

## 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

**Comments:**

I thought that this already existed?

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?

You should read Dr Nia Parry's PhD thesis on the delivery of Welsh second language in English medium secondary schools; she discovered that before you teach the language, work needs to be done on

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?

addressing the attitude barrier towards Welsh - there's no use in expecting pupils to learn a language if they don't see the value of it first. There is also a question around teacher workload - they can't teach Welsh to pupils if they don't speak it themselves, and is it reasonable to expect them to learn a new language on top of their workload - could you not have Welsh teachers that go around schools to save on them? Despite agreeing with your proposals, I do have concerns around public perception about spending money on the Welsh language especially in a time where the nhs is in crisis and people are protesting for higher wages. Could you not put more emphasis on individuals to take on more responsibility - why aren't we as Welsh speakers making more of an effort to teach Welsh to our English members? There's too much expectation on the Government to sort it out while we just sit back and complain that the Welsh language is dying.

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 thought that schools were already categorised to be honest

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?

You're never going to please everyone where the Welsh language is concerned, some want to fight to save it while others don't see the point, you must make the decision based on what supports your long term goals if you really believe in the benefits those long term goals could bring

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

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)?

**Comments:**

Yes and no - direction is fine, but more responsibility should be taken by individuals on a micro level, we are currently too lazy

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?

Neither agree nor 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?

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

**Comments:**

But it must be handled carefully as this is such a sensitive issue, any feeling of "being imposed" will be faced with backlash

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:**

An external review is always a splendid idea; a non-biased approach should be adopted for a topic which is considered sensitive, especially as this topic in particular is seen as a political one (labour losing seats to Plaid)

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:**

Yes, Estyn has an overview of what actually goes on on the ground moreso that civil servants

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?

Neither agree nor disagree

**Comments:**

They are already expected to do so - are they successful or not? If not, what should they do differently?  
My answer to this would depend on the answer to that evaluation

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

Commission a piece of work on how to address the issue of attitudes before you do anything, maybe bring in behavioural insights colleagues in

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

**Comments:**

Language is cross cutting - many organisations could help with this, it doesn't need to come from one place, but having someone responsible for the join up of all the organisations would be beneficial to ensure that they work together

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 mean, they could coordinate it but I think the input should come from a variety of organisations working together

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?

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?

*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?

As mentioned before, you need your behavioural insights team on the job and a strategy about how to change people's attitudes. I agree with your proposals but I'm just realistic in the fact that there will be backlash, especially if there are costs involved.

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:

I'm concerned that I've answered 35 questions and they have been specifically about language. What about identity, culture, heritage? There is so more to being Welsh than to just speak the language, it all comes as a package and I'm concerned that this isn't being looked at holistically

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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*

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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*

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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)?

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?

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

*No Response*

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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

**Comments:**

The range of specialisms involved in the various sectors is unlikely to make one single body effective or appropriate.

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:**

Given the fundamental failure of this organisation ....2012 - 18,000 Welsh learners ; 2023 - 15,000 Welsh learners  
This would be a recipe of disaster.

The Duolingo company might be a better alternative 2012 - 0 Welsh learners ; 2023 - 620,000 Welsh learners

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:**

This is already true of the Welsh course on Duolingo

## 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

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*No Response*

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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?

Any changes to school's language policies must be carefully explained to parents and other people affected by the changes

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 should be sold as a positive alternative. This is introducing as real Bilingual education. All studies over the last decade has shown significant advantages to children of becoming bilingual

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 methodology used in teaching Welsh in Wales as a subject is still the same as a hundred years ago. Formal lessons and exams. That has been a total failure in arresting the decline in the overall numbers speaking. The innovative approaches using smartphones, computers pioneered by various organisations such as Duolingo, Say Something in Welsh, Memrise and many others must be integrated into teaching approaches.

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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 experiment hasn't worked and won't work. You're affecting the majority of children's potential careers in Wales with most deciding to leave as soon as they have the option. No children from English medium or see it as any value. Even those who attend Welsh Medium schools but don't come from a Welsh speaking background/family see it as pointless and don't use it day to day.

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?

Absolutely not. Education is poor enough in Wales. The country is economically poor. By doing this all you're aiming for is to devalue schools and encourage aspirational parents to avoid certain schools causing nothing but elitism and a new class system. Those who speak Welsh and those who don't.

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

Disagree

**Comments:**

The children do not want it. Go and ask them. Neither do their parents and neither do the teachers who are at breaking point to efficiently educate the students.

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?

Totally against it, as I've stated above.

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

Disagree

**Comments:**

More pressure on schools is not what's needed.

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?

We don't need any more.

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

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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

**Comments:**  
Absolutely not.

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?

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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)?

**Comments:**

Leave them alone. They have a tough enough job as it is. Wales is a different country now and one that doesn't need this forced upon them by Public Sector elites.

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?

None. It's not needed

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

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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?

None should unless those bodies are privately funded and being paid for by public money

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*

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*No Response*

## Mandatory questions

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

No less favourably?! Most jobs in Wales are stacked against those who only speak English so in reality, something clearly Jeremy Myles and his cronies in Welsh Government struggle with, English speakers are at the disadvantage. You're creating a brain drain with the graduates moving out of Wales to obtain better careers.

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.

English is being treated less favourably in Wales. Read the room.

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:

You're elitist Public Sector fascists trying to force a language on children, and adults, who don't want it. It should be taught in all primary schools but as soon as it's time for GCSE's, in English Medium Education pupils should be allowed to drop it. Absolutely no point asking someone to take a language they dislike and don't practice when they could be obtaining a useful GCSE in another subject or a language that is spoken in wider parts of the world.

## 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

Gyda nod Llywodraeth Cymru o gyrraedd miliwn o siaradwyr Cymraeg wedi ei osod allan yn y Strategaeth Cymraeg 2050 mae'n rhesymol disgwyl gweld y nod hwnnw wedi ei gynnwys mewn Bil Addysg Gymraeg gan fod y gyfundrefn addysg yn sylfaenol i weithredu tuag at y nod hwnnw.

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'n gymeradwy i roi rôl bendat i awdurdodau lleol yn y cyswllt hwn oherwydd eu cyfrifoldebau yn y maes addysg orfodol a'u rôl y tu hwnt i hynny o safbwynt meysydd perthnasol eraill.

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

Cytunaf fod gan Weinidogion Cymru rôl yn y cyswllt hwn gan fod Llywodraeth Cymru yn meddu ar awdurdod helaeth dros osod polisi a hyrwyddo lles pobl Cymru yn y meysydd datganoledig.

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

Cytunaf gyda'r cynnig hwn gan fod Gweinidogion Cymru yn meddu ar awdurdod yn y maes sgiliau a'r Gymraeg ac mae'n rhesymol bod Llywodraeth Cymru yn gosod cyfeiriad a diffiniad cenedlaethol clir yn y cyswllt hwn.

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

Cytuno

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

**Sylwadau ategol**

Cytunaf gyda chreu cyfundrefn statudol yn y cyswllt hwn oherwydd mae'r sefyllfa bresennol yn wan ac yn fregus ac fe'i cryfheir o roi trefniadau statudol ar waith.

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

Cytuno

**Sylwadau ategol**

Cytunaf ei fod yn bridiol iawn i roi dyletswydd ar Weinidogion Cymru i bennu'r disgrifiadau mewn rheoliadau er mwyn sicrhau eglurder a chysondeb ym mhob rhan o Gymru.

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'r cynnig i gynnwys isafswm yn un cymeradwy. Byddai isafswm yn rhoi gwaelodlin ymarferol i randdeiliaid ac yn fwy na dim mae rhanddeiliaid am weld ac yn gwerthfawrogi eglurder disgwyliadau.

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**

Cytunaf gyda'r cynigion ym mharagraffau 51-56. Mae'r rhesymeg wedi ei gyflwyno'n glir ac mewn ffordd gymesur. Mae'r cynigion yn rhai rhesymol ac yn cyflwyno gwelliannau pwysig i'r drefn bresennol gan greu llinyn eglurder ac atebolrwydd effeithiol.

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

Cytuno

**Comments:**

Cytunaf gyda'r egwyddor hon ac mae'n ddatganiad pwysig yng nghyswllt cyflawni uchelgais cenedlaethol. Yn y cyswllt hwn mae'n werth nodi nad yw addysg Gymraeg neu Gymraeg yn bennaf yn golygu deilliannau is yn y Saesneg.

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**

Credaf fod y cynigion yn y paragraffau hyn yn rhai cymeradwy. Mae 'cynllun cyflawni' ysgol sy'n alinio i'r CGCA arfaethedig (ac sy'n alinio â'r Cynllun Cenedlaethol) yn darparu fframwaith ymarferol a rhesymol.

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

Cytuno

**Sylwadau ategol**

Mae'r cynigion yn rhai rhesymol ac mae rôl Estyn yn y gwaith hwnnw i'w chroesawu.

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'r cynigion ym mharagraffau 65-67 yn dau ddewis gwahanol iawn. Byddai dibynnu ar ddylanwad Asesiad Effaith yn gallu arwain at ganlyniadau cadarnhaol o safbwynt cynyddu darpariaeth Gymraeg. Fodd bynnag, fe allai arwain at fethu cyfle a thrwy hynny lesteirio cynnydd am flynyddoedd lawer. Mae'r cynnig i roi rhagdybiaeth yn un beiddgar ac yn un cymeradwy gan fod y cynnig yn nodi y gellir, dan amgylchiadau, ganiatau eithriadau. Mae'r cynigion sefyllfaeoddd ad-drefnu a/neu uno yn rhai rhesymol.

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**

Cytunaf gyda rhoi'r ddyletswydd hon ar Weinidogion Cymru ac mae'n anorfod fod gweithredu Bil Addysg Gymraeg yn dibynnu ar Gynllun Cenedlaethol statudol clir a phendant.

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**

Cytunaf yn gryf gyda'r cynigion hyn gan cyflwyno'r Bil Addysg Gymraeg yn sylfaenol ddibynnol ar sicrhau gweithlu addysg safon uchel a digonol o safbwynt niferoedd. Heb dargedau cenedlaethol ar gyfer gweithlu addysg gadewir bwlch difrifol a risg gwaelodol i ddiben y Bil.

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**

Mae'r cynigion yn rhai cymeradwy ac mae'n werth nodi fod y drefn CSCA wedi cyflawni peth cynnydd cadarnhaol eisoes.

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**

Cytunaf gyda chyflwyno'r ddyletswydd hwn gan ei fod yn sicrhau aliniad hanfodol rhwng y cenedlaethol a'r lleol

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**

Cytunaf gyda'r egwyddor hon gan ei fod yn sicrhau aliniad clir ac eglurder pwysig i randdeiliaid ar bob lefel.

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**

Cytunaf â'r cynnig. Mae caniatáu mesur o graffu a chynnig barn annibynnol yn rhesymol i'w ddisgwyl o du rhanddeiliaid.

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

Cytuno

**Sylwadau ategol**

Cytunaf gyda'r cynnig ac mae'n rhesymol disgwyl bod yr awdurdodau lleol ysgwyddo'r cyfrifoldeb hwn gan ei fod yn ystyriaeth waelodol i gyflawni targedau ac amcanion CGCA a'r thargedau'r Cynllun Cenedlaethol.

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

**Sylwadau ategol**

Cytunaf gyda'r cynnig hyn gan ei fod yn rhesymol i ddisgwyl tryloywder ac atebolrwydd yn y gwaith hwn.

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**

Cytunaf gan ei fod yn ymddangos yn berthnasol i gylch gwaith Estyn ac yn fodd o gyrchu barn annibynnol.

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?

Cytuno

**Sylwadau ategol**

Cytunaf gyda gosod y ddyletswydd hon ar awdurdodau lleol. Gan mai cynnydd yw y nod cenedlaethol mae'n rhesymol disgwyl y bydd rhanddeiliaid yn hyrwyddo addysg Gymraeg.

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

**Sylwadau ategol**

Credaf fod strategaeth marchnata a chyfathrebu genedlaethol yn dilyn yn naturiol o basio Bil a llunio Cynllun Cenedlaethol. Byddai'r strategaeth yn ffrwyth cydweithio gydag arbenigwyr a rhanddeiliaid.

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**

Dylai darpariaeth trochi hwyr fod ar gael o ewn cyrraedd i bawb.

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

**Sylwadau ategol**

Cytunaf â'r egwyddor ond o dderbyn hefyd fod gan y sefydliad hwnnw gyfrifoldeb pwysig i gydweithio gyda rhanddeiliaid perthnasol. Hwyrach dylid ystyried addysgeg a darpariaeth dysgu proffesiynol yn ofalus yn y cyswllt hwn.

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

**Sylwadau ategol**

Cytunaf â'r egwyddor.

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 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?

**Sylwadau ategol**

Credaf fod yr aseiad yn annigonol o safbwynt sylweddoli graddfa'r buddsoddiad sydd ei angen er mwyn cyflawni'r newid a anelir ato. Un esiampl o hynny yw maint y buddsoddiad presennol yn y Cynllun Sabothol a'r graddfa'r buddsoddiad a allai fod ei angen i wireddu'r targedau lleol a chenedlaethol. Gellid treblu'r gyllideb hon a dichon na fyddai'n ddigonol i gyflawni'r newid.



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'r cynigion rhai rhesymol ac yn adlewyrchu dadansoddiad effeithiol o gamau cyraeddadwy y gellir eu cyflwyno dan yr amgylchiadau presennol. Byddai gweithredu'r holl gynigion yn sicrhau cynnydd sylweddol o safbwynt caffael a defnyddio'r Gymraeg.

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** Ni allaf ragweld effeithiau negyddol o gyflwyno'r cynigion

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** Dim sylwadau pellach

## 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 think it is impossible but a very general target so has the potential to be skewed by misleading stats. It depends on if you class Welsh speakers as people who had to do Welsh at school then never use it again once left or can and choose to continue to use it or are fluent in the Welsh language. It also depends on if it is people who permanently live in Wales.

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?

Neither agree nor disagree

**Comments:**

I would prefer Welsh Ministers whose salaries are paid for by the public should be accountable to the public but seem to be driving this rather pointless target without consulting them

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

**Comments:**

I think there is a place for the Welsh language and history but it shouldn't be as high on the agenda as it is

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

Disagree

**Comments:**

No this is nonsense, the education system in Wales should be focused on teaching core subjects as a priority and schools should be measured by these. Realistically being able to speak Welsh to a limited

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

degree is not going to help a child get a job anywhere apart from public sector in Wales and won't make a difference outside of Wales.

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

Disagree

**Comments:**

\* see my previous comment

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?

Obviously, for Welsh medium schools. But for English speaking schools I would rather a maths teacher or science teacher be focusing on those subjects and local authorities sourcing the quality talent from other parts of the world not putting them off the position as they may not have grown up in Wales and don't speak the language or feel they have no need to.

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 is ridiculous and will put unnecessary pressure on authorities that cover poorer areas

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

Disagree

**Comments:**

I think that there are some schools that will and always be struggling with basic skills due to social history, adding this hurdle will just make the staff's jobs even harder

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?

I'm not sure if I understand this 100% so forgive me if I misunderstand. But from what I understand the proposal is to let people continue learning Welsh.  
Initially, I thought yes this is a good idea and a nice to have policy. But then I read to allow people to be employed in higher-paid jobs. Now this is clearly an admission that there is something wrong with the policy. This consultation is saying that the only way a person in Wales will get a highly-paid job in Wales is to learn the Welsh language at great cost to the public. I feel this is totally irresponsible use of public funds and a blatant admission that there is a conscious decision to stop skilled workers into certain parts of the job market (public sector) unless they speak Welsh.

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

Disagree

**Comments:**

I think this is an unnecessary cost and use of resources - 5 people costing £352,187

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 should be based on genuine up to date figures of how potential pupils speak Welsh in the catchment area

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?

Neither agree nor disagree

**Comments:**

I'm not entirely certain but I think a review checking that WEIP is working and should continue should be taken after a realistic time.

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

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

**Comments:**

Not at all, Wales is a very small country but even here different local authorities have completely different needs and problems.

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:**

Yes I think this should be carried out by an external review as it will become apparent that it is a little bit of a pointless task

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

Disagree

**Comments:**

It's should be upto each local authority

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:**

If this goes ahead then it should be scrutinised

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)?

Disagree

**Comments:**

Again I don't think local authorities should be forced into WEIP

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:**

Nope, this is incredibly concerning

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

Zero support as it has enough promotion

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:**

If by late emersion means adult learning then I think that this is a far better way to promote the language as it gives choice to the individual.

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?

Neither agree nor 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?

Neither agree nor disagree

**Comments:**

I genuinely don't understand this question

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 think that forcing people into learning Welsh and increasing funding for the language in a very poor country will only have a negative effect on the Welsh language with the majority of the population.

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.

I don't speak Welsh but have attempted to in later life but found the process too difficult not the language but attempting to get lessons.  
My children learned Welsh in an English-speaking school and both left school resenting it. Neither have needed to use it in employment both work in the tech industry and are employed remotely.  
You can't force people to speak Welsh but you can encourage them to. Developing a decent Welsh history that can be taught in all schools would be a far better method to encourage the take of and attitude to the Welsh language.

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 do think a more open public consultation should happen, the report and questions are not at all inclusive and assume the reader has an understanding of the dealings of the public sector. There were several questions I didn't even understand even though I referred to the 3 documents.



## 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 unreasonable and is causing an unnecessary investment in time, expense and energy when there is very little available at present to cope with basic needs in education health etc. Why do we need to increase the number of 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?

Disagree

**Comments:**

LAs are already stretched to fulfil statutory duties Such as getting children to attend school or meet ALN needs. This is an unnecessary target which will cause stress and division.

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:**

STOP this totally unrealistic and divisive target. How many people in Wales actually support this?

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:**

There is no need for a continuum therefore no need to publish it. We have got rid of publishing school performance data. This seems a backwards step. Again, divisive in many ways.

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

Disagree

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

**Comments:**

NO. This is divisive! Focus on teaching children basic skills. Why are we forcing the Welsh agenda? Don't we want global citizens? There will be less time for other subjects. They will not be able to compete with English students who have more time for other subjects and ALN or EAL learners will fall further behind.

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

Disagree

**Comments:**

Disagree with the whole category descriptor idea.

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?

OUTRAGEOUS. Children will have less time for other subjects. It will mean many children fall behind esp compared to English counterparts. This is forcing Welsh down the throats of families who may not speak Welsh and don't want to. It is not inclusive. My children would hate it. I am 100% against this. It seems Wales is alienating itself from England and any families who may move in. Why is it important to speak Welsh? By all means have it available but don't force it on every family. There will be less uptake on MFLs which could impact opportunities to work in Europe and around the world.

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?

Divisive. Nothing good. Archaic.

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

Disagree

**Comments:**

NO! Where is the choice of parents to decide what language their children are taught through?

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?

Totally disagree. I know many children already hate having to sit Welsh GCSE. They will not want more lessons in Welsh.

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?

Ask the local residents.

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:**

Stop dictating what language the population are to speak! This seems like a dictatorship through stealth.

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

**Comments:**

No

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

**Comments:**

Already work overload.

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)?

Disagree

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?

None. No need for it. Many other priorities public money should be spent on.

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?

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?

Probably more groups than are anticipated and none can afford the added cost or negative impact (eg additional work) to practice.

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?

The financial implications are massive. Training, translating, additional support etc. I fail to see how the cost at this time following Covid and with a cost of living crisis can be justified.

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?

Current costs such as duplicating prints due to bilingualism, translations etc are already high. These added costs are indefensible.

## 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?

Could well be negative as many people will feel bullied into this. There is already a division with Welsh speakers feeling empowered. Be reasonable. Don't force this on people. Enable people to select a language rather than force both on everyone. It causes frustration.

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.

I don't know where to start. While thing needs to be reviewed. Happy to have a conversation about this.

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:

Disagree with the whole thing. WG have dreamt up a target without even checking if people want it or whether it is wise./achievable. This will be a waste of precious public money and cause more division.

## 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?

..

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?

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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?

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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?

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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

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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?

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

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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?

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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:**

I like to use a range of resources in my learning journey such as SSIW, the Amdani book series, Lingo Newydd, Cymru Fyw etc. Duolingo is a great resource but I have completed the Welsh course twice now. It is so easy and convenient to use whilst out and about and I would welcome it's development with more advanced content and vocabulary.

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?

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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?

..

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?

..

## 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?

..

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.

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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

**Comments:**

In principle. Young people engage with youth work on a voluntary basis so this needs to be considered when making the target statutory. Local authorities have huge problems with recruiting WM youth workers within Welsh speaking communities, never mind predominately English speaking communities. There needs to be a joint understanding of what is meant by the term 'able to speak Welsh'

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:**

Overall consensus was that there should be a defined role for local authorities. The special school representatives don't feel that the B2 level is achievable for all learners. This is the case for English as well as Welsh. For many children in the special sector, communicating in their first language is problematic and these learners may never reach B2 in English let alone Welsh. Guidance to Local Authorities needs to be addressed. Some of the decisions that are being made within local authorities are not conducive to supporting the delivery of the Welsh language. Local authorities need to ensure that Welsh expertise is not being taken from English medium to support new Welsh medium schools. Will the funding of new WM schools come at a detriment to funding for existing 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

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:**

We need to move away from the term of Welsh speakers and Welsh learners and help people understand that Welsh learners are Welsh speakers. If you can use incidental Welsh you are a Welsh speaker

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

Agree

**Comments:**

Need to consider how this aligns with other policies – CFS, tackling the impact of poverty. Categorisation is a word that have very negative connotations within the sector. Should look at defining rather than categorisation.  
Terminology is unclear – is it categorisation or classification? Group agree with classification but not categorisation as an accountability measure/judgement on the school.  
Conflicts with the ALN act and will be unfair to PRUs and special schools. ALN act says to provide an individual learner journey, which doesn't fit with categorisation.  
This consultation affects the entire education sector but these questions are school-focused. What about youth work sector, PCET etc.  
Accountability can't lie at school level

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:**

The group struggled to understand what was meant by this question but felt that accountability measure should not be placed within the bounds of the Welsh Ministers as other organisations have more knowledge and expertise in this area.

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 not enough teachers to deliver this. Maybe the target should be to recruit xx amount of teachers by a certain date before thinking about how many learners/speakers there should be. There aren't enough teachers to deliver the current model, never mind an increase.  
Could lead to learner disengagement – especially those with ALN.  
Additional stress for headteachers as it's unachievable at the moment. Will be another reason for practitioners to leave the profession

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?

Schools are not able to move down through the categories which could cause huge problems if staff changes mean that expertise in Welsh is lost and provision cannot be delivered until new resource is acquired. With the current recruitment crisis this is a very likely scenario.

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

Agree

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

**Comments:**

Agree but need the resource to do this. Wales doesn't have enough teachers full stop, never mind WM teachers.

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?

Schools do not have sufficient resources to do this. Provision should only be increased once there are a sufficient number of teachers who can deliver it

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

*No Response*

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

**Comments:**

There should absolutely be a plan for increasing the number of WM teachers as the target is unobtainable without this.

Need to consider all the other issues that are in existence; poverty gap, recruitment crisis

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:**

WM schools have to put systems (trochi) in place for learners who join WM education later in their education. There needs to be funding for this provision.

WM secondary schools are still being expected to accept pupils with no Welsh language skills who are too far into their educational to take part in an immersion programme

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?

Agree

**Comments:**

In principle but it is incredibly difficult to recruit WM teachers in WM areas, let alone in predominately EM areas.

Difficult to get good teachers in EM schools that are in special measures. Will be so much harder to get teachers who can teach through the medium of Welsh. This will lead to poor categorisation which is unfair to the school.

Schools do not have the resource to deliver the existing Welsh medium provision currently required as they do not have the staff. Without increased workforce capacity schools will not be able to deliver to the B2 level



## 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*

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*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 proposals will no doubt have a positive effect on the Welsh language and its use but there not nearly sufficient resources to deliver on it

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?

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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*

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*No Response*

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*No Response*

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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:**

Basic failure of the National Centre.....2012 (before the arrival of the Centre) - 18,000 Welsh learners on courses; 2023 (after eight years of the Centre) - 15,000 Welsh learners...cost to the Welsh Government = £13,000,000

At the same time a Welsh course on Duolingo....2012 (before the arrival of the Welsh course) - 0 Welsh learners on Duolingo courses; 2023 (after seven years of the Welsh course on Duolingo) - 620,000 Welsh learners on Duolingo courses ....cost to the Welsh Government = £0

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

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Agree

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*No Response*

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*No Response*

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*No Response*

## Mandatory questions

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

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## 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 feel incredibly strongly, both as a specialist teacher of ALN and EAL pupils, and a mother of three teenage students, that the Welsh Government's agenda on pushing forward the Welsh language has to stop. I have pupils in my ever expanding class, who, despite incredible devotion and hard work on my part, are still not entirely literate or where they need to be with their literacy skills. The focus, resource and money needs to be on ensuring every single child leaves primary education proficient in each aspect of literacy, otherwise we are heading towards a real situation of many high school students displaying behavioural and academic difficulties as they struggle to access work and achieve real success. There will without doubt be a real crisis in our schools if such targets as this are given the green light. There is this assumption that everyone wants to, should be, needs to be speaking Welsh and it is absolutely not the case; it is concerning and bizarre. If this goes ahead it will be without doubt at detriment to the young people of this country.

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

**Comments:**

Please focus the energy, time and priorities on improving standards of English literacy skills for every single pupil and support the exhausted and desperate teachers who are watching their students not be where they need to be with their literacy skills and no what that means for their futures.

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?

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 effects will be real and damaging.

Experienced, excellent teachers like myself will be put at a disadvantage because we are not fluent Welsh speakers and that is shameful and discriminatory. I know colleagues who teach at Allensbank Primary School and they are facing redundancy in two years time, and these incredible, experienced and devoted teachers may not be successful when reapplying for new posts - because they cannot speak Welsh! Yet a mediocre, 'alright' teacher who speaks Welsh could be. It is utterly shameful and confusing. We have vulnerable pupils in this city, we have many EAL pupils, we have ALN pupils who need English fully embedded before they can even consider being ready to learn a new language. (You need to have the transferable skills to successfully and effectively learn an additional language, which so many of our young people do not have.)

Excellent teachers will be lost. The overall standards of literacy will decline. We are utterly astounded in our school and at home, as to how this agenda (of which it is) has been able to be given such momentum.

WE ARE FACING AN INTERNATIONAL LANGUAGE DEFICIT IN WALES. THE NUMBER OF STUDENTS OPTING TO STUDY AN INTERNATIONAL LANGUAGE AT GCSE LEVEL AND BEYOND IS DECLINING AT A CONCERNING RATE. A BBC STUDY HAS FOUND THAT BY 2030, THERE COULD BE LESS THAN 100 STUDENTS PER SCHOOL OPTING TO STUDY A FOREIGN LANGUAGE AND THAT IS APPALLING. I HAVE NOW ASKED IN EXCESS OF 50 YOUNG PEOPLE WHY THEY DID NOT CHOOSE A 'FOREIGN LANGUAGE' FOR ONE OF THEIR GCSE OPTIONS, AND EVERY ONE REPLIED WITH 'I AM LEARNING WELSH AND I DO NOT WANT TO LEARN A SECOND LANGUAGE.' I THEN ASKED THEIR FEELINGS ON THIS -AND I ASSURE YOU THIS IS THE ABSOLUTE TRUTH, - NOT ONE STUDENT HAS ENJOYED OR WANTED TO STUDY WELSH WITH OVER HALF WANTING (QUITE DESPERATELY SO) TO LEARN SPANISH OR FRENCH. WE ARE FORCING THEM TO LEARN A SUBJECT THAT PUPILS MAY NOT ENJOY OR IN THE CASE OF MY SON, WHO HAS ALN, COULD EFFECTIVELY ACCESS AND KNEW HE WAS GOING TO FAIL AT LEAST ONE SUBJECT. IT IS SHAMEFUL.

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:**

ENOUGH!!! Experienced, excellent teachers like myself will be put at a disadvantage because we are not fluent Welsh speakers and that is shameful and discriminatory. I know colleagues who teach at Allensbank Primary School and they are facing redundancy in two years time, and these incredible, experienced and devoted teachers may not be successful when reapplying for new posts - because they cannot speak Welsh! Yet a mediocre, 'alright' teacher who speaks Welsh could be. It is utterly shameful and confusing. This will be at the absolute detriment of not just our young people but for the excellent teachers who face the real possibility of losing their jobs. There will be very few teachers with the experience and skills to manage the range of needs in such schools like Allensbank and yet these teachers could be replaced

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

because even though being proud Welsh citizens, they cannot speak Welsh.  
 You will have more EAL and ALN pupils being offered a place in a Welsh medium school due to their not being the space in an English medium school - HAS HAPPENED JUST AGAIN THIS WEEK IN MY SCHOOL! Will these schools be equipped to manage these ever changing needs and demands?? Will they have amazing teachers who know how to effectively support a child with significant ALN, who are significantly behind where they need to be with their English acquisition, who may be suffering with trauma as they have recently arrived from the Yemen or Afghanistan.  
 You need to stop and think what this would mean.  
 There is also the sore subject within our school of the expense and resources that will be needed to achieve this - again at the detriment of our ALN pupils and the pressure on already exhausted teachers.  
 Can I just add that being a proud Welsh person does not mean you need to speak Welsh! I often celebrate and discuss and teach Welsh culture and history and yet there is this growing, uncomfortable feeling that to be a 'true' Welsh citizen you need to know the language.

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?

Experienced, excellent teachers like myself will be put at a disadvantage because we are not fluent Welsh speakers and that is shameful and discriminatory. I know colleagues who teach at Allensbank Primary School and they are facing redundancy in two years time, and these incredible, experienced and devoted teachers may not be successful when reapplying for new posts - because they cannot speak Welsh! Yet a mediocre, 'alright' teacher who speaks Welsh could be. It is utterly shameful and confusing. This will be at the absolute detriment of not just our young people but for the excellent teachers who face the real possibility of losing their jobs. There will be very few teachers with the experience and skills to manage the range of needs in such schools like Allensbank and yet these teachers could be replaced because even though being proud Welsh citizens, they cannot speak Welsh.  
 You will have more EAL and ALN pupils being offered a place in a Welsh medium school due to their not being the space in an English medium school - HAS HAPPENED JUST AGAIN THIS WEEK IN MY SCHOOL! Will these schools be equipped to manage these ever changing needs and demands?? Will they have amazing teachers who know how to effectively support a child with significant ALN, who are significantly behind where they need to be with their English acquisition, who may be suffering with trauma as they have recently arrived from the Yemen or Afghanistan.  
 You need to stop and think what this would mean.  
 There is also the sore subject within our school of the expense and resources that will be needed to achieve this - again at the detriment of our ALN pupils and the pressure on already exhausted teachers.  
 Can I just add that being a proud Welsh person does not mean you need to speak Welsh! I often celebrate and discuss and teach Welsh culture and history and yet there is this growing, uncomfortable feeling that to be a 'true' Welsh citizen you need to know the language.

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

Disagree

**Comments:**

How much more scrutiny and monitoring can us teachers take.

Unless you are Ysgol Mynydd Bychan who has not an inspection in 8 years..... Did their notification of a visit from ESTYN get lost in the post...?

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?

*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?

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?

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?

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?

*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?

PUPILS ARE BEING PUT OFF! WHEN WILL YOU SEE THAT 'FORCING' THIS LANGUAGE UPON US IS CAUSING RESENTMENT AND A LANGUAGE DEFICIT IN WALES! BY 2030, IF CURRENT TRENDS CONTINUE, THERE WILL BE LESS THAN 100 STUDENTS PER SCHOOL OPTING TO STUDY AN INTERNATIONAL LANGUAGE IN SCHOOLS IN WALES AND THAT IS EMBARRASING AND CONCERNING.

TRIAL FOR A COUPLE OF YEARS, ALLOWING WELSH TO BE AN OPTION AND I GUARANTEE THAT STUDENTS WILL NATURALLY AND EASILY START OPTING FOR FRENCH OR SPANISH OR GERMAN. MY TWO TEENAGERS FOR ONE. LEARNING TWO LANGUAGES IS A LOT FOR MOST PEOPLE.

