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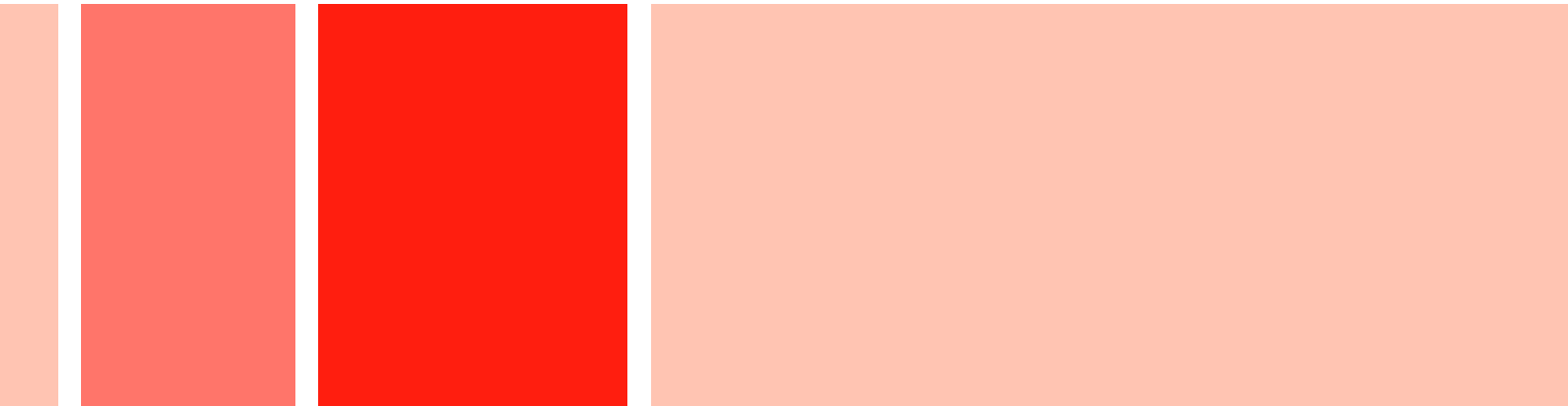


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## Evaluation of the Welsh-medium Education Strategy

Review of the Use and Quality of Resources  
Commissioned by the Welsh Government's Welsh in  
Education Unit



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### **Commissioned by the Welsh Government's Welsh in Education Unit**

#### **Arad Research**

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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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## **Executive summary**

1. This report presents the findings of a review of the resources commissioned by the Resources Commissioning Branch, Welsh in Education Unit, Welsh Government. The main focus of the review was to assess the quality of the resources and their use in the classroom. The evidence and conclusions presented are based on fieldwork undertaken with practitioners, learners and publishers of Welsh-medium and bilingual resources between November 2012 and June 2013.
2. This review forms part of a wider research programme to evaluate the Welsh-medium Education Strategy (the Strategy), published by the Welsh Government in 2010. That evaluation will assess progress against the Strategy's aims and objectives, and will seek to understand how effectively the different elements of the Strategy interlink. The conclusions of this review will be used in considering the resource commissioning programme's contribution to the aims and objectives of the Strategy as a whole.
3. The Resources Commissioning Branch is responsible for commissioning Welsh-medium and bilingual teaching and learning resources for all subjects, ages and abilities, from Foundation Phase to 14-19 subjects and Welsh for Adults. The resources are classroom materials for learners that are not provided by the commercial market. They are commissioned through a procurement process, using either a framework of approved contractors or a single tendering process. This review is limited to resources created for the 3-19 age group.
4. The conclusions presented in this report are based on a desk research and scoping phase, a survey of primary, secondary and further education practitioners, a survey of publishers and qualitative research with practitioners and learners. A total of 448 practitioner survey responses were received, and qualitative research was conducted with practitioners and learners in seven primary schools, seven secondary schools and four further education institutions. Fourteen responses to the survey of

publishers were received from educational institutions and companies who are part of the Welsh Government's Welsh-medium and bilingual resources publisher framework. More information about the methodology used can be found in Section 3.

### **Conclusions in relation to receiving information about Welsh-medium and bilingual resources**

5. Evidence from this review shows that the majority of practitioners questioned obtain information about Welsh-medium and bilingual resources from a number of sources. Nevertheless, a number of practitioners (including heads of departments and senior school management team members) were uncertain whether they were receiving all the relevant information about Welsh-medium and bilingual educational resources.
6. Practitioners' comments suggest that they feel that there is scope to simplify the process of distributing information about resources. A number of practitioners and publishers believed that it would be useful to have one comprehensive central source of information about all the available Welsh-medium and bilingual educational resources, to supplement the information they currently receive.
7. Evidence from publishers supports the opinion expressed by some practitioners that they are not confident that they are aware of all the resources available for their subjects, and that the method of marketing resources is inconsistent.

### **Conclusions in relation to the choice of Welsh-medium and bilingual resources**

8. Evidence collected during the review suggests that the resources commissioning programme has increased and improved the choice of Welsh-medium and bilingual educational resources available across the key stages and across a wide range of subject areas. A number of

practitioners and publishers expressed the opinion that the same range of Welsh-medium and bilingual educational resources would not be available without the resources commissioning programme.

9. Although the evidence demonstrated that there has been an increase in the range of Welsh-medium and bilingual educational resources, it appears that practitioners' views about the choice available to them present a varied picture. Evidence from practitioners and learners across different sectors and subjects suggests that they welcome the range of Welsh-medium and bilingual resources available to them. However, the evidence shows that the majority of practitioners and learners feel that the choice compares less favourably with the variety of English-medium resources available.

### **Conclusions in relation to the use and quality of Welsh-medium and bilingual resources**

10. A number of practitioners and learners held positive views regarding the quality of the resources they used, including many of the resources commissioned by the Welsh Government.
11. Evidence from practitioners, learners and publishers suggests that the resources commissioned through the programme help to meet the needs of learners. Nevertheless, the evidence also reveals that there is a demand for more Welsh-medium and bilingual resources across a wide range of subjects and fields, in particular interactive resources and other materials that employ new technologies to support teaching methods.
12. Practitioners noted that the format of resources, their relevance to the curriculum and their suitability to learners' ability are important factors when choosing resources. Learners also highlighted the importance of these factors, with primary and Key Stage 3 learners more likely to emphasise the format of resources and Year 12 and 13 learners attaching greater importance to the relevance to their courses.

13. During the interviews, almost every one of the primary, secondary and further education practitioners highlighted the importance of interactive and multi-platform resources. A number of practitioners across primary, secondary and further education sectors believed that more Welsh-medium and bilingual resources need to be available in an interactive, adaptable format. Learners stated that interactive resources appealed to them, including games, interactive websites and multi-media content.

14. The evidence suggests that there is further demand for Welsh-medium and bilingual resources including:

- interactive resources that can be adapted;
- contemporary Welsh-medium resources for teaching Key Stage 3;
- resources to meet the requirements of the National Literacy and Numeracy Framework;
- film clips and websites to support courses in a number of subjects.

### **Conclusions in the context of the evaluation of the Welsh-medium Education Strategy**

15. The review concludes that the resources commissioning programme is a valuable contribution to the efforts to 'improve the central support mechanisms for Welsh-medium education and training', which is Strategic Aim 5 of the Welsh Government's Welsh-medium Education Strategy. The evidence collected through this review clearly shows that there is a continued demand for a Welsh-medium and bilingual educational resources commissioning programme in order to meet the needs of both practitioners and learners. We conclude that the commissioning programme is a central part of the work of supporting Strategic Aim 5 of the Strategy.

### **Acknowledgements**

16. We would like to thank everybody who has contributed to this review. Special thanks go to the learners, practitioners and publishers for the valuable information they have contributed, which has formed the basis of

the report and its conclusions. We also thank the stakeholders for their help in distributing the practitioner survey.



## 1. Introduction to the review

1.1 This report presents the findings of a review of the resources commissioned by the Resources Commissioning Branch, Welsh in Education Unit, Welsh Government. The evidence and conclusions presented are based on fieldwork undertaken with practitioners, learners and publishers of Welsh-medium and bilingual resources between November 2012 and June 2013.

### The review's context

1.2 This review forms part of the evaluation of the Welsh-medium Education Strategy (the Strategy), launched by the Welsh Government in April 2010.<sup>1</sup> Arad Research was commissioned to undertake a research programme which will examine the Strategy's impact in its entirety, using the *Proposed Evaluation Framework for the Welsh-medium Education Strategy* as the basis for the research programme.<sup>2</sup> The Evaluation Framework provides a useful tool for addressing the research objectives and questions identified in the specification for the research programme.<sup>3</sup> These objectives include considering progress against the Strategy's aims and targets, as well as considering whether the aims and targets are still appropriate. The evaluation also aims to examine the factors that prevent or support the Strategy's vision being realised, investigating the effectiveness of different activities in different areas and contexts. The evaluation's outputs will include recommendations to the Welsh Government and other strategic partners and will propose

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<sup>1</sup> Welsh Government (2010) *Welsh-medium Education Strategy* <http://wales.gov.uk/topics/educationandskills/publications/guidance/welshmededstrat/?lang=en>

<sup>2</sup> Welsh Government (2011) *Proposed Evaluation Framework for the Welsh-medium Education Strategy* <http://wales.gov.uk/docs/caecd/research/120330welsheducationen.pdf>

<sup>3</sup> Specification for an independent research programme to evaluate the Welsh-medium Education Strategy. Advertised by the Welsh Government via the Sell2Wales website in July 2012.

approaches to adapting or improving their schemes to support Welsh-medium education provision.

- 1.3 The Evaluation Framework was reviewed in early 2013 as part of the current research programme; the theory of change was built upon and a logic model for the research programme was developed. The questions identified as a result of that process enable us to consider the significance of the Welsh Government's resource commissioning programme in the context of the full evaluation of the Strategy.
- 1.4 Strategic Aim 5 of the Strategy is 'to improve the central support mechanisms for Welsh-medium education and training'. Within this Strategic Aim are specific objectives that aim to 'increase and improve the range of teaching and learning resources to meet the needs of Welsh-medium and Welsh-language learners' (strategic objective SO5.2) and 'raise awareness and promote the use of Welsh-medium and Welsh-language resources and qualifications' (strategic objective SO5.4).
- 1.5 The questions below interpret the Evaluation Framework questions and link them specifically to the resource commissioning programme. Conclusions in relation to these questions are provided in Sections 8.18-8.24.
  - i. To what extent does the research commissioning programme support the Strategy's aims, outcomes and objectives? In particular:
    - o How has the programme improved the central support mechanisms for Welsh-medium education and training?
    - o Has the programme helped to increase and improve the range of teaching and learning resources to meet the needs of Welsh-medium and Welsh-language learners?
  - ii. Does the resource commissioning programme align with/support other programmes related to the Strategy?

iii. Would the resources commissioned through the programme have been published in the absence of the programme?

1.6 The evidence presented in this report allows an analysis of the progress made to date in relation to the strategic objectives identified above. Further evidence in relation to the Strategic Aim of improving the central support mechanisms for Welsh-medium education and training will be collected as part of the full evaluation of the Strategy.

### **Purpose of the review**

1.7 The Resources Commissioning Branch is responsible for commissioning teaching and learning resources for every subject, age and ability from the Foundation Phase to 14-19 subjects and Welsh for Adults. The resources are classroom materials for learners which the commercial market does not provide, and they are commissioned via a procurement process using a framework of approved contractors or through a single tendering process. Approximately 250 titles are published annually in a variety of forms.

1.8 During the initial stages of the review, it was agreed that the main focus of the review would be to assess the quality of resources and their use in the classroom, rather than the commissioning process. The aim of the review was to understand:

- the level of awareness of available resources;
- what resources are used by practitioners and why;
- the extent to which the resources used meet the needs of practitioners / the curriculum;
- practitioners' and learners' views about the quality of resources;
- their opinion about the format of resources;
- how teaching styles impact on practitioners' choice of resources;
- how practitioners receive information on new resources in their subject areas;
- other resources practitioners would wish to see in future.

1.9 The research is restricted to resources produced for 3-19 year olds.

### **Report structure**

1.10 Section 2 outlines the background to the resources commissioning programme and Section 3 presents the methodology for the review. Section 4 presents the review's findings in relation to information received by practitioners and learners on Welsh-medium and bilingual educational resources. Section 5 outlines findings in relation to the choice of Welsh-medium and bilingual resources available. In Section 6, the views of practitioners and learners on the resources they use are outlined and Section 7 presents findings gathered from publishers. The review's conclusions are presented in Section 8. Specific information on findings relating to individual subjects is included in Appendix 1. The questions asked in the practitioners' questionnaire have been included in Appendix 2.

## 2. Background

2.1 The Resources Commissioning Branch of the Welsh in Education Unit undertakes the commissioning of Welsh-medium and bilingual educational resources for every subject, age and ability from the Foundation Phase to 14-19 subjects and Welsh for Adults. These resources are classroom materials that the commercial market does not provide and include materials which support teaching and learning:

- Welsh as a subject, first and second language;
- other subjects through the medium of Welsh;
- aspects specific to Wales on the curriculum.<sup>4</sup>

2.2 This section provides an overview of the resources commissioning process in order to outline the background to the review and the evidence presented in the following sections.

### Identifying and prioritising resources

2.3 The first step in the commissioning process is to identify and prioritise the resources required. A consultation is held on an annual basis in order to collect evidence of perceived needs. Evidence is collected from practitioners as well as publishers, advisers, inspectors, examination boards and teacher training providers.

2.4 Advisory panels, which meet annually, provide detailed advice on the materials required within each subject area. These panels include up to 12 members, namely nominated teachers or lecturers, or other professionals with appropriate expertise, with equal representation from the primary, secondary and further education sectors. The majority of panel members are class teachers. In addition, geographic spread, gender and linguistic balance are also considered when choosing panel

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<sup>4</sup> The material commissioned is mainly Welsh-medium or can be bilingual if it supports aspects of the National Curriculum specific to Wales. Reference is made to the views of practitioners on 'Welsh-medium and bilingual' resources in this report.

members. The membership of each consultation panel is reviewed annually, with a view to maintaining continuity year-on-year, but also to widen the consultation base.

2.5 Each subject panel follows a rolling 2-3 year programme and focuses on the main priorities of different age groups. The panels are led by subject specialists contracted to the Welsh Government. Panel members are given information on resources recently published or commissioned, ideas received from teachers and publishers, feedback from Welsh Books Council school officers, as well as information on Welsh Government policies and priorities and developments relating to the curriculum and qualifications.

2.6 In terms of the material produced, the priorities which form the basis of the work are:

- maintaining and improving the level of provision across the entire curriculum, with consideration given to the needs of pupils of all abilities including those with additional learning needs;
- examining areas of the curriculum where a significant lack of provision has been identified;
- meeting the needs of new curriculum developments and responding to new initiatives, especially those involving raising standards of literacy and numeracy;
- meeting needs stemming from new technological developments; and
- meeting statutory assessment and qualification requirements.

### **Commissioning programme overview**

2.7 An annual commissioning programme is produced which includes approximately 60 projects based on the advice of the consultation panels. These projects lead to the annual publication of approximately 250 titles in various forms (print and digital).<sup>5</sup> The titles include original

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<sup>5</sup> Any project can include a number of titles.

and adapted resources. The time taken to complete the entire process - from identifying needs to publishing a resource - varies from a year to three years depending on the size and nature of the resource.

- 2.8 A total of 212 contracts worth £7.2m were awarded by the Welsh Government from April 2010 to March 2013. Of these, 24 (11 per cent) were aimed at learners aged 3-7, 50 (24 per cent) at learners aged 7-11, 40 (19 per cent) at learners aged 11-14, 69 (33 per cent) at learners aged 14-16 and 74 at learners aged 16+.<sup>6</sup> The subjects included popular choices such as history and geography, as well as STEM subjects and subjects which attract fewer candidates such as law and sociology.
- 2.9 The Welsh Government's investment in the commissioned resources is the difference between the total production costs and the forecast sales income for the publisher. The publishers receive income from the sale of resources, except for online resources hosted on Hwb<sup>7</sup> and which are available free of charge.

## **Tendering**

- 2.10 Resources are commissioned by the Welsh Government, mainly via a procurement process which uses a framework of approved contractors. Copyright within the material remains with the publisher. Where there are specific copyright issues, contracts may be awarded via a single tendering process. Each project is a contract between the publisher and the Welsh Government. Individual project specifications encompass all elements of the publication process, from developing material to marketing the finished product.

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<sup>6</sup> The total percentages amount to over 100 per cent as a number of projects are aimed at learners in more than one age range.

<sup>7</sup> See <https://hwb.wales.gov.uk/>

## *Welsh Government and WJEC grant agreement*

2.11 In 2009 a grant agreement was established with WJEC to publish prioritised projects where WJEC was in an unique position to undertake the work, namely:

- third party publication of Welsh-medium and bilingual resources created specifically for WJEC examinations;
- publishing and reproducing other essential Welsh-medium texts by third parties included in WJEC examination specifications, including provision for visually impaired pupils;
- any other third party projects which WJEC, being in an unique position, could complete.

### **Quality assurance and monitoring**

2.12 Each project is monitored in order to ensure the educational standards of the resources, the appropriateness of the language used within them and the quality of production. Quality is monitored by subject specialists contracted to the Resources Commissioning Branch, supported by one member of the needs identification panel and three other individuals with appropriate expertise, ideally current teachers/lecturers.

2.13 Publishers are required to pilot draft materials with the target audience during the development period, in order to gain direct feedback from the classroom.

### **Marketing**

2.14 Practitioners receive information on the published resources in a number of ways. Publishers are required to produce and distribute leaflets to schools and the Welsh Books Council distributes leaflets in the information pack they provide to schools each term. Detailed bibliographic information on each title commissioned is also available on



the Welsh Books Council's website, gwales.com. Routine visits by Welsh Books Council officers to primary and secondary schools give teachers an opportunity to examine the resources in detail before buying them.<sup>8</sup> The resources are also displayed at events such as the Urdd Eisteddfod and the National Eisteddfod. The Welsh Government has also previously contracted the Welsh Books Council to produce a series of subject-specific catalogues to be distributed to every school and further education college.

