

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Neither agree nor disagree

Comments:

This is a numerical quantity over quality exercise and does not address the ability to speak Welsh in a useful manner, nor promote it's daily use in our communities

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Comments:

Unsure if this is local council or local education authority but generally as below for ministers. Additionally those involved in these roles should also be at a B2 level - to lead from the top and take an active interest rather than box ticking exercises

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Comments:

Within schools and colleges to have non Welsh lessons through the medium of Welsh only i.e discussions, story groups, forums, everyday topics that people/children can relate to rather than focusing on Welsh history or culture that many may not have any affinity with

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Neither agree nor disagree

Comments:

This may be of benefit to the education providers as a reference but should not be the sole focus. Setting targets and attempting to measure graduated improvement should be secondary to engaging people in social situations and enabling them to use their language in a fluent and comfortable manner.

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Neither agree nor disagree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Comments:

This is quite ambiguous

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Neither agree nor disagree

Comments:

This is quite ambiguous, it could be beneficial, but what is the minimum in this instance, who will determine this and how will it be implemented?

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Targets should be set for those involved in Welsh language education provision, not necessarily all staff as this may be counter productive with regard to cost, time, recruitment and maintaining staff positions. Everyone should be offered access to classes including pre recorded sessions for ease of access, however only certain positions and roles should be set specific ability levels. Reception staff, heads of department, those involved in multi curricular lessons and activities, administrative staff involved with the public, leadership staff, playground assistants, primary and nursery teaching staff as examples should have a social level of Welsh language to allow them to interact with children and adults in their chosen medium. Even this will be a slight hinderance to some job applicants, and additional work for those in existing roles, but all change requires effort and in the long term will benefit all.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

Provided that all local authorities are working towards the same goal and that there are equal standards between all locales then this would be beneficial. Unfortunately in many instances there are discrepancies between provision and implementation of in regard to other targets from area to area. I have seen this firsthand in both education and healthcare, and is very evident in neighbouring schools/ clinics in adjacent authorities. This is confusing for parents and creates inequality.

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree

Comments:

Yes provided that this is implemented rather than enforced, and done in a manner that students will find it useful rather than being un applicable to their daily lives and a burden on education time.

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

With regard to catchment areas, I don't see how this can equate to a minimum standard and allowing an equal provision across Wales. Clearly a different approach will be needed in different areas based on ethnic diversity, social ability and existing levels of Welsh language in the community. However as stated, discrepancies between different local authorities provision will give unfair and confusing messages to those between areas.

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Neither agree nor disagree

Comments:

As previously mentioned, there should be an emphasis on quality over quantity with the target being able to communicate comfortably, confidently and willingly, rather than being able to recite specific phrases or words that may have no use in their daily lives.

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

This is beyond my understanding of legislation.

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree

Comments:

As previously mentioned, but especially having access to pre recorded lessons for those who are unable to access live / in person sessions, with one to one in work reviews with an appointed fluent Welsh speaker who can informally assess their ability and suggest next steps.

The 'assessor' would need access to a simple online guide as to what expectations are to be met. For smaller organisations or who do not have an existing fluent Welsh speaker, a session could be arranged in the work place with someone from local education or council, again in an informal manner. Organisations need a reason to change and need to understand how this change would be beneficial to them, otherwise there will be no incentive to change.

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree

Comments:

provided that it is not simply meeting targets for targets sake.

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Disagree

Comments:

Only if it has been shown from preciously implemented plans that reports have a positive outcome - Evidence based practice

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Neither agree nor disagree

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree

Comments:

Depending on the category of 'carer' in this instance, but if for a young person in education then yes.

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

A reason why bi-linguality is applicable for differing groups, targeted benefits at an understandable level for the audience.

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree

Comments:

It should be accessible easily to all, in the form of in person, online, pre recorded, or app based education e.g Duolingo or similar

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree

Comments:

as above

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree

Comments:

Specialisation is always more efficient, and is a recognisable port of call.

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Neither agree nor disagree

Comments:

I am not familiar with the organisation

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Comments:

provided it is done in an effective manner with regard to the outcome of improving uptake and understanding, rather than meeting numerical targets.

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Neither agree nor disagree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

I do not know

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Unknown

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

By altering commercial culture, leisure and transport so that there is a clear separation from England with regard to society and culture which would make it obvious that Wales is different and still has its own identity

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

As above

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

None

Cynigion ar gyfer Bil Addysg Gymraeg

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Q1. Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno

Q2. Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Yn cytuno ar sail monitro gofalus a chynllunio'n strategol i wneud y defnydd orau o ddarpariaeth y Llywodraeth ond mae angen cynyddu'r nifer o lefydd sydd ar gael ar y cyrsiau sabothol er mwyn creu athrawon sy'n hyderus wrth ddefnyddio'r Gymraeg ac yn hyderus wrth ei haddysgu. Mae denu athrawon da i addysgu'r Gymraeg fel pwnc yn y sector cyfrwng Saesneg uwchradd yn broblem enfawr sydd angen i'r Llywodraeth fynd i'r afael a hi hefyd. Mae'n anodd i awdurdodau lleol weithio tuag at y deilliant yma heb ariannu datblygiad proffesiynol athrawon.

Q3. Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Sylwadau ategol

Mae angen i'r Llywodraeth gynyddu'r nifer o lefydd sydd ar gael ar y cyrsiau sabothol yn flynyddol. Mae'r cynllun sabothol yn creu athrawon sy'n hyderus wrth ddefnyddio'r Gymraeg ac yn hyderus wrth ei haddysgu. Mae angen i'r Llywodraeth i ystyried cynllun o'r fath i ddenu athrawon da i addysgu'r Gymraeg fel pwnc yn y sector cyfrwng Saesneg uwchradd.

Q4. Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwwm sgiliau Cymraeg?

Cytuno

Sylwadau ategol

Cytuno'n llwyr. Mae angen continwwm tebyg i sicrhau dealltwriaeth gyffredin o'r daith i ddysgu Cymraeg sy'n addas i bob oed. Bydd hwn yn gymorth mawr wrth gynllunio ar bob lefel.

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorieiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorieiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Sylwadau ategol

Mae angen i categori ieithyddol ysgol fod yn glir ac yn dryloyw i bob rhanddeiliad.

Q6. Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno

Q7. Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

Cytunaf yn gryf bod angen cynnwys isafswm o ran amser yn enwedig ar gyfer ysgolion cyfrwng Saesneg. Dydy datblygu'r Gymraeg ddim yn mynd i fod yn flaenoriaeth i'r rhan fwyaf o'r ysgolion yma os na osodir nod pendant gan y Llywodraeth. Roedd diffyg statws gan y Llywodraeth ar hyd y blynyddoedd i'r Gymraeg fel 'ail-iaith' wedi creu'r meddylfryd sydd gan ysgolion cyfrwng Saesneg. Er enghraifft roedd angen adrodd lefel ar gyfer Cymraeg fel ail-iaith ar ddiwedd cyfnod ond doedd hyn ddim yn cyfrif tuag at y dangosydd sgiliau craidd ac felly roedd ysgolion yn diystyru ei bwysigrwydd. Mae angen i'r Llywodraeth fod yn glir ac yn gadarn o ran disgwyliadau er mwyn gwella'r sefyllfa mewn ysgolion cyfrwng Saesneg ond hefyd mewn ysgolion cyfrwng Cymraeg lle benderfynir dysgu pynciau drwy gyfrwng y Saesneg er mwyn 'hwylustod'.

Q8. Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol Cytuno yn enwedig a phwynt 53.

Q9. Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno

Comments:

Mae angen i ysgolion cyfrwng Cymraeg sicrhau eu bod yn addysgu'r mwyafrif helaeth o'u pynciau drwy gyfrwng y Gymraeg er mwyn creu siaradwyr hyderus. Mae'n hanfodol bwysig hefyd bod ysgolion cyfrwng Saesneg yn cynyddu eu darpariaeth i greu siaradwyr sy'n medru defnyddio'r iaith ac nid creu dysgwyr sy'n nodi "I wish I learnt Welsh when I was in school" ychydig o flynyddoedd ar ol gadael addysg.

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Sylwadau ategol

Bydd gofyn i ysgolion i ddatgan sut maent yn mynd i gynyddu eu darpariaeth drwy ysgrifennu cynllun sy'n cynnwys pa wersi yr ymrwymir y byddent yn cael eu cynnal drwy gyfrwng y Gymraeg ac amllder y gwersi, eto yn sicrhau bod ysgolion yn ymrwymo i ddatblygu'r iaith ac yn dangos statws yr iaith wrth y Llywodraeth.

Q11. Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno

Sylwadau ategol

Dylai hyn fod yn ddyletswydd ar ymgynghorwyr gwella ac Estyn.

Q12. Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

Mae angen i bob awdurdod lleol i sicrhau cynlluniau clir i ddangos galw yn yr ardaloedd hynny.

Q13. Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno

Q14. Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno

Q15. Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Anghytuno

Sylwadau ategol

Yn eu ffurf presennol, dydy'r deilliannau ddim yn amlygu pwysigrwydd rol ysgolion cyfrwng Saesneg wrth greu siaradwyr. Dylai hwn fod yn ddeiliant ychwanegol er mwyn amlygu eu pwysigrwydd a'u rôl wrth greu siaradwyr.

Q16. Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Ddim yn cytuno nac yn anghytuno

Q17. Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno

Sylwadau ategol

Bydd hyn y sicrhau gweledigaeth uchelgeisiol a phwrpasol.

Q18. Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Ddim yn cytuno nac yn anghytuno

Q19. Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynigion i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno

Sylwadau ategol

Cytuno, mae angen i'r cynllunio yma fod yn strategol ond eto er mwyn gwneud hyn yn effeithiol mae angen i'r Llywodraeth i gynyddu capasiti'r cynllun sabothol er mwyn datblygu hyder athrawon. Er bod cyrsiau ar gael gyda'r nos gan y Ganolfan, mae hi'n anheg disgwyl i athrawon i gwblhau cyrsiau tu allan i'w oriau gwaith.

Q20. Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno

Q21. Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno

Q22. Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Ddim yn cytuno nac yn anghytuno

Q23. Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Mae angen i'r Llywodraeth i gynorthwyo ar lefel uwch er mwyn rhannu arfer dda o sut i wneud hyn yn effeithiol a chreu a rhannu deunyddiau y gall awdurdodau lleol eu rhannu gyda rhieni a gofalwyr.

Q24. Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol Hyrwyddo addysg cyfrwng Cymraeg ar lefel cenedlaethol.

Q25. Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno

Q26. Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno

Sylwadau ategol

Mae darpariaeth trochi yn effeithiol ac yn agor y drws i addysg cyfrwng Cymraeg i blant a rhieni.

Q27. Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Anghytuno

Sylwadau ategol

Anghytuno. Mae arbenigwyr o fewn y maes ar hyd a lled Cymru gan gynnwys athrawon lu sydd wedi llwyddo a serennu ar gyrsiau sabothol ac sy'n gwneud gwaith arbennig wrth ddatblygu'r Gymraeg. Yr hyn sydd wedi mynd ar goll ar ol dyddiau CBAC a chynadleddau cenedlaethol yw platfform a rhwydweithiau cenedlaethol er mwyn rhannu arfer da ac adnoddau cyfredol gan arbenigwyr. Byddai creu sefydliad ar holl weithdrefnau sydd ynghlwm a hynny'n gam yn ol mewn cyfnod pwysig yn hytrach na chanolbwyntio ar wneud defnydd o weithlu o arbenigwyr parod.

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Anghytuno

Sylwadau ategol

Anghytuno'n gryf. Does gan y Ganolfan Ddysgu Cymraeg Cenedlaethol ddim yr arbenigedd wrth weithio er enghraifft gyda'r sector addysg. Byddai tynnu cefnogaeth arbenigol o awdurdodau lleol yn gam yn ol wrth

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

ystyried pwysigrwydd sicrhau bod y Gymraeg yn swm y sgwrs yng ngweithgarwch ar draws y sector yn yr awdurdod. Byddai cynllun cenedlaethol sy'n nodi patrymau ieithyddol a ddylid addysgu ar hyd y continwmm yn sicr yn ddefnyddiol ac yn sail gref. Byddai creu rhwydweithiau ac ail ddechrau cynadleddau cenedlaethol ar gyfer arbenigwyr y maes caffael iaith o fewn y sector addysg, ymarferwyr y cyrsiau sabothol, pencampwyr iaith o fewn ysgolion ac ati yn gam llawer mwy bras ymlaen.

Q29. Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Q30. Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Ddim yn cytuno nac yn anghytuno

Q31. Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

No Response

Q32. Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Q33. Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Cwestiynau gorfodol

Q34. Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol

Mae'n hynod o bwysig bod y Gymraeg yn cael statws yn enwedig mewn ysgolion cyfrwng Saesneg.

Q35. Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Sylwadau ategol

Mae rhaglenni megis y Siarter Iaith wedi profi'n effeithiol tu hwnt wrth gynyddu hyder a mwynhad dysgwyr i ddefnyddio'r iaith. Mae angen sicrhau bod cynlluniau o'r fath yn parhau i gael eu hariannu. Mae cynnig cyfleoedd i bobl oed i fwynhau'r iaith yn hollbwysig.

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Comments:

Local authorities should ensure all communications are available in a B2 compatible format

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree

Comments:

There needs to be a clear continuum from Welsh and English medium schools, through higher education into adult learning, using a common approach and standard, age adjusted as necessary for content.

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Neither agree nor disagree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

All schools in Wales should be required to teach Welsh to a prescribed minimum level to ensure all those educated in Wales have at least the basis of the Welsh language, and can chose to extend this later if they desire. Any bilingual education is beneficial for pupils, in terms of language ability, and understanding cultural diversity.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

I would support some external oversight in categorising schools

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

They seem reasonable

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

They should look at current local provision to ensure equity of availability Welsh and English medium education, recognising that whilst all schools being fully Welsh language may be an aspiration for the future, at present, there are areas where English predominates, so a change to Welsh must be gradual.

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree

Comments:

I agree, although "more" is a loose term.

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

No Response

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Any additional cost should be met centrally. Consideration should be given to offering a financial incentive to schools promoting Welsh language education above a set standard.

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Neither agree nor disagree

Comments:

I think there needs to be central co-ordination to ensure consistency of language, but not centralisation of provision. I have used Dysgu Cymraeg, which offers a useful "new standard Welsh" , but also with DuoLingo, GoLingo, Say Something in Welsh, several websites and local clubs. Each has their strengths and weaknesses - so long as they can refer back to a common standard, perhaps set by Cymdeithas Yr Iaith, then all approaches are to be encouraged. Indeed, without the informal "drop in" nature of DuoLingo and the DuoLingo Classes I would never have had the confidence to sign up for Dysgu Cymraeg.

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Disagree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Comments:

The National Centre is a provider - providers should not set or monitor standards.

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

I can foresee only benefits - bilingualism is to be encouraged at an early age as this promotes language ability later on. England is notorious, sometimes unfairly, for not promoting language education, with the "shout louder" approach to foreign languages predominating in popular culture.

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

No comments

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

There has been no mention of Welsh language provision in England - we share a land border, unlike with France, so I believe Welsh should be promoted as a choice in English schools.

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Disagree

Comments:

It could lead to mistakes being made within communities which could ostracise others in a frantic chance to try and reach the target. By having it as a simple well known target without it becoming a bill, it is still an effective tool to encourage the number of Welsh speakers to grow. Legislation could lead to resistance. Many children do not like speaking Welsh in school, even in Welsh medium schools - why hasn't this been explored more?

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Neither agree nor disagree

Comments:

My agreement is linked to making everything that's possible bilingual, but again to make sure people aren't forced. This could lead to difficulties as not everyone feels the need to speak Welsh, despite it being an incredible part of Cymru.

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Comments:

I believe that if you are to suggest a movement or idea, then you must model it if you are a part of the government. Although I believe everyone should hold themselves responsible for learning Welsh, it should be encouraged by those in government.

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree

Comments:

Anything the government suggests should be open to the public and to be declared.

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Disagree

Comments:

Although the linguistic impact could be wonderful for Cymraeg, I would like to ask people to consider how this can affect funding in schools. Will this mean more money goes to the schools which are seemed to be more 'deserving' of it as they have more Cymraeg in their midst. It could be a foolish way to categorise children, by making them seem less intelligent, put more pressure on the already exhausted teachers.

I think the money would be better spent in researching why children and young people do not enjoy their Welsh classes. It seems like that is where change is needed. They already seem to dislike being forced to speak Welsh, but how can we change that? If you add more regulations, could that further push them away?

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree

Comments:

It is important for all parties to be informed. That includes the general public.

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

There are fundamental issues on the pressures that teachers face, and I would be worried for the impact on their mental and physical wellbeing if they were forced to further train. You could lose many, many teachers. f you have the money and wellbeing support to offer them, then yes. But I don't foresee you having enough money to give them a raise.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

As mentioned above, if this isn't done carefully, it could cause major issues and separation within communities. A hierarchy could be created and would be detrimental to children who wouldn't feel welcomed or supported due to them being in 'all English schools'.

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree

Comments:

OVER TIME is the key aspect here. Rwy'n caru'r Gymraeg and would love to see more people speaking, especially within schools, but it would mean changing the tactics in Welsh provision. You need to find the root cause before just forcing them to do more. Yes it could tackle poverty if they could get more jobs, but whose to say that the children are going to even respond to this in the first place?

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

No. 60 outlines things I have said before- have you thought about the impact and pressure this will have on already strained schools? It doesn't seem feasible in this age of teaching and could make a lot of teachers leave.

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Neither agree nor disagree

Comments:

Again, I think the impact on teachers needs to be evaluated first. My first answer would be no if there aren't more wellbeing resources outlined for them.

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

I love this idea. It puts it back into the people's hands and can be dealt with by the community that is already there.

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree

Comments:

To put the duty on anyone else without the resources that Welsh Ministers have would be unethical. But it is important to note that teachers and young people across Cymru must be consulted and worked WITH.

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Neither agree nor disagree

Comments:

It's a great idea, but again, are you ostracising amazing teachers on their level of Welsh speaking. What if they do not want to learn Welsh? Do they not get the right to continue teaching otherwise? We could lose many of them and put immense pressure on others.

If you were to do this, then feasible courses need to be given, ones catered to teachers and their workload.

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Comments:

All but outcome 7. Again, teachers need to be given priority in their workload and mental health.

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree

Comments:

I think that reviewing should always be encouraged to increase accountability, but also to see if it's working and it's impact on communities.

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Neither agree nor disagree

Comments:

Not imposed. As I've said before, imposing causes retaliation which can lead to those resenting the language.

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree

Comments:

External voices are a great way to be accountable.

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Neither agree nor disagree

Comments:

If they are going to hire based on Welsh language level, then there needs to be training courses WITHIN THE JOB offered to avoid bias and ostracisation.

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree

Comments:

All evidence of success or failure should be open for anyone to read.

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Disagree

Comments:

I've seen the impact that an Estyn has on a teacher workforce. They're exhausted, have low morale and are severely effected by its gravitas. To have the possibility of a guerilla Estyn would be unfair to expect of teachers.

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree

Comments:

WORK WITH THE GENERAL PUBLIC - regularly feedback on hiring opportunities, feelings on the implementation and how people are adjusting to it. If it is indeed going to happen, and more people are going to have to learn/speak Cymraeg, then it needs to be reviewed regularly.

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree

Comments:

This is the key area. To link with parents and to ease their worries. In my experience, parents/carers who cannot speak Welsh fear they cannot help their children in school. How do you combat that? Local authorities could have a wonderful impact on that.

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Money- always.

Investing in the arts- Welsh language music is THRIVING at the moment. Again, in my experience, it is why many people start/go back to speaking Cymraeg. Create courses which teach children and young people of the amazing rich history in Wales, not just World War II and the kings of Britain.

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree

Comments:

Again, if you're going to implement it, then it's your job to see it through.

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree

Comments:

ONLY if the learners want it.

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Disagree

Comments:

Should be spread out between a few to a: encourage accountability, b: encourage diversity and c: ensure there's no bias from just one body.

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Neither agree nor disagree

Comments:

You need new ideas, new minds and an intersectional view. If NCLW can provide that, then yes they should, but possible consider partnering with other organisations which account for asylum seekers, global majority Welsh etc.

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Comments:

If you're going to suggest it, then you must guarantee it.

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Neither agree nor disagree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

Unsure.

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Teachers - As said previously, their mental health in this sudden shift has not been taken into account.
Parents/carers - how are they going to be assured that their children have enough support within school if they cannot speak Welsh themselves?
Those moving to Wales- what support is there for them if they don't speak any Welsh?
Intersectionality- does this encourage an intersectional Wales?

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

unsure.

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

If done well, it could have an incredibly positive effect on the number of Welsh language speakers. It could mean an increase in language but also community. More people feeling like they can attend the Eisteddfod, understand a part of Welsh culture that's lost with the language etc.

However, if done brashly and without all areas considered, it could have a detrimental effect on educational establishments which are already under pressure. Further more, it could alienate some children and hinder their learning experiences. Worst case scenario, it could cause many to despise the language, which unfortunately, I have seen first hand.

To combat this I would ask you to consider the wellbeing aspect of all parties. What funding and safeguarding would you have in place. What support would be offered to those really struggling with the language. How will you ensure that a fully English speaking school gets the same opportunities as Welsh ones. Coming from Llanelli, I have seen a lot of funding go to certain schools because of their Welsh language sections. That is unfair to students of other schools. Labelling them as 'English' or 'Welsh' schools linguistically could also have harmful consequences and cause separation and imply 'other' status.

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Invest in the arts, not just in language learning. People who love Welsh language art, poetry, music are more likely to want to learn the language. It is the same for children and young people. Please start researching in these areas.

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Teacher wellbeing.
Intersectional community spaces.
Considering the impact of 'forcing' children to speak more Welsh - could it have the opposite effect.

Although I seem cynical about this, I love Cymraeg and would love to see it spoken more. I believe that something 'like' this proposal could be amazing for Wales, but I worry about its impact and whether it would create more division, elitism and increase the class gap that's already huge in Wales.

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

No Response

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

No Response

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

No Response

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

No Response

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

No Response

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Disagree

Comments:

As a Welsh learner, I have found the National Centre to be very disorganised and the online methods they use aren't very good.

I have got a lot of value out of Duolingo and there seems to be a much larger online community around Duolingo than the National Centre.

The people I have encountered in the National Centre seem to have little to no involvement with Duolingo, even those who have been formally asked to be involved with Duolingo. I get the impression that the National Centre's methods and experience of technology might be quite dated.

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

n/a

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

n/a

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

n/a

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Welsh needs to be used for activities outside of formal lessons. Any extra time/uses reinforces transactional value of the language. Lesson time is also important.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

No Response

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

No Response

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Neither agree nor disagree

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Needs to be proactive, to push through change.

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree

Comments:
Very much so

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree

Comments:

Very important. There needs to be reinforcement and support from home.

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

No Response

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree

Comments:

There's no age limit to language acquisition.

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Disagree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Acquisition of another language needs to be seen as a positive thing. Beyond the acquisition of Welsh

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Bilingualism needs to be positively promoted in UK. Too often seen as a handicap.

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

No

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Disagree

Comments:

As part of the independent Pupils 2 Parliament project, we put this question to 30 primary school children aged 10 to 11, in an English-medium school in Wales, located near to the border with England. They voted, on balance, against the proposal, by 13 votes to 10 (with 7 abstentions).

Their comments on the issue were mixed. Some thought people shouldn't be pushed in any way to learn or speak Welsh if they don't want to; "what if people don't want to speak Welsh". Others thought the target unnecessary and inappropriate for a government target; "Welsh isn't a well known language aside from people in Wales, so risky for government". Some saw Welsh as particularly difficult to learn afresh; "tricky spellings", "particularly tricky when you're young". Others saw learning a new language as difficult for children of primary school age, but more suited to being a new language subject alongside other languages: "leave learning Welsh until teenage years". Learning Welsh as a second language would be a problem for children who find languages difficult - you "may be not good at languages".

Some pupils spoke of potential difficulties for both children and teachers if more Welsh is required in schools. They saw a risk of unfairness because new learners of Welsh in a class would be at an immediate disadvantage compared with natural Welsh speakers; "you may struggle in Welsh if in a class of good Welsh speakers". You could end up feeling left out. Another asked (entirely spontaneously) "would they pay teachers more to teach in Welsh? It could result in strike action".

Increased expectations to learn Welsh were seen by many of the pupils as problematic "if you come from an English school to a Welsh school". One view was that "English people living in Wales won't want to learn Welsh". Some were particularly concerned about pupils arriving from other countries where they spoke neither Welsh nor English; "they would have to learn two languages, English and Welsh".

In support of the White Paper proposal, some did see more people learning Welsh as a good thing. One reason for more people learning the language was to spread knowledge and culture of Wales; "might spread the language, therefore making Wales more well known".

Some pupils supported the principle of increasing the learning and use of Welsh, but not the setting of a time limit. They saw a time limit, with targets and inspections of schools and councils to check that they were getting more people speaking Welsh in the meantime, as a source of pressure on school children. They preferred to keep the goal of increasing the use of Welsh, but without those pressures; "keep it as a goal but without setting a time limit".

Some wanted the risk of compulsion to learn Welsh to meet a national target to be removed, by giving all children in Wales the choice after trying it, of whether or not to carry on learning Welsh; "give people a chance to do it, but (then) if they don't want to do it they don't have to do it any longer". Carrying on learning Welsh "should be voluntary".

Many pupils preferred an encouragement rather than law-based, approach to the Welsh language; "encourage school pupils to learn Welsh", "learn Welsh in a Welsh speaking club at school" (an approach the pupils were familiar with) - have a "learn to speak Welsh club".

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Comments:

We summarised the level B2 targets to the children as requiring 14 skills: understand what other people say in Welsh, talk with other people in Welsh, be OK if your teachers are using Welsh to teach you another subject, understand stuff in Welsh on the TV or in videos, be able to use the internet in Welsh, read stuff written in Welsh, explain what you think in Welsh, take part in a discussion if everybody is speaking Welsh, write stuff in Welsh, write a story in Welsh, do your written work in Welsh, translate from Welsh into English, translate from English into Welsh, and explain what you mean in Welsh if you can't think of the right word. We said the topics being spoken or written about would be the sorts of things their age group would be saying, listening to, reading or writing, and that the goal would be for people to be able to do those 14 things by the time they left secondary school. For context, 16 of the children said they would be able at the moment to hold a conversation with somebody in Welsh, and 13 said they probably or definitely would not be able to do that.

Based on that description of level B2, 18 of the children thought that children of the future should NOT be expected to reach level B2 by the time they leave school, and 7 thought they should be. (The remaining children said they were not sure about this).

Importantly however, the children advocated a lower target for the expansion of use of Welsh among the population. This was summed up by the pupil who said "maybe by 2050 it shouldn't be fluent Welsh, but more basic".

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Comments:

Further to the children's vote on whether the aim should be level B2 by 2050, we asked the pupils how they thought the Welsh Government should get more people speaking Welsh. We asked the children to choose between three options: having more schools that do everything in the Welsh language, teaching more Welsh in schools that mostly speak English, or more teaching of other subjects in Welsh in those schools.

The option chosen most frequently was to teach more Welsh in schools that mostly speak English (12 of 29 children answering this question chose this option). That was closely followed by more teaching of other subjects in Welsh in those schools, chosen by 11 children. The option of having more all Welsh medium schools had least support, with 7 votes.

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

No Response

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

No Response

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

No Response

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

The children opposed a statutory target and timescale, and were doubtful about setting so high a statutory competence target as level B2. They were also worried about a very long and great time commitment to reaching a high level of competence in Welsh among school pupils: "it would take a long time", although "time is being allowed".

One pupil summed up their overall view; "every Welsh school should teach basic Welsh - and should have a club to teach more".

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

No Response

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Disagree

Comments:

Further to the children's vote on whether the aim should be level B2 by 2050, we asked the pupils how they thought the Welsh Government should get more people speaking Welsh. We asked the children to choose between three options: having more schools that do everything in the Welsh language, teaching more Welsh in schools that mostly speak English, or more teaching of other subjects in Welsh in those schools.

The option chosen most frequently was to teach more Welsh in schools that mostly speak English (12 of 29 children answering this question chose this option). That was closely followed by more teaching of other subjects in Welsh in those schools, chosen by 11 children. The option of having more all Welsh medium schools had least support, with 7 votes.

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

We asked the children whether they agreed that every school should plan how it is going to reach more Welsh, that Councils should check that schools are doing what they have planned, and that School Inspectors should check on how schools are doing in teaching more Welsh when they do their inspections.

24 children voted on this. The majority did not agree with these proposals: 15 voted against them, as against 9 voting for them.

Again, the children's view was that the best way to increase Welsh language provision in schools is to require every non-Welsh-medium school to establish a voluntary Welsh learning club, to establish other

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Welsh activities outside mainstream classroom teaching, and to encourage children to participate in these.

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Disagree

Comments:

The children's response on question 10 above supports a disagreement with the proposals for monitoring.

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

26 out of 29 children voted against all completely new schools in Wales being designated as Welsh speaking rather than English speaking, other than where there is good reason to designate them otherwise. None of the children voted in favour of the presumption of new schools being Welsh-medium (3 children abstained).

On deciding whether a new school is to be a Welsh medium school, pupils reiterated their preference for schools to encourage learning Welsh outside the classroom, by Welsh Clubs and activities in Welsh, rather than having more Welsh-medium schools.

They saw designation of any school as a Welsh medium school as being based on the number of children in the area who are already Welsh speaking, and as a general rule they advocated new schools being designated the same way as the nearest other school unless there is a significantly different proportion of Welsh speakers in the new school's locality. There was concern that if there is not a high proportion of Welsh speakers in the locality, designation as Welsh-medium would make it "hard for (English speaking) people to adjust".

In short, the children saw designation of a school as Welsh-medium as a means of sustaining the use of Welsh where it is already spoken widely, but not as a good way of increasing the proportion of the population speaking Welsh.

Importantly, there was a view that for existing, rather than new, schools, and there is a choice of schools locally, designation as a Welsh speaking school "should be the school's choice".

Overall, the children were opposed to the expectation that more schools should over time become Welsh speaking schools, with special units to teach Welsh fast to children who arrive without being able to speak Welsh. As before, their preference was to encourage learning Welsh through extra-curricular activities and school Welsh Clubs.

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

No Response

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

No Response

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

No Response

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

No Response

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

No Response

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

No Response

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

No Response

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

No Response

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

No Response

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

No Response

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

No Response

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

No Response

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

No Response

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Neither agree nor disagree

Comments:

The children were concerned about the idea of rapid immersion - they saw learning a language as naturally a slow process, especially if a high level of competence (such as B2) is expected as an outcome.

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

No Response

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

No Response

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

No Response

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

The children saw risks from setting a statutory timescale and a high target of competence in Welsh (level B2), and saw these as counterproductive. Their overall view was that the interests of encouraging the use of Welsh would be better served by a voluntary scheme in all schools, comprising clubs for learning Welsh, and out of class activities in the medium of Welsh, and setting a lower level of required competence. As one pupil put it - "I agree, but they could learn at a lower level".

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

By encouragement and increased opportunities to learn and use Welsh in all schools, rather than a target-related statutory scheme.

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

The children's key issues are reported in response to the relevant questions above. They supported increased learning and use of Welsh, but opposed targets, high expectations of competence for all, and the element of pressure they saw as following from a statutory scheme to achieve this. They spoke very positively about their own school's use of Welsh activities as a good way forward for the Welsh language in an English medium school.

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Disagree

Comments:

The target is too ambitious - the latest Census results have shown it is not achievable.

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Neither agree nor disagree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Disagree

Comments:

This sounds like it could very well be a race to the bottom - schools ranked by amount of Welsh will send schools in deprived areas and/or with high EAL and/or high ALN to the bottom of the rankings, risking further division and unfairness.

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Schools already do a lot of Welsh. They cannot do anymore within the curriculum so something will have to go in order for more Welsh to be included. This could be very damaging to children who will have to miss out - mostly likely on the arts, creativity, physical ed, MFL, wellbeing - in order to be forced into more Welsh. Schools already do so much Welsh - it's not fair to try to force more onto them and the children, especially as most teachers in the English medium sector cannot speak Welsh themselves and therefore the standard of the Welsh they are teaching is very low.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

This sounds dangerous and a potential race to the bottom - what about schools in deprived areas, those with high EAL and/or high ALN. Even despite this, it sounds like a very bad idea where great schools with less Welsh will be ranked lower than rubbish schools with a high amount of Welsh. Can you see the problem here? Teaching standards, affinity with children, innovation, creativity, leadership, etc will all be sidelined in favour of having more teachers than can speak Welsh. Standards will drop if this goes ahead.

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Disagree

Comments:

No. There is a Welsh medium sector available to all who want it. Parents have a choice. The English medium sector cannot increase its Welsh provision as not enough teachers in the sector speak Welsh in order to increase the provision over time. Recruiting more Welsh speaking teachers who have the same standards, ability, experience and enthusiasm as the current non-Welsh speaking teachers is just not possible as the pool is just too small.

It is also not just discriminatory, it is a recipe for lowering standards right across the board for all our children. In the English medium sector, Welsh is already a big part of the provision and schools do as much as they can, despite it being a bit of a waste of time when the teachers don't speak Welsh themselves and so are basically teaching and modelling a very low standard of Welsh to the children. This is damaging and is resulting in lower literacy and numeracy levels across the board. This is not just a shame it's criminal. If schools are forced to increase their Welsh provision then it will put them into a crisis. Please do not underestimate the damage that is being done to English literacy levels by constantly modelling poor Welsh-English mish-mash to the children instead of them ever hearing correctly spoken English. Every sentence is interspersed with random Welsh words and phrases to carry out the duty to use "incidental Welsh". This is damaging children's progress. It will be disastrous to add more Welsh into the mix. By your own recognition there are less Welsh speakers in Wales now than 10 yrs ago, so where will you get the Welsh speaking teachers from to increase the Welsh in the English medium sector? They don't exist. Existing teachers will leave in their droves. New teachers will have to be recruited based on their Welshness and nothing else. Everyone knows the standards in Welsh medium primary schools in South Wales are not what they should be. Practice is old fashioned, and out of date discipline is used. Formal instruction prevails over play-based learning. ALN children are left behind. They get away with terrible standards because they are doing it in Welsh and they cannot recruit a better class of teacher as there are not enough around who can speak Welsh. To now plan to deliberately increase this and compound all these issues is not fair on our children's futures.

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Disagree with it wholeheartedly.

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Disagree

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

It needs to be based on parental choice.

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Disagree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Disagree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Disagree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Disagree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Disagree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Disagree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Disagree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Disagree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Disagree

Comments:

Really bad idea to inspect on this - shows a lack of understanding of schools tbh - very bad idea

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Comments:

Yes - let LAs decide based on need in their area, not based on central WG ideals

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Disagree

Comments:

Absolutely not As above - this will risk promoting poor schools with low standards and out-date practices to parents over fabulous schools which are much better suited to their child. It's a very, very, bad idea. It makes me very upset to think of all the wonderful teachers I know whose schools will be the further down the rankings because they aren't Welsh-medium, whilst Welsh schools barely doing anything will be promoted higher and therefore get all the 'best kids' going there - again causing division and discrimination - like I've said it's a race to the bottom for the deprived area schools and those with high EAL and ALN. many people round here are saying the same - this is a very worrying proposal.

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

See - another question where you have clearly already decided the outcome! Q23 - should we promote Welsh schools over English? My response is no. Q24 - How should we go about supporting LAs to promote Welsh over English? This doesn't feel like a real consultation at all now - it sounds like you have already decided and blow the consequences for our children and young people.

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Disagree

Comments:

How will they do this? Here in Swansea no one can speak Welsh. How will they promote late immersion? You NEVER hear Welsh spoken anywhere. How is anyone supposed to pick it up? You are just going to put off anyone from moving into Wales with all their skills and abilities left over the border in England. We will shrink to nothing if we can't recruit from outside of Wales, and we won't be able to recruit anyone if they need to speak Welsh to live here.

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Disagree

Comments:

Again - how would this work? As I said above, you are just going to put off anyone from moving into Wales with all their skills and abilities left over the border in England. We will shrink to nothing if we can't recruit from outside of Wales. We won't be able to recruit anyone if their children need to be able to speak Welsh to be educated here. It's not like they can pick it up like you can when you move your family to France - or indeed to any other country where people speak the language - you just never hear Welsh spoken around here and TV is in English, social media is in English, films, media, the internet - it's all in English - there's no late immersion programme that could bring non Welsh speakers up to speed, so we will all miss out when they just don't come here, And we are talking here about doctors, nurses, businesses - people with so many skills to give us who won't choose to come.

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Neither agree nor disagree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Neither agree nor disagree

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Disagree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Welsh will be treated more favourably than English which is wrong, it is damaging, insular and a very scary thought for those of us here in Wales who do not speak the language - 80% of residents at the last count.

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

It is just a terrible idea to increase Welsh in schools anymore than currently (which is already way too much and still has no effect - you evidently cannot force people to speak a language that has no relevance to them) - please drop the proposals before it's too late.

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Please will you look into how Welsh is implemented in the English medium sector before going any further with these damaging plans. As a parent and teacher in the E-M sector it feels like the decisions are always made based on the Welsh sector with little or no knowledge or input from the E-M sector. As teachers in the English sector don't speak Welsh they just CAN'T teach bilingually and CAN'T increase their Welsh provision. You saying they have to do this doesn't increase their skills. We can't speak Welsh. As much as some of us might want to be able to, we can't. So we just cannot teach through it and therefore our attempts to do just damage the quality of our teaching. Please look into this properly in the English sector before going any further. Start with an anonymous no-blame survey of English-medium teachers - you will be shocked at what you find out, but you will also learn what can and cannot be done and can then revise your plans accordingly before even more damage is done.

Cynigion ar gyfer Bil Addysg Gymraeg

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Q1. Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno

Sylwadau ategol

Mae'r targed o Miliwn o Siaradwyr erbyn 2050 yn arf da pryd ydym yn ceisio dylanwadu ar strategaeth a pholisi lleol. Mae'n bwysig bod na cynllunio bwriadus o sut gallwn cyflawni'r targed ar bob cam o'r ffordd, o'r crud i'r bedd.

Q2. Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Sylwadau ategol

Mae angen cynlluniau lleol, rhanbarthol a chenedlaethol er mwyn cyrraedd y nod yma. Mae ysgogiad i awdurdodau lleol trwy cydymffurfriad gydag ardaloedd eraill yn bwerus.

Q3. Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Sylwadau ategol

Heb ymrwymiad gan Weinidogion bydd dim ysgogiad i awdurdodau lleol cymryd y deilliant o ddifrif.

Q4. Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwrm sgiliau Cymraeg?

Cytuno

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorïddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno

Q6. Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno

Q6. Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Sylwadau ategol

Mae'n bwysig bod y Llywodraeth ac Awdurdodau Lleol yn sicrhau bod rhieni yn deall y categorïau. Dim ond trwy codi ymwybyddiaeth mewn cymunedau gallwn sicrhau bod rhieni yn deall beth yw manteision y categorïau gwahanol.

Q7. Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

Mae isafswm o ran amser a ddarperir yn Gymraeg yn syniad da os oes na monitro effeithiol. Mae'n amlwg taw'r effaith ieithyddol ar y disgyblion yw'r peth pwysig fan hyn. Felly mae angen ymchwilio a monitro yr oriau dysgu a'r effaith ieithyddol mae cyswllt gyda'r oriau yna yn cael.

Q8. Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol

Cytuno gyda'r angen i osod llinyn atebolrwydd clir o ran y Weinidogion, Awdurdodau Lleol ac ysgolion. Mae angen i'r categori bod yn eglur ac yn dealladwy i rieni a gofawyr, ysgolion ac Awdurdodau Lleol.

Q9. Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno

Comments:

Dylai pob ysgol cynllunio'n fanwl sut gallent cynyddu capasiti dysgu trwy'r Gymraeg a monitro hyn yn effeithiol.

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Sylwadau ategol

Mae'n bwysig bod Awdurdodau Lleol gyda chanran llai o siardwyr Cymraeg ddim yn defnyddio hynny fel esgus i beidio cynllunio ar gyfer y dyfodol. Mae ardaloedd y de ddwyrain mewn peryg o dioddef o ddiffyg ymwybyddiaeth Awdurdodau Lleol o fanteision Addysg Gymraeg a'r rol sydd ganddynt i sicrhau cyflawniad ein nod genedlaethol o gyrraedd miliwn o Siardwyr Cymraeg erbyn 2050. Mae gennym poblogaeth dwys yn y de ddwyrain, dyma ble mae'r cyfleoedd gennym i gynyddu niferoedd o siardwyr. Mae gormod o bwyslais ar ddarpariaeth yn y gadarnleoedd tra bod poblogaeth y de ddwyrain yn colli mas trwy diffyg uchelgais Awdurdodau Lleol anwybodus.

Q11. Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno

Q11. Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Sylwadau ategol

Heb monitro cadarn ni fydd unrhyw ysgogiad i ysgolion ac Awdurdodau lleol.

Q12. Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

Os ydym o ddifrif am gynyddu niferoedd y siaradwyr Cymraeg mae angen i bob ysgol newydd yng Nghymru bod yn ysgol Cymraeg ei hiaith os nag oes unrhyw gwrthwynebiad rhesymol. Does gennym ddim hawl i beidio rhoi mynediad at y Gymraeg i unrhyw blentyn yng Nghymru.

Q13. Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno

Sylwadau ategol

Mae wir angen gosod cyfeiriad i'r cynlluniau lleol.

Q14. Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno

Sylwadau ategol

Mae'n bwysig cofio bod angen i Siaradwyr Newydd defnyddio'u iaith yn y gymuned trwy fynychu gweithgareddau cymunedol. Mae pob Siaradwr Newydd yn elwa o fod yn rhan o rwydweithiau o siaradwyr lleol yn eu cymunedau.

Q15. Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Anghytuno

Sylwadau ategol

Dylid ychwanegu deilliant:

Mwy o gyfleoedd i ddysgwyr defnyddio'r Gymraeg mewn cyd destunau gwahanol tu fas i'r dosbarth a'r ysgol.

Mae gwaith llawer o bartneriaid Cymraeg sy'n gweithredu'n cymunedol ddim yn cael ei ystyried fel rhan gwerthfawr o'r CSCA ar hyn o bryd. Mae gwaith y Mentrau Iaith fel enghraifft yn gallu cael ei eithrio o'r broses o gasglu data, cofnodi cynnydd a dilyniant yn ein cymunedau, a chofnodi gweithredu cymunedol gwerthfawr.

Q16. Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno

Sylwadau ategol

Pwysig iawn bod hwn yn digwydd.

Q17. Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno

Q18. Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno

Q19. Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynnig i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno

Q20. Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynnig ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno

Q21. Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno

Q22. Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Sylwadau ategol

Am rhy hir, rydym wedi bod mewn sefyllfa ble mae rhaid i ni dylanwadu ar Cynghorau Sir i weithredu cynlluniau. Er bod Awdurdod lleol weithiau yn gallu adrodd nol ar Cynlluniau Gweithredu mewn ffordd cadarnhaol, efallai cewch safbwynt wahanol i ba mor effeithiol yw'r gweithrediad gan bartneriaid lleol.

Q22. Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Mae'n bwysig bod partneriaid y Fforymau Addysg Gymraeg yn cael cyfle i drafod cynnydd a gweithrediad gyda Weinidogion y Llywodraeth.

Q23. Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno

Sylwadau ategol

Mae gwaith Pencampwr Mewn Addysg Gymraeg rhanbarth y De Ddwyrain yn enghraiff da o sut gallwn cydweithredu i gyflawni hyn.

Q24. Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Dylai Weinidogion Cymru sicrhau bod rhieni a gofalwyr yn ymwybodol am deilliannau ieithyddol disgwyledig o ran Saesneg hefyd. Mae llawer o rieni a gofalwyr dan yr argraff bod iaith cyntaf, sef Saesneg y plant yn mynd i ddioddef o ganlyniad Addysg Gymraeg.

Q25. Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno

Q26. Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno

Q27. Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Mae'n bwysig nodi bod yna sawl ffordd i oedolion dysgu Cymraeg erbyn hyn, yn cynnwys dosbarthiadau cymunedol anffurfiol rhaglenni ar y we ac apiau. Rydym yn gweld, trwy gweithio gyda Siaradwyr Newydd

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

yn ein cymuned bod oedolion yn tueddu i ddilyn sawl llwybr ar ei taith dysgu Cymraeg. Mae Siaradwyr Newydd yn fynychu dosbarthiadau amrywiol, ysgolion undydd gan sefydliadau wahanol a gweithgareddau cymunedol di ri. Mae angen i'r Ganolfan Dysgu Cymraeg Genedlaethol cynnig dosbarthiadau o fewn cymunedau. Mae tueddiad i'r Ganolfan cynnal llawer o'i dosbarthiadau dros y we. Mae hwn wedi cael effaith negyddol iawn ar yr allu i siaradwyr newydd creu rhwydweithiau newydd mewn cymunedau.

Q29. Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno

Sylwadau ategol

Mae Siaradwyr Newydd yn dysgu'r Gymraeg trwy fynychu dosbarth neu dilyn cwrs ar y we. Mae Siaradwyr Newydd yn dysgu siarad a defnyddio'r iaith mewn cymunedau. Mae wir angen sicrhau bod yna digon o gyfleoedd naturiol i ddefnyddio'r iaith yn lleol.

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Q30. Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Anghytuno

Sylwadau ategol

Mae Mentrau Iaith ar draws Cymru yn gweithio mewn cydweithrediad gydag ysgolion a Siaradwyr Newydd i sicrhau defnydd iaith yn y gymuned. Mae'r Mentrau Iaith hefyd yn gweithio'n galed i gefnogi cyflawniad CSCAau trwy hybu Addysg Gymraeg a chodi ymwybyddiaeth rhieni a gofawyr am fanteision dewis Addysg Gymraeg i'w plant.

Q31. Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

Sylwadau ategol

O ganlyniad twf mewn niferoedd Siaradwyr Newydd a disgyblion Addysg Gymraeg bydd angen cefnogi defnydd iaith yn y gymuned. Mae capasiti'r Mentrau Iaith ar draws Cymru yn cael eu cyfyngu gan diffyg buddsoddiad ariannol gan Llywodraeth Cymru.

Q32. Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol Gwrthwynebiad cymunedau.

Q33. Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol Mae angen Addysg Gymraeg i Oedolion am ddim i bawb. Dylai arian ddim bod yn rhwystur i rhieni, gofawyr, athrawon, staff ysgolion neu aelodau o'r gymuned.

Cwestiynau gorfodol

Q34. Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol Byddai'r cynigion yn sicrhau ymrwymiad a chydymffurfiad Awdurdodau Lleol i'w Cynlluniau Gweithredu Addysg Gymraeg. Mae'r cynigion i gryfhau rol Gweinidogion Cymru yn holl bwysig o ran sicrhau bod Awdurdodau Lleol yn cynnwys gwleidyddion lleol yn cymryd ein Cynlluniau lleol o ddifrif. Mae tynhau'r ffordd mae Awdurdodau Lleol yn cael gosod targedau trwy gorfod cydymffurfio gyda Strategaeth Cenedlaethol yn mynd i fod yn effeithiol. Mae'r Papur Gwyn yn cadarnhaol iawn ar y cyfan. Mae hefyd angen ystyried yr holl sefydliadau sy'n gweithio i hyrwyddo'r Gymraeg, Addysg Gymraeg a Dysgu Cymraeg i Oedolion o'r crud i'r bedd yn hwn. Mae gwaith y Mentrau Iaith, yr Urdd a Mudiad Meithrin ar lawr gwlad yn amhrisiadwy o ran sicrhau bod ein cymunedau yn gweld pwynt i ddefnyddio'r iaith, yn ymfalchio mewn siarad yr iaith ac yn cael cyfle i gweithio gyda ni i cynllunio ein darpariaeth.