PLEASE PLEASE ALLOW WELSH TO BE AN OPTION. TO PUSH THIS AGENDA IS ANTIQUATED AND CAUSING A CONCERNING LANGUAGE DEFICIT IN WALES. YOU WILL HAVE FAMILIES WILL NO CHOICE BUT TO SEND THEIR CHILD TO A WELSH MEDIUM SCHOOL AND NOT BE ABLE TO SUPPORT THEM IN A WAY A CHILD NEEDS TO BE SUPPORTED.

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 has to be a choice.

Ironically even Welsh speaking friends of mine are frustrated by this clear agenda and with Welsh 'being rammed down every one's throats.' People are becoming resentful and frustrated.

The amount of money, resource and time devoted to translating material for example into Welsh is shameful, especially when I currently have 31 pupils in my class and no money for a teaching assistant.

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:

\* What this means for excellent, devoted and experienced teachers. (Who either cannot, or will not - which is their choice as a citizen of Wales and the U.k - speak Welsh.)

\* The impact on international languages being spoken in Wales. We are facing a concerning language deficit in Wales. As a result even more pressure is being put on exhausted primary school teachers who now have to plan, teach and assess, an international language (which is compulsory with the New Curriculum) to help prevent this language deficit worsening. When I spoke to over 50 students asking why they did not choose an international/foreign language at GCSE, EVERY STUDENT, replied with, 'I have to study Welsh and I do not want to learn two languages.' Maybe trial not forcing students to take Welsh at GCSE for a few years and I guarantee that the number of students opting for French, Spanish or German will naturally, easily and quickly increase. Please let Welsh be an option.

\* It is hugely unfair for the ALN pupils who are not fully literate, or where they need to be with their English acquisition. The focus for teachers has to be ensuring every child leaves literate in English or there will be a real crisis in schools. It will result in worsening behavioural and academic issues in high school and beyond, as pupils struggle to fully access tasks and achieve the success they deserve. Not every child can learn a language and that is not a sign of weakness or fault. Many do not have the transferable skills to learn an additional language effectively and successfully. My son has ALN and it was hugely frustrating and concerning that resources, time and attention was lost due to the time given to Welsh (and now an international language....) He failed his Welsh GCSE, unsurprisingly, which was devastating for him as he managed to pass every other one.

## 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**

Sicrhau hyfforddiant o ansawdd uchel

Sicrhau bod staff yn mynychu dosbarthiafau ac yn gwneud cynydd

Sicrhau bod pob corff cyhoeddus yn cadw i'r Safonau.

Rydw i'n gweithio mewn prifysgol lle mae ebyst yn cael eu hanfon allan yn uniaith Saesneg i staff a myfyrwyr a hyn yn rheolaidd. Mae staff cyfrwng Saesneg yn cael eu apwyntio i rolau sy 'n rolau dwyieithog.

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**

Trwy osod rheolau tynn i gyrff cyhoeddus sicrhau hyn

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

Cytuno

**Sylwadau ategol**

Yn bendant gan y byddai hyn yn dangos datblygiad ar y continwrm

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

Cytuno

**Sylwadau ategol**

Byddai yn sicrhau eglurder ieithyddol i ysgolion

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

Ddim yn cytuno nac yn anghytuno

**Sylwadau ategol**

Mewn cydweithbriadiad â phenaethiaid/ swyddogion gwybyddus.

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** Byddai hyn yn gam positif

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. Mae'r ALI yn adnabod yr ysgolion o fewn yr awdurdod.

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

Cytuno

**Comments:**

.... a hynny'n fuan

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** Cytuno â hyn

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

Cytuno

**Sylwadau ategol**

Yn anffodus bydd hyn yn sicrhau cynnydd ns fyddai'n digwydd fel arall. Rydw i n byw mesn ardal lle mae llawer o athrawon yn teithio  
Dros y ffin o Loegr ac ychydig iawn o Gymraeg a welir: glywir.



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

*No Response*

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 cynnig ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno

**Sylwadau ategol**

Mae hyn yn hanfodol i sicrhau llwyddiant

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

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**

Mae hyn yn synhwyrol

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 cynigion i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno

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

**Sylwadau ategol**

Mae hyn yn cynyddu atebolrwydd

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**

Yn bendant

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)?

Anghytuno

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**

Mae'n anodd ateb hwn ond yn sicr bydd angen mwy o gyhoeddusrwydd i bwysigrwydd addysg cyfrwng. Ymraeg. Byddai rôl tebyg i'r hyn oedd Bwrdd yr Iaith Gymraeg yn ei eneid flynyddoedd yn ôl.

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

Cytuno

**Sylwadau ategol**

Byddai hyn helpu eu plant

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

Cytuno

**Sylwadau ategol**

Mae gwn eidoes yn llwyddiannus.

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?

Ddim yn cytuno nac yn anghytuno

**Sylwadau ategol**

Ddim yn siwr o hyn

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

**Sylwadau ategol**

Fedra i ddim meddwl am fodel arall

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 cwrdd 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

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** Yn fy sefyllfa waith i mae ffafriaeth i'r Saesneg. Felly byddai'n gymorth i rwystro hyn.

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** Byddai dealltwriaeth wedyn o bwysigrwydd y Gymraeg.

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?

Agree

**Comments:**

Through adult education (FE), primary and secondary. Also, other support for less formal educational settings.

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:**

Welsh ministers should lead the way by becoming B2 Welsh speakers themselves, and / or making it a requirement of working towards it as a minister.

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?

I think there should be a minimum amount of Welsh language provision. There will be resistance towards change of course and this needs to be managed carefully.

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 approve of the proposals.

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?

It is vital if the language is to prosper, or survive even

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?

Demand for Welsh medium schools should be the most important factor.

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

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 comment

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 comment

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 comment

## 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 comment

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 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:

No comment

## 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?

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?

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

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 Comment

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 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:

No Comment

# 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:**

The language needs more people to learn it, otherwise it will die out.

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:**

Making it easier and more opportunities to not just learn Welsh, but speak it day to day as well.

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?

At the moment kids have to learn other European languages, why not learn their own countrys' 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)?

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?

Make learning available to parents and carers and other adults to encourage them to help the next generations.

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:**

I am an adult learner and from what I've noticed with a lot of other adults they are learning to be able to help and speak to their children.

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

Agree

**Comments:**

We can't just expect the children to do it. This could create a generation gap of non-speakers. If adults learn simultaneously that would only benefit the language and make it easier for everyone to speak outside the classroom. There are a lot of adults who want to learn more, but don't know how to or don't have the financial means to do so.

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:**

Basic failure of the National Centre.....2012 (before the arrival of the Centre) - 18,000 Welsh learners on courses; 2023 (after eight years of the Centre) - 15,000 Welsh learners...cost to the Welsh Government = £13,000,000

At the same time a Welsh course on Duolingo....2012 (before the arrival of the Welsh course) - 0 Welsh learners on Duolingo courses; 2023 (after seven years of the Welsh course on Duolingo) - 620,000 Welsh

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?

learners on Duolingo courses ....cost to the Welsh Government = £0

I started on Duolingo over a year ago at that time the course was immersive and understandable. Once the format changed in October 21 and the understanding was taken away it became very difficult to continue learning independently. I am luckily in a position to do a course through learnwelsh.cymru which meant I could continue with my learning, but the National Centre ruined a course that was helping thousands of people learn welsh (All over the world!)

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?

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?

*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 would like to be able to have more opportunities to speak Welsh day to day. At the moment there seems to be an imbalance in the North, South and Mid Wales with some people (not many) being almost angry that adults are learning now. I don't understand this thinking so cant comment on why they do it, but the majority of people I try to engage in Welsh with seem to genuinely enjoy the efforts made.

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.

I don't know, please see my previous 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:

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)?

*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

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

More free courses, create more opportunities for learners to practice speaking Welsh with each other. Create more links with Welsh speakers and learners in the community. Welsh speakers don't engage in speaking Welsh with learners quickly switching to English this creates a barrier for learners to progress.

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

Neither agree nor disagree

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

Neither agree nor 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

### **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**

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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?

*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 dont know

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.

I dont know

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:

Not at the moment

# 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:**

Agree in the principle that it gives a clear steer for decisions at national and local level.

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:**

Agree because to meet the very challenging targets for this outcome it will need focus from all levels of the education sector. Support for education settings: funding and professional learning opportunities to support development of Welsh language skills of the workforce.

Concerned that LA's are determining catchment areas for Welsh provision- does this mean priority for Welsh medium schools, where does this leave English medium schools that need funding from limited and stretched funding streams?

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:**

Agree because to meet the very challenging targets for this outcome it will need a clear steer but also ongoing consultation and collaboration with all sectors involved - listening to expertise of educators and Welsh language experts.

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:**

yes- for consistency and equity of approach for all Welsh learners

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

**Comments:**

It depends on what the purpose of categorisation is - is it to have overall national picture and highlight areas of regional difference and nuance or is it to implement defined criteria for different categories linked to accountability and a drive for most schools to move into welsh medium provision. If so - no. Paragraph 46 suggests that this is to monitor schools' performance in meeting requirement and paragraph 57 states that it is intended that all schools who are not welsh medium will increase welsh language provision over time and that in the case of many schools, this will move from one category to the next.

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?

Looking at categorisation of minimum amounts- how will this be implemented in practice realistically? The principles of Cymraeg 2050 are, in my opinion, laudable. Operationally, this ambition will have significant impact on learners , schools and staff as change is driven through.

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:**

Within the category they are in- absolutely- this is achievable (providing it is understood and accepted that other areas of learning will be affected and this will take a long time to embed). I am concerned that the proposals imply that all schools are moving through categories to become welsh medium. Clarification around this would be useful,

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?

Within the category they are in- absolutely- this is achievable (providing it is understood and accepted that other areas of learning will be affected and this will take a long time to embed). I am concerned that the proposals imply that all schools are moving through categories to become welsh medium.

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

Disagree

**Comments:**

More accountability which jars with Curriculum for Wales and looking at the questions that inform the delivery plan- how will this be achieved i the first place to be monitored? My concern is that this would become a paper exercise. Developing welsh language should be a thread through school improvement priorities- then it is linked to professional learning and pedagogical development as part of the regular school review processes.

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?

Concerning. What happens to english medium schools that need maintaining and funding- are they less important. Theoretically, ok to say it won't be affected but new buildings and new schools could take from other provisions. I think it would be useful to look at the impact of free schools in the english system to see how a new school might either support/ affect established education provision and social make up.

p67... 'where it is intended to amalgamate two english medium schools, the authority would be required to plan to increase the welsh language provision of the new school in the context of moving the school along the continuum to be a higher category school'. This would be the case in the school where I am head in a predominantly english speaking community according to plasc data. This is a real concern that we would be seemingly directed into this position. This potentially would impact on the community where parents choose to go to a different setting that isn't moving in this direction.. could be a real context for us

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?

Agree

**Comments:**

Would need very clear targets to meet the needs of developing the workforce to this extent.

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?

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?

Disagree

**Comments:**

Feeds into the pressure to LAs having power to direct welsh medium schools in a local area

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?

Disagree

**Comments:**

Workforce planning in general is essential. P95 is clear in that this means an increase in number of teaching staff who are able to speak welsh and teach through the medium of welsh. There are recruitment and retention issues now in school- how will this support that? This statement infers that being a welsh speaker is more important than the skillset of a strong teaching force- welsh speaking versus pedagogical skill and practice

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?

Disagree

**Comments:**

because this just becomes another accountability measure pushed onto schools

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

**Comments:**

in context of all categories and nuances of local context and demands

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?

Neither agree nor 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?

*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?

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?

I think it is admirable and will support the opportunities to be confident to use Welsh in everyday language. My question would be how are these opportunities supported in the wider community to enable confidence and application in Welsh language outside context of educational settings - how will this look in non- Welsh speaking families to support the work in the education sector.

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.

Clarity on school categorisation system

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

**Comments:**

The power of law may be needed to enable this target to be met.

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:**

Ensuring the target is met within their own area, specifically through the activities of the Authority itself.

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:**

Legal framework to ensure adequate provision to enable the target to be met.

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?

There should be an adequate minimum provision of Welsh language in all schools with appropriate funding being provided by local and central government.

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?

These proposals are important to ensure full information being available to (prospective) parents, and will provide a rigorous framework for measuring success in the meeting of targets in Welsh language teaching.

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?

These would seem to be aimed at ensuring that all schools make progress as required, and therefore are to be recommended.

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

Agree

**Comments:**

64 is particularly important to ensure that all authorities provide the appropriate support to schools in their area and measure their progress.

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?

Primarily this should be a matter of ensuring that no child is denied the opportunity of Welsh medium education in their own area.

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

**Comments:**

Some authorities may be reluctant to provide full support without this level of direction from Ministers.

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:**

The general public has a right to know how well targets are being met in their own area, and how this compares with other areas.

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:**

Measures need to be in place to ensure that authorities implement recommendations made by 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)?

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:**

This will make a large difference to the success of the main targets. If children do not hear/speak Welsh at home, they will not progress as well as if they do.

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

Ensure that all necessary resources, not only financial, but also in terms of training provision and availability of teaching materials, are provided for teachers, pupils and parents.

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

Neither agree nor disagree

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?

Neither agree nor disagree

**Comments:**

Not sure whether the NCLW is the right body for this. I do not have sufficient knowledge of their capabilities or those of other bodies to make an informed evaluation.

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?

There is potential for alienating English speakers, and steps should be taken to mitigate this, otherwise it could lead to destructive effects. However, this does not mean that the proposals should be watered down in any way; merely that care should be taken over the implementation. "Die-hard" English speakers (including those who have moved to Wales from England) must not be allowed to work against these proposals.

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.

This may require a legal framework of protective measures.

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:

Nothing comes to mind at this time.

# 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:**

Show commitment. Actions.

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?

A culture's language is part of a culture's soul.

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

**Comments:**

Support committed volunteering teachers and online platforms. Show action.

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?

Neither agree nor disagree

**Comments:**

Such single body should show true commitment i.e. do its job properly.

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:**

It looks like other online initiatives like the Duolingo learners' community show much more commitment - and thus results - than the National Centre for Learning Welsh.  
Why is that?

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?

Wales and its culture have been oppressed, and if you want to give the culture a chance to thrive you have to help the language survive.

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.

Does it really need explaining?

If you suppress a people's own language you maim their identity, so if you want to save a culture you have to commit to giving its language every opportunity to revive.

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:

Act.

# 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?

The only effects will be positive.

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?

N/A

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

Agree

**Comments:**

As a former teacher I think should should have happened years ago

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?

Positive

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?

There shouldn't be any thoughts, all new schools in Wales should be Welsh medium.

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?

Disagree

**Comments:**

Estyn should be disbanded

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?

Better schools and resources for Welsh medium options

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?

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?

It would have a positive outcome for wales and welsh language

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.

We are wales and should be completely bilingual

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?

Agree

**Comments:**

i am assuming the one million speakers would be in Wales ?

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:**

They should have a co-ordinating role

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:**

they should work with local authorities, the further education colleges and schools

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:**

and it should be bilingual

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

Agree

**Comments:**

yes

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?

I think there should be an obligation on all schools to provide teaching of and in the medium of 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?

agree

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

Agree

**Comments:**  
provision in english principal schools is not enough

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?

I agree with them in the round

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

Agree

**Comments:**  
yes it should all be monitored otherwise standards slip

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?

supply and demand. All children should be able to choose whether or not to go to a Welsh or English medium school so the decision would be based on geographical distance of one school or another.

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

**Comments:**  
yes very strongly 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)?

**Comments:**

better publicity for report such as these! also better communications all round between the media, Welsh govt and local authorities

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:**

yes and do some market research about what parents/carers feel they are missing

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

much wider circulation of plans. hardly any publicity about this document

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:**

this comes down to access and also communication

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

**Comments:**

There should be specialist divisions within the single authority . Adult learning and school learning different. But should coordinate.

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:**

its too much for one organisation. needs specialist sectors

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?

Neither agree nor 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?

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?

*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?

there should be a more unified approach to the language. There are too many forms of Welsh. formal, informal, North, South, West, spoken, first language Welsh, learner Welsh, English School Welsh. It should be unified a lot more.

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.

More unity of purpose of language

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:

Much better communication of policy documents  
Unified approach to language (as end result) but means to get there should be appropriate and not controlled by one body but several coordinating bodies

## 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?

This will have a significant impact on English medium schools. With awful budgets and reducing provision for ALN and wellbeing support we need to be focusing on English.



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 think it is a very bad idea

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

Disagree

**Comments:**

English medium schools have very little ability to do this

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?

It is not practical or workable

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

Disagree

**Comments:**

This is not in keeping with the school as learning organisation model or the ethos of curriculum for wales

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 think it should be based on a needs analysis not on the number of Welsh schools needed to meet a WG mandate or expectation

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)?

Disagree

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?

I think Welsh minister should promote English and Welsh medium education equally

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?

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?

Any costs should be paid by Welsh government. School budgets are the worst they have ever been and we should not have to supplement this agenda financially

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?

Staff availability and skills

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?

money should be put toward school budgets instead of this agenda

## 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?

There cannot be a blanket approach across wales

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.

This policy will be to the detriment of teaching English

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:

this agenda needs a rethink. We need to ensure schools have flexibility and are not in a position to be categorised. This is at completed odds with the idea of a self improving system.

## 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:**

Education plays a key role in developing and promoting Welsh language and becoming a Welsh speaker. The suggestion to put the national target on the face of the Bill is an important consideration, however the people of Wales need to feel connection with Cymraeg, which at the moment is a challenge within the school system. For this to be sustainable, understanding the needs and also the current experiences of Cymraeg across all language mediums in Wales is critical to understanding what needs to change, and also where there may be best practice examples. It is crucial that there is a sense of ownership among education institutions (across all ages) for the target to become a reality.

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:**

LAs play a key role in the school establishments in their areas. It is vital that LAs also feel a sense of ownership of the target for Cymraeg. Research (which I have conducted) related to the role of policy informers at different levels (local, regional and national) suggests that best practice needs to be communicated across Wales, and that there needs to be more clear roles and responsibilities related to the role for LAs. The role for LAs as such is to understand the use of Welsh currently within their school establishments, and to ensure that there are clear communication opportunities for schools to feedforward and feedback their experiences (whether these are challenges or examples of best practice), and that these are then considered at the national level to develop and/or change practice and policy. The role therefore should be complementary to the work happening on the ground and to also ensure clear communications from the top down and bottom up. With regards to the outcome that's synonymous to level B2 by 2050, this may pose different challenges and/or opportunities within the different LAs across Wales. For example, some LAs will be able to contribute significantly to the target due to more Welsh medium or Bilingual schools, compared with those where English monolingual schools are much greater in number. This also needs to be considered when defining the role of the LA.

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:**

The role should be leadership in nature, and also co-creative. Acknowledgment of the co-creation of policy outcomes or decisions (which through clear communication lines from school-LA-Welsh ministers) would support the sense of community empowerment and belonging to the national target and Cymraeg.

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:**

This could be an important indicator of where a learner perceives themselves (in relation to their linguistic competence). That said, this needs to be implemented with caution, as a risk could be that this is then used to socially 'define' your status as a Welsh speaker, which could lead to marginalisation and exclusion within communities and groups. A key issue related to whether a Welsh speaker uses Welsh beyond the education setting is the 'worry' of being judged on their spoken Welsh, and also excluding non-Welsh speakers, or being excluded themselves if they do wish to speak Welsh.

Building this into the education system (for example when outlining amcanion gwrs/blwyddyn) this could also help pupils become aware of the purpose and importance of learning Welsh, as well as the opportunities it could bring in the future. The continuum should be accessible, and also provide information on where one could develop their Welsh further if they wish to do so.

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

Agree

**Comments:**

Contact time within education with Cymraeg could come in various forms, not just through gwersi Cymraeg. For example, the Amdani work undertaken by the Comisiynydd y Gymraeg's office provided an important step to developing incidental Welsh within community sport settings. Despite several challenges related to implementing on the ground, it does provide an opportunity for Cymraeg to become part of PE lessons (for example). Engaging pupils from meithrin to uwchradd with incidental Welsh (if they are in an English medium school or Bilingual English) could imbed some important changes in linguistic behaviour, and promote its use also beyond the school gate. This may be an important consideration also in the training of teachers, to ensure that they are also confident to do this, and if not they are provided with training/support to be able to become competent and confident.

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:**

Definition of the category descriptions should be consulted collaboratively with all stakeholders. Ministers in Wales could play the role of collating and supporting the co-creative approach to developing these descriptions.

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?

Challenges related to up-skilling some members of school staff, however there are opportunities such as Amdani, where making Welsh more 'fun' could encourage people to buy into the minimum amount. Another challenge is the current attitude some learners and staff may have towards Cymraeg. This is where embedding the behaviour from a young age is critical.

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?

Agree with the collaboration with LAs on this, and also the consideration of the demographics in the catchment area. Providing leadership and resources may be important here. Again, a resource/initiative such as Amdani (or a version of which is created with schools) could be a good starting point here.

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?

Interesting, and also important for the achievement of the national target. Challenges could be staffing, demand etc. However the LA would have more data related to this and the current demand.

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:**

Critical- and the importance of involving the organisations listed is crucial.

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:**

Collaboration with HE institutions could also be important here.

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:**

Additionally to this, an important consideration is to also build a young person's confidence to use Cymraeg beyond the school gate. For Cymraeg to be a living community beyond the school gate, it is important to foster positive relationships with the language so that it can be enjoyed across all areas of live in Wales.

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?

Neither agree nor disagree

**Comments:**

Rather than imposed, encouraged and supported could be a more collaborative approach and support the feeling of empowerment and belonging to the target.

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?

Neither agree nor disagree

**Comments:**

Despite imposing duties, the use and development of Welsh may not solely be the responsibility of the LA, but the people of Wales and Cymraeg speakers/learners. Supporting encouraging Cymraeg behaviour, through school and beyond is important here.

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)?

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:**

But it should not be imposed, instead supported and not 'policed'

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

Clear and straightforward information, using the Young Person's voice to promote the lifelong benefits of being bilingual. Funding and support for technological advancements to support learning in a fun and engaging way (eg., duo-lingo), Social media platforms, as starting points.

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?

Agree

**Comments:**

Considerations: the role that they are currently playing is to lead the Welsh for Adults sector. There is perhaps an opportunity to expand the NCLW to two 'sections' 1. youth learning 2. adult learning.

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:**

Lifelong learning and support is critical, for all ages. Some may not continue to feel confident in speaking Welsh beyond school + post 16 education, due to several reasons (which could be related to HE, out-migration, not using Welsh in their Workplace, negative experiences of Welsh at school).

## 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?

*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?

Careful consideration related to the way that the changes are communicated with LAs, schools and other stakeholders. Collaboration throughout the process will be important to lessen the impact of changes which schools and their stakeholders see. The important point is that Cymraeg is encouraged, rather than forced, so that we can meaningfully change linguistic behaviours and attitudes. Seeing Welsh as something which is 'cool' and current could be important.

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.

Encouraging Wenglish, promoting flexible language use especially among pupils and staff who have not already been emerged in a Welsh speaking culture.

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:

-

## 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**

Hanfodol l barhau i gryfhau statws yr iaith a'i defnydd ar draws Gymru.

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**

Cefnogi addysg Gymraeg, hyrwyddo defnydd o'r Gymraeg o few pob awdurdod, cynnig darpariaeth dysgu Cymraeg cyson ac amlwg at draws pob sir - codi statws o bosib drwy greu un digwyddiad blynyddol i uno dysgwyr pob sir er mwyn dathlu a gwobrwyo eu cyflawniad - efallai tynnu rhai o enwogion Cymru i ymddangos yno er mwyn cwrs â'r dysgwyr aybl.

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

**Sylwadau ategol**

Mae adennill y Gymraeg ar draws ein gwlad yn rhan bwysig o'r hyn sy'n ein gwneud yn unigryw fel gwlad - ein hiaith lleiafrifol yw un o'n 'assets' pennaf o ran gwerthu a hyrwyddo Cymru ar draws y byd.

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorieiddio 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

**Sylwadau ategol**

Dylid ymgynghori'n llawn gyda'r rai a effeithir yn mhob achos

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**

Nid I bawb! Teimlo y dylid cael ei werthuso ar hyd y ffordd yn ôl gadael y disgybl e.e. rhoi gormod o wersi Cymraeg I ddisgyblion sydd heb gyflawni'n dda yn y pwnc yn gallu cael effaith andwyol a magu casineb at yr laith.

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?

*No Response*

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?

**Sylwadau ategol** I'm

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?

*No Response*

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)?

Ddim yn cytuno nac yn anghytuno

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

Cytuno

**Sylwadau ategol**

Angen gwerthuso ac addasu cyson.

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

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**

Ymddengys bod darpariaeth a'r defnydd o'r Gymraeg yn wan iawn mewn rhai ysgolion cynradd sy'n golygu bod disgyblion yn cyrraedd bl7 a heb gael eu hannog l ddefnyddio'r Gymraeg yn ddigonol o oedran ifanc fel y dylent - angen mynd i'r adael â hyn drwy herio ond hefyd cefnogi

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?

Ddim yn cytuno nac yn anghytuno

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

**Sylwadau ategol**

Angen cefnogi ar bob cyfrif i gyrraedd eu targedau

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**

Ydw, er angen bod mewn rôl gefnogol, nid i greu awyrgylch o bryder neu straen.

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**

Penodi hybwyr y Gymraeg ar draws ysgolion neu glwster o ysgolion a hybu gweithgareddau Menter . Hefyd creu rhaglen ganolog iaith a geirfa i'w defnyddio ar draws pob ysgol yng Nghymru gyda chontinwrm dysgu o'r cynradd i'r uwchradd er mwyn cael in rhaglen gyson I adeiladu sgiliau a phatrymau iaith wedi'i seilio ar ble bynnag y gwelwyd arfer dda.

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**

Angen monitro a herio lle and oes gweithredu ddigonol I hyrwyddo'r iaith

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

**Sylwadau ategol**

Mwy o sylw ac anogaeth I rieni sy'n medru'r Gymraeg I siarad Cymraeg gyda'u plant ac I fagu eu plant yn y Gymraeg - hyn yn broblem fawr. Yn yr un modd cefnogi ac hyrwyddo

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

pwysigrwydd hybu'r Gymraeg mewn teuluoedd lle mae un rhiant yn ddi-Gymrarg - angen anogaeth ac arweiniad achos y cartrefi hyn yn rhy aml yn mynd yn Saesneg eu hiaith

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

**Sylwadau ategol**

Dim ond oes oes hyder yn y ffaith y bydd darpariaeth a gweithredu da.

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

Ddim yn cytuno nac yn anghytuno

**Sylwadau ategol**

Gweler uchod

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?

Ddim yn cytuno nac yn anghytuno

**Sylwadau ategol**

Angen casglu barn ac ymgynghori gyda'r pobl perthnasol er mwyn gwneud penderfyniad

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

**Sylwadau ategol**

Rhaid lleadaenu arfer dda ar draws Gymru e.e cynllun trochi yng Ngogledd Cymru yn cael ei ganmol - angen lleadaenu'r dulliau a'r darparwyr ar draws Gymru.

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**

Hanfodol I hybu statws a defnydd o'r Iaith.



## 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?

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 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** Cynyddu'r defnydd a'r gallu i'w ddysgu. Beth am chwilio syniadau posib I greu a hyrwyddo heriau cenedlaethol blynyddol i annog pobl i fynd ati I ddysgu'r iaith a chodi proffil - dilyn patrwm ymgyrchoedd llwyddiannus fel 'couch to 5k' e.e. 'From Can't to Cymraeg'

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** Rhaglen lle mae patrymau iaith/ geirfa Cymraeg defnyddiol yn cael eu gosod ar draws mannau cyhoeddus ar draws dinasoedd a threfi Cymru (ac efallai cymorth ffonetig e.e. swyddfa bost - Galla i gael.../ Oes...gyda chi? / Hoffwn i...os gwelwch yn dda /

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.

Ar draws barciau/siopau/mannau cyhoeddus

Creu cyfleoedd i wirfoddolwyr e.e disgyblion 6ed dosbarth i helpu gyda'r ymdrech i ddysgu'r iaith i eraill

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**

Rhaid gwneud pob ymdrech posib ar fyrder I ddeddfu er mwyn diogelu enwau llefydd a chartrefi/ffermydd Cymraeg fel nad oes modd eu newid. Rhain yw holl hanfod ein gwlad fel gwlad unigryw ac os ydynt yn eu colli dyw Cymru ddim yn wahanol i Loegr ac felly'n colli ei hunaniaeth.

Hefyd rhaid gweithredu hyd ein gallu o ystyried yr amgylchiadau presennol i sicrhau bod 'cap' ar y nifer o ail dai sy'n gallu bod mewn ardaloedd penodol yn enwedig cadarnleoedd Cymraeg. Mi fydd gweithredu fel hyn wrth gwrs yn gwynebu beirniadaeth gan sawl un ond byddai gadael I gymunedau farw a chwtogi cyfleoedd I bobl ifanc lleol I ymgartrefu yn eu hardaloedd yn hollol drychinebus i'r wlad a'r iaith ac mi fydden yn difaru na wnaethon ni weithredu i'r eithaf pan fydd hi'n rhy hwyr.

# 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

**Comments:**  
no comments

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?

Provide easy to access, free or affordable methods of learning as possible.

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:**

The National Centre for Learning Welsh has not been successful in promoting and facilitating learning the Welsh language. Prior to the arrival of the Centre, there were 18,000 learners on courses. By 2023 (after 8 years of the Centre), that figure has dropped to 15,000. The cost to the Welsh Government has been £13 million.

By contrast seven years after the creation of a Welsh Language course by Volunteers on Duolingo, the platform has 620,000 Welsh learners with no cost to the Welsh Government. Surely this speaks for itself.

Sadly, earlier this year, the National Centre for Learning Welsh decided to take over the course on Duolingo and have frozen out the volunteers. Further, they are blocking the development of adding more advanced content or expanding and refining earlier units.

I have been through Duolingo twice (before it was taken over). People are impressed at the breadth of my vocabulary and I am keen to progress to the next level. However, with the Centre blocking the evolution of the course, this is not going to be possible. It is a shame that such a successful platform is now in a strangle hold.....at what further costs to the Government.

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:**

These provisions should be free, affordable and accessible via different platforms, e.g Classroom, remote learning, duolingo, Say Something in Welsh. More local groups to help support and encourage learners to gain confidence in speaking the Welsh language

## 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?

You need to ensure that adult learners are catered for as well as 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.

no 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:

no further comment



# Proposals for a Welsh Language Education Bill

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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:**

There is a very strong case to be made for maintaining/developing competing institutions to pursue the goal of expanding the provision of opportunities for learning the Welsh language. As a former (childhood) Welsh speaker, now re-learning the language, I have found that DuoLingo has provided - by far and away - the most accessible, efficient and effective means of developing a reasonable level of fluency. In fact, I'd be very hard put to identify what provision is currently offered by the Welsh Government or its subordinate bodies. I really fear that a single government funded body will wallow further in the mire of complacency and concentrate on generating useless administrative structures and reams of tedious reports rather than getting on with its mission of arresting and reversing the decline of the Welsh language. In pursuit of the latter, a private sector ethos, paid by results is in my opinion essential.

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Agree

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No comment

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No comment

## 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 comment

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.

There are numerous ways in which the proposed policy might be made more effective. For example, in schools, the expansion of Welsh language provision should go hand in hand with greater emphasis on Welsh history in order to foster greater understanding of, and perhaps pride in, the distinctiveness of Welsh heritage. Further, there is a need to identify and promote those parts of the Welsh cultural corpus (whether literary or oral) which are meaningful to a younger audience. (As an aside, is it another manifestation of our national inferiority complex that those taking A-level English literature in Welsh schools eschew our Anglo-Welsh poets and study Duffy and Larkin, rather than for example Thomas (RS/DM) ? ).

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 comment.

