfK was being used to try and stimulate demand for other Welsh-medium early years provision in future.
- Some regional officers mentioned that CfK activities had been established in areas where demand for places in *Cylchoedd Ti a Fi* and *Cylchoedd Meithrin* had fallen recently, or where there was a lack of volunteers available to run groups or participate in the work of the local committee.

3.54 CfK regional officers noted that they sought to create links between the programme’s activities and other Mudiad Meithrin provision. Most regional officers mentioned that they provided parents with leaflets with the times and locations of the nearest *Cylchoedd Ti a Fi* and *Cylchoedd Meithrin* sessions. However, regional officers also acknowledged that, since there was not a *Cylch Ti a Fi* or *Cylch Meithrin* in every local area where CfK activities were delivered, progression routes to other Welsh-medium early years provision were not always available. Some CfK officers noted that they were increasingly working in partnership with representatives of local *Cylch Meithrin* and *Cylch Ti a Fi* provision in order to improve alignment and progression between these and CfK activities. CfK officers and senior managers indicated that this type of local knowledge was used to inform decision-making about where to establish new CfK groups. However, it should be noted that the experiences of some parents interviewed suggest that parents were not aware of progression routes from CfK to other provision (See section 3.26).

3.55 Mudiad Meithrin also works in partnership with the National Centre for Learning Welsh to deliver *Clwb Cwtsh* on behalf of the Welsh Government.¹⁷ Some Mudiad Meithrin staff involved in the delivery of *Clwb Cwtsh* reported that they worked closely with CfK officers to identify suitable locations for delivering sessions, aligning these with venues used by CfK where possible. These interviewees reported that the process of establishing *Clwb Cwtsh* groups had been more efficient as a result of the advice from CfK officers and some also reported receiving referrals from CfK officers.

Partnerships: other organisations

3.56 One of the programme's specific objectives is to establish arrangements for working in partnership with other relevant agencies and organisations. The CfK national manager and senior managers indicated that this aspect of the programme was not as fully developed as the process of delivering activities, which had been the primary focus of CfK development during the first two years of programme delivery. However, the CfK national manager and senior officers also noted that one of the programme's senior officers has been appointed as a partnerships manager to focus on this strand of the programme.

3.57 All CfK officers reported that they have sought to develop partnerships with other organisations, either at regional or national levels. These include the organisations listed in Table 2 (see section 2.14 of this report): Health visitor and midwifery training providers, NHS Wales, local authority Flying Start teams and other staff working in the early years sector, *Mentrau Iaith*, libraries and other staff working in the early years sector (charities, third sector organisations and schools). The sub-sections below present findings relating to:

- Stakeholders' awareness of CfK;
- Stakeholders' initial engagement with CfK;

¹⁷ *Clwb Cwtsh* is an eight-week taster programme focusing on speaking Welsh with young children. It is aimed at parents to be, and parents/carers. *Clwb Cwtsh* also provides crèche facilities for children while parents/carers are attending the sessions.

- Nature of collaboration between CfK and stakeholders;
- Stakeholders' views on working in partnership with CfK;
- Benefits of partnership working;
- Factors influencing partnership working.

3.58 It should be noted that the nature of partners' engagement with CfK varies and this is to be expected given the different roles played by each type of stakeholder in engaging parents. For example, organisations contracted to deliver parenting programmes may be more likely to have an understanding of the target audience's needs in terms of parenting support, compared with librarians who are likely to have less intensive engagement with parents. In addition, CfK officers noted that the extent to which stakeholders can influence parents is likely to vary depending on the frequency and nature of their contact.

Stakeholders' awareness of CfK

3.59 Almost all stakeholders interviewed were aware of CfK and most were aware of at least some of the programme's objectives. Stakeholder interviewees who had been identified by CfK officers usually had greater levels of awareness of the programme than those who were identified independently by the evaluators. Those who had collaborated regularly with CfK officers (e.g. through jointly delivering or hosting groups, meeting officers at local forums) appeared to have a greater awareness of the programme than those who had more limited contact with programme officers (e.g. one-off meetings or had only been sent information about CfK).

3.60 Some stakeholders had low awareness of CfK and a few could not recall receiving information about the programme. These interviewees were mostly stakeholders who had been identified independently by the evaluators. A few of these stakeholders noted that they were unsure if the programme was aimed at pre-school or school-age children.

- 3.61 Most stakeholder interviewees reported that they understood what types of activities (e.g. baby massage/yoga, story and rhyme time) were delivered through the programme. They mentioned baby massage, story and rhymetime or more generally referred to parent and child groups as examples of the type of activities they understood are delivered by CfK. However, stakeholders were less aware of the details of activities that were being delivered in their areas (e.g. locations, timings) and some felt that they would like to receive more regular information about the activities delivered through the programme. A few stakeholder interviewees commented that, although they had met with CfK officers, they had not received follow-up information. These interviewees indicated that they would like to be sent local timetables of activities on a regular basis.
- 3.62 Although most stakeholders expressed supportive views on the aim of the CfK programme, most did not express a specific view on the appropriateness of the programme's aim and objectives. Stakeholder interviewees who did have opinions on the programme's aim and objectives tended to be those who had frequent contact with CfK officers or were involved in local Welsh language forums (local authority-based groups including representatives of organisations with involvement in Welsh language activities or services that meet regularly to help support local authorities' Welsh language strategies). A few of these interviewees, whilst being supportive of the programme's aim, felt that the remit of CfK was too broad. These interviewees felt that the planning and delivery of Welsh-medium activities at a local level was a significant undertaking and that, in their view, the programme should be more focused on this strand of delivery, rather than on the more strategic task of developing pathways to Welsh-medium education. These stakeholders felt that promoting pathways to Welsh-medium education was a responsibility which required the involvement of a wider group of stakeholders.

Stakeholders' initial engagement with CfK

3.63 Stakeholder interviewees reported that their initial engagement with CfK had been established in one of the following ways:

- Some noted that their partnership with regional officers had been established prior to the commencement of the CfK programme. This was usually through stakeholders having previously collaborated with the Twf programme or having worked with CfK officers in previous roles.
- Some stakeholders (usually *Mentrau Iaith* and some local authority contacts) noted that they had first established links with CfK officers through attending their local Welsh language forum.
- Some noted that CfK officers had approached them directly to request a meeting or offer to provide information on the programme.
- A few noted they had first engaged with CfK officers through attending other local forums (e.g. local authority early years forums).
- A few noted that they had approached CfK officers in order to request their support or to propose a collaboration opportunity (e.g. to ask CfK officers to deliver a session for them or to ask them for advice on Welsh language issues).

3.64 Stakeholder interviewees reported that ongoing contact between themselves and CfK officers varied in terms of who would usually initiate contact. Some stakeholders reported close working relationships, usually based around regular contact with CfK officers in local forums or through jointly delivering activities. Some stakeholder interviewees reported that their contact was fairly infrequent and tended to be instigated if they or the CfK officer had a specific query or request.

3.65 Some interviewees reported that their contact with CfK officers had been limited (e.g. they had a one-off discussion or had been provided with some written information). A few stakeholders could not recall having had contact with CfK.

Nature of collaboration between CfK and stakeholders

3.66 CfK regional officers reported that they had sought to work in partnership with a range of organisations in delivering the programme. These included local schools, health visitors (usually via clinics or GP practices), Parentcraft, Flying Start staff, *Mentrau Iaith*, WfA staff, local authority early years services, libraries and the third sector (such as children's charities). Interviews with CfK officers and stakeholders showed that the nature of collaboration between themselves and programme officers tended to fall into one or more of the following categories:

- communication and awareness raising;
- joint delivery of CfK activities;
- delivery of CfK activities in settings managed or hosted by partners;
- providing advice and support.

Each of these categories of collaboration are explored in more detail below.

3.67 When discussing the nature of partnership working, CfK officers most commonly referred to different types of communication between themselves and staff in external organisations. This usually took the form of meetings, phone calls or electronic communication in relation to the programme. The initial purpose of this communication was usually to raise awareness of CfK and explain the nature and purpose of activities that are on offer through the programme with a view to seeking their support in referring parents to CfK group sessions. CfK officers noted that they tended to seek support in reaching groups with whom they found it challenging to engage or that they had not yet been able to reach. Once initial contact had been made, ongoing communication usually involved providing stakeholders with updates on local activities. When asked to describe how they had collaborated with CfK officers, stakeholders most frequently mentioned communication and sharing information, with some noting that they had referred parents to CfK groups. Examples of this type of collaboration have included holding bilateral meetings with organisations (e.g. *Mentrau Iaith*, Flying Start) to pass on information about local CfK activities as well as

attending local Welsh language forums and local authorities' Welsh in Education forums.

- 3.68 Although communication was usually instigated by CfK officers, a few stakeholders mentioned that they had contacted regional officers to request their support in referring parents to activities organised by themselves as a partner (e.g. WfA sessions). These stakeholders had positive views on the programme and noted that CfK officers had been helpful in passing on information and encouraging parents to participate in other Welsh language activities.
- 3.69 Most CfK officers reported they had delivered CfK activities in settings run or events hosted by partner organisations. Examples mentioned by CfK officers and stakeholders included delivering regular CfK activities in local libraries and one-off CfK group sessions at events run by other organisations (such as local Welsh language festivals run by *Mentrau Iaith* and others).
- 3.70 Some CfK officers referred to having jointly delivered CfK activities (baby massage, yoga and story and rhyme time) with staff from other organisations, either on a 'one-off' or regular basis. Examples included CfK officers regularly delivering activities in health visitor 'drop-in' clinics or delivering group sessions as part of parenting courses run by others (e.g. Flying Start, Families First or charities).
- 3.71 Some CfK officers said that they had provided staff in other organisations with advice and support or training, so that those organisations can in turn pass on information about Welsh-medium pre-school and education provision to families. Stakeholders also referred to instances where they had received information or advice from CfK staff, and a few noted that they valued being able to receive informal responses to queries about Welsh-medium education and early years provision.
- 3.72 The CfK national manager and senior officers reported that they had worked in partnership with a range of organisations at a more strategic level. The national manager and senior CfK officers reported that they have worked in partnership with local authorities through attending regular

WESPs meetings and/or Welsh language forums in some local authorities. The purpose of this was to try and ensure CfK officers were aware of any developments relating to Welsh-medium pre-school and education provision locally and any forthcoming changes to provision (e.g. new schools opening). CfK officers reported that this type of information was valuable to inform the strategic planning of the CfK programme. CfK officers reported that the programme was referenced in all local authorities' WESPs.

- 3.73 At national level, CfK officers reported working in partnership with Urdd Gobaith Cymru, Public Health Wales, Bookstart, S4C and Welsh Books Council on some national initiatives. This tended to involve the joint promotion of initiatives and campaigns. The CfK national manager and senior officers have also delivered training presentations about CfK to student midwives at University Midwifery and health visitor training departments. The purpose of this type of engagement was to make student midwives more aware of the support available through CfK and the availability of Welsh-medium early years and education provision. Monitoring data for 2017-18 (the most recent full year available) shows that 5 presentations were delivered to a total of 106 student health visitors and midwives across Wales.

Stakeholders' views on working in partnership with CfK

- 3.74 Most stakeholder interviewees who had collaborated with the programme in some way had positive views on their experiences of working with CfK officers. Most had positive views on their communications with CfK officers and on the approach taken by CfK staff to engaging parents. Stakeholders who had been identified by CfK officers tended to have had higher levels of engagement and more positive views on the programme than those who were identified independently by the evaluators.
- 3.75 Some stakeholders, in a number of different areas across Wales, reported that they had met programme officers but that, following discussions, CfK officers had noted that it was not possible for them to deliver activities in their local area due to a lack of capacity. In a few cases, CfK activities had

been delivered but discontinued, again due to a lack of capacity. These stakeholder interviewees indicated that, in their view, there would be a demand among parents for more activities if there were more capacity available to deliver them. This evidence from stakeholders appears to reinforce the views of CfK officers who stated that they could potentially deliver in more locations if they had the capacity to do so. As noted in section 3.21, the model of delivery chosen by the contractor limits the number of locations in which groups can be delivered.

- 3.76 A few stakeholders felt that they had not received as much regular communication as they would have liked from CfK. In particular, these stakeholders felt they would like to receive a regular timetable of CfK activities in their local area so that they could promote it to families with which they work. As a result, these stakeholders who worked with parents felt that they were not sufficiently informed to refer parents to CfK activities and were of the view that potential opportunities to align their provision with that of the programme were being missed. Stakeholders involved in the training of midwives also wanted a timetable of activities across several regions so that student and practising midwives could easily refer parents to the activities.
- 3.77 A few stakeholders commented that they would like to see CfK activities delivered in a more flexible, bespoke way. For example, some indicated they would prefer to see more one-off group sessions delivered by CfK staff in different locations (e.g. at national and regional events). However, CfK officers commented that delivering a series of group sessions in one location to a largely consistent group of parents provided them with more opportunities to build relationships with parents and have conversations about Welsh-medium education and early years activities. CfK officers were of the view that this approach better enabled them to achieve the programme's objectives and have a greater impact on those parents.

Perceived benefits of partnership working

3.78 Some stakeholders indicated that jointly delivering activities with CfK helped them engage a greater number of parents, or that it helped them engage parents in a more efficient way. One example of this was a weekly CfK session delivered to parents with young babies in a community hospital which was scheduled at the same time as a health visitor clinic:

'[On CfK co-delivery in a health visitor clinic] It's a big advantage to us because it brings more [families] in and we can see lots of mothers in one place in one morning.' Stakeholder interview

3.79 Some stakeholders expressed positive views about the number of referrals they had received from CfK officers. For example, one WfA officer estimated that 15 parents attending their classes had been referred to them by the CfK officer. Two librarians interviewed explained that more Welsh-medium children's books were being borrowed and that they believed that this was as a result of increased demand from parents participating in CfK sessions.

3.80 Some organisations who had received information, advice or training from CfK officers commented that the programme had increased their staff's awareness of Welsh-medium early years provision and education. Some indicated that their staff's confidence had increased as a result of this partnership working:

'For non-Welsh speakers, the discussions have taken the fear out of trying to say a few words [of Welsh] in clinical practice.' Stakeholder interview

3.81 Many stakeholders were of the opinion that increasing the number of early years activities available in their local area was a benefit of the programme. Some of these stakeholders considered there was a lack of early years activities in both Welsh and English, and therefore felt the programme had made a positive contribution to increase this provision. This was particularly the case for stakeholders who were involved in supporting families and signposting them to activities (e.g. health visitors and local authority staff).