2.15 It is a contractual requirement for printed materials to be distributed by the Welsh Books Council's Distribution Department. This means that all materials can be ordered and purchased in bookshops across Wales. The Resources Commissioning Branch collects sales figures for each publication every six months.

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<sup>8</sup> In 2012/13 a team of three Welsh Books Council Officers undertook 655 visits to primary and secondary schools, libraries, nursery schools and teams of educational advisers. Orders worth a total of £489,779 were made by primary and secondary schools.

### **3. Methodology**

- 3.1 The methodology for this review included a scoping exercise and desk-based research, a questionnaire of practitioners (primary, secondary and further education) and quantitative research with practitioners and learners. The views of publishers were also collected via a questionnaire. Further details on these steps are provided below.

#### **Scoping and desk-based research (November and December 2012)**

- 3.2 As part of the desk-based research, Resources Commissioning Branch figures on sales and expenditure on resource projects were analysed. In addition, interviews with key individuals were held as part of the scoping exercise.<sup>9</sup> Following the interviews and analysis of the data, a sample of schools and a sample of subjects were chosen for quantitative research (see below).

#### **Practitioners' questionnaire (March-May 2013)**

- 3.3 An electronic questionnaire was designed for distribution to schools and further education institutions in Wales. A link to the questionnaire was sent to schools via the Dysg newsletter. Accepting the limitations of this approach, the questionnaire was emailed to the heads or administrators of 946 schools (766 primary schools and 180 secondary schools) asking them to share the message and link with other practitioners teaching through the medium of Welsh.<sup>10</sup> Teachers of Welsh (second language) in English-medium schools were also asked to complete the

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<sup>9</sup> Interviews were conducted with officers from the Welsh Books Council, Welsh Government (Hwb and the Resources Commissioning Branch), CYDAG and CollegesWales.

<sup>10</sup> A convenience sample of schools was used; namely schools for which the research team had an email address. A discussion on the limitations of the sample is provided in sections 3.27-3.33.

questionnaire.<sup>11</sup> Some schools were contacted by phone in order to ensure that at least one school from each local authority provided a response and paper copies were sent to 50 primary schools in order to increase the sample in that sector. In addition, a number of partners were asked to raise awareness of the questionnaire and encourage practitioners to respond.<sup>12</sup>

- 3.4 A total of 448 responses to the questionnaire were received, with 313 of these answering all the questions, including questions on the use of specific resources within their subject area. It was not possible to calculate the response rate as there was no way of ascertaining how many of the schools circulated the questionnaire to staff and how many practitioners received it. A further discussion on the methodological challenges faced during the review is provided in Sections 3.23-3.33.

#### *Profile of practitioner questionnaire respondents*

- 3.5 Fifty-three per cent of questionnaire respondents were subject teachers with 25 per cent heads of department and 12 per cent heads of year or key stages. Thirty-one per cent of respondents had another role including: head teachers (14 per cent of all respondents); assistant heads or deputy heads (6 per cent); heads of fields (e.g. Literacy, Bilingualism, Additional Learning Needs) (9 per cent); and classroom assistants (2 per cent).<sup>13</sup>

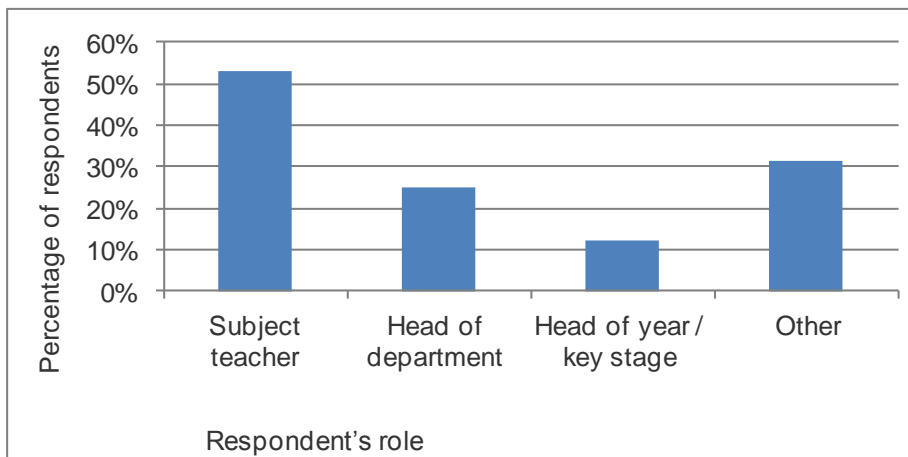
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<sup>11</sup> Further work to evaluate the Welsh (second language) elements of the Welsh-medium Education Strategy will be undertaken in 2014.

<sup>12</sup> Including local authorities, teaching unions (UCAC, NAHT Cymru, ATL), bilingual champions and CollegesWales.

<sup>13</sup> Based on 417 respondents out of 448 (not every respondent chose to answer this question).

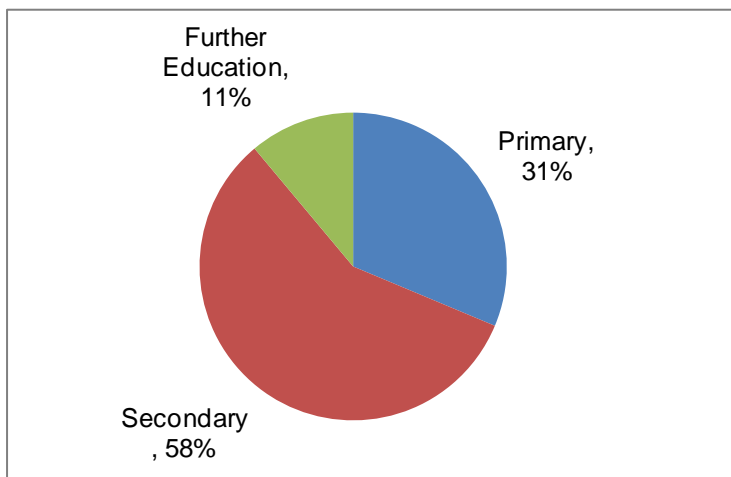
**Figure 1. Respondents' role**



Source: Practitioners questionnaire Review of Welsh-medium Resources N=417. Total percentages may amount to more than 100% as it was possible to choose more than one option.

3.6 Fifty-eight per cent of respondents taught mainly within the secondary sector, with 31 per cent teaching primarily within the primary sector and 11 per cent teaching within the further education sector.<sup>14</sup>

**Figure 2. Sector in which respondents taught mainly**



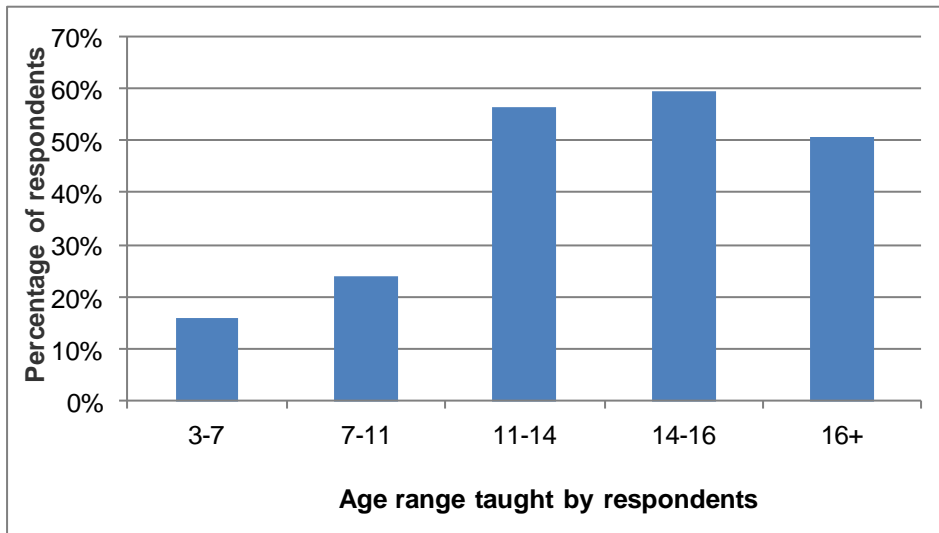
Source: Review of Welsh-medium Resources practitioners' survey N=406

3.7 In terms of the age range of learners taught by respondents, 60 per cent of respondents taught 14-16 year old learners, with 57 per cent teaching

<sup>14</sup> Based on 406 responses out of 448 (not every respondent chose to answer this question).

11-14 year old learners and 51 per cent teaching 16+ year old learners. Twenty-four per cent of respondents taught 7-11 year old learners and 16 per cent taught 3-7 year old learners.<sup>15</sup>

**Figure 3. Age range of learners taught by respondents**



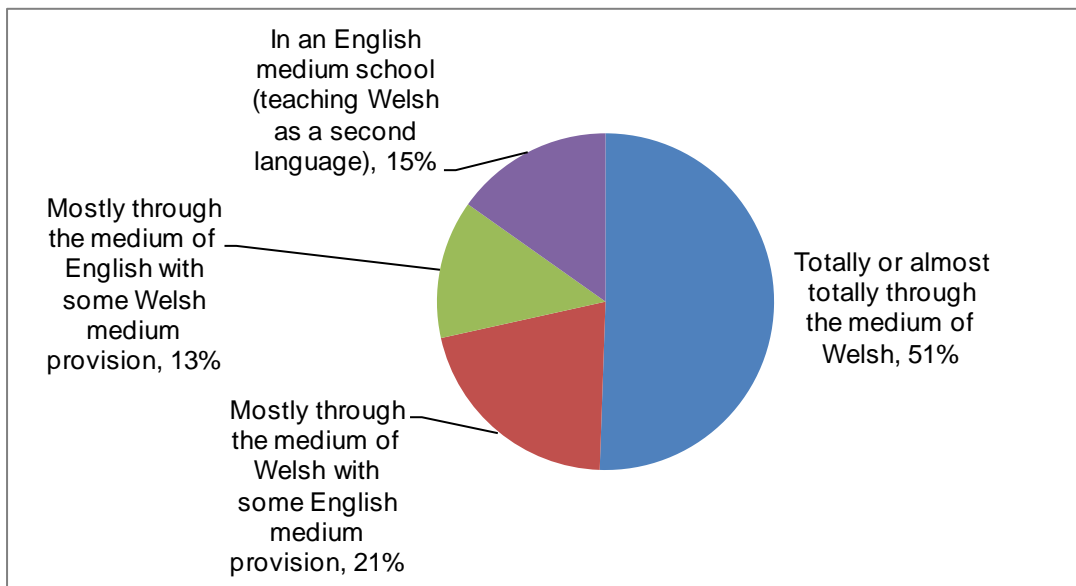
Source: Review of Welsh-medium Resources practitioners' survey N=434. Total percentages may amount to more than 100% as it was possible to choose more than one option.

3.8 Fifty-one per cent of respondents taught completely or almost completely through the medium of Welsh, with 21 per cent of respondents teaching primarily through the medium of Welsh with some English-medium provision. Fifteen per cent of respondents taught Welsh as a second language in English-medium schools and eight per cent taught mainly through the medium of English with some Welsh-medium provision.<sup>16</sup>

<sup>15</sup> Based on 434 responses out of 448 (not every respondent chose to answer this question).

<sup>16</sup> Based on 415 responses out of 448 (not every respondent chose to answer this question).

**Figure 4. Teaching medium of respondents**



Source: Review of Welsh-medium Resources practitioners' survey

N=415

3.9 In terms of the main subject taught by the secondary and further education practitioners, Welsh (first language) (39 respondents), Welsh (second language) (23), Science (22) and Mathematics (21) were most common. The table below shows the number of respondents across all subjects represented.

**Table 1. Respondents' response to the question 'What is your main subject?'**

Main subject	Percentage of respondents	Number of respondents
Welsh (first language)	14%	39
Welsh (second language)	8%	23
Science	8%	22
Mathematics	8%	21
Art and design	6%	16
Religious Education	5%	15
Geography	5%	14
Design and Technology	5%	14
History	5%	13
Modern Foreign Languages	4%	12
Physical Education	4%	11
Music	3%	9
Information and Communications Technology	3%	8
Drama	2%	6
Business	2%	5
Health and Social Care	2%	5
Additional Learning Needs	1%	4
Hairdressing and Beauty	1%	4
Welsh Baccalaureate	1%	3
Hospitality and Catering	1%	3
Construction	1%	2
Economics	1%	2
Public Services	1%	2
Engineering	1%	2
Law	1%	2
Personal & Social Education	0%	1
Agriculture	0%	1
Sociology	0%	1
Other <sup>17</sup>	7%	18

Source: Review of Welsh-medium Resources practitioners' survey

N=278

### **Quantitative research with practitioners and learners (March-May 2013)**

3.10 Quantitative research was undertaken with practitioners and learners in seven primary schools, seven secondary schools and four further education institutions. A sample of schools was chosen which would

<sup>17</sup> Including: English; Skills for Work; Leadership and Management; Creative media, film and television; Fashion; Customer Care; Textiles; Computing; Literacy and Numeracy; Catering; Business Administration; Essential Skills; Animal Care; Music Technology; Photography; Child Development and those who identified a combination of different subjects.

offer diversity in terms of geography and teaching medium. Further information is provided below on the methodology and samples.

*Primary school practitioners*

3.11 Visits to seven primary schools were carried out with the sample of schools including a geographic cross-section and a spread of different sizes and linguistic categories. It was agreed that the sample would include at least one school within six areas across Wales.<sup>18</sup> It was also agreed to include at least two dual stream schools in order to be able to discuss Welsh (second language) resources with practitioners. Table 2 below shows the sample of primary schools selected.

**Table 2. Sample of primary schools**

Area	Schools
South-east	Ysgol Gynradd Gwaelod y Garth, Cardiff (dual stream school) Ysgol y Berllan Deg, Cardiff
South-west	Ysgol Glan Cleddau, Pembrokeshire
Mid Wales	Ysgol Machynlleth, Powys (dual stream school)
South Wales valleys	Ysgol Bryn Onnen, Torfaen
North-east	Ysgol Dewi Sant, Rhyl, Denbighshire
North-west	Ysgol y Graig, Anglesey

Source: Arad Research

3.12 In-depth interviews (approximately one hour long) were conducted with nine practitioners, including four heads and five teachers, in six primary schools (only pupils took part in the fieldwork in one of the primary schools). The teachers included a Foundation Phase coordinator, class teachers, literacy coordinator, additional learning needs coordinator and Key Stage 2 coordinator.

3.13 The research focused on the use and quality of resources in core subjects as well as any specific resources which practitioners wished to discuss. Practitioners were given the opportunity to focus on those

<sup>18</sup> Namely the north-east, north-west, mid Wales, the south Wales valleys, south-west and south-east.



resources which they considered most beneficial and further questions on the merits of those resources were asked.

*Secondary school practitioners*

3.14 In terms of secondary schools, a logic framework was developed for selecting the schools and subjects to focus on during the visits. The six subject areas shown in Table 3 below were chosen based on this logic framework.

**Table 3. Logic framework for choosing secondary schools and subjects**

<b>Subject</b>	<b>Reasons / Rationale</b>	<b>Criteria</b>
Religious Education	One of the humanities A subject where many resources are developed bilingually	<b>Geography:</b> at least one school in the north-west; north-east; mid Wales; south-west; south-east; south Wales valleys  <b>Years 12 and 13:</b> At least one school with a sixth form and at least one without a sixth form  <b>Linguistic model:</b> A combination of Welsh-medium and bilingual schools
Welsh (first language)	Core subject A large number of resources	
Geography	One of the humanities A large number of resources Resources developed in a 'structured' manner	
Science	Core subject STEM subject Subject of broader importance to Wales <sup>19</sup>	
Vocational subjects	Less developed in terms of the number of resources	
Information and Communications Technology	STEM subject Subject of broader importance to Wales Focusing on digital resources Resources developed in a 'structured' manner	

Source: Arad Research

3.15 The secondary schools which took part in the sample are listed in Table 4 below.

<sup>19</sup> See [http://www.hefcw.ac.uk/policy\\_areas/strategic\\_change/subjects\\_broader\\_importance\\_wales.a\\_spx](http://www.hefcw.ac.uk/policy_areas/strategic_change/subjects_broader_importance_wales.a_spx)

**Table 4. Sample of secondary schools**

Area	Choice of schools
South-east	Ysgol Gyfun Gymraeg Glantaf, Cardiff
South-west	Ysgol Bro Myrddin, Carmarthenshire
Mid Wales	Ysgol Uwchradd Caereinion, Powys (bilingual)
South Wales valleys	Ysgol Gyfun Treorci, Rhondda Cynon Taf (bilingual)
North-east	Ysgol Morgan Llwyd, Wrexham
North-west	Ysgol y Moelwyn, Gwynedd (no Yrs.12/13); Ysgol David Hughes, Anglesey

Source: Arad Research

3.16 It was decided that each visit to a secondary school would focus on one subject in particular via an in-depth interview (approximately one hour) with heads of department and/or teachers within that subject. During the visits, however, general views were sought from other practitioners. Where possible, this was done via a short interview (approximately 15 minutes) with teachers.

3.17 In-depth interviews (approximately one hour long) were held with a total of 12 subject teachers across the seven secondary schools (10 of these were heads of department). Ten short interviews (approximately 15 minutes) were held with subject teachers (four of these were heads of department) and three short interviews with senior team members within schools.