## 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

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

#### **Sylwadau ategol**

Rhaid i bob disgybl ysgol yng Nghymru Februaery gadael ysgol gyda'r hyder i ddefnyddio y Gymraeg ym mhob agwedd o fywyd, boed yn y Cartref, y gweithle, neu yn eu hamser hamdden. Heb addysg Gymraeg i bawb, bydd cenedlaeth arall yn colli allan.

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

Anghytuno

#### **Sylwadau ategol**

Ysgolion Cymraeg i bawb, dim tansellio pwysigrwydd yr iaith drwy gategoreiddio rhai ysgolion yn "fwy" neu yn "llai" Cymraeg nag eraill.  
Rhaid pwysleisio perthnasedd y Gymraeg i bob disgybl.

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

Ddim yn cytuno nac yn anghytuno

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** Cefnogi isafswm, a sicrhau bod y target yn cael ei gyrraedd a'i barchu.

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** Peryglus i adael darpariaeth addysg Gymraeg gael ei fygwth er mwyn arbed arian i'r awdurdod lleol.

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?

**Sylwadau ategol** Rhaid bwrw ymlaen at Ysgolion Cymraeg llawn ledled Cymru.

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 hyn gael ei gymeradwyo a'i gefnogi. Methiant hir dymor fyddai peidio sefydlu Ysgol cyfrwng Cymraeg.

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



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?

**Sylwadau ategol**

Rhaid sicrhau cyrraedd targedau o'r fath.

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

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

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 cynigion i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno

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 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)?

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 gofawyr?

Cytuno

**Sylwadau ategol**  
Hollol bwysig.

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

**Sylwadau ategol** Cefnogaeth cyllidol i awdurdodau lleol.

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

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?

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 Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

**Sylwadau ategol** .

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** Dim sylw.

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?

**Sylwadau ategol** Dim sylw.

## 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** Peryg i beidio fod yn ddigon radical i gynnig addysg Gymraeg i bob plentyn.

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** Dim sylw

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** Dim sylw

# 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?

**Comments:**

Expand the Duolingo Welsh course. It's free and easily accessible and has started many learners on the path to further Welsh study.

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 comment

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 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:

No comment

## 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 is far too ambitious a target - it is a buzzword. Why? what will this benefit? the census results showed a drop in welsh speakers.

it seems to be the only real benefit to speaking welsh is to get a job in wales - because that's what the gov wants - because they want to increase welsh in the workplace - becauseeee????....it's all so circular! will also suck lots of talent out of wales if getting a job here requires welsh. you must be so careful with the brain drain.

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

**Comments:**

Why? B2 level is a very advanced level of fluency that is only obtained by serious dedication and practice, how many resources will be allocated to this that could be used on far better things. We are not exactly in the best spot as a country and focusing so hard on these arbitrary figures such as 1 million welsh speakers by 2050 seems to be rather odd - as a keen Welsh speaker and linguist, I simply can't fathom any actual benefit achieving this goal would have. I enjoy speaking Welsh and attend a local welsh speaking club - but that's all it brings me, a bit of a fun as a hobby. To spend so much time and money on this seems just strange.

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

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

**Comments:**

A terrible idea! Shouldn't schools be ranked on far more important categories? please explain WHY us all speaking welsh fluently (an absolutely tremendous task) shall benefit our already struggling nation.

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?

There should be a dedicated Welsh speaker who comes in and does sessions - do not try and increase the already immense workload on teachers who CANNOT speak welsh - nor have the time to try and learn the language proficiently. It's lovely to introduce some Welsh at a point, I am a massive supporter of language learning - but again - why SO much focus?

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?

Extremely negative - a useless thing to rank schools on.

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?

Only by dedicated Welsh sessions - please do not try and increase incidental welsh as it is just pointless and especially for early years children, confusing. how are the schools meant to simply increase their welsh provision? in place of what? they already do GCSE. what next? a level? less maths, english? think about the skills you want our young people to leave education with. where will schools get more provision? will having welsh as skill superceed advanced degrees, experience? is it really

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?

Demand,current welsh schools, local welsh speaking population.

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

**Comments:**  
again - i just can't see the benefits such an immense project would bring.

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?

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:**

it's just so utterly pointless - there are 100 other things schools should be assessed on before.

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

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:**

not a duty - as i keep saying - the local authoroties have far more important things to do .

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?

Neither agree nor disagree

**Comments:**

I mean - if we had a never ending fund of money that sounds lovely - but again, should our resources really be devoted to projects such as this? please think about our embarrassing public transport system or rates of poverty before things like this.

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?

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

**Comments:**

Yes - if you want people to actually become fluent (an EXTREMELY difficult task) then please pull the focus away from schools - it has been proven to not work and school children in my experience simply hate welsh and the way it is forced. Instead, offer free classes, programmes, online courses, fun events etc to engage people in the language. again, resources.....

## 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?

*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?

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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.

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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 just change the ridiculous approach of trying to make all schools be welsh medium / assessed on their welsh. WHERE will you get the workforce? WHAT will happen to the thousands of brilliant teachers who do not have the capacity to learn Welsh? HOW can you be so naive to think that people can learn welsh part time to a level where they can actually teach in it? WHY do you fall pressure to the minority who want these changes? it will create division, be a waste of money with virtually no benefits, and most likely drive our brilliant workforce of teachers out of teaching and LOWER our standard of teaching. please consult further.

## 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

**Comments:**

Being Welsh is more than being able to speak Welsh. Whilst I believe it is important that the Welsh language continues and is not lost, I do not think that it should be pushed onto those who have no desire to learn it or those who wish for their education to be delivered in English. Parents generally choose schools that deliver the curriculum through the medium of English, because that is what they prefer. By having local authorities working towards the outcome that's synonymous to level B2, you are removing that parental choice, as more time will need to be devoted to Welsh. There are already many pupils taking Welsh at GCSE who would have preferred to have learned a different language, and as a result the take up for other languages at GCSE has dropped 'alarming decline between 2021 and 2022 in GCSE and A level entries in French , German and Spanish' (British Council Wales Language Trends Wales November 2022)

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

**Comments:**

I think it would be useful to have a Welsh language skills continuum for reference. Teachers involved in the teaching of Welsh should be involved with creating it. It should not be used to take time away from other subjects and to deliver more Welsh to pupils because those in WAG (and others) want more people to be able to speak Welsh.

I do not think the continuum should have a firm legal basis.



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 do not think there should be a minimum amount of Welsh Language provision. There are many pupils who are already finding it difficult to learn through the medium of English (and also Welsh e.g. pupils with ALN). There are a number of pupils leaving school unable to read or write proficiently in one language. Resources/time should be used to enable these pupils to make greater progress, rather than focusing on learning Welsh just because a national target of 1 million Welsh speakers has been set. You may have a better linguistic outcome by increasing Welsh contact hours, but to the detriment of other subjects for some learners. Surely the priority should be that all pupils are able to leave school being able to read and write, rather being able to speak Welsh?

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:**

By increasing Welsh language provision this will take time away from other areas of the curriculum and could negatively impact on pupils who already find it difficult to access lessons delivered in English due to EAL or ALN.

Teachers would need to be confident to be able to deliver the suggested designated lessons through the medium of Welsh, which has huge training and time implications, as well as financial implications.

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?

I don't think Welsh language provision should be increased in schools, unless the school would like to increase their Welsh language provision.

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

Disagree

**Comments:**

I don't think Welsh language provision should be increased in schools, unless the school would like to increase their Welsh language provision. Therefore, I don't think schools should be monitored to check they are making progress in this area.

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 do not think it should be presumed that any new school should be a Welsh medium school. I think the demographic of the area should be taken into account and the needs of the families and children, as well as the demand for English medium/Welsh medium education in that particular area, particularly areas where there is a large number of families that do not speak English or Welsh. Many Welsh parents whose first language is English would like their children to learn through the medium of English so they are able to support them with their learning.

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?

Neither agree nor 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)?

Disagree

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:**

This discriminates against English medium education.

Parents should be able to make their own informed decisions without Welsh medium education being promoted. Yes, provide information to make informed choices, but do not 'promote.'

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?

Neither agree nor disagree

**Comments:**

If parents/pupils wish to attend Welsh medium education and need late immersion provision, then it should be provided for learners.

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?

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?

*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?

More people would be able to speak 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.

You would need to get more people on board, particularly people who feel that the money should be spent elsewhere.

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 to report

## 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:**

Cymraeg ought to be the priority language in Wales, just like Swedish is the priority language in Sweden. All Swedes can speak English (as a foreign language), but when greeting a person anywhere in Sweden Swedish is always used first - and this is the way I would want to see Cymraeg being used in Wales. If the person replying to the greeting doesn't speak the language (be it Swedish or Cymraeg - it doesn't matter) that person will change to a language he/she is proficient in (and it doesn't necessarily have to be English either). If the person is proficient (to some degree) he/she will likely continue in the language used for the greeting until it doesn't work to do so anymore - so if Cymraeg is used for greetings throughout Wales there's a much bigger chance that people will use Cymraeg when communicating. I've heard plenty of people in Wales say that they spoke English to each other for several years before realising that they were 1st language Cymraeg (both of them)....

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:**

B2 (Sylfaen) isn't hard to reach if you just put some effort into learning. The Cymraeg course on DuoLingo can help people make it to that level in colloquial writing as well as colloquial understanding (both in writing and in hearing), and once you're that far all you need is opportunities to practise speaking. People moving to Wales ought to put enough effort into learning Cymraeg to make it through Sylfaen - at least!!!

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:**

Wrth gwrs Welsh Ministers ought to work towards more Cymraeg being spoken in Wales (and in the rest of the world). It's a great and beautiful language, and it's definitely not dead! It ought to be used much more than it is, and it ought to be the default language throughout Wales in every situation. Anything less than that is aiming too low.

All schools in Wales ought to be Welsh-medium schools, just like all schools in Sweden are Swedish-medium schools. People will learn English anyway if they want to - but ensuring that everyone grows up using Cymraeg in school is a good way to make people use more Cymraeg in the streets.

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:**

More people need to learn Cymraeg - in Wales as well as outside Wales. There must be opportunities for people to learn. There used to be university courses in Cymraeg at one of the universities in Sweden - but there isn't anymore because the university found it too difficult to find someone who could teach Cymraeg (Mynediad + Sylfaen)... The awkward fact is that there is a native Cymraeg speaker living in that very city applying for a PhD position at that university, and they've not even asked him if he would be interested in teaching Cymraeg.....

Cymraeg is a language - and a beautiful one at that! Tourists wanting to visit Wales ought to learn some basic Cymraeg (many of them WANT to), but it's still quite tricky to find ways of learning the language if you're not living in Wales. The language must be taught in Wales, but it must be taught elsewhere as well.

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

Agree

**Comments:**

Education in Wales ought to be in Cymraeg. It's as simple as that.

Everyone moving to Wales ought to learn to speak the language. Again - it's as simple as that. If you want to work for more than 2 years in Sweden you need to attend the "Swedish for immigrants" course and show a passed grade before you start your 4th year of working in the country. Something similar ought to be used in Wales as well - it won't make them fluent speakers, but at least it's a way of making sure that Cymraeg would be the main language used in every workspace in Wales (because everyone will understand it enough to understand the instructions given).

English-medium schools ought to only be allowed as special schools - schools for children who's parents are only working temporarily in Wales (a few months, a year at most). Children and teenagers living more than a year in Wales ought to attend schools where Cymraeg is the medium of education.

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:**

Yes, it would be a good idea to describe what the different levels of Cymraeg implies. The sensus only asks if people can speak Cymraeg - but most seem to believe that speaking Cymraeg implies being perfectly fluent in Cymraeg. It doesn't - and it needs to be clarified. I can speak English - but I'm not fluent in English. I can speak Cymraeg, but I'm certainly not fluent in Cymraeg (it's my 6th foreign language after all, and I was 25 when I first found a way of learning a few words and 36 when I first heard a Welsh word spoken). I don't expect I'll ever become fluent in Cymraeg - but I can manage several hours of Cymraeg-only chat sesiwns with my friends and I want to improve even more (but people who speak Cymraeg better than I do are afraid to say that they can speak it at all).

There's definitely a great need for several definitions of Cymraeg knowledge. People need to be able to say that they understand written Cymraeg, spoken Cymraeg, local colloquial Cymraeg, formal written Cymraeg. They need to be able to say to what extent they can write Cymraeg, and to what extent they can speak it. I believe that there are already more than 1 million people in Wales who can speak some Cymraeg - but they are afraid to say so because their Cymraeg isn't as good as their English. It's silly!

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?

Cymraeg ought to be the language used in the schools in Wales - in all schools, everywhere in the country. It ought to be a language that pupils in Ireland, Scotland and England could choose as a foreign language (just like they can choose to learn French or German) if they want to.  
If Cymraeg is the language used in all schools in Wales, then wrth gwrs the staff need to be able to speak Cymraeg at least at the same level as the pupils. The teachers would need to know Cymraeg better than the pupils regardless of subject, because they need to be able to explain in Cymraeg. Sure - it might be tricky to get enough teachers if this would be implemented tomorrow, but if asll teachers and teacher students were given a chance to learn Cymraeg or improve their Cymraeg starting this very summer then there would be a lot of teachers who would be able to teach through the medium of Cymraeg within a year. Problem solved!

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 believe they're great, and definitely a good way of progressing. There need to be more people speaking Cymraeg, and there need to be more people who are confident Cymraeg speakers. The government ought to make sure that this happens, and the way forward ought to be cheaper (free?) ways for people (at every level) to improve their Cymraeg - preferably with teacher guidance/supervision/sessions. I guess the people in England wouldn't want to pay for this - but I think that the people in Wales would be willing to see some of their tax money used in favour of the Welsh language and the growth of the number of people willing to use the language. The language ought to be used - all the time!

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

Agree

**Comments:**

Definitely!!!!

Knowing Cymraeg and being able to speak at least a bit of Cymraeg is a great benefit when learning other foreign languages - especially if your native language is English. The more Cymraeg you know the better you will be able to understand the real world around you - so of course all schools should increase the amount (and the level) of Cymraeg they use and teach.

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?

If Cymraeg would be used when writing stuff to the government the administration costs for the government would decrease - simply because Cymraeg is so much easier to read and understand than English.

57 is so basic that it's virtually true by default - knowing Cymraeg is an excellent way of increasing your chances of getting a job.

I can't see any reason whatsoever why Cymraeg shouldn't be the medium of education in all schools in Wales, so of course the language provision needs to increase in all schools.

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

Agree



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

**Comments:**

Monitoring school progress sounds like a good idea to me. Schools that really help Cymraeg could be praised while the schools that struggle might need help to reach the top (e.g. more money, extra work force with good Cymraeg skills).

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?

All new schools SHOULD be Welsh-medium schools. All existing schools ought to be converted into Welsh-medium schools asap. The local authorities ought to be very careful when it comes to granting rights for a schools not to be Welsh-medium.

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:**

Yes. There needs to be more ways of learning Cymraeg and more ways of learning at the level you desire. There needs to be more ways to learn in Wales, and there needs to be more ways to learn for those wanting to learn the language abroad as well (e.g. zoom classes, youtube courses). There needs to be ways in which unpaid workers / volunteers are allowed to teach Cymraeg to people abroad. The Welsh DuoLingo course was excellent while it was run by several volunteers (who really helped the learners - myself included - through excellent and quick replies to the questions posted on the DuoLingo forum). DuoLingo is much less useful nowadays, partly because the volunteers are no longer allowed to help maintaining the course and explaining the material. The more people who learn Cymraeg the more people there are who will be willing to use the language when the opportunity comes.

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:**

Yes - as I want to see all schools in Wales as being Welsh-medium schools the education workforce throughout Wales needs to be able to use Cymraeg at least colloquially, and the teachers would need good language skills. Those skills would require updates and checks (yearly, most likely) to maintain good quality education in Welsh-medium schools until Cymraeg is the main language used everywhere in Wales (in every situation, every day). If there aren't enough Cymraeg speakers in the staff the staff needs more education, because everyone needs to be able to speak Cymraeg.

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:**

Yes - but ideally every school in Wales ought to be Welsh-medium asap.

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

**Comments:**

Make sure everyone understands that pupils who learn through the medium of Cymraeg learn as well (often even better) than those who learn through English. Make them want more Welsh-medium schools. Make them want nothing but Welsh-medium schools.

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

**Comments:**

The more Cymraeg speakers they seek the more Cymraeg speakers there will be - because if they seek Cymraeg speakers people who want the job but aren't yet Cymraeg speakers will want to become Cymraeg speakers (and that's what we all want, isn't it?). If the local authorities would use Cymraeg as their primary language people would understand that Cymraeg is needed and that it's important to learn the language - and if the local authorities would all use Cymraeg as their primary language they would understand the need for the language to be used in schools (as the medium of education) as well.

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

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?

**Comments:**

Publishing reports sounds good, as that would make it obvious to everyone whether the program was enough or if stronger methods would be needed.

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:**

Better to help early. If the help is offered at an early stage it might be enough to fix the problem (and the help given might cost less than the consequences of not offering the help in the first place would cost).

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:**

Make sure they fully understand the importance of Cymraeg and the beauty of it. The world needs Cymraeg, just like Wales needs Cymraeg.

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:**

Absolutely!  
Parents and carers need to understand the need for everyone in Wales to understand and speak Cymraeg. it isn't a dead language - and it ought to be the main language in Wales.

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

They could offer Welsh-medium schools extra money and free Cymraeg courses for the staff every year.

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:**

The more who learn Cymraeg the greater the chances of having it used in the streets, and since we want

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

everyone to use Cymraeg when greeting others in Wales we want Cymraeg spoken in the streets. If parents, carers and learners can improve their Cymraeg (and their confidence to use it) they're much more keen on using it whenever the opportunity comes, and parents and carers could benefit from practising their Cymraeg with the children/pupils (who ideally attend Welsh-language schools, as those ought to be the only schools existing in Wales).

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

Agree

**Comments:**

Give the learners good opportunities to use their Cymraeg - with teachers and with other learners. The more they use it the more confident they will become - and the more they will attempt to use the lovely Cymraeg every day.

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:**

There might need to be several different ways of learning Cymraeg. Given how expensive most ways of learning Cymraeg is it's important that everyone can learn as much as possible in a way that they can afford. Many learn languages through Youtube, some learn languages through chatting with people in MMOs. It might be impossible to ensure that all ways of learning are within the same body - but having a strong centralised body could help when it comes to keeping the language strong. A centralised body doesn't have to be a good thing, but it's important that all good ways of learning/teaching Cymraeg get the same kind of support from the government (i.e. everyone having enough skills to teach in a good way at a given level ought to be given the same support from the government - perhaps funding based on the number of learners who pass the course and then pass the government-issued test at the end of that course). How they teach it might be less important - the important part is that the learners learn properly and want to keep learning and using the language.

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:**

The National Centre for Learning Welsh is doing a good job, but they're not the only ones. The volunteers who created and maintained the DuoLingo Welsh course did an impressive job and helped millions of learners worldwide learn Cymraeg - but then the NCfLW interfered and stripped them all of their responsibilities only to let the Welsh course crumble and die. Those volunteers probably did more for Cymraeg than the NCfLW ever will, and they didn't even get a "diolch" for their work. I hope that there will be more volunteers willing to create Welsh language courses on various mediums over the next couple of centuries, and I don't want the NCfLW to ruin every attempt they make. There are loads of people yearning to learn Cymraeg worldwide - many of them being poor but having a keen interest in the language and hoping to earn enough money to visit Wales on holiday once they've learnt enough Cymraeg. Volunteers provide them with the opportunities they want - and if the NCfLW kills every volunteer living in Wales then volunteers elsewhere will start teaching Cymraeg (despite not having enough skills to do so in the first place). It's better that volunteers with enough skills teach the language for

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?

free than having NCfLW wanting to earn money on learners create a need of volunteers outside Wales teaching imperfect Cymraeg for free to those who can't afford the expensive NCfLW courses. Support the volunteers instead, so that those who really teach Cymraeg may get scholarships to help them teach even more Cymraeg. The world needs more people speaking Cymraeg. Wales needs more people speaking Cymraeg. We all need ways to learn, and the NCfLW can't possibly grant us all those needed ways and opportunities. Not everyone learn in the same way, and there must be different ways of learning Cymraeg.

At the moment the best way of learning Cymraeg and maintaining previously learnt skills is the free app Polygloss, created by a volunteer (not living in the British Isles) who didn't even intend to add Cymraeg until she realised people wanted it added. Cymraeg is the biggest language in that app nowadays (and has been for almost a year now, since the day it was added).

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:**

Give everyone the chance to learn. They might fail the first 800 times for various reasons, but they might make it the 801st. Make Cymraeg the main language in Wales, and make everyone want to learn it. Learning Swedish is free for everyone in Sweden. Learning Cymraeg ought to be free for everyone in Wales.

People are teaching Swedish for free to people wanting to learn Swedish worldwide. People in Wales ought to be allowed (and encouraged!!!) to teach Cymraeg for free to people wanting to learn Cymraeg worldwide as well. It's better to have people in Wales teaching Cymraeg for free than having people in China or Sweden teaching people worldwide Cymraeg for free (sometimes without ever have been to Wales or heard Cymraeg spoken) simply because the people in Wales aren't allowed to do it. Help those in Wales who want to teach Cymraeg, so that they can teach it for free to everyone worldwide.

If all schools in Wales would be Welsh-medium and people could be encouraged to use Cymraeg when greeting others (everywhere, all the time) then people in Wales would want to learn Cymraeg - and then people worldwide would want to learn Cymraeg because they will need it in order to visit Wales as tourists. Wales is a beautiful country full of great and friendly people - and Cymraeg is a wonderful language. Make that language the default language in Wales, and people are bound to want to learn it (because most who know that Wales isn't "just a small village in England" know that Wales is beautiful and would want to learn the language a bit before visiting).

The only reason Cymraeg isn't as great as it ought to be is because it's so expensive to learn it (so that the learners avoid learning more than they absolutely need to learn instead of learning throughout their entire lives) - and that's also the main reason why so few claim they can speak Cymraeg.

I've already decided to use Cymraeg as the main language when I'm in Wales. I'm not fluent, but I'll never improve unless I try using the language. Some are annoyed when I address them in Cymraeg, but I don't care. If I'm in Wales I use Cymraeg until the other part switch. It's the way it ought to be, and if I can do it others probably can do it as well. I would however not have managed to learn a single word of Cymraeg without the free stuff available online, most of it created by volunteers (I actually started through a web course written by an American who had learnt basic Cymraeg). Make people want to learn Cymraeg, make people want to teach Cymraeg - and make people want to use Cymraeg every day. There must be enough good ways of learning Cymraeg, and there must be free options as well.

**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

**Comments:**

It's important that everyone is given chances to learn - even those who don't currently live in Wales.

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?

Make the UK government (Boris & Co) pay the costs. They deserve having to pay, after the way they've treated the Welsh people and the Welsh language over the years (and still do, unfortunately).

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?

The costs of the scholarships to the excellent volunteers teaching Cymraeg to learners worldwide

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?

Make Cymraeg the main language in Wales. It's worth every cost.

## 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 think that the English will be furious - but who cares what they think?

The important thing is that Cymraeg (and not English) starts being the main language in Wales, the way it ought to be. Make everyone want to learn Cymraeg, and make sure that everyone can afford learning Cymraeg. Once Cymraeg is the language used when greeting people in Wales the language will start becoming more and more used. The more people who learn Cymraeg (in school, at the universities, at evening classes, at work, at home) the more it will be used in the streets (and everywhere else) once people start greeting everyone in Cymraeg.

There are NO negative effects of having Cymraeg as the main language in Wales, and if everyone can afford to learn it I'm sure that it CAN be the main language of everyone in Wales (even immigrants).

Cymraeg shouldn't ever be allowed to be treated less favourable than English. What the English did to the language (and the people of Wales) in the past is dispicable and shouldn't ever have been allowed to happen.

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.

Welsh ought to be the main language of everyone living in Wales. It's a beautiful language, and it deserves being used (everywhere, all the time). English should only be used with those from England who are too lazy to learn Cymraeg - and those from England ought to understand that they ought to learn Cymraeg. Speaking Cymraeg ought to be seen as a great asset, and not speaking Cymraeg (and not wanting to learn) ought to be seen as a great disadvantage everywhere in Wales (at work, at school, in the shop, in the pub, at hospital). The more people who learn Cymraeg the better.

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:

Why on Earth did the NCfLW ruin the excellent Welsh course on DuoLingo - the best way for several years for learners worldwide to learn Cymraeg (enough to pass the Sylfaen exam)? They could've let the volunteers (who did such a great job creating and maintaining the course in the first place) be allowed to continue working on it, so that they could add more stuff to it (more vocab, more stories). DuoLingo Welsh is dead now, and the best way for learners abroad to learn Cymraeg (and maintain the skills learnt through DuoLingo) nowadays is to use Polygloss - a messaging app created by a volunteer to help people learning a language get in touch with people knowing that language better than they do themselves. Today Cymraeg is the biggest language on Polygloss (bigger than English and Spanish), and it has been that way since Cymraeg was added to Polygloss (around the same time as the NCfLW killed Duolingo Welsh).

We want more people learning (and using) Cymraeg! We don't need people (or organisations) destroying their ways of learning Cymraeg.

## 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)?

Disagree

**Comments:**

Language learning is not a tick box exercise

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?

Neither agree nor 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?

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:**

Encouragement not imposition is the way forward

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?

Neither agree nor 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?

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

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

**Comments:**

Will there be enough money to fund this?

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

Neither agree nor 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?

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?

Agree

**Comments:**

It's astonishing this is a serious suggestion, given the failure of the National Centre do even match the numbers of learners on courses from before its existence let alone actually improve on these numbers as expected when it was established.

As revealed in these numbers :-

Basic failure of the National Centre.....2012 (before the arrival of the Centre) - 18,000 Welsh learners on

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?

courses; 2023 (after eight years of the Centre) - 15,000 Welsh learners...cost to the Welsh Government = £13,000,000

At the same time a Welsh course on Duolingo....2012 (before the arrival of the Welsh course) - 0 Welsh learners on Duolingo courses; 2023 (after seven years of the Welsh course on Duolingo) - 620,000 Welsh learners on Duolingo courses ....cost to the Welsh Government = £0

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*

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*No Response*

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*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

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*No Response*

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*No Response*

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Agree



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*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?

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 am moving back to Wales and I wanted to learn Welsh to help my daughter when she goes to Welsh school. I tried booking a class on the Centre's web page. The website wouldn't let me go past the search page on my phone!! What sort of professional organisation is this!!

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 want to go to find a way to extend my use of Duolingo but how can I get on a class if I can't book one.

**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*

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*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

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

I think everyone should have access to learning 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.

Make it easier to find classes

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:

Why does the National Centre have such a hopeless website

## 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

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?

*No Response*

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 Gymraeg fyddai ysgol newydd a sefydlir?

*No Response*

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?

Cytuno

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

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)?

Cytuno

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?

*No Response*

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?

Ddim yn cytuno nac yn anghytuno

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**

Ro'n i'n arfer dysgu Cymraeg i Oedolion. Rhoddais i'r gorau i'r swydd ar ôl tair blynedd o drio dysgu cyrsiau newydd y Ganolfan Genedlaethol. Mae'r cyrsiau newydd yn israddol iawn i gymharu â chyrsiau blaenorol CBAC. Collon ni yr adnoddau oedd ar wefan 'Y Bont'. Er llawer o addewidion does dim 'apiau' newydd yn lle apiau CBAC Mynediad/Canolradd. Does dim CDs i gefnogi'r cyrsiau newydd, roedd llawer o ddysgwyr yn hoff iawn o wrando ar y CDs yn eu ceir. Collais i nifer fawr o ddysgwyr oedd wedi ymddeol ac oedd wedi arfer bwcio eu cyrsiau o flwyddyn i flwyddyn ar y ffôn i'r Ganolfan Lleol.

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 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** Sicrhau bod y gyfraith yn glir

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** Arweiniad clir

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** dim sylw



## **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](mailto: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?

<b>Agree</b>	✓	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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### Supporting comments

The national target of one million Welsh speakers by 2050 is an ambitious and important goal for Wales, and should be included in a Bill in order to provide a framework for supporting the growth and development of the Welsh language and Welsh language education.

Today’s young people are the future of Wales and the Welsh language and it’s important that the Welsh Government commits to increasing the opportunities available for young people to learn and speak Welsh.

{Name of Organisation} is proud to support over 2,000 young Welsh speakers a year to do their [ ], and we are committed to continuing to develop our Welsh language provision.

**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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### Supporting comments

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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### Supporting comments

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

<b>Agree</b>	✓	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

A Welsh language skills continuum could support young people to continue developing their Welsh language skills beyond compulsory education by providing an accurate indication of their current language skills and a pathway for progressing with Welsh language learning as adults.

As an employer, a Welsh language skills continuum would support recruitment processes by providing a common frame of reference for assessing and communicating Welsh language requirements for roles. It would also provide a framework for all parties to objectively assess Welsh language skills, and help inform training and development needs.

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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**

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**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**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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**

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**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)?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input checked="" type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

<p>The [ ] supports young people to develop skills and challenge themselves through taking part in a personalised programme of extra-curricular activities. Extra-curricular activities enrich educational experiences, widen horizons and can help improve attitudes to learning.</p>
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As such, we particularly agree with outcome 5: More opportunities for learners to use Welsh in different contexts in school. Opportunities to use Welsh beyond the classroom will provide valuable opportunities to consolidate and develop the Welsh learnt in the classroom by speaking Welsh in different contexts. Young people may also be more likely to continue speaking Welsh as adults if they have opportunities to speak Welsh as part of their everyday activities, rather than solely in the classroom.

Therefore we believe it's important for extra-curricular opportunities to be considered as part of a Welsh language offer. 22% of the young people who started a [ ] in 2022/23 did so in a Welsh-medium setting, and we are committed to continuing to develop our Welsh language provision to support young people and Leaders to access [ ] through the medium of Welsh.

**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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)?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**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**

**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

[Name of Organisation] provides Welsh language services such as Welsh resources for young people and Leaders, virtual information sessions for parents, and training for Leaders, and we anticipate that an increased focus on Welsh language education will lead to a greater demand for services such as these.

**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

We would like to reiterate our support for Welsh-medium extra-curricular activities to be considered and valued as part of a Welsh language education offer.

**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:

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

## 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:**

Yn bendant. Mae hi'n bwysig meddwl am sut i gyrraedd y targed.

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?

Tri threfn yn ddigon. Basai mwy o drefnau yn fwy cymhleth. Taswn i'n pennaeth ysgol gynradd baswn i eisiau gweld ffordd glir i symud i'r trefn nesa.

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?

mae rhaid i'r dysgwyliaidau yn gallu bod yn ddigon hawdd. Dyn ni angen codi hyder.

Ar hyn o bryd mae prinder o athrawon Gymraeg. Beth am defnyddio athrawon Gymraeg mewn ysgolion gynradd i wneud gweithgareddau (caneuon, gemau ac ati) yn Gymraeg gyda phlant a'u athrawon arferol ar yr un pryd?

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?

Mae hi'n syniad da. Ond mae hi'n bwysig hefyd cadw yn gefnogol, dim cosbol o gwbl. Mae'r iaith Gyraeg yn rhywbeth da iawn, a dyn ni eisiau i bobl ei gofneidio hi yn fodlon.

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?

Mae'n iawn, ond basai'n well heb gormod o tep coch.

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?

Oes ddigon o athrawon Gymraeg ar gael?

Os mae hi'n bosib, dylai pob ysgol gynradd newydd yn defnyddio Gymraeg - cymaint a phosib.

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:**

Mae angen mawr arnon ni helpu athrawon mewn ysgolion yn barod dysgu'r iaith. Does dim angen bod yn rhugl i ddefnyddio'r iaith. Maen nhw'n gweithio yn galed iawn yn barod. Does dim digon o amser gyda nhw. Felly bydd safon y cefnogaeth yn hanfodol.

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:**

Yn gefnogol

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:**

Yn enwedig achos fydd llawer o rhieni a gofawyr ddim yn siarad Cymraeg. Bydd rhai ohonyn nhw eisiau dysgu hefyd. Mae cysylltiad rhwng athrawon a rhieni neu gofawyr yn bwysig iawn.