- 3.82 A few stakeholders referred to increasing the profile of the Welsh language as a benefit of the programme. This was particularly mentioned by a few library staff who referred to what they saw as the benefits of hosting Welsh-medium groups in a public space where the language would be heard by visitors.
- 3.83 Some stakeholders felt they had gained valuable knowledge about Welsh language issues as a result of advice provided by CfK officers. Some also noted they had referred parents who had come to them with a query about the Welsh language to CfK officers. This was considered to be beneficial from a stakeholder perspective:

'There's an interest from parents [in Welsh], but they worry about pronunciation and homework, so this [CfK] helps'. Stakeholder interview

- 3.84 Examples of potential impacts on parental decisions on their child's education and pre-school provision were also highlighted by a few stakeholders. For example, one health professional reported that, in their view, CfK had influenced the decisions of some families with whom they work to attend Welsh-medium early years provision.

Factors influencing partnership working

- 3.85 CfK officers reported that the strength of partnership working between CfK and external organisations varied by sector and by area, and that several factors could influence the development of partnerships. Some CfK officers noted that partnerships tended to be stronger in those areas where officers had previously been working as Twf officers. Programme managers felt that regional officers who had not previously worked on the Twf programme needed to focus on establishing and developing local provision before focusing on partnership working.
- 3.86 Some stakeholders drew comparisons between the levels of partnership working between themselves and CfK and previous collaboration with Twf. Some stakeholders whose working relationships with CfK officers had been established during the Twf programme indicated that collaboration had

continued to be effective (e.g. through co-delivery of group sessions). However, a few stakeholder interviewees reported that communication between CfK and themselves was less frequent than it had been under the Twf programme. In addition, some stakeholders felt that the Cymraeg for Kids 'brand' was not yet as well recognised as Twf was previously, and that CfK officers were not as visible in national and regional events.

- 3.87 CfK officers noted that their ability to meet and collaborate with partner organisations was restricted by the time available to them to plan and deliver CfK activities. Regional officers commented that working part-time, in particular, meant that it was challenging to find time to plan and deliver group sessions as well as making and maintaining contact with partners. They emphasised that establishing new relationships could be particularly time-consuming and that this had to be carefully managed in order to ensure that the quality of existing delivery and relationships was not affected.
- 3.88 CfK officers reported there were variations in the ability and capacity of partners to work in partnership with them. Some programme officers reported that it could be difficult to arrange meetings with stakeholders because of a lack of time among stakeholders to plan and work in partnership. Staff turnover in some partner organisations was also reported to be a challenge, with some CfK officers noting they had established relationships with key individuals in partner organisations who might then leave their role. It was reported that this meant CfK officers had to spend time re-establishing links with these organisations.
- 3.89 Stakeholders' awareness and understanding of the programme was also reported by CfK officers to be a factor influencing the extent to which partnerships had been established. CfK officers reported that some stakeholders had limited awareness and understanding of the programme and that this made initial engagement more challenging. This appears to support a view, expressed by both programme officers and stakeholders, that levels of collaboration were affected by how well-established relationships between them were.

3.90 CfK officers perceived that there were variations in the willingness of partner organisations to engage. Some programme officers felt that this was due to a perception amongst some partner organisations that CfK was competing with their services to engage parents. However, evidence from stakeholders did not appear to support this view, with stakeholders reporting that they would like to collaborate more with CfK, subject to having the capacity to do so. Stakeholders tended to refer to more practical barriers to collaboration, such as staff capacity, availability of space (e.g. for joint delivery in local centres) and the timing of session delivery. This suggests that levels of collaboration may be more affected by CfK officer and stakeholders' capacity than their willingness to work together.

4. Theory of Change

- 4.1 This chapter outlines a Theory of Change (ToC) for the CfK programme. The ToC presents a logical progression of the various elements of the CfK programme and how they contribute to its intended aim of increasing the number of children in Welsh-medium education. This progression is represented in the overarching CfK ToC (see Figure 9) but will be further refined over the programme's delivery period.
- 4.2 As noted in Section 1, one of this evaluation's objectives was to develop and test the programme's ToC. This was done in parallel with other research tasks undertaken during the evaluation. As a first step, a ToC workshop was undertaken during the scoping stage (see Section 2), which enabled the evaluators to set out the inputs, activities, outputs and outcomes of CfK through a logic model alongside some of the assumptions, dependencies and external factors relating to the programme.
- 4.3 The evaluators considered the draft logic model a useful tool during the scoping phase for identifying and illustrating the components of the programme and this was used to inform the evaluation fieldwork. At its most basic level, the logic model set out the building blocks that could be used to develop a ToC for CfK. However, the logic model did not explain how and why the intended outcomes were expected to be achieved based on the inputs and activities. Further work was therefore undertaken to develop the ToC during the fieldwork and analysis stages. The draft logic model developed during the scoping phase is outlined below as is the draft ToC.

Preliminary logic model

- 4.4 A preliminary logic model was prepared setting out the rationale for CfK, and providing a broad summary of the programme's inputs, activities, outputs, outcomes and impacts as understood by the workshop's participants.

4.5 The preliminary logic model is presented in Figure 4 below and sets out issues on which the programme is reliant for success, along with external factors that may influence the extent to which the programme is successful. Finally, the assumptions that underpin the anticipated links between the elements of the logic model are presented.

Figure 4. Draft logic model for CfK

<p>Rationale: The aim of CfK is to increase the number of children in Welsh-medium education. Its objectives are to support:</p> <ul style="list-style-type: none"> • parents, prospective parents and other family members in introducing and using Welsh at home and transmitting Welsh to their children; • children’s linguistic development in a social and educational context. <p>Through its aim and objectives, the programme seeks to contribute to the Welsh Government’s vision of achieving a million Welsh speakers by 2050.</p>				
Inputs	Activities	Outputs	Outcomes	Long-term impacts
<p>Funding (including time) for Welsh Government staff, contractor and resources.</p> <p>Time of non-CfK staff (Welsh Government and partner organisations).</p> <p>In-kind contributions from strategic partners (e.g. venues provided).</p>	<p>Activities for families delivered in CfK group sessions.</p>	<p>More parents and their children attending Welsh-medium early years activities.</p>	<p>Parents and their children using more Welsh at home and in the community. Parents and their children more confident using Welsh. Welsh language skills of children improve</p>	<p>Increase in number (and percentage) of children:</p> <ul style="list-style-type: none"> • accessing Welsh-medium early years provision; • entering Welsh-medium education. <p>Increase in the use of the Welsh language at home, at school and in the community.</p> <p>Increase in number (and percentage) of parents transmitting the language to their children.</p> <p>Increase in demand for Welsh-medium early years provision and education.</p> <p>Increase in the number of adults learning Welsh.</p>
	<p>Conversations between CfK officers and parents about: Welsh-medium education, provision and services: learning and using Welsh.</p>	<p>Parents receiving more advice and support from CfK officers in relation to: Welsh-medium education, provision and services: learning and using Welsh.</p>	<p>Parents more likely to:</p> <ul style="list-style-type: none"> • attend other early years provision delivered in Welsh; • apply for a place for their child in Welsh-medium education • use Welsh-medium early years provision; • transmit the language to their children; • learn Welsh. 	
	<p>Information shared in a variety of formats (written and digital) with parents and partners by CfK officers about: CfK, Welsh-medium education, provision and services; learning and using Welsh.</p>	<p>Parents and partners receiving more information about: CfK, Welsh-medium education, provision and services; learning and using Welsh.</p>	<p>Parents have greater awareness and knowledge about: CfK, Welsh-medium education, Welsh-medium provision and services; learning and using Welsh.</p>	
	<p>Partnership working between CfK officers and partner organisations such as local authority, Local Health Board, school and third sector staff (e.g. co-delivery of group sessions, attending events, forums).</p>	<p>More collaboration between CfK and partner organisations. More Welsh-language content in partner organisations’ sessions. A wider range of families engaged in Welsh-language activities and provision.</p>	<p>More families referred by partner organisations to Welsh-medium education, provision and services. Improved intelligence on the demand for Welsh-medium early years provision and education. Partners deliver more Welsh-medium sessions and services. Families using Welsh in a greater number of settings.</p>	

4.6 Figure 5 below sets out a series of dependencies, external factors and assumptions which are a key part of the programme's theory, alongside the logic model. The dependencies are the conditions upon which the successful achievement of the programme is reliant, and include the availability and capability of staff, partner organisations, infrastructure and funding. External factors upon which the programme's success depend include the availability and influence of other Welsh-medium provision and education as well as the density of the Welsh-speaking population (which could affect the opportunities available to learn and use Welsh). In addition, a series of assumptions are presented about the logical flow between each of the inputs, activities, outputs and outcomes. These are based around the assumed behaviours of parents and partners, and their responses to the programme's activities.

Figure 5. Dependencies, external factors and assumptions relating to CfK's ToC

Dependencies	External factors
<ul style="list-style-type: none"> • Availability of staff with the capability to deliver the programme; • Capacity, capability and willingness of partner organisations to support the programme; • Availability of local infrastructure (e.g. venues, transport); • Continued funding and resources to deliver the CfK group sessions • The marketing of activities is effective in making parents and stakeholders aware of the programme; • Activities in group sessions appeal to parents and they want to take part in them; • Availability of other Welsh-medium early years provision, such as <i>Cylchoedd Meithrin</i> and <i>Ti a Fi</i>, as well as education. 	<ul style="list-style-type: none"> • Availability of similar group sessions to those offered through CfK for parents and children (both Welsh and English-medium) which could affect the demand for the programme's group sessions; • Availability of pathways to Welsh-medium early years provision and education, which could affect parents' decisions on attending CfK group sessions and choosing Welsh-medium education; • The density of Welsh-speaking population, which could affect the availability of other Welsh-medium early years and education provision as well as opportunities to learn and use Welsh; • Perceptions of the Welsh language among the population, which could affect the likelihood of parents valuing Welsh-medium provision. • The effect of other provision and services relating to the Welsh language being delivered through the Welsh Government's Cymraeg 2050 strategy.

Assumptions

The model assumes that:

- Parents become more aware of opportunities to use, learn and transmit the Welsh language through participating in CfK group sessions;
- Parents become more aware of the benefits of using, learning and transmitting the Welsh language through participating in CfK group sessions;
- Parents are more likely to have a favourable view of Welsh language use, provision, services and education when provided with more information about the Welsh language;
- Parents want to take part in CfK group sessions;
- Parents want more Welsh-medium activities;
- The contractor is promoting an offer that is appealing to the target audience;
- Parents understand the benefits of Welsh-medium education and using Welsh;
- Providing parents with more information leads to greater awareness of CfK, Welsh-medium education, provision and services, learning and using Welsh.
- Parents and partners are receptive to the information;
- Parents and partners act on the knowledge gained from CfK staff;
- Partners are willing, able and have the capacity to engage with CfK staff;
- Partners pass on information about CfK to parents;
- Welsh-medium learning opportunities are available for adults;
- There are opportunities to use Welsh in the community;
- The supply of Welsh-medium school places and early years provision matches demand.

Moving towards a ToC

- 4.7 Following the development of the draft logic model, further work was undertaken to develop a ToC for CfK. This included a more detailed consideration of the stages between the inputs, activities, outputs and outcomes that were not made explicit in the logic model. It also set out in more detail what assumptions about decisions and behaviours are relevant at different stages of the ToC.
- 4.8 In developing the ToC, it became apparent that there are several 'strands' or 'routes' through the CfK programme, although there are also clear links between them. A series of ToCs are presented in Figures 6-9, which set out what the evaluators consider to be the three main 'strands' of CfK, namely delivering group sessions to parents, partnership working, and the Welsh Government's role in the programme. Figure 6 presents the ToC for the delivery of CfK group sessions, Figure 7 the partnerships strand and Figure 8 the Welsh Government's role. Finally, Figure 9 illustrates how the three strands are interlinked as part of the CfK programme as a whole.

- 4.9 The evaluation findings illustrate that families' 'journey' through CfK is not linear and can start (and end) at different stages of the ToC depending on a number of factors (this is discussed further in section 4.39). Findings also indicate that families can skip one or more of the steps illustrated in the ToC depending on their circumstances. In addition, parents and stakeholders can be exposed to varying levels of engagement with the programme. For example, some parents might only experience a 'one-off' CfK session with their child during attendance at a festival. These parents might therefore be less likely to develop a relationship with the CfK officer and have detailed conversations about Welsh-medium education than a parent who had the opportunity to attend a series of baby massage, yoga and story time group sessions from birth onwards. Similarly, some partner organisations may only receive some written information about the CfK programme while others have more opportunities to meet officers, observe group sessions or co-deliver sessions.
- 4.10 All the following ToC diagrams use the following key for inputs, activities, outputs, assumptions, outcomes and long-term impacts.