**Table 5. Sample of secondary teachers**

Subject	Number of teachers who took part in in-depth interviews	Number of teachers who took part in short interviews
Religious Education	3	0
Additional learning needs	0	1
Art	0	1
Welsh (second language)	2	0
Welsh (first language)	2	0
Geography	1	2
Science	1	0
History	1	2
Mathematics	0	4
ICT	2	0
Total	12	10

Source: Arad Research

### *Further education institution practitioners*

3.18 Interviews and one discussion group were held with a total of 11 further education tutors across four colleges. The names of the institutions and tutors' subjects are listed in the tables below.

**Table 6. Sample of further education institutions**

<b>Area</b>	<b>Institution</b>
South Wales	Coleg Sir Gar Coleg Ceredigion
North Wales	Coleg Menai Coleg Llandrillo

Source: Arad Research

**Table 7. Sample of tutors for the interviews and focus groups**

<b>Subject</b>	<b>Tutors</b>
Physical education	2
Construction	1
Music	3
Public Services	1
Engineering	3
Hairdressing and Beauty	1
Total	11

Source: Arad Research

### *Learners*

3.19 A total of 66 learners in schools took part in discussion groups (approximately 45 minutes) in seven secondary schools and one primary school. The table below shows the number of participants in each school year. Twelve of the learners were learning Welsh as a second language.

**Table 8. Number of learners who took part in discussion groups**

<b>School year</b>	<b>Number of learners</b>
Yr 5	8
Yr 7	8
Yr 8	4
Yr 9	24
Yr 10	8
Yr 12	14
Total	66

Source: Arad Research

3.20 A total of 22 further education learners took part in discussion groups in four further education institutions. These were learners following courses with an element of Welsh-medium and bilingual provision and where they had made some use of Welsh-medium resources.

**Table 9. Number of further education learners who took part in discussion groups**

<b>Subject</b>	<b>Number of further education learners</b>
Physical Education	5
Agriculture	1
Outdoor Adventure	4
Music	1
Animal Care	3
Joinery	3
Engineering	3
Hairdressing and Beauty	2
Total	22

Source: Arad Research

### **Publishers' questionnaire (June 2013)**

3.21 A short questionnaire was distributed to gather the views of publishers involved in the Welsh Government's Welsh-medium and bilingual resources publisher framework. The Welsh Government developed a new publishing framework during Spring 2013. It was decided to contact the 16 publishers on the framework who had previous experience of tendering for contracts to publish Welsh-medium and bilingual

resources. A total of 14 out of the 16 publishers completed the questionnaire, including companies of different sizes and educational institutions (e.g. Universities).

3.22 Publishers were asked to submit comments or share their views on:

- whether the resources commissioned by the Welsh Government meet the demand from schools, in their experience;
- changes in the nature of resources commissioned or produced;
- feedback from schools on the resources produced by them; and
- approaches to marketing resources.

The evidence provided by them is summarised in Section 8.

### **Methodological challenges of the review**

3.23 The process of planning research with practitioners and learners posed several challenges. These included: the need to consider differing levels of awareness amongst practitioners; creating and distributing a concise and comprehensive questionnaire; discussing individual resources and generalising opinions; and analysing the data collected. These issues are discussed in greater detail below.

#### *Practitioners' awareness of Welsh-medium and bilingual resources*

3.24 The lack of awareness of the resources available amongst practitioners and learners was a challenge in reporting on the findings of the research. Some practitioners and learners outlined a need for specific resources within subjects, without being aware of similar resources which already existed. In order to reflect this, comments on specific resources were checked against the Welsh Government's resources database.

3.25 Practitioners and learners referred to a combination of resources commissioned by the Resources Commissioning Branch and other resources during the interviews, highlighting that they could not necessarily differentiate between them. The review therefore sought to differentiate between these in this report by referring to the database of titles and resources commissioned by the Welsh Government. Where views are presented on the basis of resources commissioned by other institutions, we note that this is not a resource commissioned by the Welsh Government.

*Discussing individual resources and generalising opinions*

3.26 One of the challenges faced during the research was to seek the general views of practitioners and learners on Welsh-medium and bilingual resources whilst also giving them an opportunity to discuss the specific resources used by them. In order to overcome this, participants were given the opportunity to make general comments as well as discuss individual resources during the interviews.

*Designing the practitioners' questionnaire*

3.27 In designing the questionnaire it was decided to include questions that sought the general views of practitioners (e.g. on information, awareness and choice of resources) and questions on the use of specific resources within their subject areas. General questions were asked at the beginning of the questionnaire before giving respondents an opportunity to express their views on specific resources later in the questionnaire.

3.28 Differentiating between practitioners' views on resources commissioned by the Resources Commissioning Branch and other resources used by them posed another challenge (see 3.25). In order to address this, lists

of resources commissioned by the Resources Commissioning Branch according to subject were included within the questionnaire.

Practitioners were referred to a relevant page within the questionnaire containing a list of resources for their main subject. Practitioners were also given the opportunity to identify other resources used by them.

- 3.29 As practitioners within the primary sector teach a number of different subjects, it was decided to ask an open-ended question on the resources they used. This avoided the need for a long list of primary resources commissioned within the questionnaire.

#### *Distributing the practitioners' questionnaire*

- 3.30 Distributing the questionnaire relied on the cooperation of schools and colleges to share the questionnaire with practitioners. As a result, it was not possible to know how many practitioners across Wales received the questionnaire, and it is not possible to provide the response rate for the questionnaire (see sections 3.3. and 3.4). In addition, the questionnaire was distributed to a convenience sample of schools; therefore the sample is not representative of all the schools in Wales.

#### *Analysing the data and its significance*

- 3.31 As noted in 3.30, it is not possible to provide the response rate for the questionnaire and the sample is not representative of schools and practitioners across Wales. In addition, the questionnaire was based on those who chose to respond to the questionnaire and the limitations attached to this should be acknowledged. Some types of practitioners could be more likely to respond than others - for example, practitioners with strong opinions on resources could be more likely to respond than other practitioners, creating bias within the sample. Despite efforts to address any bias within the sample by arranging visits to specific schools, care should be taken when analysing the results presented in the report.

- 3.32 The number of respondents from each sector (i.e. primary, secondary and further education) are noted in this report where they are reported on individually. However, the sample is not representative in terms of the respondents' sector and this should be considered when analysing the data. Practitioners' responses within sectors and individual subjects are reported against the average for the main sample of practitioners rather than trying to compare directly with other sub-samples. Despite this, care is required when interpreting the significance of these comparisons. In addition, the fact that sub-samples of respondents by sector or subject are small compared to the main sample should be borne in mind.
- 3.33 The data collected during this review does not allow for an assessment of the counter-factual in considering the impact of the resources commissioning programme. In order to do that, the impact on practitioners, learners and publishers if the resources commissioning programme did not exist would need to be considered. Although the review did not ask specific questions on these points, a number of practitioners and publishers expressed their opinion, and this is summarised in Section 8.



## **4. Receiving information on Welsh-medium and bilingual resources**

4.1 In this section, we present the review's findings in relation to information received by practitioners and learners on Welsh-medium and bilingual educational resources.

### **Sources of information for Welsh-medium and bilingual resources**

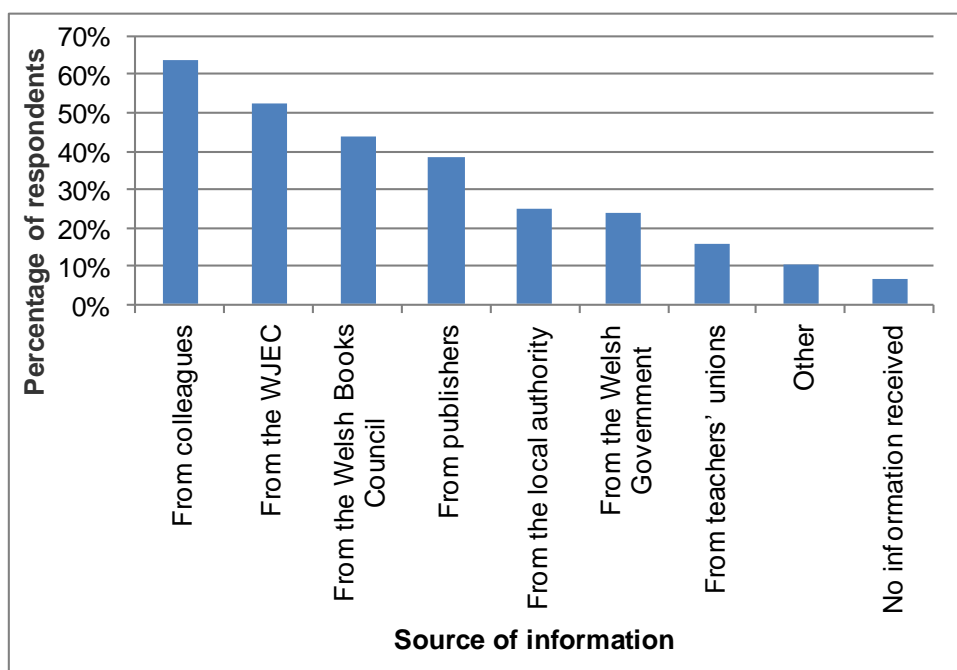
4.2 In terms of sources of information, 64 per cent of practitioners received information from colleagues and 52 per cent from WJEC. Forty-four per cent received information from the Welsh Books Council and 39 per cent directly from publishers. Twenty-five per cent of respondents received information from the local authority and 24 per cent from the Welsh Government.<sup>20</sup> Sixteen per cent received information from teaching unions and 11 per cent from other sources.<sup>21</sup>

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<sup>20</sup> Based on 409 responses out of 448 (not every respondent chose to answer this question).

<sup>21</sup> These included athrawon bro, Further Education Colleges, national organisations (e.g. CollegesWales and CILT Cymru) and regional organisations (e.g. North Wales Education Consortium)

**Figure 5. Practitioners' response to the question 'From whom do you currently receive information about Welsh-medium or bilingual resources?'**



Source: Review of Welsh-medium Resources practitioners' survey N=409. The percentage total may amount to more than 100% as it was possible to choose more than one option.

4.3 Respondents who taught mainly in the primary sector were more likely than average to receive information on Welsh-medium or bilingual resources from the Welsh Books Council (70 per cent) and the local authority (60 per cent). They were slightly more likely to receive information from the Welsh Government (37 per cent) and publishers (47 per cent) whilst they were slightly less likely than average to receive information from colleagues (53 per cent).<sup>22</sup>

4.4 Respondents who taught mainly in the secondary sector were slightly less likely than average to receive information on Welsh-medium or bilingual resources from the local authority (12 per cent). They were slightly more likely to receive information on Welsh-medium or bilingual

<sup>22</sup> Based on 121 primary respondents out of 127 (not all respondents chose to answer this question). See Sections 3.31 and 3.32 for the limitations of interpreting the results by sector.

resources from WJEC (61 per cent) than primary respondents (47 per cent) or further education respondents (21 per cent).<sup>23</sup>

- 4.5 Respondents who taught mainly in the further education sector were less likely than average to receive information on Welsh-medium or bilingual resources from WJEC (21 per cent), the Welsh Books Council (17 per cent) and publishers (14 per cent). Twenty-six per cent said that they received information from other sources. These included 20 per cent who received information from CollegesWales or who named their Bilingual Champion<sup>24</sup> as a source.<sup>25</sup>
- 4.6 Questionnaire responses were reflected in the interviews with practitioners. A number of sources of information were identified including those outlined above. The majority of practitioners had received information from colleagues, through visits by the Welsh Books Council and from local authority advisers. A number had received information directly from publishers, in conferences and from teaching unions and organisations such as WJEC. Some individuals came across resources via other sources including bookshops, eisteddfod stalls and through other publications (e.g. papurau bro).
- 4.7 The majority of practitioners in further education institutions relied on the support of a Bilingual Champion to identify (and create) Welsh-medium or bilingual resources. A number of them also received information from CollegesWales and some had been part of the Welsh-medium hairdressing practitioners' network set up by CollegesWales. Some further education practitioners received information from advisers and discovered resources through links with schools.

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<sup>23</sup> Based on 230 secondary respondents out of 234 (not all respondents chose to answer this question).

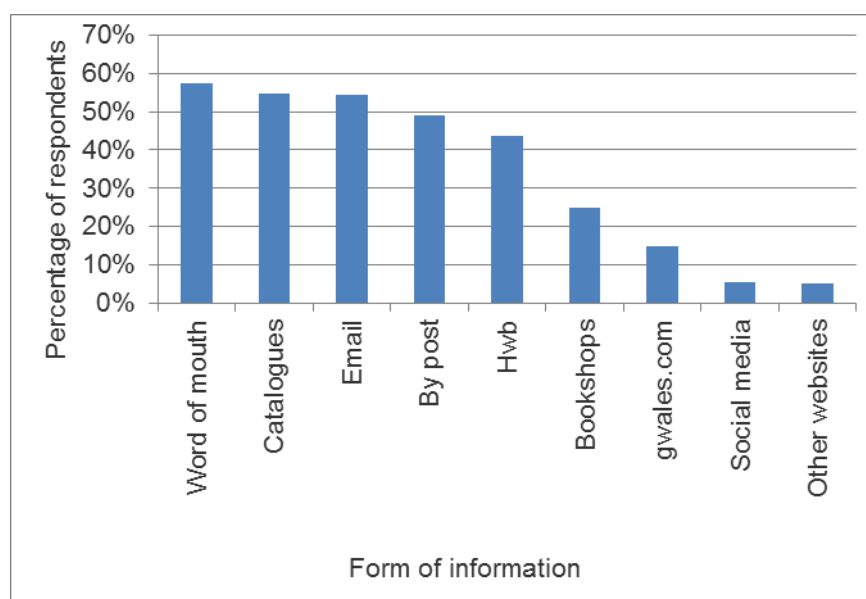
<sup>24</sup> Bilingual Champions work with senior management teams within further education institutions in order to try and increase the number of learners who follow their courses through the medium of Welsh or bilingually.

<sup>25</sup> Based on 42 further education respondents out of 45 (not all respondents chose to answer this question). See Sections 3.31 and 3.32 for the limitations of interpreting the results by sector.

## Form in which information is received on Welsh-medium and bilingual resources

4.8 In terms of the form in which practitioners received information, over half of respondents received information by word of mouth (57 per cent), in catalogues (55 per cent) and via email (54 per cent).<sup>26</sup> In addition, almost half of respondents received information by post (49 per cent) or via the Hwb website (44 per cent). Twenty-five per cent of respondents received information from bookshops and 15 per cent from the gwales.com website. 15 per cent of respondents received information from social media and 5 per cent from other websites.

**Figure 6. Practitioners' response to the question 'In what form do you currently receive information about Welsh-medium or bilingual resources?'**



Source: Review of Welsh-medium Resources practitioners' survey N=394. Total percentages may amount to more than 100% as it was possible to choose more than one option.

4.9 Respondents who taught mainly in the primary sector were slightly more likely than average to receive information in the form of catalogues (73 per cent), by post (61 per cent), bookshops (38 per cent) and the

<sup>26</sup> Based on 394 responses out of 448 (not every respondent chose to answer this question).

gwales.com website (24 per cent).<sup>27</sup> They were slightly less likely than average to receive information via the Hwb website (34 per cent).

4.10 Respondents who taught mainly in the further education sector were slightly more likely than average to receive information on Welsh-medium or bilingual resources via email (78 per cent).<sup>28</sup> They were slightly less likely to receive information by word of mouth (40 per cent) and through catalogues (27 per cent).

### **Practitioners' views on the distribution of information**

4.11 Respondents had mixed views on the way in which information on Welsh-medium and bilingual resources is distributed or marketed, with 40 per cent of respondents stating that it was 'neither good nor poor'. Twenty-six per cent believed that the way in which information on Welsh-medium and bilingual resources is distributed/marketed is 'good' (two per cent stated that it is 'very good'). Twenty-four per cent stated that it was 'poor' and eight per cent stated that it was 'very poor' (see Figure 7).

4.12 On the whole, respondents' views on the way in which information on Welsh-medium and bilingual resources is distributed was consistent across the primary, secondary and further education sectors. The main difference to note was that a higher percentage of respondents from the primary sector believed that the way in which information on Welsh-medium and bilingual resources is distributed/marketed is 'good' or 'very good': 45 per cent reporting so compared to 28 per cent on average. Respondents from the secondary (20 per cent) and further education (18 per cent) sectors were less likely than average to note that the way in

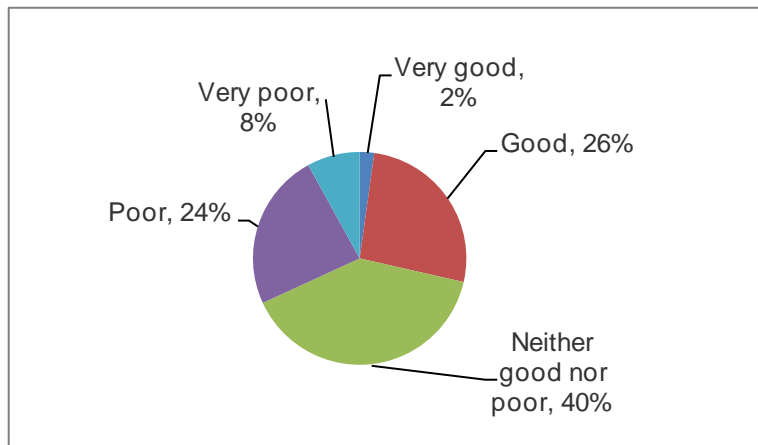
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<sup>27</sup> Based on 121 responses out of 127 (not every respondent chose to answer this question).

<sup>28</sup> Based on 37 further education respondents out of 45 (not all respondents chose to answer this question).

which information on Welsh-medium and bilingual resources is distributed/marketed is 'good' or 'very good'.<sup>29</sup>

**Figure 7. Practitioners' response to the question 'What is your opinion on the way in which information about Welsh-medium and bilingual resources is distributed / marketed to schools?'**



Source: Review of Welsh-medium Resources practitioners' survey

N=402

4.13 On the whole, the practitioners who were interviewed believed that there was a great deal of information available on Welsh-medium and bilingual resources but that there was a lack of consistency in terms of who received information and in what form. Several practitioners stated that they received a great deal of information on new publications or special offers but that they could not be sure that they knew about all the Welsh-medium and bilingual resources available. A number of practitioners stated that they did not have enough time to research and choose the best or most relevant resources.