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?

Neither agree nor disagree

**Comments:**

Y ffordd gorau i ddysgu yw hi.

Dyw cyfiethu ddim yn helpu - i'r gwrthwyneb mae hi'n arafu'r dysgu.

Basai pobl yn dysgu yn llawer mwy heb Saesneg yn eu dosbarthiadau.

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

Agree

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

**Comments:**  
Yn bendant.

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?

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?

Bydd mwy o Gymraeg. Bydd mwy o hyder.

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.

Yn bod yn ddwyieithog yn rhywbeth dda iawn i bobl. Mae hi'n effaith datblygiad yr ymennydd yn dda. Felly, mae hi rhywbeth yn bositif mewn ysgolion yng Nghymru sy ddim yn bosib yn Lloegr.

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:

nac oes

## 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

Cytunwn. Mae cynnwys y targed yn hanfodol er mwyn sicrhau fod yr holl ran-ddeiliaid sy'n ymwneud ag addysg yn rhoi lle blaenllaw i'w rôl nhw er mwyn cyfrannu tuag at y targed miliwn o siaradwyr. Bydd yn sicrhau fod holl ysgolion yn ystyried sut maent yn blaenoriaethu ar gyfer gweld cynnydd yn nifer y siaradwyr ac yn gosod y Gymraeg yn ganolbwynt i'w trafodaethau hunanwerthuso a chynllunio gwelliant. Er fod pob ysgol yn mynd i fod mewn llefydd gwahanol ar y daith o gynyddu eu darpariaeth ar gyfer y Gymraeg neu o gynnal a gwella'r ddarpariaeth honno, bydd yn arwain at osod uchelgais glir ac yn cynyddu'r ymwybyddiaeth o'r targed ymysg teuluoedd, llywodraethwyr a chymuned ehangach yr ysgol. Bydd hefyd yn arwain at gryfhau'r gefnogaeth ar gyfer yr ysgolion er mwyn sicrhau eu bod yn glir o'r llwybr datblygu a'r dulliau amrywiol sydd o gynyddu'r defnydd o'r iaith yn ffurfiol ac anffurfiol. Byddai sicrhau fod yr wybodaeth sy'n cael ei gyflwyno i gyfrifiad blynyddol y gweithlu mewn perthynas â'r Gymraeg yn gywir a chyfredol yn hanfodol ar gyfer gallu cynllunio unrhyw ddatblygiadau yn glir ac effeithiol. Yn sicr, mae gan awdurdodau lleol a rhanbarthau rôl yn cefnogi ysgolion i gyflawni hynny.

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

Oes, fodd bynnag, mae angen i ranbarthau ac awdurdodau lleol gydweithio er mwyn cefnogi ysgolion i wireddu hyn. Gan fod y Gymraeg yn rhan greiddiol o'r Cwricwlwm i Gymru ac yn elfen fandadol o ddyluniad cwricwlwm pob ysgol, mae angen sicrhau nad ydy datblygiad ieithyddol pob dysgwr yn cael ei ysgaru o weddill y cwricwlwm. Mae angen i'r cynigion roi lle blaenllaw i rôl y rhanbarthau yn ogystal a'r awdurdodau lleol gan fod y gwaith o wella ysgolion yn greiddiol i waith y rhanbarthau. Yn ogystal, mae pob rhanbarth yn cyd-weithio'n effeithiol ar ddatblygu pecyn dysgu proffesiynol sy'n anelu at gysoni'r mynediad at ddysgu proffesiynol ar draws Cymru. Wrth amlygu rôl y rhanbarthau i gefnogi ysgolion i weithio tuag at y deilliant yma, bydd yn cryfhau'r ddarpariaeth sydd ar gael i gefnogi ysgolion ac yn gosod y Gymraeg yng nghanol dyluniad cwricwlwm pob ysgol unigol.

Yr her fydd sicrhau fod y gweithlu addysg yn gallu cwrdd â lefel B2 er mwyn gallu cefnogi eu dysgwyr i ymgyrraedd tuag ato. Drwy gyd-weithio'n agos gyda'r Coleg Dysgu Cymraeg Cenedlaethol, gallwn sicrhau fod mynediad i'r hyfforddiant gydol gyrfa yn eglur i'r holl ymarferwyr ac yn rhan o'u datblygiad gyrfa gan adeiladu ar yr hyn sy'n digwydd yn y Prifysgolion ar y cyrsiau AGA.

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

Cytunwn, ond er mwyn gallu ymgyrraedd tuag at B2 erbyn 2050, bydd angen i Weinidogion Cymru sicrhau fod y ddarpariaeth sydd ar gael i gefnogi ymarferwyr i fod yn ddigon hyderus yn addysgu'r continwmm ieithyddol. Mae angen i'r llwybr datblygu ieithyddol fod yn glir i'r holl ymarferwyr ac unigolion sy'n gysylltiedig a sefydliadau addysg e.e. Ymgynghorwyr Cefnogi Gwella, Swyddogion Awdurdodau, holl ran-

Q3. Cwestiwn 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?

ddeiliaid ysgolion.

Dylai Gweinidogion Cymru fod yn darparu'r hinsawdd a'r amodau ar gyfer newid meddylfryd am fanteision bod yn ddwyieithog ac amlygu'r siwrne tuag at hynny gan gynnwys clustnodi cyllid pwrpasol ar gyfer cyflawni'r her.

Ochr yn ochr â hyn, mae angen ymgyrch codi ymwybyddiaeth o'r diffiniad o B2 a sut mae gwledydd eraill yn llwyddo i ddatblygu meddylfryd iach tuag at aml-ieithrwydd yn ogystal â sicrhau fod dwyieithrwydd yn elfen naturiol sy'n dod a manteision amlwg gydol oes.

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

Dylai, ond os yw'r continwwm sgiliau Cymraeg hwn i 'efelychu'r CFER' dylid egluro'n gwbl glir o'r dechrau nad arf ar gyfer 'asesu' ydyw (mae'n hynny'n glir yn nogfennaeth atodol y CFER) gan fod perygl ar hyn o bryd i hyn gael ei gollu ym mhair nod y Llywodraeth 'Cymraeg 2050 – Miliwn o siaradwyr', y sgysiaid cenedlaethol ynghylch 'asesu a chynnydd' o fewn Cwricwlwm i Gymru yn ogystal ag ymgyngoriadau presennol Cymwysterau Cymru ar y cymwysterau TGAU newydd. Er dweud hynny, byddai angen sicrhau fod y continwwm sgiliau Cymraeg yn plethu'n uniongyrchol i egwyddorion cynnydd y Gymraeg o fewn y Maes Dysg a Phrofiad Ieithoedd, Llythrennedd a Chyfathrebu. Yn ogystal, dylid sicrhau fod y Fframwaith Llythrennedd yn ganllaw sy'n cyd-fynd yn llwyr â'r continwwm hwn ac nad oes gor-gymlethu'r cynllunio ar gyfer datblygu sgiliau Cymraeg mewn ysgolion a'u llethu gyda gormod o fannau cyfeirio.

Dylai Gweinidogion ystyried os oes angen addasu'r disgrifiadau dysgu presennol ar gyfer y Gymraeg o fewn y MDaPh Ieithoedd, Llythrennedd a Chyfathrebu fel mai un cyfres o ddisgrifiadau manwl sydd yno i ddisgrifio taith iaith dysgwyr yn hytrach na chyfres o ddisgwyliadau dysgu ar gyfer Cymraeg yn y sector cyfrwng Cymraeg a dwyieithog a chyfres arall ar gyfer Cymraeg mewn lleoliadau/ysgolion/ ffrydiau cyfrwng Saesneg (medrau siarad a gwranddo). Fel rhan o hyn, gellid nodi'r cyfleoedd trawsgwricwlaidd sy'n nodi cynnydd ieithyddol ar draws y Meysydd Dysgu a Phrofiad a thu hwnt i'r ystafell dodosbarth. Yn ogystal, mae'n bwysig fod manylebau TGAU a'r cynnig llawn cymwysterau 14-16 yn rhoi'r cyfleoedd i ddysgwyr, lle mae'r Gymraeg yn ail iaith iddynt, allu arddangos llwyddiant eu cynnydd o'u man cychwyn ac fod hynny yn sail ar gyfer parhau i ddatblygu hyfedredd ieithyddol gydol oes. Mae ymgyngoriad presennol Cymwysterau Cymru ar 'Y Cynnig Llawn o Gymwysterau 14-16' yn cyfeirio at ddau gymhwyster ar gyfer y Gymraeg o fewn y cynnig 'Cymwysterau Sylfaen', sef 'Cymraeg' a 'Cymraeg Craidd' ac er nad oes digon o fanylion er mwyn mynegi barn yn llawn ar y gwahaniaeth rhwng y ddau gymhwyster hwn ar hyn o bryd, tybed a oes lle i ystyried un cymhwyster yma sy'n cyd-fynd â'r egwyddor o ymgyrraedd at lefel o hyfedredd ieithyddol mewn 'Cymhwyster Sylfaen' ar gyfer y Gymraeg? Byddai ymarferwyr yn gwerthfawrogi eglurder dysgu ac addysgu'r Gymraeg mewn cyd-destunau dilys sy'n arwain at gymhwyster sydd â nod pendant iddo o safbwynt y continwwm sgiliau Cymraeg yn ogystal â themlo eu bod yn rhan o ymgyrch a rhaglen 'Cymraeg 2050' y Llywodraeth.

Mae angen bod yn gwbl eglur fod effaith datgan continwwm sgiliau Cymraeg yn ehangach na gwella sgiliau Cymraeg y gweithlu addysg. Mae'n mynd i fod yn sail i'r hyn sy'n cael ei ddarparu gan ymarferwyr ar draws y sectorau ac mae angen cynllunio gofalus er mwyn sicrhau fod darpariaeth dysgu ac addysgu'r Gymraeg yn cyd-fynd yn llwyr gydag egwyddorion y Cwricwlwm i Gymru ac nad oes trefn wahanol yn cael ei roi yn ei le ar gyfer addysgu sicrhau cynnydd yn y Gymraeg. Os oes gofyn i athrawon nodi cynnydd mewn perthynas â'r CEFR, dylid bod yn glir beth yw'r bwriadau ar gyfer cyflwyno unrhyw ddata h.y. nid i bwrras atebolrwydd ysgol ond i arddangos cynnydd unigolion ac hefyd er mwyn gallu cynllunio ar gyfer gwella ymhellach.

Dylai Gweinidogion fod yn llwyr ymwybodol fod cynllunio ymyraethau i wella sgiliau Cymraeg y gweithlu addysg ar draws pob math o ysgol cyfrwng Cymraeg, dwyieithog a Saesneg yn hanfodol er mwyn gallu cyflawni'r uchelgais ac fod darpariaeth ar gael i ymateb i'r gofyn yma e.e. nid oes darpariaeth yn bresennol

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

ar gyfer cyrsiau Sabothol Cenedlaethol i ymarferwyr yn y sector uwchradd. Eleni hefyd, gwelwn gynnydd sylweddol yn nifer y ceisiadau o'r cynradd ar gyfer y Cwrs Sabothol Cenedlaethol.

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

Cytunwn. Fe ddylai pob ysgol nodi'n glir yn natganiad eu cwricwlwm beth yw eu darpariaeth ar gyfer cwrdd â'r cyfrwng iaith hwnnw. Yn ogystal, dylid gosod disgwyliad ar ysgolion i nodi'r Gymraeg fel blaenoriaeth yn eu Cynllun Datblygu Ysgol fel blaenoriaeth genedlaethol gan nodi eu dull cyflawni i gynyddu'r defnydd o'r Gymraeg – hyn yn cyd-fynd gyda'r cynnig cyntaf o nodi miliwn o siaradwyr fel targed. Byddai cynnwys y flaenoriaeth yn wahanol yn ddibynnol ar gategori ieithyddol yr ysgol a lle mae nhw ar eu taith ieithyddol.

Byddai angen bod yn glir beth yw'r goblygiadau o beidio cyrraedd yr isafswm disgwyliadau oriau cyswllt gyda'r Gymraeg. Dylai hynny fod yn ddull cynhaliol sy'n cyd-fynd â'r egwyddor o Ysgol fel Sefydliad sy'n Dysgu ac sy'n plethu i'r fframwaith gwerthuso, gwella ac atebolrwydd cenedlaethol. Dylid bod yn glir o rolau awdurdodau lleol a rhanbarthau yn y drefn o gefnogi a monitro cynnydd ysgolion. Er mwyn monitro'r cynnydd hwn, dylid sicrhau fod y disgwyliadau yn cyd-fynd â'r hinsawdd o ysgol sy'n hunan wella ac yn sefydliad sy'n dysgu'n barhaus.

Dylid nodi'r dyhead i bob ysgol weithio tuag at gynnydd parhaus yn eu darpariaeth ar gyfer y Gymraeg gyda'r uchelgais o symud o gategori 1.

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

Cytuno

#### Sylwadau ategol

Dylid, ac fod y disgrifiadau hynny yn gwbl eglur a chyraeddadwy i ysgolion.

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 hyn yn cyd-fynd gyda'r disgrifiadau categorïau ac fe ddylid gwneud hynny. Fel cefnogaeth i ysgolion, mae angen diffinio a modelu yr amrywiaeth o gyfleoedd i ysgol allu ymgyrraedd tuag at yr isafswm o ran amser ar gyfer y Gymraeg. Mae cynnwys disgwyliad clir i ysgol ymrwymo i'r Siarter Iaith yn ddull effeithiol o gyfleu hyn gan amlygu'r cynnydd posib o ddwysau'r gweithredu tuag at y targedau o fewn yr ymyrraeth honno.

Un effaith posib ydy colli ymarferwyr o'r system gan nad oes ganddynt y sgiliau ieithyddol personol i allu cwrdd â'r disgwyliadau. Er mwyn osgoi hyn, dylid sicrhau fod llwybr datblygu clir ac effeithiol i bob ymarferydd ddatblygu eu sgiliau iaith personol ac fod dull hylaw, syml o gofnodi a dathlu'r cynnydd hwnnw.

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**

Dylid bod yn glir o rolau'r awdurdodau lleol a'r rhanbarthau mewn perthynas â hyn yn ogystal a chysondeb cenedlaethol o'r dull gweithredu er mwyn deall y sefyllfa ieithyddol, y broses o wirio a chymeradwyo a'r drefn ar gyfer monitro'r categori fesul ysgol. Dylid sicrhau fod hyn yn cyd-fynd yn llwyr a phroses hunan wella'r ysgol yn ogystal â'r fframwaith gwella, gwerthuso ac atebolwydd cenedlaethol.

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

Cytuno

**Comments:**

Cytunwn ac rydym yn cefnogi'r egwyddor o osod dyletswydd ar bob ysgol i nodi mewn cynllun cyflawni sut y byddant yn mynd ati i gynyddu eu darpariaeth Gymraeg yn ymarferol. Yn ogystal â manylu ar amlder gwersi, y fethodoleg a chanran y ddarpariaeth, dylai ysgol nodi pa gyfleoedd dysgu proffesiynol sydd yn mynd i'w cefnogi er mwyn diwallu hynny boed hynny ar gyfer gwella sgiliau ieithyddol y gweithlu ac/neu cynyddu a chyfoethogi'r ddarpariaeth.

Dylid cyfeirio yn ogystal at ddefnyddio Fframwaith y Siarter laith fel ymyrraeth ar gyfer cynyddu'r defnydd anffurfiol o'r Gymraeg ar draws y sectorau ac ar gyfer pob categori ieithyddol.

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**

Yn ogystal a'r hyn nodir, dylai ysgolion cyfrwng Cymraeg penodedig baratoi cynllun/blaenoriaeth gwella ar gyfer y Gymraeg. Gall hynny fod ar gyfer ymrwymo i weithredu egwyddorion y Siarter laith ac/neu er mwyn cyfoethogi'r ddarpariaeth a'r addysgeg ymhellach a/neu loywi sgiliau iaith y gweithlu.

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

Cytuno

**Sylwadau ategol**

Cytunwn, fodd bynnag mae angen amlygu rôl y rhanbarthau yn benodol yn y gwaith o fonitro a gwella ysgolion. Dylai unrhyw weithdrefnau sy'n cael eu gosod ar gyfer monitro cynnydd ysgolion mewn perthynas â'r Gymraeg gyd-fynd yn llwyr â phrosesau naturiol yr ysgol ar gyfer hunanwerthuso, cynllunio gwelliannau a sicrhau cefnogaeth i wella ac ni ddylid gosod cyfundrefnau ychwanegol gan awdurdodau lleol unigol ar ysgolion er mwyn diwallu'r gofynion monitro yma. Dylai unrhyw broses fod yn un cenedlaethol sy'n gosod y disgwyliadau yn gyson ar draws Cymru ac yn ddigon clir i gwrdd ag anghenion datblygu 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**

Dim sylw - mater i'r awdurdodau lleol yn unigol.

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

Cytunwn. Byddai hyn yn arwain at gysondeb o ran mynediad at gefnogaeth led-led Cymru. Mae nifer helaeth o bartneriaid yn cefnogi'r Gymraeg ac yn bwydo i gefnogi Cynllun y gweithlu Cymraeg mewn addysg. Dylid sicrhau cyfathrebu cyson a thryloyw gyda'r holl ran-ddeiliaid er mwyn sicrhau nad oes dyblygu gwaith a negeseuon cymysg yn cael eu rhannu.

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

Cytunwn. Fydd y Grant datblygu capasiti'r gweithlu addysg cyfrwng Cymraeg yn parhau ac yn cael ei gynyddu er mwyn gallu ymateb i'r cynllun hwn? Mae angen edrych yn ogystal ar ehangu'r cyllid hwnnw i'r sector cyfrwng Saesneg gan fod y sector honno yn mynd i ddylanwadu yn sylweddol ar y targed miliwn o siaradwyr yn ogystal â darparu gweithlu addysg i'r dyfodol.

Mae angen rhagweld pwy fydd athrawon a chymorthyddion y dyfodol o'r sector cyfrwng Cymraeg a dwyieithog yn ogystal â'r sector cyfrwng Saesneg. Mae cynnwys y manylebau TGAU a safon uwch yn mynd i ddylanwadu yn sylweddol ar hynny yn ogystal â faint o ddarpariaeth ar gyfer safon uwch sydd yn cael ei gynnig yn yr ysgolion uwchradd cyfrwng Saesneg ar gyfer y Gymraeg. Byddai cryfhau darpariaeth a dull gweithio e-sgol mewn perthynas â'r Gymraeg yn drywydd posib yn ogystal â cholegau addysg uwch.

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

Cytunwn.

Fodd bynnag, mae angen cryfhau'r cyswllt rhwng y disgwyliadau ar gyfer cynyddu darpariaeth y Gymraeg a'r hyn sydd yn fandadol yn y Cwricwlwm i Gymru fel bod prosesau ysgolion i gynllunio ar gyfer cynnydd a gwelliant yn cyd-fynd yn llwyr â'r holl elfennau mandadol e.e. y côd cynnydd. Yn bresennol, nid yw'r cyswllt rhwng y data sydd angen ei fesur i gwrrd â thargedau'r CSGA a'r data sydd ar gael gan ysgolion yn cyd-fynd ac mae peryg bod awdurdodau lleol yn creu haen ychwanegol o gasglu gwybodaeth sy'n groes i egwyddorion y Cwricwlwm i Gymru.

Mae Deilliant 7 yn rhan o gynllun cenedlaethol yn ogystal, felly byddai'n bosib ei ddileu fel deilliant o bosib a nodi disgwyliad ymhob deilliant arall o'r angen i gynyddu nifer y staff sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg.

Mae angen cysoni'r ddarpariaeth leol sydd ar gael i ymarferwyr sy'n datblygu eu sgiliau iaith e.e. ôl-ofal y Cynllun Sabothol Cenedlaethol. Gall hyn ddod yn rhan o'r cynllun cenedlaethol gyda rôl benodol i awdurdodau lleol a/neu ranbarthau i gefnogi'r ymarferwyr ymhellach.

Dylai holl swyddogion sy'n ymwneud â chynllunio a gweithredu'r CSGA fod yn ymwybodol o'r darlun ehangach ar gyfer y Gymraeg o fewn y Cwricwlwm i Gymru er mwyn sicrhau nad ydy'r Gymraeg yn cael ei thrin fel endid ar wahân ac o ganlyniad yn cael ei ysgaru o weddill y cwricwlwm.

Dylid gosod cyd-weithio rhwng awdurdodau lleol a rhanbarthau yn nodwedd hanfodol er mwyn sicrhau hyn. Yn ogystal, dylai dyletswyddau cynllunio, darparu a monitro cynnydd fod yn gwbl glir. Os yw

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

awdurdod lleol yn nodi fod ysgolion penodol yn newid categori ieithyddol, dylid sicrhau fod cynllun clir, cytunedig i gefnogi'r ysgolion hynny ac fod rolau partneriaid yn glir.

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

Cytunwn. Ond, mae angen gosod disgwyliad ar awdurdodau lleol i rannu cynnwys eu cynlluniau gweithredu mwy manwl gyda'r rhanbarthau fod bod modd sicrhau darlun cyfansawdd o daith cynnydd ieithyddol yr ysgol. Dylid cyd-gynllunio'r ddarpariaeth ar gyfer cefnogi'r cynnydd hwnnw naill ai'n lleol neu'n ranbarthol fel bod yn Gymraeg yn dod yn rhan naturiol o drafodaethau holl ran-ddeiliaid yr ysgol ac yn plethu drwy'r cwricwlwm. Mae amrywiaeth eang ar hyn o bryd yng nghapasiti cefnogi'r awdurdodau lleol a'r rhanbarthau ac mae lle i gysoni hyn.

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

Cytunwn. Ond mae angen i'r cynllun cenedlaethol ar gyfer galluogi'r cynnydd ar draws y sectorau a'r categorïau ieithyddol gael ei gyllido yn bwrsadol gan sicrhau fod cyfnod o sicrwydd ariannol teg e.e. o leiaf 3 mlynedd. O ganlyniad i hynny gall ysgolion, awdurdodau lleol a rhanbarthau gynllunio'n fwy strategol i gynyddu darpariaeth.

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

Cytunwn. Ond, mae angen canllawiau clir ar wneud y defnydd gorau o ddata'r CBGY ag ymgyrch barhaus i sicrhau cywirdeb yr wybodaeth a'r data sy'n cael ei fwydo gan ysgolion yn flynyddol gan amlygu pa mor allweddol yw'r wybodaeth yma ar gyfer cynllunio cenedlaethol. Dylai buddsoddiad ariannol hir-dymor gael ei glustnodi yn bwrsadol fel bod ysgolion yn gallu cynllunio datblygiad ieithyddol eu staff dros gyfnod o 3 mlynedd o leiaf. Dylid sicrhau fod gwybodaeth gyfredol a pharhaus o ddarpariaeth y Coleg Dysgu Cymraeg Cenedlaethol ar gael yn hylaw i holl ymarferwyr ac fod strwythur clir i gefnogi a datblygu'r holl weithlu ar draws y sectorau. Fel rhan o'r cynllunio, dylid sicrhau fod ôl-ofalaeth effeithiol yn ei le ar gyfer parhau i fagu hyder a datblygu sgiliau ieithyddol yr ymarferwyr sy'n mynychu cyrsiau.

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)?

Cytuno

**Sylwadau ategol**

Sicrhau fod partneriaeth gref gyda'r rhanbarthau fel bod darlun holistaidd o'r hyn sy'n datblygu mewn ysgolion i gefnogi datblygiad a chynnydd y Gymraeg sy'n cynnwys y Gymraeg fel pwnc, y Gymraeg fel cyfrwng a'r Gymraeg mewn sefyllfaoedd anffurfiol, tu hwnt i'r ystafell ddsbarth.

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**

Cytunwn. Fel cefnogaeth bellach i awdurdodau lleol, dylid cryfhau'r ymgyrch i hyrwyddo manteision dwyieithrwydd drwy'r gwasanaeth iechyd a chefnogi teuluoedd fel bod darpar-rieni a rhieni newydd yn ystyried llwybr cyfrwng Cymraeg ar gyfer eu plant yn fuan iawn (cyn oed meithrin).

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

**Sylwadau ategol**

Sicrhau ymgyrch genedlaethol barhaus gan y llywodraeth i gefnogi hyn sy'n targedu amrywiaeth o gynulleidfaoedd e.e. dysgwyr ar draws yr ystod oed, rhieni a gwarcheidwaid, llywodraethwyr, ymarferwyr addysg, swyddogion awdurdodau lleol ac ymgynghorwyr cefnogi gwelliant, cynghorwyr ayyb er mwyn codi ymwybyddiaeth ehangach y cyhoedd o'r manteision.

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



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

**Sylwadau ategol**

Cytunwn. Mae cyfle i fodelu'r hyn sy'n digwydd mewn gwledydd eraill aml-ieithog fel bod rhieni yn ystyried hyn yn broses naturiol sydd â manteision sylweddol.

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

Cytuno

**Sylwadau ategol**

Cytunwn. Fodd bynnag, mae angen sicrhau fod cynllun ôl-ofal cadarn i'r dysgwyr sy'n mynychu addysg cyfrwng Cymraeg yn dilyn y cyfnod yn y ddarpariaeth drochi. Dylid nodi'r amrywiaeth posib o ddarpariaeth trochi hwyr fel bod rhieni a gofalwyr yn glir o'r hyn sydd ar waith i gefnogi eu plentyn.

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**

Cytunwn. Fodd bynnag, mae angen i'r sefydliad hwnnw gyd-weithio'n effeithiol gyda'r rhanbarthau ac awdurdodau lleol er mwyn adnabod yr heriau ieithyddol a daearyddol amrywiol a sicrhau fod darpariaeth gyfatebol i holl ymarferwyr ar draws y sectorau a chategori ieithyddol ysgolion. Yn ogystal, mae angen sicrhau fod y ddarpariaeth yn cyd-fynd â chynyddu dealltwriaeth yr ymarferwyr o'r methodoleg iaith sy'n cael ei hyrwyddo yn yr ysgolion ac mewn gwahanol sectorau.

Byddai canoli'r ddarpariaeth yn genedlaethol yn sicrhau cysondeb mewn adnoddau, negeseuon a'r mynediad at ddata cynnydd. Byddai'n caniatáu i amrywiaeth o ran-ddeiliaid gael mynediad hylaw at ymchwil, gwybodaeth ac adnoddau ar gyfer datblygu.

Dylid ystyried yn ogystal y gefnogaeth sydd ar gael i ymarferwyr yn dilyn y cyfnod AGA i ddatblygu eu sgiliau iaith er mwyn parhau i fagu hyder a chynyddu'r defnydd ohono. Bydd angen i hyn gyd-fynd a chynnwys y Safonau Proffesiynol ar gyfer holl ymarferwyr ysgol – arweinwyr, athrawon a chynorthwyr.

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

**Sylwadau ategol**

Cytunwn, gyda'r sefydliad yn cyd-weithio'n agos gyda rhanbarthau ac awdurdodau lleol yn canfod anghenion, datblygu adnoddau cefnogol, gwyntyllu trefniadau a phosibiliadau ar gyfer cefnogi ymarferwyr gan roi arweiniad ar ddulliau ôl-ofal effeithiol.

Byddai'n hynod fanteisiol petai'r Ganolfan Dysgu Cymraeg Cenedlaethol yn gallu darparu arweiniad a chefnogaeth i ranbarthau, awdurdodau lleol ac ysgolion ar ddefnydd priodol o'r CEFR a'r ystyriaethau ehangach o ddysgu iaith e.e. seicoleg iaith, y gwyddoniaeth a'r ymchwil tu ôl i ddatblygu iaith yn llwyddiannus ayyb.

Gan fod sefydliadau addysg yn amrywio o ran demograffeg ieithyddol a daearyddol yn ogystal â heriau rhyddhau wrth fynd i'r sector uwchradd, mae angen ystyried amrywiol ffyrdd creadigol er mwyn galluogi

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?

mynediad i holl ymarferwyr i'r ddarpariaeth. Bydd angen i'r Ganolfan Dysgu Cymraeg Cenedlaethol gynllunio yn bwrpasol ar gyfer yr amrywiaethau hyn.

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**

Cytunwn. Gan mai siwrne hir dymor ydy datblygu'r gweithle er mwyn gweithio tuag at targed miliwn o siaradwyr, dylid sicrhau fod cyllid a chyfeiriad strategol hir-dymor yn ei le i wireddu hynny. Mae cynyddu'r ddarpariaeth ar gyfer y dysgwyr yn ddibynnol ar sicrhau fod gan y gweithlu addysg yr hyfedredd ieithyddol pwrpasol ar gyfer hynny.

## 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?

Anghytuno

**Sylwadau ategol**

Mae angen amlygu fod gan y consortia rhanbarthol rôl mewn sicrhau llwyddiant i'r newidiadau ac yn rhan greiddiol o gynllunio darpariaeth ar gyfer y daith o ddysgu Cymraeg i ddysgwyr, ymarferwyr ac arweinwyr.

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?

**Sylwadau ategol**

Amlygu'r Consortia rhanbarthol - mae cyfeiriad tuag atynt ond ymhyg mewn esboniad o gost ar ysgolion neu awdurdodau lleol.

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?

**Sylwadau ategol** dim sylw

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 hwn yn gyfle hanesyddol i roi statws a bri i addysg cyfrwng Cymraeg ar draws holl ysgolion Cymru ac mae'n hanfodol er mwyn sicrhau twf siaradwyr Cymraeg i'r dyfodol.

Drwy sicrhau darpariaeth dysgu proffesiynol sydd wedi ei gydlynw'n effeithiol ac ar gael i bob ymarferydd trwy Gymru, bydd modd cynyddu'r effaith cadarnhaol a sicrhau nad oes bylchau yn y ddarpariaeth. Dylid bod yn feiddgar a chlustnodi swm sylweddol o gyllid ar gyfer sicrhau bod ysgolion yn rhoi sylw trylwyr i hyn. Dylid nodi amcanion a disgwyliadau clir ar gyfer cyfeirio arweinwyr ac ymarferwyr tuag at gyfleoedd dysgu proffesiynol penodol ar gyfer datblygu'r Gymraeg naill ai fel pwnc neu gyfrwng neu ar gyfer datblygu eu sgiliau iaith personol.

Dylid sicrhau bod rhesymau dros newidiadau i ddarpariaeth cyfrwng Cymraeg mewn ardal yn cael eu hegluro yn glir er mwyn sicrhau cefnogaeth y gweithlu a'r gymuned ehangach ac i hyrwyddo'r teimlad o berchnogaeth yn ogystal ag i osgoi unrhyw agweddau negyddol tuag at yr iaith.

Dylid grymuso'r neges fod bod yn ddwyieithog ac amlieithog yn hynod fanteisiol gan amlygu'r rhesymau dros hynny. Gall hyn blethu'n naturiol i fodlu arfer effeithiol wrth addysgu a dysgu'r Maes Dysgu a Phrofiad Ieithoedd, Llythrennedd a Chyfathrebu, yn benodol y Datganiad yr Hyn sy'n Bwysig cyntaf sef 'Mae ieithoedd yn ein cysylltu â'n gilydd'.

Er mwyn cynyddu'r effaith cadarnhaol, dylid sicrhau bod cyfleoedd cyson ar draws Cymru i godi proffil y Gymraeg drwy dargedu amrywiol gynulleidfaoedd e.e. arweinwyr ysgolion, ymarferwyr, dysgwyr a'u teuluoedd. Bydd hyn yn rhoi lle blaenllaw i arweinwyr fod yn myfyrio a chynllunio ar gyfer cynyddu'r defnydd o'r Gymraeg yng nghymuned yr ysgol. Gall hyn fod trwy gynadleddau cenedlaethol, cefnogaeth rhanbarthol a lleol yn ogystal a thrafodaethau unigol gydag ysgolion a'u cymunedau.