Q35. Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol Mae angen cymryd gwaith partneriaid mewn i ystyriaeth wrth gynllunio, fel enghraifft, sut gall Mentrau Iaith lleol cefnogi athrawon lleol i ddefnyddio'r iaith a dod yn rhan o rhwydweithiau Cymraeg ein cymunedau? Enghraifft o hwn yw dod ag athrawon i weld prosiectau cymunedol lleol fel rhan o'u cyrsiau dysgu Cymraeg er mwyn adnabod cyfleoedd iddyn nhw a'u disgyblion.

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Sylwadau ategol Cofiwch bod angen integreiddio'r Gymraeg mewn i'n ysgolion, yr ysgolion mewn i'n cymunedau a'n Siaradwyr Newydd mewn i'n rwydweithiau o siaradwyr Cymraeg lleol wrth cynllunio.

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Comments:

Yes, freedom to chose how this is delivered in communication with their local communities.

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Comments:

Providing direction, resources in terms of staff and funding, to help local authorities to deliver the measure and welsh education.

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree

Comments:

Yes, but care must be taken to not create a hierarchy which leaves some pupils who are not able to access welsh medium education behind

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Yes, there should absolutely be a minimum requirement.
There will be an impact on staff, as those not currently able to deliver a welsh language provision will need to be trained, but full funding and time off during their work hours to train given

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

I agree with giving local authorities an approval role. Care must be taken to not create a hierarchy where the English of bilingual medium schools are seen as having lower standards.

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Agree

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Welsh medium should be the default. Deciding factor should include looking at the stats of welsh speakers in the area with the view to increasing them and consultations with the local communities

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Neither agree nor disagree

Comments:

Reviews should not be undertaken without prior notice. This causes undue stress on staff and pupils

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Neither agree nor disagree

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Funding and resources to local authorities to further their provision

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Neither agree nor disagree

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Positive affected

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

It's less about the policy itself and more about the resources that you will now put behind this to enable communities to support the bill. Education is not the only place people should learn welsh. You could also consider extending the welsh language measure to private companies, and rolling out targets to social care, youth work, social housing etc too

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

NA

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Disagree

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Disagree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Disagree

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Disagree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

I strongly disagree with my children learning Welsh as part of the school curriculum. I would have chosen a Welsh speaking school had I thought this was a valuable part of my child's education.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

No Response

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Disagree

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

No Response

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Disagree

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

No Response

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Disagree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Disagree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Disagree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Disagree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Disagree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Disagree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Disagree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Disagree

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Disagree

Comments:

I suggest the Welsh government concentrate on catching up students who lost learning during covid. Focus on how to start providing curriculum and resources that challenge learners at every level fe those who need extra support to those more able learners.

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Disagree

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

No Response

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Disagree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Disagree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Disagree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Disagree

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Disagree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Divert the Welsh government's attention to the current curriculum and the lack of resources currently in schools.

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Divert the Welsh government's attention to the current curriculum and the lack of resources currently in schools.

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Divert the Welsh government's attention to the current curriculum and the lack of resources currently in schools.

Cynigion ar gyfer Bil Addysg Gymraeg

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Q1. Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno

Q2. Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Sylwadau ategol

Ar hyn o bryd mae anghyfartaledd cyfle mewn nifer o siroedd.

Er enghraifft yng Nhwm Cynon, yn RCT, mae'r ysgolion Cymraeg ben ucha'r ardal, yng Nghwm Dâr, a phen isa'r ardal, yn Abercynon. Golyga hyn y byddai'n rhaid i rywun sy'n byw yn ardal Glynhafod, er enghraifft, deithio 5 milltir a phasio sawl ysgol gyfrwng Saesneg wrth fynd drwy dref brysur i gyrraedd Ysgol Cymraeg Cwmdâr. Mae hyn yn amddifadu plant o'r gallu i gerdded i'r ysgol neu fynd yno ar gefn beic (sy'n anghyfynd ag elfennau o Ddeddf Cenedlaethau'r Dyfodol; o chwarae gyda ffrindiau ar y ffordd i'r ysgol ac ar y ffordd adre; ac o feddwl bod addysg Gymraeg yn 'normal'.

Mae prinder cyfleoedd i gael addysg mewn ysgol Gymraeg yn ei 'abnormaleiddio'. Mae llawer o waith wedi cael ei wneud yng Nghatalonia ar sut mae modd 'normaleiddio' Catalaneg ym maes addysg, gwaith, iechyd, y celfyddydau ac eraill fel na fydd rhywun sydd yn mynychu digwyddiadau neu sefydliadau Catalaneg yn teimlo'n 'eithriad'.

Mae twf cyfleoedd i gael addysg gynradd ac uwchradd Gymraeg yng Nghaerdydd wedi galluogi rhieni di-Gymraeg y ddinas i ddewis anfon eu plant i ysgolion cyfrwng Cymraeg oherwydd ei fod yn gyfleus ac yn normal. Fodd bynnag, 25 milltir i ffwrdd, ym Mhenybont-ar-Ogwr mae'r cyfleoedd i ddewis anfon eich plentyn i ysgol gyfrwng Cymraeg yn brinach o lawr. Yn nhref Penybont ar Ogwr, sydd â phoblogaeth o tua 50K mae dim ond un ysgol gynradd Gymraeg. Ym Mwrdddeistref Sirol Penybont-ar-Ogwr, sydd â phoblogaeth o yn agos at 150k, mae DIM OND PEDAIR ysgol gynradd Gymraeg. Mae hyn yn 'abnormaleiddio' addysg Gymraeg, ac yn ei wneud yn 'wahanol' ac yn anghyfleus. Mae'r sir honno, fel abmell i sir arall, wedi di-ystyried ei dyletswydd i weithredu' polisiau Llywodraeth Cymru.

Os yw Llywodraeth Cymru o ddifri ynglyn â chynyddu nifer siaradwyr Cymraeg trwy wella addysg Gymraeg mae'n rhaid gweithredu i'w gwneud yn fwy hygyrch, yn fwy normal, yn fwy cyfleus, yn fwy apelgar i rieni prysur.

Felly mae'n rhaid cynyddu darpariaeth er mwyn annog cynnydd yn y gofyn.

Q3. Cwestiwn 3 –Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Q4. Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwwm sgiliau Cymraeg?

Cytuno

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorieiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Dylai pob ysgol fod yn ysgol GWBL ddwyieithog, neu yn ysgol Gymraeg ei chyfrwng. Pam ddim? Er mwy gwneud hyn mae'n rhaid i Lywodraeth Cymru gynyddu'r gweithlu addysg sy'n medru'r Gymraeg. Dylai'r Llywodraeth ddiddymu ffioedd hyfforddi athrawon sy'n medru'r Gymraeg i safon uchel, broffesiynol, ar yr amod y bydd yr athrawon sy'n derbyn hyfforddiant yn aros o fewn y proffesiwn ac aros yng NGhymru am o leiaf 5 mlynedd.

Q6. Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno

Q7. Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

Ydw. Mae angen hyfforddi athrawon ac, yn bwysicach, ysbrydoli athrawon i weld pwrpas hyn. Ni ddylai cyfyngu'r pwrpas i gynyddu niferoedd yn unig; mae'n rhaid gweld cynydd iaith o fewn cyd-destun ymwyddiaeth ddiwylliannol: mae anallu neu anafodlonrwydd Llywodaerth Cymru i osod cwricwlwm hanes Cymru penodol yn golygu bod llawer o ysgolion yn parhau i ddarparu'r cwricwlwm Cymreig 'through our St David's day activities' a dim mwy - fel roedd yn digwydd yn y 1960au.

Q8. Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol

gw. yr ateb i 5 uchod.
Hefyd, er mwyn gweud yr hyn a awgrymir yma, mae'n rhaid gorfodi newid agwedd rhai o'r siroedd tuag at y Gymraeg.

Q9. Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno

Comments:

Ydw, ond rhaid pennu amserlen - a honno'r amserlen weddol byr.

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Sylwadau ategol

Riad cynyddu darpariaeth idithyddol o fewn cyd-destyn diwylliannol. 'Dyw hynny ddim yn golygu dibynnu ar ddiwylliant corfforaethol S4C; dylai pob plentyn cael cyfloedd i brofi'r

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynnyddu darpariaeth Gymraeg ysgolion?

Gymraeg mewn ffyrdd cyfranogol ac unigol e.e. drwy'r celfyddydau, chwaraeon. clybiau, gweithgareddau hamdden, ffasiwn...

Q11. Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno

Q12. Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol gw. yr ateb i 5 uchod.

Q13. Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno

Q14. Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno

Q15. Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Sylwadau ategol

ydw a nac ydw. Me'r deilliannau a nodir yn clir ac yn anelwig, hawdd eu hysrifennu anodd eu gweithredu heb fwy o sylwedd.

Q16. Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno

Sylwadau ategol

Byddai'n well gwneud hyn mae tair blynedd yn hytrach na phump. Oes gweithredu o ddifri, pam oedi?

Q17. Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno

Sylwadau ategol

a'r targedau yna yn heriol.

Q18. Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno

Sylwadau ategol

mae'n briodol nawr.

Q19. Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynnig i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Ddim yn cytuno nac yn anghytuno

Q20. Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynnig ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno

Q21. Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno

Q22. Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Sylwadau ategol

Nid camau rhesymol sydd eu hangen, ond camau dewr, heriol a chyffrous; mae 'rhesymol' yn gallu awgrymu araf, hawdd a di-weledigaeth.

Q23. Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno

Sylwadau ategol

Mae enghreifftiau o hyn yn barod.

Q24. Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Ysbrydoliaeth.

Cefnogaeth ariannol i hyfforddi athrawon.

Sicrhau bod Estyn yn arolygu darpariaeth a datblygiad y Gymraeg

Q25. Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno

Q26. Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Anghytuno

Q27. Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno

Q29. Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Q30. Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Anghytuno

Sylwadau ategol

mae angen sicrhau darpariaeth, arweiniad ac anogaeth i grwpiau nad ydynt yn ymwneud yn uniongyrchol â'r Gymraeg

Q31. Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

Sylwadau ategol y celfyddydau, chwaraeon, gwasnaethau ieuencid gwirfoddol ayyb: mae'n rhaid sicrhau cyfleodd i'r Gymraeg fodoli yn gyffrous ac yn berthnasol y tu fas i'r gyfyndrefn addysg, mewn ffyrdd sydd yn berthnasol yn lleol ac yn unigol, yn hytrach na darpariaeth unfurf genedlaethol.

Q32. Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Q33. Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Cwestiynau gorfodol

Q34. Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol drwy sicrhau bod pawb yn Cymru yn teilo'n hyderus i ddefnyddio'r Gymraeg er mwyn cynyddu defnydd a darpariaeth y myd iechyd, diwylliant, gwaith, gwirfoddoli ayyb.

Q35. Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol ..

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Sylwadau ategol ..

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree

Comments:

I am so glad that I am a fluent Welsh speaker and use my language when writing to fellow Welsh speakers.

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

It is such a shame that we are so short of Welsh speaking teachers, doctors and so many more professions that lack using the Welsh language.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

No Response

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

No Response

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

No Response

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

No Response

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Disagree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Disagree

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

The Welsh language is not prominent enough in the workplace. Therefore student leaving school - having had a Welsh education - are unable to use their Welsh language in the workplace.

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

The Welsh language needs to be incorporated in all workplaces, and Welsh speakers should be encouraged to use their Welsh language in conversation.

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

I am so happy and glad that I have the Welsh language as it has proved as an asset in my work and socially.

Cynigion ar gyfer Bil Addysg Gymraeg

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Q1. Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno

Sylwadau ategol

Pwysig gosod sail fesuriaday er mwyn cyrraedd y targed o fewn yr amserlen.

Q2. Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Sylwadau ategol

Mae gosod y lefel B2 yn diffinio'n glir y targed - ac yn gosod sail gydol oes ar gyfer dysgu'r iaith. Mae'n bwysig fod ALI a'r rhanbarthau yn cefnogi a gosod y cyfeiriad.

Q3. Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Sylwadau ategol

Angen y grym statudol er mwyn sicrhau

Q4. Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwmm sgiliau Cymraeg?

Cytuno

Sylwadau ategol

Mae hyn yn hanfodol ond dylid sicrhau bo ymgynghoriad cadarn eo'r ymgynghorwyr/ arbenigwyr iaith wrth gytuno ar y Continwmm, ac i sicrhau ei fod yn plethu'n naturiol i egwyddorion cynnydd y Gymraeg o fewn y Mae Dysgu a Phrofiad Ieithoedd, Llythrennedd a Chyfathrebu - CiG.

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorieiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno

Sylwadau ategol

Hyn yn sicrhau eglurder a chysondeb

Q6. Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno

Q7. Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol Heb gynnwys isafswm, mae'n amodd mesut. Rhaid cynyddu'r ddarpariaeth i gefngoi ymarferwyr i wella eu sgiliau iaith Gymraeg

Q8. Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol Mae'n bwysig cryfhau atebolrwydd yr ALI a'r rhanbarthau er mwyn sicrhau adnabyddiaeth gywir o gategori iaith ysgol. Mae eglurder rolau yn holl bwysig.

Q9. Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno

Comments:

Angen eglurder o ran canllawiau/ eithriadau/ amserlen a thargedau ar draws y broses o symud categori. rhaid bod yn 'realistig' a chefnogi'r newid diwylliant.

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

No Response

Q11. Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno

Sylwadau ategol
angen canllawiau monito ac amserlen

Q12. Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol dylid sicrhau defnydd cywir o ddata ac ymgynghori'n lleol er mwyn cael tystiolaeth o'r angen. Dylid rhoi grym statudol i flaenoriaethu ysgol cyfrwng Cymraeg os yw'r dystiolaeth yn amlygu'r angen/ galw.

Q13. Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno

Sylwadau ategol
Pwysig rhoi grym statudol i'r hyn sydd eisoes ar waith

Q14. Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynnigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno

Sylwadau ategol
Hyn yn sail wrth gynllunio AGA a DP

Q15. Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Cytuno

Sylwadau ategol
Lle i gryfhau dealltwriaeth a'r disgwyliad ar ysgolion sy'n rhyddhau athrawon i ddilyn y cyrsiau sabothol yn enwedig y Cwrs Cymraeg mewn Blwyddyn - o ran cefngoeth ac ol ofal

Q16. Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno

Sylwadau ategol
pwysig fo ddealltwriaeth ac eglurder i gyd weithio rhwng ALL a'r rhanbarthau

Q17. Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno

Q17. Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Sylwadau ategol

eto cyfle i'r ALI gyd weithio efo'r rhanbarthau

Q18. Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno

Q19. Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynnig i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno

Sylwadau ategol

Angen eglurder rolau ALI / Rhanbarthau / ysgolion

Mae angen sicrhau safon y data o'r ysgolion a chysoni'r defnydd cywir ohono

Q20. Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynnig ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno

Q21. Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno

Sylwadau ategol

ond a oes hefyd rol i'r rhanbarthau i gefnogi a chyd weithio efo'r ALI?

Q22. Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Cytuno

Sylwadau ategol

Sicrhau partneriaeth gref efo'r rhanbarthau

Q23. Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno

Sylwadau ategol

ond dylai'r adnoddau yma fod ar gael yn Genedlaethol i'r ALL eu defnyddio.

Q24. Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol sicrhau ymgyrch genedlaethol barhaus

Q25. Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno

Sylwadau ategol

eglurder ar hyn yn bwysig ac yn sicrhau cysondeb cenedlaethol

Q26. Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno

Sylwadau ategol

ond pwysig ei fod yn cael ei gynllunio'n gadarn

Q27. Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno

Sylwadau ategol

PWysig fod cyd weithio effeithiol rhwng y 'sefydliad' yma a'r ALL a'r rhanbarthau

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno

Q29. Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno

Sylwadau ategol

Dyma'r unig ffordd o geisio sicrhau cyrraedd y targed cenedlaethol o filiwn o siaradwyr cymraeg erbyn 2050

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Q30. Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno

Q31. Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

No Response

Q32. Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Q33. Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Cwestiynau gorfodol

Q34. Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol

Y gobaiith yw rhoi mwy o statws i'r iaith Gymraeg, pwysig fod yr elfennau cadarnhaol yn cael eu hamlygu a sicrhau nad oes unrhyw effeithiau negyddol yn cael sylw di angen. Bydd rhaid cael ymgyrchoedd cenedlaethol i hyrwyddo'r buddion - gan amlygu y budd o fod yn ddwy ieithog, tynnu ar enghreifftiau o wledydd eraill ayyb

Q35. Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Pwysig bod yn realistig o ran symud categori ieithyddol ysgolion, bod yn ymwybodol o broses newid diwylliant wrth wreiddio'r bil - pawb yn symud ar amser gwahanol.

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Sylwadau ategol na

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Disagree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Disagree

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Disagree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

The education system is so poor in Wales, more effort should be put into children being able to speak English before adding another language. Also the amount of wasted paper because EVERYTHING has to be sent out in both languages is appalling. People should be able to choose either.
I am a Welsh learner who has two adult children both Welsh speakers

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

See previous

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Neither agree nor disagree

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

No Response

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Disagree

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

No Response

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Disagree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Disagree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Disagree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Disagree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Disagree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Disagree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Disagree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Disagree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Disagree

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

No Response

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

No Response

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Improve current education first !

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Disagree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

No Response

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Disagree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Disagree

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

The Welsh language is already treated more favourably

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Nothing

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

.

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

No Response

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

No Response

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

No Response

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

No Response

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Neither agree nor disagree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Neither agree nor disagree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Neither agree nor disagree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Neither agree nor disagree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Neither agree nor disagree

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

They should give a lead in explaining its advantages

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Neither agree nor disagree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Disagree

Comments:

I have been trying to learn Welsh with this organisation, it's been a nightmare. The course I attended had a great tutor but the coursebook, Canolradd, seemed to be all about passing an exam. At 60 years old I am long past 'proving' myself with formal exams. There was also no support for Duolingo in the coursebook.

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

The more Welsh speakers the better!

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Hard to comment

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

There will be significant overlap in the provision for children and for adults, eg children and adults do not have consistent courses, this would need to be addressed.

Ymateb CYDAG i'r Papur Gwyn ar y Bil Addysg Gymraeg (Mehefin 2023)

Cwestiwn ymgyngori 1: Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

CYTUNO

Mae CYDAG yn sicr yn croesawu nod ac uchelgais y Bil, sef y bydd 'pob disgybl (yn) dod yn siaradwr Cymraeg hyderus drwy'r system addysg statudol.' (paragraff 3). Yr ydym hefyd yn croesawu'r sylw yn y Cyflwyniad fod gofynion strategaeth Cymraeg 2050 'yn galw am newidiadau trawsnewidiol i'r ffordd yr ydym yn meddwl am y Gymraeg a rôl addysg oddi fewn i hynny.'

Yn y cyd-destun hynny, os yw gosod y nod o filiwn o siaradwyr Cymraeg ar wyneb y Bil yn mynd i roi statws a phwysigrwydd a sylw o'r newydd i'r targed, yr ydym yn ei groesawu. Mae CYDAG yn naturiol yn gefnogol i unrhyw beth sydd yn rhoi sylw positif i'r Gymraeg ac i unrhyw gamau sy'n mynd i gynyddu niferoedd y siaradwyr Cymraeg.

Mae'n bwysig cofio fodd bynnag nad yw gwneud y targed yn statudol, ynddo'i hun, yn mynd i newid dim heblaw am roi mwy o statws a phwysigrwydd iddo. Y gweithredu sydd yn mynd i newid pethau. Ac mae CYDAG yn naturiol yn cydnabod fod gan fyd addysg gyfraniad cwbl allweddol wrth wneud hynny.

Mae CYDAG yn croesawu'r sylw fod 'cyfleu mewn deddfwriaeth dargedau neu ddeilliannau mewn meysydd polisi penodol yn ddull o geisio sicrhau bod dyhead polisi hirdymor yn cael y sylw angenrheidiol gan gyrff perthnasol' (paragraff 24). Os bydd nodi'r materion hyn mewn deddfwriaeth yn effeithio ar yr 'effaith gadarnhaol a hirdymor ar ymddygiad', yna mae i'w groesawu'n fawr.

Yr ydym hefyd yn croesawu'r sylw dilynol – 'yr ymddygiad hirdymor yr ydym am ei weld yn lledaenu yw bod arweiniad clir, cynllunio bwriadus a gweithredu pwrpasol yn digwydd ar yr holl elfennau angenrheidiol sydd angen eu datblygu er mwyn cynyddu a gwella'r Gymraeg mewn addysg' (paragraff 25). Y gweithredu a fydd yn dilyn y ddeddf fydd, yn y pendraw, yn mesur pa mor llwyddiannus fydd y ddeddf tuag at gyrraedd targed 2050.

Croesawn y sylw ym mhwynt 27 fod 'Llywodraeth Cymru mewn deialog barhaus gyda'r Swyddfa Ystadegau Gwladol ynghylch dyfodol ystadegau yn ymwneud â'r Gymraeg.' Mae CYDAG yn pryderu fod dibynnu yn unig ar ffigurau'r cyfrifiad bod 10 mlynedd yn amser llawer rhy hir, ac na fyddai unrhyw gynnydd i'w weld yn y cyfamser. Byddai cyhoeddi newyddion da am unrhyw gynnydd – ystadegol ai peidio – yn gam positif i bawb sydd yn gweithio mor galed yn y maes. Mae'r 'feel good factor', a gwybod ein bod ar y llwybr cywir, yn bwysig inni i gyd!

Cwestiwn ymgyngori 2: Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deiliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

CYTUNO

Gan fod y Gymraeg yn iaith sy'n perthyn i bawb yng Nghymru, yna mae'n dilyn fod gan awdurdodau lleol, fel yr awdurdodau sy'n cynnal a chefnogi ysgolion, rôl cwbl allweddol wrth hyrwyddo pob agwedd ar addysg Gymraeg, ac, yn sgil hynny, y deiliant ieithyddol B2. Yr ydym yn croesawu gweld hynny yn y Papur Gwyn.

Profiad CYDAG fodd bynnag, yw fod nifer o awdurdodau lleol yn llusgo'u traed yn enfawr wrth ddatblygu addysg Gymraeg. Bydd angen newid agwedd sylfaenol ar nifer o'r awdurdodau, a phwysau ffurfiol ac anffurfiol gan weinidogion Llywodraeth Cymru, i newid hyn. Byddwn yn nodi yn nes ymlaen ein barn y dylai'r gweithlu mewn ysgolion yng Nghymru fod ar gontinwmm o ran dysgu Cymraeg. Onid yw hyn hefyd yn wir am adrannau addysg ein awdurdodau lleol?

Un pryder gan CYDAG yw nad yw'r gweithlu mewn sawl awdurdod lleol hefyd (ac adrannau addysg) yn gallu siarad Cymraeg ac yn defnyddio'r Gymraeg. Eto mae angen newid agwedd go sylfaenol os yw hyn am ddigwydd ac, yn sgil hyn, i sicrhau cefnogaeth i addysg Gymraeg.

Mae lefel B2 yn darged ieithyddol uchelgeisiol iawn, yn arbennig o'r gwaelodlin sydd ar hyn o bryd mewn rhai ysgolion cyfrwng Saesneg. Ond yr ydym yn croesawu'r targed uchelgeisiol yma ar gyfer ysgolion cyfrwng Saesneg. Dylai disgyblion mewn ysgolion Cymraeg yn naturiol anelu'n llawer uwch na hyn.

Mae gan CYDAG un pryder sylfaenol am y lefel 2 fel deiliant ieithyddol, sef y gallai'r targed yma fynd yn nod ynddo'i hun i rai awdurdodau lleol, a hynny'n ei dro yn golygu nad ydynt yn gwneud unrhyw ymgais i agor mwy o ysgolion cyfrwng Cymraeg. Yn yr un modd gallai fod yn esgus i rai rhieni i beidio anfon eu plant i ysgolion cyfrwng Cymraeg gan fod eu plant wedi cyrraedd y lefel ddisgwyliedig – lefel B2 – yn yr ysgolion cyfrwng Saesneg. Yr ydym yn sylweddoli'n iawn fod y targed ieithyddol yma yn y bil yn fwriad anrhydeddus, ond yn gochel rhag i unrhyw ganlyniadau anfwriadol ddigwydd yn ei sgil.

Cwestiwn ymgynghori 3: Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deiliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

CYTUNO

Mewn perthynas â'r lefel 2 fel targed ieithyddol, mae gan Weinidogion Cymru rôl aml-haenog – ond yn bennaf i greu hinsawdd bositif a chadarnhaol ar gyfer y deiliant, yn bennaf yn yr ysgolion cyfrwng Saesneg, ac i hyrwyddo'r iaith yn gyffredinol. Mae angen i weinidogion hefyd ddangos esiampl o ran defnyddio'r Gymraeg yn gyhoeddus ar bob achlysur posibl. Mae'r Gweinidog presennol yn sicr yn gwneud hyn, ond gan fod Cymraeg 2050 yn bolisi'r llywodraeth mae angen sicrhau'r un agwedd gadarnhaol at y Gymraeg gan y gweinidogion i gyd, a gobeithio gan weinidogion y dyfodol yn ogystal. Dylai gweinidogion hefyd ymgynghori gydag arbenigwyr yn y maes er mwyn sicrhau bod y safon nid yn unig yn uchelgeisiol, ond hefyd yn realistig.

Credwn hefyd y dylai Gweinidogion ddefnyddio'u pŵer i bwysu ar awdurdodau lleol i agor mwy o ysgolion cyfrwng Cymraeg. Byddai hynny ynddo'i hun yn sicrhau fod mwy o ddisgyblion yn cyrraedd a phasio'r targed B2.

Cwestiwn ymgynghori 4: Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwmm sgiliau Cymraeg?

CYTUNO

Mae CYDAG wedi galw am sefydlu continwmm o ran dysgu Cymraeg ers blynyddoedd, ac felly'n naturiol yr ydym yn croesawu'r argymhelliad yma 'fel bod gan ddysgwyr, athrawon, rhieni a chyflogwyr dealltwriaeth gyffredin o'r daith i ddysgu'r Gymraeg a'r deilliannau ieithyddol disgwyliedig ar bob cam o'r daith honno' (paragraff 33), ac i wneud hynny ar sail cyfreithiol. Dylai hyn sicrhau gwell dealltwriaeth o'r continwmm a chysondeb ar draws Cymru.

Yr ydym hefyd yn fodlon gyda'r cynnig ym mharagraff 36 i sefydlu continwmm sgiliau penodol ar gyfer y Gymraeg. **Ond a yw'n fwriad i sefydlu continwmm tebyg ar gyfer dysgu Saesneg a leithoedd Tramor Modern yng Nghymru?** Mae hyn yn allweddol fel bod statws ac is-adeiledd cyffredin i'r holl ieithoedd o fewn Cwricwlwm i Gymru, ac nad yw'r Gymraeg am gael ei thrin fel iaith 'wahanol.' Mae hyn yn arbennig o berthnasol wrth lunio'r cymwysterau newydd a phenderfynu ar raddau i gyd-fynd gyda'r cymwysterau. A fydd trefn raddio wahanol yn 16 oed ar gyfer y Gymraeg fel pwnc gyda'r continwmm newydd?

Yr ydym yn cytuno gyda paragraff 38 y dylid defnyddio'r continwmm hefyd i gynllunio ymyraethau i wella sgiliau Cymraeg y gweithlu addysg, ac y dylai gweinidogion ymgynghori gydag arbenigwyr yn y maes caffael a dysgu iaith' (paragraff 39) cyn cyhoeddi'r ddogfen neu wrth ei hadolygu.

I gyd-fynd gyda chyflwyno'r continwmm wrth ddysgu'r Gymraeg mewn ysgolion, mae'n rhaid gofalu hefyd fod y gweithlu mewn ysgolion cyfrwng Saesneg, a staff mewn nifer o adrannau addysg awdurdodau lleol, hefyd yn cael y cyfle i fod ar gontinwmm o ran datblygu eu sgiliau hwythau yn y Gymraeg. Mae adroddiad y Pwyllgor Diwylliant, Cyfathrebu a'r Gymraeg ar addysg Gymraeg yn cynnig y dylid rhoi cyfle i lawer mwy i fod ar y Cynllun Sabothol. Mae CYDAG yn cefnogi hyn.

Cwestiwn ymgynghori 5: Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorïddio ysgolion a gynhelir yn ôl cyfrwng iaith?

CYTUNO

Mae CYDAG yn croesawu brawddeg agoriadol Pennod 3 – 'Rydym yn ymrwymo i gynyddu faint o addysg Gymraeg y bydd pob ysgol sydd ddim eisoes yn un cyfrwng Cymraeg penodedig yn ei ddarparu, tra'n cynyddu'r gyfran o ddysgwyr mewn ysgolion cyfrwng Cymraeg.' Byddai'n werth rhoi'r frawddeg yma hefyd ar wyneb y bil!

Mae CYDAG yn cefnogi'r cynnig i wneud y drefn o gategoreiddio ysgolion yn ôl cyfrwng iaith yn statudol. Byddai hynny'n rhoi mwy o statws i'r drefn bresennol, ond mae angen i'r ddeddf hefyd osod trefn ar gyfer monitro'r categorïau, ac i sicrhau fod POB ysgol ar daith o ran cynyddu eu darpariaeth cyfrwng Cymraeg.

Mae paragraff 48 yn nodi y bydd 'union ddisgrifiad y categorïau yn destun ymgynghori pellach wrth lunio'r rheoliadau'. Yr ydym yn croesawu hynny ac yn edrych ymlaen i gyfrannu at y drafodaeth wrth lunio'r categorïau newydd, yn arbennig mewn perthynas â 'Categori 3 – ysgolion cyfrwng Cymraeg' yn yr uwchradd. Nid ydym yn teimlo fod y categori 3 presennol yn ddigon uchelgeisiol nac yn ddarlun cywir o'r gwir sefyllfa ieithyddol mewn nifer i'n hysgolion.

Gydag unrhyw drafodaeth am y categorïau iaith, mae angen gosod trefniadau clir ar gyfer monitro a chyfrifoldeb, ac, yn y pen draw, ar awdurdodau lleol i wneud hynny. Efallai y bydd angen dyrannu cyllid ychwanegol i rai awdurdodau i'w galluog i gryfhau eu gwasanaethau Cymraeg.

Mewn unrhyw ddeddf sy'n ymwneud â'r drefn o gategoreiddio ysgolion yn ôl cyfrwng iaith, mae angen ailadrodd a phwysleisio un o egwyddorion pwysicaf canllawiau 2021, sef 'na ddylai ysgol gynnig llai o ddarpariaeth cyfrwng Cymraeg yn y dyfodol nag a wnaed yn y gorffennol.' (paragraff 42).

Cwestiwn ymgynghori 6: Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

CYTUNO

Mae CYDAG eto'n cytuno gyda'r cwestiwn yma. Ond gweler yr ymateb i'r cwestiwn blaenorol o ran y categorïau. Mae cael y disgrifiadau'n gywir yn fater allweddol.

Yr unig bryder arall yw fod y bil yn gosod llawer o gyfrifoldebau ar weinidogion llywodraeth Cymru, sydd yn berffaith iawn lle bod ewyllys da at y Gymraeg. Ond mae blaenoriaethau'n gallu newid. Y gobaith yw fod gosod hyn i gyd mewn deddf yn sicrhau ymrwymiad pob aelod o'r llywodraeth. Sonnir ar gychwyn yr adran yma am gymryd camau i 'ysgogi' awdurdodau lleol ac ysgolion i symud ysgolion i gategori ieithyddol uwch dros amser'. A yw 'ysgogi' yn ddigon cryf?

Cwestiwn ymgynghori 7: Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Yr ydym yn naturiol yn croesawu'r bwriad i gynyddu'r amser cyswllt ymhob ysgol, ond mae paragraff 44 yn dweud y dylai hynny ddigwydd 'dros amser'. Beth yn union a olygir wrth hyn?

Os gyrraedd targedau 2050, a chyflawni dyheadau Cwricwlwm i Gymru, mae'n bwysig fod ysgolion cyfrwng Saesneg yn cynyddu'r oriau cyswllt yn y Gymraeg. Yr ydym yn croesawu'r ymdrech yn y Bil i

wneud hynny. Dylai'r oriau cyswllt i ddysgu Cymraeg fod yn yr yn fath ym mhob ysgol drwy Gymru – fel gyda phob pwnc arall.

Nid yr oriau cyswllt yn unig sy'n bwysig wrth gwrs, ond argaeledd staff i gyflwyno'r Gymraeg ac i addysgu drwy gyfrwng y Gymraeg, ac ansawdd y ddarpariaeth yn ogystal. Mae hyn yn dangos mor bwysig yw fod Cynllun y Gweithlu Cymraeg mewn Addysg yn cael ei weithredu'n llawn, a'r targedau'n cael eu cyrraedd.

Cwestiwn ymgynghori 8: Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Mae CYDAG yn croesawu cryfhau rôl awdurdodau lleol wrth gymeradwyo'r categorïau ieithyddol, ac wrth fonitro hynny'n rheolaidd. (Wrth gyfeirio at awdurdodau lleol, yr ydym yn cymryd yn ganiataol fod hynny'n cynnwys y consortia a'r partneriaethau hefyd, gan mai nhw sy'n gyfrifol am fonitro safonau ar ran yr awdurdodau? Gan staff y consortia fel arfer y mae'r wybodaeth fanwl gywir am yr hyn sy'n digwydd yn yr ysgolion, nid gan staff yr awdurdodau. Ac mae gwbyodaeth am ddarpariaeth ieithyddol ysgol yn fater o safonau.) Yn rhy aml yn y gorffennol mae amrywiaeth o ran categorïau iaith wedi bod rhwng ysgolion tebyg yn yr un awdurdod, yn aml yn ddibynnol ar fympw'r pennaeth a'r Corff Llywodraethol.

Yr ydym yn croesawu fod llinell atebolrwydd cryf o ran y categorïau - rôl ysgolion, rôl Awdurdodau Lleol, rôl Gweinidogion. Ond mae'n rhaid i weinidogion ddal yr awdurdodau lleol i gyfrif o ran datblygu addysgu Gymraeg, ac wrth sicrhau'r egwyddor fod pob ysgol ar daith o ran cynyddu eu darpariaeth cyfrwng Cymraeg. Rydym yn cymryd yn ganiataol o dan y cwestiwn yma fod gan yr awdurdodau rôl greiddiol mewn gosod targedau cynnydd i bob ysgol ac wrth eu monitro.

O weithredu hyn yn effeithiol, mae'n bur debyg y bydd yn rhaid ystyried adnoddau ychwanegol ar gyfer yr awdurdodau lleol.

Rhaid mynegi ein barn eto fod yn rhaid ailedrych ar ddisgrifiadau'r categorïau, yn arbennig mewn perthynas â 'Chategori 3 – ysgolion cyfrwng Cymraeg' yn yr uwchradd.

Cwestiwn ymgynghori 9: Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

CYTUNO

Mae CYDAG yn cytuno 100% gyda'r egwyddor yma, a chyda nifer o'r datganiadau yn yr adran yma e.e. 'y bwriad yw bod pob ysgol sydd ddim eisoes yn un cyfrwng Cymraeg penodedig yn cynyddu ei ddarpariaeth Gymraeg dros amser.' a 'Symud tuag at fwy o ddarpariaeth Gymraeg fydd y nod.' (paragraff 44). Mae'n anorfod y bydd rhaid gwneud hyn er mwyn cyflawni gweddill amcanion y Bil. Rhaid cofio fod hyn yn wir nid yn unig i ysgolion cyfrwng Saesneg, ond hefyd i rhai ysgolion naturiol Gymraeg a rhai penodedig Gymraeg sy'n dal i gynnig rhai pynciau fel Mathemateg a Gwyddoniaeth drwy gyfrwng y Saesneg. Mae'n rhaid newid y meddylfryd yma.

Un pryder yw'r defnydd o gymalau fel 'dros amser' a'r frawddeg ganlynol - 'Bydd cyflymder y daith tuag at fwy o ddarpariaeth Gymraeg yn gysylltiedig â nifer o ffactorau lleol' (paragraff 57). Yr ydym yn sylweddoli fod y defnydd o'r Gymraeg fel iaith dydd i ddydd yn amrywio'n fawr ar draws Cymru, a bod angen cario pobl gyda ni yn yr ymgyrch i hybu'r Gymraeg, ond dangosodd ffigyrau Cyfrifiad fod hyn yn fater o frys. Mae'r Gymraeg yn perthyn i holl ddisgyblion Cymru, ac ni allwn fforddio colli mwy o amser.

Barn gref CYDAG yw y dylai pob ysgol yng Nghymru sy'n derbyn arian cyhoeddus gynyddu eu defnydd o'r Gymraeg gan gynnwys ysgolion gwirfoddol ac ysgolion sefydledig.

Cwestiwn ymgynghori 10: Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Mae CYDAG eto'n cytuno 100% gyda'r egwyddor yma ac, er fod y cwestiwn yma'n sicr yn berthnasol yn bennaf i lawer o ysgolion cyfrwng Saesneg, fel y soniwyd eisoes, mae'n bwysig cofio fod hyn yn gallu bod yr un mor wir yn ein hysgolion Cymraeg a dwyieithog. Mae gennym i gyd gyfraniad i'w wneud wrth hybu addysg Gymraeg.

Mewn perthynas â'r Cynllun Cyflawni ym mharagraff 60 y pryder yw y bydd ysgolion yn ei weld fel dogfen fiwrocraidaidd arall a fydd yn cynyddu baich gwaith. A all y ddogfen fod yn rhan o Gynllun Datblygu (Gwella) Ysgol? Mae'n bwysig iawn fod hon yn ddogfen syml ond ymarferol a fydd yn cynnwys targedau realistig ac yn gymorth i symud pethau yn eu blaenau o ran darpariaeth Gymraeg mewn ysgolion.

Y cwestiwn sylfaenol yw pwy fydd yn monitro'r CGCA? Bydd y Gweinidogion yn pennu targedau sirol, a'r awdurdod yn paratoi CGCA yn nodi sut maent am weld cynnydd mewn darpariaeth Gymraeg ar draws yr ardal, ond pwy fydd yn monitro hyn? Ai Gweinidogion Llywodraeth Cymru? Fel y soniwyd eisoes, profiad cymysg sydd gan nifer o ysgolion CYDAG o ran cydweithio gyda'u hawdurdodau lleol i gynyddu addysg Gymraeg. Yn aml iawn mae polisïau eraill, fel polisi trafndiaeth ôl-16, yn gwrthwneud hyn ac yn ei gwneud yn anodd i fyfyrwyr ôl-16 gyrraedd yr ysgol. Mae angen argyhoeddi'r awdurdodau lleol fod angen i'w polisïau gydweithio i'r un cyfeiriad wrth ddatblygu a chynyddu addysg Gymraeg.

Un pryder amlwg sydd heb ei grybwyll yn y Papur Gwyn yw'r pryder am y Gymraeg fel pwnc – yn arbennig felly ar gyfer Safon Uwch. Yr ydym yn sylweddoli fod y Bil yma'n ymwneud ag addysg oedran statudol, ond mae'r niferoedd bychan sy'n dilyn Cymraeg a Chymraeg Ail Iaith Safon Uwch, ac ymlaen i wneud gradd yn y pwnc, yn bryderus iawn. Gwyddom fod y Coleg Cymraeg yn gwneud gwaith ardderchog yn y maes yma, ond y pryder yw y bydd rhai ysgolion yn gwrthod/methu cynnig y Gymraeg fel pwnc Safon Uwch oherwydd bod y niferoedd yn fach. Efallai nad yn y Ddeddf Addysg Gymraeg y dylid ymateb i hyn, ond gofynnwn i Lywodraeth Cymru gefnogi ysgolion i sicrhau fod pob disgybl sy'n dymuno astudio Cymraeg a Chymraeg Ail Iaith ynn cael y cyfle i wneud hynny. Ni allwn fforddio colli unrhyw berson sy'n dymuno parhau i astudio'r Gymraeg.

Cwestiwn ymgynghori 11: Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

CYTUNO

Yr ydym yn sicr yn cytuno gyda'r camau a gynigir ym mharagraffau 62-64, gan fod hyn wedi bod yn wendid yn y gorffennol mewn sawl awdurdod.

Mae paragraff 63 yn nodi'r 'disgwyl i'r ysgol a'r Awdurdod drafod y cynllun yn rheolaidd.' Mae'n rhaid diffinio beth a olygir wrth 'rheolaidd'?

Yr ydym yn cymryd yn ganiataol eto mae'n debyg mai'r consortia a'r partneriaethau fydd yn gwneud y gwaith hwn ar ran yr awdurdod, gan mai yno'n aml mae'r arbenigedd i wneud y gwaith.

Byddwn yn nodi yn nes ymlaen ein cefnogaeth i Estyn fod yn rhan o'r gwaith yma.

Cwestiwn ymgynghori 12: Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Mae CYDAG yn bendant o'r farn y dylai unrhyw ysgol newydd fod yn ysgol Gymraeg, ac NID yn ysgol ddwyieithog gyda ffrwd Gymraeg, Mae'r frawddeg ganlynol o baragraff 67 yn crynhoi safbwynt CYDAG – 'gellid gosod rhagdybiaeth mai ysgol cyfrwng Cymraeg fyddai unrhyw ysgol newydd mewn ardal benodedig.' Dyna sydd yn dilyn yr egwyddor o gynyddu'r ddarpariaeth Gymraeg ar bob achlysur.

Mae angen gwneud hyn os am gael unrhyw siawns i gyrraedd y targed o filiwn o siaradwyr Cymraeg erbyn 2050.

Gellir dadlau hefyd y dylai dosbarthiadau derbyn pob ysgol yng Nghymru newid i fod yn dddosbarthiadau cyfrwng Cymraeg, gyda'r disgyblion yn dilyn llwybr 'cyfrwng Cymraeg' drwy'r ysgol.

Cwestiwn ymgynghori 13: Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

CYTUNO

Yr ydym yn gefnogol i gael Cynllun Cenedlaethol statudol i yrru'r holl weithredu o blaid addysg Gymraeg. Yr ydym yn deall y rhesymeg y byddai'r Cynllun yn dod a'r targedau lleol ynghyd at ei gilydd mewn un man ac yn sicrhau cysondeb.

Ein barn ni yw nad yw adolygiad unwaith bob tymor seneddol yn ddigon ar gyfer cynllun mor bwysig. Un diffyg mawr ar hyn o bryd o ran addysg Gymraeg yw'r dilyniant i addysg ôl-16, ac i addysg bellach yn benodol. Gwyddom am ddigon o enghreifftiau o ddisgyblion sydd wedi dilyn eu haddysg i gyd drwy gyfrwng y Gymraeg hyd at 16, ond yn methu dilyn eu cyrsiau drwy'r Gymraeg mewn colegau addysg bellach. Er fod hyn wedi gwella i ryw raddau mewn ambell ardal, mae hyn yn parhau yn wendid difrifol o ran dilyniant mewn addysg Gymraeg. Yr ydym yn sylweddoli fod y Papur Gwyn yma'n ymwneud ag addysg o oedran statudol yn unig, ond yn gobeithio'n fawr y bydd y Cynllun Cenedlaethol, a'r Comisiwn Trydyddol, yn mynd i'r afael â'r maes pwysig yma.

Cwestiwn ymgynghori 14: Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

CYTUNO

Prinder athrawon yw'r brif her sydd yn wynebu ysgolion CYDAG ar hyn o bryd ac, yn sgil hynny, holl strategaeth addysg Gymraeg y llywodraeth. Yr ydym wedi croesawu'r cyfle i gyfrannu'n syniadau tuag at y drafodaeth yma drwy adroddiad Hywel Price ar ran CYDAG yn 2021 ac wrth gyfrannu at Gynllun y Gweithlu Cymraeg mewn Addysg. Mae'n bryder mawr nad oes mwy o sylw i'r un maes pwysig yma yn y Papur Gwyn.

Mae gwireddu amcanion uchelgeisiol y Papur Gwyn yma'n gofyn am chwyldroi y ffordd rydym yn cynllunio gweithlu addysg yng Nghymru, ac yn arbennig felly o ran penodi yn y sector cyfrwng Saesneg. Fel mae'r papur gwyn yn ei gydnabod, ni fydd modd ehangu addysg cyfrwng Cymraeg na gwella deilliannau ieithyddol dysgwyr ym mhob ysgol oni bai bod gan y gweithlu addysg y sgiliau iaith angenrheidiol.

Fel y noda paragraff 73 mae'r targedau cenedlaethol presennol yn rhan o strategaeth Cymraeg 2050 ac yn cael eu dyfynnu yng Nghynllun y Gweithlu Cymraeg mewn Addysg. Yr ydym ar ei hôl hi'n ddifrifol ar hyn o bryd o gyrraedd y targedau presennol. Ai'r bwriad yma yw ailedrych ar y targedau presennol – a'u gwneud yn fwy heriol?

Yr ydym o'r farn hefyd fod angen gosod gofynion clir mewn deddfwriaeth fel bod Cyngor y Gweithlu Addysg yn benodol, a darparwyr Addysg Gychwynnol Addysg, yn gorfod rhoi sylw i dargedau cynllunio'r gweithlu addysg cyfrwng Cymraeg yn eu cynlluniau.

I gloi ar y cwestiwn yma, yr ydym yn gobeithio y bydd y Ddeddf Addysg Gymraeg yn gorfodi'r holl randdeiliaid i gydweithio i gyrraedd targedau ymarferol Cynllun y Gweithlu Cymraeg mewn Addysg. Mae mawr angen hynny fel man cychwyn yn unig tuag wireddu dyheadau uchelgeisiol y Bil.

Cwestiwn ymgynghori 15: Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

CYTUNO

Mae'n anodd anghytuno gydag unrhyw un o'r saith deiliant yma – er gweler ein sylwadau isod am ddeilliannau 3 a 4. Byddai gwireddu'r saith deiliant yma ymhob rhan o Gymru yn golygu cynnydd sylweddol o ran dysgwyr, ac yn sgil hynny, y nifer o siaradwyr Cymraeg. Nid y deilliannau sydd ar fai ond eu gweithredu ymhob awdurdod lleol ar draws Cymru. Dyna sydd angen ei sicrhau – gosod targedau heriol ond realistig i bob awdurdod lleol yn eu CSCA (neu CGCA yn y dyfodol) a'u dal yn atebol am y targedau hynny. Mae sawl awdurdod lleol yn parhau i lusgo'u traed o ran datblygu addysg Gymraeg.

Deiliant 3 – er fod y ddogfen yma'n trafod addysg oedran statudol, bydd angen i'r Comisiwn Trydyddol gydweithio gyda chyrrff fel y Coleg Gymraeg er mwyn ehangu'r cyfleoedd i ddilyn cyrsiau drwy gyfrwng y Gymraeg mewn addysg bellach.

Deiliant 4 – yr ydym eisoes wedi mynegi ein siom nad oes fwy o sylw yn y papur i'r Gymraeg fel pwnc Safon Uwch, ac yn gobeithio y bydd mesurau'n cael eu rhoi ar waith i sicrhau fod pob dysgwr sy'n dymuno astudio Cymraeg a Chymraeg Ail Iaith Safon Uwch yn cael pob cefnogaeth i wneud hynny.

Cwestiwn ymgynghori 16: Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

CYTUNO

Mae CYDAG yn cytuno gyda'r cynnig yma gan ein bod wedi cynnig hyn wrth ymateb i'r ymgynghoriad ar y categorïau iaith newydd yn 2021. Mae'r 10 mlynedd presennol yn gyfnod rhy faith ac yn esgus i rai awdurdodau laesu dwylo. Mae angen i Lywodraeth Cymru sicrhau fod pob awdurdod yn gwireddu brawddeg olaf paragraff 83 – 'Bydd y ddyletswydd ar awdurdod lleol i gymryd pob cam rhesymol i weithredu ei gynllun hefyd yn parhau.'