"There is lots of information but not much time to look through it. It's important to get input from officers who have a good understanding of all the resources and schools and learners' response to them."

Welsh (first language) secondary practitioner (Interview) [Quote translated from Welsh]

<sup>29</sup> Based on 118 primary respondents out of 127, 228 secondary out of 234 and 40 further education out of 45 (not all respondents chose to answer this question). See Sections 3.31 and 3.32 for limitations interpreting the results by sector.

- 4.14 A number of practitioners who took part in interviews were concerned that they were not aware of all the resources that were available. Practitioners in bilingual schools and further education colleges who were interviewed were more likely to be unsure whether they were made aware of all the resources available. This was supported by some practitioners in Welsh-medium primary and secondary schools.
- 4.15 A number of practitioners who were interviewed relied on their local authority advisers for information on resources. Several teachers were concerned that advisers would not be available to them in future.

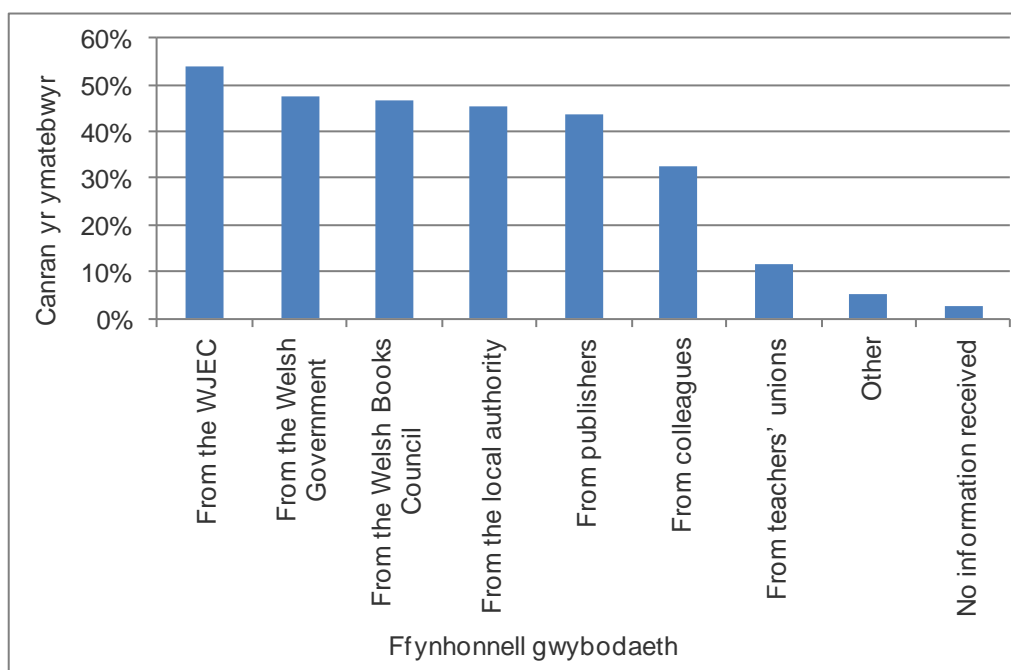
### **Practitioners' views on their preferred source of information**

- 4.16 Fifty-four per cent of respondents to the practitioners' questionnaire stated that they would prefer to receive information on Welsh-medium and bilingual resources from WJEC, with almost half stating the Welsh Government (48 per cent), the Welsh Books Council (47 per cent), the local authority (45 per cent) and publishers (44 per cent).<sup>30</sup>

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<sup>30</sup> Based on 393 responses out of 448 (not every respondent chose to answer this question). Secondary practitioners (65 per cent) were more likely than average (54 per cent) to note WJEC. Primary (36 per cent) and further education (38 per cent) practitioners were less likely than average to note WJEC.

**Figure 8. Practitioners' response to the question 'From who would you prefer to receive information about Welsh-medium and bilingual resources?'**



Source: Review of Welsh-medium Resources practitioners' survey N=393. Total percentages may amount to more than 100% as it was possible to choose more than one option.

4.17 There were some variations between sectors in terms of respondents' preferred source of information for Welsh-medium and bilingual resources. Primary respondents would prefer to receive information from the local authority (67 per cent) or the Welsh Books Council (62 per cent). Secondary respondents would prefer to receive information from WJEC (65 per cent). Further education respondents would prefer to receive information from the Welsh Government (53 per cent).<sup>31</sup>

4.18 Practitioners who were interviewed did not have strong opinions in terms of who they received information from as long as the information came from a reliable source, was comprehensive and up-to-date. This was supported by qualitative comments made by a number of respondents to

<sup>31</sup> Based on 115 primary respondents out of 127, 225 secondary out of 234 and 39 further education out of 45 (not all respondents chose to answer this question).



the questionnaire, with several stating that they would prefer only one source of information on all Welsh-medium resources.

"It doesn't matter from who - the important thing is to get all the information neatly in one place."

Practitioners' questionnaire respondent [Quote translated from Welsh]

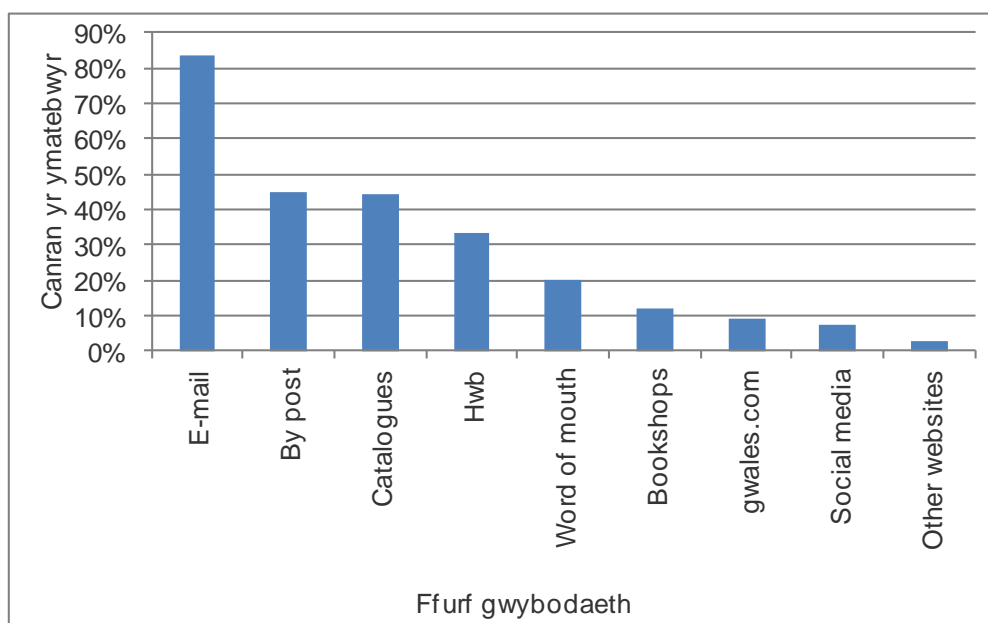
### **Practitioners' opinion on their preferred source of information**

4.19 Eighty-four per cent of respondents stated that they would prefer to receive information on Welsh-medium and bilingual resources via email, with just under half (45 per cent) saying that they would prefer it by post or through a catalogue (44 per cent). Thirty-three per cent of respondents identified the Hwb website as their preferred method with 20 per cent stating that they would prefer to receive information by word of mouth. Twelve per cent of respondents preferred to receive information from bookshops, with nine per cent noting gwales.com and eight per cent noting social media.<sup>32</sup>

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<sup>32</sup> Based on 402 responses out of 448 (not every respondent chose to answer this question).

**Figure 9. Practitioners' response to the question 'In what form do you prefer to receive information about Welsh-medium and bilingual education resources?'**



Source: Review of Welsh-medium Resources practitioners' survey N=402. Total percentages may amount to more than 100% as it was possible to choose more than one option.

4.20 Responses to this question were quite consistent across the sectors although respondents who taught mainly in the further education sector (95 per cent) were more likely than average (84 per cent) to note that they preferred to receive information on Welsh-medium and bilingual resources via email. Respondents who taught in the primary sector were slightly less likely than average to note that they preferred to receive information on Welsh-medium and bilingual resources via email (75 per cent).<sup>33</sup>

4.21 A number of practitioners who were interviewed believed that there should be a central source of information on all Welsh-medium and bilingual resources, with information on new resources added to it regularly. Some practitioners suggested that information on new resources should be emailed to every practitioner teaching through the

<sup>33</sup> Based on 119 primary respondents out of 127, 228 secondary out of 234 and 41 further education out of 45 (not all respondents chose to answer this question).

medium of Welsh. However, others believed that it was best to send information to head teachers in the first instance and rely on them to share it appropriately within the school.

4.22 The interviews with practitioners suggested that they preferred to receive information by word of mouth as this gave them an opportunity to view and experience the resource whilst discussing it with an expert. Although all the practitioners received a great deal of information via physical and electronic methods, the majority had also received visits from school officers from the Welsh Books Council or the local authority. Many of them believed that such visits were the best way of examining a resource before deciding whether or not to buy it. The practitioners appreciated being able to ask for specialist opinion on the popularity of resources, ask about feedback from other practitioners and receive recommendations on different kinds of resources which would meet their specific needs.

"Looking at a website or email is fine but you can't browse it in detail in the same way as when it's there in front of you. You want to know... 'does it sell?' and 'what do other schools say about it?'"

Primary school practitioner [Quote translated from Welsh]

4.23 Further education practitioners referred to the importance of forums (similar to the Hairdressing and Beauty practitioners' forum set up by CollegesWales) as an effective way of sharing information on Welsh-medium and bilingual resources.

### **Summary of evidence: Receiving information on Welsh-medium and bilingual resources**

4.24 The evidence shows that practitioners receive information on Welsh-medium and bilingual resources from several sources and in several forms at present. Evidence suggests that primary practitioners are more likely to receive information from local authorities or the Welsh Books Council whilst secondary practitioners are more likely to receive

information from WJEC. It appears that further education practitioners are more reliant on receiving information from colleagues (especially Bilingual Champions) and CollegesWales.

- 4.25 There were mixed opinions from practitioners on the way in which information on Welsh-medium and bilingual resources is distributed or marketed, with primary practitioners more likely to have positive views than those from the secondary or further education sectors. A number of practitioners stated that information is distributed in an inconsistent manner, whilst those who had received face-to-face support when choosing resources (e.g. from the Welsh Books Council or advisers) greatly appreciated it.
- 4.26 The evidence shows that practitioners are keen to receive information on Welsh-medium and bilingual resources from a number of sources and in a number of forms. There was variation in terms of how primary (local authorities/Welsh Books Council), secondary (WJEC) and further education (Welsh Government) practitioners would prefer to receive information. A number of practitioners, however, stated that the source of information was not important as long as it was comprehensive and up-to-date.
- 4.27 Although practitioners' responses to the questionnaire suggested that they were keen to receive information from a variety of different sources, qualitative comments made by practitioners suggest that there is room to simplify the information sharing process. A number of practitioners believed that one central comprehensive source of information for all Welsh-medium and bilingual resources would be useful to supplement other sources used by them.

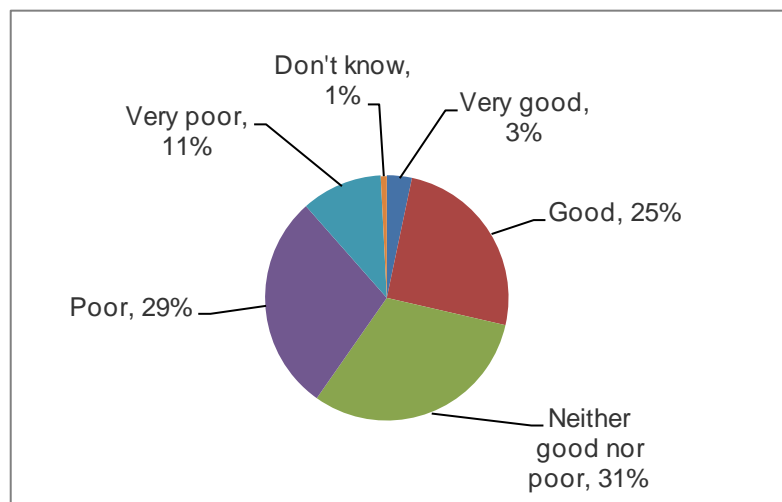
## 5. The choice of Welsh-medium and bilingual resources

5.1 The review's findings on the choice of Welsh-medium and bilingual resources available, based on fieldwork with practitioners and learners, are presented in this section.

### Practitioners' views on the choice of Welsh-medium and bilingual resources

5.2 Practitioners had mixed views on the choice of Welsh-medium and bilingual resources, with 30 per cent stating that the choice was 'neither good nor bad'. Twenty-nine per cent believed that the choice was 'poor', with twelve per cent stating 'very poor'. Twenty-five per cent believed that the choice was 'good' and three per cent stated that it was 'very good'.<sup>34</sup>

**Figure 10. Practitioners' response to the question: 'What is your general opinion of the choice of Welsh-medium and bilingual education resources available?'**



Source: Review of Welsh-medium Resources practitioners' survey

N=392.

<sup>34</sup> Based on 392 responses out of 448 (not every respondent chose to answer this question).

5.3 The majority of practitioners who were interviewed did not believe that there were enough Welsh-medium and bilingual resources available within their subject. Although they welcomed what was available, the majority compared what was available in Welsh with the choice of resources available through the medium of English.

"There isn't the same variety of resources available in Welsh - only the core elements. What we create in Welsh is available to buy in English".  
Geography secondary teacher (Interview) [Quote translated from Welsh]

5.4 A number of comments made by practitioners during interviews suggested that the choice of resources had developed significantly over the years, with several teachers referring to improvements in the quality and variety of resources. It was also noted that there were closer links between the content of resources and the requirements of the curriculum or school themes.

"The choice of Welsh-medium resources has improved significantly over the past ten years. There is now more choice to correspond to the curriculum and available across the age ranges - there are things for girls and boys which is good."

Primary school practitioner (Interview) [Quote translated from Welsh]

5.5 The data collected through the practitioners' survey on the choice of Welsh-medium and bilingual resources showed relatively consistent views across different sectors. The main difference to note was that a higher percentage of practitioners from the primary sector believed that the choice of Welsh-medium resources was 'good'. Forty-one per cent answered that there was a 'good' choice of resources with a further six per cent answering 'very good'. This compares to an average of 25 per cent of respondents across the sectors who believed that the choice was 'good' and three per cent who stated that it was 'very good'. Fewer secondary practitioners (18 per cent) believed that there was a 'good' choice of Welsh-medium and bilingual resources (a further three per cent stated that the choice was 'very good'). Nineteen per cent of further education practitioners stated that the choice was 'good' and two per

cent stated that it was 'very good'.<sup>35</sup> This was reinforced during the qualitative fieldwork, with primary practitioners more satisfied than those from the secondary and further education sectors.

- 5.6 During the interviews and discussion groups, further education practitioners were least satisfied with the choice of Welsh-medium and bilingual resources available, with a number comparing the situation in the further education sector with the wider choice of resources for schools.
- 5.7 Respondents teaching Welsh (first language) were more satisfied with the choice of resources available, with 39 per cent stating that the choice was 'good' or 'very good', compared to 28 per cent on average.<sup>36</sup> This was supported in the interviews with practitioners, with Welsh (first language) teachers more satisfied with the choice of resources available to them. Other subject teachers - especially those in bilingual schools - were less satisfied with the choice, and more likely to compare the choice of Welsh-medium resources with that available through the medium of English.
- 5.8 During the qualitative fieldwork, a number of practitioners stated that those teaching through the medium of Welsh were at a disadvantage, as a substantial proportion of their time was spent translating resources from English. A number of practitioners, especially those in bilingual schools and further education colleges, felt strongly that this needed to be recognised.

"Everything is available in English but I have to spend hours translating resources so lesson preparation takes more time."  
Further education practitioner (Discussion group) [Quote translated from Welsh]

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<sup>35</sup> Based on 119 primary respondents out of 127, 230 secondary out of 234, and 42 further education out of 45.

<sup>36</sup> Based on 38 respondents out of 39 who noted that they taught Welsh (first language) as their main subject. Care should be taken when interpreting the response as it is not based on a representative sample (see sections 3.31 and 3.32).

- 5.9 The scarcity of Welsh-medium electronic and interactive resources compared to the English-medium was a matter consistently raised by practitioners. A number of the further education tutors who took part in interviews or discussion groups did not believe that there were enough further education resources available on the Hwb website.
- 5.10 A number of practitioners believed that there was a more limited choice of Welsh-medium resources for teaching Key Stage 3, especially compared to the choice of resources for Key Stage 4. Welsh Government officials suggested that there was less demand within their needs identification panels for Key Stage 3 resources as the curriculum is not as prescriptive as the Key Stage 4 curriculum. It was noted that schools and learners have more control over what is taught during Key Stage 3 and it is therefore more difficult to identify the specific need.
- 5.11 Some practitioners who taught pupils with additional learning needs noted that there were not enough suitable resources for them.<sup>37</sup> Obtaining mature content which included language aimed at lower ability groups was often a challenge according to several practitioners (see 9.30 onwards in Appendix 1).

### **Learners' views on the choice of Welsh-medium and bilingual resources**

- 5.12 Learners did not have a strong opinion on the general choice of Welsh-medium and bilingual resources available, with the majority stating that they relied on practitioners in terms of selecting which resources they used. During the discussions it became apparent that the majority of learners did not consider the resources to be 'publications' nor individual books, as they often received worksheets or exercises which had been photocopied or adapted by teachers.