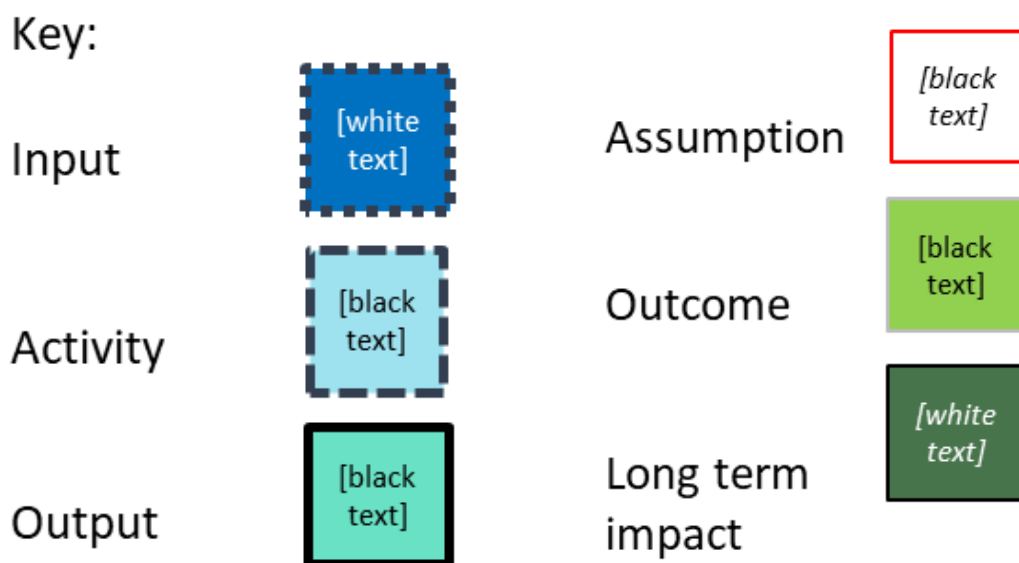
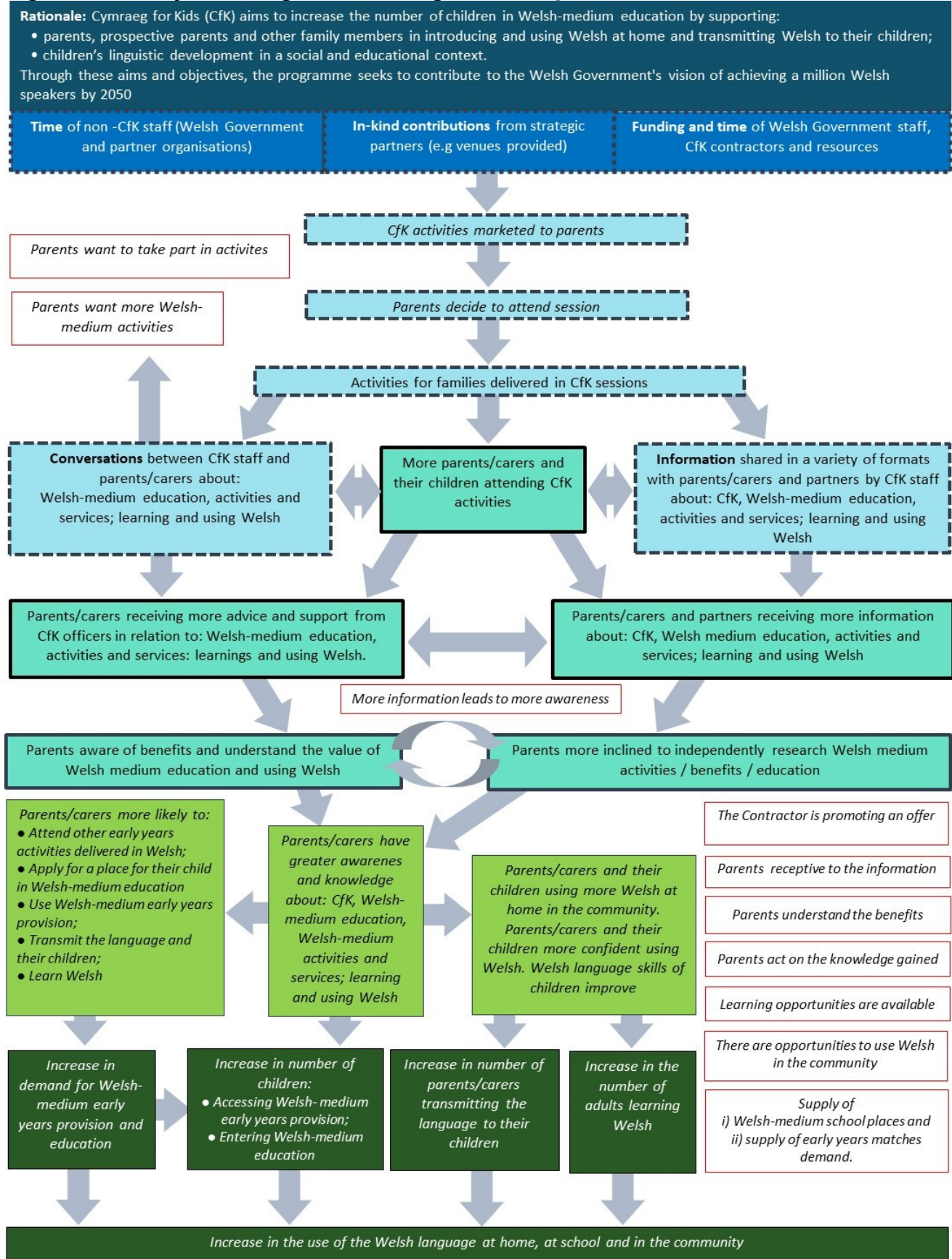


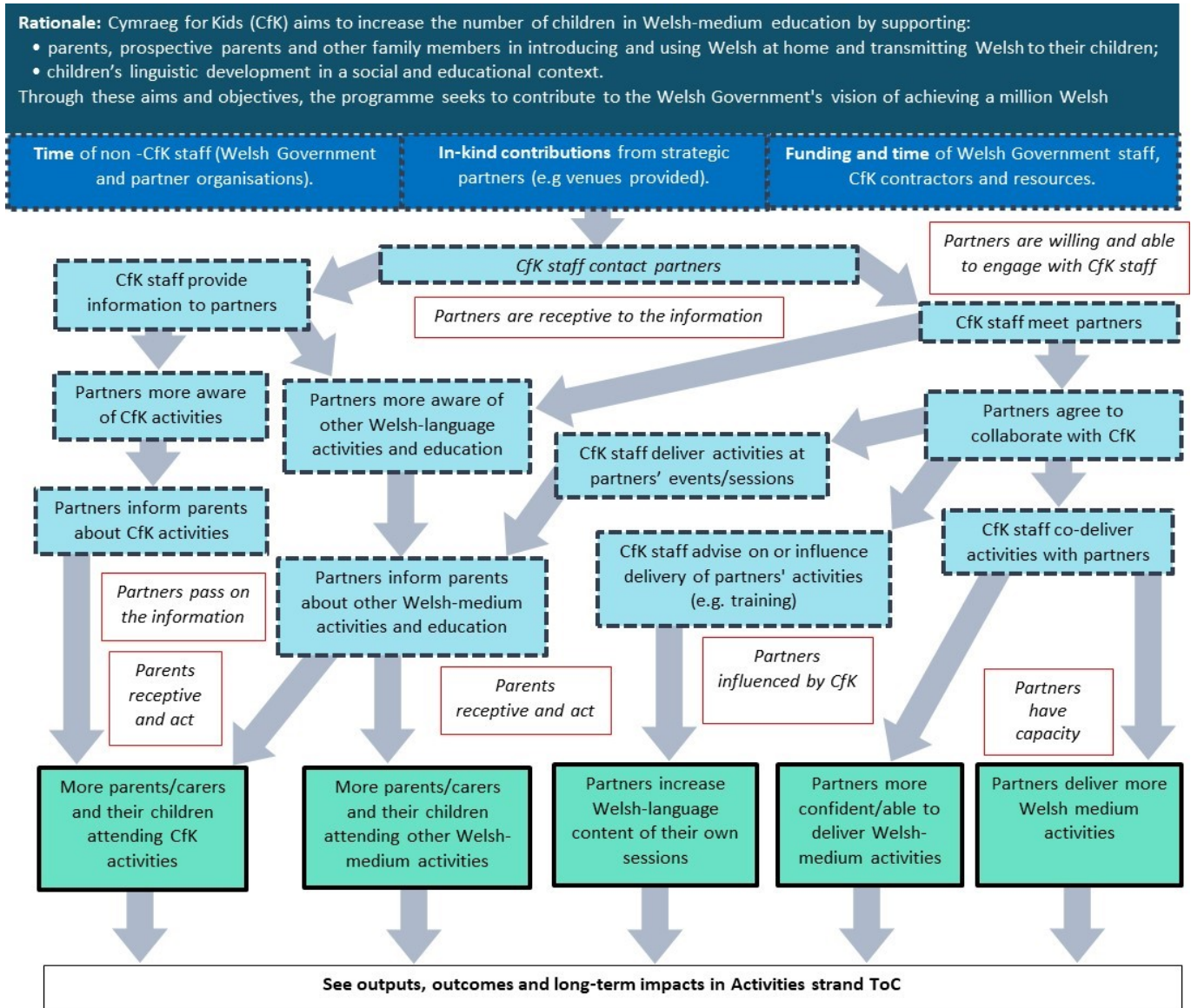
Figure 6: Theory of Change – Delivering CfK Group Sessions



- 4.11 Figure 6 sets out all the different steps under the strand of the programme that is focused on delivering the group sessions. The steps begin with the inputs and lead through to the anticipated longer-term impact of increasing the use of the Welsh language at home, at school and in the community. At the first level (linking the input boxes to the activities boxes), the theory of change asserts that the funding, the time and the in-kind contributions of the Welsh Government and others enable the contractor to promote and deliver group sessions. A key assumption that underlies this theory of change is that parents want to take part in these kinds of group sessions and that the contractor is promoting an offer that is appealing to the target audience.
- 4.12 The next level of the ToC identifies outputs, namely the immediate results of delivering the group sessions. Here the ToC assumes that, when parents attend a group session, conversations take place between them and the CfK officers and information is shared so that they receive advice, support and information. The theory is that receiving support and advice leads to parents being more aware of the benefits of Welsh-medium education, and also more inclined to independently find out more about the education options and other provision available to them. A key assumption in this part of the ToC is that the provision of information – through conversations and through materials in a variety of formats - leads to a greater awareness and understanding of the benefits of Welsh-medium education. The ToC also assumes parents are receptive to the information being provided to them.
- 4.13 The next level describes the outcomes that are theorised to be the precursor to the longer-term impact. These anticipated outcomes include parents having more knowledge of Welsh-medium activities, which they then choose to use. Then, as children approach school age, it is anticipated that parents are more likely to apply for a Welsh-medium place. It is also anticipated that parents who can speak Welsh are more likely to use and transmit the language to their child. For these outcomes to lead to longer-term impact there are a number of other factors that need to be in place, and here it is assumed that the learning opportunities are available, that there are opportunities to use Welsh in the community, and crucially, that there is a supply of Welsh-medium school places.

- 4.14 Figure 7 sets out the different steps under the strand of the programme focused on CfK's partnership work, again leading to the expected longer-term impact of an increase in the use of the Welsh language at home, at school and in the community.
- 4.15 At the first level (linking the input boxes to the activities boxes), the theory of change for partnership working asserts that the funding, the time, and the in-kind contributions of the Welsh Government and others, enables the contractor to liaise with partners, meet them and/or provide information on the CfK group sessions and on Welsh-medium provision and services more generally. A key assumption that underlies this theory of change is that partners are willing and able to engage with the programme and are receptive to the information they receive. If receptive to the information then the steps that follow may include partners and CfK officers co-delivering to the target audience, the partners informing parents about CfK group sessions or about Welsh-medium provision and CfK officers influencing the delivery of partners' group sessions.
- 4.16 At the next level of the ToC there are the outputs, namely the immediate results of the partnership working between CfK officers and partners and the results of any co-delivered group sessions. Here the ToC proposes that, once there is a working relationship between the CfK officers and partners, the partners then inform their clients of CfK group sessions and other Welsh-medium sessions which those parents then go on to attend. This is where the Partnership ToC converges with the ToC for group sessions.

Figure 7: Theory of Change: Partnerships



4.17 Figure 8 sets out all the steps that relate to the Welsh Government’s management of the programme. The steps this time begin with the inputs of staff time and resources enabling three interlinked sets of activities: public engagement, guidance and planning, and monitoring. The Welsh Government’s strategic role in delivering other activities that contribute to the overarching goals of *Cymraeg 2050 Strategy* is not detailed in the ToC. However, some of the outcomes and long-term impacts discussed in section 4.37 relate to the Strategy’s overarching targets, which are:

- the number of Welsh speakers to reach 1 million by 2050;

- the percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10 per cent (in 2013–15) to 20 per cent by 2050.

The ToC shows that the Welsh Government plays an enabling role with the public engagement activities leading to partners and parents being more aware of CfK and other Welsh language provision and services. The guidance and steering (and the associated monitoring) enables the contractor to deliver activities and to carry out its partnership working. This ToC incorporates many of the same assumptions as the previous two ToC, namely that the partners and parents are receptive to the information received from the programme. The next level of the ToC converges with the previous two ToCs since the outputs and then the outcomes are derived from the contractor’s delivery of group sessions and partnership working.