Cwestiwn ymgynghori 17: Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

CYTUNO

Yr ydym yn cytuno'n llwyr gyda'r cynnig yma gan nad yw targedau ambell awdurdod o ran materion fel agor ysgolion cyfrwng Cymraeg newydd yn ddigon uchelgeisiol os am gyrraedd miliwn o siaradwyr erbyn 2050. Mae'r rhesymeg dros hyn yn glir yn y frawddeg ganlynol ym mharagraff 85 – 'Byddai hyn yn golygu y bydd gan Weinidogion Cymru y gallu uniongyrchol i osod targedau ar awdurdodau lleol er mwyn gwireddu polisi cenedlaethol.'

Mae CYDAG yn gobeithio mai'r hyn sydd yn y pwynt bwled cyntaf ym mharagraff 80 fydd yn digwydd o hyn ymlaen – 'Mai Gweinidogion Cymru sy'n gyfrifol am gynllunio cynnydd mewn addysg cyfrwng Cymraeg yn genedlaethol ar lefel strategol.' Yn y gorffennol, rhieni a grwpiau pwyso eraill sydd wedi arwain y galw. Yr ydym yn sicr yn croesawu fod Llywodraeth Cymru bellach yn rhoi'r arweiniad strategol yn y maes.

Yr ydym yn croesawu'r sylw ym mharagraff 89 sy'n nodi y gellir gosod disgwyliadau uwch mewn rhai ardaloedd penodol a hynny er mwyn gwarchod y Gymraeg fel iaith gymunedol. Byddai hynny'n cydfynd gyda rhai o syniadau cychwynnol y Comisiwn Cymunedau Cymraeg.

Yr ydym hefyd yn cytuno gyda chynnwys paragraffau 90, ond yn gobeithio na fydd hynny'n reswm dros beidio gosod targedau uchelgeisiol o ran cynyddu addysg Gymraeg i bob awdurdod lleol. Dylid gosod targedau realistig ond uchelgeisiol gan sicrhau bod yr adnoddau ar gael ar eu cyfer er mwyn gwireddu'r targedau hynny.

Cwestiwn ymgynghori 18: Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

CYTUNO

Yr ydym yn fodlon derbyn y cynnig yma o ran tryloywder, ond rhaid sicrhau bod yr arbenigwyr yn y maes a fyddai'n gwneud y gwaith yn gefnogol i egwyddorion y papur gwyn.

Cwestiwn ymgynghori 19: Ydych chi'n cytuno gyda'r cynigion i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

CYTUNO

Gan mai prinder athrawon i ddysgu drwy gyfrwng y Gymraeg yw'r argyfwng mwyaf sy'n wynebu ysgolion CYDAG ar hyn o bryd, yr ydym yn naturiol yn gefnogol i unrhyw gamau newydd i wella'r sefyllfa. Bu swyddogion CYDAG yn rhan o'r trafodaethau i sefydlu Cynllun y Gweithlu Cymraeg mewn Addysg ac yn falch o weld i nifer o'n syniadau gael eu bwydo i'r cynllun. Yr hyn sydd ei angen ar hyn o bryd yw gweithredu'n llawn ar holl syniadau'r cynllun.

Mae CYDAG yn sicr yn gefnogol i'r cwestiwn yma o roi dyletswyddau ar awdurdodau lleol i gynllunio'r gweithlu – i osod targed ar nifer yr athrawon sy'n dysgu drwy gyfrwng y Gymraeg ac, yn ail, i gynyddu athrawon gyda sgiliau yn y Gymraeg. Ein gobaith yw y byddai gosod targedau yn symbyliad i rai awdurdodau i wella'u cynllunio o ran cynyddu addysg cyfrwng Cymraeg.

Er hynny, mae'n rhaid i'r prif gyfrifoldeb o ran cynllunio'r gweithlu addysg Gymraeg aros gyda'r llywodraeth. Rôl y Llywodraeth yn genedlaethol yw sicrhau bod digon o athrawon yn dod drwy'r system. Ond tybed na ddylid hefyd osod cyfrifoldeb penodol ar Gyngor y Gweithlu Addysg o ran cynllunio'r gweithlu addysg cyfrwng Cymraeg, gan fod yr arbenigedd yno i wneud hynny?

Mae Pennod 6 – Adnoddau Staffio - o adroddiad y Pwyllgor Diwylliant, Cyfathrebu a'r Gymraeg ar addysg Gymraeg a gyhoeddwyd yn ddiweddar – *Y fframwaith deddfwriaethol sy'n cefnogi addysg cyfrwng Cymraeg* – yn cynnig nifer o syniadau diddorol o ran cynyddu'r gweithlu a chynyddu sgiliau'r gweithlu presennol – rhai yn debyg i'r cwestiwn presennol. Mae CYDAG yn gefnogol iawn i argymhellion 16-18 sy'n sôn am ehangu'r Cynllun Sabothol.

Cwestiwn ymgynghori 20: Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAu) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

CYTUNO

Yr ydym yn cytuno gyda'r awgrym yma ar sail atebolrwydd a thryloywder – o ran yr awdurdodau a'r llywodraeth. Mae unrhyw gamau sydd yn mynd i olygu mwy o weithredu i'w croesawu. Y gobaith yw nad gorchwyl fiwrocraidaidd yn unig mohoni.

Cwestiwn ymgynghori 21: Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

CYTUNO

Mae CYDAG yn sicr yn cefnogi rhoi swyddogaeth i Estyn i gynnal adolygiad lle bod 'patrwm o dangyflawni' mewn perthynas â gweithredu'r CGCA, gan y byddai hyn yn cynyddu lefel yr atebolrwydd. Mae'r arbenigedd gan Estyn i gyflawni'r gwaith yma gan eu bod eisoes yn arolygu awdurdodau lleol.

Cwestiwn ymgynghori 22: Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAu)?

Mae paragraff 118 yn nodi fod gan weinidogion y pŵer i ymyrryd lle bo angen. Y gobaith yw y bydd holl awdurdodau lleol Cymru, yn sgil y Ddeddf Addysg Gymraeg newydd, yn penderfynu gweithredu'n gadarnhaol o blaid addysg Gymraeg yn ysbryd y ddeddf, gan dderbyn cefnogaeth allanol lle bo angen hynny, a thrwy rannu arfer dda gydag awdurdodau eraill.

Gellir paru awdurdodau tebyg o ran natur ieithyddol lle bo un yn fwy llwyddiannus na'r llall. Mae hyn wedi digwydd yn llwyddiannus gydag ysgolion yn y gorffennol.

Cwestiwn ymgynghori 23: Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Gymraeg i rieni a gofawyr?

CYTUNO

Yn sicr mae angen i hyn ddigwydd. Mae'n ddyletswydd arnom i gyd – yn Lywodraeth Cymru, yn awdurdodau lleol, ac yn ysgolion unigol - i hyrwyddo manteision addysg Gymraeg. Fel y nodwyd eisoes, y broblem yn y gorffennol yw fod rhai awdurdodau, ac unigolion dylanwadol o fewn yr awdurdodau hynny, wedi bod yn negyddol os nad yn elyniaethus i addysg Gymraeg. Y gobaith yw y bydd y Ddeddf Addysg Gymraeg yn newid agweddau ac yn sicrhau gweithredu cyson ar draws Cymru o ran cynyddu addysg Gymraeg.

Mae digon o enghreifftiau o arfer dda o ran rhannu gwybodaeth am fanteision addysg Gymraeg ar gael – gan ysgolion unigol, CYDAG, Mudiad Meithrin, Rhieni dros Addysg Gymraeg, UCAC – a lluo o gyrff a sefydliadau eraill. Dylid sicrhau fod banc cenedlaethol o'r adnoddau yma ar gael i gynorthwyo ysgolion ac awdurdodau lleol lle bo angen hynny.

Tybed a oes rôl hefyd i Gyngor y Gweithlu Addysg i hyrwyddo addysg Gymraeg wrth gynllunio i ehangu'r gweithlu, a chan ei fod yn flaenoriaeth genedlaethol?

Cwestiwn ymgynghori 24: Pa gefnogaeth y dylai Gweinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Gymraeg?

Yn ogystal â'r uchod – comisiynu clipiau fideo gan gyn-ddisgyblion yn sôn am brofiadau personol (mae CYDAG eisoes wedi gwneud hyn), creu taflenni gwybodaeth, trefnu ymweliadau â nosweithiau agored ysgolion cyfrwng Gymraeg, rhannu gwybodaeth am lwyddiannau dwyieithrwydd o wledydd eraill, comisiynu ymchwil perthnasol.

Sicrhau bod digon o ysgolion cyfrwng Gymraeg yn cael eu hagor a bod y ddarpariaeth yno o'r radd flaenaf - mae ysgolion llwyddiannus yn denu disgyblion.

Sicrhau bod dilyniant ieithyddol ar gael ym mhob ardal a bod modd i ddisgyblion gael eu holl addysg drwy gyfrwng y Gymraeg.

Cwestiwn ymgynghori 25: Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofawyr a dysgwyr?

CYTUNO

Mae CYDAG yn cytuno 100% bod angen darpariaeth trochi hwyr ymhob ardal ar draws Cymru.

Byddai hyn yn un ffordd sicr o gynyddu niferoedd siaradwyr Cymraeg.

Mae digon o enghreifftiau o ddisgyblion unigol sydd wedi llwyddo yn eu gyrfa ar ôl bod drwy system drochi hwyr, ond efallai bod angen i Lywodraeth Cymru gomisiynu mwy o ymchwil cenedlaethol i gadarnhau hyn, a chlipiau fideo a.y.b. o gyn-ddisgyblion yn sôn am eu profiadau, ac i roi cyhoeddusrwydd eang i ganlyniadau'r ymchwil.

Rhan o'r ymgyrch gyhoeddusrwydd yma i roi gwybodaeth i rieni am y ddarpariaeth fyddai i sicrhau cyngor a chefnogaeth i egluro y gallent gefnogi eu plant yn ystod y cyfnod trochi hwyr, ac wedyn wrth symud i ysgol Gymraeg e.e. drwy dynnu sylw at bethau fel llyfrau addas, apiau addas, rhaglenni teledu/cyfrifiadurol a.y.b.

Cwestiwn ymgynghori 26: Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

CYTUNO

Bydd er mwyn sicrhau fod bob plentyn yn yng Nghymru yn cael y cyfle i fod yn rhugl a hyderus yn y Gymraeg a'r Saesneg.

Mae oblygiadau cyllidol amlwg i gyflwyni cynlluniau trochi ar draws Cymru, a bydd yn rhaid i'r llywodraeth sicrhau fod digon o gyllid ar gael i sefydlu a chynnal y ddarpariaeth – naill ai mewn ysgolion neu ganolfannau penodol. Yn anffodus, gwyddom am ambell ysgol sydd wedi peidio cynnig darpariaeth drochi hwyr gan fod y cyllid wedi dod i ben.

Cwestiwn ymgynghori 27: Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un corff?

DDIM YN CYTUNO NAC YN ANGHYTUNO

'Does gan CYDAG ddim barn bendant ar hyn. Mae'n anodd mynegi barn heb wybod y manylion i gyd, ond mae'n debyg y byddai hyn yn sicrhau cysondeb, a dilyniant o ran y continwmm o oedran addysg gorfodol i gyfnodau wedi hynny.

Cwestiwn ymgynghori 28: Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

DDIM YN CYTUNO NAC YN ANGHYTUNO

Beth fyddai natur y berthynas rhwng y Ganolfan ac ysgolion? Byddai angen diffinio rôl y Ganolfan mewn perthynas â sefydliadau eraill sy'n cefnogi ysgolion ac athrawon – y Coleg Cymraeg yn arbennig felly. Mae paragraff 128 hefyd yn cydnabod hyn.

Cwestiwn ymgynghori 29: Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

CYTUNO

Yn sicr. Os ydym am gyrraedd y miliwn o siaradwyr Cymraeg, mae'n bwysig bod digon o ddarpariaeth dysgu Cymraeg a strwythurau addas yn eu lle, ac yn arbennig felly o ran cynyddu'r gweithlu cyfrwng Cymraeg.

Rydym hefyd wedi cyhoeddi 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg'. Rydym yn gofyn y cwestiynau canlynol yn y ddogfen honno:

30. Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

31. Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg, ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

32. Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Mae costau cudd bob amser ynghlwm ag unrhyw newid – i ysgolion fel i'r grwpiau eraill a enwir. Efallai nad yw'n gostau cyllidol uniongyrchol, ond mae gweithredu newid bob amser yn gostau ar amser arweinwyr yn ein hysgolion. O ran ysgolion CYDAG e.e. mae llawer iawn o amser y pennaeth ar hyn o bryd yn mynd ar chwilio am staff cymwys. Gobeithio y bydd gweithredu Deddf Addysg Gymraeg a ddaw i ddilyn y Papur Gwyn yma, a Chynllun y Gweithlu Cymraeg mewn Addysg, ymhen amser yn lleihau'r gofyn yma.

33. A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

34. Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Byddai'r cynigion yn cael effaith gadarnhaol ar y Gymraeg, a, gobeithio, yn cynyddu niferoedd siaradwyr Cymraeg.

35. Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Yr ydym wedi ymateb yn llawn i gwestiynau'r ymgynghoriad, ac yn croesawu'r Papur Gwyn.

36. Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Dim sylwadau ychwanegol.

Proposals for a Welsh Language Education Bill

Consultation response form

Your name:

Organisation (if applicable):

email/telephone number:

Your address:

Responses should be returned by 16 June 2023 to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

Questions from the document ‘Proposals for a Welsh Language Education Bill’

Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

We welcome the vision and long-term aims outlined by the Bill. There is a need to grow tomorrow’s Welsh speakers, teachers and Welsh-speaking workforce. The education system has a critical role to play in achieving this vision with an ambitious increase in the number of Welsh medium schools and the proportion of Welsh taught in all schools an aspiration we would seek to support.

The ambition for all pupils leaving statutory education able to speak Welsh with confidence reflects the ambition set out in the CfW’s Four Purposes and this provision will strengthen this mission to provide equity of experience for all learners and define this expectation. The use of the CEFR, an internationally recognised language framework, will provide a comprehensive, coherent, and transparent description of language proficiency so that all stakeholder, including learners and parents understand the route to proficiency. The CEFR framework will also supports a life-long learning vision through its pathway to fluency. It is an internationally recognised language framework, and its adoption/adaptation will ensure that the status of the language is elevated in the international community.

The key for language learning is regular contact with the language and that clarity of expectation is needed, particularly in schools where English is the main medium of learning, so that learners, are provided with equal opportunity to succeed. The provision will set the bar high for many English medium schools but should have a long-term impact on behaviours within the system as expectations for Welsh are normalised.

Expectations in an education context should go hand in hand with wider promotion of the 2050 strategy and cultural normalisation of the language so that Welsh is not only seen as the language of education.

Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that’s synonymous to level B2 by 2050? If so, what should that role be?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

The statutory expectations with regard to Welsh language outcomes are planned for via the Local Authority Welsh in Education Strategic Plans. This B2 minimum requirement, will provide a clear steer for LA planning and promotion activity, particularly in English medium schools where B2 will be the requirement. The B2 benchmark will also be valuable for LA stakeholders delivering services on their behalf, including regional consortia. School leaders will need support to ensure they are meeting expectations in

term of provision and working towards the desired B2 CEFR standards, as a minimum and the LA will need clarity on progress made which will need to be monitored by the LA / consortia delivering services on their behalf. The current GCSE Welsh second language with designed with some alignment to the B2 standard but this has not led to natural transactional use by learners given minimum time allowance and specification-led teaching by many secondary schools. It will be critical for LAs to have an understanding of the provision in each school as part of a monitoring process.

School Improvement Partners supporting schools will need a high level of understanding of the policy context and ability to challenge and support leaders to plan their provision effectively. This should be across the age range so that progression in Welsh language skills and the CfW principles of progression are realised. The work of Welsh advisers may need to be further aligned to this support and challenge activity as further workload is added to the school improvement remit.

The B2 standards will need to be planned for in line with each school’s Curriculum and through collaboration across clusters. This will need to be supported by those undertaking support and monitoring duties on behalf of Local Authorities, so that progression towards B2 is meaningful and monitored along the way by all stakeholders, including schools and clusters.

Positive, regular and sustained language promotion including celebrating the benefits of bilingualism with parents of young children will be critical as part of the LA remit.

Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that’s synonymous to level B2 by 2050? If so, what should that role be?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

There should be positive promotion of the Welsh language for Education across all aspects of the ministerial portfolios. The vision for Cymraeg 2050 cannot be achieved through the education portfolio alone. Normalisation across all aspects of public life will be key to ensuring that the benefits of bilingualism are understood and respected so that parents see value in Welsh medium education and the development of skills through education.

Ministers should also facilitate collaboration. Planning to ensure a seamless pathway of lifelong learning will need a high degree of coordination across providers which can only be achieved by careful national management. Coordination will need to be achieved across LAs, Consortia and other middle tier partners and other Welsh language movements and organisations. Welsh Government will need to ensure that each partner has a clear line of sight for each stakeholder, an understanding of the roles and responsibilities undertaken as well as challenges facing each stakeholder, in order for collaboration to be successful. Clearly mapping the roles and responsibilities of key stakeholders and the boundaries of their work will be critical to minimising duplication and overlap. Stakeholders will need to collaborate regularly to ensure clear lines of communication.

The paper is less clear on the role of Welsh Government aspect as Chapter 4,5 and 7 are referred to when outlining proposals and it is difficult to follow the rationale.

Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

It will be easier for all stakeholders, learners of all ages, parents, education establishments (statutory and non-statutory education) and governors to understand the progression pathway so that all learners are supported move along the language continuum from their individual levels of proficiency. It will reduce variation in understanding and interpretation of the expected standards (Welsh/Welsh English medium) and across sectors (Education/Welsh for Adults). The role of the current Descriptions of Learning in CfW for Welsh and Welsh in English medium schools will need to be considered if the CEFR is to sit alongside the Principles of Progression. We welcome that teaching and learning materials are to be developed to meet the demand of the new continuum, particularly for those teaching Welsh in English medium schools. However, each school's curriculum is bespoke and unique to the local context therefore using set textbooks somewhat conflicts with philosophy of Curriculum for Wales. Perhaps focussing on developing key language functions and applying those in context could provide a structure for textbooks that can be useful for non-specialist teachers. If the intention is to achieve one language continuum for all, including for teachers learning the language as part of their professional development, it will be imperative that any teaching materials for schools are tailored to the needs of learners in education, and not dual-purpose for pupils in schools and adult learners. It is also important to consider that the current Welsh for adults' provision (other than the Sabbatical, particularly Welsh in a Year) does not always prepare teachers for the classroom, to consider curriculum design or pedagogy.

Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Providing statutory descriptions for each school language category will again provide a clear steer for schools on expectation (guidance currently at 15% in English medium). In south-east Wales, a clear expectation for English medium schools will support improvement of provision / contact hours conducive to language learning and application. It will provide school improvement services with a clear expectation that can be monitored and reported upon so that LA are clear if statutory requirements are being met. The requirement for maintained schools to publish a plan detailing how they will increase Welsh language provision over time will again need support and coordination from school improvement service at a local/regional level. This requirement will need to be considered in light of school workload and bureaucracy discussions. Another consideration is how this additional layer of monitoring and support will be funded.

It will be imperative that schools wishing to move along the language continuum, building on the 15% do so when the school is ready to do so from a staffing perspective. There is a danger that schools wishing to make their mark may see an opportunity to implement a Welsh medium class utilising the expertise of a key member of staff, without ability to maintain that provision across year-groups.

Ill-considered plans to increase Welsh medium provision in English medium schools may lead to an undermining of Welsh medium education in a local area, and ultimately, the objectives of the Bill.

Local Authority targets on moving schools along the language continuum should be firmly based on the current position of each school and their readiness for transitioning to a new category.

Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Yes. The non-statutory guidance has not been widely adopted with English medium schools widely falling short of the current 15% definition. Legislation would further ensure consistency across schools and strengthen the need for schools to plan for the professional learning needs of the workforce to meet the increasing provision requirement.

Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Supporting comments

Ensuring adequate provision for Welsh was a recommendation in the 'One Language For All' review underpinning the recommendation on the Welsh language in Successful Futures and CfW. The EAS was involved in this review.

The curriculum notes an expectation for learners to be able to effectively communicate in both Welsh and English however not all schools adhere to this ambition of ensuring progression in language skills underwriting the Four Purposes. To this end, a minimum expectation would ensure equal opportunity for all learners. It will provide clear expectations for the workforce and their responsibility in achieving good quality teaching for Welsh. Pedagogy associated with positive language learning includes interleaving practice, application in different contexts, metacognition etc that cannot be achieved without dedicated language teaching and planning for use in both formal and informal contexts. This will also support the language skills supported by the LLC vision – plurilingualism, mediation and translanguaging.

The current guidance of 15% (formal and informal Welsh language provision) does however provide a lack of clarity on the expectations in terms of language teaching contact time. The formal / informal provides a 'grey area'. There are examples of schools

who plan effectively for Welsh through the discrete use of Welsh in formal situations and through planned opportunities for meaningful use of language in a wide variety of situations and contexts. The Siarter Iaith (Cymraeg Campus) provides a valuable addition to the guidance for schools in this respect. However, awards can be achieved without standards in Welsh language skills being progressive.

The 15% will require a significant cultural shift in many settings and significant investment in professional learning.

Should there be alignment between the expectations in terms of discrete teaching of Welsh across all schools, regardless of medium, if all schools are to move learners along one language continuum?

Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role in the process?

Supporting comments

It will be for Governing Bodies to place themselves in a category and then for LAs to approve this category. There is no mention of consortia in this process of supporting LAs to achieve an overview of school-based categorisation. Roles and responsibilities for each aspect of the White Paper will need to be considered and agreed so that the functions of each partner are clear, particularly where school improvement and governance services are delivered by consortia on behalf of local authorities. Additional workload will need to be costed and funded appropriately.

Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

In SE Wales there are currently Welsh medium schools and English medium schools. There is a focus on increasing Welsh medium education and based on the current recruitment and retention position, achieving this increase will provide our first challenge in terms of workforce. Aiming for meaningful provision across English medium schools in line with minimum expectation will provide an ambition in the short term. After these objectives have been achieved, we can then consider further increasing provision in schools where staffing allows for meaningful progression of further bilingual teaching. The expectations on behavioural changes described by the paper will support schools to engage meaningfully with the Welsh in education agenda. However, these expectations should be aligned with a wider Welsh language normalisation campaign so that communities as well as schools understand their part in the national vision.

Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Supporting comments

The statement recognising that local factors may influence the pace of progress towards increased Welsh language provision is important. Targets for increasing dedicated Welsh medium provision in SE Wales and strengthening the provision for Welsh in English medium schools should be the priority. The duty on all schools to set out a delivery plan to develop Welsh language provision is welcomed as a means of progressing the pace of progress in English medium schools. The plan 'should provide...any support the local authority has promised the school for the purpose of increasing provision'. Where consortia deliver services on behalf of the LA, a dialogue will be needed with LAs about this activity and how this will be achieved moving forward. There will need to be clarity on roles and responsibilities prior to any implementation. There will be funding implications in light of additional workload.

Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	-------------------------------------

Supporting comments

The process of monitoring provision in line with language category, monitoring progress of progression to a higher category is welcomed as an aspiration that will progress Welsh in education. However, where school improvement services are delivered by consortia on behalf of LAs, this will significantly add to the workload of school improvement services and staff as the 'school and local authority (will need to) discuss the plan regularly'. The work of school improvement partners and other regional staff will need to be supported particularly where the complexity of Welsh in education planning is not widely understood. There will need to be clarity on roles and responsibilities prior to any implementation. Funding implications will also need addressing. Should there be increased workload within Local Authority's / regions consortia delivering services on their behalf, there will be capacity and funding implications.

Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Supporting comments

A presumption approach would mitigate the need for challenging consultations and provide all LAs with a consistent, agreed approach regardless of linguistic context or political pressures.

Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and

learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Implementation of statutory targets will provide a solid basis for collaboration and support. All parties will need to work together towards implementation as opposed to planning. The change of name to 'Implementation Plans' from 'Strategic Plans' clearly defines the shift.

The consortia are mentioned for the first time here as a stakeholder in supporting the 10-year plan. This implies a role for the consortia in ensuring a language learning pathway but does not reference the work of the consortia in relation to school improvement, curriculum development, networking and sharing of practice, or, of governance. The role of School Improvement services need to be better defined and understood throughout the bill.

Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

The local setting of targets to increase the number of teachers and assistants with language skills at an appropriate level to teach and lead Welsh language provision across all school categories will be essential to build capacity. Targets will need to be based on accurate school assessment via the SWAC to ensure targets are based on individual starting points. This will need careful planning and collaboration between LA and support partners such as the consortia who have been involved in building capacity through initiatives through the sabbatical scheme and follow up support and development. The consortia have a significant existing overview and portfolio of professional learning and engagement patterns within schools and clusters and of supporting capacity building through cluster working.

The Sabbatical Scheme Welsh in a Year programme is a key route to developing competent language teachers. Further investment into this scheme is vital to ensure meaningful development of skills. A reduction in Welsh in a Year provision is being seen at a local level.

Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	✓
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	---

Supporting comments

Yes. However, Outcome 5 could reflect the opportunities for learners to use Welsh in school and in the community, as opposed to in school only.

There is a clear role for the Siarter Iaith to play in supporting the development of Welsh in Education. There is a need to incorporate the Siarter into the work on the Bill so that this is strengthened as a key national intervention for all schools. The Siarter Iaith (Cymraeg Campus) is being utilised effectively across schools to increase Welsh medium provision through informal use and in developing Welsh across the curriculum.

Specific outcomes are not clearly defined here.

Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Yes

Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

The national objective for Cymraeg 2050 is a national objective and therefore it is reasonable that WG should assist with target setting. WG should support the implementation of target setting and resource Local Authorities to achieve their targets. The focus of local Welsh in Education Fora can become more solutions based, focussed on meeting targets rather than considering the appropriateness of targets that may be influenced by a range of factors including linguistic context and any local political pressures.

Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

As a partner in the delivery of services for Welsh we are familiar and comfortable with the role of Estyn as a partner that undertakes review of school improvement. Our core values support high quality teaching and learning for all learners. This includes the standards of Welsh medium education and of the teaching of Welsh in all schools. Clarity around roles and responsibilities, however, will be vital as any proposals for a potential further shift to monitoring and evaluation of school planning at school level takes place, as well as any changes to professional learning delivery for Welsh around curriculum reform and the proposed new language continuum as part of CfW. Collaboration and agreement on roles and responsibilities will be critical to the effective implementation and monitoring of the plan.

Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

We welcome the opportunity to work with LA partners to strategically plan for the development of the workforce in line with local targets. The consortia have an existing overview of professional learning and engagement patterns within schools and clusters and of supporting capacity building through cluster working. This includes information on growing leadership capacity in the Welsh medium sector as well as of the skills of the workforce in English medium schools.

Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Yes
The report should be supportive and provide clear, meaningful guidance.

Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

As a partner in the delivery of services for Welsh we are familiar and comfortable with the role of Estyn as a partner that undertakes review of school improvement. Our core values support high quality teaching and learning for all learners. This includes the standards of Welsh medium education and of the teaching of Welsh in all schools. Clarity around roles and responsibilities, however, will be vital as any proposals for a potential further shift to monitoring and evaluation of school planning at school level takes place, as well as any changes to professional learning delivery for Welsh around curriculum reform and the proposed new language continuum as part of CfW.

Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	-------------------------------------

Supporting comments

NA

Question 23 – Do you think a duty should be placed on local authorities to promote Welsh- medium education among parents and carers?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	-------------------------------------	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Considerable investment is being made into progressing Welsh medium education. Positive promotion of the benefits of bilingualism amongst parents and carers as well as the general public is therefore important to ensure that the take-up of provision is in line with the aspiration and targets set within the system. Promotion should be undertaken nationally through public campaigns as well as at a local level.

Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh -medium education?

Supporting comments

Coordination of work that crosses over all LA WESPS e.g., promotion materials, recruitment materials, work on Welsh language normalisation so that society sees the benefits and opportunities that the Welsh language brings. Implementing an education Bill without further normalisation activity across all public bodies and services might be considered punitive as opposed to proactive and positive.

Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

It should be part of the ongoing work to positively promote Welsh medium education with late immersion education promoted as a viable route. Case studies of successful late immersion families should be collated nationally and shared as part of the promotion.

Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Immersion provision is now being delivered and supported across all LAs through national funding and networking. This work is growing in strength and should be continued to allow equitable access to Welsh medium provision. The funding has been assured for three years and should be maintained to secure delivery.

Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	✓
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	---

Supporting comments

The principle could work provided there were clear roles and responsibilities in respect of how the national body interacted with LAs and School Improvement services. There will continue to be a need for school improvement services for Welsh in schools to support curriculum implementation, teaching, learning and assessment. Often specialist support is required at short notice to support schools to make rapid

improvement. This will include professional learning and bespoke curriculum design expertise within the context of the schools involved. School's curricular are not directed and are co-constructed within and across schools. How will a centralised body be able to support this school improvement aspect? What will be the join-up between professional learning, development of resources and the school improvement aspect? What about implementation of the literacy framework in Welsh medium schools? Will all aspects of Welsh language provision fall under the remit of the national centre?

How will the body in question work with stakeholders who have extensive knowledge and understanding of the teaching of Welsh in an education context to utilise this expertise?

We also need to be mindful of the difference between teaching adults a language for daily use in social contexts and teaching adults' language that is for teaching learners. The National Centre has expertise in teaching adults who have personally subscribed to learn Welsh who are willing customers. Delivering professional learning to education professionals with a long language skills base is very different and is a skilled role involving the build-up of trust and relationships with individuals and schools over time. Practitioners also need to feel supported by those delivering the professional learning post programme. How will these relationships be built and supported through an arm's length body?

The principle of a national language continuum and long-term provision for skills development through a planned offer makes strategic sense. There need to be a clear distinction of the roles and responsibilities across the system for this to work.

Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	-------------------------------------

Supporting comments

The National Centre to work alongside the regional consortia to co-construct professional learning based on the continuum drawing on the strengths and local intelligence of all partners. Utilise the regional consortia partners and lead practitioners to co-construct resources for schools.

Without dialogue and further detail, gaps in provision could emerge.

Clearly defined distinction between the work of partners will be needed in order to provide an effective support mechanism for schools and that lines of accountability and scrutiny are clear. The national centre will not have the agility to work with schools in the same way as School Improvement Services do. The National Centre does not necessarily have the expertise in all aspects of education that influence teaching and learning, therefore a partnership approach would be desirable.

Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Yes.

Questions from the ‘Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill’ document

Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree	<input type="checkbox"/>	Disagree	✓	Neither agree nor disagree	<input type="checkbox"/>
--------------	--------------------------	-----------------	---	-----------------------------------	--------------------------

Supporting comments

Further clarity is needed with regard to the ‘Local Authority Costs’ section. Monitoring provision for Welsh and discussions with schools, teachers and governors are functions undertaken by the regional consortia in some cases, therefore there needs to be clarity on roles and responsibilities and how activities are funded where the workload increase may be delegated responsibilities.

Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

Supporting comments

All stakeholders will need additional funding to respond to increased challenge, professional development, recruitment, retention, promotion and collaboration.

Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

Workload implications for all stakeholders. Capacity and funding challenges within current School Improvement services.

Increasing the role of the Siarter Iaith across English medium schools. The Siarter Iaith is currently only funded for Welsh medium schools.

Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments**Mandatory questions**

Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

The proposals will generally provide clear national direction and expectations for the development of a bilingual workforce and therefore is to be welcomed. Enforcement through education policy alone is unlikely to lead to the vision for bilingualism in society.

Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

To attract and retain staff, teaching and leadership terms and conditions need to be attractive to future generations.

Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

N/A

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:



Cynigion ar gyfer Bil Addysg Gymraeg

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Q1. Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Ddim yn cytuno nac yn anghytuno

Q2. Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Q3. Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Q4. Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwrm sgiliau Cymraeg?

Cytuno

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categoreiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno

Q6. Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno

Q7. Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

No Response

Q8. Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol

Mae awdurdodau lleol yn amrywio o ran eu hymrwymiad/ agwedd at hyn ac felly mae'n anodd cynnal cysondeb ledled Cymru.

Q9. Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

No Response

Q11. Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno

Q12. Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

Dylai'r awdurdod lleol dderbyn canllawiau ac arweiniad yn ganolog a meini prawf penodedig neu mi fyddant, mewn rhai ardaloedd o Gymru, yn dueddol o fynd yn erbyn penderfyniad o sefydlu ysgol newydd cyfrwng Cymraeg. Yn yr un modd ag y mae Safonau'r Gymraeg gan Gomisiynydd y Gymraeg wedi arwain at BOB cyngor sir yn cyfieithu dogfennau o bob math, na fyddent yn ei wneud fel arall.

Q13. Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno

Q14. Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno

Q15. Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

No Response

Q16. Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno

Q17. Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno

Sylwadau ategol

Yn bendant. Gweler fy sylw uchod ychylch Safonau'r Gymraeg.

Q18. Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno

Q19. Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynnig i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno

Q20. Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynnig ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno

Q21. Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno

Q22. Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Sylwadau ategol

Sefydlu/ creu'r swydd canlynol: Comisiynydd Addysg Cyfrwng Cymraeg

Q23. Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno

Q24. Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol Canolbwyntio ar fanteision DWYIEITHRWYDD.

Q25. Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Ddim yn cytuno nac yn anghytuno

Q26. Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno

Q27. Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno

Q29. Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Q30. Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Q31. Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

No Response

Q32. Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Q33. Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Cwestiynau gorfodol

Q34. Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol

Er mai cynyddu'r nifer o siaradwyr Cymraeg sydd dan sylw yma, rhaid hefyd atgoffa pobl mai creu poblogaeth ddwyieithog yw'r nod a bod hynny'n creu cymdeithas waraidd.

Q35. Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Mae unrhyw ymdrech i normaleiddio siarad Cymraeg yn mynd i fod yn fanteisiol a thrwy addysg cyfrwng Cymraeg mae gwneud hynny.

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Sylwadau ategol

Mae'r cyfan yn gynhwysfawr a chyflawn yn fy marn i.

Proposals for a Welsh Language Education Bill

Consultation questions and response of 15 June 2023

Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Yes, we agree with the laudable aim of the proposed Bill. We believe that including provision on the target for one million Welsh speakers on the face of the Bill will give a strong and clear signal of its importance to the people of Wales, now and in the future.

For this policy to be successful, there needs to be strong, joined-up thinking on how it is to be delivered effectively. Giving the target a formal, legal basis means that it then becomes absolutely essential to describe precisely the support and funding that the Welsh Government intends to put into place to ensure that target can be met. This is both in terms of making sure that there is a sufficient number of appropriately trained, rewarded and supported teachers and making sufficient school places and teachers available in the right areas to achieve the target.

We believe there would be no merit in having a legal basis for a target that is solely aspirational and without there being clarity on the funding and support which will make it achievable.

Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Yes, in terms of their role place planning, teacher support and training and ensuring the effective delivery of the target and in taking appropriate remedial action if it looks in danger of not being met. To be able to achieve this, the local authorities themselves need to be sufficiently funded and supported by Welsh Government.

Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Yes. It is a target proposed by Ministers and one that is to be written into legislation, so Ministers must show the necessary leadership and be visibly supportive to enable the target to be met.

Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Yes.

Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Yes, provided that categorisation is meaningful and quantifiable. Describing a school as being “*on a transitional path to becoming a Welsh / English medium school*” needs to have quantifiable meaning.

There is also a danger that the act of categorising schools could itself be divisive and therefore unhelpful. There is a clear need to consider what parents expect and want from their local schools, particularly in authorities on the England / Wales border who could lose pupils to schools across the border.

Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Yes, such a duty would give welcome clarity. The descriptions should not be unworkably inflexible and should ensure schools are able to meet the needs of their local community.

What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

A minimum target could be effective provided it is set appropriately and represents the right level of challenge and stretch. There is a danger though that targets could have unintended consequences and drive negative behaviours. As with any language learning, young people will be motivated to learn to speak Welsh for themselves by being encouraged and enthused to do so, not by being overly assessed and examined.

There are clear implications in setting a target for what it means for the number of teachers required to be able to speak Welsh themselves, what amount and level of training is needed to reach that number, and how that training is to be fully funded, what pay and other financial incentives are needed, what support those teachers are to be given, whether the teachers needed are in the same geographical areas as the demand and the opportunity cost.

It is hard enough at present for schools to find suitable teachers, particularly in shortage subjects such as science and maths, without there being additional linguistic requirements on potential candidates. It is also the case, given the often highly limited number of potential candidates, that where one school is successful in recruiting a teacher who is fluent in Welsh, that teacher is then not available to meet another school's need.

There should also be a workload impact assessment to assess the likely effect on the existing workload of the proposals on Welsh language provision, with due consideration of what work would be ended to make room for this new workload pressure. That impact assessment should consider the pressures created by the need to cover regular staff absence for training, including availability of supply cover,

not adding supply duties to leaders workload, impact on pupils and parental responses to teacher absence; an assessment of the cost of ensuring that all training is fully funded; the workload associated with any tracking and reporting of language progress against targets, both for staff and pupils; the impact on school management in encouraging and supporting staff and pupils; the interplay between this policy and other new initiatives for leadership capacity and overload; and questions about how schools will be held to account and by whom, including mitigation of any unintended consequences or perverse incentives flowing from this.

Initiatives such as the sabbatical to promote Welsh language learning, while welcomed and valued by the teachers involved, are having limited long-term impact in communities where the demand among local communities for the Welsh language is low. For it to be successful and become embedded, Welsh language learning needs to have a community-wide focus, not just a school-based one.

Without clarity on all these issues, there is the risk that the target will remain either wholly aspirational or unachievable.

What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role in the process?

This seems a reasonable approach to help realise the policy aim and the local authority is probably best placed to make that decision, given its wider functions.

School places, wherever they are situated, need to be provided based on an assessment of where those places are needed. The system needs to be demand-led rather than driven by the supply of school places.

Do you agree with the principle that all schools should increase their Welsh language provision over time?

Yes, it fits the overall aspiration behind the target, although this needs to be done with care and targets need to be realistic and not aspirational or open-ended. However, there may be exceptional cases where it would not be appropriate, for example if there is for whatever reason little demand within a particular geographical area or local community for Welsh language learning. The proposal also needs to take careful consideration of the learning and emotional needs of children within a school, particularly those with learning disabilities and other special educational needs.

What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

The principles seem sensible, but to be effective there needs to be much greater clarity on how they are to be achieved and an assessment of the cost of all the support arrangements that will be put in place to deliver them.

Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Monitoring progress is not the same as ensuing effective delivery of improvement towards a defined target. There needs to be clarity on what financial and other support mechanisms will be put in place to help schools in progressing.

What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

The decision should take account of both the current and likely future needs of pupils and families in the areas. As such, it should be demand-led rather than supply-driven.

Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Yes, although the emphasis should be on promoting and enthusing Welsh language learning rather than on being overly prescriptive. Any National Plan will need to be underpinned by an impact assessment and costed proposals on how it is to be implemented and the intended benefits and other effects of doing so, rather than merely by aspirational statements, if it is to be achieved.

Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

We agree there should be national targets in place, provided those targets are not overly prescriptive, it is clear how they are to be achieved in practice and what levers are to be used to achieve them. It should also be clear who has ownership of those targets and how they are to be effectively realised and reviewed.

Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

It is helpful that there is more detail here on what planning needs to take place at local level. But there also needs to be an assessment of and clarity on the levels of support that will be made available centrally to local government in support of these plans. Without that support, it is not clear how a local authority would be expected to deliver on these aspirations.

Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Yes. That review will need to make clear what happens next and what support is needed.

Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

No, not unless there is a guaranteed level of support provided to local authorities to allow the to achieve the targets.

Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Yes.

Do you agree with the proposals to impose duties on local authorities in planning their workforce?

No, not unless imposing such duties would be the only way to guarantee the effective delivery of the policy intention and there is clarity on the accompanying appropriate level of support to ensure that it does.

Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Yes.

Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

We are not clear from the proposals that using Estyn to enforce authorities to meet targets, rather than finding a more effective way to encourage, support and promote authorities would be the appropriate way to win hearts and minds.

Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

No, but it is clear that local authorities will need to be appropriately funded to be able to deliver on the aspirations of their WEIP, rather than potentially punished for failing to do so.

Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Yes, although as noted above an overly prescriptive approach may not be the best approach to win over hearts and minds.

What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

The appropriate level of financial support and training to ensure that there is a sufficient supply of teachers able to offer Welsh provision in schools; a means to ensure that delivery is taking place in the areas where demand and need are higher; and careful consideration of what action to take if it becomes clear that that target is in danger of not being met.

It is also important to put an emphasis on ability in *spoken* Welsh as it is a living language, rather than on a more analytical approach to the written language.

It is also important that teaching standards are not in any way reduced in the push to meet language targets, and that the standards required to be a teacher remain in place, with fluency an additional skill.

Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Yes, if it is properly resourced.

Do you think a duty should be placed on local authorities to provide late immersion for learners?

Yes, if it is properly resourced.

Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Yes. We need more detail on how it would provide training to teachers and other education staff and what funding it would receive to do so, how it would be accredited etc. The proposal appears to be that it would be inspected by Estyn, and we would need more detail on this.

Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

It would seem sensible to undertake some modelling of whether the proposal is the right one and, if so, whether NCLW has the capacity and capability to fulfil this role.

Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Yes. We also agree with the assertion that there is further work to be done with this and many of the other proposals in the White Paper, and we stand ready to work with the Welsh Government in doing so.

Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Yes.

Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

-

What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Yes. Too many of the proposals are vague and not fully costed – for example on progressing to level B2 is marked as *“This will need to be further explored and understood as the proposal is developed.”*

Another example is *“we are reviewing the funding currently available to support the provision of professional learning opportunities and support for the implementation of WESPs to establish clear funding streams and outcomes. This work is currently ongoing.”*

Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw: Grŵp Strategaeth y Gymraeg, Prifysgol Bangor

Sefydliad (lle bo'n berthnasol): Prifysgol Bangor

e-bost/rhif ffôn:

Eich cyfeiriad: Prifysgol Bangor, Ffordd y Coleg, Bangor, Gwynedd

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050

Llywodraeth Cymru

Parc Cathays

Caerdyd

d CF10

3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: Cymraeg2050@llyw.cymru

Nodyn o gyd-destun

Cafodd y cynigion eu trafod mewn cyfarfod o Grŵp Strategaeth y Gymraeg Prifysgol Bangor (23 Mai 2023), a chyn hynny, mewn pwyllgorau ar lefel colegau academaidd ac ambell ysgol academaidd. Mae'r ymateb hwn yn ymgais i ddwyn ynghyd y sylwadau a wnaed yn y cyfarfodydd hynny ac a dderbyniwyd yn sgil y trafodaethau a gafwyd.

Gan fod Grŵp Strategaeth y Gymraeg yn cael ei gadeirio gan y Dirprwy Is-ganghellor gyda chyfrifoldeb am y Gymraeg ac yn cynnwys cynrychiolwyr ar draws holl feysydd academaidd a gwasanaethau proffesiynol y Brifysgol, mae'r ymateb yn un sy'n cynrychioli barn y sefydliad.

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae'r Brifysgol yn croesawu nod ac uchelgais y cynigion. Drwyddi draw, mae'r nod o gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050 yn un sydd wedi'i dderbyn a'i groesawu gan y cyhoedd, cyrff cyhoeddus ac awdurdodau lleol fel ei gilydd ers cyhoeddi strategaeth Cymraeg 2050 Llywodraeth Cymru yn 2017. Byddai cynnwys y targed mewn Bil Addysg Gymraeg yn fodd o sicrhau bod y dyhead yn dod yn amcan y gellir datblygu strategaethau llawn ac ymarferol o'i gwmpas dros gyfnod y llywodraeth bresennol a chyfnodau llywodraethau'r dyfodol. Mewn gwirionedd, mae llwyddiant y Bil yn mynd i ddibynnu ar y gweithredu fydd yn deillio ohono, ac mae hynny, wrth gwrs, yn cynnwys yr angen dybryd i ddatblygu a thyfu gweithlu addysg sy'n hyderus i ddysgu'r Gymraeg a thrwy gyfrwng y Gymraeg.

Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn croesawu'r bwriad i roi dyletswydd ar yr awdurdodau lleol i weithio tuag at sicrhau bod pob disgybl yn cyrraedd lefel sydd gyfystyr â B2, ac yn gobeithio y bydd hynny'n arwain at fwy o gysondeb o ran darpariaeth ac o safbwynt ymrwymiad yr awdurdodau i hyrwyddo'r Gymraeg.

Er ein bod fel Prifysgol yn gweithio'n ddygn i hyrwyddo ein darpariaeth Gymraeg ymhlith darpar-fyfyrwyr ac yn pwysleisio gwerth y Gymraeg o safbwynt gwybyddol, diwylliannol a chyflogadwyedd, rydym yn ymwybodol iawn o'n sefyllfa fel y cam olaf ar y continwwm addysg brif ffrwd. Yn hynny o beth, byddai prif-frydio'r negeseuon hynny ar hyd y continwwm yn gymorth sylweddol i atal y duedd a welwn ymhlith disgyblion ysgol mewn rhai awdurdodau i gefnu ar y Gymraeg yn y sector ôl-16.

Gwedd arall ar ddyletswydd yr awdurdodau lleol a allai wneud gwahaniaeth i ganfyddiad disgyblion a rhieni, fyddai eu defnydd eu hunain o'r Gymraeg. Fel rhan o'u dyletswydd,

byddai'n dda eu gweld yn arwain trwy esiampl o fewn eu gweithluoedd a'u gweinyddiaeth eu hunain.

Cwestiwn 3 –Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod ?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn credu fod angen arweiniad clir gan Weinidogion Cymru yn y cyswllt hwn gyda thargedau clir ac uchelgeisiol a monitro cyson ar y targedau hynny.

Rydym yn teimlo hefyd fod angen ei gwneud hi'n gliriach mai isafswm disgwyliadau fyddai lefel B2 a bod angen sicrhau cyfleoedd a llwybrau clir i bob disgybl gyrraedd rhuglder.

Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwmm sgiliau Cymraeg?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae'r syniad o gontinwmm sgiliau Cymraeg, gyda phob dysgwr a siaradwr yn cael eu mapio arno ac â'r gallu i symud ar ei hyd yn un a allai roi eglurder i holl randdeiliaid yr iaith, gan gynnwys dysgwyr, athrawon, rhieni a chyflogwyr.

Yn naturiol er mwyn sicrhau bod pob un disgybl yn cael cyfle cyfartal i droedio ar hyd y continwmm hwn, mae'n rhaid cymryd camau radical i sicrhau gweithlu addysg digonol.

Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorreddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn cytuno gyda'r angen am gyfundrefn statudol ar gyfer categorreiddio ysgolion yn ôl cyfrwng iaith. Bydd angen sicrhau, fodd bynnag, fod y categorïau hynny wedi'u diffinio'n glir ac wedi'u datblygu gyda golwg benodol ar sicrhau bod cyfle ac anogaeth i ysgolion symud ymlaen ar hyd continwwm o gategorïau.

Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau, gan wneud hynny mewn ffordd sy'n grymuso'r Gymraeg ac yn annog ysgolion i godi eu huchelgais. Byddai gosod y categorïau mewn rheoliadau yn sicrhau cysondeb i'r holl randdeiliad.

Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

Mae'r cysyniad o isafswm oriau yn y Gymraeg yn un clodwiw, cyn belled bod yr oriau yn ddigonol i ddisgyblion ddatblygu yn siaradwyr hyderus. Bydd angen eglurder o ran natur yr oriau cyswllt, ond yn fwy na dim bydd angen buddsoddiad digonol yn y gwaith o ddatblygu gweithlu i ddarparu'r isafswm.

Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol

Rydym yn credu bod y cynnig hwn yn un dilyys, ond mae'n ddibynnol iawn ar sicrhau diffiniadau clir ar gyfer y categorïau. Bydd diffiniadau a disgwyliadau clir yn hwyluso'r gwaith o sicrhau unfurfiaeth o fewn yr awdurdodau lleol, ond hefyd yn genedlaethol.

Fel prifysgol sy'n hyfforddi athrawon rydym yn awyddus i bwysleisio y bydd gosod ysgolion mewn categori iaith eglur yn allweddol wrth ystyried lleoli myfyrwyr yn ôl eu proffil iaith, gyda chyfleoedd amlwg i gynorthwyo'u datblygiad ar hyd y continwwm sgiliau newydd.

Mae'r cynnig ym mharagraff 55 yn allweddol o ran eglurder a thryloywder. Byddai cynnwys categori iaith ysgol o fewn set data'r CYBLD yn galluogi dadansoddiad ar lefel ysgol, awdurdod ac yn genedlaethol, a hynny ar sail data ystyrlon.

Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae'r cynnig hwn yn gwbl greiddiol i wireddu amcanion y Bil. Fel arall, mae peryg real mai parhau i aros yn eu hunfan yn ieithyddol fydd hanes nifer fawr o ysgolion. Yn wir, fel prifysgol sy'n canfod y gwaith o drosi myfyrwyr at ddarpariaeth cyfrwng Cymraeg yn gynyddol heriol, rydym yn ymwybodol mai tuedd at leihau'r ddarpariaeth a welwyd mewn sawl ysgol dros y blynyddoedd diwethaf, yn enwedig yng nghyfnod allweddol 4. Credwn fod llwyddiant y cynnig hwn yn ddibynnol ar osod targedau clir a monitro cynnydd yn eu herbyn.

Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Rydym yn credu fod y cynigion hyn yn rhai teg ac yn cynnwys rhai canllawiau defnyddiol ym mharagraff 60.

Mae 'darpariaeth Gymraeg' yn gofyn am ddiffiniad clir o natur y ddarpariaeth o ran materion ehangach hefyd (e.e. cyfleoedd allgyrsiol, darpariaeth ADY, darpariaeth iechyd a lles, darpariaeth wrth gydweithio gyda rhieni, cyfleoedd i ddefnyddio iaith yn gymdeithasol).

Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn credu bod trefn fonitro effeithiol yn allweddol i wireddu'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth ac yn cytuno bod gan yr awdurdodau lleol ac Estyn gyfraniadau pwysig i'w gwneud yn y cyswllt hwn. Nodwn, serch hynny, fod angen canllawiau clir gan Estyn a disgwyliadau clir ar yr ysgolion mewn gwahanol gategoriâu o ran y dystiolaeth fydd yn cael ei chasglu yng nghyd-destun defnydd o'r Gymraeg.

Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

Gan mai amcan canolog y Bil ydy cynyddu'r ddarpariaeth Gymraeg, a hynny er mwyn gwireddu nod y miliwn siaradwyr, mae'n allweddol felly fod penderfyniadau ynghylch ysgolion newydd yn cefnogi'r nod hwnnw. Mae gosod rhagdybiaeth mai ysgol cyfrwng Cymraeg fydd pob ysgol newydd yn gam allweddol tuag at gadarnhau'r egwyddor y dylai addysg Gymraeg fod ar gael yn hwylus i bob plentyn yng Nghymru.

Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn gweld ac yn gwerthfawrogi'r rhesymeg y tu ôl i'r cynnig hwn ac yn cytuno bod angen gweledigaeth fwy cydlynus ar holl fater dilyniant. Credwn y dylai'r cynllun osod cyfeiriad ar gyfer defnydd o'r Gymraeg yn ogystal â chaffael a dysgu.

Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae'r cynnig hwn yn cyffwrdd â'n pryder mwyaf o ran gwireddu amcanion y Bil, sef y ffaith nad oes gennym weithlu addysg digonol yn ei le a dim argoel ychwaith bod y gweithlu yn tyfu ar raddfa ddigonol i weddnewid y sefyllfa. Er bod gosod targedau fel rhan o'r Cynllun Cenedlaethol i gynyddu nifer yr athrawon i'w groesawu, ofer fydd targedau heb ymyriadau pellgyrhaeddol i ddenu athrawon newydd i'r proffesiwn a buddsoddiad sylweddol mewn hyfforddiant athrawon a'u datblygiad proffesiynol. Fel prifysgol, credwn fod gennym gyfraniad sylweddol i'w wneud yn y maes hwn nad yw'n cael ei gydnabod yn ddigonol yn y cynigion fel ag y maent.

Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn cytuno gyda'r pwyslais clir sydd yn yr adran hon ar feithrin cynnydd. Credwn fod cyfle i amlygu o fewn y deilliannau sut yr eir ati i ymdrin â hwyrddyfodiaid gan roi pwyslais ar addysgeg trochi cynnar a hwyr.

Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae hwn yn ymddangos yn gynnig synhwyrol.

Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Gan mai'r Llywodraeth sydd wedi gosod nod y miliwn siaradwyr, mae'r cynnig hwn i osod y cyfrifoldeb o gynllunio cynnydd ar Weinidogion Cymru yn synhwyrol. Fe ddylai hefyd fod yn fodd o sicrhau gwell unffurfiaeth yn genedlaethol.

Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn cytuno fod barn allanol wrthrychol ac arbenigol yn mynd i fod yn werthfawr yn y cyswllt hwn ac yn fodd o sicrhau bod datblygiadau yn cael eu hadeiladu ar sail ymchwil.

Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynigion i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Fel y nodwyd eisoes, cynllunio a datblygu gweithlu addas ydy'r her fwyaf sy'n sefyll yn ffordd y gwaith o weithredu amcanion y Bil. Mae'n bwysig felly sicrhau perchnogaeth lawn ar yr her – yn lleol a chenedlaethol. O ran dyletswyddau'r awdurdodau lleol yn benodol, credwn fod yna le i bwysleisio eu cyfrifoldeb i sicrhau a hwyluso cyfleoedd hyfforddiant iaith i'w gweithlu cyfredol.

Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAu) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn cytuno â'r cynnig fel cyfrwng i sicrhau atebolrwydd.

Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn cytuno bod angen llwybrau clir i ymdrin ag unrhyw dangyflawniad posib gan awdurdod lleol. Yn hynny o beth, byddai rhoi swyddogaeth i Estyn yn sicrhau mesur o atebolrwydd.

Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Credwn y byddai galluogi mecanwaith hwylus ar gyfer cydweithio a rhannu arfer dda rhwng awdurdodau yn un ffordd o gefnogi'r nod hwn.

Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofawyr?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn cytuno'n gryf gyda'r cynnig hwn. Mae'n allweddol bod rhieni a gofawyr yn llwyr ymwybodol o fanteision addysg Gymraeg. Byddai modd atgyfnerthu ymdrechion yr awdurdodau ar lefel genedlaethol hefyd trwy strategaeth gyfathrebu ddyfeisgar (gw. isod).

Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Mae llwyddiant yn magu llwyddiant. Credwn fod potensial sylweddol i greu ymgyrch genedlaethol gref yn amlygu manteision addysg Gymraeg yn tynnu ar bob math o astudiaethau achos, gan ddefnyddio holl ystod y cyfryngau newydd a thraddodiadol i gyrraedd yr holl fudd-ddeiliaid.

Byddai potensial mewn ymgyrch o'r fath, o'i chyllido'n ddigonol, i wneud gwahaniaeth sylweddol ar draws yr holl, sectorau, yn cynnwys y sector ôl-orfodol.

Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae addysg drochi yn un o lwyddiannau mawr y gyfundrefn addysg yng Nghymru. Mae'n bwysig felly fod gwybodaeth am gynlluniau o'r fath yn cael ei hamlygu mewn ffordd ddeniadol i hwyrddyfodiad, ac yn cynnwys enghreifftiau o ddisgyblion sydd wedi elwa ar y ddarpariaeth. Credwn ei bod hi'n bwysig hefyd rhoi sylw i'r gwaith o gynghori rheini a gofalwyr ar sut y gallan nhw gefnogi disgyblion ar eu taith iaith.

Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn cytuno'n gryf gyda'r cynnig hwn. Mae rhoi'r cyfle i bawb ddod yn siaradwyr Cymraeg hyderus yn egwyddor allweddol.

Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Gan fod 'dysgu'r Gymraeg gydol oes' yn cwmpasu llawer iawn o heriau gwahanol ac amrywiol, credwn y byddai'n anodd iawn i grynhoi'r holl arbenigedd angenrheidiol o fewn muriau un sefydliad. Mae ein cytundeb gyda'r cynnig hwn felly yn amodol ar y ddealltwriaeth fod angen i unrhyw sefydliad sy'n cael ei bennu'n gyfrifol am arwain y gwaith fod yn barod i ymagweddu fel hwylusydd hefyd, gan dynnu ynghyd arbenigeddau o'r tu hwnt i'r sefydliad ei hun. Gallwn weld manteision mawr o ran cysondeb yn y gwaith hyrwyddo, marchnata ac amlygu cysyniad y continwmm, ond bydd angen eglurder o ran y berthynas rhwng y sefydliad a sefydliadau eraill sy'n gweithio yn y maes. Yn fwy na dim, mae'n allweddol nad yw bodolaeth a datblygiad y sefydliad yn dod yn nod ynddo'i hun ar draul y gwaith sydd angen ei gyflawni.

Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Fel prifysgol, rydym eisoes yn cydweithio'n agos gyda'r Ganolfan Dysgu Cymraeg Genedlaethol ac yn cydnabod ei llwyddiant yn datblygu ffocws gweladwy i faes Cymraeg i Oedolion a'i chyfraniad pwysig o ran datblygu darpariaeth ac adnoddau, trefniadau ansawdd a chyfleoedd hyfforddiant yn y maes. Rydym yn sylweddoli hefyd fod buddsoddiad helaeth eisoes wedi'i wneud gan y Llywodraeth i ddatblygu gwaith a dylanwad y ganolfan

Fel y nodwyd uchod (cw. 27), mae'r cyfrifoldebau a'r meysydd arbenigol sy'n deillio o'r papur gwyn gryn dipyn yn ehangach na chylch gorchwyl presennol y ganolfan. O ehangu ei chyfrifoldebau, credwn ei bod hi'n allweddol bod hynny'n digwydd mewn deialog a chydweithrediad gyda sefydliadau eraill sydd wedi meithrin arbenigedd dros nifer o flynyddoedd ym maes dysgu iaith a datblygu hyfforddiant ac adnoddau i blant, pobl ifanc a'r gweithlu addysg. Fel Prifysgol sy'n meddu ar lawer o'r arbenigeddau hyn, edrychwn ymlaen at gael cyfrannu'n adeiladol at y trafodaethau hynny. Dim ond trwy weithio mewn partneriaeth gydag adnoddau digonol y bydd modd ymateb i'r heriau sy'n deillio o weithredu cynigion y Bil Addysg hwn.

Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn cytuno'n gryf fod angen darpariaeth ddigonol o'r radd flaenaf, strwythurau cadarn yn eu lle a digon o arian ac adnoddau i allu sicrhau darpariaeth a strwythurau o'r fath. Mae hyn yn gwbl greiddiol os ydy'r Llywodraeth am wireddu'r uchelgais o gael miliwn o siaradwyr hyderus.

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

Sylwadau ategol

Fel y nodwyd uchod, mae'n gwbl allweddol bod yna gyllid digonol i weithredu cynigion y bil yn llawn ac yn llwyddiannus, ac yn arbennig felly o ran sicrhau gweithlu cymwys.

Mae'n rhaid wrth adnoddau digonol i'r holl gyrff sy'n ymwneud â darparu hyfforddiant cychwynnol i athrawon yn ogystal â chwistrelliad sylweddol iawn i'r cyllid sydd ar gael ar gyfer y gwaith o uwchsgilio'r gweithlu addysg.

Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol

Yn ogystal â'r elfennau a nodwyd uchod (cw. 31), credwn fod lle i gryfhau'r cymhelliant ariannol i fyfyrwyr sy'n dilyn cyrsiau hyfforddiant athrawon, ond gan wneud hynny mewn ffordd sy'n sicrhau eu cyfraniad at wireddu amcanion y Bil.

Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cwestiynau gorfodol

Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol

Mae potensial yn y cynigion hyn i wireddu amcan sydd wedi'i gwyntyllu ers degawdau lawer, sef datblygu cenedl wirioneddol ddwyieithog. O ddiwygio'r gyfundrefn addysg yn llwyddiannus a sefydlu gwaelodlin iaith ar lefel B2, bydd dwyieithrwydd fel norm cymdeithasol yn cael ei sefydlu, a hynny yn ei dro yn rhoi hwb sylweddol i faes cynllunio iaith sefydliadol.

Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Er ein bod yn sylweddoli mai papur gwyn ar gyfer addysg orfodol yw hwn yn ei hanfod, mae'n destun pryder i ni cyn lleied o sylw sydd wedi'i neilltuo ynddo i'r cyfraniad fydd ei

angen gan y sector addysg uwch i rai o themâu pwysicaf y papur – sef datblygu gweithlu addysg y dyfodol a holl fater dilyniant. Er mwyn gwireddu uchelgais y papur hwn bydd yn rhaid wrth ymrwymiad llawn ac uniongyrchol gan ein prifysgolion.

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhyngwrdd neu mewn adroddiad. Os byddai'n well gennych i'ch ymateb aros yn ddiennw, ticiwch yma:





Mehefin 15fed, 2023

ATODIAD 1

YMATEB ADRAN ADDYSG CYNGOR GWYNEDD I'R YMGYNGHORIAD: CYNIGION AR GYFER BIL ADDYSG GYMRAEG

Diolch am y cyfle i gyflwyno sylwadau ar yr ymgynghoriad 'Cynigion ar gyfer Bil Addysg Gymraeg'.

Mae Adran Addysg Cyngor Gwynedd yn croesawu'r cynigion ar gyfer Bil Addysg Gymraeg a geir yn y ddogfen ymgynghori hon yn gyffredinol, ac yn croesawu ymrwymiad cadarn Llywodraeth Cymru i ddeddfu a chynllunio'n briodol er sicrhau y gwreiddir y dyhead polisi cenedlaethol hirdymor o filiwn o siaradwyr Cymraeg erbyn 2050.

Cydnabyddir fod y dyheadau a'r deilliannau a nodir yn y cynigion ar gyfer Bil Addysg Gymraeg yn gorfod adlewyrchu'r holl amrywiaeth o gyd-destunau a geir ar draws Cymru o safbwynt darpariaeth addysg cyfrwng Cymraeg, sefyllfa ddemograffeg y Gymraeg yn y gymuned, ynghyd â'r heriau amrywiol o safbwynt y gweithlu addysg a geir ar draws Cymru, ac yn sgil hynny, fod pob awdurdod ar ei thaith unigryw ei hun tuag at gynnal a thyfu addysg cyfrwng Cymraeg.

Wrth gwrs, mae Cyngor Gwynedd wedi bod ar flaen y gad yn y maes yma ers degawdau yn sgil ein Polisi Iaith Addysg sydd wedi sicrhau bod cenedlaethau o blant a phobl ifanc yn manteisio ar y cyfle i gaffael y Gymraeg drwy'r gyfundrefn addysg a dod yn siaradwyr hyfedd ddwyieithog erbyn 11 oed. Yn wir, yng Ngwynedd mae'r Gymraeg yn perthyn i bawb, a thrwy gyfrwng Polisi Iaith Addysg y sir rhoddir y cyfle i bob plentyn feithrin sgiliau yn y Gymraeg. Mae Polisi Iaith Addysg Gwynedd felly yn esiampl i weddill Cymru, ac mae'n un y dylai Llywodraeth Cymru ystyried ei hyrwyddo yn genedlaethol er mwyn cyrraedd y nod o filiwn o siaradwyr erbyn 2050.

Yn sgil ein Polisi Iaith Addysg yng Ngwynedd, mae mwyafrif plant a phobl ifanc y sir eisoes yn meddu ar sgiliau yn y Gymraeg sydd y tu hwnt i'r isafswm lefel (sy'n gyfystyr â B2 CEFR) a nodir yn y ddogfen ymgynghori. Fodd bynnag, deallir yr angen i ystyried y cynigion yn y ddogfen ymgynghori yng nghydestrun Cymru gyfan, ac er na fydd yr isafswm lefel yn dylanwadu ar ein huchelgais ni i blant a phobl ifanc yng Ngwynedd fod yn meddu ar sgiliau uwch yn y Gymraeg, bydd diffinio'n eglur yr isafswm disgwylidig ar gyfer dysgwyr ar draws Cymru erbyn y byddent yn gadael addysg statudol yn sicrhau eglurder o'r sgiliau Cymraeg y bydd dysgwyr ar draws Cymru yn meddu arnynt erbyn bod yn 16 oed, er y byddai Gwynedd yn deisyfu i Lywodraeth Cymru osod y nod hwn erbyn bod dysgwyr yn 11 oed yn hytrach nag 16 oed.

At hyn, bydd y cynnig i osod dyletswydd ar Weinidogion Cymru i ddatgan continwmm sgiliau Cymraeg, ac yn sgil hynny gyhoeddi fframwaith fyddai'n disgrifio'r gwahanol lefelau o

hyfedredd yn ein galluogi ni yng Ngwynedd i nodi'r lefel ddisgwyliedig o sgiliau Cymraeg y byddai pob plentyn a pherson ifanc yn meddu arnynt yn lleol i ni, fyddai uwchlaw'r isafswm cenedlaethol ar gyfer dysgwyr (lefel B2 CEFR) erbyn iddynt fod yn 16 oed.

Cefnogir bwriad Llywodraeth Cymru i greu cyfundrefn gategoreiddio statudol, o'i gymharu â'r gyfundrefn bresennol, gan y bydd yn gyfrwng i sicrhau gorfodaeth benodol i bob ysgol a gynhelir yng

Nghymru gael ei chategoreiddio ar sail darpariaeth cyfrwng Cymraeg. Bydd hyn yn sail gadarn i fonitro perfformiad ysgolion wrth wireddu gofynion eu categori, ac yn rhoi cyd-destun clir ar gyfer targedau cynnydd a fydd yn cael eu gosod yn y Cynllun Gweithredu Cymraeg mewn Addysg arfaethedig (CGCA). Cydnabyddir mai creu fframwaith fyddai'r Bil a fyddai'n rhoi dyletswydd ar Weinidogion i bennu disgrifiadau penodol y categorïau mewn rheoliadau gan gynnwys yr isafswm o ran amser a ddarperir yn Gymraeg – cefnogir y bwriad hwn, er y bydd yr isafswm o anghenraid yn gorfod adlewyrchu'r sefyllfa ar draws Cymru. Cefnogir y bwriad hefyd i bennu disgrifiadau'r categoreiddio mewn is-ddeddfwriaeth er mwyn caniatáu i Weinidogion ail-ymweld ac addasu a chynyddu'r isafswm dros amser wrth i ffactorau newid. Byddem hefyd yn croesawu'r cyfle i gyfrannu at unrhyw ymgynghoriad pellach ar gategoreiddio a'r disgrifiadau cysylltiedig. Ar yr un pryd, byddem yn croesawu petai cyfle i ail-edrych nawr ar y disgrifiadau o'r categorïau sydd yn y canllaw anstatudol, ac yn arbennig felly'r disgrifiad o'r isafswm ar gyfer Categori 3 - uwchradd.

Rydym hefyd yn cefnogi'r bwriad i awdurdodau lleol wirio a chymeradwyo categori pob ysgol er sicrhau cysondeb, gan y bydd yn galluogi'r awdurdod i fonitro yn erbyn y categori y mae wedi rhoi sêl bendith iddo. Byddai hefyd yn gyfrwng i'r awdurdod lleol a'r ysgol gydweithio wrth benderfynu ar y categori sy'n ddisgrifiad addas ar gyfer yr ysgol. Er sicrhau cysondeb ar draws Cymru, rydym hefyd yn croesawu'r bwriad yn y cynnig y dylid gosod dyletswydd ar Weinidogion Cymru i gyhoeddi canllawiau i ysgolion ac awdurdodau lleol ynghylch sut i fynd ati i osod eu categori, gan roi eglurder ynghylch y data sydd i'w ddefnyddio i wneud hyn, unrhyw ystyriaethau y dylid eu rhoi, ac unrhyw brosesau ac amserlenni y mae'n rhaid eu dilyn. Er ein bod yn gefnogol iawn o'r ymrwymiad i sicrhau fod pob ysgol yn cynyddu ei ddarpariaeth Gymraeg dros amser, a bod yr ymrwymiad hwn yn adlewyrchiad o ddyhead cenedlaethol, a bod lle i ninnau hefyd yng Ngwynedd ystyried pa gyfleoedd sydd gennym i gynyddu darpariaeth Gymraeg ein hysgolion ymhellach, er hynny, nid yw'r ddogfen ymgynghori yn cydnabod nac yn cyfeirio at bendraw'r cynnydd hwnnw o fewn Categori 3, nac ychwaith yn cydnabod y byddai cynnal y sefyllfa bresennol ynddo 'i hun mewn rhai sefyllfaoedd yn gyflawniad teilwng. Cydnabyddir hefyd nad oes modd sicrhau cynnydd di ben draw, er mor deilwng yw'r nod o symud tuag at fwy o ddarpariaeth Gymraeg. Efallai fod y ddogfen wrth ei darllen yn adlewyrchu'r sefyllfa mewn ardaloedd eang o Gymru lle mae cynyddu'r ysgolion dynodedig ar draul ysgolion Saesneg yw'r unig ffordd i gynyddu darpariaeth addysg cyfrwng Cymraeg, heb adlewyrchu'r sefyllfa mewn ardaloedd fel Gwynedd lle mai'r nod yw creu pob ysgol yn ysgol Categori 3.

Er mwyn sicrhau cysondeb ar draws awdurdodau lleol i gynyddu'r ddarpariaeth Gymraeg, cefnogir y bwriad y bydd CGCA arfaethedig yr awdurdod, a gaiff ei baratoi er mwyn gwireddu'r targedau sirol a bennir gan Weinidogion Cymru yn y Cynllun Cenedlaethol, yn nodi sut mae'r awdurdod am weld cynnydd mewn darpariaeth Gymraeg ar draws y sir. Cefnogir hefyd y gydnabyddiaeth a roddir i ddemograffeg amrywiol y Gymraeg, gan alluogi rhoi ystyriaeth i ddemograffi'r Gymraeg ar lefel mwy micro, wrth i awdurdod allu pennu ym mha

ddalgylchoedd y mae am weld cynnydd mewn darpariaeth cyfrwng Cymraeg. Mae'r atebolrwydd a roddir ar ysgolion drwy osod dyletswydd ar bob ysgol i nodi mewn cynllun cyflawni sut y byddant yn mynd ati i gynyddu eu darpariaeth Gymraeg yn ymarferol, gan ymateb i'r disgwyliad yn CGCA arfaethedig ei awdurdod lleol yn cael ei groesawu. Yn yr un modd, cefnogir y bwriad i awdurdod lleol fod yn monitro bod ysgol yn darparu addysg yn unol â'r categori a osodwyd, yn ogystal â monitro bod ysgol yn gwneud cynnydd, boed hynny'n gynnydd oddi fewn i gategori neu'n symud i gategori uwch.

Barn Cyngor Gwynedd yw y dylid gosod rhagdybiaeth mai ysgol cyfrwng Cymraeg fyddai unrhyw ysgol newydd mewn ardal benodol a byddai'n rhaid i'r Awdurdod nodi rhesymau cadarn dros benderfynu na fyddai pennu ysgol cyfrwng Cymraeg yn rhesymol. Drwy osod rhagdybiaeth o'r math hwn, ceir cyfle gwirioneddol i weld cynnydd yn nifer yr ysgolion cyfrwng Cymraeg ar draws Cymru, gan orfodi awdurdodau lleol i roi gwir ystyriaeth i addysg cyfrwng Cymraeg yn eu hardaloedd. Mae Gwynedd wedi gweithredu'r egwyddor yma ers degawdau wrth gwrs, gyda pholisi iaith cyffredin sydd yn sicrhau fod pob plentyn a pherson ifanc yn cael y cyfle i gaffael y Gymraeg, derbyn addysg drwy gyfrwng y Gymraeg a dwyieithog a dod yn siaradwyr – sef union nod Llywodraeth Cymru yn *Cymraeg 2050*.

Cefnogir y dyhead o sicrhau bod yr holl gydrannau yng nghyd-destun gweithgareddau caffael a dysgu'r Gymraeg yn gweithio gyda'i gilydd er mwyn sicrhau bod dysgwyr, beth bynnag ei oedran, yn gallu parhau i ddysgu a gwella ei sgiliau iaith gydol oes. Cefnogir y cynnig felly y dylai Gweinidogion Cymru lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg gyda gweledigaeth 10-mlynedd gyda dyletswydd i'w adolygu a'i gyhoeddi ymhob tymor Seneddol, gyda'r nod o roi sicrwydd i'r dyfodol bod yna fecanwaith cadarn yn ei le i gryfhau a gosod sail fwy cadarn a diamwys i gynllunio addysg Gymraeg. Un o brif ddibenion y Cynllun Cenedlaethol fyddai creu dolen gyswllt rhwng y targed o filiwn o siaradwyr a Chynlluniau Gweithredu Cymraeg mewn Addysg (CGCA) yr awdurdodau lleol. Byddai'r CGCA yn esbonio sut bydd yr awdurdod lleol yn gweithio i gyflawni'r targed statudol a bennir gan Weinidogion Cymru. Cynigir y byddai'r targed lleol yma'n cael ei osod yn y Cynllun Cenedlaethol ar sail statudol.

Fel rhan o'r Cynllun Cenedlaethol, cynigir y bydd disgwyl i Weinidogion Cymru barhau i bennu targedau cenedlaethol ar gyfer nifer yr athrawon tybiedig sydd eu hangen er mwyn hwyluso'r twf mewn addysg Gymraeg. Fel rhan o'r CGCA byddai disgwyl i awdurdodau lleol bennu targedau lleol ar gyfer cynyddu nifer yr athrawon Cymraeg a chyfrwng Cymraeg a chynyddu nifer yr athrawon a chynorthwywyr sydd â sgiliau iaith ar lefel briodol i addysgu ac arwain darpariaeth Gymraeg ar draws pob categori ysgol. Cefnogir y bwriad hwn gan mai'r unig ffordd o wybod pa mor bell ydym o sicrhau gweithlu cyfrwng Cymraeg digonol i ddiwallu anghenion ein hysgolion yw drwy bennu targedau a mesur cyrhaeddiad yn eu herbyn.

Rydym yn cytuno fod deilliannau presennol y CSGA yn parhau i gynnig ffocws clir i gynllunio cenedlaethol a lleol, a gwyddom nad oes awydd ymhob rhan o Gymru ar hyn o bryd i ail-ymweld â'r CSGA mor fuan ers cyhoeddi'r rheoliadau a llunio'r cynlluniau 10 mlynedd. Er hynny, credir bod cyfle i sicrhau llinyn arian rhwng deilliannau'r CSGA â'r hyn y mae'r drefn gategoreiddio'n ceisio ei gyflawni yng nghyd-destun yr isafswm o ran amser a ddarperir yn Gymraeg.

Rydym yn gefnogol i'r bwriad o gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu CGCA ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol. Rydym hefyd yn gefnogol i'r egwyddor y dylai targedau'r Gymraeg mewn addysg gael eu gosod ar

awdurdodau lleol gan Weinidogion Cymru, gan y byddai hynny'n gyfrwng i wireddu polisi cenedlaethol. Er hynny, cydnabyddir pwysigrwydd sicrhau fod y targedau a osodir gan Weinidogion Cymru yn rhai sy'n addas i amgylchiadau lleol tra'n cydnabod yr uchelgais i gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050, a chreu system addysg lle mae pob plentyn yn dod yn siaradwr Cymraeg.

Mae Cyngor Gwynedd yn gefnogol i'r bwriad o roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu, ac rydym yn gefnogol i'r bwriad y byddai Gweinidogion Cymru yn cyhoeddi canllawiau er mwyn sicrhau cysondeb ar draws yr holl awdurdodau o sut i fynd ati i ddadansoddi anghenion y gweithlu a chynllunio ymlaen.

Rhoddodd Rheoliadau Cynlluniau Strategol y Gymraeg mewn Addysg (Cymru) 2019 ddyletswydd ychwanegol ar awdurdodau lleol i gyflwyno adroddiad adolygu blynyddol i Weinidogion Cymru yn amlinellu'r cynnydd a wnaed ers cymeradwyo'r Cynllun neu ers y cyfnod adolygu blaenorol. Nid oes gofyniad i gyhoeddi'r adroddiad adolygu. Cred Llywodraeth Cymru yw y dylai'r adroddiadau adolygu blynyddol hyn gael eu cyhoeddi a'u bod yn parhau i gynnwys crynodeb blynyddol o gynnydd yn erbyn y targed(au) a roddir i'r awdurdod gan Weinidogion Cymru a'r targedau yn y CGCA arfaethedig, gan gynnwys meysydd blaenoriaeth i'r awdurdod lleol ddatblygu ymhellach. Bydd hyn yn fodd o roi hyder i'r cyhoedd fod y CGCAu arfaethedig yn cael eu cyflawni, ac yn cynyddu tryloywder ac atebolrwydd. Cynigir y dylai Gweinidogion Cymru fod o dan ddyletswydd i gyhoeddi adroddiad cenedlaethol o gynnydd yn erbyn y targedau yn y Cynllun Cenedlaethol hefyd, a hynny bob blwyddyn. Byddai'r adroddiadau blynyddol yn rhoi sail i gynllunio'r Cynllun Cenedlaethol ar gyfer cyfnod 5 mlynedd nesaf. Y mae Cyngor Gwynedd yn gefnogol i'r bwriad o gyhoeddi'r adroddiadau cynnydd hyn, a hynny er sicrhau tryloywder ac atebolrwydd.

O ystyried bod cynnydd mewn addysg Gymraeg wedi bod yn araf mewn rhai ardaloedd o Gymru dros y cyfnod diwethaf, mae Cyngor Gwynedd yn gefnogol i'r bwriad o roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau.

Yng Ngwynedd, mae gennym le i hyrwyddo manteision addysg cyfrwng Cymraeg ymysg dysgwyr a'u rhieni/gofalwyr, ac yn arbennig mewn rhai ardaloedd o'r sir ble mae heriau yn sgil diffyg sgiliau iaith ymysg y gweithlu i allu darparu addysg cyfrwng Cymraeg Categori 3 ar hyn o bryd. Fodd bynnag, gan fod y Polisi Iaith Addysg yn gyffredin i bob ysgol yng Ngwynedd, nid yw rhieni a gofalwyr yng Ngwynedd yn meddu ar ddewisiadau o safbwynt cyfrwng yr addysg yn gyffredinol. Cydnabyddir, fodd bynnag, lle bo amrywiaeth sylweddol yng nghyfrwng y ddarpariaeth mewn ardaloedd eraill o Gymru, mae'n gwneud synnwyr i gymryd camau pendant i hyrwyddo addysg cyfrwng Cymraeg yn rhagweithiol fel y gall rhieni a gofalwyr wneud penderfyniadau gwybodus ynghylch addysg eu plant, a'r deilliannau ieithyddol y dymunir ar eu cyfer.

Mae'r Adran Addysg ac ysgolion Gwynedd wedi bod yn llwyddiannus iawn dros y degawdau yn annog a pherswadio rhieni i fanteisio ar ddarpariaeth drochi Canolfannau Iaith y sir er mwyn cynorthwyo eu plant i gaffael y Gymraeg, ac yn dilyn hynny ymdoddi a ffynnu yng nghyfundrefn addysg Gymraeg a dwyieithog Gwynedd. Yn yr un modd, mae ysgolion Gwynedd yn cyfeirio dysgwyr sy'n newyddddyfodiaid, neu dysgwyr fyddai'n elwa o gael hwb ychwanegol gyda'u Cymraeg i fanteisio ar ddarpariaeth a chynhaliadau drochi'r Canolfannau Iaith. Er hynny,

nid oes gan y Cyngor unrhyw wrthwynebiad i'r bwriad o roi dyletswydd ar awdurdodau lleol i wneud mwy i hybu darpariaeth trochi hwyr ymhellach.

Mae trochi hwyr yn ddarpariaeth greiddiol i gyfundrefn addysg Gwynedd, oherwydd heb y ddarpariaeth trochi hwyr, ni fyddai modd i ddysgwyr sydd yn newydd-ddyfodiaid i Wynedd ymdopi yn gyffredinol o fewn ein cyfundrefn addysg Gymraeg a dwyieithog. Mewn siroedd eraill gall darpariaeth trochi hwyr alluogi dysgwyr symud tuag at fwy o ddarpariaeth addysg cyfrwng Cymraeg ar gyfnodau allweddol o'u haddysg, ac mae hynny'n golygu bod cyfleoedd ar bob cam o'r daith addysgol i ddysgwyr allu manteisio ar fwy o addysg cyfrwng Gymraeg, ac mae hynny'n beth da.

Mae Cyngor Gwynedd yn gefnogol o'r bwriad a ystyrir gan Lywodraeth Cymru i ganoli'r gefnogaeth ar gyfer dysgu Cymraeg gan gefnogi unigolion, gweithleoedd ac ysgolion o fewn un corff. Mae'r darlun yn ddarniog ar hyn o bryd, ac yn aml rhaid mynd i chwilio am y ddarpariaeth sydd fwyaf addas ac ar gael yn lleol i gefnogi'r gweithlu sydd yn dymuno gwella eu sgiliau iaith. Fodd bynnag, byddai'n ofynnol i'r corff cenedlaethol fod yn greadigol ac effeithiol gan fedru arloesi a chreu datrysiadau i sefyllfaoedd lleol yn ogystal â chenedlaethol.

Mae'r hyn sydd o fewn y Papur Gwyn yn cyfeirio'n benodol at gynigion fyddai'n gosod dyletswydd statudol ar Weinidogion Cymru, Awdurdodau Lleol (ac yn sgil hynny ysgolion), ac Estyn, gydag ystyriaethau pellach yng nghyd-destun y Ganolfan Dysgu Cymraeg Cenedlaethol er enghraifft. O ystyried fod y cyfrifoldeb statudol yn bresennol ar Awdurdodau Lleol drwy'r CSGA, a rhagor o ddyletswyddau statudol yn debygol drwy'r CGCA a'r drefn gategoreiddio (o'i gwneud yn drefn statudol maes o law) yn disgyn ar awdurdodau, credir y dylai pob ffynhonnell ariannol gan Lywodraeth Cymru sydd at ddibenion cefnogi addysg Gymraeg gael eu cyfeirio'n uniongyrchol i'r awdurdodau yn sgil hynny.

Hyderir fod y cyfleoedd diweddar sydd wedi bod i awdurdodau ymgeisio am grantiau'n uniongyrchol i Lywodraeth Cymru, megis y grant trochi hwyr wedi profi gallu'r awdurdodau i dargedu cefnogaeth i'r union lefydd o angen pan fo adnoddau ar gael yn uniongyrchol iddynt. Rhaid cydnabod yr her mae'r amrywiaeth yn sefyllfa'r Gymraeg ar draws Cymru yn ei roi, ac mae'n anodd os nad yn amhosib i gynllunio'n ieithyddol ar lefel eang megis ar sail rhanbarth pan fo sefyllfa'r Gymraeg mor amrywiol o Aberdaron i Shotton e.e. Yr awdurdodau felly sydd yn y sefyllfa orau i allu targedu adnoddau'n briodol, i gynllunio ar lefel micro er mwyn gwneud gwahaniaeth gwirioneddol i'r nod o gynyddu addysg cyfrwng Cymraeg, lledaenu addysg drochi, a chefnogi sgiliau iaith y gweithlu. O ganlyniad, dylai'r holl ffynonellau ariannol a grantiau sydd ynghlwm â gwireddu dyhead Llywodraeth Cymru ar gyfer y Gymraeg ac addysg Gymraeg gael eu cyfeirio'n uniongyrchol i'r awdurdodau yn unol â'r dyletswydd statudol sydd arnynt i wireddu'r nod.

Cydnabyddir, os ydym o ddifri am wireddu cynigion y Bil Addysg Gymraeg yna mae angen gweld gwir newid ar bob lefel yn yr ymrwymiad a'r gweithredu ar draws Cymru. Er mwyn gallu gwireddu hyn a sicrhau'r cynnydd disgwylidig ar y raddfa ddisgwylidig, yna mae'n rhaid cael mwy o adnoddau i awdurdodau allu gweithredu yn fwy effeithiol, yn fwy penodol, ac yn fwy amserol. Os ydym am geisio cyflawni'r gofyn o fewn ein hadnoddau presennol, yna bydd y canlyniadau a wireddir yn debygol o adlewyrchu'r cynnydd presennol, ac nid yw'r cynnydd hwnnw ar draws Cymru'n debygol o alluogi Llywodraeth Cymru i wireddu'r nod o filiwn o siaradwyr erbyn 2050.

Mae Adran Addysg Cyngor Gwynedd yn diolch am y cyfle i gyflwyno sylwadau er ystyriaeth gan Lywodraeth Cymru ar y ddogfen ymgynghori *Cynigion ar gyfer Bil Addysg Gymraeg* ac yn gefnogol i'r bwriadau a'r cyfeiriad o safbwynt deddfu er mwyn cynyddu addysg cyfrwng Cymraeg a chyflawni'r nod o filiwn o siaradwyr erbyn 2050.

Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (lle bo'n berthnasol): **Coleg Cymraeg Cenedlaethol**

e-bost/rhif ffôn: **gwybodaeth@colegcymraeg.ac.uk**

Eich cyfeiriad: **Y Llwyfan, Heol y Coleg, Caerfyrddin, Sir Gaerfyrddin, SA31 3EQ**

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050
Llywodraeth Cymru
Parc Cathays
Caerdyd
d CF10
3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: Cymraeg2050@llyw.cymru

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae'r Coleg Cymraeg yn cefnogi'r bwriad i wneud y targed o greu miliwn o siaradwyr yn un statudol. Bydd datganiad o'r fath oddi fewn i ddeddfwriaeth cynradd yn fynegiant clir bod y nod yn flaenoriaeth ar draws Llywodraeth Cymru a'r sector gyhoeddus yn gyffredinol ar bob lefel o lywodraeth.

Fel y mae, nid yw pob polisi a gyhoeddir gan Lywodraeth Cymru ar bob adeg yn gyson gyda'r polisi miliwn o siaradwyr na chwaith penderfyniadau rhai awdurdodau lleol ynghylch cynllunio addysg cyfrwng Cymraeg yn lleol. Bydd gosod y darged ar sail statudol yn gosod her i bob sefydliad gydlynllunio a chydweithredu i wireddu'r targed.

Rydym yn cytuno y dylai'r targed fod yn fesuradwy er mwyn gallu monitro cynnydd, neu ddiffyg cynnydd. Nid yw data'r cyfrifiad yn cynnig dadansoddiad soffistigedig o'r amrywiaeth o sgiliau iaith ar draws y boblogaeth ac felly dylai'r Llywodraeth ystyried sut y bydd modd mesur cynnydd ochr yn ochr gyda data'r cyfrifiad mewn modd mwy ystyrlon a rheolaidd dros amser.

Mae angen rhoi ystyriaeth bellach hefyd i ar ba sefydliadau y gosodir y dyletswyddau a'r cyfrifoldebau newydd y'u gosodir yn y Bil, sut y gellir sicrhau cydymffurfiaeth gyda'r targedau statudol, mae angen strwythurau monitro ac atebolrwydd cadarn, ac mae angen rhagor o wybodaeth ynghylch beth fydd y canlyniadau i sefydliadau nad sy'n ymgymraedd â'r targedau. Manylwn ar hyn islaw.

Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deiliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae'r Coleg yn cefnogi'r amcan y dylai awdurdodau lleol weithio tuag at sicrhau bod deiliant ieithyddol disgyblion yn y sector cyfrwng Saesneg yn codi i B2. Tra'n cefnogi hyn, credwn ar yr un pryd bod angen gosodiad clir yn y ddeddfwriaeth y dylid disgwyl deilliannau uwch gan ddisgyblion mewn ysgolion cyfrwng Cymraeg. Mae'n allweddol

nad yw'r cyfeiriadau at lefel B2 fel "isafswm" yn arwain at ysgolion Cymraeg a dwyieithog yn lleihau'r disgwyliadau ar gyfer eu disgyblion.

Cytunwn fod rôl gan awdurdodau lleol (ALI), fel rhan o'u gweithdrefnau cynllunio a'r Cynlluniau Gweithredu newydd arfaethedig, i weithio tuag at y deilliant hwn ar gyfer ysgolion sy'n bennaf addysgu trwy'r Saesneg, a bod angen cynllunio ar gyfer twf ysgolion cyfrwng Cymraeg lle dylai'r deilliant fod yn uwch na B2. Bydd rôl gan y consortia rhanbarthol ac eraill i gefnogi ysgolion i ymgynhyddu at hyn.

Gan fod y Papur Gwyn yn cynnig creu cyfundrefn statudol ar gyfer categorïddio ysgolion yn ôl cyfrwng iaith, ac y byddai creu rheoliadau o'r fath yn cynnig cyfle i ail-edrych ar ddisgrifiadau cyfredol y categorïau, gellid ystyried nodi'r deilliannau ieithyddol disgwylidig, ar ffurf lefelau'r CEFR neu'r Continwmm sgiliau Cymraeg gydol oes, yn y diffiniadau fesul categori. Yn ogystal â rhoi eglurder i rieni ynghylch y deilliannau tebygol ar sail cyfrwng iaith ysgolion, byddai'n rhoi fframwaith a chyfrifoldebau clir i awdurdodau lleol, ac i gyfundrefnau atebolrwydd/hunan-wella ehangach.

Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod ?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae'n gwbl allweddol sicrhau rôl bendant i Weinidogion Cymru i weithio tuag at y deilliannau a gytunir. Dylid gosod targedau addas o fewn y Cynllun Cenedlaethol, a dylid rhoi mecanweithiau mewn lle i sicrhau bod y targedau a chynlluniau dilynol wedi'u rhaedru trwy holl waith Adran Addysg Llywodraeth Cymru (LIC). Byddai gosod dyletswydd ar Weinidogion Cymru yn helpu sicrhau bod twf addysg Gymraeg a symud pob ysgol ar hyd y continwmm ieithyddol yn ganolog i bob datblygiad polisi, a phob cydweithio gyda sefydliadau yn y byd addysg.

Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwmm sgiliau Cymraeg?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cytunwn gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwmm sgiliau Cymraeg. Mae hyn yn anhepgor ar gyfer yr holl waith cynllunio a

gweithredu dilynol, ac yn darparu dull clir a chyson o fesur cynnydd ar lefel unigol a thorfol. Bydd hyn yn sail cynllunio a mesur nid yn unig ar gyfer y system addysg statudol, ond hefyd ar gyfer addysg bellach, prentisiaethau, addysg uwch a dysgu gydol oes, gan gynnwys mewn gweithleoedd.

Byddai datgan continwmm sgiliau Cymraeg gan Weinidogion Cymru yn rhoi'r statws mwyaf pwerus i'r continwmm ac mae'r cynigion o ran adolygu a diwygio yn y dyfodol, ar sail ymgynghoriad gydag arbenigwyr ym maes caffael a dysgu iaith, i'w croesawu.

Dylid efelychu'r CEFR mor agos â phosib, gan ei fod yn gydnabyddedig yn rhyngwladol. O fewn y ffrâm hwn, rydym yn derbyn y dadleuon dros greu continwmm sy'n benodol i Gymru a'r Gymraeg, o ran ieithwedd a phwyslais.

Bydd cydgysylltu gyda'r Cwricwlwm i Gymru, fel a gynigir yn y Papur Gwyn, gan gynnwys y Camau Cynnydd, yn greiddiol i lwyddiant y gwaith o osod y continwmm ar waith ar lawr gwlad. Yng nghyd-destun y Cwricwlwm, ac mewn cyd-destunau eraill yn ogystal (e.e. cynllunio gweithluoedd dwyieithog) bydd y continwmm yn sail ar gyfer datblygu disgrifiadau ehangach o fedrau ieithyddol. Mae'r Fframwaith Cymwyseddau Iaith i Ymarferwyr Addysg yn enghraifft o'r math o fframwaith allai gael ei ddatblygu ar gyfer sectorau a sefyllfaoedd eraill, a hynny ar sail y continwmm.

Wrth drafod y continwmm ystyriwn ei bod yn allweddol fod targedau, meincnodau ac adolygiadau cynnydd yn gysylltiedig â gwahanol bwyntiau ar y continwmm. Gellid er enghraifft, o ddilyn ffrâm CEFR, osod nodau ar gyfer y sawl sy'n cyrraedd lefel A (1 a 2), B (1 a 2), C (1 a 2). Mae'n dilyn hefyd y dylid bod yn eglur ar ba lefel yr ystyrir unigolyn yn siaradwr Cymraeg at bwrpas cynllunio ieithyddol gweithluoedd a gwlad ddwyieithog.

Wrth ddatblygu'r continwmm, dylid ystyried pa ddarpariaeth Cymraeg fel pwnc fydd ei hangen er mwyn sicrhau bod niferoedd digonol yn cyrraedd C1/C2 ar y continwmm. Dyma'r lefel sy'n ddisgwyliedig o athrawon cyfrwng Cymraeg a thiworiaid, felly bydd yn allweddol bod y continwmm yn adlewyrchu'r ystod cyfan o sgiliau Cymraeg er mwyn gallu cynllunio darpariaeth addas.

Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorieiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cytunwn yn gryf gyda'r cynnig hwn. Bydd creu cyfundrefn statudol ar gyfer categorieiddio ysgolion a gynhelir yn ôl cyfrwng iaith yn caniatáu diffinio cywir, monitro cyson, ac yn rhoi sail ar gyfer cynnydd yn unol â thargedau ac atebolrwydd lleol a chenedlaethol ar gyfer hynny.

Byddai gweithredu'r cynnig hwn yn ddarn anhepgor o'r tirwedd i gyd-fynd gyda'r cynigion ar gyfer Cynlluniau Gweithredu y Gymraeg mewn Addysg, a'r Cynllun Cenedlaethol.

Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cytuno'n gryf. Byddai rheoliadau yn rhoi'r statws statudol angenrheidiol tra'n cadw'r hyblygrwydd i ddiwygio dros amser.

Fel yr rydym wedi nodi uchod, gellid ystyried ychwanegu deilliant ieithyddol disgwylidig, ar sail y CEFR a'r Continwmm Sgiliau Cymraeg Gydol Oes, at ddisgrifiadau'r categorïau er mwyn sicrhau dealltwriaeth glir gan awdurdodau lleol ac ysgolion, ac er mwyn darparu eglurder i rieni ynghylch y gwahaniaeth disgwylidig rhwng gwahanol gategorïau o ysgolion.

Byddem yn croesawu'r ymgynghori pellach fyddai ynghlwm â'r broses o lunio rheoliadau.

Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

Cytunwn gyda'r cynnig parthed isafswm amser, ac y dylai'r isafswm hwnnw gynyddu dros amser.

Bydd angen cefnogaeth ar ysgolion i gyflawni hyn (o brosesau cynllunio i weithredu), ac wrth gwrs bydd angen gweithlu digonol gyda'r sgiliau Cymraeg angenrheidiol. Ymhelaethwn ar fater y gweithlu addysg yn ein hateb i gwestiwn 14 islaw.