Dylid ymgeisio i sicrhau fod y Gymraeg yn rhan greiddiol o'r holl drafodaethau sy'n ymwneud a datblygu ysgol ac yn gyfle i goladu a modelu'r llwyddiannau ar gyfer yr ystod feysydd e.e. datblygu arweinwyr, ADY, cefnogaeth gan gynorthwywyr dysgu, yn drawsgwricwlaidd, datblygiad fel cyfrwng cyfathrebu, cyfleoedd tu hwnt i'r ystafell ddogfen i'w defnyddio, cyfleoedd dysgu proffesiynol i ddatblygu sgiliau ymarferwyr.

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**

Llunio canllawiau hygyrch o'r cynigion ar gyfer cynulleidfaoedd estynedig e.e. dysgwyr, ymarferwyr mewn ysgolion, rhieni a gofalwyr a darpar deuluoedd, llywodraethwyr ysgolion, y gymuned ehangach ar ffurf fideo a/neu ddogfen gryno.

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** dim sylw

# 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:**

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 there is a role, but local authorities need sufficient resources to shape the workforce in order to meet needs. Funding needs to be targeted. there are concerns about inclusivity (recognising and meeting the needs of all learners in Wales) as well as how we closing the gap between current standards (consultation is not clear about baseline) and B2. It would be helpful for LAs to understand the level of progress required to meet the target by 2050, i.e. what % of learners in Wales are currently B2 and an indication of the numbers needed to secure the target.

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:**

Increased awareness is needed across all sectors of the definition of B2. Highlight examples from other countries who are successful in this approach.

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?

We envisage that perhaps for secondary schools this will be the biggest challenge. Lack of capacity. Impact of wider curriculum offer. Complexities around provisions.  
The consultation does not include reference to early years/ non maintained provision for 3 years. The new curriculum is for learners from the age of 3. Would this apply to specialist settings?  
An unintended consequence could be a detrimental impact on learners unable to cope with the additional language expectations and a potential negative impact of narrowing of the curriculum offer for these learners. Potential impact for local authorities close to the border where parents/pupils don't necessarily value the language and move to English schools as a result of policy direction.  
Also Would there be additional funding and support for Trochi in these areas close to the border to support those learners who move into Wales, especially when doing so at later stages in their education.  
Another unintended consequence might be that practitioners leave the Welsh system as they do not have the language skills - particular concern for secondary subject specialisms and for counties close to the border with England. this is already a reality. loss of practitioners from the system as they do not have the personal linguistic skills to be able to meet the expectations. We need to be clear about professional development pathways for all learners and recognise that language development is a continuum. We need to celebrate achievements of learners more widely.

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?

We are supportive of local authorities having approval role.

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?

What support and funding will be given to develop staff? the proposal is not clear regarding what is meant by local flexibility. How will the target be generated in terms of geographical profile? What are the local factors to be considered?

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

Neither agree nor disagree

**Comments:**

Questions around how to monitor / what to monitor / will there be a set structure?

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

Impact on Estyn inspections. Limited capacity of local authorities - this will give LA the responsibility to monitor but with a lack of resources. Agree if appropriately resourced. Do not agree with paragraph 64.

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?

Responsibility to provide significant provision. Potential issues around local authorities close to the border, parents have a choice between Welsh/English schools; these need to be considered and reflected in planning.

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:**

Yes. There is no mention of FE and HE provision within the consultation – will there be a requirement in these sectors to support the 2050 target as well'; particularly in relation to securing professionals to support the increase in WM schools as availability of staff is a challenge currently.

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:**

There needs to be a wider consideration of the workforce required. The focus here appears to be mainly on teachers and there are a range of other roles within schools and LA support services that are required to ensure effective WM school communities.

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

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:**  
Who will review?

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)?

**Comments:**  
Local authorities will need additional resource and capacity to be fully resourced in order to successfully deliver on the WEIPS. The paper does not seem to fully acknowledge this and there is not sufficient detailed analysis of the cost needs and implications for local authorities. This is a significant work for local authorities in terms of policy and implementation.

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

Agree

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

**Comments:**

Yes, however to be fully effective this needs to be a national duty and focus / co-ordinated response. The duty should be more explicit for Welsh Government as well as local authorities.

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

There should a clear and well resourced National Communication Plan for parents, carers, learners and wider society, enhanced with examples at local level.

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

**Comments:**

Yes and also at National level. Short-term funding(even 3 year indicative ) / grant criteria is not helpful. Local authorities should be funded to deliver models that work best for them. The use of immersion centres is not necessarily the best model and differs to the approach adopted by some LAs for EAL where children are placed directly into the school and supported within.

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:**

Only if funded to do so.

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:**

This element is unclear. What support / who is providing support? Will this reflect different language patterns/dialects etc across Wales?

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

**Comments:**

Yes but it needs to be recognised that some LAs have further to travel and are likely to experience increased levels of challenge to implement. Plans need to address this. There needs to be significantly increased training opportunities for those with a level of Welsh to develop their use of professional or 'work' language skills to maximise the skills of the current workforce.

## 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?

Welsh Government

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?

There would be very positive effects on the Welsh language and significantly support the target of 1 million Welsh speakers by 2050.

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.

National Campaign to ensure that the wider population fully understands the proposed policy and expectations for the education sector.

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

#### Sylwadau ategol

Mae hyn yn bwysig gan fod y system addysg yn cyfrannu'n helaeth at gyraedd y targed yma. Yn wir, efallai fod lle i gryfhau yr elfen yma o fewn y bil yn enwedig wrth ystyried yr angen i gynyddu'r defnydd o Gymraeg mewn ysgolion cyfrwng Saesneg.

Mae angen sicrhau bod ymchwil a monitro yn cymryd lle er mwyn gallu sicrhau effeithiolrwydd unrhyw newidiadau a chyfraniad y bil at gyraedd y targed.

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 rol yr ALL yn allweddol yma wrth ddangos arweiniad yn y maes yma a'i hymrwymiad i gyd-fynd â gofynion y bil addysg newydd.

Mae lle hefyd i sicrhau fod ALL yn cydweithio'n agod, nid yn unig gyda ysgolion, ond gyda chonsortia lleol ac ar draws Cymru er mwyn sicrhau bod arfer da yn cael ei fabwysiadu ar draws ardaloedd.

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 lle i weinidogion Cymru ddangos arweiniad yn y maes yma. Hefyd - fel a nodir yn ymateb Rhwydwaith Ymchwil Cydweithredol: Addysg Ddwylieithog a'r Gymraeg:

Dylai Llywodraeth Cymru arwain y cyfeiriad strategol drwy greu Cynllun Cenedlaethol statudol ar gaffael a dysgu'r Gymraeg. Dylai'r cynllun hwn gael ei adolygu yn gyson, e.e. ym mhob tymor seneddol. Dylid gosod targedau clir ar awdurdodau lleol o ran darpariaeth Gymraeg. Dylid gosod targedau cenedlaethol ar gyfer y gweithlu addysg.

Dylai Llywodraeth Cymru adolygu a gwerthuso eu cynlluniau cenedlaethol fydd yn cynnwys gosod targedau ar gyfer gweithleoedd addysg o fewn AALI, LLC a sicrhau fod cyrff proffesiynol sy'n ymwneud ag addysg yn cael eu harfarnu'n flynyddol hefyd e.e. Prifysgolion trwy eu cynlluniau ar gyfer y Gymraeg o fewn Addysg ac AGA a hynny trwy brosesau mewnol ac ymweliadau monitro Estyn neu Cyngor y Gweithlu addysg ond nid y ddau.

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**

Fel a nodwyd yn ymateb Rhwydwaith Ymchwil Cydweithredol: Addysg Ddwylieithog a'r Gymraeg:

Dylai fod gan Weinidogion Cymru ddyletswydd i ddatgan y continwwm sgiliau Cymraeg at bwrpas eglurder i bawb.

Bydd sicrhau dealltwriaeth gyffredin o'r continwwm sgiliau Cymraeg yn ddatblygiad pwysig i sicrhau bod dysgwyr, athrawon, rhieni, cyflogwyr a rhan-ddeiliaid eraill yn ymwybodol o'r cysyniad, ei lefelau a'r ffordd y cyflawnir pob lefel.

Bydd hyn yn hwyluso darpariaeth a dysgu mewn ysgolion.

Mae'r Fframwaith Cymwyseddau Iaith Gymraeg ar gyfer Ymarferwyr Addysg yn cynnig man cychwyn ar gyfer y gweithlu addysg.

[Ar hyn o bryd, mae Addysg Gychwynnol Athrawon yn cynnig hyfforddiant , gosod lefelau ar y Fframwaith cymhwysedd sydd wedi ei sylfaenu ar CEFR ar gyfer athrawon Cymru. Mae darpar athrawon yn cyrraedd lefel benodol yn ôl eu proffil iaith ar y continwwm ond does unman iddynt ei gofnodi ar wahân i'r proffil Dechrau gyrfa na dealltwriaeth gadarn gan ysgolion a chonsortia i sicrhau datblygiad y sgiliau hyn wedyn ar ddechrau gyrfa. Amlyga hyn yr angen i ddatgan y continwwm sgiliau ar gyfer pob rhanddeiliad. ]

Byddai datgan y continwwm sgiliau yn galluogi cyswllt diwniad rhwng rhan ddeiliaid fyddai'n sicrhau datblygiad ymarferwyr addysgol ar hyd y continwwm.

Dylid comisiynu ymchwil rheolaidd, gan gynnwys ymchwil cymharol gyda gwledydd eraill, i werthuso effeithiolrwydd y continwwm sgiliau Cymraeg fel ffordd o gyflwyno eglurder cysyniadol ynghyd â chanolbwyntio ar agweddau penodol megis cysondeb rhanbarthol, ymateb gwahanol weithluoedd, dealltwriaeth rhieni, dysgwyr, cyflogwyr ac ati.

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

Cytuno

**Sylwadau ategol**

Mi fyddai creu cyfundrefn statudol ar gyfer categorïddio ysgolion a gynhelir yn ôl cyfrwng iaith yn cryfhau eglurdeb a thryloywder i ddysgwyr, rhieni, gweithluoedd, cyflogwyr a rhan-ddeiliaid eraill.

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**

Bydd gosod isafswm o ddarpariaeth o ran amser a ddarperir ar gyfer ysgolion, dysgwyr a staff yn angenrheidiol er mwyn cyrraedd y nod o sicrhau bod pob un sy'n gadael yr ysgol yn cyrraedd cyfystyr â lefel B2 fel isafswm.

OND er mwyn gwireddu hyn mae angen buddsoddi yn y gweithlu a sicrhau niferoedd digonol o staff mewn ysgolion o bob categori, sy'n gallu'r Gymraeg. Mae cynyddu hyder staff i ddefnyddio'r Gymraeg yn rhan bwysig o hyn a sicrhau bod ystyriaeth i wahanol hyfredded ieithyddol ymysg staff. Yn ogystal, mae lle i ystyried o lle ddaw'r amser i ganolbwyntio ar hyn neu sut mae plethu y gofynion hyn i mewn i'r ddarpariaeth bresennol ac yn benodol i mewn i'r cwricwlwm newydd.

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**

Er mwyn i hyn fod yn llwyddiannus mae'n rhaid hefyd i'r Awdurdod Lleol fod wedi ymrwymo i gynyddu siaradwyr Cymraeg, mae blaenoriaethau rhai ALL yn mynd i fod yn wahanol ac mae angen trosolwg craff gan Lywodraeth Cymru er mwyn sicrhau bod yr AauLI yn gwneud popeth o fewn eu gallu i adnabod y categorïau ieithyddol ac adnabod/annog ysgolion i symud drwy'r categorïau.

Rhan bwysig o hyn hefyd ydy addysgu a chyfathrebu effeithiol gyda chymuned yr ysgol. Mi fuasai ymchwilwyr/arbenigwyr ieithyddol yn gallu bod yn rhan o'r broses ymgynghori i wireddu a mewnbwnu gwybodaeth pwysig i unrhyw gynllun i newid categori ysgol. Fodd bynnag, mae'n bwysig hefyd nad yw y broses o newid categori ysgol yn broses rhy drafferthus.

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

Cytuno

**Comments:**

Mae hyn yn hollbwysig - yn enwedig ar gyfer yr ysgolion hynny sydd a chanran isel o Gymraeg neu ysgolion Saesneg lle mae amlygiad i'r Gymraeg yn gyfyngiedig i wersi Cymraeg yn unig. Mae ymchwil yn nodi'n gyson fod amlygiad i'r iaith a cyfleoedd cyson i ddefnyddio'r Gymraeg yn hollbwysig os am ddatblygu hyfredded iaith a siaradwyr hyderus.

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 hwn yn hynod bwysig ac fel a nodwyd yn ymateb y Rhwydwaith Ymchwil Cydweithredol: Addysg Ddwyieithog a'r Gymraeg:

Yn achos paragraff 60, rydym o'r farn y dylid manylu ar ddefnydd y Gymraeg y tu allan i wersi (yn ogystal â'r hyn a nodir o fan gwersi), er enghraifft, dylid cynnwys elfennau megis:

- darpariaeth addysg allgyrsiol
- polisi iaith ar gyfer siaradwyr gwadd neu ymwelwyr â'r ysgol
- darpariaeth gwasanaethau iechyd a llesiant
- darpariaeth ieithyddol ar gyfer clybiau, gweithgareddau hamdden, diwylliannol
- polisi iaith wrth gyfathrebu gyda rheini a chefnogwyr.

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

Mae ymchwil cyfredol yn cyfeirio'n gyson at ofodau ieithyddol fel yr uchod, ar gyfer datblygu hunaniaeth ieithyddol ar gyfer siaradwyr hyderus.

Yn ogystal, mae lle i sicrhau rol ALI yn y ddarpariaeth uchod a bod ALI yn ail-ystyried y gofadau Cymraeg/cyfleodd i ddefnyddio y Gymraeg pan maent yn ail-gategoreiddio ysgolion. Mi fydd hyn yn sicrhau cyfleoed pellach i ddefnyddio y Gymraeg y tu allan i'r gwersi ac mae cydweithio agos fel hyn yn hanfodol er mwyn sicrhau effeithiolrwydd a llwyddiant y bil.

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

Cytuno

#### Sylwadau ategol

Mae rôl Estyn yn y broses fonitro yn synhwyrol ond dylai Estyn hefyd gael canllawiau cliriach a disgwyliadau penodol i ysgolion parthed y dystiolaeth a gesglir yng nghyd destun defnydd o'r Gymraeg mewn ysgol o fewn categori iaith benodol.

Ond mae hefyd angen ystyried rol yr awdurdod lleol yma gan eu bod hwythau hefyd yn rhan o'r broses o adnabod ysgolion wrth newid categorïau. Ni ddylai ysgol gael ei beirniadu'n ormodol os nad yw'r sgwrsiau hynny, na'r gefnogaeth i ddatblygu iaith yn yr ysgol fod yno ar lefel ALI. Mae lle felly i sicrhau fod ALI yn cyfrannu at y sgwrs mewn unrhyw arolwg.

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

#### Sylwadau ategol

Rwy'n cyd-fynd gyda sylwadau Rhwydwaith Ymchwil Cydweithredol: Addysg Ddwieithog a'r Gymraeg yma:

Rydym yn ffafrio'r hyn a gynigir ym mharagraff 67, sef y dylid gosod rhagdybiaeth ysgol cyfrwng Cymraeg fyddai unrhyw ysgol newydd. Byddai hyn yn gosod eglurder o ran yr egwyddor cyffredinol mai'r cyfeiriad a osodir yw cynnyddu – nid gostwng – y ddarpariaeth Gymraeg, ar lefel genedlaethol ac ar lefel awdurdod lleol.

Byddai'r gosod y rhagdybiaeth yn cefnogi agweddau eraill o'r hyn a osodir yn y papur gwyn, ac yn hwyluso eglurder.

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

Rwy'n cyd-fynd gyda sylwadau Rhwydwaith Ymchwil Cydweithredol: Addysg Ddwieithog a'r Gymraeg yma:

Rydym yn credu fod angen rhoi ystyriaeth i gyfrwng iaith elfennau anffurfiol neu lai ffurfiol yn ogystal â gwersi neu ddarlithoedd yn achos ôl-16, fel a amlinellwyd gennym yn ein hateb i gwestiwn 10.

Rydym yn cytuno y dylai Gweinidogion Cymru lunio Cynllun Cenedlaethol statudol ar gyfer caffael a

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)?

dysgu'r Gymraeg gyda gweledigaeth 10-mlynedd a dyletswydd i'w adolygu a'i gyhoeddi ym mhob tymor Seneddol

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**

Mae hyn yn hollbwysig ond mae angen sicrhau bod cefnogaeth a hyfforddiant pellach ar gael ar gyfer uwch-sgilio a datblygu sgiliau Cymraeg y gweithlu. Mae hyn yn ei hyn yn un o'r prif bryderon wrth wireddu amcanion y bil gan fod prinder staff cyfrwng Cymraeg mewn ysgolion ar hyn o bryd.

Mae angen strategaeth gryf er mwyn denu mwy o unigolion i'r proffesiwn ac hefyd ystyried ffyrdd o wneud y proffesiwn yn fwy deniadol. Mae gormod o storiau yn y cyfryngau yn ddiweddar am lwyth gwaith athrawon ac mae hyn yn gwneud i lawer o fyfyrwyr ail-ystyried addysg fel gyrfa. Yn draddodiadol roedd addysg yn cael ei ystyried yn broffesiwn atyniadol - peth o hyn yn gysylltiedig gyda'r gwyliau o bosib? Mae lle i edrych eto ar sut i leihau llwyth gwaith athrawon.

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

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**

Mae'n bwysig bod gan weinidogion berchnogaeth ar y targedau ond mae angen i'r llywodraeth hefyd gyfweithio yn agos gyda partneriaid o fewn AAll wrth roi y targedau hyn. Nid yw hyn yn golygu na all y targedau fod yn uchelgeisiol. Dylai targed fod more uchelgeisiol a phosib ond yn gyrrhaeddadwy.

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**

Maze hyn yn bwysig er mwyn sicrhau hygrededd y cynllun.

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

Cytuno

**Sylwadau ategol**

Mae hyn yn bwysig ond yn amlwg mae angen i LC sicrhau bod arian digonol ar gael er mwyn cefnogi gweithlu.

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

**Sylwadau ategol**

Hollbwysig er mwyn i unigolion allanol allu craffu ar yr adroddiadau yma.

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**

Cytuno gweler hefyd y sylwad yn cwestiwn 11.

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**

Gweler ymateb i gwestiwn 10.



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**

Hoillbwysig bod cyfathrebu cyson gyda rhieni a gofalwyr wrth hyrwyddo addysgu cyfrwng Cymraeg. Mae addysu a sesiynau gwybodaeth, gwefannau cysylltiol yn bwysig wrth fynd ati i ymgysylltu gyda rhieni a gofalwyr.

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

**Sylwadau ategol**

Gallai Llywodraeth Cymru gynnig deunydd a thystiolaeth i gefnogi'r deilliannau ieithyddol disgwylidig, amlinellu manteision dwyieithrwydd, darparu tystiolaeth o addysg cyfrwng Cymraeg i deuluoedd ble nad Cymraeg na Saesneg yw iaith y teulu, ac yn y blaen, er mwyn cydlynu a chysoni ar draws y 22 awdurdod lleol.

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

Cytuno

**Sylwadau ategol**

Mae'n bwysig bod newydd ddyfodiaid yn derbyn gwybodaeth am y ddarpariaeth hyn a bod cefnogaeth priodol mewn lle wrth hyrwyddo y ddarpariaeth yma.

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

Cytuno

**Sylwadau ategol**

Mae hyn yn hollbwysig os am gynnig yr un cyfleoedd i newydd ddyfodiaid.

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

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?

**Sylwadau ategol**

Mae ymestyn rol y Ganolfan Dysgu Cymraeg Genedlaethol yn syniad da ac yn rhoi cyfle i un sefydliad arwain a chynnig gweledigaeth eang o'r hyn sydd ei angen ar draws darpariaethau.

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 darpariaeth amrywiol i ddysgu Cymraeg ar gyfer dysgwyr o bob oed a phob cefndir yn allweddol er mwyn gwireddu'r egwyddor fod y Gymraeg yn perthyn i bawb.

Mae dysgu neu gaffael iaith leiafrifol fel oedolyn neu fel plentyn yn aml yn broses wahanol i ddysgu neu gaffael iaith ddominyddol.

## 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?

Ddim yn cytuno nac yn anghytuno

**Sylwadau ategol**

Rhiad ystyried yr angen i gomisiynu ymchwil, gwerthuso a chydweithio gyda chyrff arbenigol er mwyn gwireddu'r amcanion strategol yn effeithiol.

Gall costau pellach ddeillio o hyn.

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 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

Fel a nodwyd gan Rhwydwaith Ymchwil Cydweithredol: Addysg Ddwieithog a'r Gymraeg:

Yn ein barn ni fel ymchwilwyr, bydd yr hyn a gynigir yn y papur gwyn yn gallu cael effaith gadarnhaol ar gyfleoedd i bobl ddefnyddio'r Gymraeg a pheidio trin y Gymraeg yn llai ffafriol na'r Saesneg.

Er mwyn cynyddu'r effeithiau cadarnhaol, bydd angen sicrhau fod gweithdrefnau wedi eu cynllunio'n fanwl, data a gwybodaeth yn gyflawn, cyfathrebu yn glir ac yn cyrraedd pobl Cymru, ac yn y blaen.

Mae'r cynigion yn gosod map uchelgeisiol ond cyraeddadwy, gydag amcanion clir a fydd yn cynyddu mynediad at well sgiliau yn y Gymraeg i fwy o ddysgwyr ledled Cymru. Mae gosod targedau cenedlaethol, o fewn cyd-destun o daflwybr o gynnydd ym mhob ysgol ac ym mhob awdurdod lleol yn gam pwysig ymlaen wrth gynllunio addysg, cynllunio iaith a chynllunio gweithluoedd ar gyfer Cymru a chenedlaethau'r dyfodol.

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

Fel a nodwyd gan Rhwydwaith Ymchwil Cydweithredol: Addysg Ddwieithog a'r Gymraeg:

Mae egwyddorion sylfaenol y papur gwyn yn seiliedig ar gydraddoldeb a chynhwysiant, gan gynnwys cydnabyddiaeth o amrywedd cymdeithasol.

Mae'r rhain yn egwyddorion pwysig ar gyfer trafod iaith genedlaethol sydd yn perthyn i bawb. Dylid sicrhau fod yr ieithwedd hon yn amlwg ym mhob trafodaeth.

Wrth ystyried uwchsgilio gweithluoedd, adeiladu capasiti a datblygu arbenigeddau newydd, mae'n holl bwysig gweithio'n ofalus gyda gweithluoedd presennol a gweithluoedd y dyfodol, gan gynnwys gydag undebau llafur a chyrrff cynrychioladol o grwpiau a dangynrychiolir

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 angen sicrhau bod arain yn cael ei neilltu ar gyfer ymchwil sydd yn cryfhau nod y bil ac yn ein galluogi i werthuso ac addasu y cynlluniau.

# 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?

We must grow the use of our 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?

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?

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?

*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?

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?

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?

*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?

Correctly managing the growth of our language will maintain our unique place in the world.

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 should be a priority to save our culture

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?

Neither agree nor disagree

**Comments:**

It would be clear direction for all however it needs to be clear what 'provision' entails.

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:**

Working towards B2 as a recognised level is a good idea and local authorities play a significant role in ensuring this is the aspiration. However, B2 is a far reaching and challenging level to achieve for some practitioners and any support from Welsh Government to achieve this would be welcomed.

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:**

Support financially to upskill workforce, facilitate release time for training in practical terms. Strong marketing drive to support the expectations.

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:**

Unless published the level of knowledge and accountability will not be known or aspired to.

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

**Comments:**

Unless statutory schools and LA's will encounter difficulties where there is a change of language category. However, a certain degree of flexibility is required where there are difficulties and in response to individual

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

cases for example significant school improvement issues where a change of language category would be problematic. Where schools align to either 1 or 3 there are no issues but where there is a change it needs a degree of flexibility.

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?

No issues in the Welsh medium settings at the moment. In the primary sector generally it is easier to define the minimum amount of Welsh at English Medium settings e.g. 15% as it is easier to model and exemplify. However secondary schools are struggling to model and exemplify 15% let alone ensure that it's within reach. This is due to staffing levels, recruitment and retention of staff to deliver as a national issue not just at LA level. removing the extra curricular element would be a problem for all settings.

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?

Happy with the approval role until it becomes a case of schools and LA's not agreeing as the LA would be seen as the enforcer. It would add more weight to decisions if schools, GB's and LA's would be able to refer the final decision to Welsh Government for approval.

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

Neither agree nor disagree

**Comments:**

Strongly agree in principle but currently very difficult to put into practice due to staffing pressures, recruitment and retention of staff particularly in the secondary sector.

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?

The process is clear but not all schools and settings agree to the LA WESP despite having been through consultation. This makes it very difficult to move schools along the continuum especially when they are faced with staffing and financial pressures.

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?

If there is strong evidence of demand for a Welsh-medium school it adds more political weight in the council decision making chamber as you cannot argue with strong demand.

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?

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

**Comments:**

Discussion on the targets and a reasonable level of flexibility would be ideal to respond to specific issues e.g. drop in the birth rate

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

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?

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:**

As a member of a very small team working on the WEIP it is very difficult to look at any other implementation strategies apart from increasing our internal workforce which is not likely.

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

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

Marketing drive, huge publicity, look at the benefits, produce an FAQ and myth busting exercise and communication to parents.

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 would really help us as LA's if it was statutory that pupils attended Language/Immersion settings so parents cannot opt out. Currently they know that they do not have to send their child to the centres which limits their success and doesn't best support the child's progress.

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?

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?

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?

*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 adverse effect only positive impact

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 obvious adverse effect, opportunities to grow provision is always positive

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:

Senior officers require the voices of elected members to be heard and considered when any decisions are made in relation to Welsh

Annwyl Weinidog,

Roeddwn i wedi gorfod dysgu'r Gymraeg fel oedolyn oherwydd methiant y system addysg. Rwy'n galw arnoch chi sicrhau bod pob plentyn yng Nghymru yn dod yn siaradwr Cymraeg hyderus trwy osod targed y bydd 100% o blant yn mynychu addysg cyfrwng Cymraeg erbyn 2050.

Fel rhan o hynny, dylech chi: sicrhau bod pob ysgol yn dod yn ysgol cyfrwng Cymraeg erbyn 2050; greu fframwaith cenedlaethol â thargedau statudol i bob Awdurdod Lleol i gyrraedd y nod; cyflwyno cymhellion a system gorfodi gref er mwyn gwneud yn siŵr bod awdurdodau lleol yn cwrdd â'r targedau hynny; a chreu un continwwm dysgu ac asesu Cymraeg;

Ni ddylai'r un plentyn adael yr ysgol heb ruglder yn y Gymraeg, felly dylid sicrhau bod y Bil Addysg Gymraeg newydd yn un sy'n rhoi addysg Gymraeg i bawb, nid y lleiafrif.

Nid yw'r cynigion yn y papur gwyn fel ag y maent yn mynd hanner ddigon pell tuag at ehangu mynediad i addysg Gymraeg i bob plentyn. Mae'r targed bydd o leiaf 50% o ddisgyblion yn 2050 yn parhau i beidio derbyn addysg cyfrwng Cymraeg yn gwbl annerbyniol. Rwyf yn benodol yn pryderu am ddiffyg 'dannedd' yn y system newydd arfaethedig: beth sy'n mynd i gymell/gosbi yr holl awdurdodau, gan gynnwys Cyngor y Gweithlu Addysg ac Estyn, i gwrdd â thargedau newydd? Fodd bynnag, rwyf yn croesawu bwriad y ddeddf bydd sicrhau bod pob plentyn yn dod yn siaradwr Cymraeg hyderus. Yn ogystal, mae'n destun calondid gweld cynigion i Weinidogion osod targedau ar Awdurdodau Lleol o ran tyfu addysg cyfrwng Cymraeg, cynyddu'r ddarpariaeth Gymraeg ymhob ysgol a gosod isafswm o ran darpariaeth Gymraeg mewn unrhyw ysgol, targedau ar gyfer y gweithlu addysg, dyletswydd i ddarparu canolfannau trochi a chyfundrefn i arolygu cynnydd Awdurdodau Lleol.

Mae nifer o fannau gwan yn y cynigion y mae'n rhaid eu cryfhau cyn cyflwyno'r Bil i'r Senedd. Yn benodol:

- Dylid gosod rhagdybiaeth ar wyneb y Bil y bydd pob ysgol newydd yng Nghymru yn ysgol Gymraeg.
- Dylid datgan yn glir yn y Bil y bwriad y bydd pob ysgol, dros amser, yn cynyddu ei darpariaeth cyfrwng Cymraeg i symud ar hyd y continwwm ieithyddol i fod yn ysgol cyfrwng Cymraeg.
- Rhaid i'r taflwybr a gynigir a'r targedau a osodir ar Awdurdodau Lleol fod yn statudol. Yn ogystal, dylid cyflwyno cyfundrefn ariannu newydd i Awdurdodau Lleol, gyda chymhelliannau ariannol clir yn gysylltiedig â'r targedau lleol a chyfundrefn cadarn i sicrhau cyflawniad.
- Mae'r nod o 50% o ddisgyblion mewn addysg cyfrwng Cymraeg yn rhy isel. Addysg cyfrwng Cymraeg yw'r ffordd fwyaf effeithiol i sicrhau siaradwyr Cymraeg hyderus, ac felly mae angen gosod nod o 100% erbyn 2050. Dylai'r nod fod ar wyneb y Ddeddf derfynol, gyda thafllwybr a thargedau statudol cenedlaethol a lleol dros amser yn nodi cerrig milltir ar hyd y daith.
- Rhaid gweithredu un continwwm dysgu Cymraeg go iawn ac un cymhwyster TGAU Cymraeg iaith i bob disgybl, yn hytrach na chadw 'Cymraeg ail iaith' dan enw arall. Heb wneud hynny, ni fydd disgyblion nad sydd mewn ysgolion cyfrwng Cymraeg yn dod yn siaradwyr hyderus a bydd y drefn dysgu ac asesu yn tansilio holl nodau ac athroniaeth y ddeddf.
- Rhaid i'r targedau o ran cynyddu'r gyfran o'r gweithlu sy'n gallu dysgu trwy gyfrwng y Gymraeg fod yn dargedau statudol ac uchelgeisiol, gan roi dyletswyddau ar Weinidogion, Awdurdodau Lleol a cholegau hyfforddiant cychwynol athrawon.

- Mae'r cynnig i wahaniaethu rhwng gwahanol ardaloedd yn gam gwag ac yn wastraff adnoddau. Dylid sicrhau bod targedau pob Awdurdod Lleol yn adlewyrchu'r sefyllfa bresennol o ran addysg Gymraeg a'r hyn mae angen ei wneud i sicrhau cynnydd, ond rhaid datgan yn glir y nod mai Cymraeg fydd cyfrwng addysg pob ardal erbyn 2050.
- Dylai'r Ddeddf gynnwys targedau ynghylch darpariaeth addysg cyn-statudol, a sicrhau bod yr holl sector blynyddoedd cynnar yn symud i fod yn ddarpariaeth cyfrwng Cymraeg.
- Rhaid sicrhau bod cymhelliant, system gorfodi a chymorth yn ei lle, a hynny yn y ddeddfwriaeth, er mwyn sicrhau bod yr holl awdurdodau cyhoeddus yn cwrdd â'r targedau newydd.

Cofion cynhesaf,

Aberystwyth



## Proposals for a Welsh Language Education Bill

### Consultation response form

Your name: UNISON Cymru Wales

Organisation (if applicable): -

email/telephone number:

Your address:  
UNISON Cymru/Wales  
UNISON House  
Custom House Street  
Cardiff  
CF10 1AP

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](mailto:Cymraeg2050@gov.wales)

**Please see attached paper for the UNISON Cymru  
Wales submission.**

## 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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

Please see attached paper for the UNISON Cymru Wales submission

**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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**

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**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**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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**

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**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)?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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)?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**



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**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?