Figure 8: Theory of Change: the Welsh Government’s role

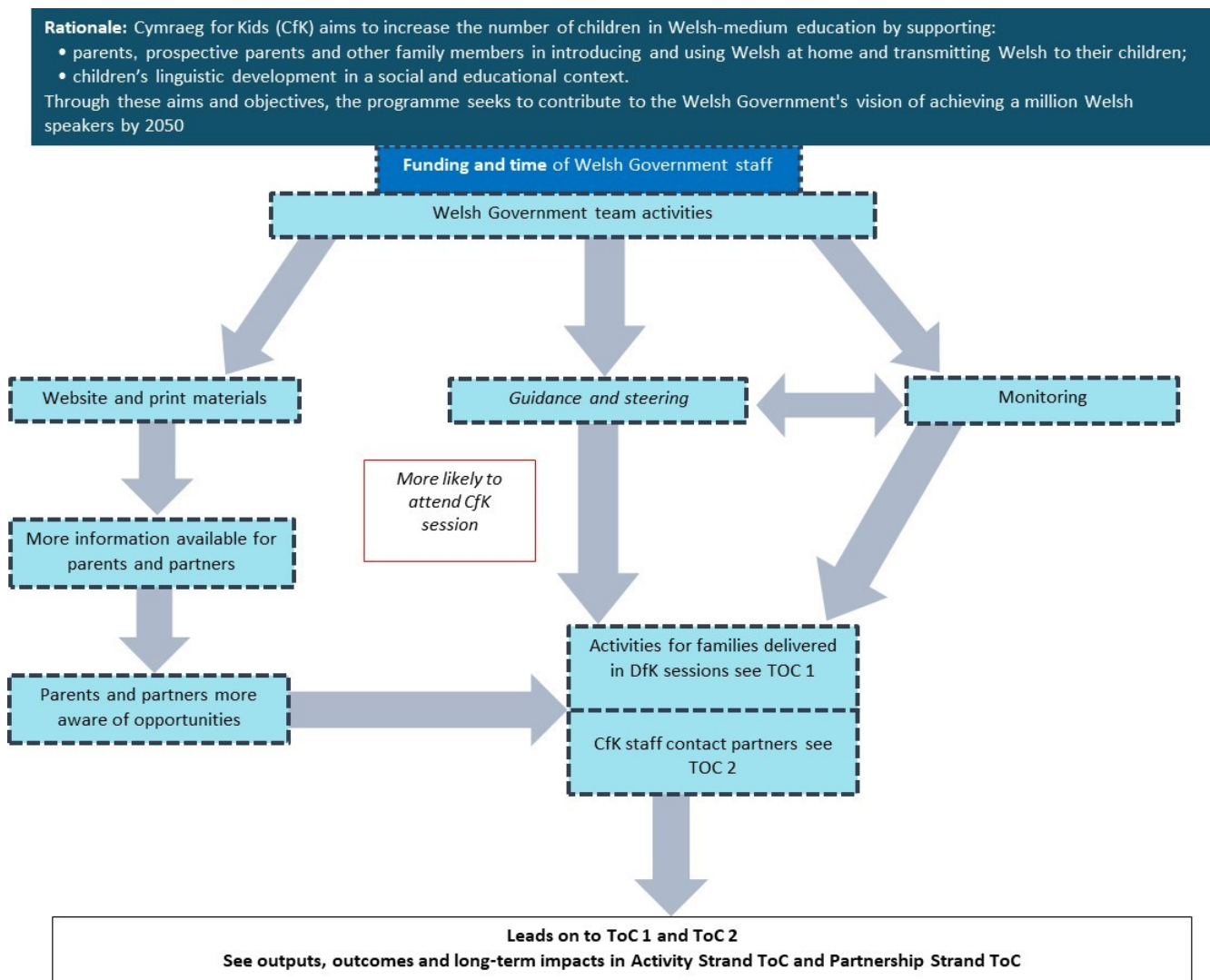


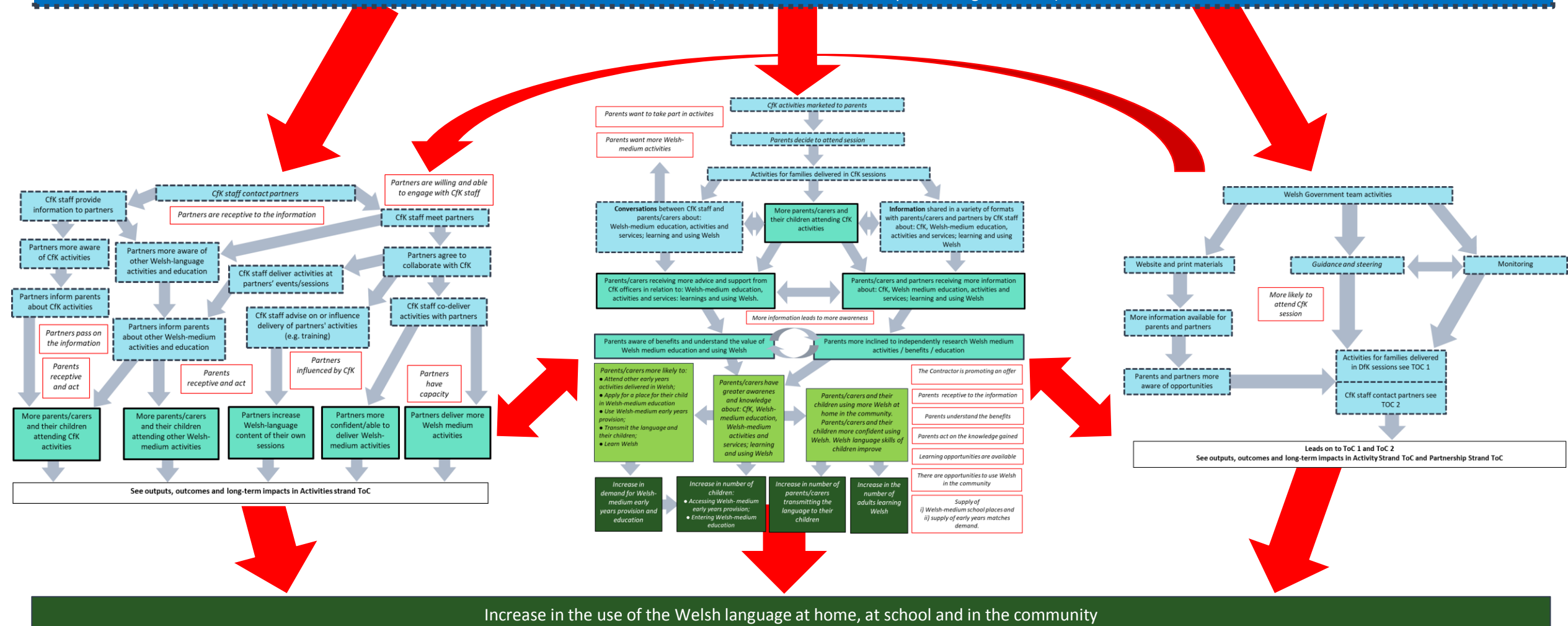
Figure 9: Overarching CfK Theory of Change

Rationale: Cymraeg for Kids (CfK) aims to increase the number of children in Welsh-medium education by supporting:

- parents, prospective parents and other family members in introducing and using Welsh at home and transmitting Welsh to their children;
- children’s linguistic development in a social and educational context.

Through these aims and objectives, the programme seeks to contribute to the Welsh Government's vision of achieving a million Welsh speakers by 2050

- **Funding and time** of Welsh Government staff, CfK contractors and resources
 - **In-kind contributions** from strategic partners
- **Time** of non-CfK staff (Welsh Government and partner organisations)



Increase in the use of the Welsh language at home, at school and in the community

4.18 Figure 9 demonstrates that the three ToCs of individual elements of the programme do not stand alone and that they are, rather, interlinked and interdependent. The three ToCs have the same inputs in terms of funding and staff time. Figure 9 shows that some of the activities and outputs from the partnership ToC and Welsh Government role ToC strand are assumed to lead to the same outcomes as the group sessions ToC. In addition, some of the activities and outputs from the partnership ToC and Welsh Government role ToC are assumed to lead directly to a desired long-term impact of increasing the use of Welsh at home, at school and in the community, a long-term impact that is shared across all three ToCs.

Data availability and future data needs

4.19 The three strands of the ToC identified above, alongside the overarching model presented in Figure 9, set out the steps that are the basis of the CfK programme as understood by the evaluators. The data that would need to be collected and analysed in relation to the steps identified are considered below. This includes setting out the data that is currently available, identifying further data needs, and highlighting some of the considerations that will require further attention as the ToC undergoes further refinement.

Data relating to Inputs (all ToCs)

4.20 The inputs identified for all parts of the programme are:

- Funding and time of Welsh Government staff, the contractor and resources.
- Time of non-CfK staff (Welsh Government and partner organisations).
- In-kind contributions from strategic partners (e.g. venues provided).

4.21 The funding input is known, with a current contract value of £725,000 per year (see paragraph 1.4). The time input of Welsh Government staff and additional inputs from the Welsh Government and other contractor staff not directly funded under CfK have not been quantified in this process evaluation. However, this input has been identified as playing a key role. Some of the stakeholders interviewed collaborate regularly with CfK officers (e.g. through jointly delivering or hosting groups, meeting officers at local forums) and again although it was not possible to quantify their

input, they play a clear role in reaching the outcomes. For example, stakeholders such as health visitors, parenting programme coordinators tell their parents about the CfK group sessions, so play a key role in marketing the CfK groups and influencing parents' decisions to attend. The level of contribution here can vary from a brief listing of CfK activities on another organisation's newsletter or Facebook page to a more detailed introduction where the CfK officer is invited to deliver in a partner organisation's prenatal or parenting session. Section 3.49 sets out the varied level of contact that takes place and a future outcome evaluation will need to estimate the scale of the contact.

4.22 Table 4.1 sets out what data sources are currently available for the programme's inputs (including their frequency of collection and the latest data available) alongside the data that would be needed for a future outcome evaluation and any associated recommendations, issues and considerations.

Table 4.1: Data availability and needs relating to inputs (all parts of the programme)

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
Funding and time of Welsh Government staff, contractor and resources	Welsh Government data on CfK funding. Contractor data on number of full-time equivalent staff.	Annual data collected by the WG. Number of full-time equivalent staff held by contractor.	Annual CfK funding; full-time equivalent number of staff under the CfK contract should be collated annually	Is data on full-time equivalent number of staff recorded systematically on an annual basis by the WG?
Time of non-CfK staff (Welsh Government and partner organisations)	Not currently recorded. Would require additional data to be collected.	Not currently recorded.	Data on Welsh Government staff time spent working on CfK	It may not be realistic or proportionate to collect data on the input of other organisations.
In-kind contributions from strategic partners (e.g. venues provided)	Not currently recorded. Would require additional data to be collected.	Not currently recorded. CfK officers may hold some information.	Welsh Government and contractor to consider the feasibility of recording data on known in-kind contributions and their value.	It may not be realistic or proportionate to collect data on in-kind contributions.

Data relating to Programme Activities

- 4.23 Information on the current availability and sources of data, future data needs and recommendations as well as issues and considerations relating to the programme's activities is outlined below.

Activities data: group sessions

- 4.24 Parents are made aware of CfK groups session through various channels, as outlined in the evaluation findings and in the ToC in Figure 6. These group sessions are marketed to parents who then decide whether to attend. Then, during the CfK group sessions, conversations take place between CfK officers and parents about Welsh-medium education, provision and services, and about learning and using Welsh. Information is shared in a variety of formats with parents and partner organisations by CfK officers about CfK, Welsh-medium education, provision and services, as well as learning and using Welsh. Table 4.2 sets out the data availability and needs for the programme's activities specifically relating to the delivery of group sessions.

Activities data: partnerships

- 4.25 Table 4.3 sets out what data is available and what data would be needed as part of a future outcome evaluation for the programme's activities specifically relating to the delivery of group sessions.

Table 4.2: Data availability and needs relating to activities in delivering group sessions

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
CfK activities marketed to parents	Contractor monitoring reports to the WG include numbers of events organised by CfK officers and qualitative evidence of other marketing and promotional activity.	Quarterly reports to the WG including monthly data (latest September 2018)	Continue to gather current monitoring data. The Welsh Government and contractor should consider the feasibility of collecting information about other marketing activity.	The WG will need to consider what data is available on marketing activity (e.g. reach of CfK materials on the WG website).
Parents decide to attend session	Contractor monitoring reports to WG include numbers of parents and children attending each session	Quarterly reports to WG including monthly data (latest September 2018)	Continue to gather current monitoring data. The Welsh Government and contractor should consider the feasibility of collecting information on how parents heard about CfK.	Data on unique attenders is based on CfK staff estimate. Does the WG monitoring data gather information on how parents heard about CfK?
Activities for families delivered in CfK group sessions	Contractor monitoring reports to the WG include numbers of group sessions delivered.	Quarterly reports to the WG including monthly data (latest September 2018)	Continue to gather current monitoring data.	Current data is sufficient.
Conversations between CfK staff and parents about: Welsh-medium education, provision and services; learning and using Welsh	Contractor monitoring reports to the WG include data on number of one-to-one conversations.	Quarterly reports to the WG including monthly data (latest September 2018)	Continue to gather current monitoring data. Future evaluation should gather data from parents on their recollections of conversations with CfK officers about: Welsh-medium education, provision and services; learning and using Welsh. This could help validate the current data.	The Welsh Government and contractor should consider the feasibility and proportionality of collecting more detailed information from the Contractor and parents about the nature of the conversations between CfK officers and parents.
Information shared in a variety of formats with parents and partners by CfK staff about: CfK, Welsh-medium education, provision and services; learning and using Welsh	Contractor monitoring reports to the WG (written materials are available in all CfK group sessions)	Quarterly reports to the WG including monthly data (latest September 2018)	The Welsh Government should consider the feasibility of collecting information on how parents heard about CfK.	Is data recorded on reach of CfK information in electronic format (e.g. the WG website, email communication, social media analytics?).

Table 4.3 Data availability and needs relating to activities in partnership working

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
CfK staff contact partners	Contractor monitoring reports to the WG includes data on meetings, presentations and events attended with partners	Quarterly reports to the WG including monthly data (latest September 2018)	Continue to gather data on meetings, presentations and events attended with partners.	Monitoring data does not record unsuccessful contacts with partners (i.e. contacts that did not lead to meetings or presentations)
CfK staff provide information to partners	Contractor monitoring reports to the WG includes data on meetings with and presentations given to partner organisations	Quarterly reports to the WG including monthly data (latest September 2018)	Continue to gather monitoring data on numbers of meetings and presentations to partner organisations. The WG and contractor should consider whether data on other information provided could be gathered (e.g. electronic distribution of group session timetables).	There is a need to consider whether it is feasible and proportionate to collect data on information provided in addition to meetings and presentations to partner organisations.
CfK staff meet partners	Contractor monitoring reports to the WG include data on meetings with and presentations given to partner organisations	Quarterly reports to the WG including monthly data (latest September 2018)	Continue to gather monitoring data on numbers of meetings and presentations to partner organisations.	The categories of partner organisations listed in monitoring reports vary slightly from year to year. The WG and contractor should consider whether consistent categories should be used in the monitoring reports.
Partners more aware of CfK activities	Qualitative evidence gathered through the process evaluation	One-off snapshot 2018	More data will need to be collected from partners on their awareness of CfK as part of a future evaluation (e.g. through qualitative research or a survey).	A future evaluation will need to consider how to collect data from partners that have not been directly engaged by CfK.