Dylid hefyd ystyried gosod isafswm o ran darpariaeth ar gyfer y sector uwchradd e.e. bod yn rhaid i ysgolion sydd ar hyn o bryd yn syrthio oddi fewn i Gategori 2 a 3 gynnig Safon Uwch Iaith Gyntaf, a bod yn rhaid i bob ysgol sy'n syrthio oddi fewn i Gategori 1 gynnig o leiaf

Safon Uwch Ail Iaith. Mae sefyllfa'r Gymraeg fel pwnc yn fregus mewn nifer o ysgolion ac awdurdodau lleol ar draws Cymru a byddai sicrhau darpariaeth o'r math hwn yn gam cadarnhaol at sicrhau bod modd i bob disgybl yng Nghymru barhau i ddysgu'r Gymraeg fel pwnc hyd at 18 oed.

Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol

Cytunwn â'r cynigion am y rhesymau sy'n cael eu hamlinellu yn y Papur Gwyn.

Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cytunwn yn gryf.

Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Cytunwn gyda'r cynigion i gynyddu'r ddarpariaeth Gymraeg o fewn ysgolion sydd ddim eisoes yn rhai cyfrwng Cymraeg penodedig.

Mewn ysgolion uwchradd dylai'r Cynlluniau Gweithredu fanylu ar ba ddarpariaeth Gymraeg fel pwnc a gynigir ar hyn o bryd a dylid dangos yn glir sut mae ysgol sydd ar hyn o bryd o fewn Categori 1 neu 2 yn bwriadu symud tuag at ddarparu TGAU Cymraeg (yn ogystal â TGAU Cymraeg Craidd) a Safon Uwch Iaith Gyntaf.

Cred y Coleg bod angen nodi'n glir ac yn ddiamwys y gall unrhyw ddisgybl gyda sgiliau Cymraeg digonol ddilyn y TGAU Iaith a Llenyddiaeth iaith gyntaf newydd, beth bynnag yw cyfrwng dysgu ei ysgol neu ffrwd (a bod hyn yn ddisgwyliad di-ofyn i ddisgyblion mewn ysgolion cyfrwng Cymraeg). Mae disgyblion sy'n siaradwyr Cymraeg, naill ai fel iaith yn y cartref, neu oherwydd iddyn nhw dderbyn eu haddysg gynradd drwy gyfrwng y Gymraeg, yn astudio mewn ysgolion a ffrydiau cyfrwng Saesneg ar draws Cymru, a byddai'n rhesymol i'r ysgolion hyn ddisgwyl bod disgyblion sy'n meddu ar sgiliau Cymraeg digonol yn dilyn cymhwyster sy'n parhau i ddatblygu eu sgiliau iaith, ac nid yn gadael iddynt aros yn eu hunfan neu ddirywio. Byddai hyn yn gydnaws gyda disgwyliadau Cwricwlwm i Gymru a'r gofyniad i sicrhau datblygiad parhaus ar hyd continwrm ieithyddol. Wrth gwrs er mwyn gwireddu hyn, mae angen gweithlu gyda sgiliau Cymraeg digonol yn holl ysgolion Cymru a threfniadau cydweithio rhwng ysgolion i sicrhau'r ddarpariaeth briodol. Yn ogystal, byddai angen sicrhau'r llwybrau dilyniant priodol i ddisgyblion wrth iddynt drosglwyddo o'r cynradd i'r uwchradd i hwyluso mynediad at y ddarpariaeth a'r cymhwyster iaith gyntaf, yn enwedig mewn ysgolion lle nad y Gymraeg yw'r prif gyfrwng iaith ar hyn o bryd.

Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cytunwn gyda'r cynigion ynghylch monitro cynnydd ysgolion ac yn benodol y cynnig o roi rôl i Estyn i ystyried cyflawniad yn erbyn y Cynlluniau Gweithredu fel rhan o'u gwaith arolygu.

Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

Cytunwn gyda'r awgrym y dylid gosod rhagdybiaeth mai ysgol cyfrwng Cymraeg fyddai unrhyw ysgol newydd oni bod fod gan Awdurdod Lleol resymau cadarn dros beidio gwneud hynny.

Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	-------------------------------------

Sylwadau ategol

Cytunwn yn gryf gyda'r cynnig i roi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol ar gyfer caffael a dysgu'r Gymraeg, ond, awgrymwn y dylid ymestyn ffrâm y Cynllun Cenedlaethol i gynnwys:

- sicrhau llwybrau dilyniant clir rhwng addysg orfodol a'r sector ôl-16/addysg uwch;
- a dysgu'r Gymraeg fel pwnc.

Mae lle hefyd i roi ystyriaeth bellach i'r hyn a olygir wrth greu "un system gydlynol".

Manylwn ar y dair agwedd islaw:

1. Cynyddu dilyniant:

Rydym yn croesawu'n fawr y shifft y mae'r Llywodraeth yn dymuno'i gyflawni, sef symud o sefyllfa lle mae gweithgaredd "yn digwydd yn ddarniog mewn gwahanol sectorau ac ar wahanol adeg o fywyd tuag at gysyniad o un system gydlynol". Croesawn hefyd y ffaith bod sgiliau Cymraeg ôl-16 wedi eu cynnwys yn yr adran hon. Wrth baratoi Bil Addysg Gymraeg, dylai'r Llywodraeth roi ystyriaeth pellach i rôl gyflawn y sector ôl-16 ac addysg uwch a phwysigrwydd gwaith y Coleg yn datblygu darpariaeth pynciol a galwedigaethol trwy gyfrwng y Gymraeg fel rhan greiddiol o hyn. Dylid ystyried system addysg Cymru, gyda'i holl sectorau amrywiol, fel un cyfannol sy'n rhannu gweledigaeth a chyfrifoldeb o safbwynt darpariaeth cyfrwng Cymraeg, datblygiad sgiliau iaith Gymraeg, a phwysigrwydd sicrhau dilyniant ieithyddol.

Mae data'r cyfrifiad yn dangos bod y canrannau uchaf o siaradwyr Cymraeg yn cynyddu fesul grŵp oedran hyd at 15 oed, ac wedyn yn lleihau, yn gyffredinol, rhwng 16 a 25 oed. Dywed y Llywodraeth mai un o'i brif amcanion 'yw sicrhau bod llai o bobl ifanc yn colli eu sgiliau Cymraeg wrth symud o addysg statudol i addysg bellach/uwch, a bod rhagor ohonynt yn cyrraedd canol eu hugeiniau wedi dal gafael ar yr iaith' (Cymraeg 2050, tudalen 31).

Mae'r ddarpariaeth Gymraeg a dwyieithog a ddatblygir gan y Coleg, mewn partneriaeth â sefydliadau addysg bellach, addysg uwch a darparwyr prentisiaethau, sy'n ran integredig o gwrs, radd neu gymhwyster, yn elfen gwbl allweddol o'r ymdrech i sicrhau bod sgiliau Cymraeg pob dysgwr ôl-16 yn cael eu datblygu a'u meithrin beth bynnag eu lefel. O ddilyn rhan o gymhwyster neu radd trwy gyfrwng y Gymraeg neu'n ddwyieithog, mae dysgwyr a myfyrwyr yn dod yn fwy hyderus wrth drin a thrafod eu maes dysgu ac yna'n fwy tebygol maes o law o ddefnyddio'u Cymraeg yn y byd gwaith ac yn ei dro gyfrannu at ddyblu'r defnydd dyddiol o'r Gymraeg erbyn 2050. Fel y nodir ym mharagraff 93 y Papur Gwyn, mae diffyg dilyniant ieithyddol ar ôl gadael yr ysgol yn arwain at ddysgwyr yn colli hyder yn eu sgiliau Cymraeg a'u gallu i ddysgu trwy gyfrwng y Gymraeg, ac o ganlyniad, mae'n sylweddol anoddach i'w denu yn ôl at ddarpariaeth cyfrwng Cymraeg neu i ddefnyddio'u sgiliau Cymraeg wrth astudio neu yn y gweithle.

O osod pwyslais yn y Papur Gwyn a'r Cynllun Cenedlaethol ar y cyfnodau statudol yn unig, mae cyfle pwysig wedi'i golli i ddatblygu a gwella cyfraddau dilyniant hollbwysig o'r cyfnod statudol i'r ôl-statudol, ac i sicrhau bod gan awdurdodau lleol ffocws penodol ar y cam

hwnnw yng ngyrfa myfyrwyr. Mae angen sicrhau bod cydweithio'n digwydd gyda'r colegau i greu llwybrau dilyniant galwedigaethol 14-19, ac mae angen bod pwyslais yn ogystal ar sicrhau gymaint o ddilyniant ieithyddol â phosib oddi fewn i ysgolion wrth bontio o'r cyfnod statudol i'r cyfnod ôl-16.

Hoffem weld y Cynllun Cenedlaethol a'r Cynlluniau Gweithredu lleol dilynol felly yn ymestyn eu pwyslais i gynnwys dilyniant rhwng addysg statudol ac addysg/hyfforddiant/gwaith ôlstatudol. Gallai hynny gynnwys gofyniad i nodi data cyfredol a thargedau meintiol ar gyfer cynyddu cyfraddau dilyniant, a gofyniad i nodi'r trefniadau cydweithio perthnasol gydag amrywiaeth o bartneriaid.

Mae argymhellion 11 a 12 adroddiad diweddar y Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon a Chysylltiadau Rhyngwladol Senedd Cymru ar 'Y fframwaith deddfwriaethol sy'n cefnogi darpariaeth addysg cyfrwng Cymraeg' yn ategu rôl bwysig ALI yn sicrhau llwybrau dilyniant clir o'r sector statudol i'r sector ôl-orfodol.

Mae sefydlu'r Comisiwn Addysg Drydyddol ac Ymchwil, a rôl statudol y Coleg i gynghori'r Comisiwn ar ei ddyletswyddau perthnasol yn ymwneud â'r Gymraeg, yn cynnig cyfle euraid i godi'r disgwyliadau a osodir ar y sector ôl 16/addysg uwch o ran y Gymraeg. Dylai'r Bil Addysg Gymraeg a'r Cynllun Cenedlaethol adlewyrchu pwysigrwydd y sectorau hyn o ran gwireddu'r nodau trosfwaol a amlinellir yn y Papur Gwyn a rôl y Coleg yn hynny o beth wrth arwain ar y gwaith. Yn dilyn penderfyniad Gweinidog y Gymraeg ac Addysg i ddynodi'r Coleg, byddai'n addas cyfeirio at y dynodiad, a rôl statudol y Coleg Cymraeg Cenedlaethol i gynghori'r Comisiwn, yn nodiadau esboniadol y Bil Addysg Gymraeg. Byddai hyn yn atgyfnerthu pwysigrwydd sicrhau bod llwybrau dilyniant clir ar gyfer addysg Gymraeg a dwyieithog o'r sector statudol i'r sector ôl-orfodol.

2. Cydweithio i greu un system gydlynol:

Mae'r Coleg yn croesawu bwriad y Llywodraeth i gynnig gwersi Cymraeg am ddim i bobl rhwng 16 a 25 oed. Er mwyn gwireddu "un system gydlynol" ac er mwyn sicrhau bod "yr holl ddarnau o'r jigso yn cyd-blethu a bod dilyniant ieithyddol yn digwydd ar hyd y system addysg", fel yr amlinellir yn y Papur Gwyn, rhaid sicrhau bod y cynlluniau i gynnig gwersi Cymraeg am ddim i'r garfan hon yn gydlynus gyda strategaethau'r Coleg ar gyfer y sectorau addysg bellach, prentisiaethau ac addysg uwch, gan gynnwys y Cynllun Gweithredu Addysg Bellach a Phrentisiaethau cyfrwng Cymraeg a lanswyd gan y Llywodraeth yn 2019, a Chynllun Academiaidd Addysg Uwch y Coleg.

Rydym yn falch iawn o'r cydweithio agos a pharod rhwng y Ganolfan Dysgu Cymraeg, sy'n arwain ar sicrhau gwersi Cymraeg am ddim, a'r Coleg, sy'n arwain ar ddatblygu darpariaeth pynciol cyfrwng Cymraeg a dwyieithog, ac ar ddarpariaeth sgiliau iaith oddi fewn i gymwysterau ôl-16 perthnasol. Rydyn ni a'r Ganolfan yn awyddus i ddyfnhau'r cydweithio dros y blynyddoedd i ddod ac yn gweithio ar gynlluniau ar y cyd er mwyn cyfrannu at un strategaeth gydlynus.

3. Gwarchod ac ymestyn y Gymraeg fel pwnc:

Mae'r Coleg yn rhannu pryderon y Llywodraeth ynghylch y cwmp yn y nifer o ddisgyblion sy'n astudio'r Gymraeg fel pwnc hyd at Safon Uwch, ac o ganlyniad yn mynd ymlaen i astudio'r Gymraeg fel pwnc gradd yn y brifysgol. Dylai'r Llywodraeth ystyried pa fesurau y gellid eu cynnwys oddi mewn i'r Cynllun Cenedlaethol a'r Cynlluniau Gweithredu, trwy'r Bil Addysg Gymraeg, i warchod sefyllfa'r Gymraeg fel pwnc ym mhob ysgol uwchradd yng Nghymru er mwyn sicrhau bod mynediad gan bawb ato.

Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	✓
---------------	--------------------------	------------------	--------------------------	--	---

Sylwadau ategol

Rydym yn cytuno gyda phwysigrwydd gosod targedau yn ymwneud â'r gweithlu addysg yn rhan o'r Cynllun Cenedlaethol, gan gynnwys ar gyfer nifer yr athrawon fydd eu hangen. Ond, rhaid i dargedau wneud mwy na dangos bod "bwriad clir gan Weinidogion i gynyddu nifer yr athrawon" ac asesu'r niferoedd sydd angen; rhaid i dargedau fod wedi eu gosod ar y sefydliadau cywir, a rhaid iddynt fod yn rhai ystyrlon a rhwymol er mwyn sicrhau cydymffurfiaeth.

Sicrhau gweithlu addysg digonol gyda'r sgiliau Cymraeg angenrheidiol yw'r prif ffactor llwyddiant critigol (*critical success factor*) ar gyfer gwireddu amcanion y Papur Gwyn. Yn ddios, heb y gweithlu angenrheidiol ni fydd modd cyflawni amcanion clodwiw y Papur Gwyn.

Mae'r sefyllfa fel y mae ar hyn o bryd yn un argyfyngus: mae nifer uchel o athrawon cyfrwng Cymraeg yn agosáu at oed ymddeol; mae nifer uchel yn gadael y proffesiwn o fewn ychydig flynyddoedd o ymuno; ac mae llai na hanner y niferoedd sydd eu hangen yn hyfforddi i ddod yn athrawon bob blwyddyn. Mae data'r Llywodraeth yn dangos bod tua 250 yn hyfforddi bob blwyddyn tra bod y targedau presennol yn galw am dros 550. Byddai gwireddu amcanion y Papur Gwyn yn gofyn am osod targedau dipyn yn uwch eto. Mae penaethiaid ysgolion yn adrodd problemau dybryd yn llenwi swyddi a does dim arwyddion bod y sefyllfa am newid er gwell yn y dyfodol agos.

Nid yw'r targedau sydd eisoes yn bodoli sy'n ymwneud â'r gweithlu addysg Cymraeg a geir yn "Cymraeg 2050", a gofyniad y Cyngor Gweithlu Addysg (CGA) ar y darparwyr Addysg Gychwynnol Athrawon (AGA) i sicrhau bod 30% o'u myfyrwyr yn paratoi i ddysgu trwy gyfrwng y Gymraeg, yn dargedau statudol. Nid ydynt wedi eu gwireddu hyd yn hyn, ac mae'n ymddangos nad oes unrhyw ganlyniadau wedi llifo o fethu cwrdd â'r targedau hyn. Rhaid gofyn i ba raddau y byddai gwneud y targedau hyn yn rhai statudol yn newid y sefyllfa heb osod fframwaith atebolrwydd cadarn iawn mewn lle a chanlyniadau ar sefydliadau nad sy'n gwireddu'r gofynion.

Mae prinder hefyd o athrawon o gefndiroedd Du, Asiaidd a lleiafrifoedd ethnig i ddysgu trwy gyfrwng y Gymraeg. Mae angen gosod targedau penodol a sicrhau bod ymdrechion bwriadus i fynd i'r afael â hyn. Mae sicrhau bod gan ddisgyblion o'r cefndiroedd hyn fodolau rôl yn y gweithlu Cymraeg mewn addysg yn allweddol.

Cyfrifoldebau dros gynllunio'r gweithlu addysg Cymraeg:

Ar hyn o bryd mae'r cyfrifoldebau ar gyfer y maes hwn wedi eu rhannu ymhlith nifer o sefydliadau gan gynnwys y Llywodraeth, Cyngor y Gweithlu Addysg (CGA), darparwyr Addysg Gychwynnol Athrawon (y prifysgolion), y Consortia rhanbarthol, y Coleg Cymraeg

Cenedlaethol, y Ganolfan Dysgu Cymraeg, ac eraill. Tra bod rôl gan nifer o sefydliadau i'w chwarae, a bod y cydweithio i'w groesawu, mae maint yr her sy'n wynebu'r sector o ran prinder athrawon yn gofyn am arweiniad clir a chadarn ar lefel genedlaethol i yrru'r agenda yn ei flaen. Mae'r cyfrifoldeb am hyn yn gorwedd gyda'r Llywodraeth ac mae angen i'r Llywodraeth sicrhau ei fod yn archwilio pob dull posib o fewn ei bwerau i fynd i'r afael â'r heriau gan gynnwys gosod dyletswyddau arweiniol clir ar sefydliad neu sefydliadau penodol.

Does dim manylder yn y Papur Gwyn ynghylch ar bwy y bwriedir gosod y targedau cenedlaethol, beth fyddai'r fframwaith mwyaf addas i sicrhau atebolrwydd cadarn, a beth fyddai canlyniadau peidio cyrraedd y targedau. Cyn bwrw ati i ddrafftio'r Bil, gofynnwn i'r Llywodraeth roi ystyriaeth lawn i'r ffactorau hyn, mewn cydweithrediad gydag Adran Addysg y Llywodraeth sy'n gyfrifol am sicrhau gweithlu digonol.

Ymhellach, gofynnwn i'r Llywodraeth gynnal asesiad llawn o'r pwerau sydd ganddo o fewn deddfwriaeth bresennol, gan gynnwys Deddf Addysg (Cymru) 2014 ag unrhyw orchmynion dilynol megis [y gorchymyn hwn](#) yn 2017, a'r [diwygiad hwn](#) yn hwyrach yr un flwyddyn, i osod cyfarwyddiadau ar sefydliadau, megis y CGA, i weithredu mewn modd penodol sy'n gydnaws gydag amcanion y Papur Gwyn. Dylai'r asesiad ateb y cwestiynau canlynol: Pa bwerau sydd eisoes gan Weinidogion Cymru i osod cyfarwyddiadau ar sefydliadau eraill i weithredu ym maes y gweithlu addysg Gymraeg?

- I ba raddau mae'r Llywodraeth ar hyn o bryd yn gosod disgwyliadau a chyfarwyddiadau clir ar sefydliadau allanol i arddel cyfrifoldebau yn ymwneud â chynllunio gweithlu Cymraeg mewn addysg digonol?
- Beth yw'r mecanwaith ar gyfer gosod y disgwyliadau hyn a pha mor dryloyw yw'r broses?
- I ba raddau mae sefydliadau perthnasol yn ymateb yn gadarnhaol i gyfarwyddiadau gan Weinidogion yn y maes hwn?
- Yng nghyd-destun nodau ac amcanion y Bil Addysg Gymraeg arfaethedig, oes angen cryfhau'r cyfarwyddiadau a osodir gan Weinidogion ar sefydliadau perthnasol?
- Beth yw'r fframwaith atebolrwydd mwyaf addas i sicrhau fod sefydliadau yn gweithredu yn unol â dyheadau a disgwyliadau Gweinidogion?

Rôl yr Awdurdodau Lleol:

Mae angen gwahaniaethu'n glir rhwng y targedau cenedlaethol y cyfeirir atynt uchod er mwyn ymggyrraedd at y niferoedd angenrheidiol, a'r bwriad i'w wneud yn ofynnol i awdurdodau lleol ddadansoddi ac adrodd ar eu hanghenion tymor byr/canolig/hir ar gyfer y gweithlu Cymraeg mewn addysg. Tra'i fod yn hollol resymol i ddisgwyl i awdurdodau lleol gynnal asesiadau o'r angen am athrawon yn lleol, ac i ddisgwyl iddynt fwydo'r canlyniadau i Lywodraeth Cymru er mwyn eu gosod yn y Cynllun Cenedlaethol, mae'n gamarweiniol i gyfeirio at rhain fel targedau gan nad oes gan yr ALI bwerau i osod neu ymggyrraedd at unrhyw darged o'r fath. Ar y llaw arall, byddai'n rhesymol ystyried gosod dyletswydd ar awdurdodau lleol, mewn partneriaeth ag eraill, i barhau i ddatblygu sgiliau iaith y gweithlu presennol – ac i fod yn atebol am hynny.

Rôl y Coleg Cymraeg wrth ddatblygu'r gweithlu Cymraeg mewn addysg:

Yn hanesyddol nid yw Llywodraeth Cymru wedi gofyn i'r Coleg fod yn gyfrifol am y maes hyfforddi athrawon yn yr un modd ag y mae ganddo gyfrifoldebau i ddatblygu darpariaeth Gymraeg a dwyieithog ym mhob maes arall o fewn addysg uwch. Yn sgil cyhoeddi Cynllun y Gweithlu Cymraeg mewn Addysg yn 2022, mae'r Coleg wedi derbyn rhai cyfrifoldebau penodol gan gynnwys:

Datblygu'r Ilif o athrawon cyfrwng Cymraeg dan hyfforddiant drwy ddarpariaeth i israddedigion a chefnogaeth i'r Gymraeg ar Safon Uwch;

- Meithrin sgiliau iaith israddedigion er mwyn paratoi ar gyfer AGA;
- Cydweithio â Llywodraeth Cymru a CGA i hyrwyddo addysgu fel gyrfa;
- Ymgymryd â chymedroli sgiliau iaith athrawon dan hyfforddiant drwy gyllid grant Llywodraeth Cymru;
- Darparu cyngor a chefnogaeth i CGA a phartneriaethau AGA i ddatblygu AGA cyfrwng Cymraeg.

Sylwn nad yw'r Coleg wedi ei restru ym mharagraff 74 o'r Papur Gwyn fel un o'r rhanddeiliaid perthnasol yn y maes cynllunio gweithlu. Byddai'n addas adlewyrchu rôl y Coleg a'r cyfrifoldebau a amlinellir yng Nghynllun y Gweithlu yn yr adrannau perthnasol hynny o'r Bil arfaethedig ac yn y nodiadau esboniadol.

Mae gan y Coleg gryn brofiad o gydweithio'n agos gyda sefydliadau statudol megis Estyn, Addysg a Gwella Iechyd Cymru (AaGIC) a Chymwysterau Cymru. Mae'n harbenigedd wrth ddatblygu darpariaeth Gymraeg a dwyieithog, a'n gallu i adnabod y camau strategol sydd angen eu cymryd i weld cynnydd cynaliadwy, yn cael eu cydnabod gan y sefydliadau hyn. Yn achos AaGIC rydym wedi cael cryn lwyddiant yn dylanwadu ar y corff i sicrhau bod ymwybyddiaeth o'r Gymraeg yn rhan greiddiol o gyrsiau gradd y proffesiynau iechyd ym mhrifysgolion Cymru ac rydym bellach yn chwarae rhan allweddol ym mhrosesau AaGIC i fonitro cyflawniad y prifysgolion yn erbyn y cytundebau a osodir.

Fel y nodir uchod, bydd gennym rôl allweddol pan sefydlir y Comisiwn Addysg Drydyddol ac Ymchwil i ddarparu cyngor statudol ar ei ddyletswyddau yn ymwneud â'r Gymraeg ac rydym yn croesawu hyn yn fawr iawn. Byddai'r Coleg yn barod ac yn awyddus i ddatblygu perthynas gydweithio a chynghori ffurfiol yn yr un modd gyda'r CGA a byddem yn barod i drafod opsiynau ar sut i wireddu hyn gyda'r Llywodraeth a sefydliadau eraill.

Mae'r Coleg a'r Ganolfan Dysgu Cymraeg wedi bod yn cydweithio'n agos ar nifer o gynlluniau ers sawl blwyddyn gan gynnwys Cymraeg Gwaith yn y sectorau addysg bellach, prentisiaethau ac addysg uwch. O ganlyniad i'r ffaith bod y Ganolfan wedi derbyn cyfrifoldebau ychwanegol yn ddiweddar i ddarparu gwersi Cymraeg am ddim i'r grŵp oedran 16-25, ynghyd â'u cyfrifoldebau newydd wrth ymwneud â'r gweithlu addysg presennol, a chynlluniau'r Coleg i ddatblygu darpariaeth Gymraeg a dwyieithog i gynulleidfaoedd newydd gan gynnwys y rheiny nad sy'n rhugl, yn ogystal â'n hymwneud gydag addysg gychwynnol athrawon, mae'r angen i gydweithio dros y blynyddoedd nesaf yn fwy allweddol nag erioed. Mae'r ddau sefydliad wedi cytuno yn ddiweddar i ddatblygu cynllun ar y cyd ar gyfer y maes hyfforddi athrawon a gwella sgiliau Cymraeg y gweithlu addysg ac edrychwn ymlaen at allu rhannu rhagor o fanylion gyda phartneriaid dros y misoedd nesaf.

Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	✓
---------------	--------------------------	------------------	--------------------------	--	---

Sylwadau ategol

Byddai'r Coleg am weld yr addasiadau canlynol i'r deilliannau:

Deilliant 3

Fel y nodir yn ein hymateb i gwestiwn 13 uchod, dylai'r deilliant hwn gynnwys dilyniant tu hwnt i addysg statudol. Dylid gosod cyfrifoldebau ar awdurdodau lleol i gynllunio a hyrwyddo llwybrau i addysg ôl-orfodol a sicrhau bod ysgolion yn cael eu hannog i gynnig yr ystod mwyaf eang posib o bynciau trwy gyfrwng y Gymraeg hyd at ac yn cynnwys Safon Uwch er mwyn cynyddu'r tebygolrwydd y bydd myfyrwyr sy'n parhau â'u haddysg i'r brifysgol yn dewis astudio rhan o'u cwrs gradd trwy gyfrwng y Gymraeg.

Deilliant 4

Dylai'r deilliant ar gyfer mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg fod yn ddau ddeilliant ar wahân. Byddai hyn yn galluogi i fesuryddion penodol gael eu datblygu a fyddai'n addas ar gyfer ysgolion mewn categorïau gwahanol ac mae data ar astudio Cymraeg fel pwnc yn bwysig hefyd er mwyn cynllunio'r gweithlu.

Rôl Awdurdodau Lleol:

Tu hwnt i gefnogi sgiliau iaith y gweithlu addysg presennol, nid ydym yn cytuno bod rôl gan yr Awdurdodau Lleol i gynllunio'r gweithlu addysg yn lleol fel y cyfeirir ato ar ddechrau pennod 5 ac ym mharagraff 80 y Papur Gwyn. Fel y nodwyd yn ein hateb i gwestiwn 14, rydym yn llwyr gytuno â'r angen i ofyn i ALI gynnal asesiadau o'r angen am athrawon yn lleol, ac i ddisgwyl iddynt fwydo'r canlyniadau i Lywodraeth Cymru er mwyn eu gosod yn y Cynllun Cenedlaethol, ond mae'n gamarweiniol i gyfeirio at rhain fel targedau gan nad oes gan yr ALI bwerau i osod neu ymgynhyrfaed at darged o'r fath.

Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae hyn i'w weld yn addas.

Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cytuno ond dylid rhoi ystyriaeth bellach i sut i wneud y targedau yn rhai rhwymol a beth fyddai'r canlyniadau i ALI nad sy'n cyrraedd eu targedau.

Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cytuno

Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynnig i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	-------------------------------------

Sylwadau ategol

Fel yr amlinellwyd yn ein hateb i gwestiwn 14 uchod, rydym yn cytuno gyda chynnwys targedau yn y Cynllun Cenedlaethol ar gyfer recriwtio athrawon Cymraeg fel pwnc ac i ddysgu trwy gyfrwng y Gymraeg. Byddai hyn yn fodd o roi grym statudol i'r targedau. Ond, mae angen cryn dipyn mwy o eglurder ar bwy mae'r targedau hyn yn cael eu gosod, a beth yw'r systemau atebolrwydd mewn perthynas â monitro cynnydd yn erbyn y targedau. Cyfeiriwn at ein hateb i gwestiwn 14 a'n hargymhellion o ran cynnal asesiad o bwerau presennol y Llywodraeth i gyfeirio sefydliadau allanol, a hefyd ein hawgrym o roi rôl mwy arweiniol i'r Coleg i gynghori sefydliadau partner i arddel eu cyfrifoldebau yn ymwneud â'r Gymraeg.

Rydym yn llwyr gytuno bod modd gwella'r broses o gynllunio'r gweithlu addysg Gymraeg, a bod rôl pwysig i'r Cynllun Cenedlaethol, gyda'r potensial i sefydlu trefn genedlaethol gyda gofynion a chyfrifoldebau ar awdurdodau lleol i sicrhau cysondeb o ran casglu a dadansoddi data, a bwydo lan i'r lefel genedlaethol mewn ffordd gydlynus – i greu rhagamcanion manwl o'r niferoedd ychwanegol y bydd eu hangen, gan gynnwys manylder ynghylch sectorau, pynciau, lleoliadau ac ati. Mae cysondeb yn hyn o beth yn allweddol, ac mae angen i'r cwbl fwydo i'r lefel genedlaethol er mwyn sicrhau bod cynllunio strategol yn digwydd ar sail y data.

Ond mae angen bod yn gwbl glir faint o'r gwaith o gynyddu niferoedd athrawon Cymraeg sydd dan reolaeth a dylanwad awdurdodau lleol (e.e. datblygu sgiliau iaith y gweithlu presennol) a faint sydd tu hwnt i'w rheolaeth (e.e. Addysg Gychwynnol Athrawon a'r prosesau hyrwyddo a recriwtio cysylltiedig). Yn dilyn hynny, mae angen bod yn glir pa dargedau/cyfrifoldebau fyddai'n berthnasol i'r awdurdodau lleol, a pha dargedau a chyfrifoldebau sy'n cael eu cyfeirio at sefydliadau eraill. Tra bod disgwyl i awdurdodau lleol asesu faint o athrawon sydd angen arnyn nhw i wireddu eu Cynlluniau Gweithredu yn gwbl resymol, ni ddylid cyfeirio at hyn fel gosod targedau. Heblaw am gefnogi sgiliau iaith y gweithlu presennol, nid yr ALI sy'n gyfrifol am gynyddu'r nifer o athrawon Cymraeg ac felly mae galw'r ymarferiad yn un o osod targedau yn ddi-ystyr.

Y Fframwaith Sgiliau Iaith i Ymarferwyr Addysg:

Yn ganolog i'r gwaith hyn i gyd, y mae'r gallu i fesur yn gywir beth yw lefel sgiliau iaith ymarferwyr presennol a darpar ymarferwyr. Mae rôl gwbl ganolog gan y Fframwaith Sgiliau Iaith i Ymarferwyr Addysg i'w chwarae yn y broses hon; gan ei fod yn seiliedig ar y CEFR, mae'n debygol iawn y bydd yn gwbl gydnaws â'r Continwmm Sgiliau Cymraeg arfaethedig. Byddai hynny'n cyd-fynd yn llwyr â'r hyn a amlinellir ym mharagraff 99 ynghylch yr angen am ganllawiau er mwyn sicrhau cysondeb.

Er bod y Fframwaith yn cael ei ddefnyddio yng nghyd-destun cyrsiau AGA ar hyn o bryd, mae wir angen i'r system gyfan fod yn fwy cyfarwydd ag e – er mwyn i ysgolion fedru cwblhau Cyfrifiad Blynyddol y Gweithlu Addysg (SWAC) yn gywir, ac er mwyn i awdurdodau lleol fedru rhoi rhagamcanion cywir o anghenion eu gweithluoedd. Fel arall, mae perygl nad yw'r data a ddarperir o'r gwahanol brosesau hyn yn ystyrllon, gan wanhau'r cynllunio strategol all ddigwydd ar ei sail. Yn ddelfrydol, mae angen i'r Fframwaith Cymwyseddau Iaith gael lle o fewn y Pasbort Dysgu Proffesiynol (tu hwnt i AGA), a bod yn sail ar gyfer mesur cynnydd yn erbyn y Safonau Proffesiynol, a hynny gydol gyrfu.

Ystyriaeth i'r Gymraeg fel pwnc wrth gynllunio gweithlu:

Ar y cyfan mae diffyg ystyriaeth yn y Papur Gwyn i rôl y Gymraeg fel pwnc wrth gynllunio'r gweithlu addysg yn nhermau yr athrawon fydd eu hangen ond hefyd yn nhermau y tiwtoriaid fydd eu hangen i uwchsgilio'r gweithlu presennol (paragraff 94). Yn allweddol i sicrhau athrawon Cymraeg a chyfrwng Cymraeg y mae sicrhau bod digon o ddysgwyr yn astudio'r Gymraeg i safon uchel. Gofynnwn i'r Llywodraeth ystyried gosod dyletswydd ar ALI i sicrhau bod ysgolion yn cynnig y Gymraeg fel pwnc.

Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cytuno

Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cytuno

Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Dylid rhoi ystyriaeth bellach i sut i wneud y targedau yn rhai rhwymol a beth fyddai'r canlyniadau i ALI nad sy'n cyrraedd eu targedau.

Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cytuno.

Yn unol â'r Ddeddf Addysg Drydyddol ac Ymchwil bydd dyletswydd ar y Comisiwn Addysg Drydyddol ac Ymchwil i hybu addysg drydyddol drwy gyfrwng y Gymraeg:

Rhaid i'r Comisiwn

- (a) annog y galw am addysg drydyddol Gymreig a ddarperir drwy gyfrwng y Gymraeg a chyfranogiad ynddi;
- (b) cymryd pob cam rhesymol i sicrhau bod digon o addysg drydyddol Gymreig a ddarperir drwy gyfrwng y Gymraeg i ateb y galw;
- (c) annog darparu addysg drydyddol drwy gyfrwng y Gymraeg
 - (i) gan ddarparwyr cofrestredig yng Nghymru, a
 - (ii) gan bersonau eraill sy'n darparu addysg drydyddol a gyllidir gan y Comisiwn neu a sicrheir fel arall ganddo

Bydd yn allweddol bod ALI yn hyrwyddo negeseuon ymhlith rhieni a gofawyr ynghylch llwybrau dilyniant Cymraeg a dwyieithog i'r sector ôl-orfodol mewn modd sy'n gydlynus gyda'r Comisiwn a gyda'r Coleg fel y corff sydd wedi ei ddynodi i gynghori'r Comisiwn ar ei ddyletswyddau yn ymwneud â'r Gymraeg. Fel y nodir uwchlaw, dylai nodiadau esboniadol y Bil Addysg Gymraeg gyfeirio at ddyletswyddau'r Comisiwn parthed y Gymraeg a rôl cynghori statudol y Coleg.

Ymhellach, bydd yn allweddol sicrhau bod ymgyrchoedd hyrwyddo yn cael eu targedu'n eang a bod prosiectau penodol yn cael eu datblygu, yn seiliedig ar ymchwil, i ddenu mwy o bobl o gefndiroedd Du, Asiaidd a lleiafrifoedd ethnig i anfon eu plant i ysgolion cyfrwng Cymraeg. Bydd yn allweddol i ALI sicrhau bod deunyddiau ac adnoddau sy'n cael eu datblygu i hyrwyddo addysg Gymraeg yn gynhwysol ac yn adlewyrchu – yn weledol – amrywiaeth ein cymunedau a byddai cynnwys astudiaethau achos bwriadol amrywiol ac ati yn gymorth i'r perwyl hwn.

Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Ar gyfer ymgyrchoedd cyfathrebu o'r math hwn mae mantais mewn cytuno ar brif negeseuon (ar sail ymchwil i'r hyn sy'n dylanwadu) ar lefel genedlaethol ac i adnoddau canolog gael eu creu a all gael eu teilwra a'u haddasu i ardaloedd lleol. Gellid rhagweld rôl gydlynus hefyd ar lefel genedlaethol i'r llywodraeth er mwyn rhannu arfer dda o ddulliau effeithiol o ledaenu'r wybodaeth.

Mae angen cyfarwyddid cenedlaethol hefyd i hyrwyddo addysg Gymraeg mewn ardaloedd ble yn hanesyddol nid yw mynediad at y ddarpariaeth wedi bod yn hawdd i rieni, gwarcheidwaid a'u plant. Bydd yn allweddol bod arweiniad yn dod gan y Llywodraeth ar yr angen i ALI sicrhau bod addysg cyfrwng Cymraeg yn cael ei hyrwyddo yn eang ac yn llwyddo denu mwy o blant o gefndiroedd Du, Asiaidd a lleiafrifoedd ethnig. Er mwyn gwneud hyn, rhaid ffocysu ar ardaloedd lleol penodol, a dalgylchoedd. Yn

hanesyddol, canran bach iawn o blant o gefndiroedd Du Asiaidd a lleiafrifoedd ethnig sydd wedi derbyn addysg cyfrwng Cymraeg, yn aml gan nad yw'r ysgolion cyfrwng Cymraeg wedi eu lleoli mewn ardaloedd lle mae canran uchel o blant o gefndiroedd Du, Asiaidd a lleiafrifoedd ethnig yn byw. Pan mae ysgolion newydd cyfrwng Cymraeg yn cael eu sefydlu, nid oes digon o waith yn digwydd chwaith er mwyn denu plant Du, Asiaidd a lleiafrifoedd ethnig, ac felly mae'r tangynrychiolaeth yn parhau. Mae angen hefyd i weithio gyda rhieni a gwarcheidwaid gan mai nhw sy'n gyfrifol am ddewis cyfrwng addysg eu plant.

Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cytuno.

Mae angen sicrhau fod rhieni sy'n symud i sir newydd sydd â phlant sydd heb hyd y pwynt hynny dderbyn addysg Gymraeg, dderbyn gwybodaeth lawn am y ddarpariaeth drochi hwyr a llwyddiant y ddarpariaeth honno.

Mae angen i'r gwasanaeth trochi fod ar gael a chael ei hyrwyddo mewn modd rhagweithiol hefyd i'r rheiny sy'n newid eu meddyliau ac yn dangos diddordeb mewn addysg Gymraeg ar ôl i'w plant ddechrau mewn ysgol sy'n bennaf ddysgu drwy'r Saesneg. Gallai codi ymwybyddiaeth o'r ddarpariaeth drochi fod yn arf i ddenu yn ôl y rheiny sydd wedi penderfynu peidio anfon eu plant i ysgolion cyfrwng Cymraeg neu ddwyieithog.

Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cytuno

Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	✓
---------------	--------------------------	------------------	--------------------------	--	---

Sylwadau ategol

Cytunwn gyda'r egwyddor bod angen perchnogaeth yn ganolog i ddatblygu'r continwwm sgiliau Cymraeg, a bod angen cefnogaeth ar ysgolion wrth iddynt symud ar hyd y categorïau ieithyddol o ran gwella sgiliau iaith disgyblion ac athrawon a chynyddu cyfrwng y ddarpariaeth.

Tra mai'r Ganolfan Dysgu Cymraeg sy'n arbenigo mewn caffael sgiliau iaith Gymraeg, ar hyn o bryd ar gyfer oed 16 ac i fyny, y Coleg Cymraeg yw'r corff sy'n arbenigo mewn datblygu a chynyddu darpariaeth bynciol trwy gyfrwng y Gymraeg yn y sector ôl-16 ac addysg uwch. Dylai'r Bil Addysg Gymraeg gydnabod bod y ddwy elfen – o gaffael sgiliau iaith a datblygu darpariaeth bynciol – yn gwbl allweddol wrth wireddu nodau'r Papur Gwyn o gynyddu addysg Gymraeg a gwella deiliannau ieithyddol disgyblion ac athrawon yn y sector cyfrwng Saesneg. Dylid ystyried darpariaeth cyfrwng Cymraeg a dwyieithog yn y sectorau ôl-16 ac addysg uwch fel rhan o'r continwwm sy'n parhau i ddatblygu sgiliau iaith, a hyder i ddefnyddio'r iaith, mewn cyd-destunau proffesiynol.

Ers 2011 mae'r Coleg wedi bod yn cydweithio gyda phrifysgolion i ddatblygu darpariaeth bynciol trwy gyfrwng y Gymraeg ar gyfer siaradwyr Cymraeg sydd am astudio rhan neu'r cyfan o'u gradd trwy gyfrwng y Gymraeg. Mae llwyddiant y Coleg, mewn cydweithrediad gyda phrifysgolion yn amlwg: mewn ychydig dros ddegawd ceir rhywfaint o ddarpariaeth Gymraeg ym mhob un o'r 36 "prif grŵp pwnc" a restrir yng Nghynllun Academaidd Addysg Uwch y Coleg (o gymharu â 12 yn 2011), ac mae modd astudio o leiaf pump credyd drwy gyfrwng y Gymraeg yn 75 allan o 80 o'r pynciau academaidd o fewn y prif grwpiau pwnc hyn. Yn fwy diweddar mae Cynllun Academaidd Addysg Uwch y Coleg yn amlinellu ein nod i ymestyn addysg uwch Gymraeg a dwyieithog i gynulleidfaoedd newydd gan gynnwys y rheiny nad sy'n rhugl a bydd y gwaith hyn yn flaenoriaeth i'r Coleg dros y cyfnod nesaf.

Yn 2019 ehangwyd cyfrifoldebau'r Coleg i gynnwys datblygu darpariaeth bynciol trwy gyfrwng y Gymraeg ac yn ddwyieithog yn y meysydd addysg bellach a phrentisiaethau, a hynny ar gyfer dysgwyr a phrentisiaid ar bob lefel o'r [pyramid iaith](#), gan gynnwys y rheiny nad sy'n siarad Cymraeg. Amlinellir y cyfrifoldebau hyn yn llawn yn y [Cynllun Gweithredu Addysg Bellach a Phrentisiaethau cyfrwng Cymraeg](#) a lanswyd gan y Gweinidog Addysg ar y pryd, Kirsty Williams, yn Ionawr 2019. Ers derbyn cyllideb ychwanegol gan y Llywodraeth, trwy'r Cytundeb Cydweithio, i fuddsoddi mewn darpariaeth, mae darpariaeth ddwyieithog bellach ar gael yn y meysydd blaenoriaeth sef Iechyd a Gofal, Gwasanaethau Cyhoeddus, Gofal Plant, a Chwaraeon ym mhob coleg addysg bellach yng Nghymru, gyda darpariaeth Amaeth a Gofal Anifeiliaid ddwyieithog mewn colegau sy'n cynnig cymhwyster yn y maes. Mae cynlluniau ar y gweill i ymestyn i bynciau eraill megis Busnes a Diwydiannau Creadigol yn ystod blwyddyn academaidd 2023-24.

Yn achos y Gymraeg fel pwnc, ers 2018/19 mae'r Coleg hefyd wedi bod yn rhan allweddol o

Gynllun Gweithredu: Hyrwyddo'r Gymraeg fel Pwnc, gan gefnogi ysgolion uwchradd cyfrwng Cymraeg a'r rhai sy'n bennaf yn dysgu trwy gyfrwng y Saesneg i gynnal darpariaeth Safon Uwch, cynnig profiadau i gyfoethogi'r dysgu, a hyrwyddo'r pwnc mewn amryfal ffyrdd.

Mae gan y Coleg gyfrifoldebau eang ac arbenigedd hefyd mewn datblygu adnoddau i gefnogi darpariaeth bynciol Cymraeg a dwyieithog, ar gyfer pobl sy'n meddu ar bob lefel o sgiliau iaith, ac rydym wedi datblygu llwyfan gydnabyddedig i letya'r adnoddau hynny ar-lein trwy'r [Porth Adnoddau](#).

Rydym hefyd yn gyfrifol am redeg cynlluniau i gefnogi'r gweithlu addysg uwch, addysg bellach a phrentisiaethau presennol i ddatblygu eu sgiliau iaith a hefyd i'w cefnogi i gyflwyno darpariaeth Cymraeg a dwyieithog yn yr ystafell ddosbarth megis Cymraeg Gwaith (mewn partneriaeth gyda'r Ganolfan Dysgu Cymraeg), a Chynllun Hyfforddi a Mentora Sgiliaith,

Rydym wedi cyfeirio yn ein hateb i gwestiwn 14 uchod at ein rôl gynyddol yn y gwaith o gynllunio'r gweithlu Cymraeg mewn addysg, a'r rôl y dymunwn ei ddatblygu a'i ffurfioli ymhellach gyda phartneriaid allweddol eraill megis Cyngor y Gweithlu Addysg a'r Ganolfan Dysgu Cymraeg.

Mae sefydlu'r Comisiwn Addysg Drydyddol ac Ymchwil a rôl statudol y Coleg i gynghori'r

Comisiwn ar ei ddyletswyddau yn ymwneud ag annog, hyrwyddo a datblygu darpariaeth Gymraeg yn gam arall allweddol o ran esblygiad rôl y Coleg. Mae trefniadau mewn lle i drafod ein perthynas gyda'r Comisiwn a'r Llywodraeth wrth iddo gael ei sefydlu. Mae statws statudol y dynodiad yn allweddol ac mae'r Coleg wrthi'n ystyried oblygiadau'r dynodiad i ni fel sefydliad.

Mae ein rôl yn y maes ymchwil cyfrwng Cymraeg wedi datblygu dros y degawd diwethaf a gyda sefydlu'r Comisiwn Addysg Drydyddol ac Ymchwil, a'r ffaith bod y dynodiad yn cynnwys cynghori'r Comisiwn ar faterion yn ymwneud ag ymchwil cyfrwng Cymraeg, bydd ein hymwneud yn y maes hwn yn debygol o ymestyn a dyfnhau dros y cyfnod nesaf. Mae'r

Coleg eisoes yn gweithredu nifer o gynlluniau i gefnogi a hwyluso ymchwil cyfrwng Cymraeg, e.e. darparu ysgoloriaethau doethurol, darparu rhaglen hyfforddiant sgiliau ymchwil, cyhoeddi ymchwil cyfrwng Cymraeg, ayyb. Dros y cyfnod nesaf byddwn yn gweithio gyda'r Comisiwn i sicrhau bod ymchwil cyfrwng Cymraeg yn cael ei wreiddio yn niwylliant prifysgolion Cymru.

Tra'n croesawu'r cyfeiriad at y Coleg ym mharagraff 121 o'r Papur Gwyn felly, a'n rôl allweddol o safbwynt dilyniant ieithyddol, nid yw'r disgrifiad o rôl bresennol y Coleg a geir yn y paragraff hwnnw yn adlewyrchu ehangder ein gwaith a'r cyfraniad sydd gan y Coleg i wneud dros y blynyddoedd i ddod. Er enghraifft, tra bod y Papur Gwyn yn cyfeirio at ein rôl hanfodol yn sicrhau bod "mwy o ddysgwyr sy'n hyderus yn y Gymraeg yn manteisio ar gyfleon trwy gyfrwng y Gymraeg" mae diffyg cyfeiriad at ein cyfrifoldebau sylweddol ers 2019 i gyflwyno darpariaeth bynciol Cymraeg a dwyieithog i bawb yn y sectorau addysg bellach a phrentisiaethau, beth bynnag eu sgiliau iaith, a'n strategaeth i ddenu cynulleidfaoedd newydd yn y sector addysg uwch. Nid

siaradwyr Cymraeg hyderus yw unig gynulleidfa darged y Coleg Cymraeg Cenedlaethol ers bron i bum mlynedd ac mae ein rôl a'n profiad o gyflwyno'r Gymraeg trwy ddarpariaeth bynciol i gynulleidfaoedd nad sy'n rhugl neu hyderus yn rhan allweddol o'r jig-so.