<b>Agree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>
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**Supporting comments**

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**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**

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**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**

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**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

**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:

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:

## **Welsh Language Education: White paper consultation UNISON Cymru Wales response**

### **About UNISON**

UNISON is the UK's largest trade union organising and representing 1.3 million public sector workers UK wide, including 100,000 public sector workers across Wales.

UNISON Cymru Wales represents thousands of school support staff including teaching and learning support assistants, reception and office staff, kitchen and catering staff, midday supervisors, caretakers, pastoral care, technicians and librarians. These school staff are predominantly female. This submission is shaped by their experience.

### **UNISON Cymru Wales response**

The Welsh Government is to be commended for actively promoting the Welsh language and encouraging its learning and UNISON Cymru Wales offers broad support for these initiatives. We recognise significant resources will be required to ensure we successfully meet the Cymraeg 2050 target.

Foremost amongst them, is the contribution of the whole school workforce towards Welsh language learning for future generations. UNISON's consultation response is chiefly concerned with emphasising how the full involvement of school support staff is crucial to the success of increased Welsh language provision.

It is the hard work and dedication of support staff that helps make our schools the success they are. Historically, school support staff have faced an institutional discrimination that belittles their vital role and excludes them from school planning. UNISON has long campaigned against this and there is evidence thinking is changing, at least at a Welsh Government level, if not in each school.

The full involvement of the entire workforce and their trade union representatives in the early planning around how the White Paper proposals may come into effect at a Wales national level as well as in each school, offers the opportunity to break decisively with this institutional discrimination.

It is essential for all staff to have the chance to access some Welsh language training, though of course, not all staff will need Welsh language skills to the same level.

In English medium schools, those support staff not in the classroom, the cooks and caterers, cleaners, midday supervisors, administrative and facilities staff and more, will not need the same level of Welsh language provision and support and training as teaching assistants, but it is important they feel valued and are not excluded. Speaking a few words of Welsh to students outside the classroom on school premises, in playgrounds or in canteens would help and encourage students in communities where English is the predominant language, to see Welsh as a live language and not solely something to be studied in textbooks.

Schools cannot survive without teaching assistants (TAs); they help to support pupils with Additional Educational Needs and those underperforming, help teachers to cope with big classes, release teachers for preparation time and help those with English as an Additional Language. The full engagement of TAs with these proposals is therefore essential.

However, traditionally training provision for teaching assistants has been poor and indeed many have been forced to pay for their own training, despite the fact it would benefit students and the school.

Employers must ensure appropriate backfill and release to support the implementation of any legislation. Training must be paid, in work time and staff released specifically for this. Language learning demands dedication and time and is not something that can be done on the odd training day here or there. To learn effectively, school staff would need to be released from normal duties regularly over a long-term period for the duration of the learning, perhaps for up to two years.

This is a huge undertaking and this level of release and cover must be properly funded and planned by schools, Councils and Welsh Government, with the involvement of staff and their trade unions. Undoubtedly, this demands a high investment, but if it is done correctly, it will pay off extraordinarily well.

Getting the level of support to TAs right is so important because TA recruitment is a huge issue. They are already very low paid for the job they do given their level of responsibility, and many could earn more in a supermarket. Adding a Welsh language standard is likely to make the job even less attractive to potential candidates and the existing workforce.

This is a workforce worn down by providing critical work through the pandemic supporting the children of key workers and yet receiving repeated low annual pay awards.

Despite taking on more responsibility with the introduction of the new curriculum and the Additional Learning Needs transformation programme, there has not been a recognition in respect of improved rates of pay.

We recognise the commitment of the Minister for Education and the Welsh Language in allocating money for training to schools ring-fenced for TAs, however TAs feel that this funding does not always reach them. This is significant when we are talking about the importance of Welsh Language training for all staff.

The inclusion of unions in discussions about what Welsh language support and training is to be offered is a must. We need to understand the extent staff are expected to reach competencies in the Welsh language and that there will not be any repercussions/detriment or that this does not form part of capability in their career and that failure to obtain competencies would not result in dismissal. We need to know the support available for those who will or may struggle to get to appropriate levels because of disability, socio-economic disadvantage, digital exclusion or other factors.

People learn new skills at different speeds and account also must be given for those with learning difficulties. They are likely to need additional support and time.

Currently, not all support staff in Welsh medium schools speak Welsh or speak it fluently, even in communities where Welsh is most commonly used.

In further developing these proposals, we would urge Welsh Government to evaluate the extent these staff feel included and supported in their Welsh language learning.

It could also investigate whether there is currently uniformity across Wales in Welsh medium schools for the amount of paid time off provided to all school staff to learn the language.

If teaching assistants are required to read and write in Welsh to support students, this requires a higher degree of skill than just speaking Welsh. Even in Welsh speaking areas, it could actually mean TAs must have a greater knowledge than many they live alongside in the community.

Across schools, there are discrepancies around job descriptions for TAs; you can have the same job title doing very different duties, receiving vastly different pay across Wales. As there are no minimum set of qualifications for teaching assistants now, it would be perverse to set a compulsory level for Welsh understanding. This is wider strategy discussion for the profession and should be considered by the School Support Staff Workforce Board and the Welsh Government's TA minimum entry requirements group.

We note here the integrated impact assessment on changes to the Initial Teacher Education programme concluded its criteria will help realise Cymraeg 2050. It seems that planning has already started for new teachers to have received specific training in this area when they enter the profession; training and opportunities, that so far have not been scheduled for the teaching assistants who will be working alongside them.

It is important for language training to start as soon as possible in order to make sure the workforce feel skilled and equipped.

Quite understandably, school staff may be anxious about the proposals, and we recommend early and clear communication as key to tackling fear and providing assurance.

# Cynigion ar gyfer Bil Addysg Gymraeg

## Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Rôl:

Sefydliad (lle bo'n berthnasol): Mudiad Meithrin

e-bost/rhif ffôn: [polisi@meithrin.cymru](mailto:polisi@meithrin.cymru)

Eich cyfeiriad: Y Ganolfan Integredig, Boulevard de Saint Briec, Aberystwyth. SY23 1PD.

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](mailto: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?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Nodwn fod canlyniadau Cyfrifiad 2021 wedi amlygu'r angen i weithredu'n bwrpasol er mwyn cynyddu'r niferoedd sydd yn medru siarad Cymraeg ar draws Cymru, a bod gan y system addysg a'r sector gofal ac addysg blynyddoedd cynnar rôl annatod i'w chwarae wrth symud tuag at y nod hwn.

Nid oes eto sicrwydd y bydd Cyfrifiad Cenedlaethol yn cael ei gynnal yn 2041 na chwaith 2051. Amlyga hyn yr angen i ddatblygu cyfundrefn fonitro drylwyr a gwrthrychol er mwyn mesur cynnydd a pherfformiad a lle mae angen rhoi sylw mwy penodol dros amser.

Credwn fod gan bob plentyn yng Nghymru'r hawl i fod yn siaradwr Cymraeg, drwy fanteisio ar addysg Gymraeg. Nid yw'r fframwaith cyfreithiol cyfredol yn sicrhau ein bod yn raddol gweithio tuag at fynediad a darpariaeth addysg cyfrwng Cymraeg i bob plentyn yng Nghymru.

Yn gyfredol, lleiafrif o blant Cymru sydd yn derbyn eu gofal a'u haddysg yn Gymraeg ac sy'n gorffen eu haddysg (ar ba bynnag bwynt) yn siaradwyr Cymraeg. Mae taflwybr presennol Llywodraeth Cymru, a osodwyd yn 2017, yn gosod nod o 40% o'n holl ddysgwyr mewn addysg cyfrwng Cymraeg erbyn 2050. Os ydym am i bob plentyn yng Nghymru dderbyn o leiaf peth o'u haddysg drwy gyfrwng y Gymraeg y tu hwnt i astudio'r Gymraeg fel pwnc yn unig, bydd angen ymrwymiad clir gan Lywodraeth Cymru i dyfu'r gweithlu addysg a'r gweithlu blynyddoedd cynnar sydd a'r sgiliau iaith angenrheidiol i ehangu darpariaeth cyfrwng Cymraeg a gwella deilliannau ieithyddol ein plant.

Croesawn felly ymrwymiad y gweinidog i sicrhau dros amser bod pob plentyn yn derbyn cyfran o'u haddysg trwy gyfrwng y Gymraeg er mwyn meithrin sgiliau Cymraeg ar draws y cwricwlwm.

Er cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050, nodwn yr angen i sicrhau nad yw hyn i weld yn ddiwedd i'r daith hollbwysig hon.



**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?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Mae gan yr awdurdodau lleol wybodaeth a data manwl am niferoedd ysgolion a niferoedd disgyblion mewn ysgolion, sydd yn cael ei gasglu yn flynyddol drwy'r *Cyfrifiad Ysgolion Blynyddol Lefel Disgyblion (CYBLD / PLASC)*. Mae angen i awdurdodau lleol fod yn rhan allweddol o gynllunio addysg Gymraeg a'r Gymraeg mewn addysg.

Rhaid sicrhau bod awdurdodau lleol yn cynllunio yn bwrpasol i gynyddu darpariaeth addysg cyfrwng Cymraeg yn eu hardaloedd. Mae angen cynnwys manylion am sgiliau lefelau'r *CEFR* mewn ffordd hawdd i'w ddeall i unigolion nad sydd wedi arfer ei ddefnyddio. Cytunwn y dylai fod rôl bendant gan awdurdodau lleol (ac awdurdodau addysg yn benodol) wrth weithio tuag at sicrhau bod pob dysgwr yn gorffen eu cyfnod addysg statudol gyda sgiliau Cymraeg sydd (o leiaf) ar lefel B2 ar Fframwaith Cyfeirio Cyffredin Ewrop (*CEFR*) erbyn 2050.

Dylai'r system addysg fod yn anelu i bob dysgwr gyrraedd deilliant ieithyddol penodol erbyn eu bod yn gadael yr ysgol. Nodwn fod sicrhau bod gan bob dysgwr yng Nghymru sgiliau Cymraeg ar lefel sy'n gyfystyr â lefel B2 yn darged pwysig. Er hynny, rhaid ystyried a yw nodi B2 yn darged digonol yn y Gymraeg ar gyfer y sawl sydd yn derbyn addysg cyfrwng Cymraeg? I ddisgyblion sydd yn derbyn addysg cyfrwng Cymraeg, byddai nodi targedau clir i gyrraedd lefel sydd yn gyfystyr a lefelau C1 a C2 y *CEFR* i weld yn ffordd o sicrhau twf ysgolion cyfrwng Cymraeg yn y dyfodol.

Bydd angen buddsoddiad sylweddol dros y blynyddoedd nesaf i arall-sgilio gweithlu cymwys i ddatblygu'r sgiliau Cymraeg i gefnogi datblygiad dysgwyr yn yr ysgolion i gyrraedd y safon hyn erbyn 2050. Rhaid bydd sicrhau bod arweiniad clir yn dod gan Lywodraeth Cymru i'r awdurdodau lleol, bydd yn sicrhau cynllunio bwriadus a phwrpasol ar draws y meysydd sydd yn rhan o ddatblygu a chynyddu'r Gymraeg yn y sector addysg. Hydera Mudiad Meithrin y gall rannu ei arbenigedd hefyd (o dderbyn y buddsoddiad angenrheidiol).

Deallwn nad yw'r cymwysterau TGAU / AS / Uwch Cymraeg i ddisgyblion ysgol wedi eu perthynu â'r *CEFR* hyd yn hyn. Nodwn mai'r unigolion sydd yn dilyn cyrsiau lefel uwch Cymraeg i Oedolion sydd yn amlwg yn cyrraedd y maen prawf ieithyddol hwn. Er bod Cymwysterau Cymru wrthi'n ymgymryd â nifer o brosiectau bach sydd yn gysylltiedig â hyn,

nid yw'r cymwysterau ysgolion wedi bod drwy'r broses o'u cysylltu a'r *CEFR* yn yr un modd ag sydd eisoes wedi ei gwblhau (yn 2014) ar gyfer arholiadau Cymraeg i Oedolion.

Cytunwn fod angen sicrhau cyswllt clir rhwng y targed o filiwn o siaradwyr Cymraeg a'r prosesau ar gyfer cynllunio ar gyfer twf (a felly creu galw ychwanegol) am addysg cyfrwng Cymraeg. Nodwn bwysigrwydd clymu'r lefel fydd yn ddisgwyliedig (fel isafswm) i'r continwmm sgiliau Cymraeg sydd yn cael ei ddefnyddio gan ddarparwyr addysg statudol a darparwyr dysgu gydol oes.

**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 ?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Mae angen i Weinidogion Cymru osod targedau penodol i Gymru'n gyffredinol ac i awdurdodau lleol unigol ar dwf addysg Gymraeg a defnydd y Gymraeg mewn addysg.

Credwn y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 ar Fframwaith Cyfeirio Cyffredin Ewrop (*CEFR*) erbyn 2050. Bydd sicrhau bod y deilliant yn cael ei fabwysiadu'n llawn gan Weinidogion Cymru ym maes addysg, ac yn rhan greiddiol o'r Cynllun Cenedlaethol ar gyfer Caffael a Dysgu'r Gymraeg (Pennod 4 y ddogfen ymgynghori) yn hollbwysig i lwyddiant y weledigaeth.

Yn atodol, nodwn y byddai gweld Llywodraeth Cymru a'r Senedd yn ymrwmo i ddatblygu sgiliau Cymraeg pob aelod o'u staff i'r lefel hwn dros yr un cyfnod yn ffordd o gyfleu pwysigrwydd yr ymrwymiad hyn yn gyhoeddus. Cynigwn y dylai'r Llywodraeth, yn ysbryd y bil hwn, symud tuag at weinyddu trwy gyfrwng y Gymraeg a gosod nod cychwynnol i'r adran addysg weinyddu trwy gyfrwng y Gymraeg.

Rhaid i rôl Gweinidogion Llywodraeth Cymru gynnwys monitro cyrhaeddiad targedau ac ymyrryd mewn awdurdodau lleol nad ydynt yn cyrraedd y targedau hynny. Rhaid sicrhau na all tyfu addysg Gymraeg gael ei anwybyddu gan awdurdodau lleol a allai obeithio bod modd cyrraedd lefel B2 trwy gynyddu defnydd y Gymraeg mewn ysgolion Saesneg yn unig. Byddai gosod targedau penodol ar gyfer lefelau C1 ac C2 ar y naill law, a lefel B2 ar y llall yn ffordd o ymateb i hyn.

Bydd monitro cynnydd o fewn y siroedd a chefnogi ysgolion yn eu symudiad tuag at ddysgu mwy o bynciau trwy gyfrwng y Gymraeg yn hanfodol er mwyn gwireddu gweledigaeth y bil. Cynigwn y gellid creu swydd statudol o fewn yr awdurdodau lleol, e.e. Cydlyneddion Addysg Gymraeg (yn debyg i'r rolau statudol a ddarparwyd drwy'r Ddeddf Anghenion Dysgu Ychwanegol 2018) fel ffordd o oruchwyllo datblygiadau a chynnydd yn sirol.

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

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Mae Mudiad Meithrin yn cytuno y dylai dyletswydd fod ar Weinidogion Cymru i sefydlu a gweithredu un continwmm o sgiliau Cymraeg. Dyma'r unig ffordd i sicrhau bod gan ddysgwyr, athrawon, tiwtoriaid, rhieni, cyflogwyr (a'r gymuned ehangach) dealltwriaeth gyffredin o'r camau ar y daith o ddatblygu sgiliau Cymraeg. Heb fod Gweinidogion Cymru yn datgan y continwmm sgiliau Cymraeg hyn, ni fydd modd sicrhau bod gan Gymru a'r Gymraeg fframwaith cydnabyddedig, cyson, sydd yn bodloni gofynion Cymru a'r Gymraeg.

Rhaid sicrhau fod gan y continwmm sgiliau Cymraeg sail gyfreithiol a chadarn. Heb wneud hynny, ni fydd yn bosib sicrhau cynllunio bwriadus i ddarpariaeth dysgu Cymraeg.

Os mai'r bwriad yw hefyd rhoi pŵer i Weinidogion Cymru adolygu a diwygio'r continwmm sgiliau Cymraeg, rhaid hefyd ei wneud yn ofynnol iddynt ymgynghori gydag arbenigwyr ym maes caffael a dysgu iaith cyn gweithredu unrhyw newidiadau. Bydd hyn yn sicrhau y bydd y continwmm yn parhau i gynnig disgrifiadau cynhwysfawr, cydlynol a thryloyw o hyfedredd a defnydd y Gymraeg yn y dyfodol.

Er cydnabod nad oes sicrwydd y bydd disgrifiadau lefelau'r *CEFR* yn parhau fel ag y maent yn y tymor hir, maent yn cynnig system gydnabyddedig o feincnodi lefelau sgiliau ieithyddol. Byddai unrhyw newid yn y disgrifiadau gan Gyngor Ewrop felly yn arwain at angen adolygu a diwygio'r continwmm sgiliau Cymraeg.

Gan ystyried y bydd y continwmm sgiliau Cymraeg yn eistedd ochr yn ochr ag egwyddorion cynnydd Cwricwlwm i Gymru, bydd angen sicrhau cyswllt clir rhwng deilliannau ieithyddol y dysgwyr a'r continwmm sgiliau Cymraeg (a'r graddau y dyfarnir mewn arholiadau TGAU / AS / A).

Carem bwysleisio pwysigrwydd y blynyddoedd cynnar ar ddechrau'r continwwm, yn enwedig o ran cyfathrebu a chefnogi rhieni a gofalwyr ar ddechrau eu taith addysg Gymraeg. Amlygodd canlyniadau cyfrifiad 2021 bod diffyg dealltwriaeth, o bosib, ymysg rhieni a gofalwyr am allu ieithyddol eu plant. Credwn fod angen gwell dealltwriaeth rhieni a gofalwyr yn ogystal â chymdeithas yn gyffredinol yng Nghymru ynghylch y broses o gaffael iaith, a phwysigrwydd trochi cynnar a chymdeithas am bwysigrwydd trochi cynnar ar ddechrau'r continwwm.

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

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Mae Mudiad Meithrin yn cytuno y dylid creu cyfundrefn statudol ar gyfer categorïddio ysgolion a gynhelir yn ôl cyfrwng iaith. Rhaid sicrhau bod rhieni, gofalwyr ac eraill yn deall yn union faint o'r cwricwlwm fydd yn cael ei ddarparu drwy gyfrwng y Gymraeg. Er mwyn iddynt wneud penderfyniadau gwybodus, mae angen iddynt gael manylion llawn am y ddarpariaeth ac allbynnau ieithyddol disgwylidig eu plant yn y Gymraeg a'r Saesneg.

Nodwn yr angen i sicrhau bod y manylion a rennir gyda rhieni, gofalwyr ac eraill am y cyfrwng iaith a defnyddir i gyflwyno'r cwricwlwm fel rhan o *Rheoliadau Gwybodaeth Ysgolion (Cymru) 2011* yn cyd-fynd gyda'r categorïau ieithyddol sydd yn y canllawiau anstatudol ar gategoreiddio ysgolion yn ôl y ddarpariaeth cyfrwng Cymraeg.

Rhaid bod y disgrifiadau o'r allbynnau ieithyddol disgwylidig ar gyfer y Gymraeg yn glir ac yn ddealladwy i'r holl rhanddeiliaid. Rhaid bod y disgrifiadau yn ei gwneud yn glir beth fyddai gallu Cymraeg disgwylidig y plant ar ddiwedd eu cyfnod yn ysgol neu'r lleoliad penodol. Mae hyn yn hollbwysig mewn ysgolion dwy ffrwd, ble mae angen sicrhau bod y rhieni yn deall beth yw'r gwahaniaethau ar gyfer y gallu hyn ar gyfer plant sydd yn derbyn eu haddysg yn y ddwy ffrwd.

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

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Mae Mudiad Meithrin yn cydnabod bod categoreiddio ysgolion yn fater cymhleth, ac rydym yn croesawu'r ymdrech diweddar gan Lywodraeth Cymru i ddatblygu un system gyson ar draws Cymru gyda chyhoeddiad y *Canllawiau ar categoreiddio ysgolion yn ôl y ddarpariaeth cyfrwng Cymraeg* yn 2021. Nodwyd gan y Gweinidog Addysg yr angen iddynt fod yn ganllawiau statudol, a byddai hynny yn rhoi sylfaen mwy cadarn i'r cynnwys. Er hynny, mae gennym bryder mai cyfundrefn anstatudol yw'r canllawiau categoreiddio ieithyddol ar hyn o bryd.

Byddai gosod dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau yn sicrhau cysondeb yn y disgrifiadau ar draws 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

Ni allwn or-ddweud pwysigrwydd sicrhau bod y disgrifiadau o'r allbynnau ieithyddol disgwylidig ar gyfer y Gymraeg yn glir ac yn ddealladwy i'r holl rhanddeiliaid. Rhaid bod y disgrifiadau yn ei gwneud yn glir beth fyddai gallu Cymraeg disgwylidig y plant ar ddiwedd eu cyfnod yn ysgol neu'r lleoliad penodol. Mae hyn yn hollbwysig mewn ysgolion dwy ffrwd, ble mae angen sicrhau bod y rhieni yn deall beth yw'r gwahaniaethau ar gyfer y gallu hyn ar gyfer plant sydd yn derbyn eu haddysg yn y ddwy ffrwd.

Bydd cynnig isafswm o ran cyswllt yn y Gymraeg (yn flynyddol neu ar draws cyfnod addysg) yn ffordd o sicrhau bod y Gymraeg yn cael ei chyflwyno fel pwnc ac fel cyfrwng yn fwy effeithiol nag ar hyn o bryd. Rhaid hefyd sicrhau nad yw'r 'isafswm' yn dod yn norm, a bod anogaeth i ysgolion a lleoliadau addysg eraill i gyflwyno gymaint o oriau cyswllt gyda'r Gymraeg ag sydd yn bosib. Dyma fydd yn creu disgyblion (ac felly oedolion a gweithlu'r dyfodol) sydd yn hyderus o ran eu gallu i ddefnyddio'r Gymraeg y tu allan i'r dosbarth. Er bod y pwyslais ar greu siaradwyr hyderus, un mesur o hynny yw'r nifer o blant sy'n sefyll arholiadau trwy gyfrwng y Gymraeg. Mewn amryw o siroedd, mae gostyngiad yn nifer y plant sy'n sefyll eu arholiadau trwy gyfrwng y Gymraeg o'i gymharu a nifer y disgyblion a dderbyniodd addysg Gymraeg yn gynharach yn eu taith addysg. Dyma ddangos

pwysigrwydd monitro trosglwyddiad plant o'r cynradd i'r uwchradd a sicrhau eu bod yn symud ar hyd yn continwwm yn barhaus.

Rhaid sicrhau bod rhieni, gofalwyr ac eraill yn deall yn union faint o'r cwricwlwm fydd yn cael ei ddarparu drwy gyfrwng y Gymraeg. Er mwyn iddynt wneud penderfyniadau gwybodus, mae angen iddynt gael manylion llawn am y ddarpariaeth ac allbynnau ieithyddol disgwylidig eu plant yn y Gymraeg a'r Saesneg.

**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**

Nodwn bwysigrwydd cyd-weithio gyda'r awdurdodau lleol i sicrhau nad yw'r system o gategoreiddio ysgolion yn cael effaith andwyol ar y ffordd y maent yn creu'r galw am addysg Gymraeg, yn enwedig wrth bontio ar ddechrau'r cyfnodau allweddol.

Bydd cyd-weithio gyda'r awdurdodau lleol yn greiddiol i lwyddiant gosod ysgolion mewn categorïau ieithyddol teg ac addas. Mae eglurder ynglŷn â chyfrwng iaith a darpariaeth cwricwlwm ysgolion yn rhan bwysig wrth gyflwyno'r cwricwlwm newydd yng Nghymru er mwyn galluogi gweithredu'r continwwm iaith a disgwyliadau clir o ddilyniant a disgwyliadau o ran caffael y Gymraeg. Mae'n bwysig bod y categorïau a ddefnyddir yn cyfateb i gategorigau'r CYBLD er mwyn mesur cynnydd yr awdurdodau lleol yn gyson dros amser.

Mae hyn yn agwedd greiddiol o gyd-weithio gydag awdurdodau lleol i gynyddu'r ddarpariaeth gofal ac addysg Gymraeg (nid dwyieithog) yn y sector nas cynhelir. Ni allwn or-ddweud pwysigrwydd cyd-weithio gyda Mudiad Meithrin a Cwlwm er mwyn cynllunio i sicrhau darparu gofal ac addysg blynyddoedd cynnar cyfrwng Cymraeg, o fewn cyrraedd hwylus i bob cymuned yng Nghymru, i wireddu'r nod o greu a cynyddu'r galw am addysg statudol cyfrwng Cymraeg yn ein cymunedau.

Bydd sicrhau llinell atebolrwydd glir a chadarn o ran beth sydd yn gyfrifoldeb gan Weinidogion Cymru a beth sydd yn gyfrifoldeb gan awdurdodau lleol yn bwysig wrth fonitro ysgolion a lleoliadau addysg eraill. Er hynny, rhaid fydd sicrhau canllawiau clir i awdurdodau lleol er mwyn sicrhau eu bod yn defnyddio'r un mathau o dystiolaeth a data i osod ysgolion yn y categorïau priodol.

Rydym yn cytuno y dylai cyfeiriad at gategori iaith pob ysgol gael ei gynnwys ym mhrosbectws yr ysgol ac ym mhrosbectws cyfansawdd yr awdurdod lleol. Fel y nodwyd eisoes yn ein ymateb i

gwestiwn 5, er mwyn i hyn cyfleu gwybodaeth defnyddiol i'r holl rhanddeiliaid, rhaid bod y disgrifiadau o'r allbynnau ieithyddol disgwylidig ar gyfer y Gymraeg yn glir ac yn ddealladwy ac yn ei gwneud yn glir beth fyddai gallu Cymraeg disgwylidig y plant ar ddiwedd eu cyfnod yn ysgol neu'r lleoliad penodol.

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

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Mae Mudiad Meithrin yn cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser. Er hynny, rydym yn cydnabod bod patrymau darpariaeth addysg cyfrwng Cymraeg ac addysg ddwyieithog bresennol yng Nghymru yn amrywio o ardal i ardal, a bod nifer sylweddol o'r amrywiadau hyn yn adlewyrchu patrymau defnydd y Gymraeg yn y gymuned ehangach. Mae'n bwysig felly ein bod yn sicrhau cynllunio addysg ar sail dealltwriaeth glir a chyson o ddeilliannau ieithyddol y dysgwyr.

Er mwyn medru cynyddu darpariaeth Cymraeg pob ysgol, bydd angen cynnal awdit sgiliau Cymraeg ar gyfer holl staff sydd yn gweithio ac yn cefnogi ysgolion, nid yn unig yr athrawon. Dyma fydd yn galluogi adnabod ble mae'r gallu i weithio yn y Gymraeg, a ble mae angen buddsoddiad ychwanegol (a dwys) gan ysgolion ac awdurdodau lleol er mwyn galluogi staff i wneud hyn.

Mae lle o'r herwydd felly i gychwyn trwy dyfu'r defnydd o'r Gymraeg trwy'r ysgol gydag oedran y plentyn. Lle ceir hyder yn y blynyddoedd cynnar – ceir hyder naturiol yn yr iaith wrth symud ymlaen ar eu taith ieithyddol drwy'r ysgol. Byddai monitro'r cynnydd o bosib yn haws o ran % o ddefnydd y Gymraeg o fewn ysgol ac yn cynnig sylfaen gadarn. Cylch – Dosbarth Meithrin – addysg statudol. Byddai cefnogi ysgolion i gynyddu ei darpariaeth Gymraeg drwy gychwyn gyda'r plant ifancaf ym mhob cyfnod addysg, a cefnogi'r twf wrth i'r plant yna barhau ar eu taith addysg i weld yn ffordd ymarferol o weithredu'r weledigaeth hyn. Byddai cychwyn drwy gynyddu darpariaeth Cymraeg blwyddyn 1 yn golygu y byddai'r ysgol wedi cynyddu'r ddarpariaeth ar draws yr ysgol o fewn 6 mlynedd.

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

Croesawn nôd y polisi o gynyddu darpariaeth Gymraeg ysgolion Cymru, ac i hwyluso'r broses o symud i fyny'r categorïau ieithyddol. Heb gymhelliannau clir, adnoddau a chyfarwyddyd pendant, mae posib na fydd y nôd hon yn cael ei wireddu.

Mae gwaith arloesol yn digwydd ymysg partneriaid CWLWM i adnabod lleoliadau Gofal Plant cyfrwng Saesneg all drosi i fod yn ddarparwyr Gofal Plant cyfrwng Cymraeg. Digwydd hyn dros gyfnod o amser, gyda chefnogaeth ar faterion elusennol, cyfansoddiadol a ieithyddol gan gydnabod bod angen parhau i drafod goblygiadau hyn gyda rheoleiddwyr fel AGC ac Estyn.

Mae cychwyn drwy gynyddu darpariaeth ysgolion Cymraeg mewn ardaloedd sydd â'r dwysedd uchaf o siaradwyr Cymraeg, a gan ystyried tystiolaeth pwrpasol gan y Comisiwn Cymunedau Cymraeg yn ffordd ymarferol o wneud hyn. Er hynny, rhaid bydd sicrhau osgoi canlyniadau anfwriadol posib, gall gynnwys creu ardaloedd heb ddarpariaeth addysg Gymraeg digonol yn sgil datblygiadau penodol mewn ardaloedd eraill.

Er mwyn sicrhau ansawdd y ddarpariaeth Gymraeg, rhaid sicrhau bod cynyddu darpariaeth Cymraeg ysgolion a lleoliadau blynyddoedd cynnar yn cael ei gynllunio yn ofalus ochr yn ochr ag adnabod sgiliau ieithyddol y gweithlu, a chynllunio gwybodus ar gyfer meithrin a datblygu sgiliau Cymraeg ar draws y sectorau gofal ac addysg yng Nghymru.

Dylid ystyried ehangu pwynt 60 i osod dyletswydd ar bob ysgol i nodi gweithgareddau allgyrsiol / cymdeithasol, grwpiau chwaraeon, gweithgareddau ysgol gyfan ac hunaniaeth fel rhan o'r cynllun cyflawni ar gyfer cynyddu'r darpariaeth Gymraeg yn ymarferol.

Bydd angen ystyried sut y gall cyflawniad ac adroddiad ar y targedau hyn gael eu monitro gan Estyn fel rhan o'r cynllun arolygu ysgolion cyffredinol.



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

<b>Cytuno</b>	<input type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Rhaid sicrhau bod awdurdodau lleol yn gweithredu polisiau lleol, monitro cynnydd ysgolion a chynlluniau penodol, a nodi unrhyw anawsterau a welir neu a rhagwelir.

Rhaid ystyried rôl Estyn yn y broses o fonitro bod ysgol yn darparu'r addysg yn unol a'r categori a osodwyd. Bydd angen i'r rôl hon fod yn un gydweithredol ac anogol, yn hytrach nag yn un fygythiol, er mwyn annog ysgolion i wneud cynnydd – o fewn categori neu wrth symud i gategori ieithyddol uwch.

Bydd angen rhoi ystyriaeth penodol i rôl Comisiynydd y Gymraeg ym maes addysg. Mae sut y mae awdurdodau lleol yn hybu ac yn hyrwyddo'r Gymraeg a'r defnydd a wnaed ohoni yn un o'r safonau iaith. Byddai gosod disgwyliad clir bod hybu a hyrwyddo addysg Gymraeg yn rhan o'r safon hyn yn ffordd o roi swyddogaeth i swyddfa Comisiynydd y Gymraeg yn y maes hwn.

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

### Sylwadau ategol

Rydym ni, fel Mudiad Meithrin, o'r farn y dylai pob ysgol newydd a sefydlir fod yn ysgol benodedig cyfrwng Cymraeg. Byddai hyn yn normaleiddio addysg cyfrwng Cymraeg ym mhob cymuned ac yn cyfrannu'n sylweddol tuag at greu a chynyddu'r galw am addysg cyfrwng Cymraeg ar draws Cymru. Rhaid sicrhau na fydd unrhyw ddatblygiadau yn y sector addysg Saesneg a all niweidio neu danseilio datblygiad y sector addysg Gymraeg. Ni ddylai datblygiad maes addysg llesteirio cyfraniad awdurdod lleol tuag at dargedau *Cymraeg 2050*.