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
Partners inform parents about CfK activities	Qualitative evidence gathered through the process evaluation	One-off snapshot 2018	More data will need to be collected from parents about how they became aware of CfK as part of a future evaluation (e.g. through qualitative research or a survey).	The WG and contractor should consider gathering monitoring data from parents on how they heard about CfK.
Partners inform parents about other Welsh-medium activities and education	Qualitative evidence gathered through the process evaluation	One-off snapshot 2018	More data will need to be collected from partners on the information they recall receiving from CfK as part of a future evaluation (e.g. through qualitative research or a survey).	The most appropriate method for gathering this data will need to be considered.
Partners more aware of other Welsh-language activities, provision and education	Qualitative evidence gathered through the process evaluation	One-off snapshot 2018	More data will need to be collected from partners on the information they recall receiving from CfK as part of a future evaluation (e.g. through qualitative research or a survey).	The most appropriate method for gathering this data will need to be considered.
Partners agree to collaborate with CfK	Contractor monitoring reports to the WG include data on collaboration but not on numbers agreeing to collaborate.	Quarterly reports to the WG including monthly data (latest September 2018)	The WG and contractor should consider adding a category to the monitoring data on the number of partners agreeing to collaborate as well as actual collaboration.	The WG and contractor will need to consider whether it is realistic and proportionate to collect data on numbers of partners agreeing to collaborate.
CfK staff deliver group sessions at partners' events/group sessions	Contractor monitoring reports to the WG include number of sessions delivered in Parentcraft, ante-natal, <i>Cylch Ti a Fi</i> and other partners' events/group sessions.	Quarterly reports to the WG including monthly data (latest September 2018)	The contractor should continue gathering monitoring data on sessions at partners' events/group sessions.	Consider the categories of partner organisations to try and maintain consistency over time.

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
CfK staff co-deliver group sessions with partners	Contractor monitoring reports to the WG includes number of sessions delivered in Parentcraft groups, ante-natal, <i>Cylch Ti a Fi</i> and other partners' events/group sessions.	Quarterly reports to the WG including monthly data (latest September 2018)	The WG and contractor should consider whether monitoring data should specify co-delivery as a distinct category from delivery at a partner's session.	The WG and contractor should consider whether it is feasible and proportionate to make this distinction.
CfK staff advise on or influence delivery of partners' activities (e.g. training)	Contractor monitoring reports to the WG includes number of presentations to health visitors and training sessions for midwifery and health visitor students.	Quarterly reports to the WG including monthly data (latest September 2018)	Continue gathering monitoring data on number of presentations to health visitors and training sessions for midwifery and health visitor students.	Consider whether there are other categories of advice that could be captured through the monitoring data.

Activities data: Welsh Government's role

4.26 Table 4.4 sets out what data is available and what data would be needed as part of a future outcome evaluation for the activities relating to the Welsh Government's role.

Table 4.4 Data availability and needs relating to activities in the Welsh Government's role

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
Website and print materials	Web traffic to the relevant parts of the Cymraeg.gov site Data on circulation of print materials not known.	Data on web traffic is routinely collected by the WG.	The WG and contractor should consider whether meaningful data on the reach of CfK materials should be monitored.	Data on reach and web traffic may not be meaningful.
Guidance and steering	Number of contacts and meetings between the WG and the contractor	Data is not systematically collected.	The WG should record the number of meetings with the contractor.	Consider whether it is feasible and proportionate for the number of other contacts between the contractor and the WG to be recorded.
Monitoring	Contractor monitoring reports to the WG	Quarterly reports to the WG including monthly data (latest September 2018)	The WG should continue current monitoring arrangements.	The WG and contractor should review the content of monitoring reports at the start of the next contracting period.
More information available for parents	Amount of information for parents produced through the CfK programme	Number of new documents or information sources developed by CfK.	The WG should record this information annually.	Consider whether to include information co-produced by CfK and other WG initiatives.

Data relating to Programme Outputs

Outputs data: group sessions

4.27 Figure 6 (group sessions ToC) outlines that CfK group sessions are marketed to parents, parents decide to attend the sessions that are delivered and then during the CfK group sessions, conversations take place between CfK staff and parents and information is shared about Welsh-medium education, provision and services; learning and using Welsh. Table 4.5 sets out what data is available and what data would be needed as part of a future outcome evaluation for the CfK programme's outputs specifically relating to the delivery of group sessions.

Table 4.5: Data availability and needs relating to outputs in delivering group sessions

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
More parents and their children attending CfK activities.	Contractor monitoring reports to the WG include numbers of parents attending each session	Quarterly reports to the WG including monthly data (latest September 2018)	Continue gathering monitoring data on parents and their children attending CfK activities.	Data on unique attenders is based on CfK staff estimate.
Parents receiving more advice and support from CfK officers in relation to: Welsh-medium education, provision and services, learning and using Welsh.	Contractor monitoring reports to the WG include data on number of one-to-one conversations.	Quarterly reports to the WG including monthly data (latest September 2018)	Continue to gather current monitoring data. Future evaluation should gather data from parents on their views on the amount of advice and information they receive about: Welsh-medium education, provision and services; learning and using Welsh. This could help validate the current data.	The Welsh Government and contractor should consider the feasibility and proportionality of collecting more detailed information the nature of the conversations from the contractor and parents.
Parents and partners receiving more information about: CfK, Welsh medium education, provision and services; learning and using Welsh.	Qualitative evidence gathered through the process evaluation	One-off snapshot 2018	Future evaluation should gather data from parents about the information they receive about: Welsh-medium education, provision and services; learning and using Welsh.	The most appropriate method for gathering this data will need to be considered.

Outputs data: partnerships

4.28 Table 4.6 sets out what data is available and what data would be needed as part of a future outcome evaluation for the programme's outputs specifically relating to the partnership work.

Table 4.6: Data availability and needs relating to outputs in partnership work

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
More parents and their children attending CfK activities	Contractor monitoring reports to the WG includes numbers of parents attending each session	Quarterly reports to the WG including monthly data (latest September 2018)	Continue gathering monitoring data on parents and their children attending CfK activities.	Data on unique attenders is based on CfK staff estimate.
More parents and their children attending other Welsh-medium provision	Qualitative evidence gathered through the process evaluation	One off snapshot 2018	Future evaluation should gather data from parents on their views on other Welsh-medium provision attended, and the influence of CfK on this.	The most appropriate method for gathering this data will need to be considered.
Partners increase Welsh-language content of their own sessions	Qualitative evidence gathered through the process evaluation	One off snapshot 2018	Future evaluation should gather data from partners on the Welsh-language content of their own sessions and the influence of CfK on this.	The most appropriate method for gathering this data will need to be considered.
Partners more confident/able to deliver Welsh-medium provision	Qualitative evidence gathered through the process evaluation	One off snapshot 2018	Future evaluation should gather data from partners on their confidence in delivering Welsh-medium provision and the influence of CfK on this.	The most appropriate method for gathering this data will need to be considered.
Partners deliver more Welsh medium provision	Qualitative evidence gathered through the process evaluation. Local authority WESPs	One off snapshot 2018 Every three years	Future evaluation should gather data from partners on the Welsh-language content of their own sessions and the influence of CfK on this.	The most appropriate method for gathering this data will need to be considered.

Outputs data: Welsh Government

- 4.29 The outputs of this strand, and therefore the relevant data sources and requirements for gathering evidence of the achievement of these outputs, are the same as those in the partnerships strand (see section 4.28 above).

Data relating to Programme Outcomes

- 4.30 Information on the current availability and sources of data, future data needs and recommendations as well as issues and considerations relating to the programme's outcomes is outlined below.

Outcomes data: group sessions

- 4.31 Table 4.7 sets out what data is available and what data would be needed as part of a future outcome evaluation for the programme's activities specifically relating to the delivery of group sessions.

Table 4.7 Data availability and needs relating to outputs in delivering group sessions

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
Parents more likely to:				
Attend other early years provision delivered in Welsh.	<p>(i) Mudiad Meithrin data on participation in <i>Cylchoedd Ti a Fi</i></p> <p>(ii) Childcare Sufficiency Assessments (CSAs) – local authority reports on the demand and supply for Welsh-medium childcare</p> <p>(iii) Use of Welsh-medium childcare collected in the National Survey for Wales</p> <p>(iv) Care Inspectorate Wales’ Self-Assessment of Service Statement (SASS) 2016 SASS</p> <p>(v) Data from contractor parent feedback forms on likelihood of choosing <i>Cylch Ti a Fi</i> or <i>Cylch Meithrin</i></p>	<p>(i) Data is currently collected at individual <i>Ti a Fi</i> and <i>Cylch</i> level and collated into national overview provided to Welsh Government.</p> <p>(ii) CSAs report every five years, but with some annual updates. The current CSAs contain some details on the take-up of Welsh-medium childcare, but variations currently in how LAs report on vacancies and / filled places.</p> <p>(iii) Current picture summarised in Childcare Bulletin published January 2018. Data collected April 2016 – March 2017. However, the publicly available data is not broken down by LA/children’s age/childcare type. Results are based on a sample of the population who responded to the survey. The sample size for the question on Welsh childcare was relatively small at 500 parents of children aged 0-14 who used formal childcare.</p> <p>(iv) Data is available from Self-Assessment of Service Statement (SASS) for 2016, the next SASS is planned in Autumn 2019.</p> <p>(v) Latest data to March 2018. Collated quarterly.</p>	<p>Future evaluation should gather data from parents on their perceptions of the impact CfK has had on their decisions to attend other early years provision activities delivered in Welsh.</p> <p>The WG and the contractor should review the tool used for gathering feedback from parents and the resulting data and consider whether this could be used (or refined for use) as part of a future evaluation.</p> <p>More detailed baseline profile data could be gathered from parents at the start of their engagement (e.g. intentions regarding attending other Welsh-medium early years provision), building on the profile data currently gathered by Welsh Government.</p>	<p>The most appropriate method for gathering data from parents will need to be considered.</p> <p>Future evaluation will need to consider that some of the secondary data sources listed are one-offs or may not be repeated. This may affect the feasibility of using these sources as part of a future evaluation.</p>

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
<p>Apply for a place for their child in Welsh-medium education.</p>	<p>(i) Local authority data on numbers of applications for places in Welsh-medium education</p> <p>(ii) Transition rates from <i>Cylchoedd Meithrin</i> to WM schools</p> <p>(iii) Local authority surveys of parental demand</p> <p>(iv) Data from contractor parent feedback forms on likelihood of choosing <i>Cylch Ti a Fi</i> or <i>Cylch Meithrin</i></p>	<p>(i) Frequency and availability of source not known.</p> <p>(ii) Transition rates from <i>Cylchoedd Meithrin</i> to Welsh-medium education are provided to Welsh Government as part of annual data report. These are also shared with local authorities for inclusion in WESPs.</p> <p>(iii) Welsh Government regulations require Local authorities are required to survey the demand for Welsh-medium education at least every three years. Frequencies and methodologies vary across areas.</p> <p>(v) Latest data to March 2018. Collated quarterly.</p>	<p>Future evaluation should gather data from parents on their perceptions of the impact CfK has had on their decisions to apply for a place in Welsh-medium education for their child.</p> <p>The WG and the contractor should review the tool used for gathering feedback from parents and the resulting data and consider whether this could be used (or refined for use) as part of a future evaluation.</p> <p>More detailed baseline profile data could be gathered from parents at the start of their engagement (e.g. intentions regarding the medium of their child's education), building on the profile data currently gathered by Welsh Government.</p>	<p>The most appropriate method for gathering data from parents will need to be considered.</p>

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
Use Welsh-medium early years provision.	LA data on participation in Welsh-medium early years education. (SASS, WESP, LA's termly Number on Roll surveys, PLASC)	WESPs every three years SASS annually from Autumn/Winter 2019 LA data – termly in some areas PLASC - annual	Future evaluation should gather data from parents on their perceptions of the impact CfK has had on their decisions to apply for a place in Welsh-medium early years provision. More detailed baseline profile data could be gathered from parents at the start of their engagement (e.g. intentions regarding the medium of their child's early years provision), building on the profile data currently gathered by Welsh Government.	The most appropriate method for gathering data from parents will need to be considered. Future evaluation will need to consider that some of the secondary data sources listed (e.g. SASS) are one-offs or may not be repeated. This may affect the feasibility of using these sources as part of a future evaluation.

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
Transmit the language and their children.	Census data on transmission rates	Every 10 years. Latest data is 2011.	<p>Future evaluation should review the availability of census data.</p> <p>Future evaluation should gather data from parents on their perceptions of the impact CfK has had on their decisions to transmit Welsh to their child.</p> <p>More detailed baseline profile data could be gathered from parents at the start of their engagement (e.g. intentions regarding language transmission among Welsh speakers), building on the profile data currently gathered by Welsh Government.</p>	Census data may not be available when the evaluation is undertaken.

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
Learn Welsh.	Data is currently being collected on WfA learners' profile, reasons for enrolling on a course.	Refined methods of data collection are in place since 2017. First release likely towards the end of 2019.	This source is potentially useful for future evaluation, especially the data on adults' reasons for attending a course. The options to reply to this include 'Children in Welsh-medium education'.	Not yet available so exact details not known.
Parents have greater awareness and knowledge about: CfK, Welsh-medium education, Welsh-medium provision and services; learning and using Welsh.	No data currently collected from participating parents.	Not currently available.	Future evaluation should gather data from parents on the influence CfK has had on their awareness and knowledge about: CfK, Welsh-medium education, Welsh-medium provision and services; learning and using Welsh.	The most appropriate method for gathering data from parents will need to be considered.

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
Parents and their children using more Welsh at home in the community.	(i) Welsh language use survey / National Survey for Wales (ii) No data currently collected from participating parents.	(i) 2013-15 / ad-hoc snapshots (ii) Not currently available	Future evaluation should gather data from parents on the influence CfK has had on their use of Welsh. More detailed baseline profile data could be gathered from parents at the start of their engagement (e.g. intentions regarding language use), building on the profile data currently gathered by Welsh Government.	The most appropriate method for gathering data from parents will need to be considered.
Parents and their children more confident using Welsh.	No data currently collected from participating parents.	Not currently available.	Future evaluation should gather data from parents on the influence CfK has had on their confidence using Welsh.	The most appropriate method for gathering data from parents will need to be considered.

Outcomes data: partnerships

- 4.32 The outcomes for this strand, and therefore the relevant data sources and requirements for gathering evidence of the achievement of these outcomes, are the same as those in the ToC focused on group sessions.

Outcomes data: Welsh Government

- 4.33 The outcomes for this strand, and therefore the relevant data sources and requirements for gathering evidence of the achievement of these outcomes, are the same as those in the ToC focused on group sessions.

Data relating to longer-term impacts

- 4.34 Information on the current availability and sources of data, future data needs and recommendations as well as issues and considerations relating to the programme's longer-term impacts is outlined below. The long-term impacts set out in the ToC are related to the overarching goals (see section 4.17) and the following transformational changes within the Welsh Government's *Cymraeg 2050 Strategy*.

- Make rapid progress to expand Welsh-medium early years provision by 150 nursery groups over the next decade to facilitate a seamless transition into Welsh-medium education;
- Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.

Longer-term impact data: group sessions

- 4.35 Table 4.8 lists the data available for longer-term impacts in delivering group sessions.

Table 4.8: Data availability and needs relating to longer-term impacts in delivering group sessions

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
Increase in the number of adults learning Welsh	WfA data	Not known	The WG and contractor should consider developing a baseline assessment tool for use at an early stage of parents' engagement with the programme and a summative tool enabling similar data to be gathered after a period of participation in the programme. This type of data could be gathered by increasing the amount of baseline profile data collected from parents by the Welsh Government at the start of their engagement and collecting follow-up data after a period of participation in CfK.	The WG and contractor will need to consider the feasibility of gathering baseline and follow-up data from the same parents. There would need to be a method of linking the baseline and follow-up assessment (e.g. a unique identifier).
Increase in number (and percentage) of parents transmitting the language to their children	Census data on transmission rates	Every 10 years. Latest data is 2011	The WG and contractor should consider developing a baseline assessment tool for use at an early stage of parents' engagement with the programme and a summative tool enabling similar data to be gathered after a period of participation in the programme. This type of data could be gathered by increasing the amount of baseline profile data collected from parents by the Welsh Government at the start of their engagement and collecting follow-up data after a period of participation in CfK.	The WG and contractor will need to consider the feasibility of gathering baseline and follow-up data from the same parents. There would need to be a method of linking the baseline and follow-up assessment (e.g. a unique identifier).
Increase in number (percentage) of children accessing Welsh-medium early years provision	LA data on participation in Welsh-medium early years education. (SASS, WESPs) Number and percentage of pupils entering nursery classes in Welsh-medium schools. PLASC data, Welsh Government; data from Mudiad Meithrin on number and % of children that transfer from <i>Cylch Meithrin</i> to Welsh medium education	Every 3 years Annual	The WG and contractor should consider developing a baseline assessment tool for use at an early stage of parents' engagement with the programme and a summative tool enabling similar data to be gathered after a period of participation in the programme. This type of data could be gathered by increasing the amount of baseline profile data collected from parents by the Welsh Government at the start of their engagement and collecting follow-up data after a period of participation in CfK.	The WG and contractor will need to consider the feasibility of gathering baseline and follow-up data from the same parents. There would need to be a method of linking the baseline and follow-up assessment (e.g. a unique identifier).

Item	Current data source	Current data availability (frequency, latest data)	Future data needs and recommendations	Issues and considerations
Increase in number (percentage) of children entering Welsh-medium education	Number and percentage of pupils entering nursery and reception classes in Welsh-medium schools. PLASC data, Welsh Government	Annual	<p>The WG and contractor should consider developing a baseline assessment tool for use at an early stage of parents' engagement with the programme and a summative tool enabling similar data to be gathered after a period of participation in the programme.</p> <p>This type of data could be gathered by increasing the amount of baseline profile data collected from parents by the Welsh Government at the start of their engagement and collecting follow-up data after a period of participation in CfK.</p>	<p>The WG and contractor will need to consider the feasibility of gathering baseline and follow-up data from the same parents. There would need to be a method of linking the baseline and follow-up assessment (e.g. a unique identifier).</p>
Increase in demand for Welsh-medium early years provision and education	Local authority data on numbers of applications for places in Welsh-medium education	LA data, annual. Not known if collated nationally	<p>The WG and contractor should consider developing a baseline assessment tool for use at an early stage of parents' engagement with the programme and a summative tool enabling similar data to be gathered after a period of participation in the programme.</p> <p>This type of data could be gathered by increasing the amount of baseline profile data collected from parents by the Welsh Government at the start of their engagement and collecting follow-up data after a period of participation in CfK.</p>	<p>The WG and contractor will need to consider the feasibility of gathering baseline and follow-up data from the same parents. There would need to be a method of linking the baseline and follow-up assessment (e.g. a unique identifier).</p>
Increase in the use of the Welsh language at home, at school and in the community	Welsh language use survey / National Survey for Wales	2013-15 / ad-hoc snapshots	<p>The WG and contractor should consider developing a baseline assessment tool for use at an early stage of parents' engagement with the programme and a summative tool enabling similar data to be gathered after a period of participation in the programme. This type of data could be gathered by increasing the amount of baseline profile data collected from parents by the Welsh Government at the start of their engagement and collecting follow-up data after a period of participation in CfK.</p>	<p>The WG and contractor will need to consider the feasibility of gathering baseline and follow-up data from the same parents. There would need to be a method of linking the baseline and follow-up assessment (e.g. a unique identifier).</p>

Longer-term impact data: partnerships

- 4.36 The long-term impacts for this strand, and therefore the relevant data sources for gathering evidence of the achievement of these impacts, are the same as those focused on the delivery of group sessions.

Longer-term impact data: Welsh Government role

- 4.37 The long-term impacts for this strand, and therefore the relevant data sources for gathering evidence of the achievement of these impacts, are the same as those focused on the delivery of group sessions. The overarching targets of the *Cymraeg 2050* Strategy (See section 4.17) are also relevant to the Welsh Government's role in CfK.

Future evaluation of the programme

- 4.38 Refining the ToC will be a key step in any future outcome evaluation of the programme. The ToC presented above was developed by the evaluation team in discussion with the Welsh Government and drawing on the evaluation fieldwork. It does not include the input of the contractors nor parents and will need to be tested and developed further with these stakeholders. As such, the ToC presented here is a draft and intended as a basis for further refinement.
- 4.39 There may be a need for further strands to the ToC, or a need to elucidate the different pathways that different groups of parents might follow through the programme: for example, those with no Welsh language skills through to fluent Welsh speakers, or parents with different levels of confidence in relation to using their skills. The potential theory (or theories) of change is likely to differ for these different groups of parents. The current draft ToCs do not delve into these different journeys and different starting points, and they would need to be explored for any future evaluation (e.g. by considering different methods of collecting baseline and summative data from parents and partners to assess distance travelled). Likewise, the ToC in its current draft is to a large degree insulated from wider policy considerations and from other programmes and funding arrangements. The evaluation findings have clearly shown that the CfK programme is one part of a much bigger picture of the Welsh Government's approach to achieving a million

Welsh speakers by 2050, and any further refinement of the ToC will need to take these considerations into account.

- 4.40 Designing an outcome evaluation to assess the impact of CfK will therefore involve addressing a number of considerations relating to the wide spectrum of beneficiary characteristics, controlling for wider activities and conditions that could also be influencing behaviours and outcomes, and attributing change to the programme itself. Evaluators could consider a quasi-experimental approach to assess the programme's counterfactual, by establishing a comparator group of parents and children (with similar characteristics to families who participate in CfK) who have not benefitted or been affected by the programme's activities. This could potentially enable evaluators to examine any observed differences between families who participate in CfK and the comparator group. However, there would be challenges associated with this approach, given the programme's reach and the external factors in different geographic and sociolinguistic contexts. The approach would need to take these factors into account.
- 4.41 Collecting 'before and after' data could also help inform a future evaluation. Establishing baseline data (before CfK participation) for key measures (such as those identified in Tables 4.1-4.8) and then assessing 'distance travelled' could provide a measure of progress against the baseline position (after CfK participation). While this approach would not enable these 'gross outcomes' to be attributed to the programme, it could provide evidence for further investigation through primary research. It is important to recognise that this approach is not considered as robust as quasi-experimental methods or trend analysis, with a number of limitations highlighted such as being unable to evidence direct causality and a risk of bias (Nesta and the Alliance for Useful Evidence, 2016).¹⁸ Indeed, the Magenta Book notes that this method 'only really has any credibility when the system being studied is so simple that the policy is the only thing that could reasonably be expected to influence the result' (HM Treasury, 2011).¹⁹

¹⁸ Nesta and the Alliance for Useful Evidence (2016), [Using research evidence: a practice guide](#). [Accessed: 17 January 2019].

¹⁹ HM Treasury (2011), [The Magenta Book: Guidance for evaluation](#). [Accessed: 17 January 2019].

- 4.42 Analysing trends in secondary data (e.g. in transmission rates, Welsh-medium school and nursery applications) could also inform an understanding of whether significant differences are observed (at different geographic levels) following the implementation of CfK. Data from before the introduction of CfK could be used as a baseline to establish a forecast continuing trend, which could then be compared with observed data. While this approach would have significant limitations in terms of attributing any changes to CfK, it could provide evidence that would merit further investigation through primary research. As with quasi-experimental approaches, this approach would need to take into account the influence of external factors.
- 4.43 The most appropriate timing of data collection would also require consideration as part of a future evaluation. Some of the secondary data sources (e.g. census data) identified in Tables 4.1-4.8 above may not be readily available at the point of evaluation. Furthermore, the evaluation would need to consider the most appropriate times at which primary data should be gathered from (e.g. from parents or partners), taking into account the time-lag between intervention and anticipated outcomes.
- 4.44 In the light of the complex and multi-layered nature of the programme, and the challenges associated with attributing causality, it is likely that a future evaluation of CfK will need to draw on a combination of evaluative approaches. Methods of assessing the programme's additionality (i.e. what outcomes are additional to those that would have been achieved in the absence of the intervention) will be a key dimension, but there should also be an exploration of how the concept of additionality could be considered in conjunction with contribution analysis to understand the programme's impact.²⁰

²⁰ See Mayne, J. (2001) '[Addressing attribution through contribution analysis: using performance measures sensibly](#)', *Canadian Journal of Programme Evaluation*, 16: 1-24. [Accessed: 17 January 2019].

5. Conclusions

- 5.1 On the basis of the evidence presented above the evaluation's conclusions are set out below.

Aim and objectives of the programme

- 5.2 The findings of the evaluation show that the aim and objectives of the programme were informed by the Welsh Government's previous experience of delivering the Twf programme. The findings also show that the programme's aim and objectives were developed to support the aims of the Welsh Government's (then) Welsh language strategy (Welsh Government, 2012). Welsh Government officers considered that the programme's aim and objectives are aligned with the current Welsh language strategy, *Cymraeg 2050: A million Welsh speakers* strategy (Welsh Government, 2017a).²¹
- 5.3 The findings indicate that Welsh Government and CfK officers have a consistent understanding of the programme's key aim and objectives. Welsh Government and CfK officers also acknowledged, however, that the aim and objectives are broad and open to some interpretation, and that the way in which they are articulated has been refined, largely based on the contractor's interpretation of them. This has, for example, led to the development of the concept of a 'bilingual journey', which was commonly used by CfK officers to summarise the programme's aim. The process of testing and refining the draft ToC should provide an opportunity to ensure that the Welsh Government and the contractor have a shared understanding of the aim and objectives and how they will be articulated during the next delivery period.
- 5.4 Most stakeholders and parents also understood the programme's aim and objectives. Parents and stakeholders tended to express this in terms of families being exposed to more Welsh through CfK group sessions, with some noting that they understood the programme was aimed at supporting and encouraging them to access Welsh-medium education and childcare or learning Welsh.

²¹ Welsh Government (2012) [A living language: a language for living - Welsh language strategy 2012 to 2017](#). [Accessed: 17 January 2019].

Target audience

- 5.5 The programme's target audience is broad and includes all families, regardless of their linguistic background, use, ability and intentions in relation to language transmission or supporting their child to learn Welsh. In practice, the CfK officers and most stakeholders understood the target audience to be parents with pre-school age children, although this is not formally documented as the target age range (specified as being up to the end of the Foundation Phase in the CfK specification). The findings also show that CfK officers have a clear understanding that each of the programme's group sessions are targeted at parents with children of specific ages. This reflects the concept of a 'bilingual journey', with officers targeting baby massage at parents of very young children with a view to them progressing to baby yoga and story and rhyme group sessions.
- 5.6 The CfK programme specification did not specify the linguistic profile of parents to be targeted. However, most CfK officers noted that they target parents who do not speak Welsh or who lack confidence to speak Welsh when planning group sessions, while also encouraging parents with Welsh language skills to attend if they wish to do so. However, the findings also suggest that CfK officers and parents generally value having a mix of parents from different linguistic backgrounds in the group sessions. CfK officers consider that this benefits parents because the informal support networks created through the programme enable parents to learn from each other's experiences and knowledge of the Welsh language. In this respect, Welsh speakers and/or parents with older children attending Welsh-medium schools occasionally act as informal advocates supporting the work of CfK officers.
- 5.7 A range of approaches have been used by the Welsh Government and CfK officers to raise awareness of the programme and to share information with parents and stakeholders. The findings indicate that these approaches have been successful in terms of recruiting sufficient numbers of parents to ensure group sessions are well attended. CfK officers, parents and stakeholders reported that group sessions are generally popular and, in some cases, oversubscribed. In addition, programme monitoring data shows that the number of parents and children attending sessions has increased between 2016/17 and 2018/19. Most CfK officers indicated that the demand for attending CfK group sessions exceeded their capacity to deliver them.

- 5.8 Parents expressed positive views on the approaches taken to share information about CfK and raise awareness of the programme. Most of those interviewed had accessed information about CfK through social media and felt this was an appropriate and effective channel to disseminate information to parents. However, it should be acknowledged that the evaluation has not sought the views of parents who had not engaged with CfK, and that these may have different views. Findings from interviews with parents show that few could recall receiving information about CfK from their health visitor or midwife. Although some parents had seen information on posters or through referrals from other groups, the findings indicate that awareness of the programme is largely reliant on CfK directly promoting the programme through social media.
- 5.9 Stakeholders had less positive views than parents on the approaches taken to share information and raise awareness of CfK. At a strategic level, some stakeholders felt the CfK brand was not as widely promoted as they would like (e.g. through national and regional events) and some commented that it was 'less visible' than the Twf programme previously. At an operational level, stakeholders valued receiving information from CfK regional officers, but some felt that they were not regularly informed of the group sessions being delivered locally. These stakeholders indicated that they would like to receive regular timetables of CfK events.
- 5.10 There is currently limited information available on the socio-demographic and linguistic profile of families participating in CfK activities (see Figure 3). Welsh Government have recently established a new approach to gathering monitoring data from parents who attend CfK group sessions. However, data from this monitoring process was not available during the evaluation. This limited evidence base means it is not currently possible to come to conclusions about the reach of the programme. Gathering this type of data from participating parents would be an important source of information for a future outcome evaluation.

Programme activities

- 5.11 The types of activities delivered in group sessions (baby massage, yoga, story/rhyme time and signing) have been selected by the contractor with an intention to provide a progression pathway for families with very young children. The activities were selected to appeal to parents with young children, taking into account

the type of activities delivered locally. CfK officers reported that they considered the availability of similar provision in their local area and some stakeholders also confirmed that they communicated with CfK officers to avoid duplication.

- 5.12 All parents reported that the activities on offer through the programme were appealing, and many reported they had progressed from one set of group sessions to the next. Some parents reported that the specific activities had been the main thing that attracted them to attend CfK group sessions, rather than the language of delivery. In some cases, parents were unaware of the Welsh-language focus of the activity until they attended their first session. This suggests that the activities are appealing to the parents who were interviewed and are an effective way to attract both Welsh-speaking and non-Welsh speaking families.
- 5.13 Interviews with parents suggest that most have positive views on the way CfK staff delivered the activities, the venues used and the timing of activities. Although most parents were happy with the locations in which CfK activities were delivered, some parents who had travelled by car to attend activities noted that they would like to see more being delivered in their area. This was reinforced by some stakeholders who referred to a lack of Welsh-medium early years activities in some areas.
- 5.14 The findings suggest that the demand for Welsh-medium activities aimed at parents with pre-school age children is greater than the available provision. CfK officers and stakeholders reported that, in their view, CfK could arrange activities in other locations if they had more capacity to do so and that these would be likely to be taken up.
- 5.15 CfK officers also indicated that they had trialled new activities during the programme in an effort to refresh the CfK 'offer' and target parents who had not previously attended. Some CfK officers reported they had piloted new activities (e.g. buggy walks, weekend group sessions aimed at fathers) as a way of targeting different groups of parents. Where this had been successful, CfK officers indicated they would try to roll this out across Wales. One such example is the baby signing which has recently been rolled out following training for programme officers.
- 5.16 The findings from interviews with parents, programme officers and stakeholders suggest that the CfK activities are an effective way of communicating the programme's messages to parents. CfK officers indicated that they found the activities helped them introduce Welsh to group sessions gradually and then

facilitated opportunities to have more detailed conversations with parents about their choices around education and childcare. Interviews with parents and stakeholders appear to support this view, with some reporting that they valued the informal, flexible and voluntary nature of the group sessions.

- 5.17 Findings from interviews with parents indicate that they are not always aware of progression routes from CfK to other Welsh-medium provision. This suggests there is a need to further consider how all parents attending CfK group sessions can be made aware of local *Cylch Ti a Fi* and *Cylch Meithrin* sessions and vice versa, so that parents are better supported to make the transition from one to the other.

Geographic areas

- 5.18 The programme's expansion in 2017 has led to it having a wider geographic reach across Wales. However, the programme's reach within each region is dependent on the capacity of CfK officers to deliver activities. The contractor's chosen model of delivering a series of regular group sessions to parents means that CfK officers have to decide which areas they will target depending on a number of local factors, and therefore there are areas within each region where CfK group sessions are not currently being delivered. CfK officers and stakeholders indicated that there would be a demand for CfK activities in geographic areas where CfK were not currently delivering, with CfK officers referring to examples of stakeholder requests to deliver additional sessions, which they were unable to meet. The evidence of potential additional demand for CfK activities among parents is based on the experiences of CfK officers and stakeholders. The evaluation's findings are therefore insufficiently robust to enable firm conclusions to be drawn on the size of this potential additional demand. However, the findings suggest that more systematic evidence could be gathered to assess the potential demand for increasing the scale and scope of the programme in future.
- 5.19 Programme officers reported that they have targeted specific locations and sought to align the establishment of CfK groups with other new Welsh-medium early years provision (e.g. new *Cylchoedd Meithrin*) in order to create new progression pathways to Welsh-medium education. However, regional officers also reported that they retain significant flexibility in selecting locations for delivering activities, taking into account a variety of local factors such as the availability of other similar

provision (Welsh- or English-medium), suitability of locations and likely parental demand for the types of activities delivered by CfK.

- 5.20 The findings show that CfK officers work in partnership with other Mudiad Meithrin staff (and other stakeholders such as local authority WESP groups and local language forums where appropriate) when planning where to deliver CfK activities. CfK and other Mudiad Meithrin officers reported that they had put structures in place that enabled CfK senior officers to provide input to decisions about establishing other early years provision (*Cylchoedd Ti a Fi* and *Cylchoedd Meithrin*). CfK officers recognised that the linguistic profile and context vary significantly across regions and that CfK officers plan activities based on these variations in local needs. In addition, Welsh Government and the contractor's staff reported that they considered this type of strategic planning as part of their regular review meetings. However, it is too early to reach conclusions on the effectiveness of these processes for planning and prioritising areas. This aspect will require further consideration as part of any future evaluation of CfK.

Structures and processes

- 5.21 Welsh Government and the contractor's staff reported that the management structures that have been established (regular formal meetings and more informal day-to-day communication) are working effectively. Programme officers also reported that management arrangements put in place by the contractor were generally working well. CfK officers also reported that the support provided by the Welsh Government was effective overall.
- 5.22 Welsh Government currently lead on marketing the programme nationally and developing resources for the programme. Most CfK officers, parents and stakeholders had positive views on the quality of materials they had received. However, interviews with most CfK officers as well as some stakeholders and parents indicated an appetite for more materials, including variations on existing materials (e.g. song books) they had received and materials in digital formats. CfK officers would welcome a greater role in developing CfK resources for families, an element which is currently undertaken by the Welsh Government.
- 5.23 CfK officers expressed a desire to be able to refresh the materials that are used with parents more frequently to maintain interest and enthusiasm among parents.

To this end, CfK officers reported that there was a time lag between a need for specific materials being identified and those materials being commissioned, produced and distributed. Programme officers indicated that they would like to be able to respond more quickly to such requests and that they would value having a greater role in developing CfK marketing materials and resources. Related to this, CfK officers and stakeholders reported they would like to see the programme responding more flexibly to requests from stakeholders (e.g. attending more national and regional events).

Strategic planning

- 5.24 The concept of CfK being part of a 'bilingual journey' was clearly articulated by CfK officers interviewed and was also mentioned by some stakeholders and a few parents. However, it is apparent from the evidence gathered from programme officers and stakeholders that there are gaps in the availability of early years and education provision in some areas. This means that the pathway from CfK to *Cylch Ti a Fi*, *Cylch Meithrin* and Welsh-medium schools is not seamless for parents in many areas. There is evidence that CfK officers, other Mudiad Meithrin staff and Welsh Government officers have considered how best to plan CfK provision in the context of the availability of other provision. However, the evidence also shows that CfK officers and stakeholders acknowledge that other organisations, such as local authorities and *Mentrau Iaith*, have important roles to play in filling these gaps in provision.

Monitoring

- 5.25 Regular monitoring arrangements have been developed by the Welsh Government and the contractor. CfK officers gather and submit data to the Welsh Government on the numbers of group sessions delivered, numbers of parents and children attending group sessions and numbers of one-to-one conversations held between CfK staff and parents. Similar data is also collected for sessions delivered or hosted by partner organisations in various categories (*Cylch Ti a Fi*, *Cylchoedd Meithrin*, Parentcraft, post and ante-natal groups, local authority sessions, school events, other events and other organisations). Data is also collected on the number of

presentations given to midwifery and childcare students and the number of students attending these.

- 5.26 The programme monitoring data presented in Section 3 shows that the programme has grown in size and scope since its inception. Monitoring data for the most recent full year of delivery (2017-18) shows that 2,946 sessions were arranged and delivered by CfK and that 20,926 parents and 21,952 children attended these.²² In addition, 1,176 one-to-one conversations between parents and CfK officers were recorded. Programme monitoring data also shows that CfK officers delivered 11 presentations about CfK to a total of 80 health visitors or midwives in 2017-18 (the most recent full year of data available) and a total of 156 childcare or midwifery students attended one of 6 presentations by CfK staff.
- 5.27 The Welsh Government have recently started collecting profile data online from parents who participate in CfK activities and choose to register their details online. This includes background information on the linguistic profile of the family (see Figure 3). CfK staff encourage parents to register online but are dependent on parents choosing to do this independently after group sessions. No data on the profile of parents was available during this process evaluation and it is therefore not appropriate to draw conclusions on the comprehensiveness, consistency and robustness of the data. However, this data would be likely to form an important part of a future evaluation of the programme.
- 5.28 A feedback form is currently used by the contractor asking parents about their intentions in relation to using Welsh at home and take-up of Welsh-medium early years and education provision. This form is issued to parents after attending a series of CfK activities. The possibility of reviewing the questions included on this form and the method used to gather information is included amongst the recommendations for future data collection.

Partnerships

- 5.29 Programme officers reported that partnerships with other organisations in different sectors have been developed at national, regional and local levels. Stakeholders and CfK officers reported that the nature of collaboration varied but generally

²² More recent data for the year to September 2018 is also presented in Section 3 of the report.

included: communication and awareness raising (usually to facilitate referrals between CfK and stakeholder organisations); co-delivery of group sessions; CfK staff delivering group sessions in settings hosted by stakeholders; providing advice or training and strategic collaboration.

- 5.30 Most stakeholder interviewees who had worked in partnership with CfK found the collaboration to be beneficial, either to themselves or to the parents they worked with. However, the evidence from CfK officers and stakeholders shows that there are variations in the strength of collaboration by area and sector. In some areas, particularly those where the Twf programme did not previously operate, partnerships with many organisations were reported to be in their infancy. There was a perception amongst programme officers and stakeholders that there are some challenges and barriers that limited the extent of partnership working. These included: staff and stakeholder capacity and time as well as the strength of relationships between CfK officers and stakeholders (e.g. how well established these links were).
- 5.31 Although CfK has developed partnerships at a strategic level with many organisations, partnership working at the local level appears to be largely driven by contact between CfK officers and the stakeholders working in their local area. This means that the strength of partnerships can depend on the relationships between individuals, and arrangements can therefore be inconsistent and ad hoc as a result. This inconsistency was illustrated by differences in levels of awareness and communication with CfK among stakeholders from the same sector that were identified by CfK staff and those identified independently by the evaluators. There may therefore be a need to consider how strategic managers in some sectors such as health can be persuaded to ensure staff are aware of CfK and are encouraged to refer parents to the programme.

Theory of Change

- 5.32 The process of developing a ToC for the programme has identified three main strands of the programme. These are *group session delivery*, *partnerships* and the *Welsh Government's role*. Although these strands are linked and overlap to an extent, it has been possible to set out a series of steps and assumed links between each strand's inputs, activities, outputs and outcomes. The ToC also recognises

that the programme operates in a broader context, contributing towards the Welsh Government's overarching targets as set out in the *Cymraeg 2050 Strategy*. Some initial testing of the ToC's validity has been undertaken through engagement with the Welsh Government as the programme's funders. Further testing will be required, involving the contractor, the Welsh Government and other stakeholders, in order to refine the ToC so that it more fully captures the programme's theory.

- 5.33 The evaluation has examined the availability of data against each of the items listed in the programme's draft ToC as well as identifying potential future data requirements and issues that will require further consideration by the Welsh Government, the contractor and future evaluators (including potential amendments to monitoring data that is collected by CfK officers as well as profile and feedback data that is gathered from parents). A future outcome evaluation will need to consider the most appropriate methods for gathering data from parents, partners and stakeholders as well as the most appropriate methods for assessing CfK's additionality.

6. Recommendations

- 6.1 On the basis of the findings and conclusions, the following recommendations for the future delivery of the programme are presented.

Target audience

Recommendation 1: The Welsh Government should consider amending the stated target age range of the programme to parents of pre-school-aged children, rather than children aged up to 7 as outlined in the original CfK specification. This would better reflect practice, and how the programme is understood by wider stakeholders.

Recommendation 2: The Welsh Government should maintain the current flexibility within the programme which enables CfK officers to include parents from different linguistic backgrounds within group activities.

Programme activities

Recommendation 3: The Welsh Government should ensure that the specification for the next phase of CfK continues to include sufficient flexibility and scope for contractors and the Welsh Government to review and amend the types of activities offered through the programme and to trial new activities when opportunities arise.

Recommendation 4: Where practicable, CfK officers should offer parents a 'transition session' towards the end of a series of CfK group sessions so that parents are made aware of the availability of *Cylch Ti a Fi* groups and other activities in their area, and are supported in their transition to them.

Geographic areas

Recommendation 5: The Welsh Government and the contractor should consider gathering more systematic evidence of the potential demand for CfK group sessions during the next period of delivery to inform a review of the scale and scope of the programme. This would enable the Welsh Government to further investigate this evaluation's conclusion that, based on the perceptions of CfK officers and stakeholders, there is additional demand among parents for the types of activities offered through CfK.

Recommendation 6: The Welsh Government and the contractor should continue to regularly review the geographic areas where CfK is delivered and ensure that the programme is responsive to changes in the education and early years sectors (e.g. establishing CfK groups to feed new schools, or plugging identified gaps in pre-school provision). This process should also align with wider language planning and should include systematic involvement by CfK officers in the development and review of WESPs, local language forum meetings and input into Mudiad Meithrin's regional planning.

Structures and processes

Recommendation 7: The Welsh Government should consider allowing the contractor to manage a portion of the funding allocated to marketing and developing resources for the programme. This could enable the contractor to react more quickly and flexibly to the needs that they identify among parents or stakeholders.

Recommendation 8: The Welsh Government should consider opportunities to develop a wider variety of materials that could be used in CfK group sessions. This could include more digital resources that could be adapted by CfK officers in response to identified local needs.

Monitoring

Recommendation 9: The Welsh Government should ensure that comprehensive and robust profile data is gathered from parents including baseline information on their socio-demographic and linguistic profile when beginning their participation in the programme.

Recommendation 10: The Welsh Government and the contractor should review the CfK monitoring data arrangements and consider the recommendations made in Section 4 of this report to ensure that there is robust and comprehensive data available for undertaking a future outcome evaluation.

Partnerships

Recommendation 11: The Welsh Government and the contractor should consider what approaches could be taken to facilitate increased partnership working and help overcome the challenges and barriers (including perceived challenges and barriers) to collaboration identified in this evaluation.

Recommendation 12: The contractor should work closely with Welsh Government, Mudiad Meithrin and local authorities to ensure that CfK provision is planned strategically to align with the developments set out in WESPs.

Recommendation 13: The Welsh Government should consider how to raise awareness of CfK and its aim and objectives amongst all partner organisations who come into contact with the programme's target audience.

Recommendation 14: The Welsh Government should consider how senior managers in the health sector can ensure their workforce identify increased opportunities to cascade information about CfK to those delivering services to parents.

Recommendation 15: The contractor should develop a more systematic approach to sharing details with stakeholders about the group activities it delivers (e.g. through regularly disseminating timetables of group sessions with stakeholders).

Theory of Change

Recommendation 16: The Welsh Government and contractor should review and refine the ToC at the outset of the next round of the CfK contract (due in 2019). Furthermore, the research design for an outcome evaluation of the programme should further develop and test the ToC, as a step towards developing an evaluation plan for the programme.

Recommendation 17: The Welsh Government should ensure that a ToC is developed in advance of implementing any successor scheme to CfK.

Annex A: Research Tools

Topic guide for CfK parents/ guardians

Researcher introduction

Arad Research and Bangor University have been commissioned by the Welsh Government to carry out an evaluation of the Cymraeg for Kids programme. As part of this work, we are gathering evidence from parents and guardians across Wales. The Cymraeg for Kids programme includes activities such as story and song groups, baby yoga etc., including this session today. A team of researchers have chosen a range of activities across Wales to visit and to talk to parents/guardians.

This will involve taking part in an informal conversation (up to a quarter of an hour) with the researcher either in a one-to-one conversation or in a small group to discuss issues such as your reasons for attending, your experiences of the activities, and your use of other groups for young children.

The information gathered through the evaluation will be used to plan the Cymraeg for Kids programme locally and nationally for the future.

Participation in the research is voluntary, and your choice whether or not to participate will not affect your ability to access Cymraeg for Kids activities in the future.

All information collected from parents/guardians across Wales will be reported anonymously. The evidence gathered during the project will be included in a report, and possibly in other publications, by the Welsh Government.

Note: Researcher to ensure that parents and guardians have received a briefing note. Researcher to make the privacy notice available and ask parents and guardians to sign the consent form. Researcher to adapt the language and register according to the circumstances/requirements of the participants.

Linguistic background

1. Please provide an overview of your background in relation to the Welsh language.
 - Your family background, education, Welsh language skills.
2. Please provide an overview of your use of the Welsh language.
 - Your use with the family and your children, at work, socially. Researcher to try to get as full a picture as possible of the extent of their language use.

3. Do you use formal childcare e.g. a nursery?

- What language medium?

Awareness of the Cymraeg for Kids programme and communication

4. How did you hear about this [session/activity]? Researcher to name the activity (e.g. social media, through a friend, leaflets / posters, health visitor)

- Did you receive enough information about [activity]? Researcher to name the activity.
- What attracted you to attend this activity in the first place?

5. What do you understand to be the aim of this activity?

- Was the aim of the activity explained to you? How?

6. Have you heard of Cymraeg for Kids?

- If so, what information have you received about Cymraeg for Kids? Where did you get the information from? What is your understanding of Cymraeg for Kids' objectives?

7. Are you aware of any other activities/sessions offered by Cymraeg for Kids?

- How did you hear about these activities?

8. Have you seen or heard any campaigns to encourage parents and guardians to use Welsh with their children, or to consider Welsh-medium childcare and education?

- Where have you seen/heard these campaigns?
- What are your impressions of these campaigns?

Engaging with the activity

9. Why have you chosen to attend this activity?

10. Which aspects appeal to you most?

11. Since when have you been attending this activity?

- How regularly do you attend?

12. In what language or languages do you communicate during the activity?

- Why do you communicate in these languages / languages?

13. Do the leaders of the activity:

- refer you to any other activities?
- provide further information or resources about using Welsh with your child?

14. Have you attended other Cymraeg for Kids activities? What activities?

15. Are there other similar activities available in your area, from other providers?

- What kind of other activities are available?
 - through the medium of Welsh
 - through the medium of English
- How does today's activity compare to other activities?

Opinion on the activity

16. What elements of the activity do you enjoy?
17. What elements of the activity could be improved and how?
18. Researcher to direct a question to those who are not fluent in Welsh. If a group, then researcher to decide according to the nature of the group.
 - [For those with some Welsh language skills] Do you feel confident in using your Welsh with your child during the activity? Why?
 - [For those with no Welsh language skills / little skills] Did you feel confident / apprehensive in attending the activity for the first time? Why?
19. To what extent does the activity help you to use any Welsh with your child / children?
 - What further help would you appreciate?
20. Would you recommend this activity to other parents or guardians? If so, who?
21. Are there additional or different activities that you would like Cymraeg for Kids to offer?
 - What kind of activities? What would be the benefit of these activities?

Future

22. Looking to the future, to what extent have you considered / made plans with regards to which language or languages you will
 - use in the home?
 - use for childcare?
 - use for your child's education?
23. Is there any further information or support that you would like to receive to help you use Welsh with your child / children, at home, socially and informally?
 - What kind of information or further help?

Topic guide for regional stakeholders

Researcher introduction

As above.

Background information

1. Please provide an overview of your role and responsibilities in [researcher to name of stakeholder's organisation].
 - How much contact do you have with the Cymraeg for Kids officials as part of your job? [Researcher to name the relevant regional official/s]
2. Provide an overview of your organisation's objectives, including any objectives relating to supporting people to use the Welsh language.
3. Provide an overview of your region (e.g. linguistic profile, Welsh-medium education patterns, availability of Welsh-medium early years activities, and – if relevant – what was happening before Cymraeg for Kids).

Objectives

4. What is your understanding of the aims and objectives Cymraeg for Kids?
 - Were these aims and objectives explained to you? By whom?
5. What is your understanding of Cymraeg for Kids provision?
 - Regional activities, national promotional work
6. To what extent do the aims and objectives of Cymraeg for Kids align with the objectives of [organisation]?
 - To what extent does CFK help you as an organisation to achieve these objectives or strategies?

Partnerships

7. What was your first contact with Cymraeg for Kids?
 - Contact with your organisation generally.
 - Contact with you specifically.
 - Who made the first contact (Cymraeg for Kids or the stakeholder)?
8. How was the partnership with Cymraeg for Kids developed?
 - Establishing relationships, establish a process of collaboration, meetings, contact points.

9. Please give an overview of how you work with Cymraeg for Kids in your area.
- Strategic planning, co-organising provision or events.
 - Approximately how often do you tend to keep in touch? Who tends to instigate the contact?
10. [If not answered in question 9] Please give specific examples of how you work with Cymraeg for Kids.

Advantages and challenges of collaboration

11. To what extent does the partnership with Cymraeg for Kids help you to meet your objectives as an organisation?
- To what extent does the partnership assist you in delivering your services?
12. Have any benefits come about through the partnership?
- For you as an organisation?
 - For your clients/customers?
13. What aspects of your collaboration with Cymraeg for Kids are working well?
- What evidence do you have to demonstrate this?
14. Are there aspects of your collaboration with Cymraeg for Kids that have not worked so well?
- If so, what are they?
 - What evidence do you have to demonstrate this?
 - How could it be ensured that these aspects work better from now on?
15. [In those cases where there has been no collaboration, or where collaboration is minimal]
What are the main reasons for not collaborating (more) with Cymraeg for Kids?
- What, if anything, could Cymraeg for Kids be doing to promote greater collaboration?

Future plans

16. Looking to the future, should any changes or adjustments be considered to how your organisation works with Cymraeg for Kids? What changes?
17. Looking to the future, should any changes to the aims and objectives of Cymraeg for Kids be considered, or any changes to the aims and objectives of your organisation?

Topic guide for Welsh Government staff

Researcher introduction

As above.

Background information

1. Please give an overview of your role and responsibilities in relation to the CfK programme and more widely within the Welsh Government.
2. Provide an overview of your involvement with strategic planning for
 - Early years and the Welsh language?
 - Designing the CfK programme?
3. How much contact do you have as part of your job with the Mudiad Meithrin CfK team?

Objectives

4. Please provide an overview of the policy context relevant to the CfK programme.
 - What strategies / key policies inform the programme?
5. How were the aims and objectives of the CfK programme designed?
 - Who was involved?
 - Were any challenges been encountered in the design of the programme?
6. What are the aims and objectives of the CfK programme?
 - Are these consistent across all regions of Wales?
7. Who is the target audience for the CfK programme?
 - How were decisions made about identifying the target audience?
8. Were any lessons used from any similar programmes to inform CfK's design? What were these lessons?

Promotion and engagement

9. Please provide an overview of how the programme is marketed and promoted.

- At a national level by the Welsh Government
- At a national and local level and by the contractor.

10. What aspects of the promotion have worked well?

- What evidence do you have to demonstrate this?

11. Are there aspects of the promotion that have not worked so well?

- If so, what are they?
- What evidence do you have to demonstrate this?
- How could these elements be improved?

Partnerships

12. Please describe the partnership between the Welsh Government and the Mudiad Meithrin CfK team.

- What systems are in place to keep in touch?
- What support is provided to the Mudiad Meithrin team by the Welsh Government?

13. The CfK contractor is expected to establish arrangements to work in partnership with other organisations to achieve the programme's objectives.

- What was the rationale for setting this expectation?
- Please give an overview of any partnerships you are aware of.

Monitoring

14. What outputs and outcomes do you monitor at a national level?

- Which specific targets are there?
- Which indicators are used?
- How were these targets and indicators selected?

15. Describe your systems for collecting monitoring data.

- How are the regional data used?
- Are the monitoring systems efficient? Could the monitoring systems be improved?

Progress

16. What progress has been made against CfK objectives and targets?

- Give an overview of the main outcomes so far.

17. What aspects of the CfK programme have worked well?

- What factors have contributed?
- What evidence do you have to demonstrate this?

18. Are there aspects of the CfK programme that have not worked so well?

- If so, what are they?
- What evidence do you have to demonstrate this?
- How could these aspects be improved?

Future plans

19. What are the Welsh Government's priorities for CfK

- in the short term (over the months or next year)?
- in the long term (over the coming years)?

20. Have you already identified any necessary adjustments to CfK's aims, objectives or management structure?

21. Are there any policy developments in progress that could influence the strategic design or delivery of CfK? If so, please describe.

Topic guide for CfK regional officers

Researcher introduction

As above.

Background information

1. Please give an overview of your role and responsibilities as a CfK regional officer.
 - Time in post, previous role.
2. Please provide an overview of your region (eg linguistic profile, Welsh medium education trends, availability of early years activities and Mudiad Meithrin provision, provision under the former TWF scheme).

Objectives

3. What is your understanding of the aims and objectives Cymraeg for Kids?
4. How do you in the region understand your role in the national aims and objectives?
 - How have these aims and objectives shaped your processes and operation locally?
5. What are the aims and objectives of CfK specifically in your region?
 - How were the regional-level aims and objectives designed?
 - Are these aims and objectives documented?
6. What is the link between you and the regional and national managers?
 - What is the support offered?
 - How often do you meet? What is discussed?
7. What is the link between you and the other regional officials?
 - How often do you meet? What is discussed?
 - How do you share lessons or good practice between regions?
8. To what extent does the CfK programme align with the wider Mudiad Meithrin activities in the region?
9. How does CfK support the aims of your local authority's Welsh in Education Strategic Plans?

Promotion and engagement

10. How do you plan your communication with parents?
 - At what level are these determined / discussed / agreed?
 - Is there a regional communication plan (If yes, please provide an overview of your communication plan)?
11. What messages are shared?
 - in terms of (i) advantages of Welsh language childcare care and education;
 - (ii) early language acquisition?
12. (If not already answered) What is the process of identifying and reaching parents who would benefit from the support of the programme?
 - Who is the target audience for the promotion and engagement?
13. (If not already answered) What steps or processes were put in place to share information with parents?
14. What aspects of the promotional work have worked well?
 - What evidence do you have to demonstrate this?
15. Are there aspects of the promotional work that have not worked so well?
 - If so, what are they?
 - What evidence do you have to demonstrate this?
 - How could these aspects be improved?

CfK activities and support

16. Please provide an overview of the programme of support offered to parents in your region.
17. How was your programme of activities designed?
 - How are the activities organised?
18. How do you inform parents of the activities?
19. Who are the target audiences for the activities?
20. To what extent does the programme of activities align with other Welsh-medium activities or opportunities in the region?
 - How do you ensure that parents are aware of the support that is available to them beyond CfK?
21. What aspects of delivering activities have worked well?
 - What evidence do you have to demonstrate this?
22. What aspects of delivering activities have not worked so well?
 - If so, what are they?

- What evidence do you have to demonstrate this?
- How could these aspects be improved?

Partnerships

23. Please provide an overview of how you work in partnership with other relevant organisations and bodies to achieve the aims of CfK.
24. With which partners have you worked together so far?
- How was your approach to developing partnerships planned regionally?
 - Are any partners specifically targeted to date?
25. What kind of partnerships best support you to meet the aims of CfK?
26. Do you work in partnership with the Flying Start programme?
- How does the partnership with Flying Start work in practice?
27. What factors help or hinder you in developing partnerships?

Monitoring

28. What outputs and outcomes do you monitor in your region?
- Which specific targets do you have?
 - What indicators do you use?
29. Describe your systems for collecting monitoring data.
- Are the monitoring systems efficient? Could the monitoring systems be improved?
 - To whom do you report and how?

Progress

30. What progress has been made against your objectives and targets in your region?
- Please provide an overview of the main outcomes to date.
31. Do you gather feedback from parents involved in the CfK programme?
- What are the key points from this feedback?
32. Which aspects of the CfK programme have worked well?
- What evidence do you have to demonstrate this?
 - What factors have contributed to CfK progress?
33. Are there elements of the CfK programme that have not worked so well?
- If so, what are they?
 - What evidence do you have to demonstrate this?
 - How could these aspects be improved?

Future plans

34. What are the CfK programme's priorities

- in the short term (over the months or next year)?
- in the long term (over the coming years)?

35. Looking to the future, should there be any adaptations to the CfK aims or objectives?

36. What aspects of managing and delivering CfK have worked well?

- How could these aspects be developed further in the future?

37. What aspects of managing and delivering CfK are challenging?

- How could these challenges be addressed in the future?