Nid oes cyfeiriad yn y Papur Gwyn chwaith at ein rôl yn datblygu adnoddau, yn cefnogi gweithluoedd perthnasol, yn cyfrannu at y maes hyfforddi athrawon, na chwaith yn y maes ymchwil cyfrwng Cymraeg.

Mae'n hollbwysig bod yr holl agweddau o ddyletswyddau presennol y Coleg, a photensial y Coleg i chwarae rhan allweddol wrth wireddu amcanion y Llywodraeth wrth symud ymlaen, yn cael eu cydnabod a'u hystyried fel rhan o'r trafodaethau pellach ar y trefniadau mwyaf addas ar gyfer cefnogi nodau'r Papur Gwyn.

Tra bod gan y Llywodraeth nifer o opsiynau o ran y trefniadau mwyaf addas i gefnogi gweithredu'r Papur Gwyn, a bod rhai ohonynt wedi eu hystyried dros y ddwy flynedd ddiwethaf, nodwn mai dau opsiwn yn unig sydd wedi eu hamlinellu yn y Papur Gwyn. Mae angen cryn waith a thrafodaeth lawn gyda'r holl gyrff perthnasol cyn bwrw ymlaen gydag unrhyw opsiwn. Cyn symud ymlaen credwn yn gryf y dylid ateb y cwestiynau islaw :

- Beth yw'r holl gyfrifoldebau dan sylw?
- Ble mae'r cyfrifoldebau perthnasol hyn yn gorwedd ar hyn o bryd?
- Beth fyddai effeithiau symud rhai o'r cyfrifoldebau hynny o un corff i gorff arall, gan gynnwys effeithiau nas ragwelwyd?
- Ble yw'r man mwyaf addas i osod cyfrifoldebau newydd?
- Beth yw'r ffordd orau o sicrhau un system gydlynol ac osgoi unrhyw ddyblygu neu orgyffwrdd rhwng sefydliadau?
- Beth fyddai effaith sefydlu corff annibynnol arall ar ffurf tebyg i'r Coleg Cymraeg Cenedlaethol gyda'i strwythurau llywodraethiant ei hun, ar greu un system gydlynol?
- Beth fyddai cost sefydlu corff o'r newydd?
- Faint o ddyblygu a fyddai'n digwydd o swyddogaethau cefnogi e.e. Cyllid, Adnoddau Dynol, Gwasanaethau Technoleg a Digidol?
- Heblaw am y ddau opsiwn y cyfeirir atyn nhw yn y Papur Gwyn, beth yw'r opsiynau eraill y gellir eu hystyried?
- Beth yw gweledigaeth y Llywodraeth ar gyfer rôl y Coleg Cymraeg Cenedlaethol dros y degawd i ddod?

Croesawn yn fawr y ffaith bod y Llywodraeth yn cydnabod bod "gwaith pellach i'w wneud i ystyried pa fodel fyddai fwyaf addas o ran y math o gorff gellid ei sefydlu" ac mae'r Coleg yn barod i chwarae rhan lawn yn y trafodaethau hynny gan gynnwys ystyriaeth i ymestyn ei gyfrifoldebau.

Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	-------------------------------------

Sylwadau ategol

Mae rôl allweddol gan y Ganolfan Dysgu Cymraeg mewn gwireddu amcanion y Papur Gwyn. Mae'r arbenigedd sydd wedi ei meithrin ers ei sefydlu yn amlwg ac mae canfod ffordd o sicrhau bod y sector statudol yn gallu eiwa o'r arbenigedd hon yn hanfodol. Mae'r Coleg Cymraeg yn falch iawn o'n perthynas weithio hynod effeithiol gyda'r Ganolfan.

Tra bod yr arbenigedd mewn perthynas â chaffael sgiliau iaith yn sicr yn gorwedd gyda'r Ganolfan Dysgu Cymraeg Genedlaethol, noder bod angen arbenigedd sectorol i wybod sut orau i fewnblannu darpariaeth sgiliau iaith oddi fewn i'r sectorau perthnasol, ac i weithredu fel brocer i sicrhau bod hynny'n digwydd – ac mae hynny'n gofyn am arbenigedd sefydliadau eraill mewn cydweithrediad â'r Ganolfan.

Cyfeiriwn at ein hymatebion i gwestiynau 13, 14 a 27 uwchlaw, yn benodol ynglŷn â'r berthynas glos iawn sydd rhwng y Ganolfan a'r Coleg Cymraeg ar draws nifer o agweddau o'n gwaith, a'r angen i hynny barhau os nad cynyddu yn sgil gweledigaeth y Llywodraeth ar gyfer y Bil.

Fel y nodir yn ein hymateb i gwestiwn 27, cyn penderfynu ar ffordd ymlaen, dylai'r Llywodraeth ystyried yn llawn y cyfrifoldebau sydd dan sylw, yr holl opsiynau posib a chanlyniadau unrhyw newidiadau. Dymuna'r Coleg chwarae rhan lawn yn y trafodaethau hynny.

Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Tra'n cytuno gyda'r egwyddor y dylid gwarantu bod digon o ddarpariaeth dysgu Cymraeg, a bod strwythurau addas i gefnogi dysgwyr o bob oed, carem weld rhagor o fanylion am y cynnig penodol hwn.

Mae'n bwysig nodi nad yw creu darpariaeth yn ei hun yn ddigon i sicrhau bod pobl yn ymgymryd â, na chwaith yn parhau i ddilyn, y ddarpariaeth dros gyfnod o amser sy'n arwain at gynnydd sylweddol a chynaliadwy yn eu sgiliau iaith. Mae angen strwythurau addas, gofynion clir mewn cymwysterau neu gan gyflogwyr, a chymelliadau addas hefyd i greu system gyfan a chynaliadwy er mwyn datblygu sgiliau iaith y boblogaeth.

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	✓
---------------	--------------------------	------------------	--------------------------	--	---

Sylwadau ategol

Mae'r Coleg yn ystyried y dylai gael ei gynnwys yn y rhestr "partneriaid gweithredu strategol cenedlaethol" ym mharagraff 8 yr amlinelliad o gostau ac effeithiau Bil Addysg Gymraeg, yn hytrach nag o dan paragraff 9 sef "cyrff a phartneriaid sy'n cefnogi taith unigolion ar hyd y continwwm sgiliau Cymraeg" am yr holl resymau a amlinellir uchod yn ein hymateb i'r Papur Gwyn.

Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

Sylwadau ategol

Tra'n derbyn bod y costau fydd yn deillio o ganoli'r gefnogaeth yn cael eu hystyried y tu allan i'r Bil, bydd yn allweddol cynnal asesiad llawn o gost ac effeithiau yr holl opsiynau posib.

Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol

-

Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

-

Cwestiynau gorfodol

Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol

Fel y mae ein hymateb i'r cwestiynau uchod yn dangos, credwn fod gan y Bil y potensial i gael effaith gadarnhaol a phellgyrhaeddol tu hwnt ar gyfleoedd pobl i ddefnyddio'r Gymraeg.

Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Cyfeiriwn at ein sylwadau yn ein hymateb i gwestiwn 14 ynghylch pwysigrwydd sicrhau bod targedau cadarn a threfniadau atebolrwydd addas mewn lle ar gyfer cynyddu'r gweithlu addysg cyfrwng Cymraeg. Mae hyn yn allweddol i lwyddiant y Bil ac mae angen ystyriaeth bellach i'r elfennau hyn.

Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Hoffem weld ystyriaeth bellach i'r agenda cydraddoldeb a gwrth-hiliaeth a sut y mae modd i'r Bil Addysg Gymraeg gyfrannu at sicrhau bod yr iaith Gymraeg yn perthyn i bawb, beth bynnag eu cefndir neu hil. Tra bod niferoedd yn cynyddu yn raddol, yn hanesyddol canrannau cymharol fach iawn o bobl o gefndir Du, Asiaidd a lleiafrifoedd ethnig sydd wedi dewis anfon eu plant i ysgolion Cymraeg. I newid y sefyllfa, mae angen cynllunio bwriadus ar lefel lleol, mae angen sefydlu ysgolion Cymraeg mewn ardaloedd ble mae niferoedd uwch o bobl o gefndiroedd Du, Asiaidd a lleiafrifoedd ethnig yn byw ac mae angen ymgyrchoedd rhagweithiol penodol i hyrwyddo manteision addysg Gymraeg.

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhyngwrdd neu mewn adroddiad. Os byddai'n well gennych i'ch ymateb aros yn ddiennw, ticiwch yma:





Is-adran Cymraeg 2050 Llywodraeth
Cymru
Parc Cathays
Caerdydd
CF10 3NQ

Papur Gwyn Llywodraeth Cymru: Cynigion ar gyfer Bil Addysg Gymraeg

Annwyl Gyfaill,

Diolch am y cyfle i gyfrannu ac ymateb i gynigion eich Papur Gwyn a fydd yn sail i Fil Addysg Gymraeg. Diolch i chi hefyd am fynychu cyfarfod diweddar Bwrdd Cymwysterau Cymru ym mis Mai i drafod y cynigion, yn ogystal ag egluro effaith polisi bwriadedig y Bil arfaethedig, yn fanylach.

Rydym yn cytuno bod pob disgybl yng Nghymru yn haeddu dod yn siaradwr Cymraeg, ac felly'n croesawu'r nod a'r uchelgais newydd hwn ar gyfer ein system addysg.

Fel y dywedasom yn ein hymateb i Ymchwiliad Pwyllgor y Senedd i Gynlluniau Strategol Cymraeg mewn Addysg¹, bydd y sector addysg yn allweddol wrth helpu Cymru i gyrraedd y targed uchelgeisiol o gyrraedd miliwn o siaradwyr Cymraeg. Bydd y cynnig i gyflwyno Bil Addysg Gymraeg – darn o ddeddfwriaeth a allai fod yn garreg filltir bwysig – yn ystod tymor y Senedd hon nid yn unig yn cynnig sylfaen gref ar gyfer system addysg sy'n darparu addysg cyfrwng Cymraeg i bob dysgwr, ond hefyd yn cyfrannu at sicrhau bod pob dysgwr yn dod yn siaradwyr Cymraeg hyderus drwy'r system addysg statudol.

O ran y cynigion manwl, maent yn sicr yn cynnig ymagwedd adeiladol wrth symud ymlaen ac mae llawer i'w groesawu o'n safbwynt ni. Mae hyn yn cynnwys gosod y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050 ar wyneb y Bil fel bod

¹[A yw Cynlluniau Strategol Cymraeg mewn Addysg yn llwyddo: Ymchwiliad Pwyllgor y Senedd - Cynlluniau Strategol Cymraeg mewn Addysg - y fframwaith deddfwriaethol sy'n cefnogi Darpariaeth Addysg Cyfrwng Cymraeg](#)

Qualifications Wales

Q2 Building, Pencarn Lane
Imperial Park,
Newport
NP10 8AR
☎ 01633 373 222



www.cymwysterau.cymru

Cymwysterau Cymru

Adeilad Q2, Lôn Pencarn
Parc Imperial, Casnewydd
NP10 8AR
☎ 01633 373 222

iddo sail statudol, gosod dyletswydd ar Weinidogion Cymru i gyhoeddi continwwm sgiliau iaith Gymraeg, a Chynllun Cenedlaethol ar gyfer caffael a dysgu'r Gymraeg yn ogystal â diwygio'r system o Gynlluniau Strategol Cymraeg mewn Addysg.

Rydym yn cydnabod bod cyfrifoldeb ar bob un ohonom sy'n gweithio yn y system addysg i weithio tuag at y nod hwnnw, ac rydym yn falch o weld y Papur Gwyn yn cydnabod Cymwysterau Cymru fel un o nifer o gyrff a phrif bartneriaid sydd â'r dasg o gefnogi unigolion ar eu taith ar hyd continwwm y Gymraeg.

Yn y cyd-destun hwn, mae gan y Cwricwlwm newydd i Gymru rôl allweddol wrth gefnogi cyflawni uchelgeisiau yn y Gymraeg. Yn gysylltiedig â hyn, yn ddiweddarach y mis hwn, byddwn yn cyhoeddi ein penderfyniadau ar ddyluniad cymwysterau Cymraeg newydd ar gyfer dysgwyr rhwng 14 ac 16 oed, gan gynnwys TGAU Iaith a Llenyddiaeth Cymraeg newydd, TGAU Cymraeg Craidd a chymhwyster Lefel 2 Cymraeg Craidd Ychwanegol.

Er na fydd cymwysterau yn unig yn gallu cyflawni'r newid diwylliannol a ragwelir drwy'r Bil arfaethedig hwn, gan gynnwys creu siaradwyr Cymraeg hyderus yn 16 oed, mae ein hymrwymiad i weithio gyda phartneriaid a rhanddeiliaid eraill yng Nghymru i gyd-fynd ag uchelgeisiau Cymraeg 2050 ac, yn y pen draw, y nod o greu un cymhwyster ar gyfer pob dysgwr yng Nghymru yn ddiwyro.

O ystyried ein cylch gwaith a'n gwaith diweddar wrth ddatblygu cymwysterau Cymraeg newydd ar gyfer pobl ifanc 14-16 oed, mae gennym ddiddordeb arbennig yn y cynnig i sefydlu deiliant ieithyddol penodol ar gyfer pob dysgwr 16 oed, ac erbyn 2050, bydd pob disgybl sy'n gadael addysg statudol yn gallu siarad Cymraeg yn hyderus hyd at o leiaf lefel sy'n gyfystyr â lefel B2 y Fframwaith Cyfeirio Ewropeaidd Cyffredin ar gyfer leithoedd.

Rydym wedi dewis canolbwyntio ein hymateb ar yr agweddau ar y cynigion ym mhob Pennod o'r Papur Gwyn sydd fwyaf perthnasol i'n swyddogaethau statudol, yn ein barn ni.

Diolch yn fawr iawn am y cyfle i wneud sylwadau ar y cynigion ac edrychwn ymlaen at chwarae ein rhan yng nghynlluniau'r dyfodol.

Gyda diolch

Ymateb i'r Ymgynghoriad

Pennod 1: Gwneud y targed miliwn o siaradwyr Cymraeg erbyn 2050 yn darged statudol a gwneud darpariaeth ynghylch deilliant ieithyddol i ddysgwyr drwy'r system addysg (cwestiynau 1-3)

Rydym yn cefnogi'r cynnig i wneud y targed o filiwn o siaradwyr Cymraeg erbyn 2050 yn darged statudol, gan roi statws cyfreithiol iddo. Bydd ei gynnwys mewn deddfwriaeth sylfaenol yn rhoi sylfaen cadarnach i'r targed hwn ac yn adlewyrchu pwysigrwydd cyrraedd y targed.

Fel y soniwyd yn ein llythyr eglurhaol, mae gennym ddiddordeb arbennig yn eich cynnig i sefydlu deilliant ieithyddol i ddysgwyr ar ddiwedd addysg statudol gan y bydd hwn yn y pen draw yn dod yn ddeilliant y bydd angen ei asesu a gallai fod yn rhan o gymwysterau cenedlaethol. Rydym mewn sefyllfa dda i roi cyngor i chi ar sut y gallai dysgwyr ddangos y deilliant hwn.

Deallwn fod y canlyniad ieithyddol yn ymwneud ag isafswm hyfedredd siarad. Mae'n bwysig nodi bod hyfedredd siarad fel gallu gwybyddol (fel y'i mesurir mewn asesiadau) yn tueddu i amrywio yn y boblogaeth mewn ffordd a ddisgrifir yn aml mewn termau ystadegol fel y 'gromlin siâp cloch'. Mae hyn yn aml yn golygu bod niferoedd bach o bobl ar ben isaf yr ystod ac mae'r rhan fwyaf o'r boblogaeth yn perfformio o gwmpas y cyfartaledd. Byddai hyfedredd B2 o leiaf ar draws y boblogaeth 16 oed yn awgrymu y bydd y rhan fwyaf o ddysgwyr yn perfformio ar lefel uwch na hyn. Dylai hyn fod yn ystyriaeth wrth osod y safon disgwylidig.

Er bod yr amlinelliad o gostau ac effeithiau sy'n cyd-fynd â'r ymgynghoriad yn cydnabod y bydd *'goblygiadau o ran sut y bydd cynnydd dysgwyr hyd at lefel B2 yn cael eu dehongli, eu deall a'u hasesu . . . angen eu harchwilio a'u deall wrth i'r cynnig gael ei ddatblygu²*, byddai'r Papur Gwyn yn elwa o ragor o wybodaeth am y sylfaen dystiolaeth sy'n sail i'r deilliant arfaethedig hwn, a beth fyddai'r ddamcaniaeth newid sy'n gysylltiedig â'r ymyriad. Gall gwaith pellach yn y maes hwn fod yn ddefnyddiol.

Mae'n amlwg bod gan y cynnig hwn oblygiadau posibl ar gyfer cymwysterau Cymraeg, gan gynnwys y cymwysterau TGAU newydd a'r cymhwyster Cymraeg Craidd ychwanegol sy'n cael eu datblygu i'w haddysgu gyntaf o 2025. Bydd angen ystyried y rhain wrth i'r cymwysterau hyn ddatblygu yn iteriadau'r dyfodol.

Un o brif egwyddorion ein gwaith wrth ddatblygu'r cymwysterau Cymraeg newydd hyn oedd bod yn rhaid i hyn gael ei arwain gan y cwricwlwm. Ein nod yn y tymor hwy yw gweld un cymhwyster Cymraeg troswaol ar gyfer pob dysgwr ym mhob lleoliad.

² [Bil Addysg Gymraeg: amlinelliad o gostau ac effeithiau \[HTML\] | LLYW.CYMRU](#)

Bydd y cynigion yn y Papur Gwyn yn cefnogi'r uchelgais hwn drwy fynd i'r afael â'r lefelau amrywiol o amlygiad sydd gan ddysgwyr i'r iaith.

Er bod y ffiniau rhwng gwahanol leoliadau addysg yng Nghymru yn meddal, serch hynny, mae'r Cwricwlwm i Gymru yn cydnabod ac yn adlewyrchu'r gwahaniaethau presennol sy'n parhau rhwng lleoliadau cyfrwng Cymraeg a lleoliadau cyfrwng Saesneg.

Er y dylai cyflwyno Bil Addysg Gymraeg newydd, a'r cynnig i gynyddu'r ddarpariaeth Gymraeg mewn ysgolion nad ydynt eisoes yn ysgolion cyfrwng Cymraeg dynodedig, leihau maint y gwahaniaeth rhwng lleoliadau dros amser, ni ddylem danamcangyfrif yr her sylweddol sydd o'n blaenau os yw'r sector cyfrwng Saesneg am gynhyrchu'r niferoedd o siaradwyr Cymraeg hyderus sydd eu hangen.

I'r perwyl hwnnw, hoffem ddeall yn well sut a phryd y bwriedir i sefydlu un deiliant ieithyddol a datblygu continwwm sgiliau Cymraeg Gydol Oes ryngweithio ac alinio â Deddf Cwricwlwm ac Asesu (Cymru) 2021, ei fframwaith cysylltiedig a'r camau cynnydd ar gyfer lleoliadau cyfrwng Cymraeg/dwyieithog a chyfrwng Saesneg.

Mae gwahaniaeth pwysig hefyd rhwng y sgiliau y mae cymhwyster yn ceisio eu datblygu a'r hyn a ddangosir mewn gwirionedd trwy asesiad. Er enghraifft, ni wyddys ar ba lefel CEFR y mae dysgwyr yn perfformio ar hyn o bryd wrth ennill gradd A, C neu F mewn TGAU. Nid yw hyd yn oed y rhai sy'n cyflawni gradd A yn dangos yr holl sgiliau oherwydd natur cydadferol safonau TGAU.

Mewn geiriau eraill, gall dysgwyr ennill yr un radd trwy ddangos lefelau cyrhaeddiad amrywiol ar draws y gwahanol feysydd sgiliau (siarad, gwranddo, darllen ac ysgrifennu). Gall adrodd ar wahân am siarad fod yn ystyriaeth ar gyfer dylunio cymwysterau Cymraeg yn y dyfodol er mwyn gallu adnabod y gydran siarad yn hawdd.

Hoffem weithio gyda chi i archwilio a deall ymhellach sut yr asesir hyfedredd iaith dysgwr mewn perthynas â'r deiliant ieithyddol arfaethedig, a sut y gallai hyn fod yn berthnasol i gymwysterau presennol sy'n asesu sgiliau Cymraeg (ac ieithoedd eraill) yn 16 oed.

Er bod y Papur Gwyn yn cydnabod mai '*addysg cyfrwng Cymraeg sydd, ac fydd yn parhau, i roi'r cyfle gorau a'r llwybr cyflymaf i ddod yn siaradwr Cymraeg*' (paragraff 15)³, bydd hefyd yn bwysig lliniaru a lleihau'r risg o ganlyniadau anfwriadol a allai fod yn negyddol o ganlyniad i gyflwyno deiliant ieithyddol statudol ar draws pob lleoliad. Er enghraifft, drwy osod safon a allai fod yn rhy heriol i ddysgwyr mewn

³ [Cynigion ar gyfer Bil Addysg Gymraeg \[HTML\] | LLYW.CYMRU](#)

ysgolion cyfrwng Saesneg ac ar yr un pryd yn rhy gyfyngol i'w cyfoedion mewn lleoliadau cyfrwng Cymraeg.

Os yw bodloni'r deilliant ieithyddol hwn yn heriol iawn i rai lleoliadau, mae perygl y gallai ddechrau gweithredu fel mesur perfformiad a chreu cymhellion gwrthnysig o fewn y system.

Pennod 2: Continwmm sgiliau Cymraeg gydol oes (cwestiwn 4)

Bu consensws clir ers tro y dylem fod yn gweithio i un continwmm ar gyfer addysgu a dysgu Cymraeg. Fodd bynnag, mae llawer o randdeiliaid, gan ein cynnwys ni, wedi bod yn galw ers peth amser am fwy o eglurder ynghylch sut beth yw'r continwmm Cymraeg yn ymarferol, a sut y bydd hyn yn cael ei weithredu yng nghyd-destun y cwricwlwm newydd. Felly, rydym yn croesawu'r cynnig i orfodi dyletswydd ar Weinidogion Cymru i gyhoeddi'r continwmm sgiliau Cymraeg.

Mae'r Papur Gwyn⁴ yn nodi y byddai continwmm y Gymraeg *'yn sefyll ar ei draed ei hun fel continwmm sy'n bodloni gofynion Cymru a'r Gymraeg'* (paragraff 34). Fel y mynegwyd yn ein hymateb i Bennod 1, mae angen mwy o eglurder ynghylch sut y bwriedir i gyflwyno continwmm sgiliau Cymraeg Gydol Oes drwy'r deddfwriaeth hon ryngweithio ac alinio â Deddf Cwricwlwm ac Asesu (Cymru) 2021, ei fframwaith cysylltiedig a'r camau cynnydd ar gyfer lleoliadau cyfrwng Cymraeg/dwyieithog a chyfrwng Saesneg.

Gwyddom hefyd fod yna bwyntiau allweddol ar daith dysgwr lle mae aros mewn addysg cyfrwng Cymraeg yn parhau i fod yn broblem - pwyntiau pontio rhwng addysg gynradd ac uwchradd, o Flwyddyn 9 i Flwyddyn 10, ac wrth i ddysgwyr symud i ddarpariaeth ôl-16⁵. Bydd y cynigion yn helpu i sicrhau bod dysgwyr yn parhau i wneud cynnydd da wrth iddynt symud drwy'r pwyntiau pontio hyn. Bydd y cynigion i symleiddio categorïau ac annog ysgolion i gynyddu'r ddarpariaeth hefyd yn helpu gyda hyn.

Cawsom ein calonogi o weld yr argymhelliad wedi'i gynnwys yn adroddiad diweddar y Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon a Chysylltiadau Rhyngwladol⁶ ynghylch yr angen i hwyluso cydweithio agosach rhwng awdurdodau lleol, darparwyr addysg blynnyddoedd cynnar ac ôl-16 wrth ddatblygu eu darpariaeth cyfrwng Cymraeg a Chynlluniau Strategol Cymraeg mewn Addysg yn y dyfodol (argymhellion 11 a 12). Gobeithiwn y bydd yr argymhellion hyn yn cael eu derbyn a'u gweithredu yn dilyn hynny gan Lywodraeth Cymru fel rhan o'u rhaglen waith.

⁴ <https://www.llyw.cymru/cynigion-ar-gyfer-bil-addysg-gymraeg-html>

⁵ [Gwerthusiad o'r strategaeth addysg cyfrwng Cymraeg - Adroddiad terfynol \(llyw.cymru\)](#)

⁶ [Y fframwaith deddfwriaethol sy'n cefnogi darpariaeth addysg cyfrwng Cymraeg \(senedd.cymru\)](#)

Pennod 3: Categoriadau ysgolion yn ôl cyfrwng iaith (cwestiynau 5-12)

Rydym yn cefnogi'r cynnig ynghylch categoriadau ysgolion. Gall ymestyn categoriadau i bob ysgol a gynhelir a chael mwy o eglurder ynghylch ystyr categorïau, yn enwedig i rieni a dysgwyr, fod yn gadarnhaol yn ogystal â chynorthwyo awdurdodau lleol i weithredu a monitro eu Cynlluniau Strategol Cymraeg mewn Addysg.

Nodwn fod diffiniadau'r categorïau eto i'w datblygu ac y bydd angen ymgynghori pellach maes o law. Gobeithiwn y gallai hyn gynnig cyfle i gysoni diffiniadau categorïau ar draws canllawiau Llywodraeth Cymru ac awdurdodau lleol, a chyhoeddiadau eraill.

Mae'r cyntaf o'n prif nodau yn gosod cyfrifoldeb arnom i sicrhau bod cymwysterau'n bodloni anghenion rhesymol dysgwyr; gan gynnwys bod ystod o gymwysterau sy'n addas i bob dysgwr. Er mai mater i ysgolion a cholegau yw penderfynu pa gymwysterau y maent yn eu cynnig, bydd dull cynhwysfawr a chyson o gategoriadau yn ei gwneud hi'n haws monitro pa mor dda y mae'r cynnig cymwysterau'n cyd-fynd â'r gyfundrefn gategoriadau ac yn ei dro, sicrhau ei fod yn cadw i fyny ag unrhyw newidiadau yn y galw wedi'i ysgogi gan fwy o ddarpariaeth.

Pennod 4: Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (cwestiynau 13-14)

Rydym yn croesawu'r cynnig i osod dyletswydd ar Weinidogion Cymru i lunio a chyhoeddi Cynllun Cenedlaethol ar gyfer caffael a dysgu'r Gymraeg. Nid yn unig y bydd hyn yn creu cysylltiad rhwng y targedau cenedlaethol a lleol ar gyfer y Gymraeg mewn addysg fel y mae'r Papur Gwyn yn ei ddangos, ond bydd hefyd yn rhoi mwy o eglurder a gwahaniaeth o ran rolau, cyfrifoldebau ac, yn anad dim, atebolrwydd.

Rydym hefyd yn cytuno y bydd cyhoeddi Cynllun Cenedlaethol yn rhoi ffocws i wahanol randdeiliaid gydweithio i greu gwell parhad, profiad a deilliannau i'r dysgwr wrth iddynt ddechrau siarad yr iaith. O ystyried y berthynas gynhenid rhwng darpariaeth cyfrwng Cymraeg a dwyieithog a chymwysterau dwyieithog hygyrch, rydym yn cydnabod y rôl bwysig sydd gennym ninnau hefyd yn hynny o beth (gweler ein hymateb i Bennod 7 : Cefnogaeth i wireddu amcanion y Bil).

Mae argaeledd niferoedd digonol o staff addysgu a staff cymorth sydd â'r sgiliau priodol mewn ysgolion, colegau a darparwyr blynyddoedd cynnar yn allweddol i gyflawni llawer o'r cynigion yn y Papur Gwyn. Felly, rydym yn croesawu cynnwys targedau cenedlaethol ar gyfer nifer yr athrawon sydd eu hangen fel rhan o'r Cynllun Cenedlaethol. Fodd bynnag, mae angen llawn sylweddoli maint yr her hon.

Nodwyd gyda diddordeb adroddiad Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon a Chysylltiadau Rhyngwladol y Senedd a gyhoeddwyd yn ddiweddar, a ddaeth i'r casgliad mai *'adeiladu gweithlu dwyieithog yw un o'r heriau mwyaf sy'n wynebu Llywodraeth Cymru a'i phartneriaid allweddol'*⁷ (tudalen 56). Byddem yn cytuno â'r casgliad hwn.

Mae Llywodraeth Cymru eisoes wedi nodi'r Gymraeg fel pwnc blaenoriaeth, oherwydd y galw cynyddol am addysg ysgol cyfrwng Cymraeg ac y byddai'r Gymraeg fel pwnc yn fwy amlwg o fewn y cwricwlwm ysgol newydd. Ei nod oedd cynyddu nifer y myfyrwyr Safon Uwch Cymraeg i fwy na mil erbyn 2021, er mwyn cynyddu'r nifer sy'n mynd ymlaen i astudio Cymraeg yn y brifysgol a hyfforddi i fod yn athrawon. Mae'n peri pryder felly gweld gostyngiad parhaus yn nifer y cofrestriadau ar gyfer y ddau gymhwyster UG a Safon Uwch Cymraeg. Dengys y tabl isod nifer y cofrestriadau arholiadau ar gyfer 2023 o'u cymharu â'r niferoedd o 2019.

	2019	2022	2023
Cofrestriadau UG Cymraeg iaith gyntaf	260	195	265
Cofrestriadau Safon Uwch Cymraeg iaith gyntaf	280	235	185
Cofrestriadau UG Cymraeg ail iaith	350	300	310
Cofrestriadau Safon Uwch Cymraeg ail iaith	250	230	165

Bydd Cynllun y Gweithlu Cymraeg mewn Addysg Llywodraeth Cymru, y gwaith y mae'r Coleg Cymraeg Cenedlaethol eisoes yn ei wneud i gryfhau capasiti staffio drwy ei Gynllun Gweithredu 'Tuag at Cymraeg 2050'⁸, yn ogystal â'r cynnig i ganoli cefnogaeth ar gyfer dysgu Cymraeg i gyd ran bwysig i'w chwarae. Bydd ymrwymiad y Ganolfan Dysgu Cymraeg Genedlaethol i ddarparu dysgu Cymraeg i ymarferwyr addysg yn hanfodol yn hynny o beth.

Fodd bynnag, o ystyried maint yr her yn y maes hwn, a'r angen i ddatblygu ffyrdd radical ac arloesol o gynyddu'r gweithlu yn sylweddol er mwyn galluogi awdurdodau lleol i gyflawni eu Cynlluniau Gweithredu Cymraeg mewn Addysg newydd, byddem wedi disgwyl mwy o sylw i'r maes hanfodol hwn yn y Papur Gwyn.

⁷ Pwyllgor Diwylliant, Cyfathrebu a'r Gymraeg (Mai 2023): [Y fframwaith deddfwriaethol sy'n cefnogi darpariaeth addysg cyfrwng Cymraeg \(senedd.cymru\)](https://www.senedd.cymru/y-fframwaith-deddfwriaethol-syn-cefnogi-darpariaeth-addysg-cyfrwng-cymraeg)

⁸ [tuagatcymraeg2050.pdf \(colegcymraeg.ac.uk\)](https://www.colegcymraeg.ac.uk/tuagatcymraeg2050.pdf)

I'r perwyl hwnnw, hoffem ddeall yn well y berthynas rhwng y Cynllun Cenedlaethol Statudol arfaethedig hwn, Cynllun y Gweithlu Cymraeg mewn Addysg a'r lleoliad targed lleol sy'n ymwneud â'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) arfaethedig newydd.

Pennod 5: Cynllunio'r Gymraeg mewn addysg mewn awdurdodau lleol (cwestiynau 15-22)

Fel y rheoleiddiwr annibynnol ar gyfer cymwysterau yng Nghymru, mae gennym ddiddordeb mewn datblygu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau), i'r graddau yr ydym yn ei ragweld ac yn gweithio tuag at farchnad gymwysterau sy'n ymateb i'r cynnydd yn y galw am gymwysterau cyfrwng Cymraeg a dwyieithog. Mae'r Cynlluniau Strategol Cymraeg mewn Addysg cyfredol yn adrodd ar y maes hwn o dan 'Deilliant 4: Mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg'⁹.

Y casgliad rhesymegol o ran cyflwyno Bil Addysg y Gymraeg, a chyflawni CGCAau yn llwyddiannus dros y 10 mlynedd nesaf, yw y bydd mwy o ddysgwyr yn gadael addysg statudol ac yn ymuno â'r sectorau ôl-16 yn meddu ar sgiliau Cymraeg. Mae hyn, yn ei dro, yn cynyddu'r potensial a'r gofyniad i ddatblygu darpariaeth ôl-16 cyfrwng Cymraeg.

Mae dysgwyr sy'n mynychu colegau addysg bellach yn fwy tebygol o aros yn eu cymunedau lleol¹⁰ felly mae cefnogi eu dilyniant ieithyddol drwy argaeledd cymwysterau galwedigaethol dwyieithog yn bwysig. Bydd hyn yn cefnogi'r weledigaeth o weithlu dwyieithog, yn barod i weithio'n ddwyieithog a chyfrannu at y targed cenedlaethol i:

*Ddatblygu darpariaeth addysg ôl-orfodol sy'n cynyddu cyfraddau dilyniant ac yn cefnogi pawb, beth bynnag fo'u meistrolaeth ar yr iaith, i ddatblygu sgiliau Cymraeg i'w defnyddio'n gymdeithasol ac yn y gweithle.*¹¹

Pennod 6: Dyletswyddau ar awdurdodau lleol i hyrwyddo addysg Gymraeg yn rhagweithiol (cwestiynau 23-26)

Rydym yn cefnogi'r cynnig i osod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth cyfrwng Cymraeg yn rhagweithiol. Mae hyn yn cyd-fynd â gweithgarwch y rhan fwyaf o wasanaethau cyhoeddus, yn enwedig yn y sector iechyd a gofal cymdeithasol, yng Nghymru sydd wedi mabwysiadu'r 'cynnig gweithredol'.

⁹ [Canllawiau ar Gynlluniau Strategol Cymraeg mewn Addysg \(llyw.cymru\)](#)

¹⁰ [tuagatcymraeg2050.pdf \(colegcymraeg.ac.uk\)](#)

¹¹ [Cymraeg 2050: strategaeth y Gymraeg | LLYW. CYMRU](#)

Ar raddfa lai, rydym wedi cwblhau ymgynghoriad yn ddiweddar i osod dyletswydd ar gyrff dyfarnu i fynd ati'n rhagweithiol i hyrwyddo a hwyluso argaeledd cymwysterau cyfrwng Cymraeg. Mae hyn yn adeiladu ar ein canllawiau cyhoeddedig i gefnogi cyrff dyfarnu i ddatblygu, cyflwyno a dyfarnu eu cymwysterau cyfrwng Cymraeg, a phecyn adnoddau rhyngweithiol ar gyfer cyrff dyfarnu ar gyflwyno'r 'Cynnig Cymraeg'¹², gan bwysleisio manteision dull mwy rhagweithiol o gasglu dewis iaith dysgwyr a hyrwyddo a hwyluso argaeledd cymwysterau cyfrwng Cymraeg i ddysgwyr, ysgolion a cholegau. Rydym yn bwriadu cyhoeddi canlyniadau'r ymgynghoriad hwn yn ddiweddarach yr haf hwn.

Rydym yn rhagweld y bydd cynnydd yn y ddarpariaeth cyfrwng Cymraeg yn naturiol yn cynyddu'r galw am gymwysterau ôl-16 i fod ar gael yn Gymraeg. Rydym wedi ymrwmo i gynyddu argaeledd cymwysterau cyfrwng Cymraeg fel y gall dysgwyr ddilyn cymwysterau yn eu dewis iaith. Mae ein penderfyniad i sicrhau bod yr holl gymwysterau a ariennir yn gyhoeddus ar gyfer dysgwyr 14-16 oed ar gael yn Gymraeg erbyn 2027 eisoes yn ymrwymiad sylweddol.

Rydym hefyd yn gweithio tuag at gynyddu'r ystod o gymwysterau ôl-16 sydd ar gael drwy gyfrwng y Gymraeg. Er mwyn cydgyllunio ac alinio darpariaeth a chymwysterau ar gyfer dysgwyr ôl-16 yn y dyfodol, rydym yn gweithio'n agos gyda'r Coleg Cymraeg Cenedlaethol. Unwaith y bydd yn weithredol, byddwn hefyd yn ceisio meithrin perthynas waith gadarnhaol debyg gyda'r Comisiwn Addysg Drydyddol ac Ymchwil.

Pennod 7: Cefnogaeth i wireddu amcanion y Bil (cwestiynau 27-29)

Er bod y darpariaethau yn y Bennod hon o'r Papur Gwyn y tu allan i gwmpas y Bil, rydym yn cytuno y bydd eu cyfraniad yn hanfodol i wireddu'r Bil.

Er nad ydym yn y sefyllfa orau i gynnig safbwynt ar y model mwyaf priodol a fyddai'n fwyaf addas o ran y math o gorff y gellid ei sefydlu, rydym yn cefnogi'r egwyddor o gael un corff canolog yn gyfrifol am ddarparu cymorth arbenigol ar gyfer dysgu Cymraeg gydol oes, gan gynnwys adnoddau i ddysgwyr ac ymarferwyr.

Mae'r Coleg Cymraeg Cenedlaethol, trwy ei Borth Adnoddau yn darparu cyfoeth o adnoddau addysgu digidol Cymraeg a dwyieithog ar gyfer staff a myfyrwyr mewn colegau a phrifysgolion. Mae yna hefyd nifer o adnoddau yno i gefnogi prentisiaid. Nodwn hefyd sefydlu Adnodd Cyf¹³, cwmni newydd a fydd yn gyfrifol am oruchwylio'r ddarpariaeth o adnoddau addysgol dwyieithog i gefnogi addysgu a dysgu'r Cwricwlwm i Gymru a chymwysterau newydd. Deallwn y bydd hefyd yn ceisio comisiynu a sicrhau ansawdd adnoddau ôl-16.

¹² [Y Cynnig Cymraeg – Y Cynnig Gweithredol | Cymwysterau Cymru](#)

¹³ <https://www.llyw.cymru/adnodd-cyfngedig>

Byddem felly yn croesawu rhagor o eglurder ynghylch sut y bydd y corff canolog unigol arfaethedig yn ymwneud â chyrff eraill ac yn rhyngweithio â hwy.

Mae'r Papur Gwyn yn cydnabod y rôl allweddol sydd gan nifer o gyrff a phartneriaethau i'w chwarae wrth gefnogi unigolion ar eu taith ar hyd y continwrm sgiliau Cymraeg. Mae hefyd yn nodi rôl y Coleg Cymraeg Cenedlaethol (y "Coleg") wrth sicrhau bod mwy o ddysgwyr mewn addysg uwch, addysg bellach a phrentisiaethau yn manteisio ar y cyfleoedd a ddarperir trwy gyfrwng y Gymraeg yn hollbwysig i barhad ieithyddol. Rydym yn cytuno â'r safbwynt hwn.

Er na fydd cymwysterau ar eu pennau eu hunain yn gallu cyflawni'r newid diwylliannol a ragwelir drwy'r Bil arfaethedig hwn, ni ddylid diystyru rôl cymwysterau wrth gefnogi gwaith y Coleg ac eraill yn y maes hwn. Clywn yn aml gan randdeiliaid fod argaeledd cymwysterau trwy gyfrwng y Gymraeg yn ffactor dylanwadol pwysig wrth i ddysgwyr wneud penderfyniadau o ran cyrsiau i'w hastudio.

Dyna pam y penderfynom sefydlu Partneriaeth Strategol gyda'r Coleg Cymraeg Cenedlaethol yn 2022. Drwy ein gwaith partneriaeth, rydym wedi cytuno i gydweithio ar fater hollbwysig cymwysterau Cymraeg er budd dysgwyr a phrentisiaid sy'n dewis astudio a hyfforddi yn Gymraeg neu'n ddwyieithog. Ein nod yw sicrhau bod gan ddysgwyr a phrentisiaid sy'n dewis darpariaeth cyfrwng Cymraeg a dwyieithog gymwysterau dwyieithog hygyrch sydd ar gael ym mhob maes pwnc perthnasol.

Er ein bod wedi gwneud cynnydd da yn ystod y blynyddoedd diwethaf, byddem yn croesawu trafodaethau â swyddogion Llywodraeth Cymru ar sut y gall Cymwysterau Cymru barhau i chwarae ei ran wrth sicrhau bod system gymwysterau Cymru yn darparu'r amodau i hwyluso cynnydd yn nifer y siaradwyr Cymraeg a cynnydd yn y defnydd o'r Gymraeg.

I gloi, hoffem ailadrodd ein cefnogaeth i nodau ac uchelgeisiau'r Bil arfaethedig hwn, a'n hymrwymiad i weithio gyda chi a phartneriaid eraill i wireddu'r uchelgeisiau hynny'n adeiladol.



Cymraeg 2050 Division Welsh
Government
Cathays Park
Cardiff
CF10 3NQ

Welsh Government White Paper: Proposals for a Welsh Language Education Bill

Annwyl Gyfaill,

Thank you for the opportunity to contribute and respond to your White Paper proposals that will form the basis of a Welsh Language Education Bill. Thank you also for attending the recent Qualifications Wales Board meeting in May to discuss the proposals, as well as explaining the intended policy effect of the proposed Bill, in more detail.

We agree that every pupil in Wales deserves to become a Welsh speaker, and therefore welcome this new aim and ambition for our education system.

As we stated in our response to the Senedd Committee Inquiry into Welsh in Education Strategic Plans (WESPs)¹, the education sector will be instrumental in helping Wales achieve the ambitious target of reaching a million Welsh speakers. The proposed introduction of a Welsh Language Education Bill – a potentially landmark piece of legislation – during this Senedd term will not only offer a strong foundation towards an education system that delivers Welsh-medium education for all learners, but also contribute towards all learners becoming confident Welsh speakers through the statutory education system.

In terms of the detailed proposals, they certainly offer a constructive approach moving forward and there is much to welcome from our perspective. This includes, placing the national target of one million Welsh speakers by 2050 on the face of the Bill so that it has a statutory basis, imposing a duty on Welsh Ministers to publish a Welsh language

¹ [Are Welsh in Education Strategic Plans working: Senedd Committee Inquiry - Welsh in Education Strategic Plans – the legislative framework that supports Welsh-Medium Education Provision](#)

Qualifications Wales

Q2 Building, Pencarn Lane
Imperial Park,
Newport
NP10 8AR
☎ 01633 373 222



Cymwysterau Cymru

Adeilad Q2, Lôn Pencarn
Parc Imperial, Casnewydd
NP10 8AR
☎ 01633 373 222

skills continuum, and a National Plan for the acquisition and learning of Welsh as well as reforming the system of Welsh in Education Strategic Plans.

We recognise that there is a responsibility on all of us that work in the education system to work towards that goal, and are pleased to see the White Paper recognise Qualifications Wales as one of a number of bodies and main partners tasked with supporting individuals on their journey along the Welsh language continuum.

In this context, the new Curriculum for Wales has a key role in supporting the achievement of Welsh language ambitions. Linked to this, later this month, we will publish our decisions on the design of new Cymraeg qualifications for 14-16-year-olds, including a new Cymraeg Language and Literature GCSE, Cymraeg Core GCSE and an Additional Level 2 Core Cymraeg qualification.

While qualifications alone will not be able to deliver the cultural shift envisaged through this proposed Bill, including creating confident Welsh speakers at 16, our commitment to working with other partners and stakeholders in Wales to collectively pursue the ambitions of Cymraeg 2050 and ultimately the aim of a single qualification for all learners in Wales is unwavering.

Given our remit and recent work in developing new Cymraeg qualifications for 14-16 year olds, we are particularly interested in the proposal to establish a specific linguistic outcome for all learners at 16, and that by 2050, all pupils leaving statutory education will be able to confidently speak Welsh to at least a level that is synonymous with level B2 of the Common European Framework of Reference for Languages.

We have chosen to focus our response on the aspects of the proposals within each Chapter of the White Paper that we consider to be most relevant to our statutory functions.

Thank you very much for the opportunity to comment on the proposals and we look forward to playing our part in future plans.

Gyda diolch

Consultation Response

Chapter 1: Making the target of 1 million Welsh speakers by 2050 a statutory target and making provision for a linguistic outcome for learners through the education system (questions 1-3)

We support the proposal to make the target of 1 million Welsh speakers by 2050 a statutory target, thus providing it legal status. Its inclusion in primary legislation will place consideration of this target on a firmer footing and reflect the importance placed on achieving the target.

As mentioned in our cover letter, we have a particular interest in your proposal to establish a linguistic outcome for learners at the end of statutory education as this will eventually become an outcome that will need to be assessed and could form a part of national qualifications. We are well placed to advise you on how this outcome could be demonstrated by learners.

We understand that the linguistic outcome relates to a minimum speaking proficiency. It is important to note that speaking proficiency as a cognitive ability (as measured in assessment) tends to vary in the population in a way that is often described in statistical terms as the 'bell-shaped curve'. This often means that small numbers of people are at the bottom end of the range and the bulk of the population perform around the average. A minimum of B2 proficiency across the 16-year-old population would imply that the bulk of learners will be performing at a higher level than this. This should be a consideration when setting the expected standard.

While the outline of costs and impacts which accompanies the consultation recognises that *'implications with regard to how learners' progression up to level B2 will be interpreted, understood and assessed . . . will need to be further explored and understood as the proposal is developed'*², the White Paper would benefit from more information around the evidence base that sits behind this intended outcome, and what the theory of change linked to the intervention would be. Further work in this area may be useful.

It is clear that this proposal has potential implications for Welsh language qualifications, including the new GCSEs and additional Core Cymraeg qualification being developed for first teaching from 2025. These will need to be considered as these qualifications develop in future iterations.

A key principle of our work in developing these new Cymraeg qualifications was that this must be curriculum-led. Our longer-term aim is to see one overarching Cymraeg

² [Welsh Language Education Bill: an outline of costs and impacts | GOV.WALES](#)

qualification for all learners in all settings. The proposals in the White Paper will support this ambition by addressing the current varying levels of exposure that learners have to the language.

While the boundaries between different education settings in Wales are softened, the Curriculum for Wales nevertheless recognises and reflects the current differences which remain between Welsh-medium and English-medium settings.

While the introduction of a new Welsh Language Education Bill, and the proposal to increase Welsh language provision in schools that are not already designated Welsh medium schools should reduce the degree of difference between settings over time, we should not underestimate the significant challenge ahead if the English-medium sector is to generate the numbers of confident Welsh speakers required.

To that end, we would like to better understand how and when the establishment of a single linguistic outcome and the development of a Lifelong Welsh language skills continuum is intended to interact and align with the Curriculum and Assessment (Wales) Act 2021, its associated framework and the progression steps for both Welsh-medium/bilingual and English-medium settings.

There is also an important difference between the skills that a qualification seeks to develop and what is actually demonstrated through assessment. For example, it is not known at what CEFR level learners are currently performing at when achieving an A, C or F grade at GCSE. Even those achieving an A grade are not necessarily demonstrating all of the skills because of the compensatory nature of GCSE standards.

In other words, learners can achieve the same grade by demonstrating varying levels of attainment across the different skill areas (speaking, listening, reading and writing). Separate reporting of speaking may be a consideration for future design of Welsh language qualifications in order that the speaking component can be easily identified.

We would like to work with you to explore and further understand how a learner's language proficiency in relation to the proposed linguistic outcome will be assessed, and how this may relate to existing qualifications which assess Welsh (and other languages) skills at 16.

While the White Paper acknowledges that *'Welsh-medium education is, and will continue to be, the best opportunity and the fastest route to becoming a Welsh speaker'* (paragraph 15)³, it will also be important to mitigate and minimise the risk of potentially negative unintended consequences as a result of the introduction of a statutory linguistic outcome across all settings. For example, by setting a standard

³ [Proposals for a Welsh Language Education Bill \[HTML\] | GOV.WALES](#)

which could simultaneously be too stretching for learners in English-medium schools and too limiting for their peers in Welsh-medium settings.

If meeting this linguistic outcome proves very challenging for some settings, there is a risk that it could begin to function like a performance measure and create perverse incentives within the system.

Chapter 2: Lifelong Welsh language skills continuum (question 4)

There has long been a clear consensus that we should be working to a single continuum for Welsh teaching and learning. However, many stakeholders, including us, have been calling for some time for greater clarity on what a single Welsh language continuum looks like in practice, and how this will be implemented in the context of the new curriculum. We therefore welcome the proposal for a duty to be imposed on Welsh Ministers to publish the Welsh language skills continuum.

The White Paper⁴ notes that the Welsh language continuum would '*stand on its own as a continuum that meets the requirements of Wales and the Welsh language*' (para 34). As expressed in our response to Chapter 1, greater clarity is needed on how the introduction of a Lifelong Welsh language skills continuum through this legislation is intended to interact and align with the Curriculum and Assessment (Wales) Act 2021, its associated framework and the progression steps for both Welsh-medium/bilingual and English-medium settings.

We also know that there are key points in a learner's journey where retention in Welsh medium education remains an issue - transition points between primary and secondary education, from Year 9 to Year 10, and as learners move into post-16 provision⁵. The proposals will help ensure that learners continue to make good progress as they move through these transition points. The proposals to simplify categorisation and encourage schools to increase provision will also help with this.

We were encouraged to see the recommendation included in the Culture, Communications, Welsh Language, Sport and International Relations Committee's recent report⁶ around the need to facilitate closer working and collaboration between local authorities, early-years and post-16 education providers in developing their Welsh language provision and future Welsh in Education Strategic Plans (recommendations 11 and 12). We hope that these recommendations will be accepted and subsequently implemented by Welsh Government as part of their programme of work.

⁴ [Proposals for a Welsh Language Education Bill \[HTML\] | GOV.WALES](#)

⁵ [Evaluation of the Welsh-medium education strategy - Final report \(gov.wales\)](#)

⁶ [Report into the legislative framework that supports Welsh-medium education provision \(senedd.wales\)](#)

Chapter 3: Categorising schools according to language-medium (questions 5-12)

We support the proposal regarding categorisation of schools. Extending categorisation to all maintained schools and having greater clarity about the meaning of categories, especially for parents and learners, can only be positive as well as assisting local authorities in the implementation and monitoring of their WESPs.

We note that the category definitions are still to be developed and that there will be a need for further consultation in due course. We hope that this might offer an opportunity to harmonise category definitions across Welsh Government and local authority guidance, and other publications.

The first of our principal aims places a responsibility on us to ensure that qualifications meet the reasonable needs of learners; including that there is a range of qualifications that are suited to all learners. While it is a matter for schools and colleges to determine which qualifications they offer, a comprehensive and consistent approach to categorisation will make it easier to monitor how well the qualification offer aligns with categorisation and in turn, ensure that it keeps pace with any changes in demand driven by increased provision.

Chapter 4: Statutory National Plan for the acquisition and learning of Welsh (questions 13-14)

We welcome the proposal to place a duty on the Welsh Ministers to produce and publish a National Plan for the acquisition and learning of Welsh. Not only will this create a link between the national and local targets for Welsh in education as the White Paper indicates, but also provide greater clarity and distinction in terms of roles, responsibilities and crucially, accountability.

We also agree that the publication of a National Plan will give a focus to different stakeholders to work together to create better continuity, experience and outcomes for the learner as they begin to speak the language. Given the inherent relationship between Welsh-medium and bilingual provision and accessible bilingual qualifications, we recognise the important role that we too have to play in that regard (see our response to Chapter 7: Support to realise the objectives of the Bill).

Key to the achievement of many of the proposals within the White Paper is the availability of adequate numbers of appropriately skilled teaching and support staff in schools, colleges and early years providers. We therefore welcome the inclusion of national targets for the number of teachers needed as part of the National Plan. However, the scale of this challenge should not be underestimated.

We noted with interest the Senedd’s Culture, Communications, Welsh Language, Sport and International Relations Committee’s recently published report, which concluded that *‘building a bilingual workforce is one of the greatest challenges facing the Welsh Government and its key partners’*⁷ (page 56). We would agree with this conclusion.

The Welsh Government has previously identified Welsh as a priority subject, due to the increased demand for Welsh-medium school education and that Welsh as a subject would be more prominent within the new school curriculum. Its aim was to increase the number of Welsh A-level students to more than a thousand by 2021, in order to increase the number that go on to study Welsh at university and train to become teachers. It is therefore a concern to see a continued declining trend in entries into the two Welsh AS and A-level qualifications. The table below shows the numbers of examination entries for 2023 compared to the numbers from 2019.

	2019	2022	2023
AS Welsh first language entries	260	195	265
A level Welsh first language entries	280	235	185
AS Welsh second language entries	350	300	310
A level Welsh second language entries	250	230	165

The Welsh Government’s Welsh in Education Workforce Plan, the work that the Coleg Cymraeg Cenedlaethol is already undertaking to strengthen staffing capacity through its Towards Cymraeg 2050 Action Plan⁸, as well as the proposals for a centralised body to the National Centre for Learning Welsh’s commitment to provide Welsh language learning to education practitioners will be critical in that regard.

However, given the scale of challenge in this area, and the need to develop radical and innovative ways to significantly increase the workforce to enable local authorities to deliver their new Welsh in Education Implementation Plans, we would have expected greater coverage of this critical area within the White Paper.

To that end, we would like to better understand the relationship between this proposed Statutory National Plan, the Welsh in Education Workforce Plan and the local target setting involved in the new proposed WEIPs.

⁷ Culture, Communications and Welsh language Committee (May 2023): [Report into the legislative framework that supports Welsh-medium education provision \(senedd.wales\)](#)

⁸ [towardscymraeg2050.pdf \(colegcymraeg.ac.uk\)](#)

Chapter 5: Welsh in education planning with local authorities (questions 15-22)

As the independent regulator for qualifications in Wales, we have an interest in the development of Welsh in Education Implementation Plans (WEIPs), in as much as we anticipate and work towards a qualifications market that is responsive to an increase in demand for Welsh-medium and bilingual qualifications. The current Welsh in Education Strategic Plans report on this area under 'Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh'⁹.

The logical conclusion in terms of the introduction of a Welsh Language Education Bill, and the successful delivery of WEIPs is that more learners will be leaving statutory education and entering the post-16 sectors with Welsh language skills. This, in turn, increases the potential and the requirement for developing Welsh-medium post-16 provision.

Learners who attend further education colleges are more likely to stay in their local communities¹⁰ so supporting their linguistic progression through the availability of bilingual vocational qualifications is important. This will support the vision of a bilingual workforce, ready to work bilingually and contribute to the national target to:

Develop post-compulsory education provision which increases rates of progression and supports everyone, whatever their command of the language, to develop Welsh language skills for use socially and in the workplace.¹¹

Chapter 6: Duties on local authorities to proactively promote Welsh-medium education (questions 23-26)

We support the proposal to place a duty on local authorities to proactively promote Welsh-medium provision. This aligns with the activity of the majority of public services, especially in the health and social care sector, in Wales who have adopted the 'active offer'.

On a smaller scale, we have recently completed a consultation to place a duty on awarding bodies to proactively promote and facilitate the availability of Welsh-medium qualifications. This builds on published guidance to support awarding bodies with the development, delivery and awarding of their Welsh-medium qualifications, and an interactive resource pack for awarding bodies on delivering the

⁹ [Guidance on Welsh in Education Strategic Plans \(gov.wales\)](https://gov.wales/guidance-on-welsh-in-education-strategic-plans)

¹⁰ [towardscymraeg2050.pdf \(colegcymraeg.ac.uk\)](https://colegcymraeg.ac.uk/towardscymraeg2050.pdf)

¹¹ [Cymraeg 2050: Welsh language strategy | GOV.WALES](https://gov.wales/cymraeg-2050-welsh-language-strategy)

'Cynnig Cymraeg'¹², emphasising the advantages of a more proactive approach in capturing learner language preference and promoting and marketing the availability of Welsh medium qualifications to learners, schools, and colleges. We intend to announce the outcomes of this consultation later this summer.

We anticipate that increased Welsh-medium provision will naturally increase demand for post-16 qualifications to be available in Welsh. We are committed to increasing the availability of Welsh-medium qualifications so that learners can take qualifications through the language of their choice. Our decision to require all publicly funded qualifications for 14-16-year-olds to be available in Welsh by 2027 is already a significant commitment.

We are also working towards increasing the range of post-16 qualifications that are available through the medium of Welsh. In order to collectively plan and align both future provision and qualifications for post-16 learners, we are working closely with the Coleg Cymraeg Cenedlaethol. Once operational, we will also look to build a similarly positive working relationship with the Commission for Tertiary Education and Research (CTER).

Chapter 7: Support to realise the objectives of the Bill (questions 27-29)

While the provisions within this Chapter of the White Paper fall outside the scope of the Bill, we agree that their contribution will be integral to the realisation of the Bill.

While we are not best placed to offer a position on the most appropriate model that would be best suited in terms of the type of body that could be established, we do support the principle of having a single central body responsible for providing specialist support for lifelong Welsh language learning, including resources for learners and practitioners.

The Coleg Cymraeg Cenedlaethol, through its Resource Portal provides a wealth of Welsh and bilingual digital teaching resources for staff and students at colleges and universities. There are also a number of resources there to support apprentices.

We also note the establishment of Adnodd Cyf¹³, a new company that will be responsible for overseeing the provision of bilingual educational resources to support the teaching and learning of Curriculum for Wales and new qualifications. We understand that it will also look to commission and quality assure post-16 resources.

We would therefore welcome further clarity on the how the proposed single central body will relate to, and interact with other bodies.

¹² [Cynnig Cymraeg - Active Offer | Qualifications Wales](#)

¹³ <https://www.gov.wales/adnodd-cyfngedig>

The White Paper recognises the key role that a number of bodies and partnerships have to play in supporting individuals on their journey along the Welsh language skills continuum. It also identifies the Coleg Cymraeg Cenedlaethol's role in ("Coleg") ensuring that more learners in higher education, further education and apprenticeships take advantage of the opportunities provided through the medium of Welsh as crucial to linguistic continuity. We agree with this view.

Whilst qualifications alone will not be able to deliver the cultural shift envisaged through this proposed Bill, the role of qualifications to support the work of the Coleg and others in this area should not be understated. We often hear from stakeholders that the availability of qualifications through the medium of Welsh is an important influencing factor for learners when making decisions in terms of courses to study.

This is why we decided to establish a Strategic Partnership with the Coleg Cymraeg Cenedlaethol in 2022. Through our partnership work, we have agreed to work together on the vital matter of Welsh language qualifications for the benefit of learners and apprentices who choose to study and train in Welsh or bilingually. Our aim is to ensure that learners and apprentices who choose Welsh-medium and bilingual provision have accessible bilingual qualifications available in all relevant subject areas.

While we have made good progress in recent years, we would welcome discussions with Welsh Government officials on how Qualifications Wales can continue to play its part in ensuring that the Welsh qualification system provides the conditions to facilitate an increase in the number of Welsh speakers and an increase in the use of Welsh.

In conclusion, we would like to reiterate both our support for the aims and ambitions of this proposed Bill, and our commitment to working with you and other partners to constructively realise those ambitions.

Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (lle bo'n berthnasol): Pencampwr Hyrwyddo Addysg Cyfrwng Cymraeg
Rhanbarthol (de-ddwyrain Cymru)

e-bost/rhif ffôn:

Eich cyfeiriad:

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050
Llywodraeth Cymru
Parc Cathays
Caerdydd
CF10 3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: Cymraeg2050@llyw.cymru

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Ydyn, er mwyn rhoi cyfle cyfartal i holl blant a phobl ifanc Cymru a chreu cymdeithas integredig a chydredd.

Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Ydyn ac mae angen eglurder pwrpas, a phroses sy'n ymwneud â rhanddeiliaid o bob cefndir er mwyn cael gweledigaethau lleol a datrysiadau perthnasol. Bydd angen cynllun cenedlaethol, rhanbarthol, a lleol realistig ar gyfer gyrraedd deilliant sy'n gyfystyr â B2 erbyn 2050. Hoffwn gwestiynu a yw lefel B2 yn ddigon uchelgeisiol yn achos ysgolion cyfrwng Cymraeg.

Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Llunio cynllun cenedlaethol a rhanbarthol sy'n berthnasol i bawb yng Nghymru.

Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwfm sgiliau Cymraeg?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Ydyn, a dylid cyfathrebu sut all pawb fanteisio ar symud ar hyd y continwwm sgiliau Cymraeg.

Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorïeddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae angen gofal wrth lunio a disgrifio categorïau ysgol yn ôl y defnydd o Gymraeg a Saesneg. Dylai'r categorïau adlewyrchu'r allbwn ieithyddol a ddisgwylir, nid y mewnbwn.

Gwyddom nad yw trin pethau'n gydradd yn arwain at effeithiau cyfartal. Yng nghyd-destun addysg ac iaith gall cynnig addysg 50:50 ymddangos i gynnig mynediad cyfartal at y ddwy iaith ond nid yw'n debyg bydd yr holl ddisgyblion yn gadael addysg yn gallu siarad Cymraeg.

I ymhelaethu, mae'r mwyafrif y plant a phobl ifanc yn ne-ddwyrain Cymru yn treulio hyd at 100% o'u hamser tu allan i'r ysgol mewn amgylchedd Saesneg ei iaith. Yn ogystal gallent fod wedi treulio eu blynyddoedd cynnar mewn amgylchedd 100% Saesneg. Nid yw'r bobl sy'n agosaf atynt, teulu a ffrindiau teulu, o angenrheidrwydd yn siarad Cymraeg.

Gan ystyried y sefyllfa gymdeithasol ieithyddol, addysg cyfrwng Cymraeg yn unig sy'n cynnig allbwn lle mae 100% o'r plant a phobl ifanc gallu yn siarad Cymraeg. Mae'n rhaid i system categorïeddio wneud hyn yn glir.

Bydd categorïau sy'n ffocysu ar allbwn ieithyddol y plant a phobl ifanc yn ei wneud yn haws i'r awdurdodau lleol ddeall sut mae cynllunio ysgolion yn

cyfrannu at y targed o filiwn o siaradwyr Cymraeg. Bydd hefyd yn galluogi rhieni a gofalwyr i ddewis ysgol sy'n cyd-fynd â'u dyheadau.

Gwyddwn o ffigurau'r cyfrifiad fod rhieni mewn rhai ardaloedd wedi datgan bod eu plant yn siarad Cymraeg pan mae'r ffigurau Cyfrifiad Ysgolion Blynyddol ar Lefel Disgyblion yn dangos darlun gwahanol. Mae'n bosib nad yw pobl yn gwybod faint o Gymraeg mae eu plant yn ei ddysgu ac yn ei siarad mewn addysg cyfrwng Saesneg ac yn tybio lefel llawer yn uwch na'r realiti. Mae hyn yn cadarnhau'r angen am wybodaeth gywir wrth ddisgrifio categorïau.

Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

Croesawir ffocws ar ddarpariaeth yr oriau cyswllt gyda'r Gymraeg.

Bydd angen cyfathrebu'r gofynion amser a'r buddion i staff, penaethiaid a llywodraethwyr yr ysgolion iddyn nhw bennu categori'r ysgol a mentro i newid at gategori ieithyddol uwch.

Cynigwn fod yr oriau cyswllt a phennir ar gyfer pob categori yn cael ei adolygu'n gyson er mwyn sicrhau eu bod yn arwain at yr allbwn y dymunir yn nhermau sgiliau'r plant a phobl ifanc, a sgiliau'r athrawon.

Bydd angen dadansoddiad manwl o'r mewnbwn (nifer yr oriau, gweithgareddau, sefyllfaoedd cymdeithasol, pynciau, ffurfioldeb, rhywedd a hil yr athrawon, yn ogystal â'r ffactorau a amlinellir ym mharagraff 60 y ddogfen ymgynghorol- pa wersi, amllder a natur ieithyddol y gwersi) a'r allbwn (sgiliau iaith, bodlonrwydd a mwynhad, defnydd o'r Gymraeg fesul oedran a rhywedd, defnydd cymdeithasol o'r iaith, dilyniant, fesul nodau gwarchoddedig, statws economaidd, ag ati...) er mwyn sicrhau bod yr oriau cyswllt a phennir yn arwain at yr allbwn a ddymunir, ac yn deg.

Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol

Rydym yn cefnogi rôl yr awdurdodau lleol ar y cyd â'r ysgolion unigol yn gosod ysgolion mewn categori ieithyddol.

Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae'n fodd rhesymegol at gynyddu'r niferoedd o siaradwyr Cymraeg. Heb gynyddu'r ddarpariaeth ni fydd cynnydd yn y niferoedd o blant, pobl ifanc a staff sy'n siarad Cymraeg.

Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Gofynnwn am gyfathrebiaeth clir ac amserol i'r holl randdeiliaid am yr hyn a ddisgwylir ohonynt fel bod ysgolion yn medru anelu i fod mewn categori uwch heb ofni methu. Bydd rhannu esiamplau o brofiadau ysgolion arloesol a'r effaith bositif ar y plant, pobl ifanc a staff, yn hanfodol.

Mae ysgolion, penaethiaid, ac awdurdodau lleol eisoes o dan bwysau nifer o ffactorau- rhai economaidd, cymdeithasol, technolegol, ag ati. Er mwyn cael derbyniad ffafriol i newid pellach mae angen buddsoddiad sylweddol yn y gefnogaeth a'r ymgysylltiad. Sgil effaith methu ac ymwneud â'r gweithlu â rhanddeiliaid eraill mewn ffordd ystyrlon fydd dadrithiad â'r nod o filiwn o siaradwyr Cymraeg a dadrithiad â maes addysg.

Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	-------------------------------------

Sylwadau ategol

--

Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

Dylid anelu at gynyddu niferoedd yr ysgolion yn y categorïau uwch Cymraeg dros amser a lleihau'r niferoedd yn y categorïau is, gan ystyried hygyrchedd yr ysgolion e.e. lleoliad, amser teithio ag ati, er mwyn bod mwy o blant, pobl ifanc a staff yn cael y cyfle i siarad Cymraeg.

Mae'n anodd deall sut all agor ysgol Saesneg neu gynyddu'r niferoedd o lefydd mewn addysg Saesneg gyfrannu at greu miliwn o siaradwyr Cymraeg. Felly mae'n well peidio â gwneud.

Mae ysgolion Cymraeg yn y de-ddwyrain yn llai niferus ac felly gallu bod yn llai cyfleus i'r boblogaeth i gymharu a lleoliadau ysgolion Saesneg. Mae'n rhaid i bennu iaith ysgol newydd gyfrannu at wneud addysg cyfrwng Cymraeg yn opsiwn mwy teg i'n cymunedau drwy gynyddu nifer y llefydd mewn addysg Gymraeg neu gynyddu nifer y lleoliadau.

Wrth ymgynghori ar, sefydlu, ehangu neu newid darpariaeth addysg hoffwn bwysleisio'r angen i awdurdod lleol gyfathrebu'n glir am gategori ieithyddol y cynnig, a'r allbwn yn nhermau sgiliau iaith y plant a phobl ifanc.

Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae'r 7 deiliant yn cynnig ffocws clir i gynllunio cenedlaethol a lleol. Mae hybu addysg cyfrwng Cymraeg yn elfen o'r rhan fwyaf y deilliannau fel y rhoir ar waith yn ne-ddwyrain Cymru er nid yn ofyniad penodol i bob un.

Er mwyn sicrhau llwyddiant pob deiliant mewn ffordd sy'n deg ar draws ein cymunedau, y nodweddion gwarchodedig, dosbarth, cefndir economaidd ag ati, mae angen cynyddu'r hybu a'r ymgysylltu am addysg cyfrwng Cymraeg.

Heb hybu ac ymgysylltu nid fydd y cynllunio cenedlaethol a lleol yn cyrraedd eu potensial.

Yr awdurdodau lleol, a'r partneriaid lleol eraill sy'n arbenigo mewn cynyddu defnydd y Gymraeg megis y Mentrau Iaith, Mudiad Meithrin, timau'r blynyddoedd cynnar, y colegau lleol, RhAG, ag ati, all lunio ymgyrchoedd hybu addysg Gymraeg a bod yn wyneb cyfeillgar i bobl leol.

Rôl partneriaeth y Pencampwr Hyrwyddo Addysg Cyfrwng Cymraeg Rhanbarthol yw hwyluso'r hybu â'r ymgysylltu drwy adeiladu partneriaethau cryf yn lleol a rhanbarthol. Mae gwaith y bartneriaeth cyn belled yn atgyfnerthu gallu'r awdurdodau lleol i sicrhau eu deilliannau addysg.

Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynnig i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Ydyn ond hoffwn nodi nad yw'r sefyllfa gychwynnol yn gydradd ar ran y gweithlu sy'n siarad Cymraeg.

Dylid gosod dyletswyddau cynllunio'r gweithlu ar awdurdodau lleol a Llywodraeth Cymru.

Mae gan rhai ardaloedd mwy o botensial i fanteisio o wahanol ffactorau megis tueddiadau symudedd cenedlaethol, argaeledd tai, isadeiledd, y ganran o addysg cyfrwng Cymraeg hanesyddol, sefydliadau addysgu staff, ag ati, sy'n effeithio'u gallu i ddenu, hyfforddi a chadw gweithlu sy'n siarad Cymraeg.

Yn hyn o beth mae gan awdurdodau lleol gwahanol capasiti i wella sgiliau'r gweithlu a chynyddu'r niferoedd o siaradwyr Cymraeg yn y gweithluoedd sy'n ymwneud â phlant a phobl ifanc - gweithwyr ieuenctid, gweithwyr gofal plant, athrawon, cynorthwywyr dosbarth, staff cyflenwol, therapyddion iaith, seicolegwyr ag ati.

Mae gan sefydliadau'r blynyddoedd cynnar yn un consyrn. Mae astudiaethau di-ri'n dangos nad yw'r cyfraddau tâl yn ddigon uchel ym maes gofal plant a'i fod yn broblem sustemataidd sydd allan o reolaeth asiantau lleol. Mae angen cynllunio ar lefel cenedlaethol.

Os nad ydym yn delio â'r broblem yn gynnar bydd diffyg staff sy'n siarad Cymraeg yn cael effaith negyddol ar dwf y nifer o siaradwyr Cymraeg.

Bydd diffyg sgiliau a chyfluoedd gwaith iaith Gymraeg, gofal plant cyfrwng Cymraeg ac addysg cyfrwng Cymraeg, yn effeithio'n fwy ar bobl o ardaloedd a theuluoedd llai breintiedig, gan gynnwys pobl o gefndiroedd Du a lleiafrifoedd ethnig a phlant ag anghenion dysgu ychwanegol.

O'n rhan ni mae llwyddiant hybu dysgu Cymraeg a hybu gyrfâu mewn addysg cyfrwng Cymraeg yn ddibynol ar gynllunio'r gweithlu. Mae dysgu Cymraeg neu ail-gydio yn y Gymraeg, a bod yn ran o weithlu dwyieithog yn gynnig positif, ystyrlon, hwyl, cynhwysol.

Mae angen iddo fod yn faes credadwy ac apelgar, ynghyd â ffynonellau arian hir dymor.

Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	-------------------------------------

Sylwadau ategol

Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Buddsoddiad mewn prosiectau fel y Pencampwr Hyrwyddo Addysg Cyfrwng Cymraeg Rhanbarthol sy'n cefnogi'r partneriaid lleol i weithio gyda'n gilydd i hybu addysg cyfrwng Cymraeg, a'r ymgyrch Cymraeg i Bawb.

Mae'r prosiect yn cefnogi'r partneriaid yn lleol a rhanbarthol wrth adnabod a chydweithio ar ymarfer da yn hybu addysg Gymraeg, a sefydlu patrymau o gydweithio llwyddiannus.

Mae'n datblygu naratif cynhwysol, croesawgar ac unedig sy'n sail i ymwneud â'r cymunedau lleol.

Gweler ein hymateb i cwestiwn 15 ar sut mae hybu a hyrwyddo'n hanfodol i gyrraedd nodau'r CSGAu.

Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg yng nghyd-destun partneriaethau a chydweithrediad lleol.

Mae angen gwybodaeth â phrofiad o amgylchedd dwyieithog / amlieithog sy'n hwyl ar rieni a gofalwyr, a darpar rieni a gofalwyr. Mae angen arnynt berson cyfeillgar i siarad ag am addysg Gymraeg. Mae angen i ddyletswydd ar awdurdod lleol ffocysu ar waith partneriaeth a'r profiadau ieithyddol maent yn cynnig i'r cyhoedd.

Mae angen i'r ddyletswydd gynnwys hyrwyddo addysg Gymraeg / siarad Cymraeg cyn oedran addysg.

Mae gan bartneriaid megis Mudiad Meithrin, Cymraeg i Blant, PACEY, y Mentrau Iaith, ag ati gyfle i gynnig amgylchedd Cymraeg i blant o'r cychwyn cyntaf ac nid ym maes addysg yn unig. Mae syniadau rheini a gofalwyr yn cael eu ffurfio dros flynyddoedd, ac yn gynt na'r cyfnod dewis ysgol. Mae angen cynnwys partneriaid y blynyddoedd cynnar yng nghynllunio hybu addysg Gymraeg a'i roi ar waith.

Mae gan staff y byrddau iechyd cyswllt uniongyrchol â phobl sy'n magu plant, ac maent yn dylanwadol. Mae gan y byrddau iechyd rôl i'w chwarae yn normaleiddio a hybu addysg Gymraeg. Maent gallu hyfforddi gweithlu sy'n wybodus â chefnogol at addysg Gymraeg a siarad Cymraeg.

Mae agwedd bositif at yr iaith yn arbennig o bwysig pan fydd gan blentyn anghenion ychwanegol gan fod gan rai pobl ffug gredoau bod siarad sawl iaith yn cymhlethu bywyd plant. Dylai ganllawiau ar y ddyletswydd hyrwyddo addysg cyfrwng Cymraeg gyfeirio at yr awdurdodau iechyd.

Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Sefydlu gweledigaeth genedlaethol: gwlad o bobl sy'n mwynhau bod yn ddwyieithog ac amlieithog. Gwlad sy'n cynnig o ddyfodol da i blant, pobl ifanc a'r gweithlu addysg sy'n siarad Cymraeg ac ar y continwmm iaith.

Mae angen goroesi'r bylchau ym mhrofiadau pobl o ddwyieithrwydd ac amlieithrwydd er mwyn i'r cynnig addysg fod yn deg. Mae angen hyrwyddo addysg Gymraeg ar draws Cymru, fel y gwneid gyda phrosiect y pencampwr yn ne-ddwyrain Cymru.

Mae penodi Pencampwr Hyrwyddo Addysg Cyfrwng Cymraeg Rhanbarthol (de-ddwyrain Cymru) yn brosiect arloesol a ddyluniwyd gan bartneriaeth Grŵp Deddf, 10 awdurdod lleol, 8 Menter Iaith, Cymraeg i Blant, Mudiad Meithrin a RhAG, ac a ariannir gan Lywodraeth Cymru.

Mae'r pencampwr yn cefnogi'r partneriaid yn lleol a rhanbarthol wrth adnabod a chydweithio ar ymarfer da yn hybu addysg Gymraeg, a sefydlu patrymau o gydweithio llwyddiannus. Mae'n datblygu naratif cynhwysol, croesawgar ac unedig sy'n sail i ymwneud â'r cymunedau lleol.

Dangosa profiadau cychwynnol bod hwyluso cydweithrediad lleol a rhanbarthol yn sicrhau ymddiriedaeth uwch ymhlith y partneriaid, gwell cydweithrediad, a ffocws ar anghenion pobl leol. Lle mae rhwystrau at addysg Gymraeg mae'r dull cydweithredol yn arwain at ddatrysiadau creadigol a llwyddiannus.

Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae hyn yn ran annatod o croesawi pobl i'r iaith ar bob cyfnod o'u bywydau.

Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae hyn yn ran annatod o croesawi pobl i'r iaith ar bob cyfnod o'u bywydau.

Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	-------------------------------------

Sylwadau ategol

Pa bynnag drefn newydd sydd o dan sylw mae angen sicrhau ffocws lleol, gyda'r gallu i ymwneud a phobl leol mewn ffordd ystyrlon, a chyfathrebu a phobl wyneb yn wyneb ar draws Cymru.

Bydd y gallu i ffurfio partneriaethau â gwahanol sefydliadu lleol hefyd yn bwysig i sefydliad sy'n cefnogi dysgu'r Gymraeg gydol oes, yn enwedig sefydliadau sy'n cynrychioli pobl o wahanol nodweddion gwarchoddedig, sefydliadau gwirfoddol, sefydliadau celfyddydol, ieuentid ag ati .

Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	-------------------------------------

Sylwadau ategol

--

Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Ochr yn ochr mae angen rhoi mesurau yn eu lle i esgusodi pobl o'u hoblygiadau gwaith a chael amser i astudio a defnyddio'r Gymraeg.

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

Sylwadau ategol

Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol

Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Y gost fwyaf yw'r cost hyfforddi a datblygu'r gweithlu addysg. Canlyniad buddsoddiad cynnar budd creu gweithlu mwy cynaliadwy a chreu mwy o siaradwyr Cymraeg i roi'r cynllun ar waith yn y dyfodol. Felly mae'n fuddsoddiad da.

Mae dysgu iaith yn waith sylweddol i'r unigolyn. Mae'n rhaid ystyried y gost i'r unigolyn a'r sefydliadau er mwyn i bobl cael mynediad teg at ddysgu Cymraeg.

Cwestiynau gorfodol

Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol

Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Er mai cyfrifoldebau'r awdurdodau lleol yw ffocws y papur, mae llwyddiant hybu addysg Gymraeg a siarad Cymraeg gydol oes yn ddibynnol ar bartneriaethau lleol a chenedlaethol.

Mae'r sefydliadu sy'n hybu'r iaith, sefydliadau megis Mudiad Meithrin, y Mentrau Iaith, yr Urdd a'r Coleg Cymraeg Cenedlaethol, yn holl bwysig i hybu addysg Gymraeg a bod yn wyneb croesawgar i bobl.

Mae hefyd ganddynt rôl yn gwneud y Gymraeg yn berthnasol tu allan i faes addysg, rôl hollbwysig i greu diwylliant ac iaith fyw.

Mae gan sefydliadau gwirfoddol a grwpiau lleol eraill rôl i'w chwarae'n normaleiddio siarad Cymraeg. Mae angen i ni gymryd pob cyfle i ymwneud â nhw mewn ffordd ystyrlon a hirdymor os ydyn ni am i gymunedau'r ysgolion cyfrwng Cymraeg adlewyrchu'r gymuned.

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhyngwyd neu mewn adroddiad. Os byddai'n well gennych i'ch ymateb aros yn ddiennw, ticiwch yma:

Proposals for a Welsh Language Education Bill

Consultation response form

Your name:

Organisation (if applicable): Regional Welsh-medium Education Promotion Champion (south-east Wales)

email/telephone number:

Your address:

Responses should be returned by 16 June 2023 to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

Questions from the document 'Proposals for a Welsh Language Education Bill'

Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Yes, to give equal opportunity to all children and young people in Wales and to create an integrated and equal society.

Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Yes and there needs to be clarity of purpose, and a process involving stakeholders from all walks of life to have vision for the area and locally relevant solutions. A realistic national, regional, and local plan will be required to reach an outcome that's synonymous to B2 by 2050. We would like to question with regards to Welsh medium schools whether level B2 is sufficiently aspirational.
--

Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Produce a national and regional plan that's relevant to everyone in Wales.
--

Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Yes, and we should communicate how everyone can take benefit from moving along the Welsh language skills continuum.

Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Care is needed when constructing and defining school categories according to their use of Welsh and English. Categories should reflect the expected linguistic output, not the input.

We know that treating things equally does not lead to equal effects. In the context of education and language offering 50:50 education may seem to offer equal access to both languages but it is not likely that all pupils leaving education will be able to speak Welsh.

To elaborate, the majority of children and young people in the south-east of Wales spend up to 100% of their time outside school in an English-speaking environment. They could also have spent their early years in a 100% English environment. The people closest to them, family and family friends, do not necessarily speak Welsh.

Taking into account the social-linguistic situation, it is only Welsh-medium education that produces an output where 100% of children and young people speak Welsh. A categorization system must make this clear.

Categories focused on the linguistic output of children and young people will make it easier for local authorities to understand how school planning contributes to the target of one million Welsh speakers. It will also enable parents and carers to choose a school that aligns with their aspirations.

We know from the census figures that parents in some areas declare that their children speak Welsh when the Annual Pupil Level School Census figures show a different picture. People may not know how much Welsh their children learn and speak in English medium education and assume a far higher level. This confirms the need for accurate information when describing categories.

Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Supporting comments

A focus on the provision of contact hours with Welsh is welcome.

We will need to communicate the time requirements and benefits to school staff, headteachers and governors for them to determine the school category, and for them to choose to venture to a higher language category.

We propose that the contact hours set for each category are continually reviewed to ensure that they result in the desired output in terms of the children and young people's skills, and the skills of the teachers.

A detailed analysis should be required of the input (number of hours, activities, social situation, subjects, formality, gender and race of teachers, as well as the factors outlined in paragraph 60 of the advisory document- what lessons, frequency and linguistic nature of lessons) and output (language skills, satisfaction and enjoyment, use of Welsh by age and gender, social use of the language, progression, per protected characteristic, economic status, etc...) to ensure that the contact hours specified result in the desired output, and that the outputs are fair.

Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role in the process?

Supporting comments

We support the role of the local authorities in partnership with the individual schools to place them in a language category.

Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

It is a logical way to increase the numbers of Welsh speakers. Without increased provision there will be no increase in the numbers of Welsh-speaking children, young people and staff.

Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Supporting comments

We ask for clear and timely communication to all stakeholders about what is expected of them so that schools can aspire to be in a higher category without fear of failure. Sharing examples of innovative school experiences and the positive impact on children, young people and staff, will be vital.

Schools, headteachers, and local authorities are already under pressure from a number of factors—economic, social, technological, etc. Favourable acceptance of further change requires significant investment in terms of support and engagement. The side effect of failing to engage the workforce and other stakeholders in a meaningful way will be disillusionment with the target of one million Welsh speakers and disillusionment with the field of education.

Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	-------------------------------------

Supporting comments

Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Supporting comments

We should aim should be to increase the numbers of schools in the higher use of Welsh categories over time and to reduce the numbers in the lower use of Welsh categories, taking into account the accessibility of the schools e.g. location, journey time etc., so that more children, young people and staff have the opportunity to speak Welsh.

It is difficult to understand how opening an English language school or increasing the numbers of places in English medium education could contribute to the creation of a million Welsh speakers. So it's best avoided.

Welsh schools in the south-east are less numerous and therefore can be less convenient for the population in comparison with the locations of English medium schools. Determining a new school language must contribute to making Welsh-medium education a more equitable option for our communities by increasing the number of places in Welsh-medium education or increasing the number of locations.

In consulting on, establishing, expanding, or changing education provision we would like to emphasise the need for the local authority to communicate clearly the language category of the proposal, and the output in terms of the language skills of children and young people.

Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	-------------------------------------	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

--

Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

<p>The 7 outcomes provide a clear focus for national and local planning. Promoting Welsh-medium education is a component of most outcomes as implemented in south-east Wales although not a specified requirement..</p> <p>To ensure the success of all outcomes in a way that is equitable across our communities, the protected characteristics, class, economic background etc., there is a need to increase the promotion and engagement on Welsh-medium education.</p> <p>Without promotion and engagement national and local planning will not reach their potential.</p> <p>Local authorities, and other local partners who specialise in increasing the use of Welsh such as the Mentrau Iaith, Mudiad Meithrin, early years teams, the local colleges, RhAG, etc., should shape Welsh language education promotion campaigns and provide a friendly face for local people.</p> <p>The role of the Regional Welsh Medium Education Promotion Champion partnership is to facilitate promotion with engagement by building strong partnerships locally and regionally. The work of the partnership reinforces the ability of local authorities to deliver their education outcomes.</p>

Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Yes but we would like to point out that their initial positions are not equal when it comes to the Welsh-speaking workforce.

Any duties for workforce planning should fall on both local authorities and the Welsh Government.

Some areas have a greater potential to benefit from various factors such as national mobility trends, housing availability, infrastructure, the percentage of Welsh-medium education historically, staff teaching institutions, etc., which affect their ability to attract, train and retain a Welsh-speaking workforce.

In this respect local authorities have different capacities to upskill the workforce and increase the numbers of Welsh speakers in the workforces that work with children and young people - youth workers, childcare workers, teachers, classroom assistants, supply staff, language therapists, psychologists etc.

Early years institutions have the same concerns. Countless studies show that rates of pay are not sufficiently high in childcare and that it's a systematic problem that is out of the control of local agents. There is a need for planning on a national level.

If not tackled early the lack of Welsh speaking staff will have a negative impact on the growth in number of Welsh speakers.

The lack of Welsh language skills and job opportunities, Welsh medium childcare and education opportunities, will have a greater impact on people from less privileged areas and families, including people from Black and minority ethnic backgrounds and children with additional learning needs.

As far as we are concerned the success of promoting Welsh language learning and promoting careers in Welsh-medium education is dependent on workforce planning.

Learning the Welsh language or refreshing your Welsh language skills, and being part of a bilingual workforce is a positive, meaningful, fun, inclusive, proposition. It needs to be a credible and an appealing field, with long-term sources of funding.

Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	-------------------------------------

Supporting comments

--

Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

<p>Investment in projects such as the Regional Welsh Medium Education Promotion Champion which supports the local partners to work together to promote Welsh medium education, and the Cymraeg i Bawb campaign.</p> <p>The project supports the partners locally and regionally in identifying and collaborating on good practice in promoting Welsh language education, and establishing patterns of successful collaboration.</p> <p>It develops an inclusive, welcoming and unified narrative as a foundation of our engagement with the local communities.</p> <p>See our response to question 15 on how promotion and facilitation is essential to reaching the goals of WEFs.</p>

Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

<p>A duty should be placed on local authorities to promote Welsh-medium education in the context of local partnerships and co-operation.</p> <p>Parents and carers, and prospective parents and carers need knowledge and experience of a bilingual / multilingual environment. They need a friendly person to talk to about Welsh</p>
--

language education. A duty on local authorities needs to focus on partnership work and the language experiences they offer the public.

The duty needs to include the promoting Welsh / Welsh speaking education before the age of education.

Partners such as Mudiad Meithrin, Welsh for Children, PACEY, the Mentrau Iaith, etc. have the opportunity to provide a Welsh language environment for children from the outset and not just in education. Parents' and carers' ideas about education and language are formed over years, and much earlier than when it comes to choosing a school. Early years partners need to be involved in the planning and implementation of promoting Welsh medium education.

Health board staff have direct contact with people raising children, and are influential. Health board have a role to play in normalising and promoting Welsh language education. They can train a workforce that is knowledgeable and supportive of Welsh-medium education and speaking Welsh.

Having a positive attitude towards the language is particularly important when a child has additional needs as some people hold discredited beliefs that speaking multiple languages complicate children's lives. A duty to promote Welsh-medium education should refer to health authorities.

Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Supporting comments

To establish a national vision: a country of people who enjoy being bilingual and multilingual. A country that offers a good future for children, young people and the education workforce, those who speak Welsh and those on the language continuum.

We need to fill the gaps in people's experience of bilingualism and multi-lingualism in order for the education offer to be fair. We need to promote Welsh-medium education across Wales, as we're doing with the Welsh-medium education champion project in south-east Wales.

The appointment of a Regional Welsh Medium Education Promotion Champion (south-east Wales) is an innovative project designed by the partnership of Grŵp Deddf, 10 local authorities, 8 Menter Iaith, Cymraeg I Blant, Mudiad Meithrin and RhAG, and funded by the Welsh Government.

The project supports the partners locally and regionally in identifying and collaborating on good practice in promoting Welsh language education, and establishing patterns of successful collaboration.

It develops an inclusive, welcoming and unified narrative as a foundation of our engagement with the local communities.

Initial experiences show that facilitating local and regional cooperation ensures higher trust among the partners, better cooperation, and a focus on the needs of local people. Where there are barriers to Welsh language education a collaborative approach leads to creative and successful solutions.

Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

This is an integral part of welcoming people to the Welsh language at every stage of their lives.

Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

This is an integral part of welcoming people to the Welsh language at every stage of their lives.

Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	✓
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	---

Supporting comments

Whatever new regime is proposed it needs to have a local focus, with the ability to engage with local people in a meaningful way, and to communicate with people face to face across Wales.

The ability to form partnerships with different local organisations will also be important for an organisation that supports lifelong Welsh language learning, in particular organisations

representing people of different protected characteristics, voluntary organisations, arts organisations, youth etc.

Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	-------------------------------------

Supporting comments

Parallel measures need to be put in place to excuse people from their work obligations and have time to study and use Welsh.

Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	-------------------------------------	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Questions from the ‘Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill’ document

Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

Supporting comments

Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

The biggest cost is the cost of training and developing the education workforce. Early investment has the benefit of creating a more sustainable workforce and creating more Welsh speakers to implement the scheme in the future. Therefore it is a good investment.

Learning a language is significant work for the individual. The impact on both individuals and organisations must be considered for people to have fair access to learning Welsh.

Mandatory questions

Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

Question 35 – Please also explain how you believe the proposed policy could be

formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

While the focus of the paper is on the responsibilities of local authorities, success in promoting lifelong Welsh and Welsh-speaking education will be dependent on local and national partnerships.

The organisations that promote the language, organisations such as Mudiad Meithrin, the Mentrau Iaith, the Urdd and the Coleg Cymraeg Cenedlaethol, are vital to promoting Welsh language education and being a welcoming face to people.

They also have a role in making Welsh relevant outside the field of education, a crucial role in creating a living culture and language.

Voluntary organisations and other local groups have a role to play in normalising the Welsh language. We need to take every opportunity to engage with them in a meaningful and long-term way if we want the Welsh-medium school communities to reflect the community.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:

Proposals for a Welsh Language Education Bill

Consultation response form

Your name:

Organisation (if applicable):

email/telephone number:

Your address:

Responses should be returned by 16 June 2023 to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

Questions from the document ‘Proposals for a Welsh Language Education Bill’

Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree
--------------	--------------------------	-----------------	--------------------------	-----------------------------------

Supporting comments

We can foresee advantages and disadvantages of this approach.

On the one hand, enshrining this target in legislation has the potential to underline the level of importance that the Welsh Government places on this target (and a legislative basis may make it easier to access the funding needed to achieve the goal). We are also wholly in support of the aim to increase the number of Welsh speakers in Wales and therefore would be in support of steps to increase the levels of public engagement with the language.

On the other hand, there remain several questions that need to be considered carefully before taking such a step:

1. We are mindful that putting a matter on a statutory basis is a serious step and not one to be taken lightly. If the Welsh Government is not able to assure itself that it can properly resource the achievement of what will be a statutory expectation, then we would suggest that this is a step too far.
2. Given the recent news about the threats to the achievement of the target, and the lack of consensus about whether the data shows we are on track to hit that target, we would question whether setting Wales up to fail to hit a statutory target is a sensible course of action. If the Welsh Government were determined to put a target on a statutory footing, it ought to reconsider whether a million speakers is an appropriate figure given progress made to date and if not, what other figure might be appropriate in its place.
3. To the extent that the white paper contains no detail on how the target will be achieved and tends towards delegating that responsibility to agencies outside the Welsh Government, we would voice our concern that an eventual 'expectation' that bodies such as universities will be accountable for what is in effect the Welsh Government's target, set in law, would be unsustainable. In making that comment, we note here that universities, unlike local authorities, are not public bodies, such that a wholesale delegation to agencies outside the Welsh Government of, for example, the need to solve the lack of Welsh-speaking teachers in Wales, with the justification that there is a statutory requirement to achieve the target, would be wholly inappropriate because it is not affordable. In effect, it amounts to a responsibility for undoing the years of practice whereby more able and talented, Welsh-speaking undergraduates and those with the potential to learn and teach Welsh as second language, are encouraged to study outside Wales as a result of initiatives such as the Seren programme. We note here that our institution cannot undertake to promise that outcome and would want to be clear here that if the Welsh Government decides to put the target on a statutory footing, it does so on notice of our comments above.
4. When the Welsh Government legislates, it does so for the whole of Wales, not simply those in support of the target and we would question whether there is sufficient public support for this particular target for it to be appropriate to use such a 'blunt instrument' as legislation, given that progress in encouraging the public to use their Welsh in daily life as so far failed to bear fruit in many areas of Wales, implying that levels of support are not as high as the Welsh Government would like them to be. Furthermore, we note here that it would be overly simplistic to imply that the public are supportive of the target because they voted in

support of the governing party in the Senedd at the last election, noting that election manifestos contain a range of promises that are offered to the electorate on a 'take it or leave it' basis. Merely legislating in this fashion will do little to improve levels of public support, and insofar as we believe that encouragement - not enforcement - is the best way to increase levels of Welsh being used in daily life, legislating in this way may actually have a detrimental impact on the public perception. Just how 'alive' is our language, if the only way we can secure engagement, at all levels, and in all parts of Wales, is to legislate?

5. Building on point 4 above, we are uncomfortable with the prospect that the Welsh Government is prepared to do something so invasive as to legislate in order to affect 'behaviours' (paragraph 24 of the white paper). Whilst governments legislate regularly to change and affect behaviours, we note that the domain affected in this case is not one that warrants this level of government intervention in the lives of people across Wales (c.f. areas such as criminal responsibility) but is one as to which language an individual chooses to use and whether they choose to learn to speak the Welsh language. As such, we feel that such matters are best left to consensus, rather than being 'managed', using statute as the tool for doing so. Ultimately, if levels of public support for government intervention are high, there would be no need for a legislative basis here, and if they are not, the Welsh Government does not have a mandate to legislate in the fashion proposed. In any case, the outcome is the same.

Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree
--------------	--------------------------	-----------------	--------------------------	-----------------------------------

Supporting comments

First and foremost, we would be in agreement with the proposal that there should be a clear role for local authorities. However, given progress to date, we would question whether B1 would be a more realistic aim. We can understand the desire to aim for 'a degree of fluency' as stated in descriptor B2 but suggest that the gap between current progress and what needs to be achieved in order to meet this standard by 2050 is so great that work to achieve it will be unaffordable.

Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree
--------------	--------------------------	-----------------	--------------------------	-----------------------------------

Supporting comments

Please see our response to question 2 above.

Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--

Supporting comments

We are not clear as to how this is different from the CEFR. If the intention is to produce a Wales-only version of the Reference Level Descriptions contained in the CEFR, we would argue that it is more appropriate for that to be done within the CEFR itself, rather than the Welsh Government expending time and money doing that for Wales alone. In effect, we suggest that whilst the existence of a skills continuum would be helpful, we are not clear that it is a sufficient priority, given the number of challenges in other domains of Welsh life, notably the on-going improvement of the Welsh NHS and addressing the pressing challenges presented in social care in Wales.

Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree	<input type="checkbox"/>	Disagree		Neither agree nor disagree	<input type="checkbox"/>
--------------	--------------------------	-----------------	--	-----------------------------------	--------------------------

Supporting comments

We are concerned here on a number of fronts:

First of all, the white paper implies that schools should be aiming towards becoming Category 3 or Category 3P schools. This is at odds with the Welsh Government's own policy that Wales is a 'bilingual' nation, as it undermines the role of English-medium education in a country where English is also an official language. Whilst we understand that a number of Welsh-speaking parents will be concerned about the ability of bilingual schools to give sufficient weight to the Welsh language to avoid it becoming a 'second class language', we would argue that the appropriate way forward is to address that concern directly, rather than setting up a potential paradox in the manner implied in this white paper, whereby Wales is officially bilingual, but our schools should be on a track to achieve Category 3 or 3P status.

Second, the use of the term 'higher' at various points in the white paper is also at odds with Welsh Government policy for the same reasons.

Finally, we are concerned that in a system such as that proposed, where there appears to be a heavy emphasis on normative judgements about a school's language category, the Welsh Government seems to have overlooked its own experience with categorising schools. This has been done before in relation to school improvement and we would argue here that its success is far from proven. We would not, therefore, support the replication of such a system again here, focusing specifically on language. Experience has shown that 'accountability' does not guarantee 'improvement'. Overall, the impression created here is that there is a lack of creativity and imagination in thinking about ways forward here and that officials appear to have fallen back on the same approaches that have been used in the past. Given that the target laid out for Wales is so ambitious, we suggest that the approach taken by the Welsh Government needs a significant step change in the levels of innovation,

imagination and creativity shown, and that the Welsh Government can only expect the same from bodies and individuals across Wales where it is demonstrating this itself.

Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree	<input type="checkbox"/>	Disagree		Neither agree nor disagree	<input type="checkbox"/>
--------------	--------------------------	-----------------	--	-----------------------------------	--------------------------

Supporting comments

We do not agree here, because we disagree with the proposal addressed in question 5.

Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Supporting comments

In principle we would agree with this, as it would improve levels of consistency. We would query however:

1. Whether the Welsh Government has assessed the level of resource required to deliver that minimum, as opposed to agreeing a minimum amount and leaving the implementation to local authorities on a 'delegate and forget' basis.
2. Should there be a minimum for the whole of Wales or a regional minimum considering current levels of fluency across different regions of Wales. We would suggest that the latter is more appropriate, given that the aim is to raise the numbers of Welsh speakers per se across the whole of Wales, rather than doing so merely in areas where levels of engagement and fluency are low. Insofar as a minimum level of provision is affordable and appropriate, a stretch challenge should be laid down for all areas in Wales, not merely those in the south and east of the country.

Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role in the process?

Supporting comments

We disagree with this for the same reasons as laid out in our response to question 5.

Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree		Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

Given that levels of Welsh language provision, and the quality of that provision are variable across Wales and given that levels of provision are low in some parts of the country, we think that it is appropriate for all schools to review and where appropriate to increase engagement with, and the provision of Welsh language learning as well as reviewing the quality of the same. However, where this leads to a de facto adoption of an expectation to work towards Category 3 or 3P status as laid out in the white paper, we would repeat our comments and concerns as laid out in question 5.

Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Supporting comments

Noting our existing objection to phrases such as 'higher language category' for the reasons laid out above and noting also our objection to categorisation for reasons also laid out above, we agree with the principle that the processes could be suitable in increasing levels of provision, where an increase is appropriate. We are pleased to note that account has been taken of the sensitivity needed in parts of Wales and that a single approach will not be imposed.

We also think that Welsh Government and other bodies need to focus efforts, particularly with those pupils who are not from Welsh speaking homes, to promote the benefits of becoming a Welsh speaker and the opportunities this presents and will present in future. The Coleg Cymraeg Cenedlaethol continue to use effective messaging around this, but the Coleg's work is focused predominantly on Welsh speaking post-16 pupils, meaning there are huge numbers of pupils who are not receiving the same information regarding employability and the wider benefits of using the Welsh language and gaining a good level of Welsh language skills whilst at school.

Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--

Supporting comments

To the extent that the quality of provision in relation to the Welsh language is already measured and evaluated by local authorities and Estyn, we would not support additional methods of evaluation. Where the principle has been adopted that schools should increase their Welsh language provision, it would be appropriate for this to be evaluated via the existing arrangements for accountability and on-going improvement, if this does not add to schools' existing accountability burden.

Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Supporting comments

We would support the use of an assessment to determine the language of provision in new schools. As noted above, we feel that an assumption that all new provision will be in Category 3 or 3P is at odds with the Welsh Government's commitment to bilingualism. To the argument that putting Welsh first would increase bilingualism, we repeat our concerns from above that this should be achieved through encouragement, not through enforcement or engineering, and that the views of parents in the area affected by the proposed new school should, in large part, determine the final decision. Again, if there is support for the Welsh language in a given area, no regulation is required. If there is no support, no regulation is justified.

Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--

Supporting comments

In the first instance, we would think it wholly appropriate for the Welsh Government to be clear about its expectations. However, were this to extend to setting curriculum we would point out here that this is properly the preserve of the teaching profession and should not be the subject of primary or secondary legislation.

Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--

Supporting comments

We recognise the role that the teaching workforce can play in supporting an increase in the number of Welsh speakers. However:

1. We are concerned here that a 'delegate and forget' approach which lays down targets for universities to hit, but which provides no detail on how they should do so, nor any guarantees that the required level of resource will be available, merely results in 'passing the buck'. Universities are not public bodies, nor are they executive agencies of government, and as such, we call on the Welsh Government to achieve the aforementioned step change in levels of creativity, imagination and innovation to solve the challenge that is currently faced, rather than falling back on existing approaches to addressing a problem, noting also that those approaches have not resolved the problem to date.

2. Whilst we acknowledge that the white paper is only intended to address Welsh in education, we note that there is no acknowledgement that the problem facing the Welsh language is cultural, not merely pedagogical or educational, such that it will take more than the education sector to solve it. A similar parallel can be noted in relation to the role of

teachers in tackling the impact of socio-economic status on learners' life chances in that a good number of the challenges faced by such learners are a result of culture, not simply pedagogy, and cannot be tackled by the teaching profession in isolation as if teachers are technicians who can solve a problem in a way that de-contextualises that problem (for an example of the argument here, please see Reay, D. (2006) 'The Zombie Stalking English Schools: Social Class and Educational Inequality'. *British Journal of Educational Studies*, 54(3). pp. 291-292). With that in mind, any approach to use the education sector to support the survival of Welsh should be seen as *part* of the solution and not a panacea. It would be useful for Welsh Government plans to be clearer about the connectivity between the content of the white paper and the work being done outside the education sector to increase levels of Welsh use across society.

Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree		Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

We agree with the outcomes, noting in particular the importance of outcomes 5 and 6.

Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree		Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

The alignment makes sense in its context and will hopefully lead to a more streamlined, and more efficient review process.

Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--

Supporting comments

We believe that setting clear expectations is vital but would caveat that with a reference again to our aforementioned concerns about the consequences of some of what is contained in the white paper, hence our 'Neither Agree nor Disagree' response here.

Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree		Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

We agree here insofar as this will make the review and evaluation process more effective. We would caution against excessive expenditure in this regard, however, and assume that the Welsh Government will proceed on the basis that such external reviews will be the exception and not the norm.

Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--

Supporting comments

Whilst we agree with the importance of effective workforce planning, our choice of response is the result of our reservations about aspects of the white paper, given above.

Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--

Supporting comments

Again, whilst we have no objection to the principle here, our agreement is subject to our objections and reservations given earlier in our response above.

Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--

Supporting comments

To the extent that this is already current practice, we see no reason why this should not happen. However, we again caveat our observations as previously, noting again our

objections and reservations given earlier in our response, and we would not support this proposal if the result was an increase in the accountability burden on schools, hence our choice of response to this question.

Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree		Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

To the extent that we believe that encouragement and engagement, supported by relationship building, are more effective than enforcement in this domain, we would suggest that any other actions taken to ensure that local authorities take reasonable steps should have this principle at heart.

Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree		Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

We think that it is important for parents to know the range of options available, so if 'promotion' does not result in 'pushing' Welsh-medium education over and above other options available to parents, we would support this proposal. In particular we would object to outcomes where a child is placed in a Welsh-medium school against parental wishes, on the basis that places in English-medium or bilingual schools are full because this would merely repeat and replicate the turpitude of the past whereby parents seeking Welsh-medium education for their children were denied it due to a lack of provision. As we have noted further above, if the Welsh Government is committed to a bilingual Wales, it can only really do so appropriately if it avoids repeating the errors of the past, or to use the vernacular, 'Two wrongs do not make a right'.

We also note that a lot of this work is already being undertaken by bodies such as Mudiad Meithrin and Mentrau Iaith and would welcome a more joined up approach between this work and any duty placed on local authorities to deliver on objectives in this area.

Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Supporting comments

Aside from ensuring that sufficient financial resource is made available to local authorities and third sector organisations, such as those referenced above, a good example of collaborative support in relation to promoting Welsh-language opportunities can be found on

the 'Educators Wales' website, where the approach and materials have been co-constructed by the EWC, universities and a range of stakeholders. Support of this sort would be optimal in our view.

We are also of the view that 'one size doesn't fit all' in this regard and would encourage the Welsh Government to work closely with stakeholders to ensure that the messaging around the benefits of Welsh-medium education and Welsh language skills, are tailored appropriately.

Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree		Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

We would agree here, subject again to the caveat outlined in question 23 that promotion should not entail 'pushing' people into participating.

Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree		Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

We would agree here, provided that:

1. Sufficient financial resource is made available, such that this provision does not come at the expense of existing provision elsewhere provided by the local authority. 2. Sufficient caveats are provided that the duty shall not be required to be fulfilled where a needs assessment indicates that there is no call for this provision in a given area. Such an approach would require an assessment to be undertaken at intervals, to ascertain whether the call for such provision has increased or decreased, and it would make sense to us for this to happen every five years in line with the review of WEIPs.

Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--

Supporting comments

Conceptually, it makes sense for all provision to be supported via a single body. However:

1. Sufficient financial resource would need to be made available for this to be done effectively.
2. We are unclear whether 'support' in this proposal really means 'support' as opposed to 'evaluation', 'monitoring' or anything other than 'support'. We would not agree with an increase in the accountability burden that is already placed on schools and other providers of Welsh-language education.

Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--

Supporting comments

Our response here mirrors that of question 27 in that we have no particular view on whether the National Centre is best placed to undertake the activity, but that we would not object to them doing so if the proposal in question 27 were implemented, provided the caveats we have included in question 27 have been met.

Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree		Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

We agree with this, in principle. This is subject to:

1. The availability of sufficient resource without the need to cut other provision in order to pay for it. This should be assessed by the Welsh Government before determining that a given agency or body should be offering a given level of provision.
2. There being clarity on what constitutes 'sufficient' provision.

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree		Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments

N/A

Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

Supporting comments

Whilst higher education institutions are referenced in the list of bodies affected by the Bill, we can see no mention of costs to them, or to any other body other than the Welsh Government, local authorities, schools and Estyn. This appears to be an oversight.

Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

From the perspective of higher education the following impacts are foreseeable:

1. Financial

Costs related to the recruitment of additional Welsh-speaking students on Welsh-medium routes into teaching.

Costs related to the amendment of curriculum to expand the offer of Welsh-medium routes for what is proposed will be an eventual increase in the demand for Welsh-medium degree programmes. We acknowledge that in theory, costs can be defrayed from revenue budgets, which in turn are fed by tuition fees. However, we note here also that even where demand increases, we do not foresee that student numbers on these courses will be sufficiently high in the early stages of any such development, such that there is no 'economy of scale', and such that English-medium provision will effectively have to subsidise the cost incurred.

Costs of staff development to increase the number of Welsh-speaking staff delivering on increased Welsh-medium routes.

2. Non-financial

Where universities introduce new Welsh-medium provision that provides routes into teaching, or where existing routes are expanded, the increase in staff resource required usually draws on applicants from Welsh-medium schools - at least to some extent - as a result of the existing lack of Welsh-speaking ITE staff in Wales, thus mirroring the shortage of Welsh-speaking teachers in Wales. This is because the qualification requirements to teach on an ITE programme in Wales mirror those of schools in the maintained sector. This is likely to create further pressures on schools to recruit additional Welsh-speaking staff due to a 'brain drain' that will exist as HEIs recruit school teachers as ITE lecturers.

Suitable solutions exist, both in the current call for Welsh-speaking teachers working outside Wales to return to Wales to teach, and in an approach to joint school/HEI appointments. However, insofar as the former activity will not completely close the gap in school teacher

recruitment, and insofar as the latter does not expand the pool of working hours available to meet the expanded need, they will not solve the problem completely.

In the same way, should a focus on increased provision in schools mean that universities are not able to recruit Welsh-speaking teachers as new ITE lecturers, our ability to expand efforts to recruit further Welsh-speaking teachers for the profession in Wales will be hampered.

Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

N/A

Mandatory questions

Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

Proposals should increase the opportunities to use Welsh. However, it should be added that an attempt at enforcement may actually have the impact of discouraging those who might otherwise have been inclined to support the proposals.

Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

As noted in our comments above, given the risk of discouraging some who might otherwise be inclined to be supportive, but for their objection to what they see as excessive government interference, we would suggest that the solution is encouragement, not enforcement.

Question 36 – We have asked a number of specific questions. If you have any related

issues which we have not specifically addressed, please use this space to report them:

N/A

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:



Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (lle bo'n berthnasol):

e-bost/rhif ffôn:

Eich cyfeiriad:

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050

Llywodraeth Cymru

Parc Cathays

Caerdydd

CF10 3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: Cymraeg2050@llyw.cymru

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Er mwyn trawsnewid a chysoni'r maes Dysgu Cymraeg, bydd angen creu un fframwaith a chontinwrm dysgu Cymraeg sy'n cyrraedd dysgwyr o bob oedran a phob cefndir yng Nghymru.

Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Yn bendant.

Drwy'r CSCAAu, sicrhau bod y gweithlu yn yr awdurdodau lleol yn cael eu huwchsgilio o ran y Gymraeg, gan gynnwys trefnu hyfforddiant yn yr ysgolion drwy weithio gyda'r darparwyr dysgu Cymraeg.

Mae rhai awdurdodau lleol yn cyflogi swyddogion Cymraeg er mwyn trefnu hyfforddiant ond nad oes swyddogion Cymraeg mewn awdurdodau lleol eraill. Mae'r gwaith hyn yn heriol iawn mewn ardaloedd di-Gymraeg, ac mae angen trefnu swyddogion ym mhob awdurdod lleol er mwyn gyrru'r gwaith hwn.

Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod ?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Dylai Llywodraeth Cymru arwain y cyfeiriad strategol drwy greu Cynllun Cenedlaethol statudol ar gaffael a dysgu'r Gymraeg.

Bydd yr awdurdodau lleol yn dilyn y cynllun hwn gan ddarparu adroddiadau monitro rheolaidd.

Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwfm sgiliau Cymraeg?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae'n hynod o bwysig datgan y continwfm sgiliau Cymraeg yn glir er mwyn i'r holl rhanddeiliaid ddeall y cysyniad a'r lefelau a'r disgwyliadau, . E.e awdurdodau lleol, athrawon, rhieni, pob dysgwr.

Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorreiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Yn sicr.
Byddai hyn yn cryfhau eglurdeb a thryloywder i ddysgwyr, rhieni, gweithluoedd, cyflogwyr a rhan-ddeiliaid eraill ar draws y sector addysg, hyfforddi a gweithluoedd dwyieithog.

Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Byddai pennu'r disgrifiadau mewn rheoliadau yn sicrhau cysondeb a thryloywder ar gyfer dysgwyr, rhieni, gweithluoedd, cyflogwyr, awdurdodau lleol a rhan-ddeiliaid eraill. Dylid rhoi'r ddyletswydd hon ar Weinidogion Cymru.

Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

Bydd gosod isafswm yn angenrheidiol os bydd y nod o sicrhau bod pob un sy'n gadael yr ysgol yn cyrraedd cyfystyr â lefel B2 fel isafswm. Bydd angen buddsoddi mewn uwchsgilio'r gweithlu presennol – sgiliau iaith ac addysgeg.

Fodd bynnag, bydd angen dysgwyr â lefelau uwch na chyfystyr â lefel B2 ar gyfer cynnal a datblygu'r iaith Gymraeg a bod y niferoedd hyn yn cynyddu'n gyson.

Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol

Mae'n bwysig i Lywodraeth Cymru gynllunio'n strategol er mwyn gosod targedau ar awdurdodau lleol. Bydd angen i'r Llywodraeth gyhoeddi canllawiau i roi eglurder ar sut i osod a dehongli categori iaith.

Bydd angen gwybodaeth a disgrifiad clir o sefyllfa ieithyddol pob ysgol o fewn pob awdurdod lleol.

Bydd angen i'r targedau bod yn gyraeddadwy a bydd angen strwythur eglur sy'n cael ei yrru gan Weinidogion Cymru cyn cyrraedd yr awdurdodau lleol ac ysgolion unigol.

Bydd angen cynnwys cyrff arbenigol er mwyn cryfhau'r capasiti angenrheidiol i wireddu'r targedau a'r targed cenedlaethol.

Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae demograffig dysgwyr pob awdurdod lleol yn amrywio felly bydd angen mwy o ystyriaeth mewn rhai ardaloedd nag eraill. Bydd angen i'r Llywodraeth greu cynllun strategol cenedlaethol gan ystyried y gwahaniaethau hyn.

Cytunwn yn gryf â hyn mewn egwyddor er mwyn gwella defnydd y Gymraeg yn yr ysgolion ond bydd angen gwaith ymchwil manwl er mwyn ystyried y goblygiadau er mwyn gosod targedau cyraeddadwy.

Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Cytuno'n gryf ond mae'n bwysig cryfhau defnydd y Gymraeg y tu allan i'r ysgolion hefyd er mwyn i'r dysgwyr glywed yr iaith. Nid yw hwn yn broblem mewn pentrefi Cymraeg ond mewn trefi di-gymraeg, mae angen datblygiadau ar frys.

Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Ydyn.. pwysig i Estyn fonitro'r datblygiadau a'r cynnydd.

Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

Rydym yn cefnogi'r a gynigir ym mharagraff 67, sef y dylid gosod rhagdybiaeth ysgol cyfrwng Cymraeg fyddai unrhyw ysgol newydd.

Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Rydym yn cytuno ond bydd yn bwysig i'w adolygu a'i gyhoeddi ym mhob tymor Seneddol.

Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Ydyn ond nodwn yn ogystal fod angen cynlluniau penodol ar gyfer cynyddu'r gweithlu, gan gynnwys hyfforddiant ieithyddol fel a gynigir gan y Cynllun Sabothol, er mwyn cyrraedd y targedau cenedlaethol i wireddu'r hyn a gynigir yn y papur gwyn ac yn Cymraeg 2050.

Angen i 'ddwyieithogi' athrawon y dyfodol ymhellach trwy gynnig cyrsiau dysgu Cymraeg i'r di-Gymraeg fel rhan o gyrsiau i ddarpar athrawon, boed yn gwrs gradd Addysg neu'r gwrs TAR. Gellid hefyd gynnwys cyrsiau magu hyder a gloywi i'r rheiny sydd eisoes yn siarad Cymraeg.

Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Ydyn, ond bydd angen monitro gofalus ac ymchwil berthnasol.

Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynigion i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Bydd hyn yn sicrhau cynnydd a thryloywder.

Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	---	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Ydyn, yn sicr. Os bydd tangyflawni, mae'n bwysig bod argymhellion clir er mwyn gwella'r sefyllfa.
--

Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Mae'n bwysig sicrhau bod yr holl bartneriaid sy'n cydweithio yn ymwybodol ac yn rhan o'r cynlluniau hyn.

Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Ydyn. Mae'n bwysig bod rhieni a gofalwyr yn deall y nodweddion cadarnhaol ac yn gallu gweld pwysigrwydd addysg cyfrwng Cymraeg. Mae hyn yn fwy pwysig byth os ydyn nhw wedi symud i Gymru o wlad arall.

Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Creu deunyddiau effeithiol sy'n hyrwyddo addysg cyfrwng Cymraeg. Mae pob awdurdod lleol yn gwneud hyn fel rhan o'r cyfarfodydd WESP / CGCA ond mae angen cysoni'r gwaith hyn fel bod e'n dod o ffynhonnell genedlaethol hy Llywodraeth Cymru.

Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae hyrwyddo'r ddarpariaeth yn bwysig wrth gynyddu eglurder a gwybodaeth am y system addysg.

Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Ydyn, fel uchod.

Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae arbenigedd gan y Ganolfan Dysgu Cymraeg Genedlaethol mewn datblygu'r continwwm sgiliau Cymraeg a rhoi cefnogaeth i ysgolion. Fel Darparwr Dysgu Cymraeg, o dan arweinyddiaeth y Ganolfan Dysgu Cymraeg Genedlaethol, byddwn yn croesawu'r cyfle i fod yn rhan o'r gwaith hyn ac ymgymryd â swyddogaethau dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion yn y sector cyfrwng Saesneg.

Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Mae [Enw'r Sefydliad] yn cytuno bod angen sefydlogrwydd i'r sector dysgu Cymraeg ac yn cefnogi'r syniad uchod er mwyn cefnogi dysgwyr o bob oed yng Nghymru. Mae strwythurau clir ac addas mewn lle yn genedlaethol a thrwy adeiladu ar y datblygiadau hyn, bydd modd ymestyn y ddarpariaeth dysgu Cymraeg er mwyn cyrraedd miliwn o siaradwyr. Mae'r Ganolfan Dysgu Cymraeg Genedlaethol yn profi llwyddiant yn y maes ac yn darparu adnoddau o safon ar gyfer dosbarthiadau Cymraeg i Oedolion. Mae'r Ganolfan eisoes wedi ymestyn i gynnwys pobl ifanc 16+ oed. Byddai canoli cefnogaeth arbenigol o dan ymbarel y Ganolfan yn sicrhau cysondeb rhwng y Gymraeg sydd yn cael ei dysgu o fewn ysgolion a'r Gymraeg tu allan i'r ysgol.

Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Ydyn. Mae'r Ganolfan Dysgu Cymraeg Genedlaethol wedi cysoni'r ddarpariaeth ac wedi cael ei sefydlu fel siop -un stop ar gyfer dysgu'r Gymraeg. Mae strwythurau addas mewn lle i gefnogi dysgwyr o bob oed a phob cefndir ynghyd ag adnoddau wedi eu teilwra ar gyfer pob sector. Mae hyn yn allweddol er mwyn gwireddu'r egwyddor fod y Gymraeg yn perthyn i bawb.

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

Sylwadau ategol

Gweithlu addysgol

Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol

Mae angen ystyried a fydd unrhyw gostau ar deuluoedd - e.e. os cynigir gweithgareddau tu allan i oriau ysgol neu ymweliadau yn ystod oriau ysgol.

Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Mae angen gweithgareddau trwy gyfrwng y Gymraeg sydd yn digwydd y tu allan i'r ystafell ddosbarth er mwyn i'r dysgwyr ddod yn rhugl. Mae angen cyllidebu ar gyfer hynny.

Cwestiynau gorfodol

Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol

Bydd y cynigion hyn yn cael effaith gadarnhaol drwy cynyddu'r potensial i ddefnyddio'r iaith a gwella'r sefyllfa gyfredol. Dros y blynyddoedd, rydym wedi clywed pob math o gwynion gan bobl yn trin yr iaith yn llai ffafriol na'r Saesneg felly er mwyn gwella'r agwedd, bydd angen sicrhau bod y newidiadau wedi eu cynllunio'n gyflawn ar sail data a thystiolaeth gwir. Bydd cyfathrebu yn bwysig hefyd a'r ffordd mae'n cyrraedd y bobl sy'n byw yng Nghymru.

Mae'n bwysig sicrhau bod y nodau'n gyraeddadwy o fewn pob awdurdod lleol a phob ysgol a nad yw cyllidebau'r sefydliadau hyn yn cael eu heffeithio'n negyddol. Mae ehangu staff ac uwch-sgilio staff yn nodwedd gadarnhaol iawn a chyda amcanion clir, bydd modd i ddysgwyr ymestyn eu sgiliau Cymraeg. Mae gosod targedau cenedlaethol, yn yr ysgolion ac yn yr awdurdodau lleol yn gam pwysig ymlaen wrth gynllunio addysg, cynllunio iaith a chynllunio gweithluoedd ar gyfer Cymru a chenedlaethau'r dyfodol.

Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Mae'r papur gwyn wedi ystyried cydraddoldeb yn y gymdeithas a'r cymunedau gan gydnabod amryweddau. Mae hyn yn cefnogi'r syniad bod y Gymraeg yn rhan o fywydau pawb ym mhob ardal ac yn sgil hynny yn iaith i bawb.

Wrth ddatblygu'r cynlluniau hyn ac hyfforddi'r dyfodol, bydd angen i bob sefydliad sicrhau bod nhw'n hyrwyddo'r agwedd gadarnhaol hon ac yn gweithio'n ofalus i gydweithio ag undebau a chyrff cynrychioladol o grwpiau a dangynrychiolir.

Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw

at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhyngwyd neu mewn adroddiad. Os byddai'n well gennych i'ch ymateb aros yn ddiennw, ticiwch yma:



Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw: Uned Technolegau Iaith Canolfan Bedwyr

Sefydliad (lle bo'n berthnasol): Prifysgol Cymru

e-bost/rhif ffôn:

Eich cyfeiriad: Canolfan Bedwyr, Prifysgol Bangor, Bangor

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050

Llywodraeth Cymru

Parc Cathays

Caerdydd

CF10 3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: Cymraeg2050@llyw.cymru

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwwm sgiliau Cymraeg?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorïddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol

Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

--

Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

--

Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynigion i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

--

Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

--

Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Gw. yr atebion i gwestiynau 27 a 28 isod.

Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	-------------------------------------

Sylwadau ategol

Nid yw strwythur y ddarpariaeth mor bwysig â'r angen i roi cyllid digonol i ddarparu'r gefnogaeth angenrheidiol, ac adnabod rhaglen o adnoddau allweddol sydd eu hangen i gefnogi'r dysgu a'r addysgu. Gall hynny fod yn fater o adnabod, crynhoi a gwella adnoddau sy'n bodoli eisoes a hefyd ddatblygu rhai newydd.

Fel Uned sydd wedi bod yn darparu termau safonol ar gyfer addysg cyfrwng Cymraeg ers nifer o flynyddoedd, gwyddom mor hanfodol yw'r adnodd hwn i roi sylfaen gadarn i'r termau sy'n cael ei defnyddio wrth addysgu drwy gyfrwng y Gymraeg, ac mor bwysig yw hi fod yr adnoddau hyn ar gael drwy'r cyfryngau digidol diweddaraf (e.e. yr ap Geiriaduron) gyda'r hyblygrwydd a'r gallu i gyfoesi'r dechnoleg gyda'r datblygiadau technolegol diweddaraf. Hoffem weld llinell yn y Bil yn nodi pwysigrwydd parhau i ddatblygu ac ehangu adnoddau terminolegol addas. Hoffem hefyd weld pwyslais cynyddol (fel sydd eisoes wedi dechrau digwydd) ar sicrhau cywair iaith syml a dealladwy i gynorthwyo plant sydd ar ddechrau eu taith gyda'r Gymraeg i fedru defnyddio'r Gymraeg heb rwystr arddulliau mwy ceidwadol yr iaith.

Hoffem hefyd weld enwi pwysigrwydd adnoddau eraill technolegau iaith, gan gynnwys technoleg lleferydd dwyieithog, a gemau addysgol fel ffordd i ddysgu Cymraeg. Mae angen elfen gref o arloesedd yma, yn enwedig wrth symud at faes mentrus cynyddu'r ddarpariaeth i garfannau na chafodd fawr o gyfle hyd yn hyn i ddysgu'r Gymraeg yn effeithiol. Golyga hyn raglen(ni) ymchwil uchelgeisiol a'r crebwyll i wybod beth i ofyn amdano. Os yw'r gefnogaeth i gael ei sefydlu o fewn un sefydliad, rhaid canfod mecanwaith i sicrhau llif o syniadau arloesol a newydd ar gyfer yr adnoddau a ddarperir, ynghyd â'r cyllid i wireddu hynny.

Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	-------------------------------------

Sylwadau ategol

Mae'r Ganolfan Dysgu Cymraeg Genedlaethol wedi gwneud llawer o waith clodwiw yn cefnogi dysgu Cymraeg i oedolion. Y mae wedi canolbwyntio, efallai yn gywir, ar ddatblygu cyrsiau, hyfforddiant a denu cynulleidfaoedd newydd. Fodd bynnag, mae arloesedd technolegau digidol a thechnolegau iaith yng nghyd-destun dysgu iaith yn faes sy'n gofyn am arbenigeddau eraill, ac felly petruswn ei roi fel cyfrifoldeb i'r Ganolfan bresennol. Fe all fod angen canolfan ymchwil a datblygu adnoddau ar wahân i sefydliad o'r fath.

Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	-------------------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Dydi addysg ddim yn dod i ben yn 16, 18 na 21 oed! Mae llawer o adnoddau hefyd sy'n addas i rychwant eang o ddysgwyr, a gall fod yn llesol cymysgu oedrannau gwahanol, e.e. gwersylloedd a gweithgareddau (hwyliog) i ddysgu'r Gymraeg i deulu cyfan.

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
---------------	--------------------------	------------------	--------------------------	--	--------------------------

Sylwadau ategol

Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

Sylwadau ategol

Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol

Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cwestiynau gorfodol

Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol

Byddai pwysleisio'r elfen **hwyllog** mewn dysgu iaith yn gymorth i gadarnhau effeithiau cadarnhaol y ddarpariaeth. Byddai dilyn esiamplau'r canolfannau trochi i hwyrddyfodiaid (e.e. yr un ym Moelfre, Ynys Môn) yn ffordd dda o wneud dysgu'r Gymraeg yn bleser, ac yn llwyddiannus. Gellid datblygu Wlpan plant (cynradd ac uwch) yn ffordd i roi blas sydyn ar lwyddiant i ddisgyblion wrth ddysgu'r iaith. Byddai rhith Wlpan hefyd fel gêm ryngweithiol gan ddefnyddio'r technolegau lleferydd a thestun Cymraeg diweddaraf hefyd yn fanteisiol i'r cynllun cyfan.

Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Mae'n bwysig cael rhaglen allgyrsiol ddeniadol i fynd gyda'r gwersi Cymraeg mwy ffurfiol. Dylai pob plentyn, gan gynnwys rhai â heriau o ran cynwysoldeb, gael cyfle i wneud o leiaf un gweithgaredd allgyrsiol yn Gymraeg. Gellid cydio'r rhaglen hon wrth raglenni eraill i sicrhau iechyd corff a meddwl, e.e. gweithgareddau i leihau unigedd (a allai fod yn oed cymysg), a gweithgareddau wedi'u teilwra'n arbennig ar gyfer plant ag anghenion ychwanegol. Enghreifftiau o hyn fyddai canu yn Gymraeg mewn côr, mynd am dro yn Gymraeg, gwahanol chwaraeon, sesiynau arlunio a drama, a chyfleoedd i sgwrsio mewn rhith amgylchedd ar gyfer plant sy'n gaeth i'w cartref.

Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Cytunwn yn gryf gyda gosodiad y Gweinidog yn ei Ragair “Mae pob disgybl yng Nghymru felly yn haeddu dod yn siaradwr Cymraeg”. Hoffem bwysleisio y dylai'r profiad o ddysgu Cymraeg fod yn un hapus i bob plentyn a'i bod yn nod eglur fod pop plentyn yn cael cyfle i **fwynhau**’r iaith. Dylai dysgu Cymraeg ddod â chanlyniadau cadarnhaol i bawb, o ran iechyd corff a meddwl. Dylai felly fod yn gynhwysol (yn cynnwys plant o bob cefndir ethnig, niwroamrywiol ac abledd neu anabledd corfforol a deallusol. Mae’n bwysig datgan yn glir na ddylid eithrio neb rhag cael y cyfle llawn i ddysgu a mwynhau’r Gymraeg.

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhyngrwyd neu mewn adroddiad. Os byddai’n well gennych i’ch ymateb aros yn ddiennw, ticiwch yma:



12fed o Fehefin, 2023

Annwyl gyfeillion

Papur Gwyn Addysg Gymraeg

Ysgrifennaf atoch er mwyn ymateb i ymgynghoriad y Papur Gwyn. Rwy'n cyflwyno'r ymateb hwn fel unigolyn ac yn ymwneud yn benodol wrth ystyried fy mhrofiad yn y sector statudol. Fe fyddwch yn ymwybodol fy mod i'n gweithio i'r Coleg Cymraeg Cenedlaethol ac mae'r Coleg wedi ymateb yn ffurfiol ac yn llawn i'r ymgynghoriad ar faterion sy'n ymwneud ag addysg ôl-statudol.

Rwy'n croesawu'r cynigion yn y Papur Gwyn yn fawr iawn. Mae'r cynlluniau strategol y Gymraeg mewn Addysg yn arf hollbwysig wrth gynllunio datblygiad Addysg Gymraeg ac felly mae eu gosod ar sail strategol yn gam bwysig ymlaen yn natblygiad Addysg Gymraeg ar draws ein gwlad. Er mwyn gwireddu amcanion Cymraeg 2050 mae'n amlwg fod angen cynllunio ar gyfer twf sylweddol mewn addysg Gymraeg ac mae'r cynlluniau yn rhan allweddol wrth greu'r twf yma.

Rwy' wedi sefydlu a chadeirio Ysgol Gymraeg newydd yng Nghaerdydd dros y blynyddoedd diwethaf. Mae ambell beth perthnasol rwy'n credu wrth adlewyrchu ar y profiad. Yn y man cyntaf, roedd yr arweiniad a chefnogaeth i'r corff llywodraethol newydd wrth sefydlu ysgol newydd a denu plant i'r ysgol yn brin. Roedd digonedd o gefnogaeth technegol / llywodraethiant e.e. pa bolisiâu oedd angen eu mabwysiadu, pa brosesau oedd yn angenrheidiol; ond doedd fawr o ymwneud gyda'r tasg sylweddol o gyflwyno addysg Gymraeg i deuluoedd nad oedd cyn hynny wedi ystyried addysg Gymraeg. Diolch i'r drefn mi roedd gennym griw o lywodraethwyr brwdfrydig a phrofiadol ac fe aethom ati yn rhagweithiol i hybu'r ddarpariaeth. Mae'n drawiadol yn hynny o beth mae cryn lwyddiant wedi bod – wedi cychwyn gyda 17 o blant mae'r ysgol bellach yn gartref i dros 350 o blant, ac yn denu'n helaeth o gymunedau Butetown a Grangetown. Nid ar chwarae bach mae cyflawni hynny a byddai ystyried sut mae modd cefnogi twf addysg Gymraeg yn bwysig. Rwy' hefyd o'r farn fod lleoliad datblygiadau newydd yn allweddol – mae angen i'n hysgolion Cymraeg newydd fod yn rhai cymunedol yn ngwir ystyr y gair er mwyn llwyddo i symbylu'r twf sydd ei hangen.

Rydym hefyd wedi bod yn ffodus yn yr ysgol wrth ddenu nifer o geisiadau gan athrawon cymwys am y swyddi dysgu a hysbysebwyd gennym. Wedi dweud hynny, fel Corff Llywodraethol rydym yn pryderu nad ydym wedi llwyddo eto i ddenu cais gan yr un unigolyn Du, Asiaidd neu hil gymysg. Rhan o'n cenhadaeth fel ysgol yw cynrychioli ac adlewyrchu'r gymuned ry'n ni'n ei gwasanaethu, ac mae'n amlwg felly fod gennym fwy o waith i'w gwneud o ran y staff. Tra y gallwn fel ysgol fod yn rhagweithiol, mae na le i Lywodraeth

Cymru (neu asiantaethau ar eu rhan) i sicrhau fod y materion yma yn cael sylw ar lefel genedlaethol.

Rwy' hefyd yn croesawu'r eglurdeb o ran categorïddio ysgolion. Rwy'n deall fod rhai pryderon o ran goblygiadau'r newidiadau yn y sector uwchradd, ond fel ysgolion cynradd mae sicrhau fod rhieni yn gallu adnabod yn gywir cyfrwng ysgol a'r deilliannau tebygol a ddaw o hynny yn bwysig tu hwnt. Un awgrym y caren ei wneud yw y gellid defnyddio enwau ysgolion i wneud hynny yn fwy eglur ... h.y. mabwysiadu enw Cymraeg ar gyfer ysgolion sydd wedi eu categorïddio fel rhai cyfrwng Cymraeg e.e. Ysgol (Gynradd) Hamadryad; ac enw Saesneg ar gyfer y rhai sy'n dysgu yn helaeth yn y Saesneg e.g. Cwmaman Primary School.

Yn olaf carwn gefnogi'n gryf iawn y bwriad o ddynodi un continwwm sgiliau ieithyddol. Mae'r adeg pan mae cyflogwyr, athrawon, awdurdodau cyhoeddus yn deall sgiliau Cymraeg mewn ffordd deuaidd – Siarad / Ddim yn siarad – wedi hen basio. Neu a bod yn fanwl gywir fe ddylai fod wedi hen basio, ond mae'r lefel o ddealltwriaeth o gaffael iaith a sgiliau yn parhau yn isel. Byddai mabwysiadu continwwm sgiliau iaith clir iawn, ac yna ei ddefnyddio yn fynych fel arf cynllunio yn gam allweddol ymlaen o ran polisi a chynllunio ieithyddol yng Nghymru.

Yn gywir iawn

Dr Dafydd Trystan

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Disagree

Comments:

I would be more in favour of a percentage increase of the population that is realistically increasing per generation. Language acquisition across a nation will have to be a cross-generational project. It would be easier to see the path forwards if we had incremental, ambitious but realistic goals eg 5% increase by x year, a further 10% increase by y year. Rather than settling on a set figure, this would respond to the number of B2 speakers we already have.

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Comments:

As a supportive role towards schools and teachers. Guiding us, providing us with resources and training so that we as teachers can deliver to pupils. Absolutely no inspections, checks etc. This must be a positive and collaborative relationship between LAs and schools.

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Comments:

To be totally guided by teachers and LA staff when creating targets and plans. They should be asking us what's achievable in the next 5 years, the next 10 etc first, and then writing policy around that. As teachers, we feel dictated to. When consulted, the WAG generally push ahead with their agenda, and I don't feel listened to. Please visit us regularly to meet with us to plan; not just occasionally as a visit; come into schools. Take an LA each and come and visit us twice a year. We can tell you ourselves what targets will work etc. Come and meet our pupils regularly and see what each LA is working with, so that plans can be targeted and evidence based.

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Disagree

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Disagree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

This, in theory, is a positive idea. IT is vital that this minimum amount is realistic and is not so ambitious as to switch everyone off.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

In theory this is fine. It is neither positive nor negative and I don't feel it will have any impact, apart from perhaps to highlight the concept of language medium for everyone, so that it becomes something that all parents consider. As a teacher, I do not want this to become just something else that we can be whipped with - inspections etc. The process must be straightforward and resources must be made available and funded. LAs should not be expected to self-fund this, additional finances should be provided by WAG to employ staff.

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree

Comments:

In theory, and as a current Head of Welsh, I totally agree. However, I feel that it is vitally important that the element of choice remains for parents. If they want to send their child to an English medium school, that should mean English medium. I do not believe that it is necessary to teach other subjects through Welsh at secondary level in an English medium school. I am passionate about Cymraeg, but I am more passionate about autonomy.

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

My comment here is long, but I urge you to read it. I of course, as a Head of Welsh at an English medium school, welcome this. However, I have concerns. In anglicised areas (I teach in one of the most anglicised areas of Wales), pushing our pupils so quickly towards what is recognisably a B2 level is incredibly challenging. We are succeeding as a school and have enjoyed results far above the national average, but I have a huge amount of trepidation about the increasing pressure on teachers to 'make this happen'. How? By making it statutory, inspecting us and then criticising our efforts? The proposed changes to Welsh Second Language GCSE (again), so quickly on the heels of the last change, is preposterous. The support that we receive from the WJEC is laughable, as it also is from the consortia. I mean this structurally, and am not referring to any individuals. For example, as a Head of Department, I have only had one network meeting in Welsh Second Language this year, due to the inability to fill the role of subject lead. In English, they receive regular network meetings to be informed and guided. My colleague and AOLE lead who is also Head of English has just told me more about the changes to Welsh GCSE, which she learned more about yesterday in a Heads of English meeting. This isn't right; I should be told this in my own network meetings. We should absolutely receive the guidance that they receive, as we are being increasingly expected to behave as a core subject. Why is it that we are not being led strongly and effectively at this huge moment of change and challenge for our teaching of Cymraeg? Teachers and Heads of Department are sorely lacking the guidance they need to help their pupils through these changes and actually acquire what you have set out. Please help us with this and give each LA someone passionate, enthusiastic and

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

with the ability to clearly communicate what we need to do. Language acquisition across a nation will have to be a cross-generational project that we commit to for the long term. The approach we are currently taking is reminiscent of a sprint at the beginning of a marathon. Many aspects of it have been positive, but it places an enormous amount of pressure on teachers of Cymraeg. We simply do not have enough Welsh teachers to cope with what is being proposed, and no guidance. The teachers don't exist. The subject leaders at LA level don't exist. I understand from the white paper that there is a plan in place to create more teachers, but the goals for the language are progressing far quicker than the teachers are! There is also a far larger issue at play here, which is the recruitment and retention of teachers, but this situation is particularly dire in Welsh Second Language teaching. Make the job attractive! Offer recruitment and retention pay. Reduce contact time with pupils to allow the job to be completed during working hours. This is a far larger issue, but of course directly impacts upon your ability to deliver increased Welsh language provision.

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Disagree

Comments:

School are under enormous scrutiny. We are held to account more than any other profession. This is an excellent way to turn teachers and headteachers off Welsh completely.

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

There should be an equal number of English medium places available for parents to choose from within that LA. Equality should be the focus. Parents must have choice. Therefore, if that equal number of English and Welsh schools had already been reached, it would make sense to at least make the new school dual stream as opposed to Welsh or English medium. If there were more English than Welsh schools, make it Welsh medium. etc

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Disagree

Comments:

I fundamentally disagree with the idea of making any part of this statutory.

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree

Comments:

This is needed and will have to be done, or we won't be able to create any more Welsh speakers. See my answer to question 10 for detail.

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Neither agree nor disagree

Comments:

The word 'more' is too unspecific. I disagree with making any of this statutory, but if that does happen, vague words should be removed and specifics put in their place.

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Disagree

Comments:

These must be created by the people who have to implement them. Not by people who do not work in a school or an LA.

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree

Comments:

I only agree with this if you do make the whole thing statutory, which I fundamentally disagree with.

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Disagree

Comments:

This should be done in the spirit of consultation and support. It should not be Estyn. Perhaps the role of Welsh consultants should be created to support LAs to implement and embed changes and to help them self-evaluate. No Estyn.

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

No Response

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Neither agree nor disagree

Comments:

Information should be given to parents but it shouldn't be persuasive. Facts should be offered to them and they must always be permitted to do with those facts as they wish. There should be no 'push' for parents to put children in Welsh medium.

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

None. It is parental choice. It isn't, in my view, a state issue.

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Disagree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Disagree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Comments:

I do agree with this, but I disagree with the concept of driving children into Welsh medium education. I totally agree that all pupils should have access to sufficient experiences, be that in Welsh or English medium schools.

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

Unsure - outside of my experience.

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Positive:

-Increase the number of school leavers with qualifications in Welsh and functional Welsh speaking.
-Over time, increase the importance placed on Welsh by the general public (this will be slow and incremental). I think that making everything statutory and making everyone accountable detracts from this.

Negative:

-Enormously increase pressure on teachers who are already very overloaded. To mitigate this or to help, please don't make everything statutory. Please don't make this something else for Estyn to come after us with. Please don't make this another pressure. We want everyone to like Welsh, not feel like it's a millstone around their neck.

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Have positive effects or increased positive effects on opportunities for people to use the Welsh language: offer opportunities outside of Education for adults in the community, instead of placing so much onus on schools.

Treating the Welsh language no less favourably than the English language: ensure that parents always, always have a choice. Match the number of Welsh and English schools within each LA, but there must be the choice within each catchment area. This is of course probably not realistic, but this would be my ideal. A choice of English or Welsh medium education for every parent in every catchment area in every LA, within easy travel distance. eg Children from Neath and Cimla should have a closer Welsh school than Aberavon, which is the new sister school to Ystalyfera.

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

None.

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

No Response

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

No Response

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

No Response

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

No Response

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

No Response

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Disagree

Comments:

Maybe this organisation should have a coordinating role. Adult learning is a different thing and different models meet our requirements. I have found Duolingo to be very helpful and a method that encourages commitment. I did not find SSIW so go for me but others have praised it. There are lots of ways to kill a cat!!!! There is no current standard spoken Welsh and this causes problems on times. What we Adults need is a mixture of things that fit in with our busy lives and let us 'pick and mix' those things for the best results. NCLW could oversee and monitor this work but it does not need to run it all.

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

No reply

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

No reply

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

No reply

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Neither agree nor disagree

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Neither agree nor disagree

Comments:

It is important that this continuum aligns with or replaces current expectations on schools and is not in addition. Currently the paper says 'The document will sit alongside the Curriculum for Wales principles of progression, and will offer more detailed descriptions to describe a learner's language journey along a lifelong Welsh language skills continuum'

This suggests another layer and leads to planning and provision confusion.

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Disagree

Comments:

There are clear comments within the proposal that will create additional demands and scrutiny on schools. E.g. 'statutory categories would provide a firm basis to monitor schools' performance in fulfilling their category requirements, and would provide a clear context for the progress targets that will be set out in the Welsh in Education Implementation Plans', '

This seems contrary to the review of accountability within the education system. Equally these expectations that schools will move categories ('steps to stimulate local authorities and schools to move schools to a higher language category over time)' are in no way reflected in the impact assessment. This is disappointing as the document itself

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

outlines a difficulty in recruiting teachers is that 'people's perception of the profession in terms of work pressures and salaries'.

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Neither agree nor disagree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

The demands on the school curriculum are significant and some aspects in particular have become more prevalent in recent times and asking schools to spend more time on one aspect will inevitably be at the detriment of other curriculum areas. Furthermore this seems at odds with the principles of the CfW and does not resonate with the way in which primary education is delivered.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

The allocation of the category is not the issue, it is the clear expectation that schools will move categories.

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree

Comments:

All schools are already aiming to do this; but as specified earlier, schools are under a great deal of pressure and already managing significant changes. The risk here is that targets and accountability for some schools will increase significantly. A level of pressure and accountability that will not affect higher language categories to the same extent.

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

As above comments.

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Disagree

Comments:

As above comments reflect.

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

This should be determined by localised demand rather than a presumption.

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Comments:

The setting of targets needs to be seen in the light of how Welsh Government intends to recruit and retain its current workforce. Equally the action plan for providing sufficient training needs to be clear and well supported financially.

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Disagree

Comments:

These targets need to be reflective of parental demand and without impinging on parental choice and with due understanding of the capabilities of school staff.

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Neither agree nor disagree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Neither agree nor disagree

Comments:

Again, this needs to sit within the context of being able to recruit and retain current staff.

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Neither agree nor disagree

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Neither agree nor disagree

Comments:

Schools in the Vale of Glamorgan are facing significant financial challenges in maintaining school provision. This would be an additional demand and the costs of this do not seem to have been considered in ways to support LAs and schools.

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Neither agree nor disagree

Comments:

However, this needs to be handled sensitively to avoid the impression that some schools are inherently better than others. This can be an unintended consequence of attaching numerals to categories.

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Improved support for training current teaching staff.

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Neither agree nor disagree

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Disagree

Comments:

I think insufficient consideration has been given to the workload and accountability pressures on schools. The cost analysis appears to focus too narrowly on finance for some stakeholders (e.g. Estyn's costs have been outlined).

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

As comment above.

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

It is too difficult to predict as there are aspects that may enhance but equally some that may create conflict in the system.

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Quality of support for educational practitioners.

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

None