Wrth sefydlu ysgolion cyfrwng Cymraeg newydd, mae angen ystyriaeth benodol i'r buddsoddiad ariannol ychwanegol y bydd angen ar yr ysgolion (a lleoliadau blynyddoedd cynnar). Er mwyn hyrwyddo addysg Gymraeg a chreu'r galw am ddarpariaeth ychwanegol, bydd rhaid sicrhau bod yna ddigon o lefydd mewn ysgolion a darpariaethau blynyddoedd cynnar cyfrwng Cymraeg i ateb y galw ychwanegol ar sail y capasiti ychwanegol sydd yn cael ei adeiladu, ac nid nifer y plant sydd yn mynychu'r lleoliadau ar y diwrnod cyntaf.

Fel y nodwyd yn adroddiad y Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon a Chysylltiadau Rhyngwladol y Senedd ar y fframwaith deddfwriaethol sy'n cefnogi darpariaeth addysg cyfrwng Cymraeg, bydd angen i Lywodraeth Cymru osod mesurau penodol ar gyfer annog a chefnogi newid diwylliannol mewn awdurdodau lleol tuag at fanteision datblygu addysg Gymraeg yn eu hardal. Rydym yn cytuno gyda'r pwyllgor y dylai Llywodraeth Cymru ystyried pa rai o'r swyddogaethau hyn ddylai gael eu gosod ar sail statudol a'u cynnwys yn ei Bil Addysg Gymraeg arfaethedig.

**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)?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Rydym o'r farn y byddai creu dolen cyswllt rhwng y targed o filiwn o siaradwyr a chynlluniau Gweithredu Cymraeg mewn Addysg yr awdurdodau lleol yn gam pwysig ymlaen. Byddai hyn yn rhoi sail clir a chadarn i'r targedau ar gyfer cynyddu nifer y dysgwyr sydd yn derbyn addysg cyfrwng Cymraeg sy'n cael ei rhoi i'r awdurdodau lleol.

Croesawn y ffaith fod y pwyslais ar y ddarpariaeth Gymraeg o fewn yr ysgolion ac mai'r ddarpariaeth Gymraeg o fewn y gyfundrefn addysg sy'n gyrru datblygiad y Bil Addysg Gymraeg. Er hynny, nodwn bwysigrwydd rhoi sylw i rôl darpariaethau gofal ac addysg y blynyddoedd cynnar (megis Cylchoedd Meithrin) wrth ddatblygu'r cynigion ymhellach. Nodwn bryder nad yw'r Papur Gwyn yn cynnwys y sector gofal ac addysg y blynyddoedd cynnar, a bod gannom ni fel Mudiad Meithrin rôl ganolog i'w chwarae mewn hybu, hyrwyddo a chefnogi twf gofal ac addysg cyfrwng Cymraeg ar draws Cymru. Pryderwn nad ydym wedi ein enwi fel un o'r rhanddeiliaid i gydweithio gyda nhw er mwyn creu gwell dilyniant, profiad a deilliannau i ddysgwyr wrth iddynt ddod yn siaradwyr ym mharagraff 72.

Mae yna berthynas gref rhwng argaeledd gofal ac addysg blynyddoedd cynnar Cymraeg yn y sector nas gynhelir a chychwyn taith addysg statudol y plentyn yn y sector statudol. Ni allwn or-ddweud pwysigrwydd cyd-weithio gyda Mudiad Meithrin a Cwlwm er mwyn cynllunio i sicrhau darparu gofal ac addysg blynyddoedd cynnar cyfrwng Cymraeg, o fewn cyrraedd hwylus i bob cymuned yng

Nghymru, i wireddu'r nod o greu a cynyddu'r galw am addysg statudol cyfrwng Cymraeg yn ein cymunedau.

Nid yw pob awdurdod lleol yn cynllunio'n ddigonol ar gyfer darpariaeth addysg Gymraeg sydd o fewn pellter ymarferol i gartrefi rhieni a'u plant ym mhob ardal yn y sir. Teimlwn bod angen sicrhau grym digonol swyddogion Llywodraeth Cymru trwy gynllun cenedlaethol statudol, i allu ddylanwadu ar benderfyniadau lleol o ran datblygiad addysg Gymraeg.

Mae defnyddio'r Gymraeg yn rhan ganolog o 'Cwricwlwm ar gyfer lleoliadau meithrin a ariennir nas cynhelir' (2022), felly mae'n bwysig gwneud y ddolen rhwng yr egwyddor hwn a'r Cynllun Cenedlaethol Statudol fel bod awdurdodau lleol yn cefnogi lleoliadau dwyieithog a Saesneg i gynyddu eu defnydd o'r Gymraeg ynghyd a chynnig cefnogaeth i drosi lleoliadau Saesneg i fod yn leoliadau dwyieithog neu Gymraeg. Dylai bod disgwyliad ar leoliadau a ariennir i gefnogi plant ar ddechrau'r continwmm a gallai'r Cynlluniau Cenedlaethol statudol roi sail i'r disgwyliad hynny.

**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?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Cytunwn fod angen gosod targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol. Rhaid nodi hefyd bod sicrhau cyflenwad digonol o ymarferwyr sydd yn meddu ar y sgiliau proffesiynol angenrheidiol ynghyd â sgiliau Cymraeg o'r safon uchaf posib i'r gweithlu Gofal Plant, Blynyddoedd Cynnar a Gwaith Chwarae yn greiddiol i ddarpariaeth ddigonol o leoliadau a llefydd blynyddoedd cynnar cyfrwng Cymraeg ar draws Cymru, yn ogystal â'r gweithlu ysgolion angenrheidiol. Rhaid sicrhau cynllunio er mwyn peidio â cholli momentwm o'r groesffordd dyngedfennol hon.

Mae angen i Lywodraeth Cymru ystyried pa lwybrau deddfwriaethol sydd ar gael iddynt er mwyn medru cryfhau prosesau cynllunio'r gweithlu addysg Gymraeg – gan gynnwys y gweithlu gofal ac addysg blynyddoedd cynnar, ysgolion, addysg bellach ac addysg uwch. Bydd angen ystyriaeth i ddeddfwriaeth perthnasol, gan gynnwys:

- Deddf Addysg (Cymru) 2014

- Rheoliadau Cyngor y Gweithlu Addysg (Prif Swyddogaethau) (Cymru) 2015
- Rheoliadau Cyngor y Gweithlu Addysg (Achredu Hyfforddiant Cychwynnol Athrawon) (Cymru) 2017

Ni ellir gosod targedau ar gyfer y gweithlu addysg, heb ystyriaeth cyd-amserol i anghenion (a felly targedau) ar gyfer y gweithlu gofal ac addysg blynyddoedd cynnar. Rhaid sicrhau na fydd gosod targedau cenedlaethol ar gyfer y gweithlu addysg statudol yn arwain at sgil-ffeithiau annisgwyl ynghylch y gweithluoedd ar gyfer y sectorau cyn ac ôl addysg statudol (e.e. ymarferwyr blynyddoedd cynnar a staff colegau addysg bellach).

Bydd angen cynnal awdit sgiliau Cymraeg ar gyfer holl staff sydd yn gweithio ac yn cefnogi ysgolion a lleoliadau addysg a gofal blynyddoedd cynnar, yn y sector cyfrwng Saesneg ac yn y sector cyfrwng Cymraeg. Dyma fydd yn rhoi cyfle i adnabod ble mae'r gallu i weithio yn y Gymraeg, a ble mae angen buddsoddiad ychwanegol gan Lywodraeth Cymru ac awdurdodau lleol er mwyn galluogi holl staff ysgolion a lleoliadau addysg a gofal blynyddoedd cynnar i wneud hyn.

Fe ddylai'r Fframwaith Cymraeg ar gyfer lleoliadau cyfrwng Saesneg gael effaith gadarnhaol ar ddefnydd y Gymraeg mewn lleoliadau a ffrydiau cyfrwng Saesneg. Serch hynny, rhaid sicrhau cyflwyno'r fframwaith i athrawon, ymarferwyr blynyddoedd cynnar ac eraill mewn ffordd sydd yn annog gweledigaeth o'r effeithiau cadarnhaol, ac yn lleihau i'r eithaf unrhyw deimladau negyddol gall fod ganddynt am gyflwyno'r Gymraeg yn llorweddol ar draws profiadau eraill y cwricwlwm ac nid yn unig fel sesiynau / gwersi penodedig. Rhaid i gyfleon dysgu proffesiynol athrawon ac ymarferwyr blynyddoedd cynnar gyfoethogi ac atgyfnerthu'r weledigaeth hon gan ystyried sut mae hyrwyddo gyrfa cyfrwng Cymraeg i staff sydd heddiw yn y sector Saesneg. Wele syniadau penodol yn nogfen y Mudiad, '[Grym ein Gweithlu](#)'.

Bydd angen cynnig cyfleoedd dysgu proffesiynol pwrpasol i athrawon, ymarferwyr blynyddoedd cynnar ac eraill i gefnogi datblygiad y Cynllun Cenedlaethol yn llawn ac fel ffordd effeithiol o gefnogi cynnydd dysgwyr yn y Gymraeg. Gallai hyn gynnwys darparu sesiynau pwrpasol ar gyfer athrawon, ymarferwyr blynyddoedd cynnar ac eraill o fewn camau cynnydd a sectorau gwahanol er mwyn rhoi cyfle iddynt drafod ac ystyried enghreifftiau. Dylid edrych ar syniadau fel rhoi cydnabyddiaeth ariannol ychwanegol i staff sy'n gweithio ym maes y Gymraeg. Bydd hefyd angen ystyried sut y mae'n cyd-fynd gyda chynllunio er mwyn sicrhau bod datblygu sgiliau Cymraeg y dysgwyr yn rhan annatod o'r ddarpariaeth sydd yn cael ei gynllunio a'i ddarparu mewn ffordd sy'n cydnabod pwysau presennol ar y sector h.y. yr her o gyflenwi staff "banc" i ryddhau staff.

Byddai buddsoddiad ychwanegol mewn cynlluniau i hybu a hyrwyddo defnyddio'r Gymraeg yn y blynyddoedd cynnar megis Cymraeg i Blant, Clwb Cwtsh, Camau a Chroesi'r Bont (cynllun sydd â'r nod o hwyluso pontio ieithyddol rhwng lleoliadau trochi cynnar (e.e. Cylchoedd Meithrin) a'r ysgol Gymraeg lleol) rôl glir i'w chwarae yn y dyfodol gan nodi fod y Mudiad ei hun bellach yn profi her wrth benodi staff i swyddi o'r fath oherwydd diffyg ymgeiswyr.

Mae angen cynyddu nifer y bobl sy'n gallu gweithio drwy'r Gymraeg mewn nifer o feysydd a gwasanaethau arbenigol. Cynigiwn yr angen i flaenoriaethu hyn, er mwyn medru darparu gwasanaeth cyfrwng Cymraeg rhagweithiol ar draws y sector cyhoeddus ehangach ac mewn busnesau eraill. Nodwn yma'r angen i sicrhau datblygu sgiliau Cymraeg staff presennol nifer o wasanaethau cefnogol, megis staff Dechrau'n Deg, Therapyddion Iaith a Lleferydd, Ymwelwyr Iechyd, athrawon y Byddar a Gweithwyr Plant ac leuenctid yn gydamserol ag unrhyw gynlluniau i gynyddu capasiti a darpariaeth addysg cyfrwng Cymraeg ar hyd y gwahanol gyfnodau addysg.

Mae data cyfredol Llywodraeth Cymru yn dangos nad ydym yn cyflawni'r targedau presennol ar gyfer tyfu'r gweithlu addysg, ac nid yw'r targedu hyn yn ystyried yr ymrwymadau a wnaed yn y Papur Gwyn. Mae angen i Lywodraeth Cymru ystyried pa gamau deddfwriaethol bydd angen eu cymryd er mwyn cryfhau prosesau cynllunio'r gweithlu addysg cyfrwng Cymraeg. Mae angen ystyried gosod gofynion penodol mewn deddfwriaeth bod cyrff fel y Cyngor Gweithlu Addysg a darparwyr Addysg Gychwynnol Addysg (y Prifysgolion) yn rhoi sylw dyledus i dargedau'r Cynllun Cenedlaethol arfaethedig wrth arfer eu swyddogaethau yn y maes. Mae angen cenedlaetholi a ffurfioli hyfforddiant ieithyddol ar gyrsiau AGA yng Nghymru, gan bod y disgwyliadau ar hyn o bryd yn weddol amwys. Bydd angen cydweithio gyda'r Prifysgolion i integreddeio'r gofynion ieithyddol ar y cyrsiau AGA.

**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?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Er ein bod yn cytuno bod y deilliannau a nodir ym mharagraff 82 o'r ddogfen ymgynghori yn parhau i gynnig ffocws clir i'r gwaith cynllunio ieithyddol cenedlaethol a lleol, fel mudiad sydd yn gweithio gyda lleoliadau a gwasanaethau ar gyfer teuluoedd a'r plant lleiaf, teimlwn bod angen pwysleisio rôl lleoliadau gofal ac addysg blynyddoedd cynnar wrth gynllunio at y dyfodol. Byddai hyn yn sicrhau cydnabyddiaeth i'r ffaith mai taith yw datblygiad iaith y plentyn a'i deulu, a'i bod yn bwysig gosod y sylfeini cryfaf posib yn y blynyddoedd cynnar er mwyn gallu adeiladu arnynt dros cyfnod y plentyn mewn addysg statudol. Cynigiwn bod angen sicrhau cysondeb rhwng deilliannau'r CSGAu a datblygiadau Llywodraeth Cymru ar gyfer maes polisi Chwarae, Dysgu a Gofal Plentynod Cynnar (*Early Childhood Play, Learning and Care / ECPLC*).

Rhaid hefyd nodi ein bod ni, fel Mudiad Meithrin, o'r farn mai addysg cyfrwng Cymraeg yw'r ffordd orau o greu dinasyddion dwyieithog ac amlieithog. Er hynny, rydym yn cydnabod bod cynyddu oriau cyswllt gyda'r Gymraeg mewn ysgolion Saesneg a dwyieithog yn allweddol wrth i ni symud ysgolion ar hyd y continwwm iaith, gan ystyried mai dyma sydd yn darparu addysg i mwyafrif disgyblion Cymru ar hyn o bryd.

Mae *Deilliant 1: mwy o blant meithrin / tair oed mewn addysg cyfrwng Cymraeg* yn darged pwysig o fewn y CSGAu presennol. Rhaid cofio mai yn y cyfnod cyn cychwyn addysg statudol y mae'r mwyafrif o deuluoedd yn gwneud penderfyniadau am gyfrwng iaith addysg ffurfiol eu plant. Mae targedau *Deilliant 1* felly yn effeithio yn uniongyrchol ar dargedau *Deilliant 2: mwy o blant dosbarth derbyn / 5 oed mewn addysg cyfrwng Cymraeg*, gan mai ar gyfer cychwyn addysg llawn amser (4 oed / dosbarth derbyn) y mae awdurdodau lleol yn gofyn i rieni wneud y dewis ysgol ar gyfer addysg gynradd y plentyn.

Mae angen hefyd rhoi ystyriaeth i sut i gynyddu a chadw hyder disgyblion i ddefnyddio'r Gymraeg, yn ffurfiol ac yn anffurfiol o fewn gweithgareddau'r ysgol a thu hwnt. Er bod cynyddu'r nifer o ddysgwyr sydd yn astudio pynciau drwy gyfrwng y Gymraeg a'r Gymraeg fel pwnc yn feincnod pwysig, rhaid hefyd cofio nad yw defnyddio'r Gymraeg yn y dosbarth o reidrwydd yn trosglwyddo i ddefnydd hyderus o'r Gymraeg y tu allan i ffiniau'r ysgol.

Rydym yn cefnogi'r sail statudol i *Ddeiliant 6: Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol ("ADY") yn unol â'r dyletswyddau a bennir gan y Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018*. Cefnogwn alwadau diweddar gan Gomisiynydd y Gymraeg, Efa Gruffudd Jones, a Chomisiynydd Plant Cymru, Rocio Cifuentes, am [well darpariaeth anghenion dysgu drwy'r Gymraeg \(comisiynyddygymraeg.cymru\)](http://well.darpariaeth.anghenion.dysgu.drwy'r.Gymraeg.comisiynyddygymraeg.cymru). Dyma faes sydd angen cynllunio cenedlaethol er mwyn cefnogi'r cynnydd mewn disgyblion a fydd yn derbyn eu haddysg trwy gyfrwng y Gymraeg yn y dyfodol, felly bydd angen sicrhau bod y ddarpariaeth ADY cyfrwng Cymraeg yn cael ei gryfhau a'i gysoni ar draws Cymru. Er bod y Ddeddf Anghenion Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018 yn datgan dylid sicrhau darpariaeth drwy gyfrwng yr iaith fwyaf addas i'r plentyn, nid oes gwarant bod y ddarpariaeth ar gael trwy gyfrwng y Gymraeg ac mae'n parhau'n loteri côd post os gall y plentyn barhau a'i addysg trwy gyfrwng y Gymraeg.

Wrth ystyried cynyddu nifer y staff addysgu sydd yn gallu addysgu trwy gyfrwng y Gymraeg (*Deiliant 7*), rhaid bydd sicrhau trafodaeth gyda'r sector addysg statudol, y blynyddoedd cynnar a'r sector addysg ôl-statudol. Er bod angen gosod targedau clir ar gyfer y deiliant hwn ar draws Cymru, rhaid oes hefyd sicrhau nad yw cynyddu'r gweithlu addysg cyfrwng Cymraeg yn cael effaith andwyol ar sectorau eraill.

Un elfen sydd heb ei chynnwys yn y deilliannau yw cludiant ysgolion. Mae Mesur Teithio gan Ddysgwyr (Cymru) 2008 yn galluogi awdurdodau lleol i hybu cludiant i addysg Gymraeg. Teimlwn fod angen sicrhau bod pob Awdurdod Lleol yn cynllunio ar gyfer rhannu gwybodaeth yn rhagweithiol am y ffaith bod addysg Gymraeg yn opsiwn dilys ar gyfer pob plentyn, ni waeth beth fo'i gefndir ieithyddol. Nodwn yr angen i hyn gynnwys manylion am drafndiaeth at ddarpariaeth cyfrwng Cymraeg yng nghyd-destun cludiant o'r cartref i'r ysgol, yn unol â'r dyletswyddau a osodwyd gan adran 10 o Fesur 2008.

Yn ei argymhellion, mae adroddiad y Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon a Chysylltiadau Rhyngwladol y Senedd ar y fframwaith deddfwriaethol sy'n cefnogi darpariaeth addysg cyfrwng Cymraeg yn nodi y dylai Llywodraeth Cymru comisiynu adolygiad cyflym ar fyrder o bolisiau trafndiaeth pob awdurdod lleol yng Nghymru i nodi'r meysydd sy'n atal mynediad i ddarpariaeth addysg cyfrwng Cymraeg.

Rhaid sicrhau nad yw addysg, a felly ysgolion cyfrwng Cymraeg, o dan anfantais oherwydd pellter yr ysgolion o'r cartref. Rhaid ystyried deddfu i sicrhau bod cludiant i'r lleoliad addysg cyfrwng Cymraeg agosaf yn cael ei gynnig, am ddim, i bob plentyn ble nad yw hynny o fewn pellter cerdded

rhesymol o'r cartref, a hynny ar hyd cyfnod y plentyn ym myd addysg (o 3 i 18 oed i fod yn ymarferol i deuluoedd).

**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?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Cytunwn y byddai alinio'r dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol yn un synhwyrol. Os mai blaenoriaeth y cynlluniau yw sicrhau fod y broses yn ei ehangder yn cefnogi cynnydd sgiliau Cymraeg a dilyniant ieithyddol dysgwyr trwy gydol eu cyfnod mewn addysg statudol, rhaid ei wneud yn ymarferol i gyflawni'r nodau ac amcanion hynny yn y ffordd symlaf posib.

Er hynny, rhaid sicrhau bod y prosesau sydd yn cael eu cyflwyno yn galluogi rhoi sylw brys i argyfyngau / heriau o ran darparu addysg Gymraeg, ar lefel lleol a chenedlaethol.

**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?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Os yw targedau y Gymraeg mewn addysg yn cael eu gosod ar awdurdodau lleol gan Weinidogion Cymru, bydd yn sicrhau tryloywder yn y targedau ac yn galluogi Gweinidogion Cymru i osod targedau sydd yn cyfrannu tuag at wireddu polisi iaith cenedlaethol. Dylai'r targedau hyn gael eu gosod ar sail targedau sydd wedi'u alinio gyda targedau Cymraeg 2050. Byddai gosod y dyletswydd ar Weinidogion Cymru hefyd yn sicrhau bod targedau yn ystyried cyfraniad pob awdurdod lleol tuag at y targedau cenedlaethol, ac yn rhoi cynllun clir a phendant ar gyfer gwireddu uchelgais *Cymraeg 2050*.



**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?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input checked="" type="checkbox"/>
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### Sylwadau ategol

Cytunwn gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol. Rhaid bydd sicrhau pwrpas clir i'r adolygiad, a chyd-weithio gyda'r awdurdodau lleol a phartneriaid eraill i weithredu ar unrhyw argymhellion a wneir ar gyfer cryfhau a gwella'r CGCAau. Byddai gosod trê'n ble gall Gweinidogion Cymru ymyrryd yn amserol ac yn gyflym ble codwyd pryder gan unigolion neu asiantaeth yn cryfhau statws y CGCAau eto.

Teimlwn nad yw rhai o'r cynlluniau presennol yn ddigon uchelgeisiol a heb weledigaeth. Gall adolygiadau annibynnol bwysu ar awdurdodau lleol i fireinio'r cynlluniau cyfredol ac ymgorffori'r newidiadau angenrheidiol. Mae angen monitro cynnydd hefyd a sicrhau bod cynnydd digonol yn digwydd yn erbyn y targedau. Os bydd adolygiadau'n digwydd, rhaid bod y Llywodraeth yn sicrhau bod yr awdurdodau lleol yn gweithredu ar unrhyw argymhellion a hynny o fewn ffenest amser penodol.

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

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Mae rôl gan y CSCAau presennol o ran y disgwyliadau ar awdurdodau lleol i adnabod, a cynllunio i ddatblygu sgiliau Cymraeg y gweithlu addysg – y sawl sydd yn addysgu'r Gymraeg fel pwnc, a'r sawl sydd yn addysgu trwy gyfrwng y Gymraeg. Er hynny, bydd angen sicrhau bod yna ddyletswydd i gynnal awdit sgiliau Cymraeg ar gyfer holl staff sydd yn gweithio ac yn cefnogi ysgolion, nid yn unig yr athrawon. Dyma sut mae adnabod ble mae'r gallu i weithio yn y Gymraeg, a ble mae angen buddsoddiad ychwanegol gan ysgolion ac awdurdodau lleol er mwyn galluogi staff i wneud hyn.

Rhaid sicrhau bod y sectorau yn cyd-weithio i sicrhau and yw cynyddu nifer gweithlu mewn un sector yn cael effaith andwyol ar weithlu sector cysylltiedig (megis ymarferwyr blynyddoedd cynnar

yn symud i weithio fel cynorthwywyr dosbarth mewn ysgolion, heb fod yna gynllun cyfatebol i gynyddu nifer yr ymarferwyr blynyddoedd cynnar hefyd).

Rhaid ystyried nad yw pawb sydd yn darparu gwasanaethau neu'n cefnogi gwaith ysgolion a lleoliadau gofal ac addysg blynyddoedd cynnar yn gyflogedig gan yr awdurdod addysg, a bydd angen cynllunio ar y cyd gydag asiantaethau a sefydliadau amrywiol eraill (e.e. byrddau iechyd) i sicrhau bod yr holl weithlu sydd yn ymwneud ag addysg yn datblygu eu gweithluoedd yn yr un ffordd.

Mae cynlluniau fel cynllun *Camau Y Ganolfan Dysgu Cymraeg Genedlaethol* yn hollbwysig i ddatblygiad gweithlu blynyddoedd cynnar sydd unai yn cychwyn ar eu siwrnai iaith neu eisoes yn hyderus yn eu Cymraeg. Ond, rhaid hefyd nodi pwysigrwydd sicrhau cyfleoedd hyfforddi a chymhwyso drwy gyfrwng y Gymraeg i'r sawl sydd am gychwyn gyrfa yn y maes, a sicrhau cyfleoedd cyson i ddod yn hyfedr ddwyieithog / amlieithog. Mae Llywodraeth Cymru eisoes yn cydnabod hyn.

Bydd angen buddsoddiad ariannol ychwanegol (gan Lywodraeth Cymru ac / neu'r awdurdodau lleol) er mwyn medru ehangu'r rhaglen hyfforddiant i ymarferwyr y blynyddoedd cynnar drwy gynyddu cyfleoedd prentisiaethau a chysiau hyfforddiant Gofal Plant sydd ar gael drwy gyfrwng y Gymraeg, gan hefyd adnabod yr angen am aseswyr Cymraeg i fedru eu cefnogi. Rhaid hefyd fuddsoddi wrth ehangu rhaglen trochi iaith *Croesi'r Bont a'i* gynlluniau perthnasol (*Camfa* a *Clebran*) sy'n trochi ymarferwyr i fedru gweithio yn y Gymraeg, yn ogystal â chodi hyder ieithyddol siaradwyr Cymraeg.

Fel rhan o'r broses o ddatblygu darpariaeth y sector cyfrwng Saesneg a symud ysgolion ar hyd y continwmm ieithyddol, bydd angen cynnal awdit sgiliau Cymraeg ar gyfer holl staff sydd yn gweithio ac yn cefnogi ysgolion a lleoliadau addysg a gofal blynyddoedd cynnar, nid yn unig athrawon. Dyma fydd yn rhoi cyfle i adnabod ble mae'r gallu i weithio yn y Gymraeg, a ble mae angen buddsoddiad ychwanegol gan Lywodraeth Cymru ac awdurdodau lleol er mwyn galluogi staff i ddarparu gwasanaeth drwy gyfrwng y Gymraeg mewn lleoliadau ac ysgolion penodol. Byddai gosod disgwyliad ar ysgolion a colegau addysg bellach, drwy'r awdurdodau lleol, i sicrhau sgiliau cyflogadwyedd, gan gynnwys sgiliau Cymraeg, perthnasol i bob myfyriwr yn cefnogi'r gweledigaeth hyn.

Bydd angen sicrhau dealltwriaeth gwell o drochi ieithyddol mewn ysgolion a lleoliadau gofal ac addysg blynyddoedd cynnar. Mae Mudiad Meithrin eisoes yn darparu hyfforddiant pwrpasol ar gyfer y gweithlu blynyddoedd cynnar fel rhan o gymhwyster gofal plant a ddarparwyd drwy'r Cynllun Hyfforddi Cenedlaethol, Cynllun Ysgolion Cam wrth Gam a hefyd fel hyfforddiant DPP trwy Academi.

Nodwn yr angen i barhau i ymestyn a cryfhau'r cynllun sabothol, ac annog defnydd cyrsiau Cymraeg Cynnar / Cymraeg Gwaith y Ganolfan Dysgu Cymraeg Genedlaethol er mwyn annog datblygiad sgiliau Cymraeg y staff presennol. Rhaid magu hyder y staff i addysgu drwy gyfrwng y Gymraeg, nid yn unig cyflwyno elfennau o'r cwricwlwm neu gwersi penodol drwy gyfrwng yr iaith. Mae angen sicrhau bod y cyfleoedd hyn ddim yn effeithio ar allu unigolion i gadw eu swyddi, a bod cyfleoedd penodol iddynt hyfforddi tra'n gweithio dros gyfnod o amser.

Mae angen ymrwymiad gan Lywodraeth Cymru ar gyfer y buddsoddiad ariannol ychwanegol y bydd angen i wireddu pob un o'r cynlluniau uchod. Rhaid hefyd ystyried rôl y Ganolfan Dysgu Cymraeg Genedlaethol a hefyd y Coleg Cymraeg, Prifysgolion Cymru a Cholegau Addysg Bellach mewn cefnogi datblygiad sgiliau Cymraeg gydol oes, ar y cyd gyda partneriaid amrywiol.

**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?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Rydym yn 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. Er hynny teimlwn bod angen gosod gofyniad i gyhoeddi'r adroddiadau hyn a'u rhannu yn gyhoeddus er mwyn sicrhau tryloywder a galluogi i bartneriaid sgriwteiddio a cynnig syniadau a chyd-weithio i gyrraedd targedau'r Cynllun Cenedlaethol.

**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?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Cytunwn gyda'r cynnig bod y Bil yn rhoi pŵer i Weinidogion Cymru roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion ynghylch y camau y dylid eu cymryd er mwyn gallu sicrhau eu bod yn cyrraedd eu targedau. Mae angen y fath yma o bwysu ac adnabod risgiau er mwyn sicrhau bod awdurdodau lleol yn cymryd y cynlluniau o ddifri ac yn gweithredu targedau mewn partneriaeth a rhanddeiliaid perthnasol. Bydd adolygiadau chwim yn sicrhau y gall ddod at wraidd unrhyw rwystr sydd yn peri risg i gyflawni targedau, gan gynnig cyfle i addasu neu werthuso'r cynllun i'w symud ymlaen. Rhaid bod disgwyl i'r awdurdodau lleol weithredu ar unrhyw argymhellion a bod yr adolygiad chwim hwnnw ddim yn weithred untro ond yn rhan o broses parhaol i fonitro cynnydd.

**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)?

O dan y gyfundrefn CSCAau presennol, nid oes gan Weinidogion Cymru'r pŵer i orfodi awdurdodau lleol i ddiwygio eu CSGAau nac i gyrff llywodraethol ysgolion wneud y newidiadau angenrheidiol. Byddai rhoi pŵer i Weinidogion Cymru orfodi awdurdodau lleol / cyrff llywodraethwyr i ddiwygio CSGAau a newid categori ieithyddol ysgolion yn gosod seilwaith clir ar gyfer sicrhau bod yr awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg.

Mae angen gosod dyletswydd ar awdurdodau lleol i ystyried yr effaith ar y Gymraeg ac ar addysg cyfrwng Cymraeg bob tro y dymunir addasu, newid, neu gynyddu addysg Saesneg yn yr awdurdod lleol. Gweler hefyd ein ymateb i gwestiwn ymgynghori 12: *Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?* Yn y ddogfen hon.

Byddai gofyn i awdurdodau lleol nodi pa % o ddisgyblion sydd yn mynychu addysg cyfrwng Cymraeg fesul ward etholiadol yn ffordd o adnabod bylchau, ac / neu ardaloedd ble mae angen cynyddu neu dwysau ymgyrchoedd hyrwyddo addysg Gymraeg.

Byddai gosod hawl i awdurdodau lleol flaenoriaethu darparu cludiant i'r ysgol / lleoliad addysg cyfrwng Cymraeg agosaf ble mae hyn yn bellach neu'n llai hwylus na darpariaeth Saesneg / dwyieithog yn gam rhesymol i gynyddu'r galw am addysg cyfrwng Cymraeg.

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

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input checked="" type="checkbox"/>
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### Sylwadau ategol

Mae angen cyd-weithio i hyrwyddo ac i greu'r galw am addysg Gymraeg ar draws cymunedau Cymru. Rhaid sicrhau bod unrhyw weithgarwch ychwanegol sydd yn cael ei ddatblygu yn genedlaethol ac / neu'n lleol yn ychwanegu at yr hyn sydd eisoes yn digwydd ar lawr gwlad a ddim yn dyblygu ar gynlluniau sydd eisoes ar waith. Rhaid hefyd sicrhau cyllid digonol ychwanegol ar gyfer y gwaith hyn. Gweler enghreifftiau posib mewn ymgyrchoedd blaenorol a gafwyd eu comisiynu gan Fwrdd yr Iaith Gymraeg a'u cyd-ddarparu gan Mudiad Meithrin: *Dewis Da* a *Cychwyn Gorau*.