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<sup>37</sup> These included one practitioner who taught learners with additional learning needs as their main role and a number who taught learners with additional learning needs as part of their role.



5.13 Learners reported that they most often hear about new Welsh-medium reading book titles through their teachers and/or by visiting the school library. The primary school learners had heard about new books through 'World Book Day' activities, where every learner was given the opportunity to bring a book into school.

5.14 Some learners commented on the choice of Welsh-medium and bilingual resources available when discussing their experiences of using resources. Some said that they used English textbooks in lessons taught through the medium of Welsh. There was a feeling amongst these learners that it was important to provide Welsh-medium resources.

"It's not fair to us if we have to use English resources with English terms but then sit exams in Welsh."

Secondary learner, Discussion group [Quote translated from Welsh]

5.15 Some secondary learners had heard about interactive resources independently (e.g. BBC Bitesize) and a small number were aware of the NGfL website (now Hwb). A number of learners echoed the views of practitioners that there was a need for more Welsh-medium interactive educational websites including videos, quizzes and animations.

### **Summary of evidence: The choice of resources**

5.16 Evidence from the review shows that practitioners have mixed views on the choice of Welsh-medium and bilingual resources available as well as information on these resources. Twenty-eight per cent of practitioners believed that the choice of Welsh-medium or bilingual resources was 'good' or 'very good' compared to 41 per cent who noted that the choice was 'poor' or 'very poor'.<sup>38</sup> Evidence from the questionnaire was supported during the interviews and focus groups with practitioners, with the majority stating that there were not enough Welsh-medium resources available within their subject.

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<sup>38</sup> Based on 392 responses out of 448 (not every respondent chose to answer this question).

5.17 The practitioners' survey results suggest that a higher percentage of practitioners from the primary sector believe that the choice of Welsh-medium resources is 'good'. Forty-seven per cent of respondents believed that the choice of resources was 'good' or 'very good' compared to 28 per cent on average. Twenty-one per cent of respondents in the secondary sector and 21 per cent of further education practitioners believed that the choice of resources was 'good' or 'very good'.<sup>39</sup> These findings were supported during the interviews, with primary practitioners appearing more satisfied compared with secondary and further education practitioners. Further education practitioners were least satisfied with the choice of resources during the interviews and discussion groups, with a number comparing the situation in further education with the wider choice of resources for schools.

5.18 Based on the sample of practitioners who completed the questionnaire, it appears that Welsh (first language) practitioners have more positive views than other subject teachers regarding the choice of Welsh-medium resources.<sup>40</sup> Other subject teachers - especially those in bilingual schools - were less satisfied with the choice, and more likely to compare the choice of Welsh-medium resources with that available through the medium of English. Evidence from the interviews suggests that this may be related to the fact that it is not as straightforward for Welsh (first language) teachers to compare the choice of resources directly with what is available through the medium of English.

5.19 A number of comments made by practitioners during interviews and focus groups suggested that the choice of resources had developed significantly over recent years, with several teachers referring to improvements in the quality and variety of resources.

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<sup>39</sup> Based on 119 primary respondents out of 127, 230 secondary out of 234 and 42 further education out of 45 (not all respondents chose to answer this question).

<sup>40</sup> Based on 37 respondents out of 39 who noted that they taught Welsh (first language) as their main subject. Care must be taken when interpreting the response as it is not based on a representative sample (see sections 3.31 and 3.32).

5.20 Although learners did not have strong opinions on the choice of Welsh-medium resources, some did not believe there was enough choice compared to English. A number of learners noted that there were too few interactive resources available to them through the medium of Welsh.

## **6. Use and quality of Welsh-medium and bilingual resources**

- 6.1 This section summarises the review's findings relating to practitioners' and learners' use of Welsh-medium and bilingual resources as well as their further needs.

### **Practitioners' views on the use and quality of resources**

- 6.2 On the whole, practitioners had positive views on the quality of resources used by them. A number praised the resources available, including several of the resources commissioned by the Resources Commissioning Branch. A number of practitioners mentioned examples of resources which had proved effective in engaging learners.
- 6.3 Practitioners were asked about the most important factors when selecting resources. Appropriateness to the curriculum, learners' ability and age range were the most important factors according to respondents, with almost 100 per cent noting that these were 'quite important' factors and over 80 per cent noting that each one was a 'very important' consideration. The cost and design/format of resources was also 'very important' or 'quite important' for over 90 per cent of respondents. Eighty-nine per cent believed that the availability of electronic resources was 'very important' or 'quite important'. Fewer respondents believed that the following were 'very important' or 'quite important' factors when choosing resources: originality of resource (70 per cent), adaptation (55 per cent); the ability to use the resource across several subjects (64 per cent).

"A good resource looks modern, contemporary and colourful with diagrams and follows the syllabus too."

Religious Education secondary teacher (interview) [Quote translated from Welsh]

**Table 10. Practitioners' response to the question 'How important are the following factors when choosing resources for your classroom?'**

<b>Factors</b>	<b>Very important</b>	<b>Quite important</b>	<b>Not important</b>	<b>Not relevant</b>	<b>Number of respondents</b>
Cost	55%	40%	3%	1%	382
Appropriateness to the age range	89%	9%	2%	0%	388
Appropriateness to the ability of the pupils	87%	12%	0%	0%	382
Appropriateness to the curriculum	82%	18%	1%	0%	390
Design and format	41%	52%	7%	0%	384
Originality of the resource	20%	49%	28%	3%	378
Adaptation of familiar resource	14%	41%	39%	6%	374
Electronic material	36%	52%	11%	0%	382
The ability to use the resource across several subjects	26%	38%	29%	7%	377

Source: Review of Welsh-medium Resources practitioners' survey

N=393

6.4 The format of a resource, its relevance to the curriculum and its appropriateness to the ability and level of learners were the factors most commonly noted as characteristics of a good resource during the interviews and discussion groups with practitioners. Almost all the practitioners interviewed considered the relevance of the resource to the curriculum as essential and the majority highlighted that a variety of activities and content was important. Several practitioners noted the need for resources which were suitable for photocopying in order to create activities for learners.

"What I want to see is a mixture of material which sparks discussion and activities to coincide with that, although I will often create my own activities."

Welsh (first language) secondary practitioner (interview) [Quote translated from Welsh]

6.5 The responses provided by primary, secondary and further education practitioners were relatively consistent in terms of the most important factors in choosing resources. The ability to use a resource across several subjects was more important to respondents who taught mainly in the primary sector; 93 per cent stated that it was 'very important' or 'important' compared to 64 per cent on average.<sup>41</sup> On the other hand, fewer than average in the secondary sector (47 per cent) believed that the ability to use a resource across several subjects was 'important' or 'very important'. Fifty-three per cent of respondents who taught mainly in the primary sector believed that the design and format of a resource was 'very important' or 'important' compared to 41 per cent on average. Forty-eight per cent of further education respondents believed that electronic materials were a 'very important' consideration compared to 36 per cent on average.

6.6 A number of teachers noted that resources which included a variety of tasks aimed at learners of different abilities were useful. Several practitioners believed that a number of resources only offered content that was appropriate to 'typical' learners and as a result they were not challenging enough for some and too challenging for others.

"The resources available don't push the best and are not simple enough for the least able. More differentiation is needed within the books."

Religious Education secondary teacher (interview) [Quote translated from Welsh]

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<sup>41</sup> Based on 121 primary respondents out of 127, 230 secondary respondents out of 234, and 42 further education respondents out of 45 (not every respondent chose to answer this question).

- 6.7 A number of practitioners liked to see Welsh-medium revision guides made available but some disagreed, stating that such resources can lose their usefulness sooner than more general resources.
- 6.8 The importance of interactive and multi-platform resources was emphasised by almost all the primary, secondary and further education practitioners during interviews. Practitioners considered interactive resources as being beneficial to learner engagement, offering a variety of learning methods and encouraging independent working whilst introducing tasks in a way in which pupils enjoyed.

"We no longer just rely on set books for teaching. We use videos, interactive websites, game templates, flash cards, quizzes, podcasts - but only a small fraction of these are available in [the medium of] Welsh."

Welsh Second Language secondary teacher (interview)

- 6.9 A number of practitioners across the primary, secondary and further education sectors now believe that more Welsh-medium and bilingual resources are needed in an electronic format which can be adapted. Within electronic resources, the ability to adapt terms as they change was considered beneficial.
- 6.10 A number of practitioners believed that more electronic materials would be useful to complement printed resources (e.g. electronic worksheets, PowerPoint presentations, video clips). A number of primary and secondary teachers across all the subjects in question noted that there was a shortage of Welsh-medium video clips to stimulate debate, explain concepts or to support aspects of the curriculum.

### **Learners' views on the use and quality of resources**

- 6.11 On the whole, the young people who took part in the discussions were satisfied with the quality of Welsh-medium resources they used. A

number of learners gave examples of resources they had used and provided their views on them.

- 6.12 The majority of younger (primary and years 7 and 8 in secondary) learners who took part in discussion groups liked colourful textbooks with attractive pictures, animations and content. A number of learners noted that worksheets provided to them were often 'quite plain' or 'black and white'.
- 6.13 In terms of the characteristics of resources which appealed to learners, the attraction of stories or humorous characters was a theme which became apparent when discussing factual and fictional books. Cartoons or humorous pictures in books appealed to them.
- 6.14 The primary learners who took part in a discussion group liked books based on films and well-known characters (e.g. Harry Potter, Henri Helynt). The learners (Year 5) believed that *Tudur Budr*<sup>42</sup> was a very good series for year 3 and 4 learners. Some of the primary pupils enjoyed completing tasks and quizzes inside books (e.g. after reading a chapter) but others preferred to just read without completing a task. Some primary learners believed that a large font was better in the books. Some liked seeing pictures in reading books but others did not share this view, noting that they preferred to use their imagination.
- 6.15 Years 7 and 8 learners who took part in focus groups placed a great deal of emphasis on the visual side of resources, stating that a 'modern' and 'colourful' format was important to them. Some said that handouts and books used by them could sometimes be old fashioned. Some learners made negative comments about the 'boring' appearance of Welsh-medium handouts prepared by their teachers compared to English-medium books.

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<sup>42</sup> This is not a resource commissioned by the Welsh Government.



6.16 The majority of learners in years 7, 8 and 9 used handouts and resources prepared by their teachers and they did not tend to name specific resources. Some named reading books which they enjoyed. A number of learners in years 7, 8 and 9 enjoyed reading the biographies of celebrities and some suggested that books like this should be available through the medium of Welsh.

6.17 Learners in years 12 and 13 tended to place more emphasis on the link between the content of resources and courses, as well as how useful they found the resource in helping them to succeed on their course. Some of the learners in years 12 and 13 made detailed comments on the content and structure of specific resources within their subjects.

"The AS Psychology book [WJEC] is good - a good structure and user-friendly."

Year 12 learner, (Discussion group) [Quote translated from Welsh]

6.18 Very few Welsh-medium websites were used by the learners - S4/Clic and some resources on the BBC website were the only sites they mentioned. One group of learners in years 7 and 8 and one group in year 9 enjoyed using an interactive mathematics website through the medium of English. Some also enjoyed completing homework tasks on their school's Moodle website. Many learners enjoyed using e-reading technology (e.g. Kindle or iPad).

6.19 Primary learners preferred to complete quizzes and tasks interactively rather than on paper (e.g. spelling tests or mathematical problem solving on the iPad). A number of learners were of the view that factual video clips and DVDs were very useful as a means of learning. They were of the view that they were not given enough opportunity to do this and opportunities to do this through the medium of Welsh were even rarer.

"The factual videos like history documentaries and tectonic plate videos are very good."

Year 9 learner (discussion group) [Quote translated from Welsh]

6.20 Discussions were held with Welsh (second language) learners in years 7, 8 and 9 in two secondary schools. When discussing the resources used by them during Modern Foreign Languages lessons (through the medium of English), many of the learners expressed the view that those resources (e.g. textbooks, vocabulary sheets, DVDs) were better than those available in Welsh (second language) lessons.

"[MFL] videos are good in order to compare how good we are compared to fluent speakers."

Welsh (second language) Year 9 Learner, Discussion group [Quote translated from Welsh]

6.21 Discussions held with the learners suggested that there was some difference of opinion in terms of the suitability of the linguistic level of resources. Some believed that the books or textbooks used by them were too simple whilst others considered the language to be complex.

"The words - the language - is difficult in some. The book we use in Biology is too difficult to follow sometimes. The terms are complicated."

Year 12 learner, Discussion group [Quote translated from Welsh]

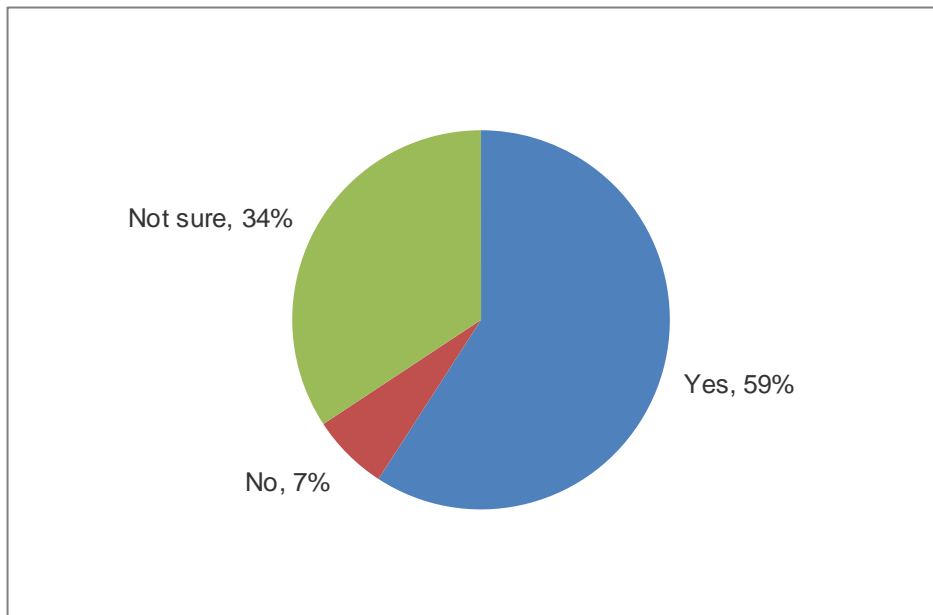
### **Practitioners and learners' demand for further resources**

6.22 Practitioners were asked to note whether there were any resources not currently available which they would like to see being provided through the medium of Welsh. Fifty-nine per cent of practitioners expressed the view that there were specific resources not available which they would like to see through the medium of Welsh.<sup>43</sup>

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<sup>43</sup> Based on 274 responses out of 448 (not every respondent chose to answer this question).

**Figure 11. Practitioners' response to the question: 'Are there resources which you would like to see provided through the medium of Welsh which are currently unavailable?'**



Source: Review of Welsh-medium Resources practitioners' survey

N=274

6.23 In the interviews and survey, a number of practitioners noted the types of resources which could be considered for development in their subjects. In addition, a number named English-medium resources which should be considered for adaptation into the Welsh-medium. This suggests that a number of practitioners would still like to see adapted resources being produced as well as original resources, in accordance with the current policy of the Resources Commissioning Branch.

6.24 Although a number of practitioners who were interviewed identified English-medium resources which should be considered for adapting or developing in the Welsh-medium, a number of practitioners believed that adapted versions of English-medium resources arrived too late to be of any use.

"Steps must be taken to ensure that the Welsh [medium] publication is released at the same time as the English [medium] version. All too often the Welsh [medium] version comes later."

Science secondary teacher (Interview)

6.25 The majority of practitioners who were interviewed did not believe that there were enough resources available to meet the requirements of the national Literacy and Numeracy Framework within their subject. Several practitioners said that more resources were needed within their subject to support this framework. Many believed that there was a lack of resources within Key Stage 3 compared to Key Stage 4. The Welsh Government stated that a number of relevant resources for learners had been commissioned since the publication of the National Literacy and Numeracy Framework. A list of the resources commissioned but not yet published is provided in Appendix 3 of this report. In addition, teaching resources are provided on Dysgu Cymru ([dysgu.cymru.gov.uk](http://dysgu.cymru.gov.uk)).

6.26 A number of practitioners who were interviewed highlighted the need for content which was suitable for learners of different abilities within resources. A number of practitioners (including those in schools where a significant proportion of learners came from Welsh-speaking households) noted that some resources were too complex given learners' linguistic ability.

"There's quite a leap between things which are suitable for 7-9 year old learners and secondary resources. If you want to advance the most able 9-11 year old children it's difficult to find suitable things for the good readers. It's difficult to find suitable information books for this age range especially."

Primary school practitioner (interview) [Quote translated from Welsh]

6.27 In terms of the further needs of learners, some Year 12 and 13 learners identified areas or subjects where more Welsh-medium resources would be beneficial. These included resources for A Level French, resources to accompany new Welsh (first language) A Level books, and guidance on how to answer A Level Geography essay questions. The Welsh Government stated that a number of relevant resources for the above

had been commissioned recently. A list of the resources commissioned but not yet published is provided in Appendix 3 of this report.

6.28 Some learners in years 12 and 13 supported the comments made by teachers regarding the availability of Welsh-medium revision guidance at the same time as the English equivalent. These learners expressed their frustration that Welsh-medium versions arrived later in the year after their teachers had translated the notes for them. Welsh Government officials stated that publishers were required to create resources in both languages through the resources commissioning programme to publish both Welsh and English versions simultaneously. It was noted that agreements were in place between commercial publishers and examination boards to publish resources in English only. These are beyond the control of the Welsh Government. However, the Welsh Government did note that their grant agreements with WJEC helped to reduce the time taken between producing Welsh and English-medium versions of some resources relevant to WJEC examinations.

### **Training for the use of resources**

6.29 Practitioners were asked whether or not they had received training on the use of any resource(s). Twenty-seven per cent of respondents had received training on the use of resources with 67 per cent not receiving any training of the kind.<sup>44</sup> Of the 82 practitioners who said that they had received training, 45 per cent said that the training in question had been 'good' and 43 per cent said it had been 'very good'.<sup>45</sup>

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<sup>44</sup> Six per cent answered 'not sure'. Based on 301 responses out of 448 (not every respondent chose to answer this question).

<sup>45</sup> Care must be taken when interpreting the response as the number of respondents is small and it is not based on a representative sample (see sections 3.31 and 3.32).

## Summary of evidence: use and quality of resources

6.30 On the whole, the views expressed by practitioners and learners on the resources used by them, including a number of resources commissioned by the Welsh Government, were positive. Practitioners and learners outlined the merits of resources which were good or effective and they were able to provide Welsh-medium examples which met their needs.

6.31 The majority of practitioners believed that there were other resources not currently available which they would like to see available through the medium of Welsh. Practitioners and learners made comments on what they considered to be gaps or further needs in terms of Welsh-medium resources. The most common comments made by them were:

- the need for more electronic and interactive Welsh-medium resources, including Welsh-medium video clips;
- a lack of Key Stage 3 resources, compared to Key Stage 4;
- the need for more resources to coincide with the National Literacy and Numeracy Framework.<sup>46</sup>

6.32 Having a variety of tasks aimed at learners with different levels of ability was important according to a number of practitioners who took part in the fieldwork. Some practitioners stated that more variety was needed in terms of levels, tasks and activities in some textbooks which only offered suitable content for 'typical' learners.

6.33 The majority of practitioners stated that key Welsh-medium resources often arrived at a later date compared to English medium resources. This proved frustrating to practitioners and some Year 12 and 13 learners.

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<sup>46</sup> The Welsh Government stated that a number of relevant resources had been commissioned since the publication of the National Literacy and Numeracy Framework. A list of the resources commissioned but not yet published is provided in Appendix 3 of this report.

## 7. Publishers' views

7.1 This section summarises the evidence presented by 14 companies and organisations commissioned by the Welsh Government to create Welsh-medium and bilingual resources.

### Meeting demand

7.2 Evidence reveals that six publishers who contributed to the review believed that the choice of Welsh-medium and bilingual resources had improved significantly over the past years. Several publishers who completed the questionnaire noted that the range of resources commissioned 'met the needs of schools', based on their experiences.

"The range of resources now available in [the medium of] Welsh is extremely rich, including new provision in new areas to the Welsh language such as Law, Psychology and Government and Politics."  
Publisher (Questionnaire) [Quote translated from Welsh]

7.3 Three out of the 14 publishers had slightly less positive views, stating that provision met needs to an extent, but that there was room for improvement.<sup>47</sup> Although the choice available to schools has grown, some said that there was unmet need within primary and secondary schools across Wales.

7.4 Almost half of the publishers referred to one issue in particular which hinders efforts made by publishers (and the Welsh Government) to meet the needs of schools, namely a lack of awareness amongst practitioners of the wide range of resources produced (see further comments on marketing and raising awareness below). Some of the comments made by practitioners in some schools and further education institutions suggested that there was a basis for these publishers' views.

7.5 Publishers suggested that more Welsh-medium resources were needed across a range of areas, with some identifying the key stages with the

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<sup>47</sup> Five of the publishers did not express either positive or negative views.

common gaps. A summary of the subjects and areas identified by publishers is provided below. The Welsh Government stated that a number of relevant resources for these areas had been commissioned recently. A list of the resources commissioned but not yet published is provided in Appendix 3 of this report.

**Table 11: The subjects/areas identified by publishers in response to the question: 'Are there specific Welsh-medium resources not currently available where you have seen a demand for them?'**

<b>Subject/area</b>	<b>Notes/further details</b>
Personal and social education	General gaps identified by one publisher
Physical education	Key Stage 4
Resources for disabled learners	Across a range of subjects
Business studies	General gaps identified by one publisher
Foundation Phase Resources	Resources that help teachers achieve learning outcomes through play and informal teaching methods
Resources for strengthening literacy and numeracy	Mentioned by many publishers. Suggestions included books to encourage reading amongst 10-14 year old boys.
Additional learning needs	Gaps across all key stages
Science	Foundation Phase and Key Stage 2
Vocational areas and the workplace	General gaps identified by one publisher

Source: Publishers' questionnaire

7.6 Some publishers believed that the process of creating Welsh-medium resources was 'reactive' with publishers usually responding to need 'after seeing a gap, rather than planning to create purposeful provision'. The point was made by one publisher that this was especially true when considering Welsh-medium adaptations.

### **Demand for interactive resources**

7.7 It was noted that there was increasing demand amongst practitioners for interactive resources and that this had meant a change in focus for several publishers and the need to develop new skills within their businesses.

"Naturally, there is more demand for digital and multi-media material which takes us beyond conventional print. Apps are definitely the



resources most in need of development at the moment as there is fewer Welsh-medium material available.

Publisher (Questionnaire) [Quote translated from Welsh]

- 7.8 Several respondents referred to the benefits of modernising resources and offered young people opportunities to learn through the use of technologies with which they are comfortable and familiar. One publisher said that learning by using apps can help motivate secondary learners. Publishers suggested that schools could now understand the benefits of using electronic resources as part of innovative teaching methods. The comment below was typical of comments made by publishers:

"We believe that future specifications have room to be innovative and create Welsh [medium] app material for literacy, numeracy and interactive, educational games."

Publisher (Questionnaire) [Quote translated from Welsh]<sup>48</sup>

- 7.9 Based on the experiences of some publishers digital resources can improve inclusion in the classroom, by appealing to learners of all abilities. Such resources provide opportunities to develop new and interesting teaching methods, enriching the learners' experiences, according to some. However, some believe that resource commissioners and publishers face a challenge in ensuring that:

"There is balanced provision available [between] print and digital resources. There is a danger in creating digital resources only as different platforms mean that digital material suitable for different platforms must be created."

Publisher (Questionnaire) [Quote translated from Welsh]

- 7.10 Several publishers referred to the fact that there was still demand for printed textbooks amongst schools and they forecast continued demand in that area for years to come.

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<sup>48</sup> The Welsh Government stated that a number of apps were about to be commissioned. A list of the resources commissioned but not yet published is provided in Appendix 3 of this report.

## Changes to the nature of resources commissioned

7.11 Following on from the above points regarding the demand for interactive resources, publishers reported that the nature of resources commissioned had changed during recent years. It appears that there is a general tendency amongst publishers to create more resources electronically, responding to the rise in multi-media educational provision and the call for more flexible teaching methods. The development of Welsh-medium and bilingual resources has therefore followed a general pattern in this direction.

“There has been a clear shift to an increased use of ICT with children. This shift has been incorporated into the nature of the support materials developed, with the inclusion of podcasting, video production, the use of children’s own images. Direct pupil access has become more prevalent, rather than teacher-mediated materials.”

Publisher (Questionnaire)

7.12 One point raised was that the move towards commissioning a higher proportion of digital or interactive resources 'took the work beyond the expertise of publishers'. Some publishers believed that it was important to offer opportunities to develop such resources to organisations with relevant expertise. The Welsh Government stated that they encourage publishing houses to work with relevant experts on the specifications developed as part of the contracting process.

7.13 Four out of the 14 publishers noted that they had seen growing demand recently for literacy and numeracy resources amongst schools. One publisher referred to another factor which has impacted the kind of resources produced:

"We have examined the role played by parents in the educational process. This includes providing books which learners can use beyond the school gate."

Publisher (Questionnaire) [Quote translated from Welsh]

## **Collecting feedback from schools on the resources**

7.14 Twelve out of the 14 publishers reported that they collected feedback from teachers regarding the content and use of resources produced. It was noted that this happened on a formal and informal basis, including:

- regular contact with teachers who contribute to quality monitoring meetings during the resource development stage, in accordance with the Welsh Government's commissioning contract requirements;
- collecting feedback during the process of preparing material, by piloting individual resources, in accordance with the Welsh Government's commissioning contract requirements;
- seeking the opinion of teachers on language, layout, design and content in accordance with the Welsh Government's contract requirements.

7.15 Six out of the 14 publishers reported that they had processes in place to collect feedback from learners.

"We are currently collecting information from 9-11 year olds in order to see if the material which is prepared hits the nail on the head. We do this by sending full colour draft material to the target group. We then receive the children's responses before proceeding to complete everything."

Publisher (Questionnaire) [Quote translated from Welsh]

## **Resource marketing techniques**

7.16 Quite a wide range of Welsh-medium resource marketing techniques for schools was outlined including:

- distributing handouts;
- publisher websites;
- publisher catalogues or newsletters;
- social media;

- gwales.com;
- emails sent to individual subject teachers (with some publishers using internal databases with the contact details of schools and teachers);
- school visits/training sessions for practitioners;
- Welsh Books Council.

7.17 A number of publishers felt that there were weaknesses in the way in which Welsh-medium resources were marketed. One expressed the view that there is not enough awareness (within the commissioning process nor amongst publishers) of the importance of marketing.

"Educational companies like [name of company] allocate a high percentage (as much as 50 per cent) of their investment in a specific marketing project. The importance of marketing cannot be downplayed in terms of recovering the investment made by the Welsh Government."

Publisher (Questionnaire) [Quote translated from Welsh]

7.18 The above point supports comments made by a number of practitioners regarding the need for one comprehensive source including details on all available Welsh-medium resources (and not limited to resources commissioned by the Welsh Government), be it through a catalogue or online database.

## 8. Conclusions

8.1 This section presents the review's conclusions, based on the evidence collected by practitioners, learners and publishers. Firstly, our conclusions are presented under four themes:

- Receiving information;
- Choice of resources;
- Considerations in choosing resources;
- Further needs.

Secondly, the conclusions are presented in the context of the evaluation of the Welsh-medium Education Strategy.

### Receiving information

8.2 The evidence from this review shows that the majority of practitioners questioned obtain information about available Welsh-medium and bilingual resources through a number of sources. Nevertheless, a number of practitioners (including heads of departments and senior school management team members) were uncertain whether they were receiving all the relevant information about Welsh-medium and bilingual educational resources. Practitioners' comments suggest that they feel that there is scope to simplify the process of distributing information about resources. A number of practitioners and publishers believed that it would be useful to have one comprehensive central source of information about all the available Welsh-medium and bilingual educational resources, to supplement the information they currently receive.

8.3 Evidence from publishers supports the view that some practitioners are not confident they are aware of all the resources available for their subjects, and that the method of marketing the resources is inconsistent.

## Choice of resources

- 8.4 It appears that practitioners' views about the range of Welsh-medium and bilingual resources available to them, as well as the information available about these resources, are mixed. Twenty-eight per cent of practitioners believed that there was a 'good' or 'very good' selection of Welsh-medium and bilingual resources available, compared with 41 per cent who reported that the selection was 'poor' or 'very poor'.
- 8.5 The results of the practitioner questionnaire suggest that a higher percentage of practitioners in the primary sector believe that the choice of Welsh-medium and bilingual resources is 'good'. Forty-seven per cent of the respondents believed that the choice of resources is 'good' or 'very good', compared with an average of 28 per cent. Fewer practitioners in the secondary sector (21 per cent) and the further education sector (21 per cent) believed that the choice is 'good' or 'very good'.<sup>49</sup>
- 8.6 The majority of the practitioners that were interviewed believed that there are not enough Welsh-medium and bilingual resources available in their subject area. Although they welcome the range that is available through the medium of Welsh, it appears that the majority compare it to the wider variety of English-medium resources available.
- 8.7 Based on the sample of secondary practitioners that responded to the questionnaire, it appears that practitioners who teach Welsh (first language) have a more positive opinion of Welsh-medium and bilingual resources.<sup>50</sup> Teachers of other subjects – especially in bilingual schools – are less satisfied with the choice, and are more likely to compare the

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<sup>49</sup> Based on 119 primary respondents out of 127, 230 secondary respondents out of 234, and 42 further education respondents out of 45. See Sections 3.30 and 3.31 on the limitations of interpreting the data by sector.

<sup>50</sup> Based on 38 respondents out of 39 who stated that they taught Welsh (first language) as their main subject. Care must be taken when interpreting the response as it is not based on a representative sample (see sections 3.31 and 3.32).

choice of Welsh-medium resources with the wider range of English-medium resources that are available. Evidence from the interviews suggests that this might be linked to the fact that it is not as easy for practitioners who teach Welsh (first language) to compare directly the range of resources with that available through the medium of English.

- 8.8 In the interviews and discussion groups, further education practitioners were least satisfied with the choice of resources, with a number of them comparing the situation in further education with the wider choice of resources available to schools.

### **Considerations when choosing resources**

- 8.9 Practitioners noted that the format of resources, their relevance to the curriculum and their suitability to learners' level and ability are important factors when choosing resources. Learners also highlighted the importance of these factors, with primary and Key Stage 3 learners more likely to highlight the format of resources and Year 12 and 13 learners highlighting the relevance to their courses.
- 8.10 During the interviews, almost every one of the primary, secondary and further education practitioners highlighted the importance of interactive and multi-platform resources. A number of practitioners across primary, secondary and further education sectors believed that more Welsh-medium and bilingual resources need to be available in an interactive, adaptable format. Learners stated that interactive resources appealed to them, including games, interactive websites and multi-media content.
- 8.11 A number of practitioners expressed frustration that resources are published in a way that does not allow them to be adapted or edited. Whilst they understand the reasons for this (e.g. copyright), a number of them believed that the Welsh Government should ensure that the resources it commissions can be adapted electronically.

## Further needs

- 8.12 A number of teachers were of the opinion that there is a lack of contemporary Welsh-medium resources available in Key Stage 3. This was contrasted with the situation in Key Stage 4, where some believed that there was not enough time to use all of the resources available for this age range.
- 8.13 The majority of practitioners interviewed were of the opinion that there are not enough resources available in order to meet the requirements of the National Literacy and Numeracy Framework. The Welsh Government stated that a number of relevant resources have been commissioned recently. A list of recently commissioned but as yet unpublished resources is included in Annexe 3 of this report.
- 8.14 A number of practitioners and learners expressed the opinion that there is a lack of film clips and websites to support courses in a number of subject areas. A number of teachers noted that there is an increasing emphasis on including materials such as these in lesson plans, and that there is a need to ensure that learners are not disadvantaged by a lack of Welsh-medium resources.
- 8.15 According to a number of practitioners who took part in the fieldwork, it is important that the content of resources is suitable for learners of differing levels of ability. Some practitioners noted that there is a need for a wider variety of levels, tasks and activities in some lesson books, whose content is only suitable for 'typical' learners (i.e. not learners of lower or higher ability).
- 8.16 The evidence presented by publishers supports the evidence provided by practitioners during this review. Evidence from publishers suggests that a number of them believed that the choice of Welsh-medium resources has improved recently, but some still see further needs in some areas. It also suggests that receiving the resources commissioning



programme's specifications makes publishers aware of the needs of schools and that they are adapting to meet the Welsh Government's requirements with regard to creating interactive resources.

8.17 The majority of practitioners noted that key Welsh-medium materials often arrive later than English-medium resources. This was a source of frustration for practitioners and some Year 12 and 13 learners.

### **The significance of the conclusions in the context of the Welsh-medium Education Strategy**

8.18 The following sections consider the significance of the evidence of the impact of the resources commissioning programme in the context of the evaluation the Welsh-medium Education Strategy. It deals with the questions presented in Section 1.5 and links the findings of this review with the Evaluation Framework for the wider research programme.

8.19 The following is not an attempt to reach any final conclusions about the resources commissioning programme's contribution to the aims of the Strategy; the wider research programme will give this more careful consideration. Nevertheless, it is appropriate that we look at the conclusions of this current review in the context of the research programme, and the considerations that will be reflected upon in the full evaluation of the Strategy.

*In what way has the programme improved the central support mechanisms for Welsh-medium education and training?*

8.20 This review concludes that the resources commissioning programme makes a valuable contribution to the effort to '*improve the central support mechanisms for Welsh-medium education and training*', which is Aim 5 of the Welsh Government's Welsh-medium Education Strategy. The evidence collected during this review clearly shows that there is a continued demand for a Welsh-medium and bilingual educational

resources commissioning programme in order to meet the needs of both practitioners and learners. The commissioning programme has been found to be a central part of the work of supporting Strategic Aim 5 of the Strategy.

*Has the programme helped to increase and improve the variety of teaching and learning resources in order to meet the needs of Welsh-medium and Welsh language learners?*

8.21 The evidence collected during this review suggests that the resources commissioning programme has increased and improved the choice of available Welsh-medium and bilingual educational resources. Practitioners and publishers acknowledge that there has been a significant increase in the number and range of Welsh-medium and bilingual resources. In addition, a number of practitioners and learners had a positive opinion of the quality of the resources they used, including many of the resources commissioned by the Welsh Government.

8.22 Evidence from practitioners, learners and publishers suggests that the resources commissioned through the programme help to meet the needs of learners. Nevertheless, the evidence also reveals that there is a demand for more Welsh-medium and bilingual resources across a wide range of subjects and fields, in particular interactive resources and other materials that employ new technologies to support teaching methods.

*Does the resources commissioning programme interlink with/complement other programmes associated with the Strategy?*

8.23 The connection between the resources commissioning programme and other programmes associated with the Strategy was not an explicit element of this review. Nevertheless, there was evidence that the resources commissioned through the resources commissioning programme linked to some of these other programmes. Bilingual

Champions are an important source of information about Welsh-medium and bilingual resources in the further education sector. In addition, Welsh (second language) resources support the work of teachers in primary and secondary schools. Other elements of the evaluation will consider in more detail to what extent the different programmes associated with the Strategy interlink.

*The counterfactual: would the resources commissioned through the programme have been published in the absence of the programme?*

8.24 In order to make a full assessment of the counterfactual, we would need to test the impact on practitioners, learners and publishers if the resources commissioning programme did not exist. Consideration would need to be given to whether publishers would have developed and marketed any of the publications commissioned through the resources commissioning programme independently. Although the review did not ask specific questions about this, a number of practitioners and publishers expressed the opinion that the same range of Welsh-medium and bilingual educational resources would not be available without the resources commissioning programme. The evidence suggests that the resources commissioning programme has increased the range of resources available across the key stages and across a wide range of subject areas.

## **9. Appendix 1: Data on practitioners' opinions on resources for individual subjects**

- 9.1 This appendix summarises the responses of practitioners across individual subjects and presents information on the use of resources in specific subject areas. Care should be taken when interpreting data based on small samples of respondents that are not representative, which is especially true when discussing responses within the individual subjects below (see Sections 3.31 and 3.32 also).

**Table 12. The responses of secondary and further education practitioners by subject to the question: 'What is your opinion on the way in which information about Welsh-medium and bilingual resources is distributed / marketed to schools?'**

Subject	Number of respondents					Number of responses
	Very good	Good	Neither good nor poor	Poor	Very poor	
Welsh (first language)	0	15	15	5	2	37
Science	1	3	12	5	1	22
Mathematics	0	3	10	5	3	21
Welsh (second language)	0	4	7	6	3	20
Religious Education	0	4	5	4	2	15
Art & Design	0	3	6	5	1	15
Geography	0	1	8	3	2	14
Design & Technology	0	2	6	6	0	14
History	0	2	4	4	3	13
Physical Education	1	3	1	3	3	11
Modern Foreign Languages	0	1	4	4	2	11
Information and Communications Technology	0	2	3	3	0	8
Music	0	1	3	2	1	7
Drama	0	1	2	2	1	6
Business	0	2	1	2	0	5
Health and Social Care	0	0	3	2	0	5
Hairdressing and Beauty	0	0	3	1	0	4
Additional Learning Needs	0	0	2	1	0	3
Welsh Baccalaureate	0	0	1	1	1	3
Hospitality and Catering	0	0	0	3	0	3
Construction	0	1	0	1	0	2
Economics	0	1	0	0	1	2
Public Services	0	0	1	0	1	2
Engineering	0	0	2	0	0	2
Personal & Social Education	0	0	1	0	0	1
Agriculture	0	1	0	0	0	1
Sociology	0	0	1	0	0	1
Law	0	1	0	0	0	1
Other	0	2	9	6	1	18

Source: Review of Welsh-medium Resources practitioners' survey

N=267<sup>51</sup>

<sup>51</sup> The numbers for individual subjects are very low therefore care should be taken when interpreting the results. No responses were received from practitioners teaching Media,

**Table 13. The response of secondary and further education practitioners by subject to the question: 'What is your general opinion of the choice of Welsh-medium and bilingual education resources available?'**

Subject	Number of respondents					Number of respondents
	Very good	Good	Neither good nor poor	Poor	Very poor	
Welsh (first language)	3	12	16	6	1	38
Science	0	5	8	5	4	22
Welsh (second language)	0	5	4	9	3	21
Mathematics	0	3	8	8	2	21
Religious Education	0	2	6	3	4	15
Art and design	1	2	7	4	1	15
Geography	0	3	2	5	4	14
Design and Technology	1	3	3	4	3	14
History	0	2	5	2	3	12
Physical Education	0	2	1	4	4	11
Modern Foreign Languages	0	0	3	6	2	11
Music	0	1	3	4	0	8
Information and Communications Technology	0	0	1	7	0	8
Drama	0	1	2	2	1	6
Business	1	2	1	1	0	5
Health and Social Care	0	1	1	1	2	5
Hairdressing and Beauty	0	0	2	2	0	4
Additional Learning Needs	0	0	3	0	0	3
Welsh Baccalaureate	0	0	1	2	0	3
Hospitality and Catering	0	0	0	3	0	3
Construction	0	1	0	1	0	2
Economics	1	0	0	1	0	2
Public Services	0	0	0	1	1	2
Engineering	0	0	1	1	0	2
Law	0	1	0	1	0	2
Personal & Social Education	0	0	0	1	0	1
Agriculture	0	1	0	0	0	1
Sociology	0	0	0	0	1	1
Other	0	3	3	9	3	18

Source: Review of Welsh-medium Resources practitioners' survey

N=270

Dance, Careers, Leisure and Tourism, Government and Politics, Performance nor Psychology.

## Welsh (first language)

9.2 Thirty-nine responses to the questionnaire were received from practitioners teaching Welsh (first language) as their main subject. Twenty-four were subject teachers, nine were heads of department and five had another duty (e.g. head of year, head of additional learning needs, literacy coordinator, communications coordinator).<sup>52</sup> The table below shows the five most popular resources used by Welsh (first language) teacher respondents.

**Table 14. The most common resources/titles identified by respondents teaching Welsh (first language)**

Title	Number of respondents
Seren Iaith (Atebol)	30
Cyfres y Goleudy: Cymru a Chymreictod (CAA)	28
Cyfres y Goleudy: Pigo Cydwybod (CAA)	27
Cyfres y Goleudy: Rhyfel a Heddwch (CAA)	25
Cyfres y Goleudy: Ieuenctid (CAA)	24

Source: Review of Welsh-medium Resources practitioners' survey  
N=34 (out of 39 practitioners).

9.3 The table below shows the resources identified as most useful by Welsh (first language) practitioners.

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<sup>52</sup> One of the practitioners did not answer the question on their role.

**Table 15. Resources considered most useful by respondents teaching Welsh (first language)**

<b>Title</b>	<b>Number of respondents</b>
Seren Iaith (Atebol)	7
Jig so 1 a 2 (Atebol)	6
NGfl/Hwb Resources	6
Cyfres y Goleudy (CAA)	5
Language Improvement Resources - Blackboard Learn (Not a resource commissioned by the Welsh Government)	1
ap_geiriaduron (Not a resource commissioned by the Welsh Government)	1
Berw'r Byd (Y Lolfa)	1
Crawc (Cube)	1
Cyfres Clic (CAA)	1
Gweiddi (Tinopolis)	1
Llyfrau Bwrlwm (CAA)	1
GCSE booklets based on the set novels	1
Sbardun 1 a 2 (CAA)	1

Source: Review of Welsh-medium Resources practitioners' survey

N=33 (out of 39 practitioners)

9.4 Practitioners were asked how typical this resource was of all the resources used by them. Sixteen out of the 32 respondents believed that 'resources that are as useful as this one are very rare' whilst 15 believed that some other resources were as useful. Only one respondent believed that many resources were as useful as the one identified by them.

### **Welsh (second language)**

9.5 There were 23 responses to the questionnaire from practitioners who taught Welsh (second language) as their main subject. Thirteen of them were subject teachers, seven were heads of department and four had another role (e.g. head of year, head of key stage). The table below



identifies the most popular resources used by respondents teaching Welsh (second language).

**Table 16. The most common resources/titles identified by respondents teaching Welsh (second language)**

<b>Title</b>	<b>Number of respondents</b>
Cynllun Taith Iaith (CAA)	15
Cymraeg Da (Y Lolfa)	13
DVD Hedd Wyn (Tinopolis)	12
DVD Taith Iaith (CAA)	11
Golwg ar Iaith (CAA)	10

Source: Review of Welsh-medium Resources practitioners' survey  
N=21 (out of 23 practitioners)

- 9.6 The table below shows which resources were identified as most useful by Welsh (second language) practitioners.

**Table 17. Resources considered most useful by respondents teaching Welsh (second language)**

<b>Title</b>	<b>Number of respondents</b>
Cardiau darllen CA3 + CA4 (Peniarth)	4
Ar waith (CAA)	3
Taith Iaith (CAA)	2
NGfl/Hwb Resources	2
Clic Clonc (Telesgop)	1
Variety of Welsh history books	1
Cerddi Blwyddyn 12 (Hwb)	1

Source: Review of Welsh-medium Resources practitioners' survey  
N=14 (out of 23 practitioners)

- 9.7 Practitioners were asked how typical this resource was of all the resources used by them. Twelve out of 14 respondents believed that 'resources that are as useful as this one are very rare' whilst two believed that there are some other resources which are as useful.

## Science

9.8 Twenty-two responses to the questionnaire were received from practitioners teaching Science as their main subject. Nine were subject teachers, eight were heads of department and five had another role (e.g. head of Biology, head of key stage, deputy head). The table below identifies the most popular resources used by respondents teaching Science.

**Table 18. The most common resources/titles identified by respondents teaching Science**

<b>Title</b>	<b>Number of respondents</b>
WJEC: TGAU Gwyddoniaeth Ychwanegol (Hodder)	15
WJEC: TGAU Gwyddoniaeth (Hodder)	14
Bioleg Safon Uwch (CAA)	12
TGAU Gwyddoniaeth a TGAU Gwyddoniaeth Ychwanegol (Hodder)*	12
Gwyddoniaeth Gyfun Newydd: Bioleg ar Gyfer yr Haen Uwch (Dref Wen)	9
Gwyddoniaeth Gyfun Newydd: Cemeg ar Gyfer yr Haen Uwch (Dref Wen)	9

Source: Review of Welsh-medium Resources practitioners' survey N=21 (out of 22 practitioners). \*These answered based on both resources.

9.9 The table below shows the resources identified as most useful by Science practitioners.

**Table 19. Resources considered most useful by respondents teaching Science**

<b>Title</b>	<b>Number of respondents</b>
TGAU Gwyddoniaeth a Gwyddoniaeth Ychwanegol (Hodder)	10
Gwyddoniaeth 3 – grymoedd (GCaD)	1
Gwyddoniaeth Gyfun Cemeg (Dref Wen)	1
WJEC / NGfL books	1
Ffiseg TGAU Gwyddoniaeth (CAA)	1
Cemeg UG CBAC (CAA)	1
Llyfr Bioleg Uwch (CAA)	1

Source: Review of Welsh-medium Resources practitioners' survey

N=16 (out of 22 practitioners)

9.10 Practitioners were asked how typical this resource was of all the resources used by them. Twelve out of 14 respondents believed that 'resources that are as useful as this one are very rare' whilst nine believed that there are some other resources which are just as useful and one believed that there are several other resources as useful.

## **Geography**

9.11 Fourteen responses were received to the questionnaire from practitioners teaching Geography as their main subject. Eight were subject teachers, six were heads of department and two had another role (e.g. assistant head, head of year). The table below identifies the most popular resources used by respondents teaching Geography.

**Table 20. The most common resources/titles identified by respondents teaching Geography**

<b>Title</b>	<b>Number of respondents</b>
Daeiar 1, 2, 3 - 3 llyfr Disgybl a 3 Ffeil Athro (Gomer)	12
Y Byd Eang, Y Byd Eang - Cydymaith Cwrs, Y Byd Eang - Llyfr Athro (Gomer)	11
Atlas Cymru, Atlas of Wales (WJEC/OUP)	10
TGAU Daearyddiaeth ar Gyfer Manyleb A CBAC (Hodder)	9
Gwaith Map: Sgiliau Sylfaenol - Ar Gyfer Cyfnod Allweddol 3 (Atebol)	8
Gwaith Map: Sgiliau Hanfodol - Ar Gyfer TGAU, Uwch Gyfrannol a Safon Uwch (Atebol)	8
TGAU Daearyddiaeth ar Gyfer Manyleb A CBAC – Dewisiadau (Hodder)	8
Daeiar 1, 2, 3 - 3 llyfr Disgybl a 3 Ffeil Athro (Gomer)	12

Source: Review of Welsh-medium Resources practitioners' survey

N=12 (out of 14 practitioners)

9.12 The table below shows the resources identified as most useful by Geography practitioners.

**Table 21. Resources considered most useful by respondents teaching Geography**

<b>Title</b>	<b>Number of respondents</b>
Material on NGfL/Hwb	3
Y Byd Eang (Gomer)	3
Atlas y Byd (WJEC/OUP)	2
TGAU Daearyddiaeth ar gyfer Manyleb A a'r llyfr dewisiadau (Hodder)	1
Daeiar 1,2,3 (Gomer)	1
Daearyddiaeth TGAU CBAC Manyleb A (Hodder)	1
Daearyddiaeth TGAU CBAC Manyleb B (Atebol)	1

Source: Review of Welsh-medium Resources practitioners' survey

N=12 (out of 14 practitioners)

9.13 Practitioners were asked how typical this resource was of all the resources used by them. Half (six out of 12) respondents believed that 'resources that are as useful as this one are very rare' whilst half (six) believed that there are some other resources which are as useful.

## Religious Education

9.14 Fifteen responses were received to the questionnaire from practitioners teaching Religious Education as their main subject. Eight were subject teachers, six were heads of department and three had another role (e.g. head of syllabus, head of year). The table below identifies the most popular resources used by respondents teaching Religious Education.

**Table 22. The most common resources/titles identified by respondents teaching Religious Education**

<b>Title</b>	<b>Number of respondents</b>
Credu a Phrofi (Gomer)	14
Credu a Byw (Hodder)	13
Archwilio Materion Mewn Addysg Grefyddol: Llyfrau 1, 2, 3 (Nelson Thornes)	11
Crefydd a Materion Bywyd ar gyfer Manyleb B Astudiaethau Crefyddol CBAC (Hodder)	11
Crefydd a'r Profiad Dynol ar gyfer Manyleb B Astudiaethau Crefyddol CBAC - Canllaw Adolygu (Hodder)	11

Source: Review of Welsh-medium Resources practitioners' survey

N=15 (out of 15 practitioners)

9.15 The table below shows the resources identified as most useful by Religious Education practitioners.

**Table 23. Resources considered most useful by respondents teaching Religious Education**

<b>Title</b>	<b>Number of respondents</b>
Credu a Byw a Chredu a Phrofi - GCSE books (Hodder a Gomer)	5
Archwilio Materion Mewn Addysg Grefyddol (Nelson Thornes)	2
Crefydd yn y Gymdeithas Gyfoes (UWIC)	1
Bwdhaeth AS (UWIC)	1
AS Bwdhaeth ac Iddewiaeth - Hwb Resources	1
Resources on Hwb/ NGfL (resource not identified)	1

Source: Review of Welsh-medium Resources practitioners' survey  
N=11 (out of 15 practitioners)

9.16 Practitioners were asked how typical this resource was of all the resources used by them. Nine out of 12 respondents believed that 'resources that are as useful as this one are very rare' whilst three believed that there were some other resources which are as useful.

### **Information and Communication Technology (ICT)**

9.17 Eight responses were received to the questionnaire from practitioners teaching Information and Communication Technology as their main subject. Two were subject teachers, four were heads of department and three had another role (e.g. head of syllabus, ICT teacher and Computing). The table below identifies the most popular resources used by respondents teaching ICT.

**Table 24. The most common resources/titles identified by respondents teaching ICT**

Title	Number of respondents
TGAU TGCh Hanfodol (CAA)	5
Technoleg Gwybodaeth a Chyfathrebu - Y Llyfr Adolygu (CAA)	3
TGCh Safon UG & Uwch drwy Ddiagramau (CAA)	3
Cwrs TGAU TGCh CBAC	3
Siartiau Wal Rhyngweithiol TGCh - wedi eu dosbarthu am ddim ar CD ROM (Daydream)	2
E-ddiogelwch (Hwb)	2

Source: Review of Welsh-medium Resources practitioners' survey  
N=6 (out of 8 practitioners)

9.18 The table below shows the resources identified as most useful by ICT practitioners.

**Table 25. Resources considered most useful by respondents teaching ICT**

Title	Number of respondents
NGfl/Hwb Resources	2
Gwefan Cynnal TGAU + Lefel A	2
TGCh Hanfodol (CAA)	1

Source: Review of Welsh-medium Resources practitioners' survey  
N=5 (out of 8 practitioners)

9.19 Practitioners were asked how typical this resource was of all the resources used by them. Nine out of 12 respondents believed that 'resources that are as useful as this one are very rare' whilst three believed that there are some other resources which are as useful.

## **Vocational Subjects**

9.20 Twenty-six practitioners teaching vocational subjects completed the practitioners' questionnaire. These were following courses in

Construction, Agriculture, Business Studies, Public Services, Health and Social Care, Hospitality and Catering, Hairdressing and Beauty, Engineering and Law.

### *Health and Social Care*

9.21 Five Health and Social Care practitioners completed the practitioners' questionnaire. The most popular resources amongst the four practitioners who responded to the question on the use of resources are identified below.

**Table 26. The most common resources/titles identified by respondents teaching Health and Social Care**

Name of resource	Number of respondents
Health and Social Care Resources (Hwb/ NGfL)	3
Children's Care and Development (CAA)	2
Llawlyfr Iechyd a Gofal Cymdeithasol A-Y (Gwasg Taf)	1
Adnoddau Iechyd a Gofal Lefel 3 (Hwb/ NGfL)	1
Dysgu gofalu - Elaine Davies (not a resource commissioned by the Welsh Government)	1

Source: Review of Welsh-medium Resources practitioners' survey.

N=4 (out of 5 practitioners)

### *Public Services*

9.22 Two Public Service practitioners completed the practitioners' questionnaire. One Public Service practitioner stated that they had used *Gwasanaethau Cyhoeddus Lefel 2 a 3 (CAA)* books. The practitioner said that *Gwasanaethau Cyhoeddus Lefel 3 (Ilyfr 1)* was the most useful resource they had used and that it could be improved further by getting an electronic copy and interactive activities to accompany the book's contents.



### *Hospitality and Catering*

9.23 Three Hospitality and Catering practitioners completed the practitioners' questionnaire. One of the practitioners had used *Cogydd Proffesiynol Lefel 1* (CAA) and another had used *Lletygarwch ac Arlwyo ar gyfer TGAU* (Gomer). One practitioner used resources translated internally by the college. One practitioner stated that *Lletygarwch ac Arlwyo ar gyfer TGAU* (Gomer) was a 'very good' resource in terms of all the aspects examined in the questionnaire. With regard to further needs, the practitioners said that they would like to see the English revision resource accompanying the book being translated. They also stated that they would like to see relevant posters and digital resources available for the subject.

### *Construction*

9.24 Two further education practitioners completed the practitioners' questionnaire. One practitioner had used *Crefft Gosod Briciau a Defnyddio Trywel – Lefel 2* (NLN) a *Bondiau Briciau* (NLN). Both taught mainly through the medium of English with some Welsh-medium provision. The practitioners did not express any views on the quality, format nor relevance of specific resources within their subject.

### *Hairdressing and Beauty*

9.25 Four practitioners completed the questionnaire. Three out of the four had used the Hairdressing resources on the [www.habia.org](http://www.habia.org) website commissioned by the Welsh Government. One practitioner said that the college undertook translation of course resources themselves.

9.26 The practitioners did not express any views on the quality, format nor relevance of specific resources for Hairdressing and Beauty. However, one practitioner said that the language used was often difficult for the learners to understand, and that it needed to be simplified. One

practitioner stated that Hwb resources were good and useful and they expressed their desire for the development of a handbook and worksheets to accompany the course.

### *Agriculture*

9.27 One Agriculture practitioner completed the practitioners' questionnaire. They noted that they had used the following in terms of resources commissioned by the Welsh Government: *DVD Cynhyrchu Cnydau yng Nghymru* (CAA), *Iechyd Anifeiliaid Fferm*, *Cynhyrchiant Cig Eidion* (Telegop) and *Amaeth Cymru ar Lein* (Hwb).

### *Business Studies*

9.28 The resources below were the most popular ones amongst the five Business Studies practitioners who responded to the questionnaire.

**Table 27. The most common resources/titles identified by respondents teaching Business Studies**

Name of resource	Number of respondents
Poster Daydream Astudiaethau Busnes (Daydream)	3
Gweinyddiaeth Busnes/Busnes Administration (Illumina Digital)	2
Busnes Cymhwysol (Tinopolis NGfL)	1
Astudiaethau Busnes cyfrol 2 (Tinopolis NGfL)	1
Gweithredu busnes llwyddiannus/Operating a successful business (Hwb)	1
TGAU Astudiaethau Busnes (Translation) (not a resource commissioned by the Welsh Government)	1
Echelgais website – Hwb <sup>53</sup>	1

Source: Review of Welsh-medium Resources practitioners' survey

N=5 (out of 5 practitioners)

<sup>53</sup> Commissioned by ELWa, which became part of the Welsh Government in 2006.

9.29 One practitioner said that Business and Administration resources on Hwb (12 modules) were useful and of a very high quality. However, the practitioner did state that it would be useful if some of the Office Technology resources were updated on the website. In addition, it was noted that resources needed to accompany the post-16 Business Administration Level 3 course. One practitioner used the TGAU Astudiaethau Busnes (translation) resource. One practitioner said that the 'Echelgais' website was useful (Hwb) but that providing it in an interactive format would be useful. One practitioner said that they would like to see AS and A Level Applied Business books made available through the medium of Welsh.

### *Law*

9.30 Two practitioners teaching Law completed the practitioners' questionnaire. Both said that they had used the *Cyfundrefn Gyfreithiol Cymru a Lloegr* (@ebol) and that this was the most useful resource they had used.

### **Additional Learning Needs**

9.31 Discussions were held with a number of primary, secondary and further education practitioners on resources for learners with additional learning needs. In addition, interviews were held with one additional learning needs coordinator in a secondary school and one in a primary school.

9.32 In terms of the response to the questionnaire, one additional learning needs coordinator out of four responded to the question on the use of resources. One additional learning needs coordinator used primary literacy and numeracy resources with secondary learners with additional learning needs. It was noted that many games needed to be used with the learners and that reading and comprehension resources were important to this group. The additional learning needs coordinator used

interactive resources where possible and it was noted that this was an effective means of engaging with those learners.

9.33 During their interviews, five other practitioners who taught learners with additional learning needs noted that they had to use resources aimed at younger learners in order to find resources with suitable language for lower ability learners. Several practitioners noted that this was not ideal as the learners could see that the format of the resource was not suitable (e.g. content or pictures too 'childish'). This point was echoed by other practitioners including Welsh (first language) practitioners.

9.34 Some Welsh (first language) practitioners believed that the best way of introducing linguistic tasks to groups with additional learning needs was to develop interactive resources including language pattern tasks and accompanying video clips.

## 10. Appendix 2: Questions from the practitioners' questionnaire

10.1 The questions asked in the practitioners' questionnaire are listed below.

1. Your name
2. Name of school/institution
3. Are you:
  - subject teacher
  - head of department
  - head of year/key stage
  - other (please state)
4. What age range do you teach? (Tick all that apply)
  - 3-7; 7-11; 11-14; 14-16; 16+
5. Do you teach:
  - totally, or almost totally, through the medium of Welsh
  - mainly through the medium of Welsh with some English-medium provision
  - mostly through the medium of English with some Welsh-medium provision
  - in an English-medium school (teaching Welsh as a second language)
  - other (please explain briefly below)
6. From whom do you currently receive information about Welsh-medium or bilingual resources?
  - From colleagues
  - From the local authority
  - From the Welsh Government
  - From the Welsh Books Council
  - From the WJEC
  - From publishers
  - From teachers' unions

- Other (please give details below)
  - I don't receive information about Welsh-medium resources
7. In what form do you currently receive information about Welsh-medium or bilingual resources?
- Word of mouth
  - By post
  - Catalogues (e.g. Welsh Government /Welsh Books Council)
  - Bookshops
  - Email
  - Social media
  - gwales.com
  - Hwb (GCaD/NGfL Cymru)
  - Other websites (please note below)
8. What is your opinion on the way in which information about Welsh-medium resources is distributed / marketed to schools?
- Very good; Good; Neither good nor poor; Poor; Very poor
9. From who would you prefer to receive information about Welsh-medium or bilingual resources?
- From colleagues
  - From the local authority
  - From the Welsh Government
  - From the Welsh Books Council
  - From the WJEC
  - From publishers
  - From teachers' unions
  - Other (please give details below)
  - I don't receive information about Welsh-medium resources
10. In what form do you prefer to receive information about Welsh-medium and bilingual education resources?
- Word of mouth
  - By post
  - Catalogues (e.g. Welsh Government /Welsh Books Council)
  - Bookshops

- Email
- Social media
- gwales.com
- Hwb (GCaD/NGfL Cymru)
- Other websites (please note below)

11. What is your general opinion of the choice of Welsh-medium and bilingual education resources available?

- Very good; Good; Neither good nor poor; Poor; Very poor; Don't know

12. How important are the following factors when choosing resources for your classroom? (Very important; Quite important; Not important; Not relevant)

- Cost
- Appropriateness to the age range
- Appropriateness to the ability of the pupils
- Appropriateness to the curriculum
- Design and format
- Originality of the resource
- Adaptation of familiar resource
- Electronic material
- The ability to use the resource across several subjects

13. In which sector do you mainly teach:

- Primary; Secondary; Further Education

14. What is your main subject? [Choice of subjects]

15. Tick any resources that you have used using the list below of all the resources commissioned by the Welsh Government within your subject [Lists included according to subject]

16. If you wish, enter the titles of up to five other Welsh-medium resources you use.

17. Answer the question below based on the MOST useful resource that you have used

18. Please rate the following elements in relation to the above named resource (Very good; Good; Neither good nor poor; Poor; Very poor; Irrelevant)

- Response of pupils/ students to resource
- The suitability of the resource for the target age
- The language and terminology used
- Quality of the resource
- Format and design of the resource
- Relevance of the resource to the curriculum

19. What difference has the above resource made in terms of the following?

(A big difference; Some difference; Not much difference; No difference at all; Not relevant)

- Supporting the development of pupils' skills
- Encouraging curiosity in pupils
- Helping pupils to study independently
- Improving the quality of pupils' work
- Saving preparation time before and during lessons
- Helping to plan classwork and homework
- Helping to prepare for assessments and exams

20. How typical is the above resource of all the resources that you use?

- Resources that are as useful as this one are very rare
- Some other resources are as useful as this one
- Several other resources are as useful as this one

21. How could the above resource be made more useful?

22. Answer the question below based on the LEAST useful resource that you have used

23. What elements of the above resource were less useful than you would have liked? (e.g. Response of pupils/ students to the resource, Suitability of the resource to the target age group, Language and terminology used, Quality of the resource, Design and format of the resource, Relevance of the resource to the curriculum)

24. How could the above resource be made more useful?



25. Have you received any training for using any resource(s)?
- Yes; No; Not sure
26. If yes, what is your view on that training?
- Very good; Good; Neither good nor poor; Poor; Very poor; Not sure
27. Did you/ your school purchase the resource after receiving training on it?
- Yes; No; Not applicable
28. Do you use any Welsh-medium resources when teaching pupils with additional learning needs?
29. Enter the names of up to three Welsh-medium resources you use with pupils with additional learning needs.
30. Have you already expressed an opinion on the above resources in this questionnaire?
- Yes; No
31. Are there resources which you would like to see provided through the medium of Welsh which are currently unavailable? (e.g. resources that are available in other languages)
- Yes; No; Not sure
32. What are your views on Welsh-medium resources that are adaptations from other languages?
- More useful than original resources
  - About as useful as original resources
  - Less useful than original resources
  - Variable - it depends on the resource
  - Not sure
33. Use the box below to note any further comments relating to Welsh-medium or bilingual learning and educational resources.

## 11. Appendix 3: Commissioned but unpublished resources

11.1 The Welsh Government stated that there were a number of resources in development which would be relevant to the needs identified by practitioners and publishers during the fieldwork. Table 28 below provides information on these resources.

**Table 28. Commissioned but unpublished resources**

Title	Publisher	Subject
Addysg Ariannol – 4 an original novel in Welsh and English, Key Stage 2	Canolfan Peniarth	Financial education
Social stories for autistic spectrum disorder children, Key Stage 2	Atebol	Additional Learning Needs
Reading books for additional learning needs learners, Key Stage 2	Canolfan Peniarth	Additional Learning Needs
Welsh language material for blind and partially blind learners across the key stages	RNIB	Additional Learning Needs
Storybooks and active learning - reading books, cards and activity sheets, Foundation Phase	St Mary's Centre	Religious education
Six reading books and activity pack on popular themes, Foundation Phase	St Mary's Centre	Religious education
Llwybrau Cymraeg mewn Addysg Grefyddol - books and supporting material on religious and spiritual settings across Wales - for Key Stage 2	St Mary's Centre	Religious education
Herio Materion Addysg Grefyddol - A bilingual magazine containing articles discussing current affairs related to religious education - 16+	St Mary's Centre	Religious education
Archwilio, ymgysylltu a mynegi - A learner resource and a teacher booklet for developing skills in religious education Key Stage 3	CAA	Religious education
Casgliad Celf Cymru - A pack of A3 cards and postcards of Welsh art for 7-16+ year olds	LondonMet	Art
Online resources to support GCSE Performing Arts, Key Stage 4	Telesgop	Music
A collection of translated songs and musicals for 11-16 year olds (secondary)	Y Lolfa	Music
A collection of musical arrangements, Key Stages 2 and 3	CAA	Music
Cerddoriaeth Uwchradd Iau - a digital resource focusing on composing and adjudicating, Key Stage 3	WJEC	Music
Updating the Welsh Moodle	Cymen	General
Termiadur addysg (online) - further development and updates	Canolfan Bedwyr	General
Wenfro O! Gwyn eich byd – a gwyrdd! A series of books and activities for the Foundation Phase	Gomer	Foundation Phase
Challenging reading books for primary, Key Stages 2 and 3	Dref Wen	Welsh
A series of short stories, Key Stage 2	Y Lolfa	Welsh

10 original novels, Key Stage 2	Gomer	Welsh
Second language Reading Support books with online activities, Key Stage 2	CAA	Welsh
Speech-based and print books, Foundation Phase	CAA	Welsh
Lollipop series - five new novels in the series, Key Stage 2	Gomer	Welsh
New Hwyl y Limrigau ebook to accompany the printed resource, Key Stage 2	Carreg Gwalch	Welsh
Primary dictionaries - a series of three dictionaries to develop learners' understanding on the use of a dictionary - 3-11 year olds	Gomer	Welsh
Spelling rules game - a boardgame and app to increase the understanding and interest of learners in spelling rules, Key Stage 2	Atebol	Welsh
A collection of short stories - two volumes introducing short stories, Key Stage 2	Y Lolfa	Welsh
Dechrau Da series - another 20 titles in the series, Key Stage 2	Gomer	Welsh
Welsh Dictionary Gomer	Gomer	Welsh
Original challenging reading books, Key Stages 2 and 3	Y Lolfa	Welsh
Literacy thematic packs, Key Stages 2 and 3	Atebol	Welsh
Gweiddi: monthly e-magazine for Key Stage 3 pupils	Tinopolis	Welsh
Anthology of 20th and 21st century poetry. Book and app with comprehensive notes on the selection of poetry, Key Stages 3 and 4	Gomer	Welsh
Seren Iaith 2 - grammar book and app, Key Stage 4	Atebol	Welsh
Non-literary material for Levels 2/3: digital material on non-literary texts which will enable learners to express their views, summarise and interpret information and cross-reference between suitable texts for the Welsh Bacc and A Level subjects	CAA	Welsh
Cymraeg ar draws yr ysgol: a set of cards to promote the use of Welsh in other subjects, Key Stage 3	Canolfan Peniarth	Welsh second language
An applied second language interactive pack, Key Stage 4	Canolfan Peniarth	Welsh second language
Cynllun Darllen Fflic a Fflac - four packs of books which encourage second language children to read Welsh independently, Foundation Phase	Tinopolis	Welsh second language
Y Pod Antur - Multi-media resource pack, Key Stage 2	Tinopolis	Welsh second language
Interactive teaching and learning packs, Key Stage 3	Tinopolis	Welsh second language
Y Ditectif Geiriau - a series of four reading and comprehension books and online activities in order to familiarise 9-11 year olds with the content of national reading tests	Canolfan Peniarth	Welsh
Cardiau camau llwyddiant - a set of cards to be used in discussion sessions in order to raise learners' writing standards. Suitable from year 1 to year 6	Canolfan Peniarth	Welsh
Ynni amgen - online resources to support Design and Technology, Key Stage 2	Telesgop	Design and Technology
<i>Achub</i> : Interactive resource, with cross-curricular links, Key Stage 2	Canolfan Peniarth	Design and Technology
Tirluniau Cymru trwy gyfrwng chwedlau - digital resources on landscape and mythology, Key Stage 2	Canolfan Peniarth	Geography
Research skills for AS/A2, Key Stage 5	WJEC	Geography

Ein Byd – online resource based on skills, Key Stage 2	Canolfan Peniarth	Geography
Theatr gorfforol/dyfeisio - online material to present and develop students' knowledge of physical theatre, Key Stage 4 & 5	WJEC	Drama
Original drama, Key Stage 4	Canolfan Peniarth	Drama
UG Ffiseg - Canllaw Astudio ac Adolygu, Key Stage 5	WJEC	Science
Bywyd Ddoe - resource portraying everyday life during the 20th century, Foundation Phase	Dref Wen	History
Byw yn yr Ugeinfed Ganrif: Deunyddiau digidol ar y cyfnod 1950-2000, Key Stage 2	Canolfan Peniarth	History
GCSE History Textbooks - Three original books on subjects with a Welsh dimension, Key Stage 4	CAA	History
Wythnos ym mywyd... Additional packs in the series, Key Stage 2	CAA	History
Cylchgrawn Digidol Hanes - Magazine for students containing translated articles, Key Stage 5 A Level	CAA	History
Brwydr Coed Mametz 1916, Ebook Key Stage 3	CAA	History
French - Welsh GCSE Dictionary, Key Stage 4	CAA	Modern Foreign Languages
E-magazine for students studying GCSE French, German and/or Spanish, Key Stage 4	WJEC	Modern Foreign Languages
Translation pack - interactive translation exercise material for learners studying French/German/Spanish, Key Stage 5 A Level	Atebol	Modern Foreign Languages
Spanish/Welsh and German/Welsh GCSE Dictionary, Key Stage 4	Tinopolis	Modern Foreign Languages
Catering resource - A collection of cooking technique clips and recipes for 16+ students	Rondo Media	Hospitality and Catering
Interactive material on Hospitality for 16+ students	Telesgop	Hospitality & Catering
UG Mathemateg Craidd 1 a 2 - Canllaw Astudio ac Adolygu, Key Stage 5	WJEC	Mathematics
Materion moesol, moesegol, cyfreithiol, a chymdeithasol ynghylch defnydd TGCh ar-lein, Key Stage 3	WJEC	ICT
UG Y Gyfraith - Canllaw Astudio ac Adolygu, Key Stage 5	WJEC	Law
UG Bioleg - Llyfr Myfyriwr, Key Stage 5	WJEC	Science
Mathematics glossary: digital resource which will develop the book 'Geirfa Mathemateg', Key Stages 3 and 4	WJEC	Mathematics
Y Gyfraith U2: Canllaw Astudio ac Adolygu, Key Stage 5	WJEC	Law
Mathemateg U2: Canllaw Astudio ac Adolygu, Key Stage 5	WJEC	Mathematics
Ffiseg U2: Canllaw Astudio ac Adolygu, Key Stage 5	WJEC	Science
Cemeg U2: Canllaw Astudio ac Adolygu, Key Stage 5	WJEC	Science
Astudiaethau Crefyddol UG: Canllaw Astudio ac Adolygu, Key Stage 5	WJEC	Religious education
Bioleg U2: Canllaw Astudio ac Adolygu, Key Stage 5	WJEC	Science
Bioleg U2: Llyfr y Myfyriwr, Key Stage 5	WJEC	Science
Hospitality and Catering GCSE Revision Notes, Key Stage 4	WJEC	Hospitality & Catering
Rwsia mewn Cyfnod o Drawsnewid - digital resource, Key Stage 4	WJEC	History

Source: Welsh Government