Gan gydnabod pwysigrwydd y blynyddoedd cynnar i 'greu' siaradwyr Cymraeg newydd, teimlwn fod angen ymgyrch cenedlaethol i hyrwyddo'r manteision hyn i bob rhiant newydd a darpar riant yng Nghymru. Bydd hefyd angen sicrhau datblygu darpariaeth gofal ac addysg blynyddoedd cynnar (yn ogystal ag ysgolion) yn lleol i bob cymuned, gan adeiladu ymhellach ar y cynllun Sefydlu a Symud presennol. Mae data'r Cyfrifiad yn amlygu'r angen i fuddsoddi ymhellach yng ngwaith Mudiad Meithrin ac i ystyried y berthynas rhwng y Mudiad a gwneuthurwyr polisi o fewn yr Awdurdodau Lleol.

Rhaid bydd hefyd sicrhau bod yna ddyletswydd ar yr awdurdodau lleol i hyrwyddo, hybu a chreu galw am wasanaethau a darpariaethau cyfrwng Cymraeg o'r cychwyn cyntaf. Nid yw gosod dyletswydd i hyrwyddo addysg cyfrwng Cymraeg o oed ysgol statudol ymlaen yn unig yn ddigonol.

Gall penderfyniad rhieni i gyflwyno'r Gymraeg i'w plant yn gynnar yn eu bywydau ddwyn ffrwyth mewn amser gymharol fyr. Fel mudiad, ein nod yw annog rhieni i gymryd y camau cyntaf tuag at gyflwyno'r Gymraeg i'w plant drwy'r amryw o wasanaethau a lleoliadau rydym yn eu cefnogi: cynllun *Cymraeg i Blant*, sesiynau *Clwb Cwtsh*, Cylchoedd Ti a Fi, Cylchoedd Meithrin a Meithrinfeydd Dydd.

Byddai gosod disgwyliad i awdurdodau lleol hyrwyddo gwasanaethau cyfrwng Cymraeg i deuluoedd ifanc megis gweithgareddau *Cymraeg i Blant*, sesiynau *Clwb Cwtsh* a *Cylchoedd Ti a Fi* yn ffordd o fraenaru'r tir ar gyfer hyrwyddo manteision addysg Gymraeg yn tymor hir (yn enwedig o gofio bod Awdurdodau Lleol yn meddu ar ddata nad sydd ar gael i ni fel mudiad Trydydd Sector). Byddai gosod disgwyliad iddynt hybu a hyrwyddo darpariaethau a lleoliadau gofal blynyddoedd cynnar (Cylchoedd Meithrin a Meithrinfeydd Dydd cyfrwng Cymraeg penodedig) yn ffordd arall o annog rhieni a gofawyr i ddewis addysg cyfrwng Cymraeg i'w plant.

Rhaid hefyd ystyried bod yna waith ymchwil sydd yn awgrymu mai iaith y fam yw'r rhagfynegydd orau o ddatblygiad ieithyddol y plentyn. Mae data'r cyfrifiad (diwethaf) yn cefnogi hyn, ac yn dangos bod y tebygolrwydd o fewn teuluoedd cymysg eu hiaith o drosglwyddo'r Gymraeg i'r genhedlaeth nesaf 10% yn uwch mewn teuluoedd ble'r fam sy'n siarad Cymraeg. Mae angen ystyried ymyraethau pwrpasol i weithio gyda thadau sy'n medru'r Gymraeg mewn teuluoedd cymysg eu hiaith. Byddai talu mwy o sylw i effaith ac arwyddocâd rhywedd trwy'r camau gweithredu i gyd yn fuddiol. Rhaid hefyd ystyried mewn teuluoedd ble mae'r ddau riant yn siarad Cymraeg fod 20% o'r rheini hynny, am ba bynnag rheswm, yn penderfynu peidio siarad Cymraeg gyda'i plant. Wrth drafod ymdrechion i ddwyn perswâd, ac i ddylanwadu ar bobl, mae targedu priodol yn hollbwysig, ac mae angen ystyried oedran, cefndir ethnig, crefydd, a rhywedd wrth wneud hyn.

Mae ymchwilwyr o Brifysgol Caergrawnt wedi bod yn cyd-weithio gyda'r NCT a hefyd y GIG yn Lloegr i ddatblygu adnoddau o dan y cynllun '*we speak multi*'. Byddai sicrhau bod dosbarthiadau cyn-geni, ac ar ôl geni a dosbarthiadau rhianta ar gael trwy gyfrwng y Gymraeg neu yn ddwyieithog (pan yn briodol) yn fodd da o gyflwyno trafodaethau am iaith y cartref cyn bod plentyn yn cyrraedd. Prin iawn yw'r cyfleoedd i dderbyn gwasanaethau fel hyn mewn nifer o rannau o Gymru. Byddai gofyn uwch-sgilio bydwragedd i hwyluso sesiynau mewn dwy iaith ac i arwain trafodaeth hyderus am hynny wrth wneud.

Nodwn hefyd bod nifer o gynlluniau eisoes yn bodoli nad sydd yn cael eu gweithredu, neu nad sydd yn cael eu gweithredu i'w llawn botensial a hyn am resymau ariannol. Cyfeiriwn at gynlluniau megis '*Kids Soak it Up*' a '*Cymraeg o'r Crud*'. Byddai medru darparu a gweithredu'r cynlluniau hyn ar draws Cymru unwaith eto yn cefnogi ac yn cynyddu trosglwyddo'r Gymraeg a'i defnydd mewn teuluoedd. Byddai angen buddsoddiad ariannol digonol, dros sawl blwyddyn, er mwyn medru gweithredu a gweld budd y cynlluniau hyn.

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

### **Sylwadau ategol**

Mae hefyd angen gosod diffiniad clir a phendant ar gyfer y gwaith hyrwyddo y bydd disgwyl i'r awdurdodau lleol eu cyflawni. Bydd angen ystyried sut bydd disgwyl iddynt hyrwyddo gwasanaethau a lleoliadau gofal ac addysg cyfrwng Cymraeg i bob teulu, ar wefannau, tudalennau cyfryngau cymdeithasol, mewn digwyddiadau lleol a mewn unrhyw gysylltiadau uniongyrchol gyda teuluoedd.

Er ein bod yn cydnabod mai ar gyfer y sector addysg statudol yn bennaf y cyfeirir ar hyn o bryd yn y ddogfen *Cynigion ar gyfer Bil Addysg Gymraeg*, mae angen pwysleisio mai nid ar adeg llenwi'r ffurflen dewis ysgol y mae rhieni a gofalwyr yn cychwyn meddwl am iaith addysg eu plant. Mae ystyried a dewis ysgol yn ffrwyth taith sydd yn cychwyn yn ystod bywyd cynnar y plentyn, gyda trafodaethau anffurfiol gyda rhieni a gofalwyr eraill a gweithwyr proffesiynol megis ymwelwyr iechyd, swyddogion Cymraeg i Blant, arweinyddion Ti a Fi a gweithwyr plant a theuluoedd cymunedol amrywiol eraill.

Byddai gosod disgwyliad ar yr awdurdodau lleol i rannu manylion am wasanaethau cyfrwng Cymraeg blynyddoedd cynnar (yn ogystal ag opsiynau addysg cyfrwng Cymraeg) fel yr opsiwn cyntaf yn ffordd o hyrwyddo addysg cyfrwng Cymraeg a chynyddu a chreu galw ychwanegol amdani. E.e. gosod disgwyliad bod rhaid i bob rhiant / gofalwr nodi eu bod wedi darllen yr wybodaeth am addysg cyfrwng Cymraeg cyn medru parhau i wneud y dewis ysgol ar y system ar-lein. Gall hyn gael ei efelychu ar draws y platfformau ar gyfer dewisiadau blynyddoedd cynnar (e.e. *Dechrau'n Deg*), addysg gynnar, y cynnig gofal plant ac addysg statudol.

Mae angen i Weinidogion Cymru osod targedau a disgwyliadau clir am natur ac amseru'r gwaith hyrwyddo y maent yn disgwyl ei weld ar hyd y daith hon, o'r crud hyd ddiwedd cyfnod addysg y plentyn. Ni allwn or-ddweud pwysigrwydd sicrhau mai nid cynlluniau tymor byr y mae angen eu gweithredu, ond cynlluniau ac ymyraethau tymor hir sydd yn plannu'r hedyn sydd wedyn yn tyfu dros gyfnod o amser. Bydd angen gweithio gydag arbenigwyr ym maes theori pwtio (nudge theory) a newid ymddygiad, gan ddysgu o'r gwaith sydd eisoes wedi ei wneud ym maes iechyd, er mwyn cynyddu ewyllys da tuag at y Gymraeg a'i normaleiddio ymhellach yn ein cymunedau ac ym myd addysg Cymru.

Gall paratoi deunydd penodol i rieni ar bosibiliadau a manteision defnyddio'r Gymraeg yn y cartref, yn ychwanegol i hyrwyddo addysg Gymraeg, fod yn fanteisiol yn y cyd-destun hwn. Byddai hyn yn

adeiladu ar gwaith sydd eisoes yn cael ei gyflawni gan Swyddogion *Cymraeg i Blant* ac yn sesiynau iaith *Clwb Cwtsh* (sydd yn cael eu darparu ar y cyd rhwng Y Ganolfan Dysgu Cymraeg Genedlaethol a Mudiad Meithrin).

Hoffai Mudiad Meithrin weld ymgyrch ddwys i gyrraedd rhieni yn uniongyrchol i hyrwyddo gofal plant ac addysg Gymraeg i bawb yng Nghymru. Mae'r ymdrechion hybu a hyrwyddo presennol yn anuniongyrchol ac yn ddibynnol ar gydweithrediad amryw o fudiadau a sefydliadau sydd yn ceisio hybu eu gwasanaethau (eraill) penodol eu hunain. Dylai Llywodraeth Cymru barhau a datblygu'r gwaith hwn. Pe bai deddfwriaeth newydd yn gosod hawl i addysg Gymraeg fel safon dros Gymru (ac yn gwerthu manteision dwyieithrwydd) yna byddai modd hyrwyddo'r neges hon i deuluoedd.

Nodwn yr angen i sicrhau arweiniad cadarn yn y maes, gan sicrhau cydlynu'r cyrff hyrwyddo sydd eisoes yn weithredol ar lawr gwlad. Mae nifer o fudiadau a sefydliadau eisoes yn weithredol, gan gynnwys y Mentrau Iaith, aelodau Mudiadau Dathlu'r Gymraeg, Cymraeg i Oedolion, Y Coleg Cymraeg Cenedlaethol a Mudiad Meithrin. Er cytunwn fod cynifer o gyrff yn medru arwain at ddrwsych, nodwn y byddai mapio a chydlynu'r gwaith sydd eisoes yn digwydd ar lawr gwlad er mwyn medru datblygu, rhannu, a chydabod yr hyn sydd eisoes yn digwydd ar lawr gwlad. Dylid nodi hefyd nad oes y fath beth a gormod o ddarpariaeth cyfrwng Cymraeg.

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

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Cytunwn bod rhaid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr. Mae'n bwysig fod rhieni neu gofalwyr ynghyd â dysgwyr yn ymwybodol o'r opsiwn, a'r gwahanol ddeilliannau ieithyddol. Rhaid sicrhau fod dealltwriaeth ymysg rhieni a gofalwyr ynglŷn â sut mae plant yn caffael iaith ac effeithlonrwydd y dull trochi, a bod pobl ifanc yn deall y cyfleoedd sydd wrth feddu ar y Gymraeg. Rhaid hefyd rhannu arfer dda rhwng awdurdodau lleol er mwyn adeiladu ar a dysgu o brofiadau llwyddiannus ar draws Cymru. Byddai'n ddefnyddiol ystyried datblygu'r canolfannau hyn i fod yn ganolfannau trochi teuluol, gan leoli profiadau dysgu i'r plentyn ac i'r rhiant / gofalwr yn yr un lleoliad. Mae cynllun Clwb Cwtsh Mudiad Meithrin yn darparu cyfleoedd anffurfiol i deuluoedd ddysgu iaith gyda'i gilydd mewn awyrgylch hwyliog.



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

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Cytunwn y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr. Rhaid oes cydnabod y gellid dysgu o gynlluniau llwyddiannus o sectorau eraill wrth ddarparu'r cyfleoedd trochi. Mae cynllun Croesi'r Bont Mudiad Meithrin eisoes yn cynnig fframwaith drochi i leoliadau blynyddoedd cynnar ar draws Cymru gan bontio â'r ysgolion sydd yn bwydo'r Cylch, ac fe ellir ystyried datblygu'r cynllun hwn ymhellach gyda chefnogaeth ariannol. Mae Croesi'r Bont hefyd yn darparu cefnogaeth *Camfa Croesi'r Bont* i leoliadau sydd yn cychwyn ar eu siwrnai Gymraeg gyda staff sydd yn siaradwyr Gymraeg newydd.

Rhaid sicrhau bod y cyfleoedd hyn ar gael i bob dysgwr, ac nid yn unig 'os oes lle yn yr Ysgol Gymraeg leol'. Mae'r Gymraeg yn perthyn i bawb a dylid sicrhau fod pob plentyn yn cael y cyfle i gaffael yr iaith, ac felly er mwyn llwyddo, rhaid bod y cynnig ar gael i bob disgybl ym mhob cyfnod o daith addysg y disgybl. Rhaid hefyd sicrhau fod cynlluniau ar gyfer trochi 'hwyr' ar gael i ddisgyblion sydd yn dewis newid cyfrwng iaith addysg ar unrhyw adeg, ac nid yn unig disgyblion sydd yn newydd i'r ardal. Rhaid i'r cynlluniau hyn wrth gwrs fod yn addas ar gyfer oed ac felly dylid cynllunio yn bwrpasol ar gyfer ystod oed lawn.

Rhaid sicrhau fod hyfforddwy'r cymwys yn cael eu penodi i ddarparu hyfforddiant ar y dull trochi i gyd-athrawon ac ymarferwyr. Rhaid hefyd sicrhau fod adnoddau gwybodaeth amrywiol ar gael i rieni, gwarchodwyr a dysgwyr er mwyn sicrhau dealltwriaeth ynglŷn a'r dull trochi a'i effeithlonrwydd a'r cyd-destun ehangach.

**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?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Ers ei sefydlu yn 2016, mae'r Ganolfan Dysgu Cymraeg Genedlaethol wedi lleihau o ddau ddeg saith i un ar ddeg y nifer o ddarparwyr yn sector Dysgu Cymraeg ar draws Cymru, ac mae'r mwyafrif erbyn hyn yn darparu mewn ac ar gyfer ardaloedd daearyddol penodol o Gymru. Byddai hyn yn galluogi'r Ganolfan i ddarparu cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, drwy'r rhwydwaith o ddarparwyr sydd eisoes yn cyd-weithio gyda nhw.

Rhaid hefyd nodi pwysigrwydd parhau i gydweithio gyda darparwyr Dysgu Cymraeg, a phartneriaid eraill i ddatblygu cyrsiau, adnoddau a modelau o ddarpariaeth ar sail argaeledd dysgwyr ar draws sectorau proffesiynol amrywiol.

Nodwn bod gannom ni, Mudiad Meithrin, arbenigedd a phrofiad helaeth o gefnogi datblygiad ieithyddol yn y Gymraeg ymhlith ymarferwyr blynyddoedd cynnar (e.e. cynllun Cymraeg Gwaith *Camau*, cynllun *Croesi'r Bont*, *Clwb Cwtsh*) ac o ddatblygu adnoddau a hyfforddiant sydd yn cefnogi'r ymarferwyr i gyflwyno a datblygu sgiliau Cymraeg y plant (e.e. hyfforddiant ar y Dull Trochi Iaith, adnoddau i gefnogi datblygiad sgiliau cyfathrebu plant).

Rydym eisoes yn cyd-weithio'n agos gyda'r Ganolfan i ddarparu y rhaglen arloesol *Clwb Cwtsh* sy'n rhoi'r cyfle i rieni ddechrau ar eu taith o ddysgu Cymraeg gan arwain yn y pendraw at nifer uwch o oedolion yn mynychu cyrsiau prif ffrwd y Ganolfan. Yn 2021/22, mynychodd 589 o oedolion a 400 o blant sesiynau *Clwb Cwtsh*. Mae lleoli *Clwb Cwtsh* o fewn y Mudiad yn galluogi'r cynllun i weithredu mewn modd strategol gan fod Mudiad Meithrin mewn sefyllfa delfrydol i adnabod oedolion sy'n awyddus i ddysgu Cymraeg gan fod ar gyfartaledd 80% o'r plant sy'n mynychu Cylchoedd Meithrin o aelwydydd ble siaredir Saesneg fel y brif iaith. Felly dwy fanteisio ar arbenigedd staff sy'n gweithio'n agos gyda Chylchoedd Meithrin, Cylchoedd Ti a Fi yn ogystal â staff cynlluniau eraill y Mudiad megis Sefydlu a Symud. Mae Mudiad Meithrin yn medru adnabod ble a sut dylid darparu rhaglen *Clwb Cwtsh* i grwpiau penodol o rieni/gofalwyr. Yn yr un modd mae cynllun Cymraeg Gwaith *Camau* sy'n cael ei weithredu gan Mudiad Meithrin, mewn cydweithrediad gyda phartneriaid eraill Cwlwm, yn medru manteisio ar arbenigedd o fewn y Mudiad yn ogystal â chael mynediad uniongyrchol at gynulleidfa targed cynllun *Camau*. Golyga hyn bod modd denu dysgwyr sydd eisoes yn rhan o gynlluniau eraill Mudiad Meithrin, megis cynlluniau *Croesi'r Bont*

(gan gynnwys Clebran a Camfa) a Cam wrth Gam. Mae hyn yn galluogi Mudiad Meithrin i gynnig pecyn cyflawn o wasanaethau i ddysgu/datblygu sgiliau Cymraeg ac i gyrraedd y gynulleidfa darged.

Byddwn yn gobeithio parhau ac adeiladu ar y berthynas cyd-weithio effeithiol hyn gyda'r Ganolfan wrth i gefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion gael ei ganoli yn Ganolfan.

Mae cynllun Cam wrth Gam eisoes yn darparu cyrsiau hyfforddiant galwedigaethol ym maes y blynyddoedd cynnar i ddisgyblion ysgol ble mae'r ysgol yn prynu'r gwasanaeth hynny i fewn. Byddai adeiladu ar y partneriaethau hyn yn ein galluogi i gyflwyno elfennau o gynlluniau *Croesi'r Bont* i ddisgyblion ysgol cyn eu bod yn cychwyn eu gyrfaedd ym maes gofal ac addysg y blynyddoedd cynnar.

**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?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Byddai ehangu rôl y Ganolfan Dysgu Cymraeg Genedlaethol i ymgymryd â chefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion yn ei alluogi i rannu arbenigedd a methodoleg addysgu a chaffael ail iaith lwyddiannus gyda sectorau perthnasol eraill i gefnogi nôd Llywodraeth Cymru o gyrraedd miliwn o siaradwyr Cymraeg gweithredol erbyn 2050.

Byddai gweithio mewn partneriaeth, er enghraifft, â sefydliadau addysg uwch / colegau addysg bellach, Mudiad Meithrin a'r Coleg Cymraeg Cenedlaethol i ehangu i feysydd fel hyfforddi'r gweithlu addysg, gan rannu adnoddau ac arferion da ar draws y sector mewn ysgolion a meithrin sgiliau iaith ar gyfer pynciau addysg bellach yn adeiladu ar arbenigeddau presennol y Ganolfan. Byddai'r cydweithio hyn yn ffordd o dyfu cymunedau ymarfer proffesiynol, drwy gynnal cynadleddau ar addysgu Cymraeg sy'n agored i bawb (ar bob lefel ac ym mhob cyd-destun), cyhoeddi papurau ar ddatblygiadau arloesol ym maes addysgeg, astudiaethau achos dysgwyr, ymarfer a ysgogir gan ddamcaniaeth, astudiaethau empiraidd yn cryfhau'r seilwaith ymhellach.

**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?

<b>Cytuno</b>	<input checked="" type="checkbox"/>	<b>Anghytuno</b>	<input type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Rhaid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru – o'r crud i'r bedd. Nodwn siom yn y cyswllt hwn nad oes sôn am rôl a chyfraniad lleoliadau gofal ac addysg blynyddoedd cynnar, cylchoedd Ti a Fi, grwpiau Cymraeg i Blant a gweithgareddau teulu yn y papur gwyn. Mae'r grwpiau cymunedol hyn yn hanfodol i gychwyn taith plentyn a'i deulu i addysg Gymraeg, ac i ddatblygiad sgiliau Cymraeg ar hyd eu hoes.

Er ein bod yn cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei ehangu i ymgymryd â chefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, rhaid nodi pwysigrwydd trafodaethau a chyd-weithio gyda partneriaid (gan gynnwys Mudiad Meithrin a'r Coleg Cymraeg Cenedlaethol) i wireddu'r uchelgais hwn.

Rhaid defnyddio data rhagamcanion poblogaeth a data genedigaethau byw er mwyn galluogi awdurdodau lleol a'u partneriaid i gynllunio ar gyfer darpariaeth digonol ar gyfer dysgu Cymraeg i ddysgwyr o bob oed yng Nghymru.

## 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?

<b>Cytuno</b>	<input type="checkbox"/>	<b>Anghytuno</b>	<input checked="" type="checkbox"/>	<b>Ddim yn cytuno nac yn anghytuno</b>	<input type="checkbox"/>
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### Sylwadau ategol

Yn ogystal ag ychwanegu Mudiad Meithrin at y rhestr o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau, dylid hefyd ystyried y rôl y sefydliadau hyn fel grwpiau a cyrff sy'n cael eu heffeithio gan y newidiadau:

- Y Coleg Cymraeg Cenedlaethol
- Canolfan Dysgu Cymraeg Genedlaethol
- Estyn
- Comisiynydd y Gymraeg

**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

Yn ogystal a'r grwpiau a'r cyrff a nodir yn yr amlinelliad, fyddai'r costau yn disgyn ar y cyrff canlynol:

- Awdurdodau Lleol
- Ysgolion
- Y Coleg Cymraeg Cenedlaethol
- Prifysgolion Cymru
- Comisiynydd y Gymraeg
- AGC
- Mudiad Meithrin

Rhaid sicrhau cyllideb digonol i ymgymryd a'r newidiadau pellgyrhaeddol fydd eu angen er mwyn medru trawsnewid darpariaeth addysg cyfrwng Cymraeg ar draws Cymru. Nid yw'r ddogfen *Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg*

*Gymraeg* yn cynnig rhoi awgrym digonol o'r trawsnewid sylweddol sydd ei angen i gyrraedd y targedau uchelgeisiol.

**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 beth sydd wedi eu hamlinellu yn yr amlinelliad o gostau ac effeithiau, gallai'r effeithiau ariannol ac anariannol gynnwys :

- Yr her na fydd digon o athrawon yng Nghymru i allu darparu cefnogaeth i ddysgwyr o bob oed yng Nghymru.
- Dim digon o adnoddau a chyllideb o fewn awdurdodau lleol er mwyn hyrwyddo'r addysg gyfrwng Gymraeg i rieni/gofalwyr.
- Oherwydd y gofynion ar sefydliadau fel Estyn o ran adolygiadau/dyletswyddau dyddiol gallai'r angen i gynnal adolygiadau gymryd yn hirach nag yr argymhellir mewn sefyllfa oedd nad ydi awdurdod yn gwireddu ei dargedau.
- O ran effaith ariannol gallai costau annisgwyl godi, ble nag y rhagwelir hwy ar hyn o bryd.

**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?

Rhaid rhoi ystyriaeth o fewn yr amlinelliad i'r sefydliadau eraill gallai gael eu heffeithio gyda'r costau fydd yng nghlwm a'r Bil Addysg Gymraeg. Mae angen sicrhau fod y sefydliadau hynny yn ffurfiol ymwybodol o unrhyw gostau / dyletswydd sydd arnyn nhw er mwyn gweithredu'r Bil Addysg Gymraeg arfaethedig.

## 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 yn y Papur Gwyn hwn yn cael effaith gadarnhaol 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.

**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

Rhaid ystyried a yw nodi B2 (fel y'i cyfeirir ati yng nghwestiwn 2 y ddogfen hon) yn nodi lefel digonol yn y Gymraeg ar gyfer y sawl sydd yn derbyn addysg cyfrwng Cymraeg? I ddisgyblion sydd yn derbyn addysg cyfrwng Cymraeg, byddai nodi targedau clir i gyrraedd lefel sydd yn gyfystyr a lefelau C1 a C2 y *CEFR* i weld yn ffordd o sicrhau twf ysgolion cyfrwng Cymraeg yn y dyfodol.

**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'r Gymraeg yn perthyn i bob un ohonom ac mae angen sicrhau bod ein sefydliadau addysg a gofal yn galluogi pob plentyn i fanteisio arni. Mae Mudiad Meithrin felly yn rhoi croeso gofalus i'r hyn sydd wedi ei chynnwys yn yr ymgynghoriad. Er hynny, rhaid oes nodi yr hoffem weld Llywodraeth Cymru yn gosod nôd uchelgeisiol o sicrhau bod pob ysgol yng Nghymru yn darparu addysg cyfrwng Cymraeg yn y dyfodol, gan ymrwymo i'r buddsoddiad ariannol fydd angen ar y seilwaith adeiladol, y gweithlu addysg a gofal ac ymgyrchoedd codi ymwybyddiaeth fydd yn hanfodol i wireddu'r weledigaeth.

Bydd angen gweld twf sylweddol a chyflym i gyrraedd 40% o ddisgyblion mewn addysg cyfrwng Cymraeg erbyn 2050 (a mwy fyth os yn cynyddu at 50%). Mae gan hyn oblygiadau sylweddol o ran

goblygiadau recriwtio a chadw gweithlu cymwys sydd a'r sgiliau ieithyddol angenrheidiol i'r sectorau gofal ac addysg blynyddoedd cynnar, addysg statudol, ac addysg ôl-statudol.

Rhaid hefyd ystyried sut y bydd Llywodraeth Cymru yn mesur cynnydd yn erbyn targedau Cymraeg 2050 os na fydd yna gyfrifiad cenedlaethol yn cael ei gynnal yn 2041 na 2051. Bydd angen blaen gynllunio i gytuno ar fesurydd amgen er mwyn medru monitro cynnydd ar hyd y cyfnod (ac o bosib galluogi cymhariaeth hyd oes strategaeth *Cymraeg 2050* gan ddefnyddio'r mesurydd amgen).

Nodwn bwysigrwydd cynllunio ar gyfer darpariaethau addysg, gofal a chwarae digonol yn natblygiadau gwlad a tref ledled Cymru. Rhaid gosod amodau s106 wrth ystyried anghenion twf ardaloedd trefol, ac yn benodol yr angen i sicrhau darparu lleoliadau a gwasanaethau sydd yn cynnig darpariaeth cyfrwng Cymraeg pwrpasol ar gyfer gofal ac addysg ein plant.

O edrych ar ganlyniadau Cyfrifiad 2021, gallwn weld fod demograffeg yr iaith Gymraeg yn newid, yn arbennig y cynnydd arwyddocaol o ran nifer y plant Du, Asiaidd ac o Leiafrifoedd Ethnig sy'n siaradwyr Cymraeg. Meddai Dafydd Trystan a Yasmin Begum yn eu papur diweddar, *The Changing Demography of Ethnicity and the Welsh Language*:

*'This changing demography is reflected in the fact that while fewer than 1 in 50 Welsh speakers were Black, Asian, and Other in 2011, the figure had increased markedly to 1 in 33 by 2021. This figure is likely to change further by 2031, with large implications for Welsh language speaking society and institutions.'*<sup>1</sup>

Mae'r dros hanner o'r siaradwyr Cymraeg sy'n Ddu, Asiaidd neu Ethnig Leiafrifol yn y rhychwant oed 3-15. Mae'r bil hwn yn estyn cyfle gwirioneddol i wneud y Gymraeg yn iaith i bawb gan fod y system addysg yn chwarae'r rhan flaenllaw o ddysgu'r Gymraeg i blant ar draws Cymru, beth bynnag eu hil a'u hethnigrwydd.

Mae adroddiad y Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon a Chysylltiadau Rhyngwladol y Senedd ar y fframwaith deddfwriaethol sy'n cefnogi darpariaeth addysg cyfrwng Cymraeg yn gwneud nifer o argymhellion y dylid hystyried wrth ddrafftio'r Bil Addysg Gymraeg arfaethedig gan gynnwys:

Argymhelliad 4: ... datblygu fframwaith cenedlaethol i sicrhau dull cenedlaethol cyson o gynllunio a darparu addysg Gymraeg.

Argymhelliad 6: ... bod Llywodraeth Cymru yn adolygu mesurau newydd ar gyfer annog a chefnogi newid diwylliannol mewn awdurdodau lleol tuag at fanteision datblygu addysg Gymraeg yn eu hardal.

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<sup>1</sup> The Changing Demography of Ethnicity and the Welsh Language by Dafydd Trystan and Yasmin Begum, [https://docs.google.com/document/d/e/2PACX-1vQ607vC6aoFpdxvaGqgealDM89JR7An\\_HqOOB9SAlI8fyDxVv\\_03FPIzIWPsYrquw/pub](https://docs.google.com/document/d/e/2PACX-1vQ607vC6aoFpdxvaGqgealDM89JR7An_HqOOB9SAlI8fyDxVv_03FPIzIWPsYrquw/pub)



Yn dilyn yr adolygiad hwn, dylai Llywodraeth Cymru ystyried pa rai o'r swyddogaethau hyn ddylai gael eu gosod ar sail statudol a'u cynnwys yn ei Bil Addysg Gymraeg arfaethedig.

Argymhelliad 7: ... bod Llywodraeth Cymru yn cynnal cronfa gyfalaf addysg cyfrwng Cymraeg benodedig o fewn cyllideb Cymunedau Dysgu Cynaliadwy, yn ogystal â'r cymorth y mae prosiectau cyfrwng Cymraeg yn ei gael o'r gronfa gyffredinol.

Argymhelliad 11: ... bod Llywodraeth Cymru yn cefnogi a hwyluso cydweithio agosach rhwng awdurdodau lleol a phartneriaid yn y sectorau blynyddoedd cynnar ac ôl-16 i ddatblygu darpariaeth Gymraeg yn lleol.

Argymhelliad 12: ... y dylai fod yn ofynnol i awdurdodau lleol ymgynghori a chydweithio â darparwyr addysg blynyddoedd cynnar ac ôl-16 yn eu hardaloedd lleol ac ar draws y rhanbarth wrth ddatblygu Cynlluniau Strategol Cymraeg mewn Addysg yn y dyfodol.

Argymhelliad 14: ... sicrhau bod y gweithlu meithrin yn cael ei gynrychioli mewn arolwg Cyfrifiad Blynyddol y Gweithlu Ysgolion yn y dyfodol i wella'r gwaith o gasglu a dadansoddi data ar sgiliau Cymraeg ar draws y sector cyn-statudol.

Argymhelliad 16: ... bod Llywodraeth Cymru ynghyd â phartneriaid allweddol yn archwilio'r potensial i integreiddio elfennau o'r Cynllun Sabothol i raglenni Hyfforddiant Cychwynnol Athrawon i drochi a gwella sgiliau iaith Gymraeg athrawon dan hyfforddiant.

Argymhelliad 18: ... y dylai Llywodraeth Cymru ystyried a ellid ehangu'r Cynllun Sabothol i rai ymarferwyr blynyddoedd cynnar yng Nghymru sy'n cefnogi darpariaeth cyfrwng Cymraeg yn y sector, neu i hyrwyddo ac ehangu'r Cynllun Dysgu Cymraeg ar gyfer Addysg y Blynyddoedd Cynnar a Gofal Plant drwy Dysgu Cymraeg.

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhyngwrwyd neu mewn adroddiad. Os byddai'n well gennych i'ch ymateb aros yn ddiennw, ticiwch yma:

