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16 June 2023

Dear colleagues

### **Proposals for a Welsh Language Education Bill – EWC consultation response**

The Education Workforce Council (EWC) is the independent, professional regulator for the education workforce in Wales, covering teachers and learning support staff in school and further education settings, qualified youth/youth support workers, and work-based learning practitioners.

The Council is not responding to the specific questions in the consultation, rather it is limiting its response, within this letter, to matters specific to its remit, notably the workforce. The first section relates to work undertaken by EWC which provides context and information relevant to the proposals, the second section provides comments on the content of the consultation.

#### Section 1

##### EWC Register of Education Practitioners

The Council's Register of Education Practitioners (the Register) holds detailed data in relation to the education workforce in Wales, including their Welsh language skills.

If the target of a million Welsh speakers by 2050 is to be achieved, a very significant increase in the Welsh language capacity of the school workforce will be necessary. As well as increasing overall numbers of Welsh-medium staff, it will be equally important to ensure that Welsh-medium teachers have appropriate specialisms, both in terms of individual subjects and areas such as ALN, where pupils should have an equal opportunity to access Welsh-medium education.

The most recent (2022) data from our Register shows that the number of Welsh speaking school teachers (those declaring themselves to be fluent, or fairly fluent, in the Welsh language) has remained static over recent years and currently stands at around a third (33.2%) of registered teachers.

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### Number of registered school teachers by ability to speak Welsh, 2022

	2018		2019		2020		2021		2022	
	Number	%	Number	%	Number	%	Number	%	Number	%
Yes	11,941	33.2	11,936	33.6	11,804	33.6	11,641	33.5	11,691	33.2
No	21,799	60.7	22,099	62.2	22,039	62.7	21,912	63	22,586	64.1
Unknown	2,189	6.1	1,510	4.2	1,328	3.8	1,213	3.5	979	2.8
Total	35,929	100	35,545	100	35,171	100	34,766	100	35,256	100

Source: EWC 2022

There has also been little variance, year on year, in the number of registered teachers stating that they are able to work through the medium of Welsh (currently 26.6%). The Welsh language ability of school teachers is unknown for 2.8%.

### Number of registered school teachers by ability to work through the medium of Welsh, 2022

	2018		2019		2020		2021		2022	
	Number	%	Number	%	Number	%	Number	%	Number	%
Yes	9,798	27.3	9,663	27.2	9,550	27.2	9,429	27.1	9,382	26.6
No	23,857	66.4	24,309	68.4	24,275	69	24,106	69.3	24,879	70.6
Unknown	2,274	6.3	1,573	4.4	1,346	3.8	1,231	3.5	995	2.8
Total	35,929	100	35,545	100	35,171	100	34,766	100	35,256	100

Source: EWC 2022

It is also important to consider the key role that learning support workers will need to play in any successful strategy to increase Welsh medium provision within schools. According to 2022 data from the EWC register, 19.9% of registered school learning support workers are able to speak Welsh. The percentage of those able to work through the medium of Welsh is 16.6%. However, it should be noted that the proportion of LSWs for whom it is unknown whether or not they are Welsh speakers (22.2%) or are able to work through the medium of Welsh (22.4%) is higher than that for school teachers. This is due to the way this registrant group was added to the register 'en masse' in 2016.

### Initial Teacher Education Accreditation

The EWC, via its Initial Teacher Education Accreditation Board, has a statutory function to accredit programmes of ITE in Wales, and to monitor programmes throughout their period of accreditation.

Annually, the Welsh Government sets national intake allocations for ITE. To inform this process the EWC provides Welsh Government with an agreed set of data from the Register of Education Practitioners.

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Thereafter, on behalf of (and with approval from) WG the EWC distributes allocations to accredited programmes of ITE in Wales. Whilst ITE intake allocations do not include specific, separate Welsh medium allocations for programmes, the Welsh Government stipulates that partnerships should work towards ensuring that 30% of recruitment to all ITE programmes should be student teachers learning to teach through the medium of Welsh. At the request of Welsh Government, the EWC monitors partnerships' progress in this regard on a monthly basis (from the end of January through to October each recruitment cycle) and reports to Welsh Government.

Recruitment to the primary national intake allocations is good in both Welsh and English, albeit that the 30% Welsh medium recruitment is challenging. This is exacerbated further in secondary (and even more so in shortage subjects such as STEM), where general recruitment is more difficult and consequently the 30% Welsh medium even more challenging.

It should be noted that recruitment of Welsh medium individuals is highly competitive, not just in education, but across other sectors and professions.

### Promotion of careers

At the request of the Welsh Government and through grant funding, the EWC is leading the development and implementation of a strategic approach to recruitment and the promotion of careers in education in Wales. In 2021 the EWC launched [Educators Wales](#), a national brand, website and advice service to support recruitment and retention for the education sector.

One of the priorities set by Welsh Government for this work is contributing to increasing recruitment of Welsh-medium educators. Since 2022 our Promotion of careers team has included an officer dedicated to Welsh-medium recruitment, developing and implementing a targeted recruitment plan and working with a range of partners.

### Section 2

#### Including provision on the national target of one million Welsh speakers within a Bill

If the 2050 target is to be met, a concerted and sustained national effort will now be required, involving a wide range of stakeholders. To achieve this, strong leadership from government is necessary in order to deliver a coordinated strategy and ensure that focus is maintained.

The Council therefore welcomes the proposed inclusion of the target of one million Welsh speakers by 2050 within the Bill. It is hoped that placing a duty on Welsh Ministers and local authorities to give due regard to the target when exercising their education functions, will help to ensure that the necessary leadership is provided and sustained over time. However, the size of the challenge and the extent of the resources that will be required to achieve the target should not be

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underestimated. This is underlined by the recent release of census data which showed a decrease in the number of Welsh speakers between 2011 and 2021, as well as the EWC register data that is outlined above.

### Setting targets for the education workforce

The Council supports the proposal for a statutory National Plan for the acquisition and learning of Welsh, creating a link between national and local targets for Welsh in education. We also agree with the proposal (outlined within paragraphs 73-74) to set national targets for the education workforce, to be included within the National Plan, and linked to the existing targets set for local authorities within their current Welsh in Education Strategic Plans (WESPs to be replaced by WEIPS). We note that the EWC is mentioned (alongside 'initial teacher education or university providers', the National Centre for Learning Welsh, local authorities, and regional consortia) as one of the stakeholders involved in addressing the targets in planning initial teacher education and professional learning.

We welcome the specific measures that are outlined in the Welsh Government's Welsh in Education Workforce Plan, published last year, which will play an important role in contributing towards these targets. The EWC is identified within that plan as having a number of roles to play in this area, including undertaking data analysis, assisting in the development of ITE intake targets, ITE accreditation, promotion of careers and working with partners on developing and promoting pathways to become a teaching assistant. We welcome the opportunity to work in partnership to nurture an environment where Cymraeg is valued, and sufficient resources are available to support its growth.

### Professional development

In addition to recruiting new Welsh speaking teachers, an enhanced programme of professional learning will also be required to develop the Welsh language skills of the existing workforce. A particular focus will be needed on building the confidence of those who are able to speak Welsh but do not currently feel comfortable using the language in a professional context. It is essential that all training and development is quality assured, accessible across all parts of Wales and sufficiently funded, to ensure equality of opportunity for all practitioners.

The Council supports the concept of developing an agreed continuum of Welsh language skills, in order to provide a common understanding of expected linguistic skills at different levels. We welcome the proposal for this to be designed to meet the specific requirements of Wales and the Welsh language. This will assist efforts to measure the progress of learners and will help to clarify the professional development needs of the education workforce and the interventions required to

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improve their skills. We also agree with the proposal for there to be a flexible process for reviewing the continuum and hope that this will help to ensure that it remains relevant to evolving needs.

#### The principle that all schools should increase their Welsh language provision over time

The Council agrees that it will be essential for schools across Wales to increase their Welsh language provision over time, if the one million Welsh speakers target is to be achieved. However, it is important to recognise that this will potentially transform schools, in communities throughout the country. The Council therefore believes that it will be essential to ensure that educators, learners, parents and communities are fully informed and able to have a say on changes taking place within their areas. This will ensure the widest possible buy-in for the policy and avoid any unintended consequences against the Welsh language (and the one million Welsh speakers target) that may occur if the public feels that changes are being implemented in their local schools without community support.

The Council supports the principle of linking increases in Welsh language provision to local factors and we agree that local authority Welsh in Education Implementation Plans (WEIPs) are an appropriate mechanism through which each local authority can set out its aims.

We also support the proposal for local authorities to base decision making on the demographics of the Welsh language within catchment areas and for Ministers to take these matters into consideration when setting targets for local authorities. A significant demographic trend that should be noted is the projected fall in the number of school pupils that has been forecast between 2020 and 2036. Analysis conducted by Audit Wales (based on ONS data) has indicated that the number of pupils attending school in Wales will be 3% lower in 2026 and 9% lower in 2036.

#### Setting minimum amounts of Welsh-medium provision

The Council supports the strategy of increasing both Welsh-medium provision and the Welsh language contact hours provided to learners in all schools in Wales. It notes the challenge this will bring to the workforce, however the use of partners to provide extra-curricular meetings would support this.

Setting a minimum time provision for Welsh-medium contact hours could help to provide a focus for improving provision. However, it is important that any such move should not negatively impact the range of minority subjects that are taught in schools or limit learner choice at secondary level. We also note the suggestion that Ministers may amend the definitions to increase minimum provision over time 'as factors such as workforce availability change'. We understand the rationale for this and agree that it could be an important tool in helping to drive an expansion in Welsh-

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medium provision across all parts of Wales. We welcome the identification of workforce availability as being critical to the delivery of the strategy. Within this context, it will be essential to ensure that minimum provision levels are set at levels that are realistic and achievable and that schools are provided with sufficient resources to allow them to meet required levels.

#### How local authorities should decide whether a new school is to be Welsh-medium

The Council broadly supports the approach that is outlined, within paragraphs 65-67, regarding how newly opened schools will be categorised and how a local authority should decide if it is to be a Welsh-medium school. However, we would once again emphasise the importance of taking workforce considerations into account when making decisions to open new Welsh-medium schools. This will be essential in order to ensure that there are sufficient teachers available to fill positions and that staffing levels at existing (nearby) Welsh-medium schools are not undermined. The Council would also reiterate the point made above regarding the importance of ensuring the widest possible stakeholder support for new Welsh-medium schools.

#### Workload

The Council believes that it will be important to ensure that the consequences of measures that are outlined within any Bill, in terms of the amount of energy and resources that will be required and the potential indirect implications for other education policy priorities (in an era of tight budgets) are fully understood. In particular, it will be important to understand the implications of the policy in relation to workload and we would urge the Welsh Government to ensure that this is taken into account at all stages of the policy making process. Detailed workload impact assessments should be carried out in relation to specific proposals and could potentially be undertaken by local authorities to accompany their WEIPs and schools delivery plans. It is important to note that the capacity of local authorities to support provision varies across Wales. This will need to be addressed in order for the measures in the White Paper to be implemented successfully across Wales.

#### Conclusion

The Council has consistently highlighted the importance of ensuring that there are sufficient numbers of practitioners who are able to speak and educate through the medium of Welsh. If their number is not significantly increased then the aspiration to have one million Welsh speakers by 2050 will prove challenging. The Council therefore welcomes many of the proposals set out in the white paper and believes that they will help to provide sustained focus and direction in relation to efforts to increase the availability of Welsh-medium education in schools.

Given the scale of the challenges involved in increasing Welsh-medium capacity to the degree necessary to achieve the 2050 target, it will be essential for the Welsh Government to ensure that

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necessary resources are provided (alongside leadership and guidance) to support the recruitment and retention of teachers who are able to teach through the medium of Welsh and to support an enhanced programme of professional learning to upskill the existing workforce. We would also reiterate the importance of ensuring that the workload implications of all policy changes being made to support progress towards the 2050 target are fully understood, in order to protect the wellbeing of the workforce. The Council is committed to supporting efforts to achieve the 2050 target through collecting and analysing data, helping to develop ITE intake allocations, accrediting and monitoring ITE provision and promoting careers in the education professions.

If I can be of further assistance, please do not hesitate to contact me.

Yours faithfully



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16 Mehefin 2023,

I'r sawl a fo'n berthnasol,

### Cynigion ar gyfer Bil Addysg Gymraeg

Rydym yn falch o'r cyfle i gynnig ein barn ar gynigion Gweinidogion Cymru ar gyfer bill addysg Cymraeg newydd.

Fel awdurdod lleol, croesawn unrhyw ymyrraeth gan Weinidogion Cymru i atgyfnerthu ymdrechion i ddatblygu'r Gymraeg drwy'r gyfundrefn addysg. Cymerwn ein cyfrifoldeb i ddatblygu'r iaith nid yn unig fel cyfrwng addysg ond fel iaith naturiol pob un o'n hysgolion o ddifri. Cafodd yr ymrwymiad hwn ei gydnabod y llynedd gan Estyn yn ei arolwg o'n gwasanaeth Dysgu trwy'r ganmoliaeth i'n gwaith i gryfhau'r ddarpariaeth cyfrwng Cymraeg.

Ystyriwn gynigion y papur gwyn fel camau synhwyrol tuag at gyflawni uchelgais genedlaethol y llywodraeth o filiwn o siaradwyr Cymraeg erbyn 2050. Prif fyrdwn ein hymateb yw'r angen am fuddsoddiad cyson dros gyfnod y strategaeth gan Weinidogion Cymru i gefnogi awdurdodau lleol i gynllunio'n strategol tuag at gyflawni'r disgwyliadau a osodir arnom. Mae'r ymrwymiad i fuddsoddi ymhellach yng ngrant y Gymraeg y Gymraeg mewn addysg a grant dysgu proffesiynol y Gymraeg i'w groesawu. Fodd bynnag, nid yw cyfundrefn ariannu sy'n seiliedig ar grantiau bob amser yn caniatáu ar gyfer buddsoddi mewn cynlluniau hirdymor i ddatblygu'r iaith.

Pwysleisiwn bod hefyd angen am gefnogaeth ac arweiniad cenedlaethol o ran: denu a chadw athrawon yn y proffesiwn, sicrhau bod cefnogaeth addas a chyson ar gael i ddatblygu sgiliau iaith Gymraeg staff ysgolion, a bod rhieni a gofalwyr yn deall manteision addysg cyfrwng Cymraeg i'w plant.



Mae gan awdurdodau lleol rôl ganolog i'w chwarae yn yr ymdrech, ac er ein bod yn croesawu'r cyfrifoldeb, ni allwn weithredu ar ein pennau ein hunain gyda'r adnoddau sydd gennym ar hyn o bryd.

Mae'n hatebion a'n sylwadau mewn perthynas â chwestiynau penodol yr ymgynghoriad yn amgaeedig. Byddem yn hapus i gynnig gwybodaeth ychwanegol ichi ar unrhyw un o'r pwyntiau. Edrychwn ymlaen at wybod beth fydd cynnig terfynol Gweinidogion Cymru ar gyfer bil addysg Gymraeg newydd maes o law a beth fydd amserlen y camau nesaf.

Yn gywir,

# Cynigion ar gyfer Bil Addysg Gymraeg

## Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (lle bo'n berthnasol): Cyngor Sir Ynys Môn

e-bost/rhif ffôn:

Eich cyfeiriad: Gwasanaeth Dysgu  
Cyngor Sir Ynys Môn  
Swyddfa'r Sir  
Llangefni  
LL77 7TW

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050  
Llywodraeth Cymru  
Parc Cathays Caerdydd  
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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?

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

Mae hwn yn gam egwyddorol pwysig nid yn unig sy'n cadarnhau ymrwymiad y llywodraeth bresennol, ond sydd hefyd yn rhwymo llywodraethau'r dyfodol i'r un uchelgais. Byddai cynnwys y targed mewn statud yn ei gwneud yn anodd i unrhyw lywodraeth newydd neu wahanol rwyfo'n ôl o'r nod o filiwn o siaradwyr. Bydd hyn yn ei dro yn rhoi sicrwydd i addysgwyr a gwneuthurwyr polisi wrth iddynt gynllunio'n strategol ar gyfer y tymor hir.

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

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

Mae hwn yn ymddangos yn ddatblygiad synhwyrol sy'n dwyn awdurdodau lleol i gyfrif am gynnydd yn erbyn targedau eu cynlluniau strategol Cymraeg mewn addysg. Ystyriwn mai cyfundrefn y CSCA yw'r cyfrwng addas sy'n ein galluogi i osod nod a gweithio tuag at ddeilliant priodol.

Er ein bod yn deall yr angen i bennu lefel priodol o allu yn y Gymraeg fel deilliant i weithio tuag ato, pryderwn y gall pwyslais y papur gwyn ar lefel B2 y fframwaith cyffredin danseilio uchelgais mewn rhai rhannau o Gymru. Er enghraifft, ar gyfer ardal fel Ynys Môn ble mae cyfraddau defnydd iaith yn uwch, hoffem osod safon uwch yn fwy cydnaws â'n gweledigaeth leol ar gyfer yr iaith. Ein nod, fel y cadarnhawyd yn ein strategaeth arfaethedig ar gyfer moderneiddio cymunedau dysgu a chryfhau'r Gymraeg (2023) yw:

Sicrhau bod pob plentyn a pherson ifanc yn gwbl ddwyieithog ac yn gallu defnyddio'r Gymraeg a'r Saesneg yn gyfartal ar ddiwedd eu cyfnod yn yr ysgol.

Gallai eraill ddehongli'r pwyslais ar lefel B2 fel uchelgais i'w fodloni yn hytrach na'i ragori.

Mae gan awdurdodau lleol hefyd gyfrifoldebau dan safonau hybu Rheoliadau Safonau'r Gymraeg (Rhif 1) 2015 a Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 i gynyddu a datblygu defnydd o'r Gymraeg yn eu hardaloedd. Yr ysgol yw un o'r ychydig sfferau lle gall awdurdodau lleol ddylanwadu'n uniongyrchol ar ddefnydd iaith eu dinasyddion. Mae creu siaradwyr Cymraeg hyderus drwy'r gyfundrefn addysg yn hollbwysig i gwrdd â'r dyletswyddau statudol hyn.

**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

Cytunwn, ond pwysleisiwn yr angen i gyfleu lefel B2 fel deilliant i'w ragori ac nid yn unig i'w fodloni er mwyn annog uchelgais.

Mae gan Weinidogion Cymru rôl allweddol i gefnogi cynnydd yn erbyn y deilliant drwy sicrhau rhaglen genedlaethol o hyfforddiant, wedi ei hariannu'n briodol, sy'n cynnig sicrwydd bod yr un safonau ar waith ym mhob rhan o'r wlad.

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

Ydym. Mae hwn yn gam pwysig er mwyn sefydlu a chysoni'r llwybr at gyrraedd hyfedredd yn y Gymraeg.

**Cwestiwn 5** – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categoreiddio 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

Cytunwn. Yn ein hachos ni fyddai hyn ond yn ffurfioli gwaith sydd eisoes ar droed i gatedoreiddio pob un o'n hysgolion yn ôl eu cyfrwng iaith. Dylai dinasyddion ym mhob rhan o'r wlad ddisgwyl yr un lefel o dryloywder gan eu hawdurdodau lleol. Credwn y byddai sefydlu cyfundrefn statudol yn cynorthwyo awdurdodau lleol ddwyn ysgolion unigol i gyfrif a'u cymell i fod yn atebol am eu darpariaeth a'u hymagwedd tuag at y Gymraeg. Dylai hwyluso cysondeb ar draws Cymru hefyd, cyn belled bod canllawiau clir a threfn fonitro gadarn.

Rydym yn croesawu'r awgrym y dylai ysgolion gwirfoddol a sefydledig hefyd fod yn ddarostyngedig i'r gyfundrefn categoreiddio.

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

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

Cytunwn am resymau cysondeb a hirhoedledd. Bydd pennu'r disgrifiadau mewn statud yn ei gwneud yn anodd i unrhyw lywodraeth newydd neu wahanol wyro oddi wrthynt.

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

### Sylwadau ategol

Cytunwn â'r cynnig hwn cyn belled bod adnoddau digonol mewn lle i gefnogi ysgolion unigol gynnal y lefel isafswm. Credwn fod lle i ystyried rhagor o gefnogaeth i ysgolion gynnal darpariaeth cyfrwng Cymraeg tu hwnt i ddysgu ffurfiol. Hynny yw, cefnogaeth i ddatblygu'r Gymraeg fel iaith y profiad ysgol ehangach ac nid fel cyfrwng dysgu yn unig. Gall hyn olygu cefnogaeth gyda chyfieithu a datblygu sgiliau Cymraeg staff ategol, yn ogystal â staff addysgu. Mae hyn yn gysylltiedig â meincnod y categorïau o sefydlu ethos Cymraeg a chyfleoedd i ddefnyddio'r iaith y tu allan i'r ystafell ddosbarth.

**Cwestiwn 8** - Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo'r awdurdod lleol yn y broses?

### Sylwadau ategol

Mae'n hanfodol bod gan awdurdodau lleol gyfrifoldeb dros gymeradwyo categorïau ysgolion unigol er mwyn sicrhwydd ansawdd a chysondeb. Mae rôl gan Lywodraeth Cymru i wneud yn siŵr bod y gofynion a'r disgwyliadau yn glir er mwyn sicrhau cysondeb ar draws awdurdodau lleol. Mae angen diffinio rôl Estyn yng nghyd-destun y categorïau ieithyddol hefyd. Dylai natur a chategori ysgol fod yn ystyriaeth ganolog i Estyn fel rhan o'u gwaith arolygu.

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

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

Cytunwn. Bydd gallu ysgolion i gynyddu eu darpariaeth yn amrywio ac yn ddibynnol ar nifer o ffactorau. Mae'n bwysig felly caniatáu digon o hyblygrwydd i deilwra cynlluniau ar gyfer sefyllfaoedd a chefnidiroedd ysgolion unigol.

Ystyriwn hyn yn gam rhesymol a chyraeddadwy mewn perthynas ag ysgolion cymunedol sydd o fewn ein hawdurdodaeth. Fodd bynnag, mae gennym beth amheuaeth ynglŷn ag ysgolion

Nid yw'n glir ym mharagraff 61 a fyddai gennym bŵer i gyflwyno newid a reoleiddir i gynyddu'r ddarpariaeth Gymraeg i ysgol sefydledig neu a yw'r pŵer hwn wedi ei gyfyngu i ysgolion cymunedol yn unig. Tybiwn y byddai ymgynghori ag ysgol sefydledig yn arwain at ymateb gan randdeiliaid yr ysgol honno'n bennaf. Ar y sail bod cyrff llywodraethu'r ysgolion hyn wedi arfer â mwy o ryddid, mae'n amheus a fydden nhw'n gefnogol i sefydlu egwyddor o'r fath.

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

Cytuno'n gyffredinol. Fodd bynnag, dylid gwarchod yn erbyn tanseilio uchelgais ysgolion nad ydynt wedi eu lleoli mewn 'cymunedau Cymraeg' yn ôl diffiniadau'r Comisiwn. Hynny yw, osgoi gor-ffocws ar leoliad daearyddol a pheidio cyfyngu ymdrechion i gynyddu'r ddarpariaeth Gymraeg i ysgolion mewn cymunedau Cymraeg yn unig.

Bydd angen adnoddau digonol i gynorthwyo ysgolion gynyddu eu darpariaeth dros amser. Credwn fod rôl i Lywodraeth Cymru gefnogi awdurdodau lleol trwy ffrydiau cyllido addas gan fod arian craidd ar gyfer datblygu'r Gymraeg yn brin.

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

<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 am resymau tryloywder ac atebolrwydd. Byddai'r datblygiad hwn hefyd yn grymuso rôl craffu ein haelodau etholedig drwy'r wella'r data a'r wybodaeth sy'n cael ei gyflwyno iddynt mewn adroddiadau ar gynnydd ysgolion.

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

### Sylwadau ategol

Mewn egwyddor dylai unrhyw ysgol 'newydd' ar Ynys Môn fod yn ysgol categori tri. Mae hyn oherwydd ein bod yn ystyried pob un o'n hysgolion cynradd ac uwchradd presennol (namyn un ysgol gynradd sefydledig) naill ai'n ysgolion categori tri neu 3T.

Mae'r holl ysgolion a sefydlwyd gennym yn y gorffennol diweddar wedi adlewyrchu'n fras gategorïau iaith yr ysgolion a ddisodlwyd ganddynt. Ni allem ragweld unrhyw amgylchiad lle byddem yn ystyried sefydlu ysgol nad yw'n ysgol cyfrwng Cymraeg oherwydd dynnameg ieithyddol ein hardal.

Gwyddwn nad yw'r sefyllfa hwn yn un sy'n gyffredin i nifer o awdurdodau lleol.

Yn ein barn ni, byddai gofyn ystyried barn rhanddeiliaid perthnasol trwy ymgynghori gyda darpar rieni a disgyblion, ynghyd â'r gymuned ehangach ar gategori iaith unrhyw ysgol newydd. Byddai ffactorau megis demograffeg yr ardal ac argaeledd addysg cyfwng Cymraeg yn ystyriaethau sy'n berthnasol i'r penderfyniad.

**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

Cytunwn. Er mwyn gwireddu'r uchelgais o filiwn o siaradwyr mae angen cynllun cenedlaethol wedi ei arwain gan y Llywodraeth y gall awdurdodau lleol, ysgolion a phartneriaid eraill ddibynnu arno a'i ddilyn. Rydym yn cytuno â pharagraff 69 sy'n cynnig y CSCA fel y ddogfen weithredol fydd yn ymateb i'r cyfeiriad polisi cenedlaethol.

**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. Rydym o'r farn mai sicrhau digonedd o athrawon sy'n medru'r Gymraeg yw'r mesur ffurfiannol sy'n hollbwysig i lwyddiant y prosiect hwn. Mae'n ein pryderu bod prinder o athrawon cymwys mewn rhannau o wlad. Ar Ynys Môn mae recriwtio a chadw staff addysgu a staff ategol yn gyffredinol yn her, yn enwedig mewn rhai pynciau a meysydd arbenigedd, yn ogystal â sicrhau digonedd o staff dwyieithog. Galwn ar Weinidogion Cymru i atgyfnerthu eu hymdrechion i ddenu mwy o siaradwyr Cymraeg i'r proffesiwn.

Gwelwn rinwedd mewn pennu targedau cenedlaethol fel modd o ganolbwyntio meddyliau ac ymdrechion. Fodd bynnag, er mwyn eu cyrraedd mae angen ymdrech fwriadus wedi ei chyllido'n briodol, ar y cyd gyda sefydliadau addysg uwch a'r Coleg Cymraeg Cenedlaethol, i hwyluso a chymell mynediad at gymwysterau dysgu. Gall hyn olygu:

- cynyddu cymorthdaliadau i fyfyrwyr;
- ei gwneud hi'n haws a mwy proffidiol i unigolion eisoes mewn cyflogaeth ond sy'n ystyried newid i yrfa dysgu;
- sicrhau bod yr un ystod o drywyddion i mewn i'r proffesiwn ar gael yn Gymraeg ar draws Cymru.

**Cwestiwn 15** – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i

gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

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

Cytunwn fod y deilliannau'n addas ac yn alinio gyda chyfeiriad polisi cenedlaethol.

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

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

Cytunwn. Mae'n aliniad synhwyrol sy'n cynnig hyblygrwydd ychwanegol i awdurdodau lleol benderfynu ar ddull llywodraethu addas i symud y cynlluniau yn eu blaen.

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

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

Cytunwn am resymau tryloywder. Dylai'r targedau'n adlewyrchu nid yn unig demograffeg ond hefyd uchelgais a gweledigaeth awdurdodau lleol unigol ar gyfer datblygiad yr iaith yn eu hardaloedd. Dylai'r broses hon fod yn seiliedig ar drafodaethau manwl gydag awdurdodau lleol a dylid ystyried tystiolaeth allanol hefyd, megis adroddiadau Estyn. Croesawn felly'r sylw i amgylchiadau lleol ym mharagraff 90.

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

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

**Cwestiwn 19** – Ydych chi'n cytuno gyda'r cynigion 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

Cytunwn i raddau. Cytunwn â'r cyfeiriad ym mharagraff 95 at angen am ddull dadansoddi a chynllunio cyson ar draws Cymru a chroesawn eglurder pellach gan Weinidogion Cymru ar y disgwyliaid ar awdurdodau lleol. Mae angen cysoni'r dull o gasglu data ar sgiliau iaith Gymraeg y gweithlu ac mae arweiniad cenedlaethol i'r perwyl hynny i'w groesawu.

Byddai gosod dyletswydd benodol arnom mewn perthynas â chynllunio'r gweithlu hefyd yn rhoi grym ychwanegol i ymdrechion i ysgogi athrawon presennol i ddatblygu eu sgiliau Cymraeg.

Mae'n bwysig cydnabod fodd bynnag nad yw cynllunio sgiliau iaith Gymraeg y gweithlu addysg o fewn dylanwad a rheolaeth llwyr awdurdodau lleol unigol. Mae angen ymgyrchoedd cenedlaethol i ddenu siaradwyr Cymraeg i'r proffesiwn a bydd angen arweiniad strategol Llywodraeth Cymru drwy gynllun y gweithlu Cymraeg mewn addysg. Galwn ar Weinidogion Cymru i sicrhau bod cyllideb briodol ar gael i gefnogi ysgolion fuddsoddi yn natblygiad ieithyddol eu gweithluoedd dros gyfnod estynedig er mwyn cwrdd â'r targedau.

**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

Cytunwn. Rydym eisoes yn cyhoeddi ein hadroddiadau i gael eu craffu gan ein pwyllgorau sgrwtini. Byddai ffurfioli hyn yn cynnig gwell sicrwydd o dryloywder ac atebolrwydd yn genedlaethol.

**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 â'r angen am oruchwyliaeth annibynnol a'r gallu i wneud argymhellion. Credwn fod rôl Estyn yn allweddol er mwyn cysondeb, atebolrwydd a llwyddiant i'r broses.

**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)?

Ein prif fwrdrwn yw'r angen am fuddsoddiad ariannol hirdymor gan Weinidogion Cymru i gefnogi cynlluniau awdurdodau lleol ar gyfer cynyddu darpariaeth iaith Gymraeg eu hysgolion. Awgrymw'n nad yw cyfundrefnau cyllido sy'n seiliedig ar grantiau yn caniatáu i ni fuddsoddi'n strategol dros yr hir dymor a bod mwy o sicrwydd bod cyllid ar gael i'n cefnogi.

**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 type="checkbox"/>
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### Sylwadau ategol

Cytunwn i raddau. Mae gan nifer o bartneriaid rôl mewn hyrwyddo addysg cyfrwng Cymraeg a gwerthfawrogwn arweiniad gan Weinidogion Cymru ynglŷn â'u safbwynt ar sut i fynd o'i chwmpas hi. Byddai cynllun cenedlaethol wedi ei gydlynu gan Lywodraeth Cymru yn fanteisiol i'r perwyl hwn.

Cymharer â'r ymgyrch genedlaethol bresennol i ddenu athrawon i'r proffesiwn. Onid oes lle i ystyried ymgyrch debyg yn hyrwyddo addysg cyfrwng Cymraeg sy'n tynnu ar arbenigedd ystod o sefydliadau ac ymarferwyr, e.e. Mudiad Meithrin, byrddau iechyd, Cymraeg i Blant ac ati? Mae dylanwadu ar rieni yn y cyfnod cyn ysgol hefyd yn bwysig yn y cyd-destun hwn.

Mae cyd-weithio ar lefel rhanbarthol hefyd yn bwysig i osgoi sefyllfaoedd lle bo teuluoedd yn dewis ysgolion mewn siroedd cyfagos er mwyn osgoi addysg cyfrwng Cymraeg i'w plant.

Byddai arweiniad ynglŷn â sut i ymdrin ag ysgolion sefydledig yn y cyswllt hwn hefyd yn fanteisiol.

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

### Sylwadau ategol

Fel uchod. Ystyried datblygu ymgyrch genedlaethol wedi ei chefnogi gan ymdrechion lleol. Mae angen i addysgu cyfrwng Cymraeg gael ei ystyried fel cyfraniad pwysig at ganlyniadau bywyd ein plant a'i gysylltu â'i becynnu i rieni a gofalwyr yn yr un modd â negeseuon am iechyd a llesiant, er enghraifft.

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

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

Cytunwn. Mae trochi'n hollbwysig mewn ardal fel Ynys Môn sydd â chynifer o ysgolion cyfrwng Cymraeg a chyfraddau mewnfudo uchel. Rydym wedi buddsoddi'n sylweddol dros y blynyddoedd diwethaf mewn ehangu ein darpariaeth i hwyr ddyfodiad, ymdrech gafodd ei gydnabod gan [Estyn](#) yn ddiweddar fel esiampl o arfer effeithiol.

Os ydym o ddifri am gymhathu hwyr ddyfodiad i gymunedau ein hysgolion mae dyletswydd arnom i wneud yn siŵr eu bod yn cael pob cyfle i ymdrochi yn y Gymraeg.

Eto, fel gyda chwestiynau 23 a 24, byddai ymgyrch genedlaethol yn pwysleisio manteision trochi iaith yn fanteisiol er mwyn atgyfnerthu ymdrechion lleol. Dylid hefyd ystyried sut orau i dargedu ymdrechion at rieni sydd, am wahanol resymau, am osgoi addysg cyfrwng Cymraeg i'w plant. Mae hon yn dasg anoddach i awdurdodau lleol sy'n ddibynol ar ysgolion i greu perthynas a gweithredu fel cyfrwng i rannu deunyddiau gwybodaeth gyda rhieni a gofalwyr.

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

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

Fel uchod. Byddem yn dadlau bod peidio â chynnig cyfleoedd trochi hwyr yn tansellio gweledigaeth ac amcanion y bil hwn a sawl strategaeth genedlaethol arall. Pe na bai'r ddarpariaeth ar gael ym mhob rhan o Gymru rydym mewn perygl o amddifadu cohort o ddisgyblion. Nid yn unig y mae sgiliau yn y Gymraeg yn gynyddol angenrheidiol ar gyfer gweithio yn y sector gyhoeddus yng Nghymru, ond hefyd yn fodd o greu ymdeimlad o berthyn i gymunedau newydd. Fel mae'r ystrydeb yn ddweud, mae'r Gymraeg yn perthyn i bawb.

Er mwyn sicrhau llwyddiant mae angen buddsoddi ymhellach mewn meithrin arbenigedd a sicrhau bod digonedd o athrawon â'r sgiliau i drochi hwyr ddyfodiaid. Mae angen gwneud yn siŵr bod cyllid ar gael dros dymor hir i bob awdurdod lleol, a hefyd mwy o gefnogaeth ariannol i awdurdodau lleol lle mae'r galw am drochi yn uwch.

Croesawn yr ymrwymiad i fuddsoddi ymhellach yng ngrant y Gymraeg mewn addysg. Mae'r ffynhonnell allweddol hon o gyllid wedi caniatáu i ni ddatblygu ein darpariaeth trochi yn sylweddol dros y blynyddoedd diwethaf. Mae hyn yn gynnwys cyflogi dwy athrawes yn ychwanegol i drochi disgyblion yn eu hysgolion heb amharu ar y ddarpariaeth yn y canolfannau trochi dynodedig. Fodd bynnag, gresynwn mai arian am gyfnod penodol yn unig yw'r grant sy'n amharu ar ein gallu i gynnig cyfleoedd cyflogaeth hirdymor neu barhaol a chynllunio'n strategol i gryfhau'r ddarpariaeth ymhellach.

**Cwestiwn 27** – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer

dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

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

Cytunwn. Gwelwn fanteision canoli arbenigedd ac adnoddau mewn un corff cenedlaethol. Byddai'n fodd o warantu ansawdd a chysondeb gyda'r egwyddor o gontinwrm iaith ddi-dor gydol oes.

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

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

Credwn fod datblygu rôl y ganolfan yn gam mwy effeithlon na chreu sefydliad o'r newydd. Fodd bynnag, mae angen bod yn greadigol a dyfeisgar mewn perthynas â chyfryngau cyflwyno. Hyd y gwelwn, mae modelau cyfredol y ganolfan yn ffafrio dulliau dysgu traddodiadol mewn cyd-destun dosbarth, boed yn y cnawd neu'n rhithiol. Credwn fod angen mwy o hyblygrwydd wrth gyflwyno hyfforddiant sgiliau Cymraeg mewn gwahanol gyd-destunau.

Un her sy'n wynebu ein hysgolion yw diffyg capasiti i ryddhau athrawon i fynychu cyrsiau sabothol. Byddai'n rhatach ac yn fwy ymarferol i benaethiaid pe bai modd i'w staff dderbyn cefnogaeth 'ar y job' fel petai.

Gwelwn hefyd le i ehangu'r ddarpariaeth tu hwnt i ffiniau hyfforddiant traddodiadol. Rydym wedi cyffwrdd eisoes ar angen am gefnogaeth i helpu ysgolion ddatblygu eu 'hethos' Cymraeg. Golyga hyn bod angen cefnogaeth ar gyfer staff ategol a chyda materion fel cyfieithu a pharatoi deunyddiau at sylw rhieni; materion sy'n bwysig ond yn gynyddol heriol o fewn cyfyngiadau cyllidol.

Clywn yn aml gan rieni bod cyfrwng ac ethos Cymraeg ein hysgolion yn her wrth iddynt geisio cefnogi eu plant drwy addysg. Cynigwn fod angen ehangu cyfrifoldeb unrhyw gorff canolog i ystyried sut orau i gefnogi rhieni hefyd.

Croesawn yn fawr y cyfeiriad ym mharagraff 127 at gyfrifoldeb i gydweithio i ddatblygu adnoddau i gefnogi dysgu ac addysgu'r Gymraeg. Awgrymwn y dylai'r cyfrifoldeb hwn ymestyn i ddatblygu adnoddau i gefnogi astudio trwy gyfrwng yr iaith hefyd. Gwyddwn fod diffyg argaeledd gwerslyfrau ac adnoddau cefnogi eraill yn ffactor o bwys sy'n llywio penderfyniadau rhai o'n disgyblion hyn i ddewis astudio pynciau trwy gyfrwng y Saesneg.

Bydd angen i'r sefydliad fydd yn arwain y gwaith weithio'n agos gyda nifer o bartneriaid allweddol eraill, megis y consortia addysg rhanbarthol, Cyngor y Gweithlu Addysg, Cymwysterau Cymru ac Estyn.

**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

Cytunwn. I ffynnu mae angen i'r Gymraeg fod yn gynhwysol. Dylai'r un cyfleoedd i ddysgu'r iaith fod ar gael i bawb waeth bynnag eu sefyllfa. Mae datblygiadau technolegol yn golygu bod cyflwyno cyfleoedd dysgu yn haws nag erioed.

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

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

<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

Croesawn eglurder gan Weinidogion Cymru mewn perthynas â rôl y consortia addysg rhanbarthol mewn gwireddu cynigion y papur gwyn, yn enwedig os bydd gan y Ganolfan Dysgu Cymraeg Genedlaethol rôl fwy gweithredol.

Er wedi eu cynnwys, teimlwn nad yw rôl cyrff llywodraethu ysgolion sefydledig yn benodol yn y broses o bennu categorïau iaith yn gwbl ddiarwys. Cyfeiria'r amlinelliad o gostau ac effeithiau yn cydnabod y gall rhai o gynion y papur gwyn 'roi'r argraff i gyrff llywodraethu bod eu pŵer yn cael ei leihau'. Dymunwn wybod a fydd gan y cyrff hyn awdurdod i wrthwynebu unrhyw ymgais gan awdurdodau lleol i'w cyfarwyddo i gynyddu darpariaeth cyfrwng Cymraeg eu hysgolion. Croesawn hefyd arweiniad gan Weinidogion Cymru ar sut i ddelio ag sefyllfaoedd o anghytundeb rhwng awdurdodau lleol a chyrrff llywodraethu ar gategori addas ar gyfer ysgol benodol.

**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

Fe'u nodir yn yr amlinelliad o gostau.

**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

Fe'u nodir yn yr amlinelliad o gostau.

**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?

Nag oes.

#### 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

Am y rheswm bod y cynigion yn ymwneud mor benodol â chynyddu cyfleoedd i ddefnyddio'r Gymraeg drwy'r gyfundrefn addysg, ni ystyriwn fod mwy i'w ychwanegu.

**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 uchod.

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

Er ein bod wedi cyfeirio'n gyson at yr angen am gyllideb ychwanegol i gefnogi awdurdodau lleol, achubwn ar y cyfle i bwysleisio na allwn weithredu ar ein pennau ein hunain gyda'r adnoddau sydd gennym ar hyn o bryd.

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhyngwyd neu mewn adroddiad. Os byddai'n well gennych i'ch ymateb aros yn ddiennw, ticiwch yma:

# Proposals for a Welsh Language Education Bill

## Consultation response form

Your name:

Organisation (if applicable): NEU Cymru

email/telephone number:

Your address: 18 Neptune Court, Vanguard Way, Cardiff. CF24 5PJ.

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

Whilst the Cymraeg 2050 is a long-term strategy and national ambition, we’re not sure if this should be incorporated in primary legislation, especially without a commitment for significant funding, as this seems asymmetric pressure on schools and local authorities. The Cymraeg 2050 strategy has been the focus of the Welsh in Education Strategic Plans (WESP) that all local authorities have had to put in place and were held accountable for. Major changes were made to the WESPs back in 2020 which “*placed an expectation on local authorities to plan for an increase in Welsh-medium education through the WESPs....which set a higher expectation on local authorities to plan for this growth with greater ambition and pace.*”

School categories according to Welsh-medium provision were reviewed and amended back in 2021 to ensure local authorities, when creating local policies, consider the new structure as an asset to their planning processes and easy to adopt, and to set simple definitions that explain provision clearly using a limited number of categories and therefore gain commitment for the new structure.

Both the above changes have not had time to have a real effect on the Cymraeg 2050 strategy.

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

There should be a clear role for local authorities, through their Welsh in Education Implementation Plans (WEIPs), but we believe this should not relate to the outcome that’s synonymous to level B2 in the Common European Framework of Reference for Languages (CEFR). Our members clearly believe that A2 is the most appropriate level for learners – in keeping with the level they are expected to reach in other languages, including English, at the end of school.

We surveyed our members in Wales on the White Paper proposals, which included a question on their opinion on which CEFR level children should reach by the time they leave school.

For information, members were given three options with the descriptors for each level so that they could understand the difference between them. Only 16% of members who responded agreed that level B2 should be the desired linguistic outcome for learners, with 64% opting for level A2, and 20% opting for level B1.

Below are some comments from the survey:

*“I think B2 would be very difficult for all learners to achieve this target. Many will struggle to reach A2, but this would be a more realistic target.”*

*“I believe in the Welsh language being taught in schools as much as possible however I disagree with a specific target. Instead, a concentration on upskilling teachers should ensure that naturally more Welsh would be spoken within the classroom!”*

*“My main concern about the proposal is the stress that this will add to teaching staff and SLT, particularly where staff do not have sufficient Welsh language skills to reach these targets.”*

The survey also asked what Welsh language skills they think children need to leave school with. Ninety-one per cent (91%) said that children need to understand Welsh, and sixty per cent (60%) said they need to be able to speak Welsh. These results equate to respondents feeling that CEFR level A2 should be the linguistic outcome for all learners by the time they leave school.

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

There should be a clear role for Welsh Ministers, and that is to work with local authorities to achieve the desired linguistic outcome for learners, based on their Welsh in Education Implementation Plan (WEIP).

Please see response to question 2.

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

We agree with paragraphs 33 to 40.

**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 checked="" type="checkbox"/>
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**Supporting comments**

We welcomed the amendments to the school categories according to Welsh-medium provision guidance back in 2021 as it simplified the definitions that explained provision clearly using a limited number of categories in comparison to the previous system.

However, we did highlight some concerns with regards to the transitional categories as we felt the changes wouldn't encourage schools, especially those in Category 1, to increase the amount of Welsh medium provision. For example, in a Primary setting, to move from Category 1 to Category 2, the school must increase its provision of Welsh medium education by at least 35%, which is a big increase, especially in some areas. Similarly, to move from Category 2 to Category 3, the school must increase its provision of Welsh medium education by at least 30%, which again is a big increase.

The ability of a Secondary school to transition to the next category is dependent upon the categories of its feeder Primary schools. Secondary schools who want to transition to the next category must consult with their feeder schools to assess if this transition is possible within the period allowed.

We welcomed that there was no requirement for schools to move between categories. However, the consequences to the school if, after entering T2 or T3, it is unable to move up to the next category, for whatever reasons, after the specified time has elapsed is not mentioned in the guidance. Schools should be given the utmost support to move between categories, ensuring all staff have access to training at the appropriate level to meet any additional language requirements.

We would be extremely concerned schools do not lose any members of staff during this transition but allow them to learn Welsh. This will help ensure continuity for children and young people, and the community, as well as teaching, leadership, and support staff expertise are not lost.

The current non-statutory system under the new guidance has only been in operation since September 2022 and has not had time to have a real effect on the Cymraeg 2050 strategy.

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

We agree with some of paragraph 45, in that Welsh Ministers can determine what the language categories are, but Welsh Ministers alone should not define the category descriptions in regulations. These definitions / descriptions should be decided in conjunction with the local authorities and other stakeholders, as local authorities will need to approve the language category

of maintained schools in their authority. There is no one size fits all when it comes to which category a school should be placed in, as it depends on the linguistic situation of each school in the local authority area, as mentioned in paragraph 52.

**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

We disagree with Welsh Ministers setting a minimum time in terms of Welsh language contact hours that learners are expected to receive in accordance with the category. Care needs to be taken when imposing a minimum amount of Welsh language provision on an English-medium school, especially if those schools do not have the teaching staff to be able to teach Welsh (as a subject) and teach through the medium of Welsh.

A minimum amount of Welsh language provision should be recommended but the delivery depends on the number of teaching staff that are confident enough to teach through the medium of Welsh. This makes the mapping of school staff, to establish staff proficiency and confidence in teaching through the medium of Welsh, a matter of urgency and need to be undertaken immediately. The union raised this issue as a matter of urgency in the 'School categories according to Welsh-medium provision' consultation back in 2021.

Imposing a minimum amount of provision will have an adverse effect on staff, especially if staff aren't confident in teaching through the medium of Welsh. We surveyed our members in Wales on the White Paper proposals, and asked respondents to place themselves in one of seven Welsh speaking categories, e.g. *I am a confident, but not fluent, Welsh speaker, and would like more support to be confident enough to teach through the medium of Welsh*. Fifty-five per cent (55%) of respondents who either speak a lot of Welsh, are confident, or fluent Welsh speakers said they'd like more support to be confident enough to teach through the medium of Welsh.

Cambridge English<sup>1</sup> say that learners take approximately 200 guided learning hours for a language learner to progress from one level of the Common European Framework of Reference (CEFR) to the next. So, to arrive at an outcome that's synonymous to level B2 from a starting point of level A1, will take between 500 and 600 guided learning hours in total.

However, there are a number of factors that can affect how long it will take to increase your level in the language, including:

- your language learning background
- the intensity of your study
- your age
- the amount of study/exposure outside of lesson times

We therefore believe that education staff would need to be synonymous with B2 at the very least, possibly C1 or even C2, to allow them to have enough confidence to be able to teach through the medium of Welsh. If they were synonymous with level A2 at the start, which is:

<sup>1</sup> <https://support.cambridgeenglish.org/hc/en-gb/articles/202838506-Guided-learning-hours>

He/she can understand sentences and frequently used expressions related to the areas of experience most immediately relevant to him/her (e.g., very basic personal and family information, shopping, places of interest, employment, etc.).

He/she can communicate in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters.

He/she can describe in simple terms aspects of his/her past, environment and matters related to his/her immediate needs.

they would need between 320 and 400 guided learning hours to reach level B2, between 520 and 600 guided learning hours to reach level C2, and between 720 and 900 guided learning hours to reach level C2.

With the above in mind, the mapping of school staff, to establish staff proficiency and confidence in teaching through the medium of Welsh, needs to be undertaken immediately.

There could also be significant cost implications for the Welsh Government in the upskilling of the education workforce once the mapping of school staff has been completed.

We believe for learners in schools the same would apply in that they would need between 500 and 600 guided learning hours to reach level B2 from a starting point of level A1. However, that is dependent upon the meeting the above factors. If learners don't meet the second and fourth bullet points, it could take more guided learning hours to reach the desired outcome of level B2.

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

### **Supporting comments**

We agree with paragraphs 51 to 56.

We surveyed our members in Wales on the White Paper proposals, which included their opinion on who they think should decide in which category a school is placed. Only 19% of respondents said that the local authority should make the decision. Sixty per cent (60%) of respondents said that it should either be the headteacher, the Governing Body, or all stakeholders involved in the school. Sixty per cent (60%) of respondents also said that a language category should not be imposed on a school.

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

<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

We agree with the principle that all schools should increase their Welsh language provision over time. However, these schools need to be those in categories 1 and 2 and the transitional categories T2 and T3.

In our response to the to the ‘School categories according to Welsh-medium provision’ consultation back in 2021 we highlighted some concerns with regards to the transitional categories as we felt the changes wouldn’t encourage schools, especially those in Category 1, to increase the amount of Welsh medium provision. For example, in a Primary setting, to move from Category 1 to Category 2, the school must increase its provision of Welsh medium education by at least 35%, which is a significant increase, especially in some areas. Similarly, to move from Category 2 to Category 3, the school must increase its provision of Welsh medium education by at least 30%, which again is a big increase. The increases are similar for Secondary settings.

The ability of a Secondary school to transition to the next category is dependent upon the categories of its feeder Primary schools. Secondary schools who want to transition to the next category must consult with their feeder schools to assess if this transition is possible within the period allowed.

We welcomed that there was no requirement for schools to move between categories. However, the consequences to the school if, after entering T2 or T3, it is unable to move up to the next category, for whatever reasons, after the specified time has elapsed is not mentioned in the guidance. Schools should be given the utmost support to move between categories, ensuring all staff have access to training at the appropriate level to meet any additional language requirements.

We also believe that this cannot happen without the workforce being supported to learn Welsh and would place greater emphasis on incentivising Welsh Language learning for members of the education profession. We would be extremely concerned schools do not lose any members of staff during this transition but allow them to learn Welsh. This will help ensure continuity for children and young people, and the community, as well as teaching, leadership, and support staff expertise are not lost.

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

**Supporting comments**

We agree with paragraphs 57 to 60.

The pace of the journey towards an increase in Welsh language provision needs to be determined by the needs of the school and local authority. Again, this will be subject to the number of current teaching staff that are confident enough to teach through the medium of Welsh and increasing the teaching staff who can teach through the medium of Welsh over time.

According to the *Report into the legislative framework that supports Welsh-medium education provision*, which was released on 19<sup>th</sup> May<sup>2</sup>, Dyfodol i'r Iaith. Mudiad Meithrin and ColegauCymru stated that there is a need to “ensure sufficient staffing levels and staff with adequate Welsh language skills to deliver the WESP.” Mudiad Meithrin also said that “Workforce planning is critical...” and “that a Welsh language skills audit for all staff working and supporting schools and early years sector, from Welsh and English-medium sectors is required.” The union raised this issue as a matter of urgency in the ‘School categories according to Welsh-medium provision’ consultation back in 2021.

**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 checked="" type="checkbox"/>
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**Supporting comments**

We agree with paragraph 62 and part of 63, but we disagree with paragraph 64. We do not think that Estyn should consider the delivery plan when inspecting schools in line with the normal inspection cycle.

We surveyed our members in Wales on the White Paper proposals, which included their opinion on what role they think Estyn should have. Sixty-six per cent (66%) of respondents said that Estyn should have no role and that it should be for schools / local authorities / Welsh Government to assess schools progress against their delivery plan and that Estyn should not undertake rapid reviews at the Minister’s request.

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

**Supporting comments**

We agree with paragraph 66 in that a specific language impact assessment should be carried out before specifying the language medium of the new school, together with a promised “Workload Impact Assessment” and an Equality Impact Assessment. These, along with a consideration of

<sup>2</sup> <https://senedd.wales/media/r5sgnreu/cr-ld15837-e.pdf>

the targets that are to be achieved through their Welsh in Education Implementation Plans would provide the local authority with evidence to consider in taking a decision.

We also agree with the second part of paragraph 67 when there is a need to reorganise existing provision in the authority.

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

We agree with paragraphs 70 and 71, that a link needs to be created between the target of a million Welsh speakers and the local authorities' Welsh in Education Implementation Plans. We also agree with paragraph 72.

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

Key Outcome 7 of the Welsh Government's Guidance on Welsh in Education Strategic Plans, which came into force in September 2022, states that local authorities need to "Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh." This makes the mapping of school staff, to establish which category a school aligns with, a matter of urgency and needs to be done immediately. Welsh Government should also address upskilling the wider education workforce and those trainees in Initial Teacher Education institutions.

This Key Outcome will make having at least one or two fluent Welsh speakers in each educational establishment (nursery, primary, secondary, and further education) compulsory. Welsh Government and local authorities must therefore identify which establishments need Welsh speakers and address this issue urgently.

Schools have faced significant budget cuts over the last few years and most of them do not have the budget to employ an extra member of staff unless extra funds are made available to them. Therefore, the local authority must support the school to ensure current staff are given enough time to improve their Welsh language skills to the necessary standard. There should be no cost to schools, and it would be our preference that Welsh Government fund any costs, and do not expect them to be taken from the wider school funding envelope.

One of the planning considerations for local authorities in Key Outcome 7 in the guidance is "How will you work with regional consortia and initial teacher education providers to ensure an adequate



supply of Welsh-medium teachers?" Putting measures into place to attract Welsh speaking graduates and under graduates into teaching should be the responsibility of Welsh Government, not local authorities.

We surveyed our members in Wales on the White Paper proposals, and asked respondents to place themselves in one of seven Welsh speaking categories, e.g. *I am a confident, but not fluent, Welsh speaker, and would like more support to be confident enough to teach through the medium of Welsh*. Fifty-five per cent (55%) of respondents who either speak a lot of Welsh, are confident, or fluent Welsh speakers said they'd like more support to be confident enough to teach through the medium of Welsh.

When given a choice of the kind of training that would benefit them most in gaining the confidence to teach through the medium of Welsh, fifty-nine per cent (58%) stated that a Sabbatical Welsh course would benefit them most. This coincides with recommendations 17 and 18 in the *Report into the legislative framework that supports Welsh-medium education provision*, which was released on 19<sup>th</sup> May.<sup>3</sup>

The National Education Union Cymru supports its members by offering Welsh language courses via the current and previous four Wales Union Learning Fund (WULF) projects. The purpose of these courses is exactly what has been set out in Paragraph 18 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019.

NEU Cymru is committed to this until at least 2025 when the current project comes to an end and plans to apply for more WULF funding to continue with these courses at that time. Since 2013, over 800 education professionals have benefited from these courses, through the former NUT and now NEU Cymru.

**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

Yes, the seven outcomes mentioned in paragraph 82 will continue to provide a clear focus for both national and local planning.

**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 checked="" 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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<sup>3</sup> ibid

As mentioned in question 1, major changes were made to the Welsh in Education Strategic Plans (WESP) back in 2020. Included in those changes was extending the implementation period of WESP to 10 years to coincide with the next Census and allow the Welsh Government to monitor the success of the 10-year plan based on the Census results (which is due in 2031). In response to this consultation, the union felt that if this was to occur, it would be important to ensure that all local authorities review their plans annually as per the proposed Welsh in Education Strategic Plans (Wales) Regulations 2019.

There is an assumption that, for the new WEIP and National Plan to coincide with the next Census, they must start in 2026.

**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 checked="" type="checkbox"/>
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### Supporting comments

We understand the principle, but current regulations allow for Ministers to exercise their legislative powers to approve, approve with modifications or reject a Plan and to prepare another Plan which is to be treated as the authority's approved Plan. It would be good to know how many current WESPs were rejected by Ministers and if there were any rejections, has it led to a long and complicated process, as mentioned in paragraph 86.

As mentioned in paragraph 88, it is essential that several factors be considered before setting the target for a local authority, especially the linguistic demographics of the local authority. Another important factor is mapping the local authority for Welsh speaking teachers and teachers who teach Welsh as a subject.

Key Outcome 7 of the Welsh Government's Guidance on Welsh in Education Strategic Plans, which came into force in September 2022, stated that local authorities need to "Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

According to the Report into the legislative framework that supports Welsh-medium education provision, which was released on 19<sup>th</sup> May<sup>4</sup>, Dyfodol i'r Iaith. Mudiad Meithrin and Colegau Cymru stated that there is a need to "ensure sufficient staffing levels and staff with adequate Welsh language skills to deliver the WESP." Mudiad Meithrin also said that "Workforce planning is critical..." and "that a Welsh language skills audit for all staff working and supporting schools and early years sector, from Welsh and English-medium sectors is required." NEU Cymru raised this issue as a matter of urgency in the 'School categories according to Welsh-medium provision' consultation back in 2021.

This audit must be undertaken before any target is agreed or imposed on a local authority as it will have a major effect on the ability to achieve such a target - and should be coordinated and funded by Welsh Government.

Allowing local authorities to consult with the trade unions as key stakeholders and representatives of the workforce during the planning process would be more beneficial.

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<sup>4</sup> ibid

**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 checked="" type="checkbox"/>
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**Supporting comments**

As mentioned in question 17, it would be good to be informed of how many current WESPs were rejected by Ministers under section 85 of the 2013 Act and what actions were taken to agree, or impose, new targets within the Plans.

Local authorities should, and are expected to, consider all relevant evidence before deciding on a target for their WEIPs.

If targets are to be imposed on local authorities by Welsh Ministers, as is suggested in question 17, then this process of commissioning an external review of the content of a draft WEIP to see if it should be approved, approved with modifications, or rejected isn't required as the target would already have been imposed.

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

<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**

As mentioned in paragraph 95, the current WESP outcome will make having at least one or two fluent Welsh speakers in educational establishments (nursery, primary, secondary, and further education) compulsory. Welsh Government and local authorities must therefore identify which establishments need Welsh speakers and address this issue urgently. Schools have faced significant budget cuts over the last few years and most of them do not have the budget to employ an extra member of staff unless extra funds are made available to them. Therefore, the local authority must support the school to ensure current staff are given enough time to improve their Welsh language skills to the necessary standard.

One of the planning considerations for local authorities in Key Outcome 7 of the Welsh Government's Guidance on Welsh in Education Strategic Plans, which came into force in September 2022, is "How will you work with regional consortia and initial teacher education providers to ensure an adequate supply of Welsh-medium teachers?" Putting measures into place to attract Welsh speaking graduates and under graduates into teaching should be the responsibility of Welsh Government, not local authorities.

According to the Report into the legislative framework that supports Welsh-medium education provision, which was released on 19<sup>th</sup> May<sup>5</sup>, Dyfodol i'r Iaith. Mudiad Meithrin and ColegauCymru stated that there is a need to "ensure sufficient staffing levels and staff with adequate Welsh language skills to deliver the WESP." Mudiad Meithrin also said that "Workforce planning is critical..." and "that a Welsh language skills audit for all staff working and supporting schools and early years sector, from Welsh and English-medium sectors is required." NEU Cymru raised this

<sup>5</sup> Ibid

issue as a matter of urgency in the 'School categories according to Welsh-medium provision' consultation back in 2021.

A full audit must be undertaken before any target is agreed or imposed on a local authority as it will have a major effect on the ability to achieve such a target.

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

We agree with paragraphs 100 to 102.

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

We agree that a local authority should present an annual review report to the Welsh Ministers, outlining the progress made since the Plan was approved. This will give Ministers an indication if the local authority is on course to achieve its target. One of the proposals of this White paper will be to introduce a duty for local authorities to review their WEIP after 5 years to align with the National Plan. If this proposal is implemented, this is when amendments can be made to the Plan so that it has every opportunity to meet its target. Therefore, we believe there is no need for Estyn to be involved in the process at all.

What is even more important is that the target set by, or imposed on, the local authority in its WEIP is challenging but achievable.

NEU Cymru surveyed our members in Wales on the White Paper proposals, which included their opinion on what role they think Estyn should have. Sixty-six per cent (66%) of respondents said that Estyn should have no role which includes undertaking rapid reviews at the Minister's request.

**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)?

**Supporting comments**

No suggestions.

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

Prior to the changes to Welsh in Education Strategic Plans Regulations (Wales) 2019 and the subsequent guidance, local authorities had a duty to plan their provision of Welsh-medium education based on the results of a parental assessment. If Welsh Government want to promote Welsh-medium education, then it should allow parents and carers to be assessed as was done prior to the changes in 2019.

It's important that all local authorities are open to receiving and accommodating requests from parents for Welsh-medium education for their children. We also feel it's important that local authorities advise parents that they can request Welsh-medium education for their children and know that their request can be accommodated, even if they live in an area where the linguistic demographics of the local authority tend to lean more towards English-medium education.

As the White Paper proposes that a school's language category must be included in the school prospectus and in the local authority's composite prospectus, for any Category 2 or 3 school, the benefits of Welsh-medium education should be included in the local authority's composite prospectus. It is up to the school to include it in their own prospectus.

Publishing additional, detailed guidance for parents/carers is important as that can be used to explain all they need to know about the school categories so that they can then make an informed decision as to which category they would like their child(ren) to attend.

Placing this duty on the local authority rather than the school will relieve the school of the workload of producing this type of guidance, as they already have significant workload challenges with the new curriculum and the new Additional Learning Needs reforms. However, it is important for schools to communicate with parents/carers and prospective parents/carers about the category in which the school is positioned and their aims, if any, of moving into transition to enter the next category, via the school prospectus.

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

### Supporting comments

Prior to the changes to Welsh in Education Strategic Plans Regulations (Wales) 2019 and the subsequent guidance, local authorities had a duty to plan their provision of Welsh-medium education based on the results of a parental assessment. If Welsh Government want to promote Welsh-medium education, then it should allow parents and carers to be assessed as was done prior to the changes in 2019.

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

As the White Paper proposes that a school's language category must be included in the school prospectus and in the local authority's composite prospectus, for any Category 3 or transitional category T3 school, the benefits of Welsh-medium education, and the benefits of late immersion provision, should be included in the local authority's composite prospectus. The success of late immersion must be shared with parents, carers, and learners.

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

<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**

It's welcoming that the Welsh Government has been providing a £2.2 million revenue grant since 2021 to support late immersion provision in all authorities across Wales, and that this funding has enabled 8 local authorities that did not previously have late immersion provision to establish such a provision for the first time. The funding for these late immersion centres must continue to be given by the Welsh Government and not taken out of the existing local authorities' budgets.

Providing late immersion provision to learners will also assist with the long-term strategy and national ambition of one million Welsh speakers by 2050.

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

We believe it is sensible for specialist support for lifelong Welsh language learning, including schools, to be centralised within a single body.

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

As the National Centre for Learning Welsh has fulfilled its purpose since its inception, and that the recommendations of the Raising Our Sights report have been achieved, we can see no reason to object to expanding the role of the Centre to include supporting schools over the coming decades. Having a specialist body that supports lifelong Welsh language learning, including supporting schools, is a credible option, as it builds on the expertise of the Centre in terms of learning Welsh.

However, this should be kept under review, and schools asked if they are providing sufficient support.

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

Long-term stability for Welsh language learning is essential if the Welsh Government is to achieve its national ambition of one million Welsh speakers by 2050.

We support the proposal of expanding the role of National Centre for Learning Welsh to include supporting schools. However, running an organisation on an annual funding basis does create instability, especially staff recruitment and retention. To provide the continuity and stability that is required to support lifelong Welsh language learning, the tendering process will need to be reviewed or changed altogether to ensure long-term support for the Welsh Government aims.

## 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 checked="" type="checkbox"/>
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### Supporting comments

Whilst we largely agree with the bodies which you have identified, we do not believe there is sufficient costs attached to some. We believe there should be no additional costs to any bodies identified in the Bill, and that Welsh Government should be prepared to meet any additional costs.

We would need to see significantly more detailed work around the costs, especially to schools. It appears you expect the costs to be met from existing funding envelopes and are significantly underestimating the cost of upskilling the workforce.

As 61% of our members who responded identified that they would prefer to learn Welsh through the Sabbatical route, funding would need to be found for this training, and to back-fill any roles in the classroom with appropriate supply cover.

These costs cannot be met by local authorities from current funding, there are already significant budget challenges within education this year, and associated redundancies. We need education professionals in our schools to teach our children, and Welsh Government cannot fulfil the Cymraeg 2050 ambitions without them. It is therefore critical that funding is increased to enable the current and future workforce to support Welsh language learning.

As well as schools and local authorities, we believe Estyn will have to invest in ensuring more of their workforce can speak Welsh – to ensure they are able to make any meaningful judgements on Welsh Language teaching within schools. Although we would emphasise again that our members do not believe in expanding Estyn’s role in this way.

**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

It is clear from the plans there will be significant costs to the Initial Teacher Education establishments, to ensure that they are teaching all those in training a standard of Welsh which means they will be able to teach through the medium of Welsh.



**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

The White Paper integrated impact assessment does not take any impacts on protected characteristics into account – most notably disabled children and those with additional learning needs.

We believe it is unrealistic to expect all children to have high levels of learning a second language, when they struggle at school in their first language. We would like to see significant work undertaken to ensure how this potential impact will be mitigated against.

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

### Supporting comments

The White Paper does not make clear what schools are going to stop doing to fit more Welsh language into the curriculum. More guidance on this is essential.

We would also request a workload impact assessment is undertaken immediately, in line with the Pay Agreement with the trade unions.

## Mandatory questions

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

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

### Supporting comments

The White Paper proposals is looking to increase the number of children that can communicate confidently through the medium of Welsh. As non-Welsh speakers significantly outnumber Welsh speakers, these proposals will give more children the opportunities to use Welsh, and this will ensure that Welsh is treated no less favourably than English.

It is vital that there is parity of provision in both languages and that provision should reflect the linguistic nature of the school and its catchment area. Training needs to be made available to members of the education profession to ensure that the Welsh Government's aim of a million Welsh speakers by 2050 is met.

**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

See question 34.

**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 National Education Union Cymru supports its members by offering Welsh language courses via the current and previous four Wales Union Learning Fund (WULF) projects. The purpose of these courses is exactly what has been set out in paragraph 18 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019.

NEU Cymru is committed to this until at least 2025 when the current project comes to an end and plans to apply for more WULF funding to continue with these courses at that time. Since 2013, over 800 education professionals have benefited from these courses.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:

# Proposals for a Welsh Language Education Bill

## Consultation response form

Your name:

Organisation (if applicable): Vale of Glamorgan Council

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

Incorporating the national target of a million Welsh speakers in primary legislation will clearly support the Cymraeg 2050: a million Welsh speakers strategy and should contribute to achieving the target. The relevant stakeholders involved with delivering on Cymraeg 2050 must be appropriately funded and resourced for the million Welsh speakers target to stand any realistic chance of being met.

We note that Welsh Government regard the census as the authoritative source on the number of Welsh speakers in Wales and provides a benchmark for the target of a million Welsh speakers. The latest census results have highlighted the challenge with significantly increasing the number of Welsh speakers in Wales. It will be helpful to know the outcome of Welsh Government’s discussions with the Office for National Statistics (ONS) regarding the future of statistics relating to the Welsh language. Could this potentially result in a change in figures of the number of Welsh speakers being recorded? If so, how will this influence and impact funding to support Cymraeg 2050?

The outcomes of the discussions with the ONS will hopefully address some of the concerns raised by the statistician Hywel Jones contained in the BBC article:

[Welsh language data deemed misleading by statistician - BBC News](#)

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

Compared to current levels, this would be a transformational objective to ensure that, by 2050, all pupils across both English and Welsh medium schools leave statutory education

confidently speaking Welsh synonymous with level B2 of the Common European Framework of Reference (CEFR) for Languages.

It is agreed that the number of speakers should be a target, but the B2 CEFR level is a very high level to achieve and maintain, without constant daily use of Welsh in education, work, and within the community.

Additionally what expectations / variations would there be for ALN pupils? The Bill states a *confident Welsh speaker*, could there be a target for ALN, that said, ALN learners have the opportunity to communicate bilingually through a total communication approach. The expectations of pupils in the Bill should be related to pupils use/understanding of first language. Use of agreed standard visuals/Makaton to support learning and use of Welsh should be promoted.

Any local authority initiatives / expectations would need to be funded appropriately to ensure good quality sustainable provision and this delivery role would need to be in partnership with the regional consortia. This partnership would involve extensive professional learning and support for school staff in order that they have the appropriate skills to support pupils' linguistic progression.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

Providing national guidance, resources and professional learning to upskill relevant education staff on learners' progression.  
 Ensuring that all relevant stakeholders have clarity and consistency of understanding about what is expected and interpreted as level B2.  
 Clear guidance and a progression map how we move from current levels in 2023 to level B2 in 2050.

Welsh Ministers would need to promote strategies and investment in ways to meet this target, clearly demonstrating how it will look for all Welsh learners. Welsh Ministers should work in collaboration with local authorities to understand the challenges to achieving the ambitious target.

An initial pilot with specific local authorities/consortia would be useful to highlight strategies which are successful.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

**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**

We agree that the Bill should impose a duty on Welsh Ministers to publish the Welsh language skills continuum, by describing different levels of proficiency. In order to ensure consistency across Wales, this needs to be a national Welsh language continuum.

It is acknowledged that the language skills continuum proposals are based around the CEFR levels and may not continue in Wales in the long term, as it is the responsibility of the European Council. We appreciate that there may be a *'benefit in developing a specific skills continuum for the Welsh language that would be used as the basis for designing and improving the provision of lifelong Welsh language learning.'* However, it would be detrimental to lose the skills and experience the National Centre for Learning Welsh have developed with its language learning levels that are based on CEFR levels.

The CEFR offers comprehensive, coherent and transparent descriptions of language proficiency and language use and that is something that should be replicated in Wales.

Will the Welsh language skills continuum work with the Curriculum for Wales in terms of progression and assessment? The Central South Consortium (CSC) already has a Welsh language continuum which is widely used and has been reasonably successful in English medium schools. Will existing materials that work be taken into consideration with the new continuum?

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

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

It is acknowledged that to meet the targets set in Cymraeg 2050 and the responsibility for education to significantly contribute to this figure, creating a statutory categorisation system compared to the current non-statutory system according to language medium is required.

It is agreed that a statutory duty on local authorities to increase the number of schools through statutory categorisation according to language medium and increase the number of learners receiving Welsh-medium education in English and Welsh medium schools will require an expansion and improvement in provision. Welsh language contact hours that learners in all schools receive would need to be increased to ensure the best linguistic outcome for learners – particularly to achieve level B2 – CEFR at the end of statutory education by 2050. However as highlighted in earlier responses, there are and will be significant challenges around gaining sufficient funding, appropriate workforce skills and capacity issues to be able to deliver on any expansion of delivery of Welsh medium education through statutory categorisation changes and to meet the proposed Welsh language skills continuum and target level of CFER B2 by 2050.

How do Welsh Ministers plan to address these key funding, workforce and training challenges?

There is also debate around categorisation terminology, and how appropriate this is in different parts of Wales. Has this been considered?

How would this work for ALN resource bases / special schools? Faith schools?

A minimum amount of Welsh provision is needed, to ensure this is constant in learning and the environment, but within these expectations consideration for ALN learners is essential.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

There is debate around categorisation terminology, and how appropriate this is in different parts of Wales. Has this been considered?

Further discussion and detailed category description are required, but this needs to be completed with education staff in local authorities and schools, not just ministers, and would need to consider ALN and Faith schools.

The consultation document states: *'Ministers to change the descriptions and increase the minimum amount of Welsh language provision over time, while factors such as workforce availability change.'* Much more detail is required beyond the white paper to understand the implications of this statement on school categorisation and how that change could/would be implemented.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

## Supporting comments

A minimum amount of Welsh provision is needed, to ensure this is constant in learning and the environment, but within these expectations consideration for ALN learners is essential.

Setting a minimum presents clarity to local authorities / schools / stakeholders. Setting the minimum expectations does not set a 'ceiling' on provision and offers the opportunity for schools to do more. However, there is a danger that schools could just offer the minimum.

It is important that local authorities and schools are clearly informed about minimum expectations and that there is time for schools to implement. Clear communication is needed with all relevant stakeholders.

What considerations are in place for groups of other vulnerable pupils, such as multi-lingual and from transient communities?

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:



The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

**Supporting comments**

We strongly support the proposal that a duty be placed on the Welsh Ministers to publish guidance to schools and local authorities on how to go about setting categories, whilst providing clarity on the data to be used to do this, any considerations that should be given, and any processes and timescales that must be followed.

The approval role for the local authority is essential to ensure that we are part of the process, and it is able to develop support, training and strategies around the language categorisations.

What additional support would be available for high FSM schools /schools in low-income areas?

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

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

It is acknowledged that all schools will need to increase their Welsh language provision over time to meet the targets set in the Cymraeg 2050 and there is a clear responsibility on education to significantly contribute to this figure.

Pupils also should also have opportunities to experience, learn and understand the broader aspects of Welsh language and culture.

It should however be recognised that currently there are significant challenges with the recruitment for appropriately skilled Welsh language education staff / specialist

practitioners in both schools and local authorities which needs to be addressed nationally. Additionally access to professional learning for Welsh language education staff already in the system is also proving challenging with supply cover for absent staff on training proving difficult to acquire.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

**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

Paragraph 60:

There should be a duty on Consortia as the school improvement arm of local authorities in Wales, to support a local authority and its Welsh Education Improvement Plan (WEIP) with collaboratively reviewing a delivery plan in a school that explains how it will go about increasing their Welsh language provision:

the lessons that have been designated to be held through the medium of Welsh  
the frequency of those lessons  
the linguistic nature of the lessons, in terms of teaching approach and methodology  
the percentage of Welsh language provision within a school year  
the timetable for increasing Welsh language provision  
any support that the local authority has promised to the school for the purpose of increasing provision

The above proposed metrics proposed in the consultation for the school delivery plan are reasonable but it would be helpful to have yearly targets / some guidance around what would be needed to reach these aspirational targets. Further structure about what is expected in each year group / phase / progress steps would be useful.

It will be important that local authorities and consortia have enough funding and resource to ensure that schools and staff in particular are well supported e.g. professional learning, targeted support, resources and clarity in terms of expectations.

The demographics of the Welsh language provision can be quite a complicated factor, particularly in local authorities where the Welsh language is not a strong factor.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and

schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

**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**

Consideration around monitoring school progress should be collaborative between local authorities and consortia. This should be noted by Welsh Ministers as the national model for school improvement required local authorities to adopt consortia working in 2010. The proposals to increase monitoring school progress onto a local authority comes with it challenges in terms of skills and capacity. There needs to be a clear role for consortia in the proposed school progress monitoring.

Involving Estyn in the processes could ensure consistency and be a catalyst for change; however, this could result in more pressure for schools and could change the dynamics of this process. Though monitoring is needed, how formal monitoring is, may need to be developed further along the journey, as schools embrace the proposed 'delivery plan' on how they will go about increasing their Welsh language provision in practice.

The proposals will require local authority education staff and Consortia Improvement Partners to work with schools and their staff on its 'delivery plan' and develop monitoring criteria suitable to individual schools, allowing consideration for the different types of school within the authority, including levels of ALN. This potentially has further funding implications with supporting capacity in local authorities, consortia and in schools to review and monitor school progress in this area.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

**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**

It is reasonable to take the approach suggested in paragraph 66 to produce a specific language impact assessment before specifying the language medium of the new school.

These results together with consideration of the targets to be achieved in its Welsh in Education Implementation Plans (WEIP) would provide the local authority with evidence to consider in taking a decision.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

A National Plan seems sensible for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans).

We agree that for the successful development of the Welsh language, it is important that the Plan provides and directs focus (and hopefully clear responsibility) to different stakeholders (within Government, the National Centre for Learning Welsh, local authorities, education consortia, Estyn, Coleg Cymraeg Cenedlaethol, Further Education Colleges, the Commission for Tertiary Education and Research and others) to work together to create better continuity, experience and outcomes for the learner as they begin to speak the language.

We support, as you have highlighted, the concept of a single joined-up system, with specific targets and guidance set by Welsh Ministers. The types of activities involved here include learning and teaching Welsh in schools, language immersion in schools and post-16 Welsh skills development. All the components must work together to ensure that a learner, regardless of age, can continue to learn and improve their lifelong language skills. That requires meticulous planning and ongoing monitoring to ensure that all the pieces of the jigsaw fit together and that there is linguistic continuity throughout the education system.

As previously repeated, the single joined up system needs to be appropriately funded and resourced for it to effectively work.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. We support the view that Welsh Ministers would be expected to continue to set national targets for the forecasted number of teachers needed to facilitate the growth in Welsh language education.

However, there is a concern that the expectation to resolve this is viewed by WG as being primarily on local authorities by setting potentially unrealistic local targets. This is a national issue. The consultation refers to the *‘role for a number of stakeholders to work together to achieve these targets for the education workforce. Therefore, as part of this proposal we are **considering** how the Education Workforce Council, initial teacher education or university providers, the National Centre for Learning Welsh, local authorities, and regional consortia would be expected to address the targets in planning initial teacher education and professional learning.’*

We would welcome further direction beyond the ‘Welsh in Education Workforce Plan’ on how recruitment and training can be addressed at a national level to support the *‘concept of a single joined-up system’* for recruitment and training as well as for Welsh language acquisition and learning activities as noted in the earlier Paragraph 68 where this term was used.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

Yes, and significant time has been spent planning for these outcomes – time is now needed for local authorities to support implementation of activities linked to these outcomes.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

The logic is recognised 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.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

We disagree and believe that targets should be discussed and agreed with local authorities rather than imposed. Targets agreed need to consider the context of the local authority.

To date, we have agreed targets within boundaries set by Welsh Government and these were agreed following professional dialogue between local authority and Welsh Government officers.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

There needs to be clarity beyond the statement ‘particular circumstances’ in paragraph 92 about the reasons why an external review is being commissioned.

We have appreciated the support of the Officers in Welsh Government who have reviewed our WESP and have respected their role as a ‘critical friend’ challenging and supporting us in equal measure. We don’t see why this should change and hope to continue our professional dialogue around our WESP and Welsh language education in the Vale of Glamorgan.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

We don't support the proposal to impose duties on local authorities in planning their workforce but agree, following professional discussions with Welsh Government, to the setting of agreed targets and scoping the workforce as part of the annual SWAC which would inform our WEIP.

However, it would help local authorities to understand from Welsh Government the impact outcome figures of the Welsh in Education Workforce Plan's *'many interventions and projects we have in place to address the challenge of increasing the number of practitioners who can teach through the medium of Welsh, and to develop the Welsh language skills of the school workforce.'*

What do the figures look like? Are there any reports detailing numbers coming through the system from teacher training, middle level leaders, through to NPQH plus capturing any other specialist education practitioners?

These figures and generally for instance where in Wales, if possible, are these practitioners based would be helpful to local authorities with planning its Welsh medium workforce.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

The local authority has always had to provide Annual Reports on the progress of its WESP. We support publishing reports on the implementation of the proposed WEIPs and recognise that it supports providing the public confidence that WEIPs are being delivered and will increase transparency and accountability.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.



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

If Welsh Ministers have powers under the School Standards and Organisation (Wales) Act 2013 to intervene, then this is how it should be dealt with in regard to under performance or risks, utilising Estyn in this way is not productive and could add to the pressures faced by local authorities and schools.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

**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**

Celebrating significant milestones, sharing good practice and case studies around Wales would encourage local authorities to join the journey more enthusiastically and effectively.

Promote collaboration and mentoring amongst local authorities, encouraging active participation in taking forward targets, sharing of resources and successful approaches.

The newly appointed dedicated Welsh Education Officer (WEO) will network with colleagues across the region to work more collaboratively.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

The local authority already promotes and provides extensive Welsh-medium education information in an effort to ensure that parents and carers are aware, from the outset, of the different models and expected linguistic outcomes.

This will be developed further in 2023-24 and we look forward to working with RhAG and other stakeholders for support, advice and feedback.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

### Supporting comments

Share more about the experiences of families who attend Welsh medium education and who don't speak Welsh at home – addressing some of the challenges e.g. supporting with homework, how to promote the Welsh language at home.

Sharing examples of how schools / local authorities have successfully promoted Welsh language education.

Sharing examples of how schools have positively addressed the impact of Covid on pupils' literacy skills.

Sharing more about the successes of immersion centres for primary and secondary pupils.

Guidance and funding for parents. If parents, choose Welsh medium education - what support is available to ensure that they are able to support their children's education and understand basic Welsh. Community funding for parent courses.

Funding for local authorities and schools to develop effective approaches to promote the Welsh language.

Place an expectation on local authorities to share details of early years Welsh-medium services this will in turn promote Welsh-medium education by increasing and creating additional demand.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

Yes – the late immersion centre in the local authority has been very successful since launching at the start of the 2022. This provision is widely promoted and we will continue to work with the teacher in charge to develop the provision and share its good practice amongst parents, carers and learners.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

<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

Yes, as we have seen the success with establishing the provision in the local authority.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

This would provide clear national strategic direction and consistency in messaging regarding language learning. However, there is a need to ensure that school support is central to the work of the single body. How would this fit in with the work of Consortia and support for local authorities?

We support the proposal for its functions to initially cover:

- owning the Welsh language skills continuum
- providing language training corresponding to the levels of the Welsh language skills continuum for those that are 16 years of age and over
- providing specialist language training to a range of workforces, including to education practitioners
- co-operating with stakeholders to develop resources to support Welsh language learning and teaching
- being a one-stop-shop for supporting all aspects of Welsh language learning

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

Considering the positive inspections by Estyn and Rapid Review by Steve Morris in 2021 of the National Centre for Learning Welsh it seems logical to harness and expand the skills and experience the Centre has developed more widely across education and with schools subject to any tendering process.

It is noted that Estyn’s Review of the Centre praised its leadership and recommended that the Centre share its expertise in acquiring and learning the language with schools as well.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

Yes, we agree but the whole system underpinning the Cymraeg 2050 Strategy requires appropriate funding not just the National Centre for Learning Welsh if it was to be successful in any tender process.

All stakeholders but in particular schools, local authorities and consortia need to be appropriately funded, consistently and realistically if the targets are to be met in the Strategy. These organisations primarily work directly with the staff and pupils in schools targeted to contribute to the million speakers objective by 2050.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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

Post-16 settings

ALN and vulnerable groups in mainstream schools and specialist resource bases – not just those in Special Schools

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

**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

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

**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

Existing workforce not having the skills to fulfil the targets expected.  
Cover to release staff to learn Welsh.  
Reshaping of teaching courses to accommodate the Bill's targets/ expectation.  
The impact of consideration of language acquisition and ALN and vulnerable groups.  
Huge financial costs to LA's, schools and education establishments to promote proposals and work towards targets.  
Development of Estyn / regulatory authority to oversee monitoring and provide support.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

**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

It seems unrealistic that costs have only be allocated in the document to Welsh Government, when the ambitious targets will; need a huge amount of staffing and financial support to develop approaches, monitor and feedback on set targets, develop data, and support training for schools and staff.

Clarification on funding to local authorities would allow them to plan realistically about what can be developed and the targets they could meet.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

### 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

If the proposals are taken forward and successfully implemented, more pupils and staff will use, promote and value Welsh, but this will be limited if only used within education.

The impact could be increased by ensuring that all opportunities in school e.g. clubs are in Welsh and that pupils with ALN are given support to access these opportunities.

The negative effects could be mitigated by:

Opportunities to use and transfer their language skills outside school.

Use of social media and TV to promote Welsh as Cool to speak, some kind of incentive for pupils to speak Welsh outside school.

Use of Welsh to be promoted for a wide range of good jobs, so occupations promote the use of Welsh as an asset

Opportunities to use Welsh beyond statutory education in the workplace, further education and higher education.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

**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

In order for the policy to be successful, there needs to be a joint approach in the community and workplace so that spoken and written Welsh can be used and promoted. Targets should be simultaneously worked on in different areas of the community.

Increasing Welsh use in education will increase the number of pupils / staff that can speak Welsh, but this needs to be used beyond statutory age education.

Increase options and opportunities in further and higher education and introduce government supported workplace apprenticeships encouraging the use of Welsh in the workplace.

For Welsh to be seen as equal to English it needs to be used in pupils whole life not just school.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and



schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

**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:

A number of education teams were consulted and were really positive about the proposals but were very concerned about the ambitious nature of the targets and the monitoring of these targets.

It was felt that without carefully calculated funding the proposals would be unworkable. A costed strategic plan, related to realistic targets would be more successful, linked to a similar approach for workforce and community.

The proposals seem to be weighted heavily toward the local authority providing Welsh speakers, training, workforce, data and feedback with no extra funding. There is a concern that the local authority, specifically Education will have the responsibility to meet these targets alone and be held accountable if the targets are not reached yet no additional funding for staffing / resources has been identified as part of these proposals.

The Vale WESP Forum requested that we emphasise the following in the response to each consultation question:

The education workforce challenge to support Cymraeg 2050 may be the biggest obstacle with developing and growing Welsh medium language education in Wales. There is a concern that the expectation to resolve this will be primarily for local authorities and schools by setting potentially unrealistic local targets. This is a national issue requiring a national solution.

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:



[www.ucac.cymru](http://www.ucac.cymru)

## Cynigion ar gyfer Bil Addysg Gymraeg

### Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (lle bo'n berthnasol): UCAC

e-bost/rhif ffôn:

Eich cyfeiriad: Swyddfa UCAC, Ffordd Penglais, Aberystwyth, Ceredigion SY23 2EU

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>	✓	<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 croesawu gweledigaeth, uchelgais a nod hirdymor y Bil o gael miliwn o siaradwyr Cymraeg ac yn teimlo fod cynnwys y nod yn y Bil yn mynd i roi statws pendant i'r targed. Fodd bynnag, rhaid cadw mewn cof nad yw gosod y targed o fewn y Bil yn mynd i ddatrys pob problem. Cam cyntaf mewn proses fydd gosod y targed. Y camau nesaf yn y broses, sef y gweithredu, sydd yn mynd i wneud gwahaniaeth. Yn hynny o beth, rydym yn croesawu'r hyn a nodir ym mharagraff 25 ynghylch 'arweiniad clir, cynllunio bwriadus a gweithredu pwrpasol' a bydd yn bwysig bod hyn yn cael sylw manwl.

\*Rydym yn croesawu'r cyfeiriad at gynyddu nifer yr ysgolion cyfrwng Cymraeg fel un o'r camau tuag at gyflawni'r targed. (paragraff 3), ond hefyd am bwysleisio'r pwysigrwydd o gael y diffiniad o 'ysgol cyfrwng Cymraeg' yn gywir.

\* Mae'n bwysig hefyd fod gennym fesur dibynadwy, er mwyn barnu a ydym wedi cyrraedd y targed. Noder bod peth amheuaeth a yw'r cyfrifiad yn mynd i barhau ar ôl 2031. Rhaid cofio hefyd mai mesur goddrychol yw'r cyfrifiad ac na fydd y cyfrifiad yn ei ffurf bresennol yn mesur lefel y Gymraeg. Ni fydd modd mesur a oes miliwn wedi cyrraedd B2 fel isafswm. Nodwn hefyd mai dim ond bob 10 mlynedd y bydd gennym ffigyrau 'awdurdodol'. Sut, felly, y bydd modd monitro cynnydd, gan dathlu cynnydd neu ymateb i unrhyw lithriad yn ôl yr angen?

\* Cydnabyddir, wrth osod y targed, fod rôl allweddol gan addysg i'w chwarae, er mwyn cyrraedd y targed. Ni ellir pwysleisio gormod pa mor bwysig yw sicrhau bod camau'n cael eu cymryd i dyfu'r gweithlu at y pwrpas hwnnw. Ni fydd modd cyflawni'r targed heb sicrhau gweithlu digonol a hynny o fewn ysgolion cyfrwng Cymraeg yn ogystal ag yn yr ysgolion cyfrwng Saesneg.

\*Wrth gydnabod y rhan allweddol sydd gan addysg i'w chwarae er mwyn gwireddu'r targed, rhaid cofio pa mor bwysig yw cyfathrebu â'r rhanddeiliaid ar bob cam o'r daith – yn benaethiaid, athrawon, rhieni a disgyblion. Rhaid sicrhau bod pawb 'ar y siwrnai' gyda'i gilydd ac yn teimlo'n rhan o'r siwrnai honno.

**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>	✓	<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 croesawu rôl awdurdodau lleol a'r ddyletswydd fydd yn cael ei rhoi arnynt i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050.

\*Mae gan awdurdodau lleol wybodaeth berthnasol a phwysig ynghylch y gweithlu a niferoedd disgyblion a nhw sy'n llunio'r Cynlluniau Strategol Cymraeg mewn Addysg (CSCA), felly mae ond yn naturiol eu bod yn cael y ddyletswydd uchod. \*Er mwyn sicrhau hyn, bydd angen i bob awdurdod lleol fod yn gwbl ymwybodol o'r gofynion ac

yn meddu ar y feddylfryd gywir a'r dyheadau priodol o ran hyrwyddo'r Gymraeg. Nid yr un yw ymrwymiad awdurdodau lleol at y Gymraeg ar hyn o bryd. \*Bydd angen i'r awdurdodau fod yn gwbl glir beth yw'r disgwyliau a beth yw eu cyfrifoldebau.

\*Mae'n bwysig hefyd bod awdurdodau lleol yn hyrwyddo'r cyfleoedd i ddefnyddio'r Gymraeg, yn manteisio ar bob cyfle i ehangu'r ddarpariaeth Gymraeg, yn cynyddu'r cyfleoedd i ddefnyddio'r Gymraeg y tu allan i'r dosbarth ac yn monitro unrhyw dargedau sydd wedi eu nodi mewn cynlluniau penodol.

\*Un o fanteision rhoi cyfrifoldeb ar awdurdodau lleol yw eu bod mewn safle i sicrhau cysondeb ar draws yr awdurdod, gan gynnig cymorth a chefnogaeth gyson a chadarn lle bo angen. Fodd bynnag, mae angen mwy na chysondeb ar draws awdurdodau unigol, yn hytrach, mae angen cysondeb ar lefel genedlaethol.

\* Mae gan awdurdodau lleol (ac yn enwedig adrannau Addysg) rôl hefyd i arwain drwy esiampl, gan ddefnyddio cymaint â phosibl o'r Gymraeg eu hunain mewn gweinyddiaeth ayb a sicrhau bod eu gweithlu yn mynd ar hyd yr un continwmm ieithyddol â gweithlu ysgolion

\*Mae'n bwysig hefyd fod awdurdodau lleol yn cymryd y cyfrifoldeb o ddatblygu darpariaeth Gymraeg ar gyfer disgyblion o oedran cyn-ysgol (gofalwyr plant a chylchoedd chwarae ayb) a hefyd yn sicrhau bod ganddynt ddarpariaeth cyfrwng Cymraeg ar gyfer myfyrwyr ôl-16

\*Mae'n bwysig bod darpariaeth cyfrwng Cymraeg i ddysgwyr ar bob cam yn eu haddysg, gan gynnwys mewn colegau addysg bellach ac mewn prifysgolion a phob man sy'n cynnig darpariaeth i ddysgwyr wedi iddynt adael addysg statudol)

\*Mae angen bod yn glir ynghylch lefel B2 – a ddisgwylir lefel B2 ym mhob un o'r sgiliau (gwrando, darllen, ysgrifennu, siarad)?

\*Mae'n bwysig hefyd nodi mai isafswm yw'r lefel B2. Nid ydym eisiau sefyllfa lle derbynnir safon B2 mewn ysgolion cyfrwng Cymraeg ac nid ydym am i rieni deimlo bod eu plant yn mynd i fod yn gwbl rhugl eu Cymraeg wrth fynychu ysgolion cyfrwng Saesneg.

**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 ?

<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

\*Bydd yn bwysig bod Gweinidogion Cymru yn cynnig arweiniad pendant, gan sicrhau bod y nod yn uchelgeisiol, heriol a realistig, gyda thargedau penodol yn cael eu gosod i Gymru'n gyffredinol ac i siroedd unigol. O gofio pwysigrwydd 'arweiniad clir a chynllunio bwriadus' (paragraff 25), mae'n sicr fod rôl bwysig gan Weinidogion i'w chwarae o ran yr elfennau hyn.

\*Teimlwn fod rhan gan Weinidogion i'w chwarae drwy ymgynghori gydag arbenigwyr yn y maes, er mwyn bod yn ymwybodol beth sy'n uchelgeisiol ond hefyd yn realistig.

\*O ran cynllunio, teimlwn fod rôl iddynt gynllunio'n strategol a monitro unrhyw gynlluniau sydd eisoes ar waith, er mwyn sicrhau gweithlu digonol ac er mwyn sicrhau bod cynnydd pendant yn cael ei wneud tuag at y targed.

\*Rydym yn croesawu'r continwmm ieithyddol, ond yn teimlo y dylid pwysleisio mai isafswm yw lefel B2. Bydd angen mwy o fanylion hefyd – ai dim ond ar lafar y disgwylir lefel B2? Er mwyn cyrraedd B2, bydd angen canllawiau pendant a mewnbwn ar ysgolion cyfrwng Saesneg.

\*Credwn y dylid bod yn glir beth yw'r disgwyliadau ieithyddol ar gyfer pob categori o ysgolion a thrwy wneud hynny bydd cysylltiad rhwng y continwmm a'r categorïau

\*Credwn hefyd y dylai Gweinidogion ddefnyddio'u pŵer i agor mwy o ysgolion cyfrwng Cymraeg ac i wneud popeth o fewn eu gallu i sicrhau bod gweithlu digonol sy'n gallu addysgu drwy gyfrwng y Gymraeg

\*Rydym hefyd yn teimlo fod gan Weinidogion rôl i'w chwarae o ran dangos esiampl a hyrwyddo'r Gymraeg ar bob cyfle posibl. Oherwydd eu statws a'u safle, mae ganddynt ran bwysig i'w chwarae o ran hyrwyddo'r iaith.

\* Nid yn unig dylid pennu isafswm o ran oriau cyswllt, ond dylid cynnig syniadau i ysgolion sut y gallant gynyddu'r ddarpariaeth Gymraeg a defnyddio profiadau ac arbenigedd ysgolion sydd eisoes wedi llwyddo yn y maes hwn

**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

\*Rydym yn croesawu'r continwmm ac yn credu y dylai gael ei hyrwyddo yn rhywbeth cadarnhaol ar gyfer pob un o ddinasyddion Cymru. Byddai creu continwmm o'r fath yn rhoi 'dealltwriaeth gyffredin' ar draws Cymru a byddai rhoi sail cyfreithiol i'r continwmm yn sicrhau cadernid y continwmm.

\*Rydym yn croesawu'r ffaith y bydd diffiniadau CFER yn rhai 'cynhwysfawr, cydlynol a thryloyw' (paragraff 35) a hefyd y bydd modd defnyddio'r continwmm ieithyddol i bennu beth sydd ei angen er mwyn gwneud cynnydd o ran y Gymraeg. \* Os mai'r cyfrifiad fydd ffynhonnell data o ran siaradwyr Cymraeg (a bwrw bod y cyfrifiad yn parhau i fodoli), oni ddylid cyfeirio at y continwmm yn y cyfrifiad h.y bod cwestiwn yn y cyfrifiad a fydd yn nodi lefel sgiliau Cymraeg unigolion.

\*Byddai bodolaeth continwmm hefyd o gymorth wrth benodi ar gyfer swyddi ac wrth ddatblygu sgiliau Cymraeg y gweithlu addysg a'r sawl sy'n ymwneud â byd addysg.

\*Mae'n rhaid gwneud rhywbeth ar fyrder, er mwyn sicrhau bod gennym y gweithle digonol, er mwyn gallu sicrhau bod pob un o'n disgyblion yn mynd ar daith gadarnhaol ar hyd y continwmm hwn.

**Cwestiwn 5** – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categoreiddio 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

\*Rydym o'r farn fod angen cyfundrefn statudol ar gyfer categoreiddio ysgolion yn ôl cyfrwng iaith, ond wedi dweud hynny, yn teimlo bod angen edrych o'r newydd ar y categorïau. Er bod y ddogfen hon yn cyfeirio at ymgynghoriad pellach o ran manylion y categorïau, eto i gyd teimlwn ei bod yn bwysig nodi yma pa mor allweddol bwysig yw diffiniadau'r categorïau.

\*Wrth greu cyfundrefn gategorïau, mae'n bwysig bod y gyfundrefn honno wedi'i chreu i sicrhau statws gadarnach i'r iaith ac i ddatblygu statws y Gymraeg ac nad yw'n esgus dan unrhyw amgylchiadau dros lastwreiddio'r ddarpariaeth. Dylai pob

categori fod yn uchelgeisiol. Mae peth pryder bod rhai o'r ysgolion 2A (pob disgybl yn astudio o leiaf 80% o bynciau drwy gyfrwng y Gymraeg) o dan yr hen drefn wedi newid i fod yn ysgolion categori 3 (60% o'r disgyblion yn astudio o leiaf 70% o bynciau drwy gyfrwng y Gymraeg) a hefyd bod rhai ysgolion 'dwyieithog' bellach yn cael eu categorio fel ysgolion cyfrwng Cymraeg.

\*Wrth lunio cyfundrefn categorïau, dylid ei sefydlu yn y fath fodd, fel bod ysgolion yn cael eu gwobrwyo am symud ar hyd y continwmm a chynyddu eu defnydd o'r iaith Gymraeg neu am gadarnhau a mireinio eu defnydd o'r iaith (yn achos ysgolion penodol Gymraeg). Nodir yn y cyflwyniad i'r adran sy'n ymwneud â categorïau ieithyddol y bydd hyn yn clymu gyda chynigion o ran 'camau i ysgogi awdurdodau lleol ac ysgolion i symud ysgolion i categorïau ieithyddol uwch dros amser'. Tybed a fyddai sicrhau cymhellion, cefnogaeth briodol a therfynau amser penodol yn sicrhau bod ysgolion yn symud ymlaen ac yn symud ynghynt ar hyd y continwmm hwn? Wrth ystyried 'cefnogaeth', gallai hyn gwmpasu hyfforddiant priodol, cyllid ychwanegol, adnoddau defnyddiol, mentoriaid ayb.

**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

\*Rydym yn cytuno â'r gosodiad uchod, ond fel y nodwyd uchod, mae'n hollbwysig bod y disgrifiadau yn rhai priodol ac yn cadarnhau'r Gymraeg ym mhob achos. \*Wrth osod y cyfrifoldebau a'r dyletswyddau hyn ar Weinidogion Cymru, golyga fod ganddynt ran fawr i'w chwarae tuag at lwyddiant y bil a thuag at gynyddu nifer y siaradwyr Cymraeg. Mae hyn yn briodol ac yn iawn cyhyd ag y bo'r Gweinidogion mewn grym yn rhannu egwyddorion a dyheadau'r Bil.

\*Mae gennym bryder nad yw union ddisgrifiadau'r categorïau yn rhan o'r ymgynghoriad, gan fod y mater hwn yn allweddol. Edrychwn ymlaen fodd bynnag at weld ymgynghoriad pellach ar y categorïau hyn ac at y cyfle o gael mynegi ein barn yn eu cylch bryd hynny.

**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 fydd unigolion yn datblygu'n siaradwyr Cymraeg hyderus heb gael y cyfle i ymarfer y Gymraeg a chael mynediad at y Gymraeg, felly mae gosod isafswm i'w groesawu. Oni bai fod hyn yn digwydd, mae pryder y bydd rhai ysgolion yn nodi diffyg staff cymwys fel 'esgus' dros beidio â chynyddu darpariaeth y Gymraeg. Mae cael staff digonol yn allweddol ar gyfer dwyn y maen i'r wal ac mae'n hollbwysig bod staff ym mhob sector yn teimlo eu bod yn rhan o'r fenter gyffrous hon o sicrhau miliwn o siaradwyr Cymraeg erbyn 2050

\*Os pennir isafswm, bydd angen bod yn glir beth yw natur y 'cyswllt'. Ai gwersi yn unig neu a yw'r 'oriau cyswllt' i gynnwys gweithgareddau allgyrsiol hefyd? Mae'n bwysig bod ysgolion cyfrwng Saesneg yn gorfod darparu digon o oriau cyswllt i sicrhau bod y dysgwyr yn datblygu'n siaradwyr hyderus. Ni ddylai ysgolion cyfrwng

Saesneg fod mewn sefyllfa lle y byddant yn medru cynnig arlwy tipyn mwy eang ac amrywiol o bynciau nag ysgolion cyfrwng Cymraeg, gan na fydd gofyn iddynt gynnig cymaint o oriau cyswllt o ran y Gymraeg. Dylai nifer y gwersi Cymraeg fod yr un fath mewn ysgolion cyfrwng Saesneg a Chymraeg. Dylai'r isafswm a nodir gael ei fonitro gan awdurdodau lleol a Gweinidogion y Llywodraeth.

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

### Sylwadau ategol

\*Rydym yn cytuno gyda'r cynnig hwn, ond mae'n rhaid sicrhau bod y diffiniadau yn rhai clir a chadarn, fel bod yr ysgolion a'r awdurdodau lleol yn cytuno â'i gilydd.  
\*Cyfeirir at unffurfedd ar lefel sirol ym mharagraff 52, ond oni ddylai'r unffurfedd fodoli ar lefel genedlaethol. Yn sicr, byddai rhoi rôl gymeradwyo i'r awdurdod lleol yn gam tuag at unffurfedd. Y gobaith yw y byddai'r ysgol a'r awdurdod lleol yn dod i gytundeb ynghylch y categori. Yr hyn sy'n hollbwysig er mwyn sicrhau unffurfedd a thegwch yw bod y meini prawf yn ddigon penodol a phendant.  
\* Mae'n allweddol hefyd fod meini prawf pendant ar waith o ran beth a olygir wrth ddarparu pwnc drwy gyfrwng y Gymraeg. Dylid sicrhau bod y pwnc yn cael ei addysgu drwy gyfrwng y Gymraeg, bod yr arholiadau yn cael eu sefyll yn y Gymraeg, mai Cymraeg yw iaith y dosbarth a bod yr adborth i'r dysgwyr yn y Gymraeg. Mae'n bwysig hefyd bod yn glir ynghylch y safon a ddisgwylir. Mae'r papur gwyn yn cyfeirio at siaradwyr 'hyderus'.  
\*Rydym yn croesawu'r llinell atebolrwydd glir a gynigir a bod gan ysgolion, awdurdodau lleol a Gweinidogion rolau penodol. Mae'n bwysig bod pob un o'r rhanddeiliaid yn gweithio'n ddyfal tuag at gynyddu'r ddarpariaeth cyfrwng Cymraeg.

**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

\*Rydym yn cytuno'n gryf iawn â'r egwyddor hon. Er y bydd rhai ysgolion eisoes yn cynnig 100% o'u darpariaeth drwy gyfrwng y Gymraeg, mae lle i'r ysgolion hynny gynnal a chadarnhau'r sefyllfa bresennol. Mae lle bob amser i wella safonau, cynnig mwy o arlwy allgyrsiol a datblygu cyfleoedd.  
\*Mae rhai ysgolion a sefydlwyd yn ysgolion penodol Gymraeg yn dal i gynnig rhai pynciau drwy gyfrwng y Saesneg – mae lle i'r rheiny ehangu eu darpariaeth cyfrwng Cymraeg.  
\* I'r ysgolion cyfrwng Saesneg, rydym yn gobeithio gweld cynnydd a datblygiad cyflym o ran y ddarpariaeth, er mwyn gallu cyrraedd y nod clodwiw sydd wedi ei osod.  
\*Er yn canmol yr egwyddor y cyfeirir ati uchod, rydym braidd yn bryderus o'r cymal 'dros amser'. A ddylid bod yn fwy penodol?  
\*Yn yr un modd, rydym yn poeni at y frawddeg ganlynol 'Bydd cyflymder y daith tuag at fwy o ddarpariaeth Gymraeg yn gysylltiedig â nifer o ffactorau lleol'. Rydym am wneud yn siŵr bod pawb yn mynd ati'n ddiymdroi i ddatblygu'r ddarpariaeth i'r graddau mwyaf posibl.

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

\*Rydym yn cytuno â'r egwyddor ym mharagraff 57 y dylai ysgolion gynyddu eu darpariaeth 'dros amser'. Teimlir, fodd bynnag, fod angen mwy o bendantwydd yn nhermau terfyn amser. A ddylid gosod targedau i ysgolion i'w cyrraedd o fewn blwyddyn? A ddylid disgwyl i ysgol symud o un categori i gategori arall o fewn x o flynyddoedd? Mae'r canllawiau a nodir ym mharagraff 60 yn ddefnyddiol i ysgolion, ond tybed a fyddai modd cynnwys dwy restr – y naill fel sydd eisoes yn y ddogfen yn cyfeirio at wersi a'r llall yn cyfeirio at weithgareddau y tu hwnt i'r ystafelloedd dosbarth e.e. gweithgareddau ysgol gyfan, clybiau, cyfleoedd allgyrsiol.

\*Pwy fydd yn monitro'r CGCA? Deallir y bydd y Gweinidogion yn pennu targedau sirol, yr awdurdod yn paratol CGCA a fydd yn nodi sut mae'r awdurdod am weld cynnydd mewn darpariaeth Gymraeg ar draws ei ardal, ond pwy fydd yn monitro hyn?

\*Bydd angen cydweithio agos rhwng yr awdurdodau a'r Comisiwn Cymunedau Cymraeg a bydd angen cadw llygad manwl ar statws/cyflwr y Gymraeg o fewn y cymunedau. Mae'n bwysig bod yn rhagweithiol wrth ymdrin â'r iaith.

\*O ran paragraff 60 a'r Cynllun Cyflawni, nid ydym am i ddogfen o'r fath fod yn ddogfen feichus a fydd yn cynyddu llwyth gwaith arweinwyr ysgolion. A fydd y ddogfen hon yn rhan o ddogfen arall e.e. Cynllun Datblygu Ysgol?

\*Mae angen sicrhau bod ysgolion yn cydweithio a bod strategaethau llwyddiannus yn cael eu rhannu'n ehangach. Mae'n bwysig cydweithio a rhannu llwyddiannau a heriau a gweithio gyda'n gilydd i gyflawni dyheadau'r Bil.

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

<b>Cytuno</b>	✓	<b>Anghytuno</b>	☐	<b>Ddim yn cytuno nac yn anghytuno</b>	☐
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**Sylwadau ategol**

\*Rydym yn cytuno bod gan yr awdurdod rôl monitro, ond dylid sicrhau bod y monitro'n digwydd mewn ffordd gefnogol ac anogol ac nid mewn unrhyw ffordd fygythiol. Gallai'r rôl fonitro honno gael ei gwau i mewn i unrhyw ymweliadau sy'n digwydd ar hyn o bryd.

\*Nodir ym mharagraff 63 y bydd trafodaethau 'rheolaidd' rhwng yr ysgol a'r awdurdod. Mae'r hyn a nodir braidd yn annelwig – mae'r gair 'disgwylir' o ran ei hun yn annelwig ac nid oes unrhyw sôn beth a olygir wrth 'rheolaidd'.

\*Dylai'r ddarpariaeth o ran y Gymraeg fod yn rhan o rôl Estyn hefyd ond fel yr uchod, dylid sicrhau fod Estyn hefyd yn dangos cefnogaeth ac anogaeth i athrawon ac nad yw'n fygythiol mewn unrhyw ffordd, ond eto'n cynnig ymyrraeth briodol yn ôl yr angen, er mwyn sicrhau cynnydd yn y ddarpariaeth Gymraeg.

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

**Sylwadau ategol**



\*Credwn y dylai pob ysgol newydd mewn rhai ardaloedd fod yn ysgolion cyfrwng Cymraeg , gan adleisio'r hyn a ddywedir ym mharagraff 67 'Ar y llaw arall gellid gosod rhagdybiaeth mai ysgol cyfrwng Cymraeg fyddai unrhyw ysgol newydd mewn ardal benodedig...'

\*Ni ddylid agor unrhyw ysgol 'cyfrwng Saesneg' yng Nghymru, ond dylid gosod seiliau cadarn o ran ysgolion cyfrwng Cymraeg ym mhob ardal yng Nghymru. Dylid dilyn yr egwyddor o gynyddu'r ddarpariaeth Gymraeg ar bob achlysur.

\*Dylai pob awdurdod lleol sicrhau bod lle mewn ysgol cyfrwng Cymraeg (gyda gwersi ac iaith weinyddol yr ysgol yn Gymraeg) ar gyfer pob disgybl yng Nghymru, gan ddarparu cludiant am ddim os nad ysgol o'r fath yw'r ysgol agosaf at gartref y disgybl.

\*Mae'n bwysig dilyn yr egwyddor o gynyddu'r ddarpariaeth Gymraeg ar bob achlysur. Mae'r her sydd o'n blaenau yn fawr er mwyn cyrraedd y nod o filiwn o siaradwyr Cymraeg ac mae'n bwysig sicrhau bod yr ysgolion a agorir yn hwyluso'r broses o gyrraedd y nod hwn. Mae cyfathrebu gyda'r holl randdeiliaid hefyd yn bwysig wrth fynd drwy'r broses o agor ysgol a dylid esbonio'n glir beth yw'r disgwyliadau o ran yr iaith Gymraeg.

**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 yn gweld y rheswm y tu ôl i hwn ac yn cytuno ag ef os bydd yn gosod cyfeiriad priodol i'r cynlluniau gweithredu lleol statudol. Rydym yn poeni y gallai cynllun o'r fath ddatblygu yn ddogfen fiwrocraidd ac fel y nodwyd eisoes rydym o'r farn mai gweithredu sy'n bwysig.

\*Rydym o'r farn fod angen sicrhau dilyniant ieithyddol gydol oes a theimlwn y dylai'r Cynllun Cenedlaethol gynnwys darpariaeth o'r sector gofal plant a'r blynyddoedd cynnar hyd at addysg uwch. Mae angen sicrhau bod pob sector yn cydweithio a bod dilyniant pwrpasol o'r naill gyfnod i'r llall.

\*Teimlwn hefyd fod angen adolygiad amlach nag unwaith bob tymor seneddol. Er mwyn dathlu unrhyw gynnydd a mynd i'r afael ag unrhyw ddiffyg cynnydd, mae'n bwysig adolygu cynllun pwysig fel hwn yn amlach nag unwaith bob tymor seneddol. Mae'n rhaid sicrhau atebolrwydd a byddai hynny'n heriol pe bai newid Llywodraeth.

**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?

<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 mwyn sicrhau llwyddiant y Bil hwn, mae sicrhau gweithlu digonol yn hollbwysig ac mae angen meddwl o ddifrif sut mae modd cael y gweithlu hwn. Mae nifer o

syniadau yn y ddogfen 'Cynllun y Gweithlu Cymraeg mewn Addysg' ac mae angen sicrhau bod y syniadau hynny i gyd yn cael eu gweithredu, yn ogystal â meddwl am ddulliau eraill o recriwtio a chadw athrawon – beth am edrych o'r newydd ar yr hyfforddiant ieithyddol a ddarperir i fyfyrwyr ar gysiau AGA, cynnig hyfforddiant iaith i athrawon cymwysiedig

\*Rydym yn pryderu ein bod ar hyn o bryd ymhell o gyrraedd y targedau. Nodir ym mharagraff 73 'byddai parhau i bennu targedau fel rhan o'r Cynllun Cenedlaethol yn fodd o sicrhau bod bwriad clir gan Weinidogion Cymru i gynyddu nifer yr athrawon'.

Rydym yn croesawu'r bwriad hwn, ond un peth yw gosod targedau, mater arall yw sicrhau bod y targedau hynny'n cael eu gwireddu. Mae'n rhaid bod yn rhagweithiol a sicrhau digon o staff o ansawdd sy'n gallu addysgu yn y Gymraeg mewn ysgolion Cymraeg yn ogystal ag athrawon mewn ysgolion cyfrwng Saesneg a fydd yn gallu symud pobl yn eu blaen ar hyd y continwwm ieithyddol. Mae'r mater hwn yn greiddiol i lwyddiant yr uchelgais o gael miliwn o siaradwyr Cymraeg erbyn 2050

\*Er mwyn cyrraedd y targedau o ran recriwtio a chadw gweithwyr, bydd angen edrych o'r newydd ar amodau gwaith athrawon. Mae angen sicrhau gwell amodau gwaith a thrwy hynny, ddenu mwy o bobl i'r proffesiwn.

\* Mae yna rai camau y dylid eu cymryd, er mwyn cynyddu'r gweithlu. Dylai unrhyw unigolion sy'n derbyn grant i astudio yng Nghymru orfod ymrwymo i ddysgu am gyfnod penodol yng Nghymru. Bydd yn rhaid buddsoddi dipyn yn ariannol o ran y cyrsiau hyfforddi ac yn yr ymgyrch i ddenu pobl ifanc i'r proffesiwn.

**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 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

Cytunir â'r pwyslais ar gynyddu nifer y disgyblion sy'n derbyn addysg drwy gyfrwng y Gymraeg – mae pob un o'r deilliannau yn dechrau gyda'r geiriau 'mwy o' neu'r gair 'cynnydd'. Mae hyn yn dangos yn glir i ba gyfeiriad yr ydym yn ceisio teithio. Mae'r deilliannau yn rhai y byddem yn eu cymeradwyo – gweithredu er mwyn cyflawni'r dyheadau hyn sydd yn bwysig yn awr. Fodd bynnag, teimlir bod elfen o amwysedd yng ngeiriad rhai o'r deilliannau – onid oes angen targedau meintiol, mwy penodol? Pam y nodir (Deilliant 4) bod angen 'mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc). Onid yw pob disgybl yng Nghymru eisoes yn gorfod astudio'r Gymraeg fel pwnc? Mae'n bwysig hefyd fod disgyblion ag ADY yn cael yr union yr un hawliau o ran y Gymraeg ag unrhyw ddisgybl arall (Deilliant 6)

**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

Ymddengys fod y cynnig yn un derbyniol, ond rhaid sicrhau hefyd nad oes gormod o amser rhwng un cyfnod adolygu a'r llall. Mae angen system yn ei lle a fyddai'n gallu gwarantu ymateb ar fyrder i unrhyw argyfwng a allai godi. Mae gosod dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg ar ôl 5 mlynedd yn ymddangos yn synhwyrol a phriodol, ar yr amod bod modd sicrhau ymyrraeth os cyfyd problem. Mae'n bwysig bod awdurdodau lleol yn ymwybodol iawn o'r cyfrifoldeb sydd arnynt i wneud pob dim o fewn eu gallu i gyflawni'r targedau. Mae'n bwysig bod y Llywodraeth yn datblygu system o sicrhau gwell cysondeb ar draws awdurdodau lleol Cymru yn hyn o beth.

**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

\*Gan mai Llywodraeth Cymru sydd wedi gosod y nod o gael miliwn o siaradwyr Cymraeg erbyn 2050, mae hyn yn ymddangos yn rhesymol. Byddai hyn yn sicrhau bod yr awdurdodau lleol yn gorfod cyrraedd rhyw safon benodol a byddai'n sicrhau cysondeb rhwng awdurdodau lleol

\*Rydym yn croesawu'r cynnig ym mharagraff 80 sy'n nodi y bydd y cyfrifoldeb o gynllunio cynnydd mewn addysg cyfrwng Cymraeg yn digwydd ar lefel genedlaethol ac mai Gweinidogion Cymru fydd yn gyfrifol am roi arweiniad ynghylch y mater hwn.

\*Rydym yn credu y dylid gosod targedau uchelgeisiol ar awdurdodau lleol, ond gan sicrhau'r gefnogaeth a'r adnoddau priodol iddynt wireddu'r targedau hynny.

**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 type="checkbox"/>
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#### Sylwadau ategol

Mae tryloywder yn hollbwysig ac os yw'r cynnig uchod yn golygu y bydd mwy o dryloywder, yna rhaid cytuno ag ef. Wrth gomisiynu adolygiad allanol, rhaid sicrhau'r bobl briodol i gynnal yr adolygiad allanol.

**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'n bwysig bod y gwaith hwn yn cael ei wneud ar bob lefel ac mae angen bod yn rhagweithiol iawn yn hyn o beth. Dylid mynd i'r afael yn ddiymdroi â'r prinder sy'n bodoli ar hyn o bryd, ar lefel genedlaethol yn ogystal ag ar lefel awdurdodau lleol.

\*Mae angen ystyried dulliau o ddenu unigolion i ymuno â'r proffesiwn, yn ogystal â gwneud gwaith i gadw pobl sydd eisoes yn gweithio yn y proffesiwn a rhoi cyfleoedd i'r rheiny loywi eu sgiliau iaith.

\*Dylid sicrhau bod arian digonol ar gael i sicrhau gweithlu digonol.

\*Dylid sicrhau bod amodau gwaith athrawon yn gwneud y swydd yn apelgar i bobl ifanc.

\*Er bod rôl gan awdurdodau lleol i gynllunio eu gweithlu, rhaid cydnabod hefyd eu bod yn gweithio dan gyfyngiadau a'u bod hwy yn ddarostyngedig i'r hyn a ddywed y Llywodraeth

**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 â'r cynnig, ar yr amod fod y wybodaeth a gyhoeddir yn cynnwys manylion dilys a buddiol a bod y broses o gyhoeddi yn amgenach na gorchwyl fiwrocraataidd. Y gobaith yw y bydd y ffaith bod adroddiad yn cael ei gyhoeddi yn cynyddu atebolrwydd.

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

<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'r cynnig yn ymddangos yn un priodol, ond dylid nodi y bydd angen rhoi meini prawf penodol i Estyn. Yn sicr mae angen rhoi cefnogaeth i awdurdodau lleol nad ydynt yn llwyddo i gyrraedd eu targedau am ba reswm bynnag.

\*Byddai rhoi rôl i Estyn yn cynyddu atebolrwydd.

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

- Y gobaith yw y bydd awdurdodau lleol yn gweld y budd o weithredu'r CGCAau ac yn mynd ati gyda brwdfrydedd i wneud hynny
- Byddai'n fuddiol cyflwyno system lle bo awdurdodau lleol tebyg yn cydweithio ac yn rhannu syniadau. (Gallai hyn fod yn ffordd o ddelio gydag awdurdod lleol sy'n cael

heriau ac anawsterau, gan gael awdurdod lleol llwyddiannus i gydweithio gydag awdurdod lleol llai llwyddiannus). Mae'n bwysig rhoi cyfle i awdurdodau lleol rannu arferion a rhannu profiadau gyda'i gilydd. Er y bydd rhai heriau'n wahanol, byddant yn wynebu nifer o heriau tebyg.

- Mae angen sicrhau bod gan bob disgybl yng Nghymru yr hawl i addysg cyfrwng Cymraeg ac os nad oes darpariaeth ar gael yn lleol, bod trefniadau ar waith i gludo'r disgybl am ddim i'r ysgol cyfrwng Cymraeg agosaf a hynny o fewn pellter rhesymol.
- \*Mae'n bwysig sicrhau bod pob polisi a strategaeth o fewn awdurdodau lleol yn alinio gyda'r CGCAu a dylid cyfeirio'n rheolaidd at y CGCAu wrth drafod unrhyw bolisi neu strategaeth

**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 type="checkbox"/>
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### Sylwadau ategol

Cytuno'n gryf. Mae'n bwysig bod rhieni a gofalwyr yn llwyr ymwybodol o fanteision addysg cyfrwng Cymraeg. Dylid disodli unrhyw fythau gan ffeithiau. Bydd angen darbwyllo rhai awdurdodau lleol eu hunain fod addysg cyfrwng Cymraeg yn fuddiol. Er mwyn cryfhau'r neges, byddai'n syniad cynnwys enghreifftiau o unigolion o bob math o feysydd ac o bob math o gefndiroedd sydd wedi elwa o ddilyn eu haddysg drwy gyfrwng y Gymraeg – mae digon o enghreifftiau'n bodoli. Byddai modd gwneud y gwaith hwn ar lefel genedlaethol, gyda chyfluoedd i ategu'r gwaith cenedlaethol ar lefel sirol, gan gynnwys enghreifftiau lleol. Dylid sicrhau bod y wybodaeth hon yn cael ei chyfathrebu yn rheolaidd a chan ddefnyddio amrywiol gyfryngau. Mae hyrwyddo addysg ddwyieithog a sicrhau bod pawb yn gweld pa mor fanteisiol yw yn hanfodol. Dylid atgoffa pobl mai ychydig iawn o bobl uniaith sydd yn y byd, mae'r rhan fwyaf o ddinasyddion y byd yn siarad o leiaf ddwy iaith.

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

### Sylwadau ategol

- \*Mae modd paratoi deunyddiau hyrwyddo (e.e taflenni gwybodaeth, profiadau personol, clipiau fideo, ymweliadau â nosweithiau agored ysgolion cyfrwng Cymraeg) ar lefel genedlaethol, gan ddarparu ffeithiau cadarn a sylwadau sy'n ategu pwysigrwydd addysg cyfrwng Cymraeg. Byddai'r deunyddiau hyn ar gael wedyn i'r awdurdodau lleol eu defnyddio a'u haddasu yn ôl y gofyn.
- \*Gellid defnyddio enghreifftiau hefyd o gyd-destunau rhyngwladol i ddangos manteision addysg ddwyieithog. Byddai'n bwysig bod y deunyddiau hyn yn cael eu haddasu a'u diweddarau'n rheolaidd.
- \*Dylai'r Gweinidogion ddefnyddio eu pŵer i sicrhau bod digon o ysgolion cyfrwng Cymraeg yn cael eu hagor a bod yr ysgolion hynny yn cynnig addysg o'r radd flaenaf – mae ysgolion llwyddiannus yn denu disgyblion.
- \*Sicrhau bod dilyniant ieithyddol ar gael ym mhob ardal a bod modd i ddisgyblion gael eu holl addysg drwy gyfrwng y Gymraeg.
- \*Sicrhau cyllid digonol i hyrwyddo'r Gymraeg.

\*Mae angen sicrhau bod y neges ynghylch manteision dwyieithrwydd yn cael ei chyfleu'n effeithiol. Dylid nodi mai eithriad yw'r bobl hynny sydd ond yn meddu ar uniaith. Mae dwyieithrwydd ac amlieithrwydd yn gyffredin yn rhan fwyaf o wledydd y byd.

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

\*Teimlwn fod hyrwyddo darpariaeth o'r fath yn bwysig a dylai gwybodaeth am gynllun o'r fath fod yn rhan o bob pecyn gwybodaeth a gyflwynir i hwyrddyfodiaid. Dylai'r pecyn hefyd gynnwys enghreifftiau o unigolion sydd wedi elwa ar gynllun o'r fath ac wedi llwyddo. Dylai darpariaeth trochi hwyr fod ar gael i bob plentyn lle bynnag y mae ei gartref, beth bynnag yw ei allu.

\*Dylid pwysleisio'r arbenigedd sydd ar gael yng Nghymru a dathlu'r ffaith fod ein cynlluniau trochi hwyr ymysg y gorau yn y byd. Yn ogystal â rhoi gwybodaeth i rieni am y ddarpariaeth o ran trochi hwyr, dylid cynnwys cyngor i rieni sut y gallant gefnogi unrhyw ddisgyblion sy'n derbyn addysg drwy gyfrwng y Gymraeg e.e tynnu sylw at lyfrau addas, apiau addas, rhaglenni teledu/cyfrifiadurol ayb.

\* Byddai'n braf gweld canolfannau trochi a fyddai'n ganolfannau ar gyfer disgyblion a rhieni e.e gwersi Cymraeg i ddisgyblion yn y dydd a darpariaeth dysgu Cymraeg i oedolion y tu hwnt i oriau ysgol.

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

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

\*Cytuno'n llwyr. Dylai pawb sy'n symud i Gymru gael y cyfle i ddod yn siaradwyr Cymraeg hyderus. Ni ddylid gosod cyfyngiadau ar hyn, fel sydd yn y ddogfen ar hyn o bryd (gweler paragraff 119 'os oes lle mewn ysgolion cyfrwng Cymraeg i dderbyn disgyblion'), ond dylai fod yn gynnig diamod.

\*Bydd angen sicrhau cyllid a gweithlu digonol ar gyfer darpariaeth o'r fath.

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

\*Mae'n anodd gwybod heb gael mwy o fanylion. Mae'n syniad sy'n haeddu ystyriaeth. Fodd bynnag, bydd angen sicrhau bod capasiti gan y sefydliad hwn i fod ag arbenigedd ym mhob agwedd ar fyd addysg. Mae 'addysg gydol oes' yn cwmpasu ystod eang.

\*Mae nifer o agweddau i'w hystyried wrth ystyried hyn. Ar y naill law byddai'n sicrhau cysondeb a gobeithio yn sicrhau na fyddai dyblygu o ran cost ac adnoddau. Byddai'n lle canolog o ran derbyn grantiau neu gyfraniadau tebyg. Byddai'n hwyluso pethau o ran marchnata a hyrwyddo'r gwaith. Byddai'n sicrhau dilyniant. Ar y llaw arall, a fyddai dileu cystadleuaeth a rhoi monopoli i un sefydliad yn peri bod yr un sefydliad a fyddai'n bodoli yn cymryd agwedd ddi-hid?

\*Byddai angen eglurder hefyd o ran rôl y sefydliad penodedig mewn perthynas â sefydliadau eraill sy'n cefnogi ysgolion ac athrawon.

**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 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

Mae'n anodd mynegi barn heb wybod beth yw'r model arall a fyddai'n cael ei ystyried. Mae rhai o'r sylwadau ar gyfer Cwestiwn 27 hefyd yn berthnasol ar gyfer y cwestiwn hwn. Nid yw hwn yn gam i'w gymryd ar chwarae bach, ond mae angen ystyried y peth o ddifrif, gan roi sylw i sut fyddai pob elfen yn clymu ynghyd. Mae angen rhoi cynigion ac opsiynau pendant ar y bwrdd, cyn gallu mynegi barn ynghylch y mater hwn.

Rhaid cofio mai addysg oedolion yw maes arbenigedd y Ganolfan Dysgu Cymraeg ac mae sawl her yn eu hwynebu yn y maes, gan gynnwys cynyddu nifer yr oedolion sy'n dysgu'r iaith.

Os mai'r bwriad yw rhoi'r holl agweddau yn nwylo'r Ganolfan Dysgu Cymraeg Cenedlaethol, byddai hyn yn golygu bod y ganolfan yn ehangu ar raddfa fawr, er mwyn gallu cynnwys yr holl gyfrifoldebau. Nid yw gofynion y gwahanol sectorau addysg yr un fath, ac felly byddai angen ystod eang o arbenigedd, er mwyn gallu diwallu'r gofynion a'r cyfrifoldebau a amlinellir uchod.

**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

Rydym yn cytuno'n gryf fod angen darpariaeth ddigonol o'r radd flaenaf, strwythurau cadarn yn eu lle a digon o arian ac adnoddau i allu sicrhau darpariaeth a strwythurau o'r fath. Er mwyn cyrraedd yr uchelgais o gael miliwn o siaradwyr hyderus, yna mae'n rhaid bwrw ati i warantu'r ddarpariaeth a'r strwythurau i allu cyflawni hyn.

## 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 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

**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

Mae'n hollbwysig bod awdurdodau lleol, ysgolion a sefydliadau sy'n darparu hyfforddiant cychwynnol i athrawon yn cael arian digonol ar gyfer sicrhau gweithlu ac adnoddau digonol. Mae angen ystyried y bydd ysgolion yn wynebu costau cynyddol wrth iddynt orfod cynyddu/gwella eu darpariaeth o ran y Gymraeg. Mae cyfeiriad at hyn yn y ddogfen, ond mae'n rhaid gwneud yn siŵr bod yr ysgolion yn derbyn yr arian angenrheidiol er mwyn cyflawni'r gwaith. Mae'n bwysig hefyd sicrhau bod cryn swm o arian yn cael ei neilltuo ar gyfer recriwtio ac uwchsgilio'r gweithlu. Ni ellir pwysleisio digon pa mor bwysig yw cael y staff cymwys

**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

Bydd cost ychwanegol (o ran amser) o ddelio gyda chwestiynau, ymholiadau ayb a fydd ynghlwm wrth y newidiadau arfaethedig. Mae'n bwysig hefyd ystyried y gost ychwanegol ar gyfer sicrhau cefnogaeth i ddarpar athrawon wrth iddynt ddilyn cyrsiau hyfforddi, ariannu cyrsiau gloywi iaith a chyrsiau iaith, sicrhau hyfforddiant penodol ar gyfer dysgu drwy gyfrwng y Gymraeg, darparu cyllid digonol ar gyfer darparu gweithgareddau allgyrsiol mewn ysgolion.

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



## Cwestiynau gorfodol

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

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

### Sylwadau ategol

Os gwireddir yr uchelgais, dylai gael effaith gadarnhaol ar yr iaith Gymraeg. Fodd bynnag, mae angen sicrhau bod pethau yn eu lle er mwyn sicrhau bod y nod uchelgeisiol hon yn cael ei gwireddu. Mae angen sicrhau hefyd bod pobl nid yn unig yn gallu siarad y Gymraeg ond hefyd yn dewis defnyddio'r iaith o ddydd i ddydd.

**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

Yn allweddol i'r nod mae sicrhau gweithlu digonol yn ein hysgolion a fydd yn siarad Cymraeg ac yn frwd dros y Gymraeg. Er mwyn gallu cael y gweithlu hwnnw, mae'n bwysig bod amodau gwaith athrawon yn rhai ffafriol.

**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:

Yn allweddol i'r broses o feithrin miliwn o siaradwyr Cymraeg yw'r hyn sy'n digwydd i'n disgyblion wedi iddynt adael addysg statudol. Mae yn nifer helaeth yn ein hysgolion sy'n meistrolï'r iaith yn yr ysgol ond yna yn mynd i faes gwaith neu i golegau naill ai yn Lloegr neu mewn lleoliadau lle nad oes defnydd o'r Gymraeg (o gwbl) neu ddefnydd prin iawn o'r iaith. Mae'n bwysig bod gan y rhai sy'n meistrolï'r iaith y gefnogaeth a'r cyfleoedd i barhau i'w defnyddio. Os ydynt yn dod o gartrefi di-Gymraeg nid ydynt yn dod ar draws y Gymraeg, efallai, wedi iddynt adael yr ysgol.

Mae ôl ofalaeth yn hollbwysig ac mae hyn yn wir i'r sawl sy'n dilyn y cyrsiau sabothol ar gyfer gloywi eu Cymraeg. Mae'n bwysig bod y rheiny'n cael y cyfleoedd i weithio drwy gyfrwng y Gymraeg wedi iddynt orffen eu cyfnod sabothol.

Er mwyn cynyddu hyder athrawon o fewn ysgolion Cymraeg, tybed a fyddai modd defnyddio cyn-athrawon, athrawon newydd ymddeol i fod yn fentoriaid i'r sawl sy'n teimlo'n ddihyder yn y Gymraeg. Mae gan yr athrawon hyn brofiad helaeth a chyfoethog ac rwy'n siŵr y gallai newydd-ddyfodiaid i'r proffesiwn elwa o'u harbenigedd.

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:





Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

## Ymateb i Ymgynghoriad / Consultation Response

a

<b>Enw / Name:</b>	
<b>Rôl / Role:</b>	
<b>E-bost / Email:</b>	
<b>Rhif Ffôn / Tel No:</b>	
<b>Dyddiad / Date:</b>	16.06.23
<b>Pwnc / Subject:</b>	<b>Cynigion ar gyfer Bil Addysg Gymraeg</b>

### Gwybodaeth gefndir am Estyn

Estyn yw Swyddfa Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru. Fel corff y Goron, rydym yn annibynnol ar Lywodraeth Cymru.

Ein prif nod yw codi safonau a gwella ansawdd addysg a hyfforddiant yng Nghymru. Caiff hyn ei nodi yn Neddf Addysg Drydyddol ac Ymchwil 2022 a Deddf Addysg 2005 yn bennaf. Wrth gyflawni ei swyddogaethau, mae'n rhaid i ni ystyried:

Ansawdd addysg a hyfforddiant yng Nghymru;  
Y graddau y mae addysg a hyfforddiant yn bodloni anghenion dysgwyr;  
Y safonau addysgol a gyflawnir gan ddarparwyr addysg a hyfforddiant yng Nghymru;  
Ansawdd arweinyddiaeth a rheolaeth y darparwyr addysg a hyfforddiant hynny;  
Datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol dysgwyr; a'r  
Cyfraniad a wneir at les dysgwyr.

Mae ein cylch gwaith yn cynnwys (ond nid yn unig) meithrinfeydd a lleoliadau nas cynhelir, ysgolion cynradd, ysgolion pob oed, ysgolion uwchradd, ysgolion annibynnol, unedau cyfeirio disgyblion, addysg bellach, dysgu oedolion yn y gymuned, gwasanaethau addysg llywodraeth leol, dysgu yn y gwaith, a hyfforddiant cychwynnol athrawon.

Gallwn roi cyngor i'r Senedd Cymru ar unrhyw fater sy'n gysylltiedig ag addysg a hyfforddiant yng Nghymru. Er mwyn cyflawni rhagoriaeth i ddysgwyr, rydym wedi pennu tri amcan strategol:

Darparu atebolrwydd i ddefnyddwyr gwasanaeth ar ansawdd a safonau addysg a hyfforddiant yng Nghymru;  
Llywio datblygiad polisi cenedlaethol gan Lywodraeth Cymru;  
Meithrin gallu i wella'r system addysg a hyfforddiant yng Nghymru.

Nid yw'r ymateb hwn yn gyfrinachol.

**Ymateb****Cyflwyniad**

Rydym yn croesawu'r Bil ac yn gobeithio y bydd y sylwadau isod yn ddefnyddiol wrth ddatblygu'r Bil ymhellach. Mae'r Bil yn bwysig er mwyn cefnogi'r nodau o dyfu niferoedd sy'n gallu siarad Cymraeg ar draws Cymru a gwarchod cymunedau Cymraeg lle mae gostyngiad yn niferoedd y siaradwyr. Rydym yn cytuno bod gan y system addysg rôl bwysig wrth ystyried yr heriau hyn, ynghyd a'r uchelgais i bob dysgwr ddod yn siaradwr Cymraeg hyderus drwy'r system addysg statudol.

Rydym wedi cynnig sylwadau sy'n adeiladu ar ein barn parthed y materion canlynol:

Credwn bod cynnwys y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050 yn y Bil yn gosod cyd-destun bwysig.

Credwn bod gan awdurdodau leol rôl bwysig wrth weithio tuag at y deilliant sy'n gyfystyr a lefel B2 erbyn 2050.

Rydym yn croesawu continwwm medrau Cymraeg sydd â sail gyfreithiol a chadarn.

Credwn bydd creu cyfundrefn statudol ar gyfer categorieiddio ysgolion a gynhelir yn ôl cyfrwng iaith yn sail gadarn i fonitro perfformiad ysgolion wrth wireddu gofynion eu categori.

Credwn mai rôl yr awdurdod lleol yw pennu a chymeradwyo categori pob ysgol ac nid cyrff llywodraethol unigol.

Nid dyletswydd yr awdurdodau yn unig yw cynllunio capasti priodol o ran y gweithlu addysg sydd â medrau Cymraeg addas. Mae buddsoddiad ariannol, cymhellion a monitro parhaus yn hanfodol ar gyfer gwella'r sefyllfa, ynghyd â chydweithio rhwng yr awdurdodau, Llywodraeth Cymru a sefydliadau addysg gychwynnol athrawon.

Credwn bod gosod dyletswydd ar awdurdodau lleol i ddarparu addysg drochi hwyr i ddysgwyr yn bwysig.

Mae angen sicrhau bod cyrff llywodraethu yn monitro cynnydd ysgolion yn erbyn eu targedau i ddatblygu'r Gymraeg yn flynyddol.

Mae angen hyrwyddo addysg cyfrwng Cymraeg ac addysg drochi i rieni. Yn ogystal, credwn bod angen hyrwyddo ymhellach manteision dwyieithrwydd trwy gyfeirio at yr ymchwil ddiweddaraf.

**Cwestiynau'r ymgynghoriad**

**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**

Credwn fod cynnwys y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050 yn y Bil yn holl bwysig. Mae cyfrifioldeb ymarferwyr byd addysg yn allweddol er mwyn cyrraedd y nod hwn ac mae'r cynnig yma yn creu cyswllt mwy uniongyrchol rhwng y system addysg a'r nod o gynyddu niferoedd y siaradwyr Cymraeg. Rydym hefyd yn ymwybodol bod angen polisïau a gweithredu ehangach yn genedlaethol ac yn gymunedol i hyrwyddo'r Gymraeg er mwyn creu a chynnal siaradwyr Cymraeg. Mae ehangu addysg cyfrwng Cymraeg a gwella deilliannau ieithyddol dysgwyr mewn ysgolion cyfrwng Cymraeg a chyfrwng Saesneg hefyd yn fodd i gyfrannu'n gadarn at ehangu'r gweithlu fydd yn hyderus a hyfedr eu medrau Cymraeg. Bydd hyn yn ei dro yn cefnogi'r nod i greu miliwn o siaradwyr Cymraeg.

**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

Rydym o'r farn bod cyfraniad awdurdodau lleol wrth weithio tuag at y deilliant hwn yn elfen bwysig. Credwn bod angen i'r Bil sicrhau bod y deilliant yn llywio penderfyniadau y mae'r awdurdodau lleol yn eu gwneud wrth gynllunio darpariaeth addysg yr awdurdod. Rydym yn cefnogi'r cynnig bod angen i awdurdodau lleol hyrwyddo'n rhagweithiol gyfleoedd i ddefnyddio'r Gymraeg gan anelu i bob disgybl ddod yn hyderus yn siarad yr iaith erbyn eu bod yn gadael yr ysgol. Credwn fod angen targed mesuradwy ar bob awdurdod i allu hyrwyddo a gwireddu hyn yn deg ynghyd â sicrhau bod swyddogion penodol gan bob awdurdod fyddai â chyfrifoldeb dros y gwaith hwn. Mae angen i awdurdodau gydweithio ar y gwaith hyrwyddo a rhannu arfer dda yn y maes. Byddai'n fuddiol i Estyn fonitro'r ddarpariaeth fel rhan o'n gwaith gydag awdurdodau lleol. Yn ogystal, mae angen sicrhau bod y gwasanaethau gwella ysgolion yn darparu rhaglenni dysgu proffesiynol sy'n gydlynol gyda nodau datblygu'r gweithlu sydd yn gynwysedig yng Nghynlluniau Strategol y Gymraeg mewn addysg pob awdurdod.

Hoffwn nodi y dylid ystyried pennu deilliant B2 fel nod addas trosfwaol ond bod 'yna ddisgwyliad ar ysgolion cyfrwng Cymraeg a dwyieithog i anelu at lefelau mwy uchelgeisiol.

**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

Rydym o'r farn bod cyfraniad Gweinidogion Cymru wrth weithio tuag at y deilliant hwn yn elfen bwysig. Er ein bod yn cydnabod y byddai'n fuddiol dirprwyo agweddau o'r gwaith i reolaeth leol, mae'n bwysig bod strategaeth genedlaethol yn cael ei harwain yn ganolog. Mae'n bwysig hefyd creu atebolrwydd ar lefel uchel er mwyn sicrhau bod gweithredu bwriadus a chynnydd addas yn cael ei wneud yn erbyn cerrig milltir perthnasol.

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

<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 uchod. Rydym yn cefnogi'r syniad fod y continwwm yn efelychu cysyniad y safonau rhyngwladol y mae'r Fframwaith Cyfeirio Ewropeaidd Cyffredin o ran lefelau iaith (a adnabyddir fel CEFR) yn ei gynnig. Rydym hefyd yn croesawu fod gan y continwwm sail gyfreithiol a chadarn i alluogi datblygu polisiau a chynlluniau gweithredu yn y dyfodol. Yn ogystal, mae'n bwysig y bydd yn cael ei hadolygu a'i gwerthuso'n gyson. Yn sgil hyn, gellid defnyddio'r ddogfen yn hyderus fel sail i gynllunio darpariaeth ar gyfer addysgu'r Gymraeg. Mae'n allweddol fod cyflwyno'r continwwm yn cael ei gefnogi gan raglen gynhwysfawr o ddatblygiad proffesiynol ar gyfer athrawon a chymorthyddion dosbarth. Byddai adnabod y camau datblygiad ieithyddol gydag arweiniad sy'n olrhain y cynnydd o un cam i'r nesaf yn adnodd ac yn arf allweddol i arfogi athrawon a chymorthyddion.

Rydym wedi adnabod yr angen i gyflwyno continwwm iaith mewn adroddiadau thematig diweddar. Mae'r adroddiad ar gaffael yr iaith Gymraeg (2021) yn tynnu sylw i'r ffaith bod darpariaeth rhagorol yn 'dwysau dealltwriaeth ymarferwyr o'r continwwm cynnydd ar gyfer dysgu iaith'. Mae'r adroddiad ar addysg drochi Cymraeg (2022) yn adnabod pwysigrwydd cyflwyno 'geirfa a phatrymau cystrawennol yn fwriadus a chydlynus'.

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

Rydym o'r farn y byddai creu cyfundrefn gategoreiddio statudol yn rhoi gorfodaeth benodol ar bob ysgol a gynhelir yng Nghymru i gael ei chategoreiddio yn gywir ac yn dryloyw. Bydd hyn yn sail gadarn i fonitro perfformiad ysgolion wrth wireddu gofynion eu categori, ac yn rhoi cyd-destun clir ar gyfer y targedau cynnydd a fydd yn cael eu gosod yn eu cynlluniau cyflawni.

Mae'r categorïau anstatudol sy'n cael eu hamlinellu yn ddogfen Categoreiddio Ysgolion Yn Ôl Y Ddarpariaeth Cyfrwng Cymraeg (2021) yn fan cychwyn buddiol ar gyfer hyn. Fodd bynnag, rhaid sicrhau bod diffiniadau y categorïau yma'n glir i ysgolion ac i randdeiliaid fel aelodau y corff llywodraethol. Er enghraifft, bydd yn ddefnyddiol i nodi'r gwahaniaeth rhwng ysgol cyfrwng Cymraeg ac ysgol cyfrwng Cymraeg penodedig. Fe fydd hyn hefyd yn sicrhau gwell eglurder i rieni a disgyblion ynghylch deilliannau ieithyddol tebygol dysgwyr mewn ysgolion gwahanol.

Mae angen pennu amser cyswllt penodol ar gyfer datblygu'r Gymraeg sy'n cynnig y cyfleoedd gorau i ddatblygu medrau'r disgyblion yn unol â'r nodau ieithyddol. Mae'n allweddol bod yr amser cyswllt gyda disgyblion yn un ysgogol a chyfoethog ac wedi eu selio ar yr arferion addysgeg gorau. Yn rhy aml, mae sesiynau sydd wedi eu hamserlenni i gyfoethogi iaith lafar disgyblion mewn ysgolion cyfrwng Saesneg yn ailadroddus ac aneffeithiol.

**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

Trwy osod dyletswydd ar Weinidogion Cymru i bennu'r disgrifiadau, sicrheir fod rheoliadau yn eu lle i ddiffinio'r categorïau mewn modd clir a chyson, er enghraifft drwy gyfeirio at ganran y ddarpariaeth disgwylir i'w cyflwyno trwy'r Gymraeg ac yn fwy pwysig, yn nodi'r disgwyliadau o ran lefel medrusrwydd y disgyblion yn y Gymraeg ar ddiwedd eu cyfnod yn yr ysgol. Gellid diffinio'r lefelau medrusrwydd yn unol â'r continwwm ieithyddol. Mae rhoi'r dyletswydd ar Weinidogion Cymru i bennu'r disgrifiadau yn sicrhau cysondeb ar lefel genedlaethol ac yn cyd-fynd â'r egwyddor bod gan ddarparwyr addysg rôl allweddol wrth gyfrannu at y targed cenedlaethol o filiwn o siaradwyr.

**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'n rhaid i'r pwynt uchod gael ei gyfathrebu'n glir a gofalus gyda'r holl randdeiliaid. Rhaid cael rheoliadau clir i sicrhau tegwch a chysondeb ar draws bob darparwr ym mhob awdurdod. Mae'n bwysig nad yw ysgolion yn mynd islaw yr isafswm o oriau darpariaeth cyfrwng Cymraeg. Fodd bynnag, wrth bennu isafswm, mae'n rhaid i'r oriau hyn fod yn heriol ac uchelgeisiol er mwyn galluogi'r Gymraeg i ffynnu yn ein hysgolion. Mae angen bod yn wyladwrus i beidio defnyddio iaith annelwig wrth gyfeirio at yr amser a ddarperir y Gymraeg, er mwyn sicrhau bod yr holl randdeiliaid yn gytûn o'r diffiniad - er enghraifft, gwersi penodol, sesiynau cofrestru, sesiynau cyd-addoli, cynnig all-gwricwlaidd.

Yn fwy pwysig yw nodi beth yw'r disgwyliadau o ran medrau dwyieithog y disgyblion yn unol â'r hyn a nodir yn y continwmm iaith ar ddiwedd eu cyfnod yn yr ysgol tan sylw. Mae amlinellu hyn yn glir yn gosod nod digamsyniol ar yr ysgol i wireddu'r targed. Hefyd fydd hwn yn fodd i hyrwyddo cysondeb o un ysgol i'r llall. Yn ogystal byddai'r wybodaeth yma yn fuddiol i rieni wrth iddynt ystyried pa ysgol sy'n addas ar gyfer eu plant.

**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?

**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**



Credwn mai rôl yr awdurdod lleol yw pennu a chymeradwyo categori pob ysgol, ond bod ennill cytundeb chyd-weithrediad cyrff llywodraethol unigol hefyd yn rhan o'r broses.

Sicrha hyn y bydd yr awdurdodau yn meddu ar wybodaeth cadarn o'u hysgolion a bydd well cysondeb o ran categorïau'r ysgolion o fewn, ac o'r naill awdurdod i'r llall. Mae angen i awdurdodau gynllunio'r ddarpariaeth yn strategol ar draws ardal ddaearyddol sylweddol. Gall dirprwyo'r cyfrifoldeb i gyrff llywodraethu amharu ar allu awdurdodau i wireddu nodau eu Cynlluniau Strategol Cymraeg mewn Addysg (CSCA).

Mae llinellau o atebolrwydd hefyd yn hanfodol. Cytunwn bod angen strwythurau clir sy'n rhoi'r hawl i awdurdodau lleol i wneud y penderfyniad terfynol wrth bennu categorïau iaith yr ysgolion. Bydd hyn yn osgoi unrhyw ddryswch. Bydd modd i Estyn chwarae rhan flaenllaw i fonitro'r ddarpariaeth yn yr ysgolion er mwyn sicrhau eu bod yn darparu'r hyn sy'n ddisgwyliedig ohonynt.

O ran paragraff 55, credwn ei bod yn bwysig bod ysgolion uwchradd a phob oed yn rhestru'n llawn a chywir y cyrsiau maent yn gynnig trwy'r Gymraeg yn eu prospectws er mwyn sicrhau dealltwriaeth lawn rhanddeiliaid o ystyron pob categori. Yn ogystal, rhaid gwahaniaethu rhwng 3T a 3P er enghraifft, er mwyn sicrhau bod ysgolion yn cynnig darpariaeth cyfrwng Cymraeg llawn a chynhwysfawr. Mae angen i randdeiliaid, fel rhieni, fod yn glir ar ystyr y term 'Ysgol Gymraeg', a bod y term yn cael ei ddefnyddio'n gyson wrth ystyried y categorïau.

**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

Cytunwn ddylai'r egwyddor yma fod yn rhan o wead a meddylfryd y gyfundrefn addysg yng Nghymru. Byddai dyletswydd statudol yn rhoi statws a llwyfan i'r iaith ffynnu a thyfu dros amser. Yn ogystal, byddai'n gosod her fuddiol er mwyn cefnogi pob ysgol, gan gynnwys ysgolion cyfrwng Saesneg, i gynyddu neu gyfoethogi eu darpariaeth bresennol.

Mae'n bwysig hefyd bod cefnogaeth yn cael ei ddarparu i'r ysgolion sydd yn ymrwmo i symud o un categori i'r nesaf. Mae'n anorfod y bydd angen adnoddau ychwanegol e.e. i sicrhau bod strategaeth bwrpasol yn ei le sy'n cynnwys ehangu'r ddarpariaeth cyfrwng Cymraeg, datblygu cynllun dysgu proffesiynol cynhwysfawr gan gynnwys cyfranogi yn y Cynllun Sabothol Iaith Gymraeg, ayyb. Byddai adnoddau ychwanegol yn abwyd ac yn ysgogiad i ysgolion fentro ar y daith ac yn rhoi gwell sicrwydd y bydd y daith yn un llwyddiannus.

**Cwestiwn 10** – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o

gynyddu darpariaeth Gymraeg ysgolion?

Cytunwn dylai fod cynnig categori dyheadol i ysgolion ar ben y categori a osodir hefyd fod yn opsiwn. Cytunwn hefyd, bydd cyflymder y daith hon yn amrywio ond mae'n gosod her i'r ysgolion hyn wella eu darpariaeth Gymraeg.

Ym mharagraff 59, sonnir am bwysigrwydd demograffeg y Gymraeg mewn dalgylchoedd. Credwn yn gryf bod angen darpariaeth Gymraeg sydd o fewn cyrraedd pob plentyn a sicrhau nad oes rhaid i blant deithio pellteroedd er mwyn cael mynediad at addysg Gymraeg, gan gynnwys wrth gynnig darpariaeth Gymraeg cyn oedran statudol ysgol.

Mae paragraff 60 yn nodi bod dyletswydd ar ysgolion i nodi sut y byddant yn mynd ati i gynyddu eu darpariaeth Gymraeg yn ymarferol. Mae'r pwyntiau a nodir yn bwysig iawn er mwyn cael darlun cliriach o ddewislen Gymraeg bob ysgol. Fodd bynnag, mae angen ail-ymweld â'r cynllun hwn yn flynyddol gan fod amgylchiadau yn newid yn enwedig o ran recriwtio staff. Dylai awdurdodau fonitro cywirdeb y cynllun hwn a'i effaith yn flynyddol.

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

<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 cynigion yn y paragraffu uchod. Fel corff arolygu, fe allwn glymu'r gwaith o fonitro'r cynlluniau a'r ddarpariaeth fel rhan o'n harolygiadau craidd neu ymweliadau ymgysylltiol. Mae ein hymglymiad gyda holl awdurdodau Cymru hefyd yn caniatáu i ni rannu gofidiau os nad ydynt ar y trywydd cywir o ran gwireddu'r targedau a byddwn yn barod fel corff arolygu i gynnal adolygiadau chwim pe bai pryderon yn codi.

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

**Sylwadau ategol**

Trwy bennu categori 'ysgol Gymraeg' ar ysgol newydd o'r dechrau, mae'n gosod sail gadarn a phendant i daith ieithyddol yr ysgol honno. Mae hefyd yn rhannu neges glir â rhanddeiliaid o gategori iaith yr ysgol. Yn y broses o aildrefnu, rhesymoli, neu uno ysgolion, cefnogwn y bwriad o anelu at gategori iaith uchelgeisiol er mwyn amlygu'r disgwyliad bod yr ysgolion yn symud ar hyd y continwwm ieithyddol.

**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 yn cytuno gyda'r cynnig y dylai Gweinidogion Cymru lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg. Credwn ei bod yn bwysig fod holl weithgareddau i gefnogi disgyblion i gaffael a dysgu'r Gymraeg yn gydlynol a chyson. Nid yw gweithgareddau achlysurol neu ddarniog yn ddigon effeithiol i ddatblygu hyder a hyfedr iaith unigolion wrth gefnogi disgyblion i gaffael y Gymraeg dros gyfnod. Felly mae'r ffocws ar ddatblygu sgiliau Cymraeg a bod dilyniant ieithyddol o un cyfnod i'r nesaf yn holl bwysig ac mae angen sicrhau fod y sector gofal plant ac addysg blynyddoedd cynnar yn ogystal a'r sector ôl-16/addysg uwch yn rhan o'r cynllun.

**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**

Mae'r papur gwyn yn nodi, na fydd modd ehangu addysg cyfrwng Cymraeg na gwella deilliannau ieithyddol dysgwyr ym mhob ysgol oni bai bod gennym gweithlu addysg â'r sgiliau iaith angenrheidiol. Dyma'r her fwyaf o ran gwireddu amcanion y Bil.

Mae'n holl bwysig bod addysg gychwynnol athrawon a dysgu proffesiynol yn cael eu cynllunio'n fanwl a gofalus er mwyn sicrhau fod mwy o athrawon a chymorthyddion gyda'r sgiliau Cymraeg angenrheidiol yn dod trwy'r system. Ers tair blynedd, mae'r nifer o hyfforddai sydd â medrau dwyieithog heb gyrraedd traean y targedau a osodwyd gan y Colegau Hyfforddi sydd yn tanlinellu'r her sydd yn y system at hyn o bryd. Yn ogystal, mae'n bwysig bod prifysgolion yn hyrwyddo cyfleoedd i ddysgwyr barhau â'u hastudiaethau trwy gyfrwng y Gymraeg mewn amrywiol feysydd i alluogi dilyniant ieithyddol naturiol a chefnogi dysgwyr i godi hyder wrth siarad Cymraeg.

Credwn fod rôl allweddol gan y Ganolfan Dysgu Cymraeg Cenedlaethol i ddatblygu a darparu cyfleoedd penodol i athrawon dan hyfforddiant ac i rai sydd newydd gymhwyso i gaffael yr iaith a bod disgwyliad ar athrawon darpar athrawon ac athrawon newydd yng Nghymru i ymgymryd â hyfforddiant o'r fath.

**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**

Mae'r 7 deiliant o fewn y CSCAau yn parhau i gynnig ffocws clir ac yn parhau i adlewyrchu taith addysg dysgwr. Mae'n bwysig bod y camau gweithredu ar y gyfer y deilliannau yma'n cael eu monitro yn gadarn a rheolaidd.

**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 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. Gall y dyletswydd uchod sicrhau fod cynlluniau'r awdurdodau yn parhau yn gyfredol a bod modd addasu a mireinio yn ôl y galw. Mae rôl gan Estyn yma i fonitro'r cynlluniau yn ein trafodaethau cyson gydag awdurdodau lleol ac i ymgymryd a gweithgareddau monitro ffurfiol ar gais y Llywodraeth pe gwyd yr angen i wneud hynny.

**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

Rydym yn cytuno fod cynnwys darpariaethau yn y Bil a fyddai'n rhoi i Weinidogion Cymru bŵer penodol i osod targedau ar gyfer CGCAu arfaethedig ynghylch addysg cyfrwng Cymraeg yn syniad da.

Rydym hefyd o'r farn fod angen edrych yn fanwl ar ddemograffeg ieithyddol Cymru ac adnabod fod yr her a'r amcanion lleol o ran y Gymraeg yn wahanol ar draws y wlad. Credwn bod angen sicrhau fod y targedau a osodir gan Weinidogion Cymru yn rhai sy'n addas i amgylchiadau lleol ond ar yr un pryd yn ddigon uchelgeisiol.

**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 type="checkbox"/>
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#### Sylwadau ategol

Pan fo'n briodol, byddai'n fuddiol yn ein tyb ni i gomisiynu barn allanol annibynnol cyn penderfynu p'un ai i gymeradwyo, cymeradwyo gydag addasiadau neu i wrthod cymeradwyo y CGCA drafft. Mae'n bwysig fod eglurder ynglŷn â phwrpas adolygiad a beth fyddai'r deilliannau posib, gan gynnwys terfynau amser i gryfhau'r drafft os cyfyd yr angen i wneud hynny.

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

<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 sicr, gall awdurdodau gynorthwyo wrth helpu i gynllunio'r gweithlu addysg. Yn ein tyb ni, mae angen mwy o gydweithio yn yr achos yma rhwng yr awdurdodau, Gweinidogion Cymru a sefydliadau addysg cychwynnol athrawon i gynyddu'r gweithlu. Rydym yn croesawu'r gwaith sydd wedi dechrau parthed 'Cynllun y gweithlu Cymraeg mewn addysg.' Gall yr awdurdodau yn sicr chwarae eu rhan trwy gasglu gwybodaeth am y nifer o ymarferwyr cyfrwng Cymraeg sydd eu hangen a gwau hyn i'w cynllun i dyfu addysg Gymraeg neu symud ysgolion ar hyd y categorïau ieithyddol yn eu hardaloedd. Byddai hyn yn galluogi'r awdurdodau lleol i fwydo gwybodaeth yn ôl i Lywodraeth Cymru a rhanddeiliaid eraill i ddatblygu neu fireinio polisïau ac ymyraethau cenedlaethol i ehangu neu ddatblygu'r gweithlu. Fodd bynnag, nid dyletswydd yr awdurdodau yn unig yw hyn.

Mae buddsoddiad ariannol, cymhellion a monitro parhaus yn hanfodol ar gyfer gwella'r sefyllfa, ynghyd â chydweithio rhwng yr awdurdodau, Llywodraeth Cymru a sefydliadau addysg gychwynnol athrawon. Yn ogystal, mae angen ystyried gofynion ieithyddol y gweithlu ategol mewn ysgolion, fel cynorthwywyr dysgu ac arbenigwyr yn y maes anghenion dysgu ychwanegol (ADY) a gweithwyr ieuenctid.

**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 cefnogi'r cynigion a wneir yn y paragraffau uchod. Trwy gyhoeddi'r adroddiadau adolygu blynyddol, gellir adolygu a gwerthuso'r cynnydd yn erbyn y targedau yn ogystal â mireinio'r camau gweithredu ar gyfer y flwyddyn ddilynol os nad yw'r cynnydd yn ddigon cadarn.

Yn yr un modd, cytunwn gyda pharagraff 102 sef y dylai Gweinidogion Cymru fod o dan ddyletswydd i gyhoeddi adroddiad cenedlaethol o gynnydd yn erbyn y targedau yn y Cynllun Cenedlaethol, a hynny yn flynyddol. Cytunwn y byddai'r adroddiadau blynyddol yn sail cadarn i gynllunio'r Cynllun Cenedlaethol ar gyfer y 5 mlynedd nesaf.

Mae Adroddiad Blynyddol PAEF yn adrodd ar safonau a darpariaeth parthed y Gymraeg ar draws y sectorau rydym yn eu harolygu. Mae'r testun yn cynnig safbwynt dilys a phwysig o'r sefyllfa gan dynnu sylw at gryfderau a meysydd datblygu.

**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

Rydym yn cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim o'r awdurdod lleol a gwneud argymhellion i'r awdurdod a/neu Weinidogion Cymru ynghylch y camau y dylid eu cymryd. Byddai cyhoeddi'r adroddiad hefyd o fudd i'r broses ac yn fodd i yrru gwelliannau. Rydym fel sefydliad mewn safle unigryw o safbwynt medru adrodd ar ddarlun cenedlaethol o'r cynnydd parthed y Gymraeg ar sail ymgysylltiadau uniongyrchol gyda darparwyr ar draws y sectorau rydym yn eu harolygu.

**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 (CGCAu)?

Mae angen sicrhau bod gan gyrrff llywodraethu ysgolion rôl flaenllaw wrth fonitro cynlluniau ysgolion. Er enghraifft, byddai'n fuddiol gwerthuso gwybodaeth a ddarperir gan arweinwyr ysgolion ynghylch cynnydd tuag at dargedau ddiweddar yn flynyddol.

**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 type="checkbox"/>
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#### Sylwadau ategol

Mae'n holl bwysig fod awdurdodau yn hyrwyddo a marchnata addysg cyfrwng Cymraeg i rieni a gofalwyr. Er mwyn gwella hyn, mae angen cryfhau'r negeseuon ac esboniadau o ran beth yw addysg cyfrwng Cymraeg, manteision addysg cyfrwng Cymraeg a sut mae'r ddarpariaeth yn amrywio o ysgol i ysgol. Rhaid sicrhau bod rieni a gofalwyr yn deall cynnig ysgolion eu hardal a bod eu dealltwriaeth a'u gwybodaeth am ddarpariaeth addysg Gymraeg yn glir.. Rhaid sicrhau bod deilliannau ieithyddol y gwahanol fodelau yn ddealladwy.

Mae'n bwysig hyrwyddo addysg cyfrwng Cymraeg o'r dechrau a chredwn fod gweithio mewn partneriaeth gyda chyrrff allweddol o fudd mawr. Ar gyfer y dysgwyr hynaf, mae cydweithio â'r Coleg Cenedlaethol Cymraeg o fudd wrth iddynt ystyried llwybrau wrth iddynt adael yr ysgol. Mae angen hyrwyddo manteision o berthnasedd yr iaith i fywyd bob dydd ac i'r gweithle.

Credwn hefyd ei bod yn bwysig bod awdurdodau yn hyrwyddo eu canolfannau trochi iaith. Er enghraifft, mae angen sicrhau bod rhieni neu ofalwyr yn ymwybodol o'r cyfle sydd ar gael i'w plant i dderbyn addysg drochi ar gamau gwahanol yn eu gyrfa ysgol.

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

### Sylwadau ategol

Mae'n bwysig fod addysg cyfrwng Cymraeg yn cael ei hyrwyddo'n ganolog er mwyn rhoi iddo statws a llwyfan cenedlaethol. Mae goblygiadau ariannu'n dyngedfennol bwysig i'w hystyried er mwyn cefnogi datblygiad nodau'r CSGA. Mae'r rhain yn cynnwys, er enghraifft wrth ddarparu cyfleoedd dysgu proffesiynol i ymarferwyr ac wrth fireinio'r polisi trafndiaeth yn unol â'r Cod Trefniadaeth Ysgolion (2018), wrth ehangu darpariaeth



addysg drochi, ac wrth gefnogi'r cynlluniau sy'n ddibynnol ar gyfalaf i adeiladu neu ehangu ysgolion cyfrwng Cymraeg mewn nifer o awdurdodau ar draws Cymru.

Mae angen datblygu strategaeth dysgu broffesiynol pendant ar gyfer athrawon mewn ysgolion cyfrwng Saesneg er mwyn eu cefnogi i gyfrannu at greu siaradwyr Cymraeg newydd. Er enghraifft, byddai'n fuddiol datblygu cyfleoedd dysgu proffesiynol cenedlaethol sy'n ffocysu ar addysgeg effeithiol wrth gyflwyno iaith.

Yn ogystal, mae angen sicrhau bod athrawon sy'n addysgu'r Gymraeg, ym mha bynnag gyd-destun yn gyfarwydd â'r fethodoleg a'r addysgeg fwyaf effeithiol o gyflwyno'r iaith.

Mae angen cefnogi rhieni a gofalwyr newydd i wneud dewisiadau am gyfrwng iaith addysg eu plant. Byddai cydweithio fwyfwy effeithiol rhwng byrddau iechyd a sefydliadau ymbarél sy'n cefnogi lleoliadau nas-cynhelir yn cael effaith cadarnhaol ar hybu dealltwriaeth rieni a gofalwyr o'r buddion o fod yn ddwyieithog.

Gall Llywodraeth Cymru sicrhau bod adnoddau dysgu cyfoes a hygyrch ar gael i gefnogi addysg cyfrwng Cymraeg ac addysg drochi.

**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 gyda'r cwestiwn uchod gan ei bod yn bwysig bod awdurdodau yn hyrwyddo eu hunedau trochi er mwyn bod rhieni neu ofalwyr yn ymwybodol bod cyfle iddynt i symud eu plant i ysgol sy'n cynnig mwy o ddarpariaeth Gymraeg os ydynt yn dymuno.

Mae'r disgwyliad hwn yn mynd law yn llaw gyda llawer o'r CSGAau sy'n dangos fod unedau trochi yn ganolfan bwysig o fewn awdurdodau i sicrhau datblygiad addysg Gymraeg.

**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**

Credwn bod gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr yn bwysig. Mae ein hadroddiad thematig ar [Addysg Drochi Cymraeg - Strategaethau a dulliau i gefnogi dysgwyr 3-11 mlwydd oed](#), yn amlinellu manteision addysg drochi a'u fudd wrth gefnogi disgyblion i gaffael yr iaith Gymraeg. Manteisiol fyddai gweld darpariaeth o'r fath ymhob awdurdod ar draws Cymru gan ei fod yn adnodd gwerthfawr ac yn chwarae rhan mor bwysig wrth anelu at filiwn o siaradwyr Cymraeg erbyn 2050.

**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**

Cytunwn â'r cynnig i ganoli cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, o fewn un corff gweledol. Byddai hyn yn galluogi arbenigwyr o bob sector i ddod at ei gilydd er mwyn cynllunio'n ieithyddol ar draws yr holl sectorau gan ddarparu cysondeb i daith dysgwyr o bob oedran ar hyd y continwrm iaith.

**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**

Mae gan y Ganolfan Dysgu Cymraeg Genedlaethol arbenigedd o ran dysgu a chaffael iaith ac rydym yn ystod ein harolygiadau wedi nodi y dylid rhannu'r fath arbenigedd gyda sectorau eraill. Yn ogystal, rydym wedi cyhoeddi astudiaethau achos ynglŷn â'r ffordd mae'r sector Cymraeg i Oedolion yn cynhyrchu siaradwyr gweithredol, er enghraifft

[Cymorth effeithiol yn helpu dysgwyr i siarad Cymraeg yn rhugl](#)

[Dulliau dysgu ffurfiol ac anffurfiol sy'n galluogi dysgwyr i gymathu â'r gymuned Gymraeg](#)

[Troi dysgwyr yn ddefnyddwyr y Gymraeg](#)

yn ogystal â chynnig hyfforddiant gwerthfawr i'r gweithlu addysg. [Cynyddu nifer y siaradwyr Cymraeg yn y gweithlu addysg](#)

Mae'r Ganolfan, a'r sector Cymraeg i Oedolion (CiO) , yn gyfarwydd iawn â disgwyliadau a lefelau'r Fframwaith Cyfeirio Ewropeaidd Cyffredin (CEFR). O ganlyniad, byddai modd ystyried ac addasu cwricwlwm cenedlaethol y sector, sydd yn seiliedig ar y CEFR, fel sail ar gyfer y continwwm iaith ym mhob sector. Mae'r Ganolfan Genedlaethol eisoes yn gyfrifol am hyfforddiant Cymraeg i weithluoedd drwy raglenni Cymraeg Gwaith. Credwn felly, y byddai'n rhesymegol i ymestyn swyddogaeth y Ganolfan Genedlaethol, gan fanteisio ar ei phrofiad ac arbenigedd, i greu corff fyddai'n cynnig arweiniad strategol ac ymarferol ar draws y sectorau addysg.

**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**

Credwn ei bod yn holl bwysig i ddysgwyr o bob oed feddu ar gyfleoedd i ddechrau neu barhau ar eu taith tuag at ddod yn siaradwyr gweithredol. Byddai creu un continwwm iaith, yn ogystal â chynlluniau penodol, fel y cynllun newydd i gynnig cyrsiau am ddim i bobl 16-25 oed, yn cynnig cyfleoedd gwirioneddol gyfartal i ddysgwyr o bob oed wneud hynny.

Credwn hefyd fod angen i addysg gydol oes, gan gynnwys partneriaethau dysgu oedolion yn y gymuned, wneud llawer mwy nag y maent yn ei wneud a hyn o bryd i gynnig cyfleoedd cyfartal i siaradwyr Cymraeg, boed hynny yn ddysgwyr hyfedr neu siaradwyr rhugl, ddysgu trwy gyfrwng y Gymraeg ac o ganlyniad gwella a defnyddio eu medrau ieithyddol.

**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 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**

**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**

**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**

**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?

**Cwestiynau gorfodol**

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

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

**Sylwadau ategol**

Mae nodau'r Bil yn ymwneud yn uniongyrchol ar gynyddu cyfleoedd i bobl ddefnyddio'r Gymraeg. Rydym yn cytuno gyda bron bob un o'r cwestiynau, ac felly o'r farn clir bydd y Bil yn cael effaith cadarnhaol ar yr iaith Gymraeg. Mae'r Bil yn hybu dwyieithrwydd yn fuddiol.

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

## Sylwadau ategol

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

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhyngwyd neu mewn adroddiad. Os byddai'n well gennych i'ch ymateb aros yn ddiennw, ticiwch yma:

# Proposals for a Welsh Language Education Bill

## Consultation response form

Your name:

Organisation (if applicable): Wales Council for Outdoor Learning

email/telephone number:

Your address:

c/o Duke of Edinburgh's Award  
First Floor  
Plas y Ffynnon  
Cambrian Way  
Brecon  
Powys  
LD3 7HP

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)



Cyngor Cymru ar Gyfer  
Dysgu yn yr Awyr Agored

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Wales Council for  
Outdoor Learning

[Wales Council for Outdoor Learning](http://www.walescouncilforoutdoorlearning.org/) acts as a voice for the outdoor learning and environmental education sector bringing together organisations that support and deliver high quality teaching and learning in the outdoor environment.

The partnership shares good practice and influences policy development, highlighting the many benefits of outdoor learning and its contribution to the development of ethical and informed citizens of future generations.

**Wales Council for Outdoor Learning** helps to raise the profile of Out of Classroom Learning aiming to foster greater understanding and appreciation of its value and its vital contribution to education for sustainable development and global citizenship.

More information can be found at: [www.walescouncilforoutdoorlearning.org/](http://www.walescouncilforoutdoorlearning.org/)

**Wales Council for Outdoor Learning** welcomes the opportunity to comment on the Proposals for a Welsh Language Education Bill to ensure the role of outdoor learning and the natural environment in improving physical activity, mental health and well-being, and attainment is highlighted throughout the teaching and learning system.

The Council recognises outdoor learning as covering a wide range of activity from use of our school grounds, local parks, woodlands and beaches, field studies, environmental education, recognised accredited approaches to teaching like forest school and coastal school, residential stays and adventure education. The partners provide expertise in areas ranging from Initial Teacher Education, professional learning and curriculum support, use of school grounds for play and learning, and for well-being and physical health improvements, supporting awards, land ownership, residential and overnight expeditions, national guidance and health and safety.

The Network can provide advice and guidance on quality assured outdoor teaching and learning and provide training and support for teachers and education professionals.

Please do contact us for further clarification or information. We have chosen to provide our response in Question 36.

## 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 checked="" type="checkbox"/>
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### Supporting comments

None – please see question 36
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**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 checked="" type="checkbox"/>
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### Supporting comments

None – please see question 36
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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 checked="" type="checkbox"/>
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### Supporting comments

None – please see question 36
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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 checked="" type="checkbox"/>
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### Supporting comments

None – please see question 36
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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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36

**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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36

**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**

None – please see question 36

**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**

None – please see question 36

**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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36
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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**

None – please see question 36
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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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36
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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**

None – please see question 36
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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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36

**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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36

**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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36

**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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36

**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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36
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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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36
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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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36
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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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36
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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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36

**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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36

**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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36

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

**Supporting comments**

None – please see question 36

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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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36
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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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36
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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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36
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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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36

**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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36

**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 checked="" type="checkbox"/>
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**Supporting comments**

None – please see question 36

**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**

None – please see question 36

**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

None – please see question 36

**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

None – please see question 36

## 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

Wales Council for Outdoor Learning would expect any changes to be in line with the Welsh Language Standards under Section 47 of the Measure to which many of the member organisations adhere.

The proposal will increase opportunities for people to use the Welsh language and increase the number of the potential future Education Sector workforce to deliver Welsh medium education across the whole of Wales.

**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

Wales Council for Outdoor Learning would expect any changes to be in line with the Welsh Language Standards under Section 47 of the Measure to which many of the member organisations adhere.

**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:

**Wales Council for Outdoor Learning** would like to raise the following points:

Language related to the natural environment and the processes within that must be included in Welsh language teaching. We already see a shortage of Welsh speakers within the environmental sector, for example, those able to communicate environmental messages with stakeholders and complete surveys and data collection through the medium of Welsh. We hope this legislation will help address this.

We have seen the loss of environmental language, for example, some simple plant and animal names from both Welsh and English dictionaries. Geirau Diflanedig (Mererid Hopwood)/ [‘the Lost Words’](#) by Robert MacFarlane illustrated this point back in 2019. With the current declared climate and nature emergencies it is essential that our environmental language is nurtured and actively used through the medium of Welsh.

Associated technical, sustainability/carbon literacy linked language also needs to be highlighted both in terms of the greening current job roles and industries and in future ‘green’ jobs.

The use of the outdoors/natural environment cannot be underestimated as a conducive space to learn in. Work by the Urdd and Natural Resources Wales with Flintshire Welsh Language Advisory Service has seen confidence grow amongst learners. *“Using the outdoors provides an abundance of learning opportunities for our children to use their language skills while having fun in the fresh air. Flintshire has a strong commitment to the Welsh language, and we are supporting learners to improve their Welsh language skills and to give them the confidence to use the language in their daily lives..... Following this training feedback received from teachers and learners evidenced that using Cymraeg in the outdoors is highly effective as learners embraced the fun-filled activities without realising they were also learning and developing their Welsh language.”*

Once the target is written into law, all sectors supporting the education system will be required to provide activities through the medium of Welsh. In some instances, the outdoor sector and providers of outdoor learning will need time and support to be able to build their Welsh language capacity. Many high quality bi-lingual resources already exist which help promote the language, but delivery may be a challenge. What systems will be in place to support this?

It should be noted that the targets within this Bill will have a knock-on effect on ITE provision, the scheme for which has only recently been signed off by Jeremy Miles. Outdoor learning is now a central pedagogy within Curriculum for Wales which will flow through ITE so appropriate opportunities to develop and support to use language, needs to be built into future courses.

Wales Council for Outdoor Learning members would be happy to support any resource development and/or development of training required within this area. Please do not hesitate to contact us via the Chair

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:

# Proposals for a Welsh Language Education Bill

## Consultation response form

Your name:

Organisation (if applicable): Powys County Council

Your address:

**Neuadd y Sir  
Llandrindod Spa Road East  
Llandrindod Wells  
Powys  
LD1 5LG**

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>	✓
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### Supporting comments

Powys County Council supports Welsh Government’s aim to reach a million Welsh speakers by 2050. Provision within the Bill will provide a statutory framework for progress against the targets.

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

All pupils in Wales should have the opportunity to use both of our nation’s languages with confidence.

Our role as a LA should be to support schools in implementing a language continuum across statutory education, supporting schools to increase their Welsh provision and to ensure access to Welsh-medium education. We also have a role in ensuring that those Welsh language skills are promoted and valued by us as an employer.

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

All pupils in Wales should be able to use both of our nation’s languages with confidence.

The role of Welsh Ministers should be to ensure that frameworks, training and funding are in place to enable Local Authorities and schools to continue to move along the language continuum whilst ensuring high quality teaching. Ministers also have a role in ensuring progress and parity across Wales.

**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**

Powys County Council supports the publishing of a language skills continuum in order to clarify progress through the language levels and make it explicit to learners, parents and employers. Having a published language skills continuum also enables the LA to strategically plan for sabbatical and other effective Welsh language courses for the workforce. Progression in Welsh language skills can also be easily monitored if there is a clear continuum.

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

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

Creating a categorisation system for maintained schools according to language category will clarify schools' curricular offer, making it easier for parents and carers to make informed choices. The categorisation system will also support the LA in ensuring that schools have a clear and effective plan to move along the language continuum. This will support the LA in addressing the agreed WESP targets over a period of 10 years.

**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**

Without clear definitions, governing bodies, schools and local authorities may disagree about the category of a school. It will also give parity nationally, ensuring levels of provision are clear to all.

**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**

We support setting a minimum amount of Welsh language provision. This will ensure all learners make progress along the language continuum.

We foresee that staffing a minimum provision will be challenging; whilst many of our teaching staff have already benefitted from the Cynllun Sabothol, there are many more who would like the same opportunity. It is also important that a minimum amount is accepted as just that – the minimum expectation, not a point at which to remain.

A minimum expectation will assist schools in using Welsh beyond language lessons, allowing pupils to use their language skills in wider contexts.

**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**

Powys County Council supports the proposals to give local authorities an approval role in the process of placing schools in a language category. This will be critical in ensuring consistency in the categorisation of schools across the Authority and across Wales. The Council welcomes the focus on working with schools to ensure that they decide on the most suitable category to reflect their provision.

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

<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**

Powys County Council recognises that all schools will have to increase their Welsh language provision over time if we are to reach the target of a million Welsh speakers by 2050 and if they are to meet the LA's targets as set out in the WESP.

**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

Powys County Council agrees in principle that all schools will have to increase their Welsh language provision over time. We also welcome the recognition in the consultation document that the pace of change will vary according to local factors.

The Council agrees that an implementation plan will be necessary, but questions whether there is a need to replace the current WESP during its lifespan.

The Council agrees that we will have to consider the demographics of the Welsh language in catchment areas when planning development in Welsh language provision.

The Council agrees in principle that all schools should prepare a development plan. However, the Council has concerns over the delivery timescale to ensure an effective plan for all schools; the Council feels these plans should be linked to delivery priorities in the Welsh in Education Implementation Plan. The Council also notes a concern that these plans will increase workload for officers working with schools and headteachers and queries what support will be in place for Authorities and schools in preparing these plans.

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

<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

Powys County Council agrees with the proposals for monitoring progress, but also notes a concern that the proposed delivery plans for all schools will increase workload for officers working with schools and headteachers and queries what support will be in place for Authorities and schools in monitoring these plans.

**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

Powys County Council believes that the language category of a new school should be decided based on the outcome of a specific language impact assessment, along with consideration of WESP/WEIP targets.

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

Powys County Council agrees that a duty should be placed on Welsh Minister to produce a statutory National Plan. This is important in order to ensure all sectors work cohesively towards increasing the number of Welsh speakers and users.

**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**

The Council agrees that the Bill should set national targets for the education workforce and to include them in the National Plan. Increasing the Welsh language capability of teaching staff is essential to our aim of moving all schools along the language continuum. Attracting and retaining excellent staff is a key issue for Powys schools and the Council would welcome measures to increase the number of staff able to teach and support teaching through the medium of Welsh. The Council would welcome a funded expansion of the Sabbatical scheme for teachers and an increased focus on learning Welsh during Initial Teacher Training and throughout Professional Development.

**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**

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

The Council agrees that it is sensible to review in line with national plans but questions the need to replace the current WESP during its lifespan, given that doing so will divert officer time from implementation.

**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 checked="" type="checkbox"/>
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**Supporting comments**

The Council believes that a collaborative dialogue between Welsh Ministers and Local Authorities, as exists at present, is vital to ensure that the targets set by the Welsh Ministers are suitable in terms of local circumstances, particularly given the differences that occur at a local within a rural county such as Powys.

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

The Council agrees that there are occasions when external review is most appropriate, however it is important to have clearer definition on what is deemed an appropriate circumstance. The Council feels there is a need for the Government to be clearer in identifying when these powers would be used.

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

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

Workforce planning is already undertaken under Objective 7 of the WESP, although the Council recognises that there is room to strengthen this provision. The workforce will underpin all further development in Welsh-language education; without an increase in teachers able to undertake their duties in Welsh, we will be unable to realise planned development. The Council would like to take this opportunity to highlight the difficulty in recruiting teaching professionals across the County, and in particular Welsh speakers. The Council would like to highlight the need to making teaching a more attractive career option through national-level initiatives.

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

The Council supports moves to make the process around Welsh-language development more transparent.

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

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

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

The Council supports moves to make the process around Welsh-language development more transparent.

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

Powys County Council is committed to the promotion of Welsh-medium education. Making this a statutory duty will strengthen the Council’s position.

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

**Supporting comments**

There is scope to produce more promotional material at a national level. Individual Authorities have produced homework support booklets, information on the benefits of bilingualism, language support for parents – these could be produced centrally for consistency.  
 Information about Welsh-medium education often reaches parents too late from councils – Welsh Ministers need to look at ways of ensuring messaging reaches parents before they are making their applications to admissions.

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

Powys County Council agrees that there is a need to promote this provision. However, we would note that this provision is still in development, and that it is a very expensive

provision to maintain in a rural area. Transport costs are prohibitive to expanding this scheme in Powys at the present time.

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

<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 Council is supportive of this provision in principle but notes a concern that there is no certainty as to the continuation of funding beyond the current grant period. The Council would welcome this funding as a core part of the RSG allocated specifically for immersion support, or longer-term grant commitment to match the WESP cycle. This would allow security of provision.  
 Transport costs are prohibitive to expanding this scheme in Powys at the present time and would prove difficult to justify without continued financial support for a late immersion programme.

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

Powys County Council agrees in principle that planning for language learning across the continuum would be simplified if all training and support was centralised.

**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>	✓
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**Supporting comments**

The Council does not feel it can comment on this issue without further detail.

**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>	✓	<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>	✓
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**Supporting comments**

As part of this, there will be discussions between governors, school leaders, teachers and parents and local authority officials about schools' delivery plans, and how they will go about increasing their Welsh language provision. Local authority officials working on the WESPs are already expected to do this, so it would be an opportunity cost.

The Council raises concerns that School Delivery Plans to increase Welsh-medium provision for all schools is not already covered by the WESP. Plans are currently formulated for schools highlighted as targeted for a change in language delivery model; the proposal in the Bill suggests that, if all schools are expected to increase their Welsh language offer, then all schools will require a Delivery plan, not only schools which are in the process of changing language category. This is a considerable increase in expectation for officers working with schools and school leaders.

This proposal itself would not lead to authorities having to educate more children or appoint additional practitioners in the short-term, as it would not impact population or demographic trends. However, it would require planning in terms of how to move towards more Welsh-medium school places and

more practitioners who can teach through the medium of Welsh, in order to meet the need over time.

In the short term, when opening new schools or provisions in the medium of Welsh, there is often an increased demand for staffing in the short term, for example if a school sets up a Welsh medium class in addition to the original provision.

**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

Powys County Council supports the inclusion of the Cymraeg 2050 target in the Bill. Creating a statutory framework will ensure progression against stated aims.

The Council agrees that use of a linguistic mapping model such as CEFR will increase public understanding of language level and requirements, particularly for employers. The Council supports an aim of level B2 for those leaving statutory education by 2050. This would ensure all our young people leave statutory education able to use both of our languages with a level of confidence and fluency. A single provider responsible for language learner could also simplify access to the Welsh language.

Powys County Council welcomes the clarification of language categories for schools; this will simplify the system for parents, pupils and staff. This will give parents more confidence when making choices about education. The proposed system also highlights opportunities for schools to move along the continuum; we predict this will lead to more schools recognising the opportunities for their pupils to learn and use Welsh.

Negative effects of the Bill are likely to be around public perception of increased cost of offering Welsh-medium education. The Council believes these can be mitigated with a specific funding stream during the transition period for schools who are increasing their Welsh-medium offer to set up new or altered provision.

Powys County Council believes that these are steps which will increase access to Welsh-language education and therefore, increase fluency and use.

**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:



## Cynigion ar gyfer Bil Addysg Gymraeg

### Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (lle bo'n berthnasol): Comisiynydd y Gymraeg

e-bost/rhif ffôn:

Eich cyfeiriad:

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050  
Llywodraeth Cymru  
Parc Cathays  
Caerdydd  
CF10 3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: [Cymraeg2050@llyw.cymru](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

Rydym yn cytuno y dylid cynnwys darpariaeth yn y Bil ynghylch prif dargedau strategaeth Cymraeg 2050. Mae'r system addysg yn gwbl ganolog i amcanion strategaeth Cymraeg 2050, a byddai gosod targed statudol o'r fath yn gosod cyfeiriad clir i'r sector addysg yn ei gyfanrwydd. Oherwydd pwysigrwydd hyn, ac fel rydym yn ymhelaethu arno yn ein hymateb i gwestiwn 2, byddem yn croesawu mwy o eglurder ynghylch sut bydd gwahanol dargedau ac amcanion yn cael eu gosod mewn deddfwriaeth.

Mae cynigion y papur gwyn â goblygiadau sylweddol o ran mesur cynnydd yn nifer y siaradwyr Cymraeg yn y dyfodol. Mae'r papur gwyn i bob pwrpas yn cynnig diffinio ystyr siaradwr Cymraeg. Hynny yw, mae paragraff 12 a 30 yn gwneud cyswllt clir rhwng yr uchelgais y bydd y system addysg yn creu 'siaradwyr Cymraeg hyderus' a deilliant ieithyddol fyddai gyfystyr â lefel B2 CEFR. Mae'r bwriad felly i lunio continwwm sgiliau Cymraeg, ac i blethu'r continwwm gyda chwricwlwm a chymwysterau am ddarparu fframwaith cenedlaethol i fesur sgiliau Cymraeg unigolion. Er mai'r cyfrifiad yw'r ffynhonnell awdurdodol ar gyfer y nifer o siaradwyr Cymraeg yng Nghymru ar hyn o bryd mae'n bosib gweld sefyllfa yn y dyfodol lle mai lefel cyrhaeddiad unigolion ar y continwwm sgiliau fydd y dangosydd pwysicaf ar gyfer mesur sgiliau Cymraeg y boblogaeth. Mae'r papur gwyn hefyd yn cynnig gosod categorïau ar sail statudol, a hynny mewn cysylltiad â'r continwwm sgiliau Cymraeg. Os felly, bydd y niferoedd sy'n mynychu ysgolion mewn categorïau gwahanol (er enghraifft, cynnydd yn y niferoedd mewn ysgolion dwyieithog a chyfrwng Cymraeg) yn fesur pwysig o gynnydd yn ogystal.

Mae'r bwriad i ddatblygu continwwm sgiliau fel ffordd o fesur sgiliau ieithyddol ac fel sgaffald i gynllunio ieithyddol yn un cyffrous. Mae'r cynigion yma yn creu cyswllt llawer mwy uniongyrchol rhwng y system addysg a'r nod o gynyddu niferoedd y siaradwyr Cymraeg. Rydym yn croesawu'r datblygiadau hyn. Er hynny, mae hefyd angen bod yn ofalus. Rhaid sicrhau nad yw'r broses o ddiffinio 'siaradwr Cymraeg', a gosod y diffiniad hwn fel y disgwyliad isaf i ysgolion yng Nghymru, yn anfwriadol yn arwain at gynnydd mewn niferoedd siaradwyr goddefol yn unig. Ni ddylai, ac nid yw gweledigaeth Cymraeg 2050 yn un o filiwn o siaradwyr B2. Un o brif gryfderau strategaeth iaith y Llywodraeth yw ei fod yn annog dealltwriaeth mor gynhwysol â phosib o 'siaradwr Cymraeg', o'r rhai sydd ag ychydig eiriau yn unig, i siaradwyr iaith gyntaf. Y pwynt pwysig yn fan hyn yw bod angen sicrhau nad ydym yn anfwriadol wrth arddel B2 yn colli golwg ar rôl allweddol y system addysg yn cynnal a datblygu sgiliau siaradwyr Cymraeg hyderus sydd am ddefnyddio'r iaith yn feunyddiol ym mhob agwedd o'u bywydau. Mae ehangu addysg cyfrwng Cymraeg, a chynyddu niferoedd disgyblion sy'n cyrraedd lefelau uwch continwwm sgiliau Cymraeg yn hanfodol yng nghyd-destun amcanion Cymraeg 2050, yn enwedig y targedau yn ymwneud â chynyddu defnydd yr iaith, a drwy hynny gynnal ac ehangu cymunedau Cymraeg eu hiaith.

Mae'n hymateb i gwestiwn 2 yn berthnasol yn y cyd-destun uchod.

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

<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 â'r cysyniad y dylai deilliannau ieithyddol fod yn egwyddor drefniadol ar gyfer y Bil. Rydym hefyd yn croesawu'r bwriad i'w gwneud yn ofynnol i'r ysgolion cyfrwng Saesneg presennol weithio tuag at ddeiliant sydd gyfystyr â lefel B2. Credwn fod y bwriad hwn yn uchelgeisiol ac yn gyson ag amcanion a thargedau strategaeth Cymraeg 2050. Er hynny, byddem am weld gwelliant o ran sut mae'r gofynion hyn wedi'u gosod yn y papur gwyn, a'r canlyniadau anfwriadol allasai ddilyn o hynny.

Prif nod y Bil yw sicrhau bod pob disgybl yn gadael addysg statudol yn gallu siarad Cymraeg. Rydym yn cytuno'n llwyr â'r nod hwn, a'r bwriad mai deilliannau ieithyddol penodol ddylai fod yn gyrru proses llunio cwricwlwm o ran y Gymraeg. Mae'n ymddangos bod strategaeth Llywodraeth Cymru ar gyfer cyflawni'r nod hwn yn cynnwys 3 prif elfen (ac mae'r 3 elfen hwn yn cael ei amlygu yng ngweddill cynnwys y papur gwyn):

- 1) Ehangu addysg cyfrwng Cymraeg
- 2) Symud ysgolion ar hyd continwwm ieithyddol
- 3) Codi safonau a disgwyliaid mewn ysgolion cyfrwng Saesneg

Mae'r ddarpariaeth ynghylch deiliant B2 yn berthnasol i'r drydedd elfen yn benodol. Nid yw'r deiliant B2 yn nod addas i ysgolion cyfrwng Cymraeg a dwyieithog, ac felly nid yw'n gallu bod yn nod cyffredinol i'r holl sector addysg. Nid ydym yn anghytuno â'r bwriad o osod deiliant B2 fel isafswm, ond nid yw'n ymddangos yn rhesymegol gosod hwn fel nod troswaol i'r gyfundrefn addysg yn ei chyfanrwydd.

Y tu hwnt i'r ffaith nad yw gosod y nod o gyrraedd deiliant B2 yn gyson â pholisi Llywodraeth Cymru, ein pryder ni yw y gall arwain at ganlyniadau anfwriadol. Drwy ei osod fel nod i'r holl gyfundrefn addysg mae perygl y gall y dyhead i godi safonau ac uchelgais ymysg ysgolion cyfrwng Saesneg hefyd arwain at ostwng safonau ac uchelgais ymysg ysgolion dwyieithog a chyfrwng Cymraeg. Er enghraifft, gallasai lesteirio twf addysg cyfrwng Cymraeg, gydag awdurdodau lleol yn gyndyn o sefydlu rhagor o ysgolion cyfrwng Cymraeg/dwyieithog ar sail y ddadl bod ysgolion cyfrwng Saesneg yn cyflawni'r nod statudol. Fe allasai arwain at al uchelgais ymysg ysgolion dwyieithog a chyfrwng Cymraeg gyda rhai ysgolion yn penderfynu peidio ag ymestyn darpariaeth cyfrwng Cymraeg, neu o bosib yn lleihau'r ddarpariaeth hon ar sail y ffaith bod deiliant B2 eisoes yn cael ei gyflawni. Yn fwy cyffredinol nid yw'n gwneud synnwyr i ni fod Bil sydd wedi'i seilio ar gysyniad continwwm datblygu gydol oes yn diffinio un pwynt penodol ar y continwwm fel amcan statudol cyffredinol.

Rydym yn deall y dymuniad a'r manteision o fod yn cyfeirio at ddeiliant ieithyddol fel B2 yn y Bil, ond bydd angen hefyd ystyried ffordd o'i gwneud yn fwy eglur mai isafswm yw hwn, ac ei fod yn un rhan o strategaeth ehangach. Mae angen i'r Bil ei gwneud yn gwbl eglur bod cynyddu niferoedd sy'n cyrraedd lefelau uwch y continwwm sgiliau hefyd yn nod greiddiol. Rydym felly yn credu bod angen ystyried yn ofalus sut gellid gosod y gwahanol dargedau/amcanion sy'n cael eu trafod yn y papur gwyn yn y ffordd fwyaf rhesymegol ac effeithiol:

- **Prif dargedau Cymraeg 2050:** y targed o filiwn o siaradwyr Cymraeg a

dyblu defnydd y Gymraeg erbyn 2050 yw canolbwynt polisi Llywodraeth Cymru o ran y Gymraeg

- **Prif nod sy'n ganolbwynt i'r Bil:** erbyn 2050, fod pob disgybl yn gadael addysg statudol yn gallu siarad Cymraeg yn hyderus.
- **Amcanion strategol penodol** (sef y ffyrdd o gyflawni'r targedau uchod):
  - Ehangu addysg cyfrwng Cymraeg fel bod 40% o ddysgwyr yn derbyn addysg cyfrwng Cymraeg erbyn 2050
  - Symud ysgolion ar hyd continwwm ieithyddol
  - Cynyddu'r ddarpariaeth Gymraeg mewn ysgolion cyfrwng Saesneg er mwyn codi disgwyliadau a safonau a thrwy hynny osod gwaelodlin i'r sector addysg yng Nghymru

Dylid hefyd ystyried gwneud cysylltiad cliriach rhwng y targedau ac amcanion strategol uchod, a'r darpariaethau deddfwriaethol penodol fydd yn y Bil er mwyn galluogi hyn ddigwydd. Er enghraifft, drwy:

- Roi pwerau i Weinidogion Cymru osod targedau cenedlaethol a lleol ynghylch ehangu addysg cyfrwng Cymraeg
- Datgan continwwm sgiliau Cymraeg
- Creu cyfundrefn statudol ar gyfer categorïddio ysgolion, a hynny mewn perthynas â deilliannau ieithyddol y continwwm sgiliau.
- Yn sgil gyfundrefn gategoreiddio fydd â sail cyfreithiol, cadarn iddo, osod deilliant ieithyddol fel isafswm i ysgolion yng Nghymru (e.e. erbyn 2050 deilliant sy'n gyfystyr â B2)

**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**

Gweler ein hymateb i gwestiwn 2.

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

Rydym yn cytuno â'r bwriad i ddatblygu continwwm sgiliau Cymraeg. Mae potensial i gontinwwm sgiliau o'r fath fod yn sgaffald effeithiol ar gyfer yr holl waith cynllunio ieithyddol ym maes addysg. Fel mae'r papur gwyn yn ei nodi, gall continwwm o'r fath fod yn fframwaith cynllunio a mesur i'r sector addysg o'r bôn i'r brig, ac ymhellach na hynny yn y byd gwaith a chyflogaeth.

Credwn fod angen cysylltu'r ddyletswydd uchod gyda'r bwriad i roi pwerau i Weinidogion Cymru bennu disgrifiadau statudol i bob categori. Hynny yw, mae angen i'r continwwm sgiliau Cymraeg gael ei gysylltu'n glir â'r diffiniadau o gategorïau ieithyddol ysgolion. Yn ogystal â galluogi Gweinidogion Cymru i ddatgan deiliant ieithyddol fel isafswm ar gyfer ysgolion Cymru, bydd hyn yn galluogi darparu gwell eglurder i rieni a disgyblion ynghylch deilliannau ieithyddol tebygol dysgwyr mewn ysgolion gwahanol. Bydd hefyd yn hwyluso proses gynllunio a mesur o fewn ysgolion dwyieithog a chyfrwng Gymraeg, a thrwy hynny ddarparu dull mwy cadarn o gynllunio ieithyddol er mwyn cyflawni amcanion ehangach Cymraeg 2050 (er enghraifft, cynyddu defnydd iaith, cynnal cymunedau Cymraeg, cynyddu cyfraddau trosglwyddo yn y cartref, a hwyluso cynllunio gweithluoedd mewn gwlad ddwyieithog).

Byddai dyletswydd o'r fath yn ffordd o sicrhau erbyn 2050 bod pob disgybl yn gadael addysg statudol yn gallu siarad Cymraeg yn hyderus.

**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

Rydym yn cytuno â'r cynigion ar gyfer creu cyfundrefn statudol ar gyfer categorïddio ysgolion a gynhelir yn ôl cyfrwng iaith. Mae'r cynigion hyn yn cryfhau'n sylweddol allu'r gyfundrefn gategoreiddio ysgolion i gynnal a datblygu darpariaeth Gymraeg mewn ysgolion. Mae'r Comisiynydd wedi nodi'n gyson ddiffygion y system gategoreiddio ieithyddol yn y gorffennol. Mae'r cynigion sydd yn y papur gwyn yn mynd i'r afael â'r diffygion hyn mewn ffordd gynhwysfawr a chadarn.

Fel mae ein hymateb i gwestiwn 4 yn ei nodi, gellid bod yn fwy eglur ynghylch perthynas y gyfundrefn gategoreiddio a'r continwwm sgiliau. Er enghraifft, mae paragraff 44 y papur gwyn yn cysylltu'r bwriad i ddefnyddio'r gyfundrefn gategoreiddio i bennu amser cyswllt gyda'r Gymraeg gyda chyrraedd deilliannau ieithyddol penodol. Credwn fod angen bod yn fwy eglur ynghylch y berthynas hon. Dylid defnyddio'r categorïau a'r continwwm sgiliau er mwyn nodi'r deilliannau ieithyddol dymunol/disgwylidig ar gyfer ysgolion mewn categorïau gwahanol. Gall hyn gynnwys gosod isafswm (e.e. sy'n gyfystyr â lefel B2) ar gyfer y sector addysg – drwy ddatgan y deiliant ieithyddol sy'n darged i ysgolion cyfrwng Saesneg, a phennu'r amser cyswllt gyda'r Gymraeg fyddai ei angen er mwyn rhoi'r cyfle gorau i gyrraedd y deiliant ieithyddol hwn.

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

<b>Cytuno</b>	✓	<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 â'r bwriad i roi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau. Bydd gwneud hyn yn galluogi proses ymgynghori ychwanegol ar y disgrifiadau eu hunain, ac yn bwysicach yn cynnig mwy o hyblygrwydd i addasu neu newid y disgrifiadau yn y dyfodol pe bai angen.

Fel rydym eisoes wedi'i nodi, dylai'r rheoliadau a'r disgrifiadau gael eu cysylltu'n glir gyda deilliannau ieithyddol y continwwm sgiliau Gymraeg.

**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

Rydym yn cytuno â'r egwyddor hon ac mae'n gyson â pholisi iaith Gymraeg ac addysg Llywodraeth Cymru. Os yw'r Llywodraeth am sicrhau miliwn o siaradwyr Gymraeg a chynyddu'r niferoedd sy'n defnyddio'r Gymraeg yn ddyddiol drwy sicrhau bod pob disgybl yng Nghymru yn cael y cyfle i ddatblygu'n siaradwyr Gymraeg hyderus yna credwn fod rhaid cymryd camau o'r fath. Yn ystod datblygiad y cwricwlwm i Gymru, fe wnaeth y Comisiynydd ddadlau bod angen arweiniad llawer cryfach am yr hyn y mae disgwyl i ysgolion ei wneud er mwyn cyflawni amcanion y cwricwlwm o safbwynt yr iaith Gymraeg. Yn anffodus, mae tystiolaeth o'r gorffennol yn awgrymu na fydd modd cyflawni hyn drwy ddarparu disgrisiwn i ysgolion ac athrawon. Mae'n rhaid bod yn fwy rhagnodol a gosod hyn mewn statud. Rydym felly yn croesawu'r ffaith fod y papur gwyn hwn yn mynd i'r afael â'r materion allweddol hyn.

Fel rydym yn ei nodi yn ein hymateb i gwestiwn 5, credwn y dylid cysylltu hyn yn fwy eglur gyda'r math o ddeilliannau ieithyddol y mae disgwyl i ddisgyblion mewn ysgolion gwahanol eu cyrraedd. Hynny yw, os oes disgwyl i ddisgyblion mewn ysgolion cyfrwng Saesneg gyrraedd deilliant ieithyddol sydd gyfystyr â lefel B2, yna mae'n gwneud synnwyr cynnig yr isafswm amser cyswllt â'r Gymraeg fydd ei hangen er mwyn galluogi dysgwyr i gyrraedd y deilliant ieithyddol hwn.

Credwn y gellid mynd ymhellach fodd bynnag. Er bod amser cyswllt â'r Gymraeg yn allweddol, mae angen arweiniad ehangach ynghylch sut mae cynllunio cwricwlwm sydd am alluogi disgyblion i ddatblygu hyder yn y Gymraeg. Mae'n bosib bod rhai o gynigion pennod 7 yn berthnasol yn y cyd-destun hwn. Dylid cysylltu'r gofyniad hwn gyda chynlluniau cyflawni ysgolion (paragraff 60). Y pwynt sylfaenol yw bod angen cefnogaeth bellach ar ysgolion ac awdurdodau lleol. Mae angen arweiniad cenedlaethol ynghylch llunio cwricwlwm sydd am arwain at ddeilliannau ieithyddol penodol, ynghyd â chefnogaeth ynghylch sut mae cynyddu darpariaeth Gymraeg wrth symud ar hyd y continwwm. Byddai hyn yn cynnwys ystyriaethau datblygu cwricwlwm, ethos ysgol, adnoddau, staffio, cyfathrebu â rhieni, ac ymgynghori.

Bydd angen rhagor o fanylder ynghylch sut bwriedir plethu'r math o ofynion a chyfarwyddyd uchod gyda gofynion y Cwricwlwm i Gymru. Mae'r cynigion uchod yn cynnig gosod cyfarwyddyd ar ysgolion gan ragnodi darpariaeth ddisgwyliedig. Er ein bod yn croesawu hyn, mae'n ymddangos ei fod yn mynd yn groes i natur y cwricwlwm sydd yn pwysleisio disgrisiwn penaethiaid a chyrrff llywodraethu i lunio cwricwlwm addas.

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

### Sylwadau ategol

Rydym yn croesawu'r cynigion, ac maent yn mynd i'r afael â rhai o brif wendidau'r gyfundrefn bresennol.

Er ein bod yn cefnogi'r syniad o roi mwy o gyfrifoldeb ar awdurdodau lleol i wirio a chymeradwyo categori ysgolion, rhaid hefyd ystyried oblygiadau hyn o ran yr adnoddau ychwanegol y bydd ei hangen ar awdurdodau lleol. Byddai'n ddefnyddiol deall barn awdurdodau lleol ynghylch eu gallu presennol i wneud y gwaith pwysig hwn, a pha fath o gefnogaeth ychwanegol y byddai angen arnynt i wneud hynny.

Mae'r bwriad i osod dyletswydd ar Weinidogion Cymru i gyhoeddi canllawiau ynghylch sut dylid mynd ati i osod ysgol mewn categori yn hynod bwysig. Mae'r categorïau uwchradd presennol yn benodol yn eithaf cymhleth gan eu bod yn seiliedig ar ganran y cwricwlwm sydd ar gael drwy gyfrwng y Gymraeg, canran y gweithgareddau allgyrsiol cyfrwng Cymraeg, yn ogystal â chanran y disgyblion sy'n astudio isafswm o'r cwricwlwm drwy gyfrwng y Gymraeg. Mae yna nifer eang iawn o newidynnau perthnasol yma o ran sut mae dehongli a chyfrifo'r canrannau sy'n sail i'r categorïau hyn. Credwn fod angen methodoleg eglur a chyson er mwyn osgoi problemau'r gorffennol a sicrhau eglurder i rieni a disgyblion.

**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

Rydym yn cytuno â'r egwyddor ac mae'n anorfod y bydd rhaid gwneud hyn er mwyn cyflawni gweddill amcanion y Bil. Os oes bwriad i sicrhau bod pob disgybl yn gadael yr ysgol yn gallu siarad Cymraeg yn hyderus, yna bydd rhaid i fwyafrif ysgolion Cymru gynyddu eu darpariaeth Gymraeg dros amser.

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

Mae'r bwriad i ofyn i ysgolion nodi mewn cynllun cyflawni sut byddant yn mynd ati i gynyddu eu darpariaeth Gymraeg yn bwysig. Fel y gwnaethom nodi yn ein hymateb i gwestiwn 7, credwn fod lle i gynnig arweiniad cenedlaethol fyddai'n cefnogi ysgolion ac awdurdodau lleol yn y cyd-destun hwn. Mae'r ffactorau sy'n cael eu rhestru ym mharagraff 60 yn berthnasol, ond mae'n bosib y gellid datblygu modelau rhanbarthol neu genedlaethol er mwyn cefnogi ysgolion yn hyn o beth. Mae yna le i ddatblygu enghreifftiau o arfer da, ac i ddatblygu model o sut mae datblygu cwricwlwm Cymraeg mewn ysgolion, a sut mae ymgymryd â phroses o symud ar hyd continwrm ieithyddol. Mae hyn yn arbennig o wir mewn perthynas ag ysgolion sydd wedi ymrwymo i symud categori, ac mewn cyfnod trosiannol. Mae'r cynigion ym

mhennod 7 y papur gwyn yn berthnasol iawn yn y cyd-destun hwn, yn enwedig o ran yr angen am waith ymchwil ac arbenigedd i arwain yn y maes hwn.

Er ein bod yn cytuno â'r angen i bob ysgol gynllunio ar gyfer cynyddu darpariaeth Gymraeg, mae hefyd angen proses a threfniadau penodol ar gyfer ysgolion sydd mewn cyfnod trosiannol. Hoffem weld cryfhau y cynigion yn y papur gwyn ar gyfer symbylu ysgolion i symud i gategori ieithyddol uwch. Mae gosod gofyniad cyffredinol i ysgolion gynyddu darpariaeth Gymraeg yn rhan o'r ateb, ond credwn fod angen darpariaeth benodol i ysgogi ysgolion ac awdurdodau lleol i ymrwymo i symud categori dros gyfnod penodol o amser.

Yn y cyd-destun uchod, credwn bod angen sefydlu trefn statudol benodol trwy'r Bil ar gyfer rheoli'r broses o symud ysgol o un categori i'r llall. Er enghraifft gallasai'r Bil (neu reoliadau sy'n deillio o'r Bil) ddatblygu'r syniad o ysgol drosiannol ymhellach, gan sefydlu gofynion a chefnogaeth ychwanegol i ysgolion sydd wedi ymrwymo i symud categori. Gallai'r Bil ei gwneud yn ofynnol i ysgolion ac awdurdodau lleol lunio a chytuno ar 'Gynllun Trosiannol' ar gyfer ysgolion sy'n ymrwymo i symud categori. Byddai'r cynllun yn cwmpasu'r amserlen, strategaeth, a'r dull gweithredu ar gyfer symud ysgol o un categori i'r llall dros gyfnod o amser. Byddai modd i'r Bil ddiffinio gofynion 'Cynllun Trosiannol' gan egluro sut byddai hyn yn plethu â dyletswyddau i lunio CSCA, gan gynnwys y targedau fydd yn cael eu gosod ar awdurdodau lleol. Byddai ysgol sydd wedi ymrwymo i symud ar hyd continwmm felly yn un â statws penodol, sydd wedi cytuno ar 'Gynllun Trosiannol, ac sy'n gymwys i dderbyn cefnogaeth benodol.

Gallasai'r Bil hefyd roi pŵer i Weinidogion ddarparu cyllid a chefnogaeth benodol i ysgolion mewn cyfnod trosiannol (y rhai sydd wedi cytuno ar Gynllun Trosiannol). Byddai modd felly gysylltu'r drefn statudol ar gyfer symud ysgol o un categori i'r llall gyda phe cynwrasol a phwerus o adnoddau a chyllid ar gyfer yr ysgolion hyn. Gallai hyn gynnwys hyfforddiant staff, cefnogaeth o ran adnoddau ac arbenigedd cynllunio, a defnydd llawer mwy strategol o gyllidebau presennol y Cynllun Sabothol Iaith Gymraeg, Grant Gwella Addysg a Grantiau Gwella Ysgolion y Consortia Rhanbarthol. Dyma yn ein barn ni yw'r math o gyfundrefn fyddai yn symbylu mwy o awdurdodau lleol ac ysgolion i symud ar hyd y continwmm mewn ffordd ystyrlon a phendant.

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

<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

Y tu hwnt i'r sylwadau uchod (cwestiwn 10) ynghylch yr angen am gyfundrefn benodol i ysgolion trosiannol, rydym yn cytuno â'r cynigion ym mharagraffau 62 i 64. Yn ogystal â gosod dyletswyddau penodol ar awdurdodau lleol, mae'n hanfodol bod corff allanol fel Estyn yn sicrhau dilysrwydd a chadernid y system gategoreiddio.

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

### Sylwadau ategol



Rydym yn cytuno'n llwyr fod agor ysgolion newydd yn gyfle euraidd i gynyddu darpariaeth cyfrwng Cymraeg mewn sir. Mae addysg cyfrwng Cymraeg yn parhau i fod yn ddewis anoddach ac yn fwy beichus i gael mynediad ato i fwyafrif y boblogaeth. Byddai'r galw am addysg cyfrwng Cymraeg yn llawer mwy pe bai'n opsiwn gwirioneddol i ragor o deuluoedd. Mae'r CSCAau yn dangos yn glir bod y galw am addysg cyfrwng Cymraeg yn dilyn sefydlu darpariaeth hygyrch ac o safon. O'r safbwynt hwn mae achos clir a chyfiawn dros weithredu'n gryf o blaid ehangu addysg cyfrwng Cymraeg ar hyd a lled Cymru. Rydym felly yn croesawu'r syniadau sy'n cael eu trafod ym mharagraffau 65 i 67.

Yn sicr dylid sicrhau bod gofyn i awdurdodau lleol wneud asesiad effaith ieithyddol cyn pennu cyfrwng ysgol newydd. Byddai modd cryfhau'n sylweddol y gofynion hyn o ran asesu effaith a hefyd ofynion prosesau ymgynghori ar gynigion sefydlu ysgolion newydd.

Er ein bod yn cytuno â'r egwyddor y dylid gosod rhagdybiaeth mai ysgol cyfrwng Cymraeg fyddai unrhyw ysgol newydd, mae angen bod yn gliriach sut byddai modd gwneud hyn yn ymarferol. Credwn fod gwerth ystyried y materion canlynol yn y cyd-destun hwn:

- Rôl Llywodraeth Cymru yn darparu cyllid cyfalaf: os yw'r Llywodraeth yn cyfrannu cyllid cyfalaf at bwrpas sefydlu ysgol newydd, yna byddai modd i'r Llywodraeth ddylanwadu yn uniongyrchol ar gyfrwng iaith yr ysgol. Hynny yw, gallai'r Llywodraeth wneud hyn yn amod ar gyfer cyllid cyfalaf, yn enwedig yng nghyswllt yr angen i gyflawni targedau ag amcanion sydd wedi'i cytuno mewn CSGA. Mae'r pwyntiau hyn yn arbennig o berthnasol yng nghyd-destun y cynigion sydd ym Mhennod 4 y papur gwyn ynghylch gosod dyletswydd ar Weinidogion Cymru i osod targedau i awdurdodau lleol ynghylch twf addysg cyfrwng Cymraeg. Rydym yn derbyn fodd bynnag na fyddai Llywodraeth Cymru wastad yn cyfrannu cyllid cyfalaf (yn enwedig yn achos datblygiadau tai), ac y byddai cyfraniad y Llywodraeth yn gallu amrywio o un prosiect i'r llall.
- Gofynion cynllunio: gwyddom bod amodau penodol i gynllunwyr ddarparu cyllid ar gyfer adeiladu ysgol pan fod nifer sylweddol o dai newydd yn cael eu codi. Dylid felly gosod rhagdybiaeth drwy'r drefn gynllunio mai ysgol Gymraeg ddylai rhain fod fel rheol.
- Opsiynau fydd yn deillio o waith y Comisiwn Cymunedau Cymraeg ac ardaloedd o arwyddocâd ieithyddol dwysedd uwch: mae'n bosib y gellid gosod gofynion penodol yng nghyd-destun ardaloedd o'r fath. Wedi dweud hyn mae angen mwy o arweiniad ar gynllunio addysg Gymraeg ar hyd a lled Cymru, ac nid dim ond mewn ardaloedd penodedig.

**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 yn cytuno â'r cynigion hyn i geisio cydlynu'r gwahanol strategaethau a thargedau mewn un darlun hollstaidd. Wrth gwrs, mae hyn eisoes yn bodoli i raddau, ond mae'r cynigion yma i roi dyletswydd benodol ar Weinidogion Cymru i lunio ac adolygu Cynllun Cenedlaethol yn cynnig trefn llawer mwy cadarn. Ar lefel gyffredinol credwn y dylai'r Bil gynnwys rhywfaint o fanylder ynghylch cynnwys gofynnol cynllun cenedlaethol o'r fath, yn ogystal â phrosesau ymgynghori ar y cynllun.

Yn y cyd-destun uchod, rydym yn croesawu'r bwriad y bydd y cynllun yn canolbwyntio ar wahanol gyfnodau addysg er mwyn sicrhau dilyniant ieithyddol ac y bydd ffocws ar ddatblygiad sgiliau Cymraeg ôl-16. Byddem yn dymuno gweld hyn yn cael ei gryfhau ymhellach, drwy sicrhau bod y Bil yn ei gwneud yn glir bod angen i'r Cynllun Cenedlaethol gynnwys y sector gofal plant ac addysg blynyddoedd cynnar, a'r sector ôl-16/addysg uwch. Un gwendid yn y gyfundrefn cynllunio (a'r CSCA yn benodol) yn y gorffennol yw diffyg ystyriaeth briodol i bwysigrwydd cyd-gynllunio rhwng meysydd blynyddoedd cynnar, addysg statudol, ac addysg ôl-orfodol. Mae'r Cynllun Cenedlaethol yn gyfle i wneud cysylltiad cadarn rhwng y sectorau cysylltiedig hyn.

Mae'r Cynllun Cenedlaethol yn gyfle i bwysleisio rôl allweddol sefydliadau fel y Mudiad Meithrin, CWLWM, a'r Coleg Cymraeg Cenedlaethol yn y gwaith o sicrhau dilyniant ieithyddol i ddysgwyr a datblygu'r gweithlu. Mae gwaith y sefydliadau hyn yn gwbl greiddiol i amcanion y papur gwyn yn ei gyfanrwydd, a chredwn bod angen adlewyrchu hyn yn well.

Un mater arall allweddol sydd ddim yn cael ei grybwyll yn y papur gwyn, yn benodol mewn perthynas â'r Cynllun Cenedlaethol, yw rôl allweddol cymwysterau. Fe fydd datblygu ac addasu cymwysterau (Cymraeg fel pwnc ac yn fwy cyffredinol) yn ran allweddol o'r strategaeth ehangach. Ar hyn o bryd does fawr dim cyfeiriad at gymwysterau yn y papur gwyn, nac ychwaith rôl allweddol Cymwysterau Cymru yn y cyd-destun hwn.

**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

Er ein bod yn cytuno â'r cynnig i bennu targedau cenedlaethol statudol a chynnwys y rhain yn y Cynllun Cenedlaethol, credwn mai un rhan o'r darlun yw hyn yn unig. Rydym yn pryderu y bydd diffyg gweithlu addysg â sgiliau Cymraeg priodol yn tanseilio'r gallu i gyflawni amcanion y Bil.

Mae data'r Llywodraeth ar hyn o bryd yn dangos ein bod ymhell iawn o fod yn cyflawni'r targedau presennol ar gyfer y gweithlu addysg. Nid yw'r targedau hynny yn ystyried ymrwymadau uchelgeisiol y papur gwyn hwn, a goblygiadau sylweddol hyn nid yn unig o safbwynt gweithlu ysgolion cyfrwng Cymraeg a dwyieithog, ond hefyd nifer yr athrawon a chymorthyddion â sgiliau Cymraeg fydd eu hangen ar y sector cyfrwng Saesneg. Mae gwireddu polisi addysg Llywodraeth Cymru yn gofyn am chwyldroi y ffordd rydym yn cynllunio gweithlu addysg yng Nghymru. Fel mae'r papur gwyn yn ei gydnabod, ni fydd

modd ehangu addysg cyfrwng Cymraeg na gwella deilliannau ieithyddol dysgwyr ym mhob ysgol oni bai bod y gweithlu addysg â'r sgiliau iaith angenrheidiol. Ni all cynlluniau ar gyfer ysgolion a disgyblion fynd dim pellach na'r cynlluniau sy'n bodoli ar gyfer y gweithlu addysg. Ar hyn o bryd nid ydym o'r farn bod y cynlluniau sydd mewn lle ar gyfer y gweithlu addysg yn cyfateb nac yn adlewyrchu maint uchelgais y papur gwyn. Bydd angen bod yn fwy beiddgar ac uchelgeisiol ym maes datblygu gweithlu addysg ddwyieithog er mwyn gwireddu mwyafrif y cynigion clodwiw sydd yn y papur gwyn.

Mae'n bwysig nodi yma ein bod yn cydnabod y gwaith sylweddol sydd eisoes yn cael ei wneud ym maes cynllunio gweithlu addysg Gymraeg gan Lywodraeth Cymru a phartneriaid eraill. Roedd cyflwyno Cynllun y Gweithlu Cymraeg mewn Addysg yn gam pwysig i'r cyfeiriad cywir. Er hyn, credwn fod y dystiolaeth yn ddiawys yn dangos y bydd rhaid i'r broses o ddatblygu'r Bil dan sylw hefyd sicrhau bod cynlluniau mwy uchelgeisiol a phellgyrhaeddol ar gyfer sicrhau gweithlu addysg cyfrwng Cymraeg. Er ein bod yn cytuno mai mater o bolisi a chyllideb yw hyn i raddau helaeth, credwn fod angen ystyried yn llawn yr opsiynau i gryfhau sail deddfwriaethol cynllunio'r gweithlu addysg. Mae'r sefyllfa sy'n bodoli yn un heriol tu hwnt, ac mae angen felly i'r Llywodraeth ystyried pob ffordd posib i ddylanwadu yn y maes allweddol hwn.

Cyn cyflwyno'r Bil, mae angen i Lywodraeth Cymru ystyried pa gamau deddfwriaethol y gellid eu cymryd er mwyn cryfhau prosesau cynllunio gweithlu addysg cyfrwng Cymraeg. Byddai hyn yn cynnwys 1) dadansoddi'n llawn y pwerau presennol sy'n bodoli mewn gwahanol ddeddfau ac is-ddeddfwriaeth, a'r graddau mae gan Weinidogion Cymru eisoes bwerau i gyflwyno newidiadau ar ffurf gorchmynion, rheoliadau, neu ganllawiau; 2) ystyried a fyddai modd cynnwys yn y Bil bwerau ychwanegol i Weinidogion Cymru ddiwygio neu gyflwyno newidiadau i deddfwriaeth bresennol; 3) ystyried potensial cyflwyno darpariaethau newydd yn y Bil fyddai'n cefnogi amcanion y Papur Gwyn o safbwynt cynllunio'r gweithlu.

Mae sawl deddf ac is-ddeddf perthnasol y dylid eu hystyried yn y cyd-destun uchod gan gynnwys:

- Deddf Addysg (Cymru) 2014
- Rheoliadau Cyngor y Gweithlu Addysg (Prif Swyddogaethau) (Cymru) 2015
- Rheoliadau Cyngor y Gweithlu Addysg (Achredu Hyfforddiant Cychwynol Athrawon) (Cymru) 2017
- Rheoliadau Cymwysterau Athrawon Ysgol (Cymru) 2012
- Rheoliadau Addysg (Trefniadau Sefydlu ar gyfer Athrawon Ysgol) (Cymru) 2015
- Deddf Addysg 2002 a'r Gorchymyn Cyflog ac Amodau Athrawon Ysgol Cymru 2022

Rydym o'r farn y gallasai deddfwriaeth gryfhau'n sylweddol yr elfennau canlynol o'r gyfundrefn cynllunio gweithlu addysg ddwyieithog:

- **Gosod cyfrifoldebau ac arweiniad cliriach a chryfach i sefydliadau penodol:** Ar hyn o bryd mae cyfrifoldebau cynllunio'r gweithlu fel petaent yn disgyn rhwng nifer o sefydliadau gwahanol ac nid oes neb mewn gwirionedd yn arwain nac yn atebol am ddiffyg cynnydd. Os oes bwriad drwy'r bil arfaethedig i roi dyletswydd ar Weinidogion Cymru i osod targedau am nifer yr athrawon fydd eu hangen yn y dyfodol, yna mae angen gwneud yn hollol glir pwy fydd yn gyfrifol am gyflawni'r targedau, pwy fydd yn monitro hyn, a phwy fydd yn atebol. Ar hyn o bryd mae gormod o dargedau nad ydynt yn cael eu cyflawni, ac nad ydynt yn cael eu blaenoriaethu'n ddigonol yng ngwaith gwahanol sefydliadau yn y maes hwn. Mae angen ystyried gosod gofynion diawys mewn deddfwriaeth bod cyrff fel y Cyngor Gweithlu Addysg a darparwyd Addysg Gychwynol Addysg yn rhoi sylw dyledus i dargedau'r Cynllun Cenedlaethol arfaethedig wrth arfer eu swyddogaethau. Dylid hefyd sicrhau trefniadau monitro ac atebolrwydd ychwanegol a phenodol, gan

- ystyried a oes angen rhoi pŵer i Weinidogion Cymru enwi sefydliadau gwahanol i ddarparu cyngor arbenigol yn y cyd-destun uchod (e.e. sefydliadau fel y Coleg Cymraeg Cenedlaethol a'r Ganolfan Dysgu Cymraeg Cenedlaethol).
- **Rhoi sail statudol i Gynllun Gweithlu Cymraeg mewn Addysg a rhoi dyletswydd ar Weinidogion Cymru i adolygu'r cynllun bob 5 mlynedd:** Gallai'r broses o osod ac adolygu targedau ynghylch y gweithlu addysg gael eu gwneud yn y cyd-destun hwn, a gallasai cynllun o'r fath alluogi gosod dyletswyddau mwy eglur, a hefyd hwyluso proses graffu cenedlaethol.
- **Integreiddio hyfforddiant ieithyddol fel rhan annatod o gyrsiau AGA:** ar hyn o bryd mae'r meini prawf achredu cyrsiau AGA yng Nghymru yn gwneud gofynion eithaf amwys ynghylch y math o hyfforddiant ieithyddol y mae disgwyl i ddarparwyr ei gynnig. Mae angen cenedlaetholi a ffurfioli hyfforddiant ieithyddol ar gyrsiau AGA yng Nghymru. Mae gan sefydliadau fel y Coleg Cymraeg Cenedlaethol a'r Ganolfan Dysgu Cymraeg Cenedlaethol yr arbenigedd a'r profiad i ddatblygu a darparu cwricwlwm hyfforddiant iaith Gymraeg i bob athro dan hyfforddiant yng Nghymru. Yn ogystal â gosod dyletswydd ar y cyrff hyn i ddatblygu a darparu'r cwricwlwm, gellir diwygio'r meini prawf achredu cyrsiau AGA i'w gwneud yn amod achredu bod darparwyr yn integreiddio'r hyfforddiant iaith genedlaethol ar eu cyrsiau. Byddai hyn yn arwain at hyfforddiant llawer mwy cyson wedi ei deilwra at garfannau o hyfforddeion gwahanol, a hefyd yn galluogi proses eglur i godi disgygliadau yn raddol dros amser.
- **Hyfforddiant ieithyddol cenedlaethol i athrawon newydd gymhwyso:** Galleid datblygu rhaglen hyfforddiant iaith Gymraeg cenedlaethol fyddai'n orfodol i bob athro newydd gymhwyso am 5 mlynedd gyntaf eu gyrfa. Hynny yw, ar sail y continwrm iaith Gymraeg, gellir rhoi dyletswydd ar y Ganolfan Dysgu Cymraeg Cenedlaethol i ddatblygu a darparu cwricwlwm penodol i athrawon newydd gymhwyso. I bob pwrpas byddai hyn gyfystyr â Chymraeg Gwaith dwys i weithlu addysg y dyfodol. Un rhan o'r broses o symud at gyfundrefn o'r fath fyddai cynllunio, datblygu, a darparu'r hyfforddiant iaith ar lefel genedlaethol. Yr ail fyddai gosod mewn deddfwriaeth y gofyniad bod athrawon newydd yng Nghymru yn gorfod ymgymryd â hyfforddiant o'r fath. Mae'r ddeddfwriaeth sy'n sail i'r Safonau Proffesiynol ar gyfer athrawon, statws athro cymwysedig, a'r cyfnod sefydlu, yn cynnig potensial i wneud hyn. Gellid hefyd wrth gwrs ystyried rôl gwahanol grantiau a chymhellion ariannol yn y cyd-destun hwn.
- **Cwricwlwm iaith genedlaethol dysgu gydol oes ar gyfer y gweithlu addysg o'r bôn i'r brig:** o fod yn datblygu'r math o hyfforddiant iaith genedlaethol uchod, byddai'n gwneud synnwyr ei gynnig fel opsiwn i'r gweithlu addysg ehangach, gan gynnwys athrawon presennol, gweithlu'r sectorau blynyddoedd cynnar ac ôl-16.

Mae'r cynigion uchod i bob pwrpas yn adeiladu ar y math o ymyraethau sydd eisoes wedi'u cynnwys yng Nghynllun y Gweithlu Cymraeg mewn Addysg. Fel mae paragraff 94 y papur gwyn yn ei nodi, mae'r cynllun yn cynnwys nifer o ymyraethau a phrosiectau sydd ar waith i fynd i'r afael â'r her o ddatblygu sgiliau Cymraeg y gweithlu ysgolion. Mae paragraff 94 hefyd yn cyfeirio at ddeddfwriaeth sydd eisoes yn bodoli er mwyn achredu a monitro darpariaeth addysg gychwynnol athrawon. Mae'r papur gwyn hefyd yn cyfeirio at

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

Fel mae'r papur gwyn yn ei nodi, mae'r deilliannau a nodir ym mharagraff 82 wedi eu datblygu ar sail gwaith adolygu sylweddol yn ystod y 5 mlynedd diwethaf. Y CSCAau diweddaraf yw'r set gyntaf i ddefnyddio'r fframwaith newydd, ac mae'n rhy gynnar i fesur llwyddiant y gyfundrefn newydd. Does dim rheswm felly i ystyried newidiadau sylfaenol i'r deilliannau ar hyn o bryd. Wedi dweud hyn byddem yn croesawu pe byddai deiliant 3 a 4 yn rhoi mwy o bwyslais ar gydgyllunio rhwng ysgolion a cholegau addysg bellach i sicrhau dilyniant ieithyddol effeithiol i ddysgwyr ôl-16. Mae hyn yn arbennig o wir yng nghyd-destun sefydlu'r Comisiwn addysg drydyddol, a rôl y Coleg Cymraeg Cenedlaethol yn darparu cyngor i'r Comisiwn ar faterion yn ymwneud ag addysg drydyddol cyfrwng Cymraeg a dwyieithog. Mae angen annog cynlluniau strategol rhanbarthol addysg ôl-16 cyfrwng Cymraeg, sy'n rhoi lles dysgwyr fel blaenoriaeth.

Fel rydym yn nodi yn ein hymateb i gwestiwn 19, mae'n bosib bod angen edrych ar ddeiliant 7 er mwyn sicrhau ei fod yn adlewyrchu'n gywir y meysydd mae gan awdurdodau lleol ddylanwad arnynt, a'r materion sydd bennaf yn gyfrifoldeb Llywodraeth Cymru.

Mae'n bosib y bydd cynigion y papur gwyn yn golygu y bydd angen ystyried rhai o'r deilliannau yn y dyfodol. Er enghraifft, mae'n bosib bydd cyflwyno continwwm sgiliau Cymraeg yn cynnig ffordd fwy effeithiol a dilys o fesur cynnydd ysgolion ac awdurdodau lleol. Mae'n bosib hefyd bydd sefydlu cyfundrefn statudol ar gyfer categorïddio ysgolion yn ôl cyfrwng iaith yn cynnig cyfleoedd ychwanegol i osod targedau a mesur cynnydd. Er enghraifft, bydd nifer ysgolion mewn categorïau penodol, a hefyd y gwaith monitro manwl ar lefel ysgol yn ddangosyddion hynod bwysig yng nghyd-destun amcanion y CSCAau.

**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>	✓	<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 â'r cynigion hyn ac mae'n rhesymol alinio proses adolygu a diwygio CGCA gyda'r broses o lunio adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol. Byddai'n ddefnyddiol deall sut yn union y bydd hyn yn digwydd fodd bynnag. Credwn y byddai'n ddefnyddiol pe bai'r adroddiad cynnydd 5 mlynedd yn digwydd gyntaf (ac o bosib yn defnyddio adolygiadau blynyddol o'r CGCA fel sail tystiolaeth), ac yna bod y broses o adolygu a diwygio CGCA yn dilyn. Byddai hyn yn caniatáu i awdurdodau lleol adlewyrchu ac ymateb i ganfyddiadau a thystiolaeth yr adroddiad cynnydd 5 mlynedd.

**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>	✓	<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 a'r cynnig bod y Llywodraeth am arwain yn fwy uniongyrchol ar y mater allweddol hwn. Fel rydym yn ei nodi yn ein hymateb i gwestiwn 12, mae achos clir a chyfiawn dros fynd ati'n rhagweithiol i ehangu addysg cyfrwng Gymraeg ar hyd a lled Cymru. Bydd y cynigion hyn yn ffordd effeithiol o wneud hyn.

Un rhan o'r dasg, fodd bynnag, yw gosod targedau, a mater gwahanol yw cyflawni'r rhain. Yn amlwg, fe fydd gan awdurdodau lleol rôl allweddol yn y cyd-destun hwn, ond fe fydd hefyd rhaid sicrhau bod prosesau cyllido a chymeradwyo cynlluniau cyfalaf addysg Llywodraeth Cymru wedi'u halinio'n llwyr â'r targedau. Mae'r cynigion yma yn golygu y bydd gan Lywodraeth Cymru ddylanwad llawer mwy uniongyrchol ar ddatblygiad addysg Gymraeg ar draws Cymru, ac rydym yn croesawu hyn.

Rydym hefyd yn croesawu cynigion paragraffau 88 a 89 sy'n nodi y gall Gweinidogion Cymru osod disgwyladau uwch mewn rhai ardaloedd penodol a hynny er mwyn gwarchod y Gymraeg fel iaith gymunedol. Mae'r potensial i gydlynu'r Bil hwn gyda gwaith y Comisiwn Cymunedau Gymraeg yn un cyffrous a chadarnhaol.

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

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

O fod wedi craffu'n fanwl ar bob CSCA drafft yn 2021/2022 rydym yn llwyr ymwybodol o gymhlethdod trefniadau addysg leol. Rydym felly yn meddwl ei bod yn synhwyrol galluogi Gweinidogion Cymru i gomisiynu adolygiad o CGCA drafft, gan dderbyn tystiolaeth arbenigol ar faterion penodol a lleol.

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

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

Yn amlwg mae gan awdurdodau lleol rôl yn y cyd-destun hwn, ond mae'r rôl hwn yn weddol gyfyngedig o gymharu â'r rôl sydd gan y Llywodraeth i'w chwarae yn cydlynu ymdrechion ar lefel cenedlaethol.

Mae'r bwriad i ofyn i awdurdodau lleol ystyried anghenion y gweithlu yn y dyfodol yn synhwyrol. Gallwn weld sut bydd hyn yn hwyluso'r gwaith o ddatblygu neu fireinio polisïau ac ymyraethau cenedlaethol. Mae hefyd yn gwneud synnwyr bod awdurdodau lleol yn cynllunio ar gyfer datblygu sgiliau iaith eu gweithlu addysg presennol. Gallwn weld sut byddai hyn yn hwyluso cydweithio â'r Ganolfan Dysgu Cymraeg Cenedlaethol i sicrhau hyfforddiant ieithyddol i'r gweithlu presennol, ac i fesur cynnydd yn hyn o beth. Ond mae angen bod yn glir mai rôl y Llywodraeth yn genedlaethol yw sicrhau bod digon o athrawon yn dod drwy'r system. Nid oes gan Awdurdodau Lleol lawer o reolaeth dros gynllunio'r gweithlu yn y cyd-destun hwn. Mae'r geiriad y bydd 'dyletswydd ar awdurdodau lleol (i) bennu targedau 10 mlynedd...ar gyfer cynyddu nifer yr ymarferwyr sy'n gallu addysgu trwy gyfrwng y Gymraeg' ychydig yn gamarweiniol o'r herwydd. Nid yw'n rhesymol bod disgwyl i awdurdodau lleol osod targedau ar faterion sydd i bob pwrpas tu hwnt i'w dylanwad. Mae gosod targedau ynghylch datblygu sgiliau iaith eu gweithlu presennol yn gwbl berthnasol, fodd bynnag.

Byddai'r math o gynigion rydym yn cynnig yn ein hymateb i gwestiwn 14 yn cryfhau'r agwedd hwn o'r strategaeth. Hynny yw, byddai'r disgwyliad ar awdurdodau lleol yn llawer cryfach pe bai'r Llywodraeth hefyd yn arwain proses o gynllunio, datblygu a darparu hyfforddiant ieithyddol cenedlaethol i athrawon. Mae gwaith pellach y gellid ei wneud er mwyn datblygu'r fframwaith cenedlaethol cydlynol hwn, fyddai yn galluogi ac yn hwyluso gwaith yr awdurdodau lleol yn y cyd-destun hwn.

**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 â'r cynigion, ond fel rydym yn ei nodi yn ein hymateb i gwestiwn 16, credwn fod angen rhagor o eglurder ynghylch perthynas yr adroddiadau adolygu blynyddol a'r adroddiadau 5 mlynedd.

**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

Rydym yn cytuno â'r cynnig hwn ac mae'r bwriad i roi'r swyddogaeth i Estyn yn rhesymegol o ystyried bod Estyn eisoes â rôl yn arolygu gwasanaethau addysg awdurdodau lleol. Byddai'n ddefnyddiol deall goblygiadau rhoi'r swyddogaeth ychwanegol hwn i Estyn o ran adnoddau ac arbenigedd, ac hefyd sut byddai hyn yn gweithio yn ymarferol.

**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 (CGCAu)?

Mae'r papur gwyn yn canolbwyntio ar hwyluso a galluogi awdurdodau lleol a phartneriaid perthnasol i weithredu yn unol ag amcanion cenedlaethol Llywodraeth Cymru. Rydym yn cytuno yn llwyr â'r egwyddor hon. Er hyn, mae'r papur hefyd yn cynnig amryw o fecanweithiau ar gyfer sicrhau monitro ac atebolrwydd, ac er mwyn ymyrryd pe bai angen. Fel y gwyddoch, problem amlwg yn y gorffennol yw nad yw awdurdodau lleol bob tro yn gweithredu yn unol ag ymrwymadau sydd wedi'u cynnwys yn eu CSCA. Er gwaethaf ymrwymadau a thargedau clodwiw mewn cynlluniau strategol, mae diffyg cynnydd ystyrion wedi bod yn nifer helaeth awdurdodau lleol Cymru. Rhan o'r broblem yma yw bod penderfyniadau addysg awdurdodau lleol yn aml yn mynd yn groes neu yn tanseilio ymrwymadau'r CSCA. Mae angen felly weld newid meddylfryd yn y ffordd y mae awdurdodau lleol yn datblygu cynigion ad-drefnu addysg. Mae angen sicrhau bod ymrwymadau a thargedau'r CSCA yn treiddio mewn i holl agenda polisi addysg awdurdodau lleol. Nid hawdd fydd newid y meddylfryd hwn ar hyd a lled Cymru, a chredwn felly bod angen ystyried pob opsiwn posib. Mae arweiniad y Llywodraeth o safbwynt ei negeseuon a pholisi yn hanfodol yn y cyd-destun hwn. Fel yr ydym wedi ei nodi yn ein hymateb i gwestiwn 17, un o'r ffyrdd mwyaf pwerus sydd gan y Llywodraeth o sicrhau bod awdurdodau lleol yn gweithredu yn unol â'u CSCA yw'r broses o ariannu prosiectau cyfalaf. Mae hwn yn arf hynod bwerus, ac mae'n cyd-fynd ag ysbryd y papur gwyn o fod yn hwyluso a galluogi yn hytrach nag yn atal neu rwystro.

Mae'n bosib bod ffyrdd pellach o sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu CSCAau fodd bynnag. Mae posibiliadau yn bodoli o ran cryfhau gofynion asesu effaith, a hefyd ystyried ymhellach potensial y safonau llunio polisi.

**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 type="checkbox"/>
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**Sylwadau ategol**

Rydym yn cytuno fod rôl allweddol gan awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr. Yr awdurdodau lleol sydd â chyswllt uniongyrchol â rhieni a gofalwyr wrth iddynt wneud penderfyniadau ynghylch addysg eu plant, ac felly mae'n gwneud synnwyr bod rôl ganolog i'r awdurdodau lleol yma. Dylai'r ddyletswydd hon dreiddio i'w cynlluniau llesiant a'u cynlluniau hybu'r Gymraeg.

Er hyn, ac fel rydym yn ymhelaethu arno isod, mae hefyd rôl i nifer o sefydliadau eraill i gefnogi'r gwaith hyrwyddo hwn, ac i sicrhau cysondeb yn y negeseuon sy'n cael eu rhannu â rhieni a gofalwyr.

Un o brif egwyddorion y papur gwyn yw cynnig cyfle i bob unigolyn yng Nghymru ddatblygu'n siaradwyr Cymraeg hyderus. Yn y cyd-destun hwn mae'n bwysig iawn sicrhau bod pawb yng Nghymru, waeth beth fo'u cefndir yn teimlo bod y Gymraeg yn perthyn iddyn nhw a bod pawb yn cael cyfleoedd cyfartal i ddysgu a defnyddio'r Gymraeg. Wrth ddatblygu'r Bil mae



angen ystyried yn llawn y rhwystrau sydd wedi atal nifer o bobl o grwpiau Du, Asiaidd ac Ethnig Leiafrifol rhag dod yn siaradwyr Cymraeg yn y gorffennol. Yn fwy penodol, mae datblygu'r Bil yn gyfle i ddenu mwy o bobl o gefndiroedd Du, Asiaidd a lleiafrifoedd ethnig i anfon eu plant i ysgolion Cymraeg. Er mwyn gwneud hyn mae'n hanfodol sicrhau bod gwaith hyrwyddo awdurdodau lleol yn cael eu targedu'n eang, a'u bod yn gynhwysol ac yn adlewyrchu amrywiaeth ein cymunedau. Byddai hyn yn gyson â rhai o ymrwymïadau (tudalen 70 er enghraifft) o Gynllun Gweithredu Cydraddoldeb Hiliol i Gymru.

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

### Sylwadau ategol

Mae'r cwestiwn hwn yn awgrymu bod gan Weinidogion Cymru rôl bwysig i'w chwarae yn y cyd-destun hwn, ond nid yw'r papur gwyn yn trafod hyn yn ddigonol. Yn ogystal â'r gwaith y mae angen i awdurdodau lleol ei wneud yn hyrwyddo addysg Gymraeg, mae hefyd rôl allweddol i Weinidogion Cymru yn darparu gwybodaeth a sicrhau cysondeb ynghylch y negeseuon sy'n cael eu rhannu gan awdurdodau lleol ac ysgolion.

Un rhan o hyn fyddai casglu a lledaenu'r sail dystiolaeth ac ymchwil ynghylch addysg cyfrwng Cymraeg, gan gynnwys y deilliannau ieithyddol disgwylidig i ddysgwyr. Mae hefyd angen lledaenu negeseuon ynghylch pwysigrwydd cynyddol dwyieithrwydd yn y byd gwaith yng Nghymru, ac mae'n bosib gall y Comisiynydd gyfrannu yn y cyd-destun penodol hwn. Credwn hefyd fod angen ymgyrch hyrwyddo'r Gymraeg ym myd addysg sydd yn llawer mwy eang a hirdymor. Mae angen ystyried ffyrdd o ddylanwadu a newid meddylfryd y boblogaeth yn fwy cyffredinol. Nid yn unig mae angen ystyried sut mae dylanwadu ar rieni a gofalwyr sydd ar ganol gwneud penderfyniadau ynghylch addysg eu plant ond mae angen ystyried sut mae newid agweddau'r boblogaeth yn fwy cyffredinol.

Mae canllawiau'r Llywodraeth ar Gynlluniau Strategol Cymraeg mewn Addysg yn trafod y gwaith mae Llywodraeth Cymru eisoes yn ei wneud yn y maes hwn. Gwyddom hefyd fod y Llywodraeth yn gwneud gwaith pwysig ym maes cyfathrebu am y Gymraeg, a sut i newid meddylfryd pobl ynghylch defnyddio'r Gymraeg. Credwn felly fod angen i'r Bil osod dyletswydd glir ar Weinidogion Cymru yn y cyd-destun hwn hefyd. Tra bo rôl allweddol gan awdurdodau lleol yn lledaenu'r neges, mae angen i Weinidogion Cymru berchnogi cynnwys y negeseuon hyn gan sicrhau cysondeb ac ansawdd ar draws 22 awdurdod lleol.

Fel rydym eisoes wedi ei nodi yn ein hymateb i gwestiwn 23, credwn ei bod yn hanfodol bod addysg cyfrwng Cymraeg yn cael ei hyrwyddo'n eang ac yn denu mwy o ddysgwyr o

**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

Mae angen sicrhau bod rhieni, gofawyr a dysgwyr yn ymwybodol bod addysg cyfrwng Cymraeg a dwyieithog yn opsiwn i bob plentyn, waeth beth fo oedran neu allu dysgwyr yn y Gymraeg.

**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

Mae cynnig darpariaeth trochi hwyr yn hollbwysig er mwyn sicrhau darpariaeth addysg Gymraeg cynhwysol. Credwn fod hwn yn un maes lle mae gwaith y Comisiwn Cymunedau Cymraeg yn berthnasol. Pe sefydlid yr egwyddor o ardaloedd o arwyddocâd ieithyddol dwysedd uwch, a bod polisiau addysg yr ardaloedd hyn yn canolbwyntio ar ddatblygu ysgolion cyfrwng Cymraeg, yna mae darpariaeth drochi hwyr am ddod yn gynyddol allweddol.

Mae'r Llywodraeth wedi darparu cyllid ychwanegol ar gyfer hwyluso darpariaeth trochi yn ddiweddar, a bydd angen buddsoddiad genedlaethol ychwanegol er mwyn galluogi awdurdodau lleol ddatblygu'r fath ddarpariaeth.

**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

Rydym yn cytuno ag egwyddor y cynigion ac o'r farn y byddai'n ddatblygiad arloesol a chyffrous. Er hyn, credwn fod angen mwy o wybodaeth am statws y sefydliad, beth fydd ei wahanol swyddogaethau, a sut bydd yn cydweithio â sefydliadau eraill sydd â swyddogaethau tebyg/perthnasol. Byddem am wybod, er enghraifft, beth yn union fydd rôl sefydliad o'r fath yn cefnogi ysgolion y tu hwnt i ddarparu hyfforddiant ieithyddol i'r gweithlu a chyfrannu at greu adnoddau. Nid yw'r materion hyn o reidrwydd yn broblematic, ond mae'n ymddangos bod nifer o'r cynigion yn y bennod hon heb eu datblygu'n llawn hyd yma.

Beth bynnag fydd union rôl sefydliad o'r fath, credwn y dylai'r sefydliad fod yn canolbwyntio yn benodol ar ddarparu hyfforddiant iaith arbenigol i'r gweithlu addysg. Fel rydym yn ymhelaethu arno yn ein hymateb i gwestiwn 14 credwn y dylid ystyried mynd ymhellach yma, gan gynnwys gyflwyno mewn deddfwriaeth gyfrifoldebau penodol i'r perwyl hwn.

**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

Rydym yn cytuno mewn egwyddor ond hoffem fwy o fanylder ynghylch beth yn union fydd swyddogaethau'r sefydliad, a beth fydd goblygiadau gosod dyletswyddau o'r fath ar y Ganolfan, er enghraifft. Corff sy'n arbenigo mewn dysgu Cymraeg i oedolion yw'r Ganolfan ar hyn o bryd a bydd angen cyllideb briodol er mwyn cyflawni'r dyletswyddau ychwanegol sy'n cael eu cynnig yma.

Hoffem ddeall yn well pam fod y cynigion ynghylch canoli'r gefnogaeth dysgu Cymraeg am gael eu gwireddu tu allan i'r Bil. Os na ellir creu corff statudol drwy'r Bil a gosod dyletswyddau statudol, credwn dylid ehangu ar y cynigion sydd yma a gosod dyletswyddau penodol ar y corff i gynllunio a darparu hyfforddiant ieithyddol cenedlaethol i'r gweithlu addysg (yn ogystal â'r dyletswyddau ehangach). Gweler ein hymateb i gwestiwn 14 am fwy o fanylder ynghylch hyn.

**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

Rydym yn cytuno â'r egwyddor ac mae hyn yn arbennig o wir yng nghyd-destun y gweithlu addysg. Fel rydym yn ymhelaethu arno yn ein hymateb i gwestiwn 14 nid ydym o'r farn fod strwythurau addas mewn lle i sicrhau gweithlu addysg sydd am alluogi cyflawni amcanion y papur gwyn.

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

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

### Sylwadau ategol

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

### Sylwadau ategol

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

## Cwestiynau gorfodol

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

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

### Sylwadau ategol

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

### Sylwadau ategol

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

Mae cwestiynau'r ymgynghoriad yn benodol iawn, a hoffem fanteisio ar y cyfle i bwysleisio ein cefnogaeth gyffredinol i gynigion y papur gwyn. Er ein bod wedi cynnig llawer o sylwadau manwl ar y gwahanol gwestiynau, dylid ystyried yr ymatebion hyn yng nghyd-destun y ffaith ein bod yn cefnogi prif egwyddorion y papur. Mae nifer o'r cynigion yn rai sylweddol tu hwnt, ac yn y tymor hwy mae ganddynt y potensial i newid yn sylweddol ddyfodol y Gymraeg ym myd addysg Cymru.

Byddem hefyd yn dymuno datgan ein cefnogaeth i'r egwyddorion dyfnach sy'n sail i'r papur gwyn hwn. Mae'r camau mae'r Llywodraeth yn bwriadu eu cymryd yn deg ac yn gymesur, ac yn cydbwysu'r angen i barchu hawliau a dewisiadau unigolion gyda'r angen i roi cyfle i bob plentyn ddatblygu'n siaradwyr Cymraeg hyderus mewn gwlad ddwyieithog.

Fel mae'r ddogfen ymgynghori yn ei gydnabod, mae'r papur gwyn yn trafod cynigion deddfwriaethol yng nghyd-destun polisi ehangach. Mae'n amlwg felly bod gwaith sylweddol i benderfynu beth fydd yn cael ei gyflwyno mewn bil drafft a beth fydd yn cael ei weithredu drwy newidiadau i bolisi. Byddem yn awyddus iawn felly i barhau cydweithio a thrafod wrth i gynigion y papur gwyn gael eu siapio ymhellach wrth ddatblygu bil drafft a pholisi ehangach. Credwn y bydd hwn yn gyfle i ni drafod rhai o'r opsiynau sy'n bodoli mewn meysydd allweddol fel cynllunio'r gweithlu.

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhynggrwyd neu mewn adroddiad. Os byddai'n well gennych i'ch ymateb aros yn ddiennw, ticiwch yma:



# Proposals for a Welsh Language Education Bill

## Consultation response form

Your name:

Organisation (if applicable):

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**

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

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

**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**

**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 checked="" type="checkbox"/>
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**Supporting comments**

**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 checked="" type="checkbox"/>
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**Supporting comments**

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

**Supporting comments**

In theory this is fine. However, we are not yet sighted on the qualifications outcomes for delivering the CfW and the amount of time core subjects would need to be allocated. It is important that there is a balance in the experiences of learners and that we have a workforce who can deliver any such requirements. Currently, recruiting WL teachers is problematic. Any such requirement needs to be based on practical considerations such as resource, funding, staffing and timetabling.

**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**

This should not be seen to be a stick to beat schools but a partnership with a common purpose. LAs have a clear responsibility in this area but need to work with schools collaboratively.



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

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

**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**

If these proposals are accepted, schools will need a great deal of support in terms of professional learning, funding and resource to implement them. There needs to be high quality input and development of the workforce from novice teachers through to more experienced teachers. This will require training away from the classroom and therefore a significant investment. Simply imposing a target without resource, won't support the principles of this paper.

**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>	✓
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**Supporting comments**

See above comments.

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

**Supporting comments**

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

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

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

Setting targets is fine but all tiers of the system need to ensure that there is support and capacity building to achieve those targets. The workforce will need to have dedicated time to improve not just language acquisition but the teaching skills required to support learner WL acquisition. This will require a significant investment and an increase in the number of teachers and support staff to enable training to be carried out. Languages can only be learned through frequent and regular input and rehearsal.

**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>	✓
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**Supporting comments**

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

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

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

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

<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**

**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 checked="" type="checkbox"/>
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**Supporting comments**

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

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

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

This proposal should not result in negative pressure being put onto schools. There needs to be a collaborative approach with healthy mature partnerships working together,

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

**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 checked="" type="checkbox"/>
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**Supporting comments**

**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 checked="" 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 checked="" 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>	✓	<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>	✓
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**Supporting comments**

It is vital that the costs to schools are fully mapped out here. A significant investment above the stated funds described may be necessary to realise the ambitions of this paper. Schools at the moment are setting deficit budgets. This area needs to be kept under review.

**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

**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:

Issues relating to workload for the profession have not been addressed in this paper and needs to be carefully and fully explored. The time required for planning, training and implementation as well as responding to monitoring will add further workload onto the system.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:





# Proposals for a Welsh Language Education Bill

## Consultation response form

Your name:

Organisation (if applicable): **Wrexham County Borough Council**

email/telephone number:

Your address:

Wrexham County Borough Council,  
Crown Buildings,  
31 Chester Street,  
Wrexham.  
LL13 8BG

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>	<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

Whilst in principle we fully support the national mission and the goal of achieving *Cymraeg 2050* and welcome a national target of reaching a million Welsh speakers, placing expectations on local authorities to achieve local targets whilst existing key obstacles and barriers remain unresolved is a major concern. Recruitment challenges, the lack of aligning existing legislation and policies are further obstacles that require urgent resolution. Further context is provided in our response in Question 36.

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

Even though we agree that there should be a role for local authorities, there are concerns regarding the availability of a suitable workforce who can deliver the demands of level B2. There are major recruitment challenges, particularly in eastern local authorities to recruit teachers who have the expertise in the methodology of teaching the subject of Welsh in the English-medium secondary sector and it has reached a crisis situation. This situation could be made worse if schools in eastern local authorities near the border lose staff or are at risk of staff being excluded from teaching in Wales due to the proposed Welsh language skills changes.

If these barriers can be resolved, we need a national working group and representation from the local authorities who work in the different sectors on the working group to create B2 level descriptions for the Welsh language. The local authorities can support and monitor schools to ensure that the learners during their time in education are effectively prepared for meeting the requirements of level B2.

If a level B2 is adopted as a universal qualification for all students in Wales it is also imperative that the qualification does not 'dilute' the standard of the current Welsh language qualification delivered in Welsh medium secondary schools.

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

The Ministers must ensure that preparing the learners for level B2 is statutory. Staff recruitment challenges noted in Q2 and commented further in Q36 will need to be addressed fully and urgently by Ministers if the national target is to be met.

B2 requirements will need to be included in the GCSE specification. It must be ensured that the entire workforce of schools is aware of the requirements and expectations of B2.

**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**

It is imperative that all stakeholders and communities fully understand the Welsh language continuum therefore Ministers should ensure that the benefits are clear for all to understand. This clarity may also assist in resolving the recruitment challenges noted in our responses in Q2 and Q36.

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

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

Categorising maintained schools according to language medium is a constructive measure in the goal of achieving *Cymraeg 2050*. Similarly to the points made in in Q2 and further expanded in Q36, the current crisis and enormous challenge of recruiting a suitable workforce with Welsh language skills will be a key factor in permitting any school to consider developing into a higher language category.

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

Category descriptors will need to be very clear so that schools who may consider developing into a higher language category over the coming years can clearly map out the progression and journey required. Pre-school provision will also require clear thought within the descriptors. Careful consideration will also be required in defining descriptors so they are sensitive to the challenges facing many schools and local authorities and in particular in relation to the challenge of recruitment and ensuring relevant legislation is aligned so as to avoid any potential conflict.

**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**

Setting a minimum amount of provision would ensure more consistency, progression and continuity in implementing the language continuum. Setting a minimum would also ensure that everyone is aware of the expectations and give status to the Welsh language as a language to be learned and used effectively in formal and informal situations and provide further emphasis on level B2. There is also the opportunity to develop further opportunities to use Welsh outside of the classroom

The risk is that without clear guidance the minimum amount will vary greatly from school to school and consequently this could undermine the objective of including a minimum amount of provision. Other challenges facing schools based on their individual circumstances as well as the on-going challenges of recruitment could affect the minimum amount of provision a setting could provide. Another consideration is the role of pre-school and child care settings in the delivery of a minimum amount of provision and similarly to schools, there is an on-going crisis of recruitment of staff to work in these settings and in particular staff that deliver Welsh medium provision.

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

**Supporting comments**

We agree in principle however, further information will be required regarding this new responsibility. It is not clear what additional resources (staffing and financial) will be required by local authorities to undertake this additional responsibility and whether any training will be required. Schools will also require clarity regarding definitions of the language categories as some are currently vague. Consequently, Welsh Government need to address the many 'unknowns' that require clarity, certainty and consistency before any new obligations can be implemented.

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

<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**

We agree with the principle however, as noted in Q2, Q6, Q8 and further context provided in Q36, Welsh Government will need to ensure all legislation, policy, funding and resource allocation is aligned prior to any implementation of the Bill. The recruitment crisis facing schools in all sectors as well as child care settings will also need to be addressed prior to any implementation.

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

**Supporting comments**

We agree in principle however, Welsh Government will need to provide further clarity and information prior to any implementation of the Bill. Further clarity is required regarding a school choosing to move to a higher language category as well as which organisation is responsible for monitoring provision and its development. Welsh Government will also need to align legislation and policy prior to any implementation of the Bill particularly in relation to Human Resources legislation.

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

<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

In order to implement this proposal, local authorities will require a significant increase in staff hours available to monitor schools' progress. Similarly schools will also be required to allocate significant staff time to develop their own progress. This is at a period when local authorities and schools are facing significant pressures. Welsh Government will therefore need to urgently review its funding for implementing this Bill.

We do not agree that Estyn be given powers to review areas relating to national targets however, where targets have been agreed between local authorities and Ministers, Estyn could have a role. It would be constructive for Estyn to harmonize their understanding of how schools present the Welsh language to learners.

It is imperative that there is local flexibility to address issues alongside support and discussion because having an understanding of the local context can be vital in identifying suitable solutions.

**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

It is evident that meeting the national mission will require an increase in the number of Welsh medium provision and our WESP sets out our ambition towards this goal. It is important to note however, legislation and policy needs to be aligned by Welsh Government such as, the Governance of Schools, School Organisation, Equalities and Human Resources legislation as well as key barriers and obstacles in order for considerations to be made locally so that local authorities can meet their ambitions. See also Q36 for further context.

If this Bill is implemented, in the early cycle of any new legislation local authorities need to be given the flexibility to decide on whether new schools serving LDP candidate sites and new build schools for existing English medium schools can, if deemed appropriate, remain English Medium schools and for them to convert to Welsh Medium schools as the supply of staff with appropriate Welsh language skills is developed and the parent choice for Welsh Medium education gains in popularity.

There needs to be a national campaign to promote the positive messages about the benefits of bilingualism so that consistent messages reach communities that in turn permit them to feel confident about the Welsh language and make informed choices.

Parental preference in the choice of education their child(ren) receive is a very important factor to be considered in the Bill. Parents have the right to choose the type of education their child(ren) receive.

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

Welsh Government should provide a clear and consistent national strategy.

National planning should address the obstacles and barriers facing local authorities and in particular the challenge of recruitment into the education profession. Welsh Government needs to respond to these obstacles whilst ensuring the existing workforce are not excluded nor pushed to work across the border. This will be a particular challenge for eastern local authorities which are close to the border.

**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>	✓
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**Supporting comments**

There needs to be an improved national campaign to address the crisis of recruitment prior to implementing the Bill. In order to plan for the future effectively, Welsh Government need to undertake an accurate and up to date national audit of teachers who are in the current system who can deliver provision through the medium of Welsh, in order to deliver national targets.

Local authorities need to have the flexibility to respond to these targets taking into consideration local contexts and challenges.

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

The WESPs' seven key outcomes should continue however, it is clear that as a national strategy the language continuum and progress of provision should not cease at school settings. In order to fully support the national mission of *Cymraeg 2050*, Welsh Government will need to ensure that Further and Higher Education establishments as well as industry and services are locked into this national strategy as well so that the principles and choices of bilingualism and the development of the language continuum are fully available beyond school years.

The increase of trainee teachers recruited each year into the profession must be influenced by Welsh Government intervention. Campaigns arranged locally can have a minimal influence on local numbers however, there is a high risk that schools in eastern local authorities near the border may lose staff or be at risk of staff being excluded from teaching in Wales if aspects of the Bill are implemented without Welsh Government ensuring appropriate consideration, forward planning, allocating sufficient resources and mitigation to address this risk.

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

This proposal aligns with the current planning arrangements.

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



Local authorities need to have the flexibility to respond to targets taking into consideration local contexts and challenges.

We do not agree that Estyn be given powers to review areas relating to national targets are however, where targets have been agreed between local authorities and Ministers, Estyn could have a role. It is important to stress that such intervention should not directly impact the overall judgement of the performance of local authorities during inspections.

It is imperative that there is local flexibility to address issues alongside support and discussion because having an understanding of the local context can be vital in identifying suitable solutions.

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

We agree in principle if it's targeted at WEIPS with clear areas of concern only.

The current method of planning collaboratively and through dialogue and discussion has been a constructive and positive step as it takes into account local contexts and challenges, therefore this would be the preferred method of future planning.

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

We disagree. Welsh Government need to align legislation and policy to enable the implementation of the Bill. Many factors relating to workforce planning are beyond the control of local authorities and in particular staff recruitment challenges and the proposed level B2 qualification, as noted in Q2 and commented further in Q36, will need to be addressed fully and urgently by Ministers if having an appropriate and sustainable workforce is to be met.

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

There is a risk that local contexts could be lost or misunderstood if progress reports are published. All current local WESP Fora already include all relevant local stakeholder representation and provide regular opportunities for discussion, accountability and solution planning.

It is not yet clear what additional resources (staffing, staff hours or financial) will be required by local authorities to undertake this additional responsibility.

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

Whilst we support the principle of Estyn carrying out a review and providing recommendations on behalf of the Minister in situations where it appears there is a risk that an authority will not meet its agreed targets, it is important to stress that such recommendations should not directly impact the overall judgement of the performance of local authorities during inspections.

It is also important to stress that local authorities need to have the flexibility to respond to targets taking into consideration local contexts and challenges. It is imperative that there is local flexibility to address issues alongside support and discussion because having an understanding of the local context can be vital in identifying suitable solutions.

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

Welsh Government need to align legislation such as, the Governance of Schools, School Organisation, Equalities and Human Resources legislation to ensure all relevant aspects support current and future developments and avoid any conflict. Indeed, without the resolution of these barriers there is a real risk that the expectations placed on local authorities cannot be met.

Opportunities for local authorities to meet with Welsh Government to share good practice and have a constructive supportive dialogue to solution planning.

Establish networks so local authorities with similar contexts and challenges can share good practice and work collaboratively.

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

It is evident that meeting the national mission will require an increase in the number of Welsh medium provision and our WESP sets out our ambition towards this goal. It is important to note however, legislation and policy needs to be aligned such as, the Governance of Schools, School Organisation, Equalities and Human Resources legislation as well as key barriers and obstacles addressed at a national level in order for considerations to be made so that local authorities can meet their ambitions. See also Q36 for further context.

There needs to be a national campaign to promote the positive messages about the benefits of bilingualism so that consistent messages reach communities that in turn permit them to feel confident about the Welsh language and make informed choices. This will help support local efforts.

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

### Supporting comments

It is key that there is a national campaign that targets and draws in areas such as the media, industry and the world of work so that all areas pull together and contribute to and promote the positive messages about the benefits of bilingualism so that consistent messages reach communities that in turn permit them to feel confident about the Welsh language and make informed choices.

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

The success of the immersion and latecomers scheme and the significant increase in the number of learners following the programs in Wrexham as well as the national attention that has been given as a result of this innovative scheme is an example of local solutions in response to local needs.

Local authorities need to have the flexibility to respond sensitively taking into consideration local contexts and challenges.

Parental preference in the choice of education their child(ren) receive is a very important factor to be considered in the Bill. Parents have the right to choose the type of education their child(ren) receive.

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

<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**

We agree however, adequate sustainable funding must be assured if this is to become a duty on local authorities.

Local authorities need to have the flexibility to respond sensitively taking into consideration local contexts and challenges.

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

It is essential that the provision is offered by experts in the field.

All sectors of education should be eligible for specialist support from child care to post 16 providers.

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

While it is important that one national organisation has responsibility for the Welsh language, it must also be ensured that those who offer the provision to schools have an awareness of school procedures and experience of working with the 3-16 age range. If there is a national Welsh Learning Centre that undertakes this role, purposeful recruitment must be ensured for effective provision.

Similarly, if the support is offered to child care and post 16 providers it is essential that those who offer the support have an awareness and experience of working in those sectors.

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

We agree in principle providing there is sufficient funding and appropriate structures in place.

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

The Child Care sector would require appropriate funding, training and resources to deliver the language continuum.

**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

In order to implement this Bill, local authorities will require a significant increase in staff hours available to monitor progress across a variety of areas and deal with the additional workload. Similarly schools will also be required to allocate significant staff time to develop their own progress. This is at a period when local authorities and schools are facing significant pressures on many levels.

The grant funding currently provided nationally to implement Welsh in education, Immersion and the development of the workforce is significantly below what will be required to fully implement the requirements of the Bill and do not have the long term financial certainty required to develop sustainable projects and developments at a local level.

**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 associated with Early Years staff and teaching assistants in supporting those individuals to develop their Welsh language skills. Recruitment to these professions is also challenging, as noted in more detail in Q36.

There is also a high risk that schools in eastern local authorities near the border may lose staff or be at risk of staff being excluded from teaching in Wales if aspects of the Bill are implemented without Welsh Government ensuring appropriate consideration, forward planning, allocating sufficient resources and mitigation to address this risk.

### 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

Please see above.

## Mandatory questions

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

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

### Supporting comments

The proposals clearly aim to raise the bar in reaching the goal of the national mission of *Cymraeg 2050*. If the proposals are realised there is a real opportunity for learners in Wales to significantly improve and feel confident to use their Welsh language skills.

There remains however, key obstacles and barriers that require urgent attention from Welsh Government that, unless resolved, may prevent local authorities from meeting their expectations. Please see Q36 for further context.

**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:

We are grateful for the opportunity to respond to the consultation and provide context and information to how the proposed Bill would affect the communities of Wrexham.

In principle we support the objectives of the White Paper and its aim of progressing further towards the national mission of Cymraeg 2050, and our commitment and ambition towards this goal, as set out in our WESP, is testament to this. The magnitude of achieving the objectives set out in the White Paper will require enormous change and in particular at national level and Welsh Government need to take a lead in aligning policies and legislation but at the same time ensuring flexibility at a local authority level to be sensitive to our communities.

It is key that our communities can relate to the national journey. Consequently, it must be ensured that all communities can relate with the national ambition, giving them every opportunity to gain confidence with the language and see the benefit and choice of using it.

We require really clear direction on how challenges and obstacles faced locally can be addressed and overcome and believe the lessons learnt by Welsh Government from developing previous Bills for example, the ALN Bill, need to be channelled for the successful development of this Bill. The opportunity to pause and reflect in order to address key barriers and obstacles will be imperative to any successful implementation.

***Our key barriers and obstacles are summarised as follows:***

Welsh Government need to align legislation such as, the Governance of Schools, School Organisation, Equalities and Human Resources legislation to ensure all relevant aspects support current and future developments and avoid any conflict. Indeed, without the resolution of these barriers there is a real risk that the expectations placed on local authorities cannot be met.

There is an urgent need to respond to the huge national challenge and the crisis throughout Wales of recruiting a workforce who can work through the medium of Welsh and who feel confident speaking and using the language at all levels of the education sector – Teachers, learning assistants, ALN, school leaders, childcare, language and psychology experts for young people.



There is likely to be an even greater challenge to recruit Welsh speakers to fill relatively low paid non teacher posts in Welsh medium schools which will undermine the desire to deliver an immersed Welsh language experience for our learners.

The recruitment challenge is increasingly evident in the Welsh-medium secondary sector as well as the English-medium secondary sector where a workforce with the necessary Welsh language skills is needed in order to assist the schools to be able to respond to the national ambition and develop the language continuum. The supply of teachers who have the expertise in the methodology of teaching the subject of Welsh in the English-medium secondary sector has reached a crisis situation in parts of Wales and particularly in eastern local authorities near the border.

If English medium secondary schools, particularly in eastern local authorities, are facing a crisis in recruiting expertise in the methodology of teaching the subject of Welsh there is a significant risk that students from those schools who, upon leaving school should have an appropriate level of proficiency in the Welsh language and could contribute and choose to work within the education workforce in the future, may feel excluded from being able to work in the sector nor feel they have sufficient confidence in using Welsh. The current crisis in recruitment is therefore likely to have a 'snow-ball' effect of not being able to have an appropriate workforce who can deliver our ambition over future years.

There is a major concern of the damage caused to the supply of the workforce whereby significant numbers of students and teachers who possessed Welsh language skills have been lost to the teaching profession in Wales and have moved across the border due to the Welsh Government's former policy of requiring a 'B' grade in Welsh/English language to undertake teacher training; whereas the policy has been a 'C' grade across the border. Even though Welsh Government policy has now been revised to a 'C' grade the damage caused has contributed greatly to the recruitment challenge and crisis local authorities are facing.

Similarly, universities in Wales need to be competing with universities across the border as the Russel Group of universities are successfully attracting students from Wales including students who are proficient in the Welsh language.

There is a high risk that schools in eastern local authorities near the border may lose staff or be at risk of staff being excluded from teaching in Wales if aspects of the White Paper are implemented without Welsh Government ensuring appropriate consideration, forward planning, allocating sufficient resources and mitigation to address this risk. Whilst there is rationale for all teaching staff in Wales to develop their Welsh language skills it must be considered by Welsh Government that a large percentage of the education workforce in eastern local authorities near the border will live across the border and will have been educated across the border. Welsh Government need to consider mitigation of this risk carefully and sensitively. Careful consideration and clarity is also needed by Welsh Government prior to any implementation as to what practical arrangements will be made available for non-Welsh speaking staff to upskill their Welsh language skills. Contractual arrangements will also need to be resolved to support staff with time and resources to upskill. Similarly, clarity is also needed as to the consequences for those teachers or staff who are unable to secure the necessary expertise in the Welsh language to carry out their role. As many of our teachers in Wrexham live in England there is an unfair

expectation for them to learn the Welsh language when their opportunities to use Welsh outside of the school day is somewhat limited.

In order to plan for the future effectively, Welsh Government need to undertake an accurate and up to date national audit of teachers who are in the current system who can deliver provision through the medium of Welsh, in order to deliver national targets.

Through an available database, local authorities need access to a portal that permits access to accurate workforce trends.

It is key that there is a national campaign that targets and draws in areas such as the media, industry and the world of work so that all areas pull together and contribute to and promote the positive messages about the benefits of bilingualism so that consistent messages reach communities that in turn permit them to feel confident about the Welsh language and make informed choices.

Parental preference in the choice of education their child(ren) receive is a very important factor to be considered in the White Paper. Parents have the right to choose the type of education their child(ren) receive.

In conclusion, we would like to re-iterate our support, ambition and commitment to supporting the national mission and the objectives of this White Paper however, key barriers and obstacles, as noted above, must be addressed and resolved in the first instance otherwise expectations placed on local authorities cannot be met. By working collaboratively at a national and local level, ensuring all communities are listened to, feel included and are part of the journey and that there is flexibility at a local level to be sensitive to our communities we can all contribute positively towards the national goal.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:

## Cynigion ar gyfer Bil Addysg Gymraeg

### Ffurflen ymateb i'r ymgynghoriad

Eich enw: Ysgol Gwyddorau Addysgol, Prifysgol Bangor Sefydliad

(Ile bo'n berthnasol): Prifysgol Bangor

e-bost/rhif ffôn:

Eich cyfeiriad: Prifysgol Bangor, Ffordd y Coleg, Bangor, Gwynedd

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050

Llywodraeth Cymru

Parc Cathays Caerdydd

CF10 3NQ

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**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**

Cytunwn fel darparwr AGA bod cynnwys y ddarpariaeth o ran y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050 yn allweddol er mwyn gosod y cyd-destun a'r sylfaen fydd yn llywio gwaith y rhanddeiliaid at sicrhau'r dulliau a'r anghenion i gyrraedd y nod hwn ymhlith pob dinesydd o bob oedran gan gynnwys targedau ar gyfer y gweithluoedd a'r ymarferwyr addysg o fewn y cyrsiau hyfforddi athrawon

**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**

**Cytunwn fod hyn yn allweddol.**

Dylai awdurdodau lleol anelu a chynnig hyfforddiant fel rhan o'u rôl er mwyn sicrhau bod gan eu gweithlu radd ar lefel uwch ( B2) a hyfedr (C1) o ran eu gallu ieithyddol. Dylid perthnasu'r disgwyliadau hyn o fewn disgrifiad swydd ac o ran diogelu amser i dderbyn hyfforddiant fydd yn golygu datblygiad yr holl weithlu yn wahaniaethol o ran rolau mewn perthynas a gofynion swyddi o ran y Gymraeg.

Dylid anelu at godi'r rhesel ieithyddol i C1 ar gyfer rhai aelodau'r gweithlu o fewn AALI e.e. lefel arweinyddiaeth, aelodau'r gweithlu sy'n ymwneud ag addysg.

Dylid sicrhau fod angen llywio'r hyfforddiant, gosod camau gweithredu a chynnal gwerthusiad o'i effeithiolrwydd yn flynyddol trwy ei ymgorffori fel deilliant o fewn y CSGA.

Fel darparwr AGA, croesawn y bwriad hwn i roi rôl dyletswydd ar yr AALI gan y byddai'n sicrhau'r sylfaen angenrheidiol o ran dilyniant i addysg uwch.

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

Credwn fod hyn yn allweddol ar lefel strategol er mwyn gallu cyfathrebu gyda rhanddeiliaid o fewn Awdurdodau Addysg Lleol, cyrff proffesiynol ac ati.

Trwy annog deiliant o ymgyrraedd at lefel B2 golyga ddealltwriaeth a chyfathrebiad uwch na'r goddefol. Ni ellir gwireddu hyn heb seilwaith a chynllun strategol fydd yn cael ei arolygu ar sail ymchwil a data yn gyson.

Dylai LLC sicrhau fod cyfundrefnau clir ynglŷn â monitor a gwerthuso bod y deiliant B2 ( ac uwch) yn cael ei wireddu. Golyga hyn bod y rôl yn golygu 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 a darparwyr AGA a hynny trwy brosesau mewnol ac Estyn.

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

Mae hyn yn ofyniad cwbl angenrheidiol.

Heb ddatgan y continwmm sgiliau Cymraeg nid oes cyd-ddealltwriaeth rhwng y gweithleoedd. Bydd yn sicrhau cysondeb mewn data pan ddatgenir y lefelau mewn gwerthusiadau a chynlluniau datblygu. Mae'n creu cysondeb hefyd o ran natur yr hyfforddiant er bod angen teilwrio'r ddarpariaeth ar gyfer y 'dysgwr' a'r defnydd a wna o ddydd i ddydd yn ei waith wrth ddefnyddio'r Gymraeg.

Mae hyn wedi ei brofi eisoes yng nghyd-destun pan fo myfyrwyr Addysg Gychwynnol Athrawon wedi gweithredu'r Fframwaith cymhwysedd iaith ar gyfer ymarferwyr addysgol nid yw'r consortia addysg, AALL, ysgolion yn deall ei wir arwyddocâd na'i gyswllt amlwg wrth dderbyn lefelau sgiliau Cymraeg athro newydd gymhwyso a'r modd y gellir defnyddio lefelau'r Fframwaith fel un criteria wrth benodi a'i fwydo i'r Cyfrifiad blynyddol [CYBLD].

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 continwmm 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 continwmm sgiliau ar gyfer pob rhanddeiliaid ac addasu disgrifiadau CEFR Fframwaith Cymhwysedd iaith ar gyfer Ymarferwyr Addysg a'u hail-linio gyda'r disgrifiadau continwmm iaith arfaethedig.

**Oblygiad datgan y continwwm sgiliau yw fod holl beirianwaith y continwwm sgiliau yn cael ei gyfathrebu i bawb o ran ei gysyniad, eglurder y lefelau a natur y dystiolaeth sy'n ei nodweddu, natur ffwythiannol pob lefel ar gyfer dysgwyr, athrawon, athrawon dan hyfforddiant, rhieni ac aelodau'r gymuned fel bod egwyddorion y continwwm yn genedlaethol yn gyson a chlr.**

**Golyga'r angen i sicrhau gweithlu addysg digonol all gynnal hyn. O ran AGA, dylid sicrhau fod cynlluniau datblygu AGA yn arddangos camau gweithredu i ymgynraedd â deiliant B2 neu uwch o ran eu gweithlu.**

**O annerch hyn, byddai datgan y continwwm sgiliau yn galluogi cyswllt diwniad rhwng rhanddeiliaid fyddai'n sicrhau datblygiad ymarferwyr addysgol ar hyd y continwwm.**

**Bydd datgan y bwriad yn ddatganiad hanesyddol, gwir gynhyrfus ar lefel strategol, genedlaethol. O'i weithredu, gan yr holl weithlu addysg a'u rhanddeiliaid, bydd modd canfod data cliriach fydd yn arwain at bwyntiau gweithredu cadarnach lle bydd pawb yn elwa e.e. ôl-ysgol i addysg uwch, pontio AGA 'r flwyddyn ANG. Wrth i'r defnydd o'r continwwm aeddfedu bydd modd hefyd coladu ymchwil cymharol drwy'r CEFR gyda gweledydd eraill. Mae cyhoeddi'r continwwm hefyd yn rhoi cyfle i fesur cynnydd safonol a fydd yn ddefnyddiol iawn mewn ymchwil a gwerthuso mentrau parhaus i gefnogi gweledigaeth 2050.**

**Cwestiwn 5** – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categoreiddio 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**

**Ar hyn o bryd heb gyfundrefn statudol a chyd-ddealltwriaeth rhwng ysgolion a'u hawdurdodau lleol o ran categori ieithyddol ysgolion mae'n ddi-rym i raddau helaeth o ran atebolrwydd.**

**O sefydlu cyfundrefn statudol gellir impio'r continwwm sgiliau yn fwy pwrpasol a bwriadus mewn cynlluniau datblygu. Byddai cyfundrefn yn arf i gynorthwyo'r ysgolion i gadw statws y categori neu symud categori ieithyddol yr ysgol yn ei blaen. O safbwynt gwerthuso ymchwil ac effaith polisi byddai hyn yn sicrhau y gallem fonitro a gwerthuso'r cynnydd dros amser ledled y wlad mewn modd safonol.**

**Byddai cyfundrefn statudol yn hyrwyddo pob ysgol i allu cynllunio'n strategol o ran sut i symud eu gweithlu fel un corff ar draws y continwwm sgiliau. Byddai'n sicrhau'r angen statudol i gynllunio'n fwriadus ar gyfer datblygu'r gweithlu o fewn ysgol a dod â holl rhanddeiliaid ysgol ynghyd er mwyn gallu symud ar draws yr is gategoriâu trosiannol. Bydd gweithredu'r Twlcit arfaethedig o ran cymorth i fapio'r ddarpariaeth Gymraeg mewn ysgol yn adnodd hanfodol wrth ac ar ôl creu cyfundrefn statudol ar gyfer yr holl gategoriâu ysgolion yn ôl eu cyfrwng iaith.**

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

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

**Cytuno.** Mae'n hanfodol gosod y categorïau mewn rheoliadau er mwyn sicrhau cysondeb i'r holl ran ddeiliad e.e gweithlu ysgol yn ddisgyblion, athrawon, athrawon dan hyfforddiant, llywodraethwyr a rhan ddeiliaid eraill e.e. Canolfannau Hyfforddi athrawon, Canolfannau iaith neu hwyrddyfodiaid, Prifysgol, AALL.

**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

**Rhaid cynnig isafswm o ran amser er mwyn cyrraedd gofynion lefel B2 ar ddiwedd addysg statudol.**

**Bydd angen cynnwys oriau i ddatblygu sgiliau, syniadaeth a strategaethau o ran addysgeg iaith wrth ddysgu cyfrwng, addysg drochi ac ati.**

**Bydd sefydlu isafswm amser yn fodd i gynllunio'r amser yn y ffordd mwyaf effeithiol wrth gynllunio amserlen a'r hyfforddiant a'i adeiladu i raglen hyfforddi.**

**Wrth sefydlu isafswm amser dylid ochr yn ochr â hyn sicrhau fod amser yn cael ei fuddsoddi i ddatblygu sgiliau iaith y gweithlu sef yn achos darparwyr AGA – darlithwyr, tiwtoriaid a mentoriaid.**

**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

**Bydd angen cynllunio strategol fel bod gan AALL ddealltwriaeth a diffiniad clir o'r categorïau a phrosesau megis sut a pha dystiolaeth sy'n gosod ysgol mewn categori fel bod triniaeth unffurf wrth bennu ysgol mewn categori ar draws yr awdurdod.**

**Bydd gosod ysgolion mewn categori iaith yn allweddol hefyd wrth ystyried lleoli myfyrwyr cyrsiau hyfforddi yn ôl eu proffil iaith ar y continwmm sgiliau gydag ysgol o fewn categori iaith all gynorthwyo'u datblygiad ar y Fframwaith Cymhwysedd Iaith/Continwmm sgiliau newydd.**

**Cytunir gyda'r cynigion o ran gosod rôl gymeradwyo i'r awdurdod er mwyn sicrhau fod pob ysgol yn gosod eu hunain yn realistig o fewn pob categori yn unol â'u dadansoddiad yn y CYBLD a gweledigaeth CSGA a'r awdurdod. Bydd rôl gymeradwyo hefyd yn sicrhau cysondeb cenedlaethol.**

**Mae'r cynnig ym mharagraff 55 yn allweddol o ran eglurder a thryloywder a byddai ei gynnwys o fewn CYBLD yn sicrhau gallu i ddadansoddi ar lefel ysgol, awdurdod ac yn genedlaethol ar sail data ystyrlon.**

**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**

**Bydd angen cynllunio strategol fel bod gan AALL ddealltwriaeth a diffiniad clir o'r categorïau a phrosesau megis sut a pha dystiolaeth sy'n gosod ysgol mewn categori fel bod triniaeth unfurf wrth bennu ysgol mewn categori ar draws yr awdurdod.**

**Bydd gosod ysgolion mewn categori iaith yn allweddol hefyd wrth ystyried lleoli myfyrwyr cyrsiau hyfforddi yn ôl eu proffil iaith ar y continwmm sgiliau gydag ysgol o fewn categori iaith all gynorthwyo'u datblygiad ar y Fframwaith Cymhwysedd Iaith/Continwmm sgiliau newydd.**

**Cytunir gyda'r cynigion o ran gosod rôl gymeradwyol i'r awdurdod er mwyn sicrhau fod pob ysgol yn gosod eu hunain yn realistig o fewn pob categori yn unol â'u dadansoddiad yn y CYBLD a gweledigaeth CSGA a'r awdurdod. Bydd rôl gymeradwyol hefyd yn sicrhau cysondeb cenedlaethol.**

**Mae'r cynnig ym mharagraff 55 yn allweddol o ran eglurder a thryloywder a byddai ei gynnwys o fewn CYBLD yn sicrhau gallu i ddadansoddi ar lefel ysgol, awdurdod ac yn genedlaethol ar sail data ystyrlon.**

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

**Cytuno. Mae cydweithio o ran tystiolaeth y Comisiwn Cymunedau Cymraeg mewn ardaloedd o sensitifrwydd o ran y Gymraeg yn allweddol wrth osod targedau.**

**Mae nodi 'darpariaeth Gymraeg' yn gofyn am ddiffiniad clir o natur y ddarpariaeth o ran materion ehangach hefyd e.e. cyfleoedd allgyrsiol, darpariaeth ADY, darpariaeth iechyd a lles, darpariaeth wrth gydweithio gyda rhieni, cyfleoedd i ddefnyddio iaith yn gymdeithasol ac anffurfiol.**

**Dylid gwau atebolrwydd Fframwaith Siarter at y materion nodir ym mharagraff 60 fel bod modd codi statws y ddogfen allweddol yma sydd ag iddi statws anstatudol ond yn ddogfen swyddogol Cwricwlwm Cymru. Mae cyfleoedd i ddefnyddio'r iaith yn gymdeithasol yn allweddol o ran ymchwil ym maes defnydd iaith yng nghyd destun-iaith leiafrifol ac yn cyd-fynd â deilliant 5, paragraff 82. Hoffem nodi ein bod fel darparwr AGA [CaBan- Bangor] wedi ychwanegu maen prawf/ disgrifiad at y Fframwaith Cymhwysedd Iaith ar gyfer arfarnu defnydd o'r Gymraeg ein myfyrwyr.**



**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 wrth atebolrwydd a dulliau monitro ar gyfer y gwahanol gategorïau iaith 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.

Fel darparwr AGA, credwn y dylai'r un atebolrwydd o ran monitro cynnydd darpariaeth Gymraeg darparwr AGA gan gynnwys ei gweithlu.

**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 cwestiwn hwn yn hynod bwysig.

Mae gosod rhagdybiaeth mai ysgol cyfrwng Cymraeg a sefydlir fel ysgol newydd yn taflu neges bwysig ac yn gosod cynsail (paragraff 67)

Wrth uno ysgolion cytunir â'r rhagdybiaeth o roi blaenoriaeth i'r ysgol categori uwch ac yn yr un modd wrth uno dwy ysgol Saesneg i arwain yr ysgol newydd i symud ar hyd y continwmm i fod yn ysgol mewn categori uwch.

Mae hyn wrth gwrs yn codi cwestiynau ymchwil pwysig i'r system ar y ffordd orau o wneud hyn i gefnogi ysgolion, staff a'r gymuned yn y datblygiad hwn.

**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

**Cytuno'n llwyr.**

Dylai'r cynllun osod cyfeiriad ar gyfer defnydd o'r Gymraeg yn ogystal â chaffael a dysgu'r iaith. Dylai systemau fod yn eu lle i arfarnu gofynion, gweledigaeth a thargedau posibl o fewn y cynllun bob 5 a 10 mlynedd a'r weledigaeth honno yn cael ei gwerthuso a'i chyhoeddi.

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

Mae'n rhaid wrth dargedau er mor anodd yw'r sefyllfa recriwtio ond nid os bydd elfen o gosb os na chyrhaeddir y targedau hyn oherwydd cymaint yw'r cymhlethdodau'r ffactorau tros fetu â recriwtio ymarferwyr y gweithlu addysg. Mae hyn yn bryder affwysol oherwydd heb weithlu digonol mae gwireddu amcanion y Bil yn anodd tu hwnt.

Golyga hyn fuddsoddi mewn recriwtio ac arbrofi gyda dulliau marchnata radical. Credwn fel Ysgol Addysg o fewn Prifysgol ein bod yn foth olwyn ac yn yrrwr allweddol er mwyn denu athrawon newydd. Mae angen rhoi mwy o lais a chyfle i gydweithio rhwng darparwyr AGA / Prifysgol ac AALL fel nad ydym yn gweithredu fel rhanddeiliaid goddefol gyda'r AALI neu fel rhanddeiliad ymgynghorol yn unig wrth ymateb i dargedau deilliant 7 , CSGA er enghraifft.

O ganlyniad ni theimlwn fel Ysgol Addysg o fewn y Brifysgol bod sylw digonol i'n rôl a'n cyfraniad o fewn cynigion y Bil.

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

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

Maent yn glir ond mae modd amlygu o fewn y deilliannau sut yr eir ati i ymdrin â hwyrddyfodiaid , modelau ac addysgeg trochi cynnar a hwyr.

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

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

Mae hyn yn gwneud synnwyr er mwyn cryfhau'r aliniaeth.

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

Ydym. Bydd hyn yn gosod sail strategol genedlaethol ond bod angen ystyried topograffi iaith gwahanol ardaloedd wrth osod targedau.

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

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

Cytuno er mwyn gwerthuso priodoldeb y CGCA a'i wreiddio mewn ymchwil.

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

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

Cytuno. Ond mae'r dyletswydd i bawb gan gynnwys cynllunio'r gweithlu ar gyfer darparwyr AGA. Mae angen gosod dyletswyddau ar ddarparwyr AGA i gynllunio eu gweithlu a monitro hynny.

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

Mae'n rheidrwydd a rhesymau amlwg e.e. bod yn atebol.

**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

Mae'n rheidrwydd a rhesymau amlwg e.e. bod yn atebol.

**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)?

Rhannu arferion da ymysg awdurdodau a rhannu hynny gyda sefydliadau megis prifysgolion.

Mae'n bwysig cydnabod bod angen gweld y monitro a'r gofynion hefyd yng nghydestun cefnogaeth a datblygiad. Bydd hyn yn gofyn am ymchwil a gwerthuso a chydweithio ar draws awdurdodau i ddysgu a chefnogi ei gilydd.

**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 type="checkbox"/>
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#### Sylwadau ategol

Cytunwn yn llwyr. Mae'n rhaid cael y bobl o gwmpas y dysgwyr yn deall, yn gweld manteision addysg cyfrwng Cymraeg, cyrchdulliau trochi llwyddiannus a hynny ar gyfer cyfnodau penodol yn nhaith dysgwyr. Mae angen hyn ar gyfer pob rhiant ac i arddangos dulliau dysgu dwyieithog llwyddiannus o fewn ac ar draws AALI.

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

#### Sylwadau ategol

Mae angen defnyddio cyllid sylweddol i ymchwilio i sut y gellir hyrwyddo addysg cyfrwng Cymraeg mewn gwahanol awdurdodau a sut y caiff hyn ei gefnogi dros y degawd nesaf a mwy.

**Mae'r isod yn awgrymiadau glô mân o bosibl ddylai fod yn destun trafodaeth o fewn cylch gweithredu'r Bil o safbwynt hyrwyddo:**

**Cyllid er mwyn casglu arferion da /astudiaethau achos/cameos cenedlaethol neu fodolau ar draws awdurdodau sy'n hyrwyddo addysg cyfrwng Cymraeg ac yn adlewyrchu cymunedau Cymraeg dan fygythiad ail gartrefi, ardaloedd lle nad yw'r Gymraeg yn gadarn mewn un lle fel bod modd i randdeiliaid ddefnyddio'r wybodaeth yn eu hymgyrchoedd e.e.AALI, darparwyr AGA**

**Cyllido roadshow cenedlaethol fydd yn hyrwyddo recriwtio ac addysg cyfrwng Cymraeg gan yr holl randdeiliaid AALL, Ysgolion, AGA, Prifysgolion – cytuno ar weledigaeth, patrwm a chynnwys cytûn ond hefyd bod y cyfranwyr yn newid i gynrychioli'r gweithlu/cyfranwyr lleol wrth ymweld â phob awdurdod.**

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

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

**Mae addysg drochi (cynnar a hwyr) yn rhan o wead pob Sir. Mae trosglwyddo effaith y ddarpariaeth yn neges sydd bob amser angen ei chyfleu i rieni a gofawyr a'r dysgwyr gan gynnwys ymarferwyr eu hunain. Credwn hefyd bod angen hyrwyddo a gwerthu addysgu drochi yn genedlaethol a'i ddathlu gan ei bod yn un o'n prif lwyddiannau ac yn ffenestr siop ar gyfer hyrwyddo rhyngwladol man cychwyn fyddai fideo cenedlaethol .**

**Bydd hefyd angen cefnogi cyflogwyr a gweithwyr addysg a meysydd eraill o'r gweithlu gyda rhaglenni trochi. Mae hon yn elfen hanfodol o gynyddu gweithleoedd dwyieithog ond bydd angen adnoddau ychwanegol a chefnogaeth ac ymchwil ar y ffordd orau o wneud hyn.**

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

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

**Ydym. Mae angen mynd at y cam hwn fel bo'r AALL yn ateb y galw – mae'n allweddol.**

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

<b>Cytuno</b>	<input checked="" 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

**Cytuno o ran bod yn un man i dderbyn cefnogaeth arbenigol fel egwyddor. Ond rhaid i'r sefydliad/ un lle fod yn gweithio'n bartneriaethol a rolau clir i'r bartneriaeth honno rhwng sefydliadau a rhanddeiliaid eraill all gynnig cymorth arbenigol yn y maes.**

**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 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

**Gweler ymateb i gwestiwn 27.**  
**Mae ehangu rôl y Ganolfan Dysgu Cymraeg i gynnwys holl gynigion y bil yn newid cylch gorchwyl presennol y Ganolfan ac mae angen cadw hyn mewn golwg. Rôl gydlynu mewn partneriaeth ddylai'r weledigaeth fod ac fel Ysgol Addysg/AGA o fewn y brifysgol gallwn gyfrannu'n helaeth at hyn fel partner.**

**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

**Cytuno'n llwyr – mae'n greiddiol i wireddu'r cynigion ac o ran uchelgais cyrraedd y miliwn o siaradwyr.**

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

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**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**

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**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**

<b>Rhaid wrth gyllid ac adnoddau i AGA i wireddu cynigion y Bil ac er mwyn sicrhau fod cyllid hefyd i uwchsgilio'r gweithlu'r addysg .</b>
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**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?

<b>Codi cymhelliannau ariannol i fyfyrwyr cyrsiau AGA gan gynnwys is-raddedigion.</b>
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**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**

<b>Tybir y bydd y cynigion fel ag y maent yn cael effaith cadarnhaol.</b>
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**Ond mae'n rhaid gwreiddio'r cynigion hyn mewn gweithdrefnau cadarn, systemau atebolrwydd a gwerthuso clir ac i bwrpas. Rhaid i'r targedau fod yn realistig ond yn caniatáu twf a chynnydd.**

**Mae'r cynigion o fewn y papur hwn a sefydlu gwaelodlin iaith ar B2 yn hanesyddol yn nhaith maes cynllunio iaith yng Nghymru ac yn gosod y llwyfan i sefydliadau weithredu.**

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

### Sylwadau ategol

**Mae'r papur gwyn hwn 'yn perthyn i ni gyd' ac yn gynhwysol ei ieithwedd a'i fwriadau. O fewn byd addysg mae gwarchodwyr y gweithlu ar lefel undebol yn gynulleidfa y gellid eu hamlygu a'r timau sydd o gwmpas dysgwyr bregus ym mhob oed a bod angen cydweithio a darganfod cyfleoedd i sicrhau llais pawb.**

**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 Bil yn codi cyfres o gwestiynau ymchwil a gwerthuso ar sut rydym yn cefnogi cenedl Cymru i feithrin capasiti a chymorth i gyflawni gweledigaeth miliwn o siaradwyr. Bydd llawer o'r ymchwil hwn heb ei siartio a bydd yn ymwneud â chwestiynau am sut y gallwn fynd â chenedl gyfan ar daith o newid diwylliannol- ieithyddol. Rydym yn argymhell darn sylweddol o waith cydweithredol ar yr anghenion ymchwil y mae hyn yn ei godi , gwaith a ddylid ael ei arwain gan y cydweithio ar draws y system, ond yn arwyddocâol, gan Sefydliadau Addysg Uwch ledled Cymru.**

**Mae lefel sylweddol o gydweithio ar draws yr Ysgolion Addysg yng Nghymru a dylid defnyddio hyn i adeiladu'r agenda ymchwil hon i gefnogi nodau'r Bil a gweledigaeth 2050.**

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 ddienw, ticiwch yma:





# Cynigion ar gyfer Bil Addysg Gymraeg

## Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (lle bo'n berthnasol): Urdd Gobaith Cymru

e-bost/rhif ffôn:

Eich cyfeiriad:

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050

Llywodraeth Cymru

Parc Cathays

Caerdydd

CF10 3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: [Cymraeg2050@llyw.cymru](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 y Bil hwn yn benodol i ysgolion. Oes angen nodi cyfraniad allweddol darpariaeth a gweithgareddau tu allan i safle'r ysgol sy'n rhoi'r cyfle i blant a phobl ifanc i ddefnyddio'r Gymraeg a dod yn fwy hyderus i'w defnyddio yn y gofodau tu hwnt i'r ysgol.**

**Mae'r sector addysg ehangach yn cynnwys gwaith ieuenctid a'r staff hynny sydd yn cefnogi lles plant a phobl ifanc oddi ar safle'r ysgol. A bydd y Bil hwn yn berthnasol i'r gwaith yma?**

**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

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**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

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

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**Cwestiwn 5** – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categoreiddio 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**

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**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**

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**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**

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**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**

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**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**

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

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

<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**

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

**Sylwadau ategol**

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**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**

**Er yn nodi cytuno hoffwn nodi:-**

**Nid oes som am y sector addysg ehangach yr anffurfiol ac heb fod yn ffurfiol. Mae angen o fewn y cynllun hwn adran yn gorolwg / safbwynt am strategaeth pwrpasol ar gyfer gweithgareddau a chyfleoedd i sicrhau darpariaeth tu allan i'r ysgol i roi y cyfle i blant a phobl ifanc i ddefnyddio'r Gymraeg. Heb ei ddefnyddio a gweld perthnasedd defnyddio'r Gymraeg tu allan i'r ystafell ddosbarth, ni fydd yn Gymraeg yn elwa a chynnydd yn ei defnydd. I gael y cyfleoedd yma mae angen y capasiti i adnoddau pobl i greu y perthnasoedd i gynnig y cyfleoedd yn lleol.**

**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**

**Cydnabod ei fod yn anodd gyda'r heriau recriwtio a chadw staff o fewn y gweithlu addysg. A yw diffiniad y gweithlu addysg yn un ehangu tu hwnt i athrawon?**

**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 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**

**Nid oes sylw yn nifer o'r CGCA am gyfraniad y sector ieuencid (sydd yn gofrestrdig fel rhan o'r gweithlu addysg bellach gyda'r CGA)**

**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**

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**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**

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**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 type="checkbox"/>
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**Sylwadau ategol**

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**Cwestiwn 19** – Ydych chi'n cytuno gyda'r cynigion 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**

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**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**

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**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 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**

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

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

<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**

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

**Sylwadau ategol**

**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**

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**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**

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**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 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**

**Hoffwn fod yn rhan o'r drafodaeth ehangach a edrych ar ddichonolrwydd hyn cyn mynegi barn. Fel darparydd prentisiaethau o fewn y sector addysg, gofal plant a gwaith ieuencid, byddwn yn awyddus i fod yn rhan o'r trafod ac i osgoi unrhyw canflyniadau anfwriadol. Byddwn yn croesawu'r egwyddor.**

**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**

**Eto awyddus i drafod mwy ac edrych ar modd cydlynus i weithredu ac i gynnwys partneriaid a sefydliadau allweddol**

**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

Nid yw diffiniad 'cefnogi dysgwyr' yn ddigonol. A yw yn ymestyn i strwythur i gefnogi dysgwyr i ddefnyddio'r Gymraeg tu allan i'r ysgol? Os felly byddwn yn cytuno a rhagwelir bod gan yr Urdd rôl allweddol yma.  
Bydd hefyd angen diogelu buddsoddiad ar raddfa briodol i gynyddu'r cyfleoedd i ddefnyddio'r Gymraeg tu allan i'r ysgol.,

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

Nid yw yn son am y sector gwaith ieuencid (statudol a gwirfoddol sydd yn gweithio o fewn ysgolion) a'r sector plant a phobl ifanc

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

### Sylwadau ategol

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

### Sylwadau ategol

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

## Cwestiynau gorfodol

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

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

### Sylwadau ategol

**Gall cynyddu'r galw am weithgareddau oddi ar safle'r ysgol yn y Gymraeg, gan dyma fydd iaith y plant a phobl ifanc. Os felly bydd angen edrych ar capasiti y sector hwn.**

**Gall hefyd cynyddu'r galw ar wasanaethau'r Urdd i ddarparu profiadau cyfoethogi i ddysgwyr. Bydd angen buddsoddi yn adnoddau staffio'r Urdd.**

**Gall cynyddu'r galw am brentisiaethau cyfrwng Gymraeg ym maes gofal plant, addysg a gwaith ieuencid, eto bydd angen buddsoddi yn isadeiledd ansawdd a hyfforddi. Mae'r Urdd mewn lle da i gefnogi hyn.**

**Mae'r Urdd yn bartner allweddol i Lywodraeth Cymru i wireddu Cymraeg 2050. Rydym trwy ein holl wasanaethau yn cefnogi dysgwyr a'r gweithlu addysg i ddefnyddio'r Gymraeg mewn cyd-destunau amrywiol.**

**Gyda chynnydd yn y siaradwyr Cymraeg trwy'r Bil hwn, bydd angen yn y tymor canolog a hir dymor ail asesu dulliau dosrannu cyllid gweithgareddau cymunedol / allgyrsiol i sicrhau bod mwy ohonynt ar gael yn y Gymraeg tu allan i oriau ysgol. – Byd angen y shifft wrth i fwy medru deall darpariaeth cyfrwng Gymraeg. Sef bydd angen yr un ymrwymiad ag sydd yn y bil hwn i ddarpariaeth cymunedol. Gall fod yn ormod o risg i aros i hyn ddigwydd yn organig yn sgil y Bil hwn.**

**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

**Ystyried rôl a chyfraniad mudiad yr Urdd i gefnogi hyn.**

**Cwestiwn 36** – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch

ddefnyddio'r blwch isod i wneud hynny:

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhyngrwyd neu mewn adroddiad. Os byddai'n well gennych i'ch ymateb aros yn ddienw, ticiwch yma:



Cymraeg 2050 Division  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ  
16 June 2023

Dear consultation team,

### **Re: Welsh Language Education: white paper**

ColegauCymru is a post-compulsory education charity; we promote the public benefit of post-compulsory education and learning. We also convene the Further Education (FE) Principals' Forum, which represents FE colleges and FE institutions (FEIs) in Wales. We welcome the opportunity to respond to the Welsh Government white paper on Welsh Language Education. As an organisation which represents the FE sector, we have confined our comments to the most relevant areas for the post-16 sector.

The vision that the Welsh Language Education white paper presents is certainly to be welcomed. The FE sector is broadly supportive of the direction of the white paper as it reflects the target of one million Welsh speakers by 2050. We have worked closely with the Coleg Cymraeg in recent years and welcome support of the Coleg in developing Welsh medium and bilingual provision in the FE and Apprenticeship sector. The proposed Bill has great potential, however we have some concern that there is a disconnect between the proposals and the practical implementation of the Bill.

### **Minimum Welsh language provision**

There is agreement across the sector that there should be a minimum amount of Welsh language provision offered in each FE institution, with funding made available specifically for this purpose. It was suggested that priority subject areas should be targeted to include a specific 'Welsh stream' and learners who complete their assessments in Welsh should be rewarded (or encouraged) financially with a suitable bursary. There was also agreement that schools should increase their Welsh language provision over time ensuring learners entering the FE sector have good Welsh language skills. These skills should continually develop into lifelong Welsh learning where it was agreed that specialist support should be centralised making a clear 'go to' contact for all. This would also enable education providers to know what is on offer in terms of courses and qualifications for learning Welsh, as distinct from learning a subject / vocation in Welsh or bilingually.

### **Education workforce**

The vision of the proposed Welsh Education Bill will need to take post-16 provision, especially FE and vocational education, into consideration from the outset. Learners who have received statutory education through the medium of Welsh should be offered a seamless transition to further education. Likewise, learners who have acquired a level of skill in Welsh should have opportunities to maintain and develop their skills during their vocational education. For this to happen, a significant investment of time, effort, and of course funding is required across a number of fronts. Ensuring that the bilingual uplift supports and rewards development is a key part of this.



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Cwmni Cofrestredig Rhif 2832103 Elusen Gofrestredig Rhif 1060182

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Registered Company No 2832103 Registered Charity Number: 1060182

An ongoing challenge faced by colleges is ensuring there are enough lecturers with the skills required to teach through the medium of Welsh. This is especially difficult in some of the vocational sectors, where the lecturer must be a dual professional, with both first-hand industry experience, and Welsh language teaching skills. While a number of organizations have a role to play, and collaboration is to be welcomed, the scale of the challenge facing the sector in terms of teacher shortages requires clear and firm leadership at a national level to drive the agenda ahead. The responsibility for this lies with Welsh Government which must ensure that it explores all possible methods within its powers to address the challenges, including placing clear leadership duties on specific organizations. Without the necessary workforce it will not be possible to achieve any of the objectives within the White Paper.

While there have been targets set to increase Welsh-medium provision in English-medium and dual-stream schools, colleges noted that this was still a challenge to overcome. This is very important given the focus in the FE and Apprenticeships action plan on delivering some element of bilingual provision to all learners. In order to support increased delivery through the Welsh language, colleges in Wales have taken part in the Coleg Cymraeg funded development grants and the Cymraeg Gwaith scheme. Supported by the National Centre for Learning Welsh, Coleg Cymraeg Cenedlaethol co-ordinates the Cymraeg Gwaith project for the Further Education sector, which is now in its eighth cycle. However, securing long term funding to support teaching provision is crucial to the success of the scheme in contributing towards the Cymraeg 2050 goals.

#### **Engagement with Local Authorities (LA)**

The sector has previously called for consistent best practice in terms of relationships between the FE sector and LAs, especially with reference to the creation and development of the Welsh in Education Strategic Plans (WESPs). At present, relationships are variable with some colleges reporting positive engagement, however this was not the consensus across all FE institutions. The FE sector is supportive of interventions which would compel all LAs to effectively engage with their local college or FE institution, however this engagement must be suitably structured and consistent across the country.

In addition, we are keen to seek clarification on the following points:

- How will the new Bill ensure that Welsh is considered to be an essential skill, and how can more prominence be put on studying Welsh as a subject? What is the scope for the same status put on studying Welsh at A Level as there is on English, for example?
- Further clarity is needed when focusing on the level of Welsh language skills learners are expected to achieve by the time they leave statutory education. We are keen to work with the Welsh Government to ensure that these indicators cannot be misunderstood.
- Awareness must be raised at the 14-16 level of the availability of progression at post-16 through the medium of Welsh and bilingually, particularly in vocational areas. There must be a renewed emphasis on schools and FE colleges to work together to ensure that they promote access, highlight opportunities, and encourage learners with Welsh language skills to continue their education through the medium of Welsh. This also means supporting the post-16 sector with long-term, secure funding to upskill lecturers to the right level to deliver through Welsh.
- How will any structural / organisational proposals enhance the opportunity to develop skills, provision and capacity? Restructuring organisations tends towards focusing on structures and procedures for some years where significant opportunities could then be lost.

ColegauCymru is keen to understand how the Welsh Government anticipates this White Paper will impact Welsh-medium and bilingual teaching and learning at post-16 institutions. We look forward to continuing collaboration with Welsh Government, and we are keen to play a key role in the development of this Bill.

Yours sincerely,

CEO, ColegauCymru

# 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?

Neither agree nor disagree

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

Disagree

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?

English medium primary schools do not have the staff with the skill set or finance to deliver effectively. Provide an additional Welsh Speaking teacher to every school.

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:**

Unless a fluent Welsh speaking teacher is provided.

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

*No Response*

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

Disagree

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

*No Response*

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

Neither agree nor 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

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?

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?

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?

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?

*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?

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?

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?

Will put enormous pressure on primary schools and non-welsh speaking staff.

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.

Provide a fluent welsh speaking teacher for all primary schools.

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

No



## Ymateb Rhieni Dros Addysg Gymraeg i'r Cynigion ar gyfer Bil Addysg Gymraeg

**Cyswllt: RhAG**  
Mudiad Meithrin, 11  
Tŷ Nant Court,  
Treforgan,  
Caerdydd,  
CF15 8LW

**Mehefin 2023**

## 1. Sylwadau Cyffredinol

- 1.1 Mudiad yw RhAG sy'n cynrychioli rhieni disgyblion mewn ysgolion Cymraeg a rhai sydd am weld twf ysgolion Cymraeg ac addysg Gymraeg.
- 1.2 Croesawa RhAG y cyfle i gyflwyno tystiolaeth ysgrifenedig mewn perthynas â'r Papur Gwyn dan sylw. Rydym yn falch o weld cyhoeddi dogfen sy'n gwahodd awgrymiadau, sylwadau a barn y cyhoedd ar gynigion y Llywodraeth mewn perthynas â maes mor dyngedfennol o bwysig ag Addysg Gymraeg. Hyderwn mai cam cyntaf fydd hyn mewn proses dryloyw a chynhwysol o greu seilwaith deddfwriaethol a fydd yn gwednewid addysg yng Nghymru a gallu ieithyddol y genedl i fod yn genedl wirioneddol ddwyieithog o Fôn i Fynwy.
- 1.3 Mae'n sylwadau yn dod o safbwynt ein prif gylch gorchwyl, sef hyrwyddo addysg Gymraeg.
- 1.4 Rydym yn fudiad sy'n cynrychioli ac yn eiriol dros rieni a gofalwyr sydd â phlant mewn ysgolion cyfrwng Cymraeg a hefyd y rhai hynny sydd heb ystyried neu heb gychwyn eu taith trwy addysg Gymraeg eto. Ystyriwn felly fod pob rhiant a gofalwr yn gymwys i'n cymorth a'n cefnogaeth fel mudiad o'r cyfnod cyn geni a thrwy yrfa addysgol eu plant a phob rhiant yn haeddu bod yn llwyr ymwybodol o fanteision a darpariaeth addysg Gymraeg yn eu hardal o'r cychwyn.
- 1.5 Gweithia RhAG hefyd drwy hyrwyddo ac ymgyrchu i gynyddu hygyrchedd addysg Gymraeg ledled Cymru a hynny trwy amrywiol ffyrdd. Rhown gymorth i rieni a gofalwyr yn uniongyrchol ac fe weithiwn gyda phartneriaid yn y trydydd sector, awdurdodau lleol a Llywodraeth Cymru i sicrhau bod addysg Gymraeg yr un mor hygyrch i deuluoedd a bod hyrwyddo'r ddarpariaeth yn cael ei wneud yn helaeth ar hyd a lled Cymru ac mewn amrywiol ffyrdd. Gwneir hyn drwy hyrwyddo'n allanol ar y cyfryngau cymdeithasol a gwefannau ond hefyd drwy gynnig cyngor ar sut i wella mecanwaith y gyfundrefn addysg drwy rannu arfer dda ardaloedd eraill dros Gymru. Rhaid i holl systemau llywodraeth ganolog a lleol fod yn hawdd a diffwdan i deuluoedd fedru dewis addysg Gymraeg i'w plant.
- 1.6 Ers cychwyn cylch newydd y Cynlluniau Strategol Cymraeg mewn Addysg (CSCAu) newydd ym Medi 2022, mae RhAG wedi cymryd rôl weithredol yn cyfrannu at waith o lunio'r cynlluniau ers 2021, yn ymateb i'r ymgynghoriadau rhwng 2021 a 2022 ac yna'n cynorthwyo gyda'r gwaith o'u cefnogi a'u gweithredu ym Medi 2023.
- 1.7 Mae gan RhAG felly orolwg glir ar y ran helaeth o gynlluniau ar draws Cymru – er nid pob un. Mewn ambell sir, mae wedi bod yn anodd cael cydweithrediad yr Awdurdod Lleol i gyfrannu at Fforymau Addysg Gymraeg ac felly rydym ond wedi gallu ymateb i sefyllfaoedd yn adweithiol. Ein gobaid yw gallu gweithredu'n rhagweithiol gyda phob awdurdod lleol wrth i'r papur gwyn hwn droi'n deddfwriaeth.

## 2. Beth ydyn ni am weld y bil hwn yn ei gyflawni?

2.1 Dylai egwyddor craidd y papur hwn alluogi holl ddysgwyr Cymru – o Fôn i Fynwy, gael mynediad diofyn i addysg Gymraeg. Cynyddu cyfleoedd i ddysgwyr fedru caffael y Gymraeg fel eu bod yn medru ei defnyddio'n rhwydd yw sail uchelgais Llywodraeth Cymru i gyrraedd miliwn o siaradwyr ac y mae dogfen gynllunio addysg Gymraeg bresennol Llywodraeth Cymru'n nodi fel hyn

“Mae Cymraeg 2050 yn glir mai trochi cyfrwng Cymraeg - sef lle mae cyfrwng yr addysgu a'r dysgu yn cael ei gyflwyno'n gyfan gwbl neu'n bennaf drwy gyfrwng y Gymraeg - yw'r model mwyaf dibynadwy ar gyfer creu siaradwyr Cymraeg gyda'r sgiliau a'r hyder i ddefnyddio'r iaith yn gyfforddus yn eu bywydau bob dydd.”

(Tudalen3: <https://www.llyw.cymru/sites/default/files/publications/2021-02/canllawiau-gynlluniau-strategol-cymraeg-addysg.pdf>)

2.2 Golyga hyn fod angen i addysg cyfrwng Cymraeg fod

- Yn hygyrch o fewn cymunedau Cymru
- Yn weladwy o fewn cymunedau Cymru
- Yn cael ei ddeall gan holl rieni a gofalwyr Cymru
- Yn cael ei ddeall a'i hyrwyddo gan holl weithwyr y sector addysg, a llywodraeth leol, ac o'r cymunedau, y rhanbarthau i'r cenedlaethol – yn cynnwys gwleidyddion.
- Yn cael ei gynllunio'n fwriadus a thryloyw gan Awdurdodau Lleol ar draws Cymru
- Yn ganolog i gynllunio addysg awdurdodau lleol Cymru
- Yn ganolog i gynllunio addysg Llywodraeth Cymru
- Yn cael ei gyllido mewn modd sy'n adlewyrchu delfryd creu Cymru ddwyieithog.
- Yn meddu ar gyfleoedd i gael mynediad at addysg Gymraeg ar wahanol gyfnodau mewn bywyd
- Yn cael ei haddysgu mewn ysgolion sy'n trochi plant yn llawn yn y Gymraeg, gan gynnwys trochi ieithyddol wrth gael eu haddysgu a throchi llawn cymdeithasol wrth fod mewn ysgol sydd â'r Gymraeg yn rhan o fywyd cyflawn yr ysgol.
- Addysgu'r Gymraeg i hyfedredd ac o'r safonau uchel
- Â digon o weithlu hyfedr dwyieithog sydd yn medru gofalu, addysgu a gweinyddu o fewn ein hysgolion.
- Â chefnogaeth eang ar gyfer dysgwyr sydd yn dod i Gymru heb y Gymraeg na'r Saesneg i fedru cael eu trochi'n llawn yn y Gymraeg.
- Yn adlewyrchu ein cymunedau amrywiol
- Yn cefnogi anghenion pob dysgwr yn y Gymraeg

Wrth ddarllen y papur gwyn hwn felly, rydym wedi ystyried yr egwyddorion uchod wrth bwysu a mesur y cynigion ac wedi ceisio ymateb i'r cwestiynau yn unol â'r egwyddorion hyn.

### 3. Sylwadau ar y cefndir

- 3.1 Pwynt 8: Nodwch am “weithgareddau ac ymyraethau eraill megis polisïau ar draws y maes addysg, ariannu, ymgysylltu a newid ymddygiad” a fydd yn cyfrannu'n allweddol i'r ddeddfwriaeth hon. Mae nifer o rieni/gofalwyr yn llywodraethwyr mewn ysgolion ar hyd a lled Cymru ac er mwyn i newid arwyddocaol a chyflym ddigwydd o fewn y sector addysg ac mewn ysgolion, rhaid cydnabod swyddogaeth bwysig y garfan hon er mwyn symud y mater yn ei flaen yn gyflym. Gwyddwn am nifer o ardaloedd sydd yn barod yn ceisio mynd i'r afael â materion llywodraethiant o fewn ysgolion lle mae'r awdurdod lleol a'r penaethiaid yn dymuno symud ar hyd y continwmm, ond sydd yn cael trafferthion a heriau o ganlyniad i agendâu personol ac anwybodus. Rhaid sicrhau rhaglen gynhwysfawr, benodol ar gyfer cefnogi ac addysgu'r garfan hon o bobl a hynny drwy osod canllawiau i'r ddeddfwriaeth fel bod y mater yn cael ei gydnabod ac yn cynnig cymorth adeiladol. Bydd nifer o'r newidiadau a ddaw yn sgil y ddeddfwriaeth hon yn cynorthwyo'r newid hwn yn naturiol yn ein barn ni, ond byddai o hyd yn ddefnyddiol i gael sicrhad canllaw er mwyn diogelu hyn.
- 3.2 Pwynt 9: Nodwch yn gywir rhai o'r heriau sydd yn wynebu'r cynllunio dros y cyfnod nesaf o fewn y byd addysg. Mae pwynt 9 sy'n nodi bod *rhagamcanion poblogaeth plant sy'n debygol o fod yn statig dros y degawdau nesaf* yn realiti yn barod, ac y mae awdurdodau lleol, yn ein barn ni yn arafu datblygiad addysg Gymraeg mewn rhai ardaloedd gan nad oes system cefnogi ar gael yn genedlaethol i roi cymorth wrth newid trefn addysg yn lleol. Deallwn wrth gwrs taw awdurdodau lleol sydd yn gyfrifol yn y pendraw am aildrefnu addysg yn eu cymunedau, a rhaid cofio na wnaeth yr un awdurdod lleol wrthod y targedau a roddwyd ger eu bron ar gyfer y CSCAu diweddaraf. Efallai nad oedd y targedau'n ddigon heriol i rai. Ond, y mae'r anghydbwysedd sydd wedi ei brofi gennym rhwng dyhead a gweledigaeth llywodraeth ganol a llywodraeth leol, er eu bod o'r un perswâd gwleidyddol yn bennaf, yn gallu bod yn heriol ac anghyson. Ac felly, rhaid bod yna fodd i hwyluso unrhyw benderfyniadau lleol a fydd yn golygu gwneud penderfyniadau anodd i gyd-asio ysgolion fel bod addysg Gymraeg yn dod yn ddewis hygyrch o fewn cymunedau.
- 3.3 Yn yr un modd da yw gweld cydnabyddiaeth o natur amrywiol Cymru yn y pwynt hwn lle nodir bod *ffactorau lleol gan gynnwys natur ieithyddol amrywiol, dwysedd poblogaeth, daearyddiaeth a mannau cychwyn gwahanol o ran argaeledd a graddfeydd twf mewn addysg cyfrwng Gymraeg*.

Eto, byddai mecanwaith ffurfiol o gefnogaeth ar ffurf adran benodol o fewn llywodraeth neu gorff i hwyluso'r heriau a ddaw yn sgil y gwahaniaethau hyn, wedi ei arfogi ag adnoddau digonol, yn angenrheidiol wrth symud at ddeddf addysg Gymraeg. Ar hyn o bryd, y mae swyddogion addysg isadran y Gymraeg yn ceisio bod yn bopeth i bawb. Maent wedi datblygu profiad ac arbenigeddau aruthrol dros gyfnod llunio'r CSCAu ac y mae yna weithlu newydd o hyrwyddwyr addysg Gymraeg wedi ymddangos mewn nifer o

awdurdodau lleol ar draws Cymru, ac y mae hyn i'w ddathlu a'i ddatblygu'n llawer mwy bwriadus o nawr ymlaen.

- 3.4 Nodwch ym mhwynt 14 taw'r "allwedd ar gyfer dysgu iaith yw'r oriau cyswllt y mae'r dysgwyr yn eu derbyn wrth ei dysgu a'i defnyddio, ynghyd â dysgu neu addysgu safonol ac arweinyddiaeth glir". Byddwn yn dymuno ychwanegu "yn effeithiol, neu er mwyn medru ei defnyddio" i ddarllen "yr allwedd ar gyfer dysgu iaith yn effeithiol, er mwyn medru ei defnyddio mewn bywyd bob dydd". Cytunwn â hyn wrth gwrs, ond rhaid bwrw golwg pellach na hyn a chydabod pwysigrwydd creu'r amgylchedd orau i addysgu'r Gymraeg mewn ysgolion gan gydnabod bod strwythurau ac ethos cyflawn ysgolion Cymraeg yn cefnogi'r caffael yn ogystal.

### 3.5 Mesur Teithio gan Ddysgwyr (Cymru) 2008

Rhaid i'r ddeddfwriaeth newydd gydnabod yr heriau i hygyrchedd addysg Gymraeg o ran cludo dysgwyr i'r ysgol. Y mae yna anghyfartaledd dybryd mewn cymunedau lle y mae llawer mwy o ysgolion Saesneg o fewn cymunedau ac felly'n anochel mae dysgwyr addysg Gymraeg yn gorfod teithio ymhellach. Nid yw Adran 10 y Mesur Teithio gan Ddysgwyr (Cymru) wedi ei ddefnyddio i'w lawn botensial o gwbl o beth allwn ei weld. Mae cyfle yn yr un adran hon i weddnewid hygyrchedd addysg Gymraeg ac eto nid oes yr un awdurdod lleol wedi ei arfer yn y 15 mlynedd ers ei osod. Rydym. Yn aros am yr adolygiad o'r mesur ers blynyddoedd bellach. Ni fyddai gosod deddfwriaeth newydd i gryfhau addysg Gymraeg werth dim, os na fydd cyrraedd y ddarpariaeth honno hefyd yn derbyn gweddnewidiad arwyddocaol hefyd.

## 4 Ymateb i'r cwestiynau

### Cwestiwn ymgynghori 1: Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Mae'r nod yn un canmoladwy a dylid ei gynnwys ond gyda sicrhad o sut mae am gael ei fesur. Tra bod y ffigwr o filiwn o siaradwyr Cymraeg wedi sbarduno'r dychymyg dros y blynyddoedd diwethaf ac yn wir wedi rhoi momentwm a bwriad gwirioneddol i gynllunio ieithyddol a chynllunio addysg Gymraeg ar draws Cymru ers dyfodiad y CSCAU diweddaraf, y mae yna anhawster yn codi gyda sut fyddwn yn mesur y filiwn a beth yw gallu ieithyddol y filiwn. Clywn y Gweinidog yn nodi'n aml mai defnyddwyr sydd angen arnom a rhaid felly bod yn onest gyda thrigolion y wlad am sut y mae creu defnyddwyr. Hyd yn hyn, nid yw'r system addysg yng Nghymru wedi cynhyrchu digon o ddefnyddwyr. Ac nid ar addysg y mae'r bai am hyn yn gyfan gwbl. Rhaid ystyried, cydnabod a chynllunio ar gyfer sut y mae cyfleoedd i ddefnyddio'r Gymraeg yn brinnach mewn rhai ardaloedd – mewn busnes, economi ac mewn cymdeithas. Oes cyfle yma i gysylltu'n well gyda safonau Mesur y Gymraeg 2011 efallai, lle y mae cyfrifoldebau yn barod ar nifer o gyrff i ddarparu gwasanaethau a hyrwyddo'r Gymraeg.

Mae'n bwysig bod mesur y filiwn yn glir, yn ddealladwy ac yn berthnasol i gymdeithas ac felly mae angen i ganfyddiad cymuned o beth yw ystyr miliwn o

siaradwyr Cymraeg a beth y mae'n ei fesur i fod yn glir. Gwelwyd cwmp yn y cyfrifiad diweddaraf o blant ifancaf yn medru'r Gymraeg a hyn yn deillio o bosib o orfesur gallu yng nghyfrifiad 2011 o ganlyniad i gamganfyddiad rhieni o beth yw medru'r Gymraeg. Efallai bod y cwmp yn 2021 felly'n beth da ac yn arwydd bod rhieni/gofalwyr yn dechrau deall beth yw bod yn hyfedr yn y Gymraeg. Ond ni allwn fod yn rhy ffwrdd â hi am agweddau fel hyn - y genhedlaeth ieuengaf yw'n gweithlu yn 2050.

Ein cwestiynau ni felly yw: Beth yw'r mesurydd? Cyfrifiad 10 mlynedd? Arolwg Blynyddol o'r boblogaeth? Oes angen canolbwyntio ar fesur gallu a defnydd erbyn hyn? Oes gwerth edrych ar greu system megis <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb52>) sy'n rhoi disgrifiadau "Gallaf" (Can Do) naill ai i ddiwygio cwestiynau'r cyfrifiad neu oes angen i ni ystyried cynnwys cyfrifiad ieithyddol blynyddol newydd yn unswydd i fesur hyfedredd ieithyddol y genedl?

## **Cwestiwn ymgynghori 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?**

- Efallai dylid yn gyntaf ymateb i gwestiwn mwy elfennol y papur sef a ydym yn cytuno gyda gosod B2 y CEFR fel isafswm deilliant ieithyddol? Tra'n derbyn bod angen gwella addysgu'r Gymraeg mewn ysgolion di-Gymraeg ac felly mae B2 yn addas i'r pwrpas hwn, yr ydym yn colli cyfle euraid yn y papur hwn i drawsnewid ein system addysg drwy gydnabod yn ffurfiol mai ysgolion cyfrwng Cymraeg sydd yn creu siaradwyr Cymraeg gyflymaf ac felly dyna lle ddylai prif yriant y ddeddf hon ganolbwyntio arno. Pam felly nad yw'r papur hwn wedi cydnabod hyn wrth osod deilliant uwch i ddysgwyr a addysgir mewn addysg Gymraeg?
- Mae angen gosod uchelgais uwch yn y ddeddf i gydnabod hyn i godi i C1 ac C2. Mae cyfle yn y papur hwn ac yn y ddeddfwriaeth hon i newid y naratif cenedlaethol a gosod cyfeiriad newydd gan ar yr un pryd ymwneud â'r gwahaniaethau daearyddol, ieithyddol a gweithredol.
- Rhaid cydnabod bod dysgwyr mewn addysg Gymraeg yn cyrraedd safonau uwch na B2, ond nid oes cydnabyddiaeth i hyn yn y papur hwn dim ond y gair "isafswm". Mae Cwricwlwm i Gymru yn nodi fel y diben cyntaf i gefnogi dysgwyr i ddod *yn ddysgwyr uchelgeisiol, galluog sy'n barod i ddysgu gydol eu bywydau* Rhaid gosod yr uchelgais hwnnw mewn perthynas â chaffael y Gymraeg yn flaenllaw yn y ddeddf hon. Rhaid gweld newid cyflymdra a chynyddu momentwm neu ni fyddwn yn cyrraedd unrhyw fath o darged erbyn 2050.
- Mi fyddai hyn hefyd yn bosibl yn sbarduno'r sector di-Gymraeg hefyd wrth gael mesur byd-eang i'r dysgu ac i'r asesu.
- Y rheswm pennaf a mwyaf amlwg dros godi'r lefel hwn yw i sicrhau gweithlu ieithyddol hyfedr ar gyfer y dyfodol. Fel y mae, nid yw'r uchelgais yn ddigon uchelgeisiol ac y mae'n gwneud cam â'r hyn y mae'r papur yn geisio ei gyflawni.
- Yr ydym wedi nodi'n barod y Gwaith sydd wedi ei wneud gan RhAG i gyfrannu at lunio nifer o'r CSCAu dros y ddwy flynedd ddiwethaf. Y mae'r gwaith wedi



bod yn amrywiol, gyda rhai awdurdodau lleol wedi bod yn adeiladol ac eraill heb fentro digon. Y mae ambell awdurdod lleol wedi gweithredu'n erbyn gwaith eu CSCA eu hunain drwy gynyddu capasiti addysg cyfrwng Saesneg ar yr un pryd ac felly, maent yn gweithio yn erbyn eu hunain. Y mae rhieni wedi adrodd am brofiadau hefyd ar sefyllfaoedd tra gwahanol mewn realiti i'r hyn a glywn mewn cyfarfodydd gydag ambell sir lle y mae diffyg cydweithio gyda siroedd cyfagos ar faterion darpariaeth ADY a chcludiant yn llesteirio mynediad at addysg Gymraeg hygyrch i rieni. Mae angen gwaith aruthrol felly i alinio gallu awdurdodau lleol i ddeall beth yw ystyr safonau CEFR.

- Yr awdurdodau sydd yn gyfrifol am addysg ar draws Cymru ac felly mae'n anochel ac yn hanfodol bod dealltwriaeth glir ganddynt o'u cyfrifoldebau i gynyddu addysg Gymraeg a sut i fynd o'i chwmpas. Mae angen i holl fecanwaith awdurdod lleol ddeall eu cyfrifoldeb yn hyn o beth, yn cynnwys adrannau cynllunio, cludiant, addysg, ieuencid, anghenion dysgu ychwanegol, gwaith cymdeithasol, gofal plant, corfforaethol, adnoddau dynol, tai, datblygu'r economi – y cyfan ôll. Er mwyn sicrhau hyn, mae angen rhaglen addysgu proffesiynol penodol ar gyfer y gweithlu o fewn siroedd sydd yn deall y cyfrifoldebau hyn.
- Y mae angen ystyried dod â chyfrifoldebau gwella ansawdd addysg yn ôl i'r awdurdodau lleol oddi ar y Consortia rhanbarthol. Mae'r system yn rhy anwadal fel y mae a chyfrifoldebau'n niwlog. Mae diffyg cyfraniad strategol rhai consortia i'r broses o greu a chynnal y Fforymau Addysg Gymraeg wedi bod yn siomedig ac yn annigonol.

### **Cwestiwn ymgynghori 3: Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deiliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?**

Cytuno. Rhaid cael system sydd yn cynyddu'r ddarpariaeth i gyrraedd B2 ond hefyd sicrhau cynnydd ar gyfer deilliannau uwch sydd yn cael eu cyrraedd o fewn ysgolion cyfrwng Cymraeg hefyd sef C1/ C2. Rhaid osgoi sefyllfa lle fydd rhai awdurdodau lleol ond yn canolbwyntio ar gyrraedd y B2 ac yn anghofio'u cyfrifoldeb tuag at addysg Cyfrwng Cymraeg. Y mae hyn wedi dechrau digwydd yn barod mewn rhai siroedd o ganlyniad i arafwch yn y broses o ddatblygu addysg Gymraeg o fewn y cynlluniau presennol.

### **Cwestiwn ymgynghori 4: Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwrm sgiliau Cymraeg?**

Cytuno. Credwn y byddai cael eglurder mewn fframwaith nid yn unig yn fodd o **adnabod** lle y mae hyfedredd unigolyn yn eistedd ar gyfnod arbennig, lle bynnag y maent ar y continwrm ieithyddol, byddai hefyd yn gyfle i **annog** dysgwyr drwy ddangos cynnydd ar y fframwaith a dangos sut i symud yr addysgu ymlaen. Mae rhieni wedi sôn wrthym bod eu plant yn gyfarwydd iawn â gosod targedau ac adnabod eu lefelau yn yr ysgol fel ag y mae er mwyn symud eu dysgu ymlaen ac felly, byddai fframwaith yn cynorthwyo'r sbarduno hwn.

### **Cwestiwn ymgynghori 5: Ydych chi'n cytuno y dylid creu cyfundrefn statudol**

## **ar gyfer categoreiddio ysgolion a gynhelir yn ôl cyfrwng iaith?**

Cytunwn y dylid creu cyfundrefn statudol ar gyfer categoreiddio ysgolion a gynhelir yn ôl cyfrwng iaith ond rhaid bod deilliannau ieithyddol yr ysgolion hyn yn glir a bod y categorïau yn cyd-fynd â'r ddarpariaeth. Yr ydym wedi gweld gormod o ysgolion yn nodi un categori ond y ddarpariaeth yn llawer gwannach neu gryfach mewn rhai achosion. Rhaid sefydlu system sydd yn dryloyw fel bod rhieni'n gwybod yn union beth fydd sgiliau iaith y dysgwyr wrth adael yr ysgol honno a bod yr ysgolion a'r awdurdodau lleol yn glir o beth yw hyd a lled y categorïau er mwyn eu cefnogi. Cytunwn yn fawr gyda'r egwyddor na ddylai'r un ysgol lithro'n ôl, nag aros mewn un categori am byth ond symud ymlaen yn barhaus.

Agwedd arall o gategoreiddio ysgolion sydd yn ein pryderu yw sut fydd awdurdod lleol yn penderfynu newid sefyllfa ysgol neu statws ysgol a hyn yn effeithio ar y categori a sut fydd hyn yn cael ei reoli. Eto, nid ydym am weld gwanhau ond cryfhau. Dylid rhoi darpariaeth yn y ddeddf ar gyfer hyn.

Yn yr un modd, mae perthnasedd categori ieithyddol i ardal yn bwysig iawn hefyd. Dylid ystyried addasrwydd categori ysgol i'w lleoliad daearyddol gan gydnabod y gefnogaeth gymunedol sydd angen ar ysgol i roi'r profiadau cyflawn i ddysgwyr gael dod yn ddefnyddwyr hyderus.

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

Cytuno. Bydd hyn o fudd i'r gymuned gyfan ddeall deilliannau ieithyddol yn well ac yn rhoi cyfle i gryfhau'r egwyddor o ddwyieithrwydd yn holl ysgolion Cymru. Bydd gosod y disgrifiadau mewn rheoliadau yn rhoi sail gref i'r categorïau hyn.

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

Ar y cyfan, cyflymu'r daith at y miliwn fydd yn digwydd ond iddo gael ei gefnogi gan adnoddau addas a pherthnasol. Os gall ysgolion cyfrwng Gymraeg gynnig cwricwlwm cyfan yn y Gymraeg a phwnc craidd ychwanegol yna pam na all ysgolion eraill? Yr hyn sydd yn bwysig yn y newid hwn fydd sicrhau bod y gefnogaeth ar gael i gynnal yr amser hwn ar draws yr ystod o ysgolion gan eto symud ysgolion ymlaen. Mae angen hefyd pwysleisio ethos Gymraeg ysgol a'r agweddau amgylcheddol sydd yn dylanwadu ar ysgol megis iaith weithredol yr ysgol, staff swyddfa, cinio, technegwyr, oll yn cyfathrebu yn y Gymraeg. Mae hyn yn allweddol i greu'r newid amgylchedd iaith o fewn ysgolion.

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

Dylai'r broses hon fod yn un gefnogol lle y mae cydweithio a chefnogi'n greiddiol. Mae angen cydnabod yma swyddogaeth cyrff llywodraethol ysgolion gan eu bod yn allweddol wrth wneud penderfyniadau strategol ysgolion. Rhaid sicrhau strwythurau a gweithlu o fewn awdurdodau lleol sydd yn medru cynorthwyo ysgolion ac sydd yn meddu ar wybodaeth a phrofiad er mwyn gosod ysgolion yn y categorïau cywir.

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

Tra bod yr egwyddor hon efallai'n amherthnasol ar yr olwg gyntaf i ysgolion cyfrwng Cymraeg, gwyddwn fod achosion mewn rhai ysgolion Cymraeg ar draws Cymru lle nad yw bob pwnc yn cael ei addysgu yn y Gymraeg. Rhaid ystyried yr ysgolion hyn hefyd wrth i ni gyda'r egwyddor y dylai pob ysgol gynyddu'r ei ddarpariaeth Gymraeg. Dylid gwneud hyn yn glir i rieni hefyd am y rhesymau dros wneud hyn a chefnogi'r ysgolion hyn wrth iddynt gynllunio a gweithredu'r cynnydd hwn.

Dymunwn hefyd weld llawer mwy o ysgolion yn cychwyn ar y daith drosiannol a bod strwythurau ac adnoddau cynhwysfawr mewn lle – yn cynnwys cymorth i lywodraethwyr a chefnogaeth adnoddau dynol – er mwyn galluogi mwy o ysgolion droi'n ysgolion cyfrwng Cymraeg.

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

Cytunwn gyda hyn ond bod **mwy** yn cael ei ddiffinio'n eglurach. Rhaid i'r cynnydd fod yn ystyrlon ac yn berthnasol. Mae ysgolion yn creu cynlluniau datblygu/gwella ysgol yn flynyddol a chynigwn y byddai'r *cynllun cyflawni* a nodir ym mharagraff 60 yn rhan o'r cynllun datblygu/gwella blynyddol hwn ac yn medru hefyd cyfrannu at ddeiliant 5 y cynlluniau strategol sirol i ddangos y gwaith allgyrsiol sydd yn digwydd o fewn yr ysgol yn y Gymraeg yn ogystal.

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

Cytuno. Bydd y newid o'r drefn bresennol lle y mae'n amrywio o fonitro gan y consortia a/neu'r awdurdod lleol yn arwyddocaol ac yn gofyn ar gynnydd arwyddocaol yng ngallu awdurdodau lleol i weithredu eu swyddogaethau newydd.

Y mae'r newid sydd wedi dod i fframwaith arolygu diweddaraf ESTYN, tipyn yn fwy cefnogol a chydweithredol. Mae'r egwyddor wedi ei sefydlu taw proses ar y cyd yw'r broses arolygu erbyn hyn ac nid dod i farnu a thanseilio'n negyddol. Dylai'r uchelgais fod yn un a rennir gan bob corff sydd yn ymwneud â gwella sgiliau Cymraeg ein dysgwyr ac felly dylai'r broses o fonitro cynnydd o dan y ddeddf hon fod yr un modd. Mae angen i'r swyddogaeth o fonitro hon fod yn ddeublyg hefyd i gorff fel ESTYN: fel ymgynghorai, rhaid i ESTYN hefyd gael proses sydd yn edrych ar ddatblygiad y Gymraeg yng nghyd-destun cynlluniau cyfain addysg yr awdurdodau lleol yn hytrach nag edrych ar gynlluniau unigol gan fod y ddeddf hon yn edrych ar y Gymraeg yn holl ysgolion Cymru. Rhaid cael golwg 360 gradd o weithgarwch addysg yr awdurdod lleol wrth ymateb i ymgynghoriadau ar gynlluniau addysg.

## **Cwestiwn ymgynghori 12: Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?**

Dylid rhagdybio fod pob ysgol yn rhai cyfrwng Cymraeg o dan y ddeddfwriaeth hon. Mae gan siroedd gyfrifoldeb i fesur effaith ar y Gymraeg yn barod o dan y Cod Trefniadaeth i ysgolion, i adnabod a lliniaru'r risgiau a nifer yn parhau i'w anwybyddu. Rhaid felly i'r ddeddf ddiogelu hyn a newid pwysoliad addysg Gymraeg/ Saesneg o fewn ein cymunedau. Mae'r penderfyniad gwleidyddol i anelu am y filiwn wedi ei wneud ac wedi ei gytuno gan holl awdurdodau lleol Cymru. Wele ragarweiniadau'r 22 CSCA presennol. Mae angen i awdurdodau lleol yn awr gymryd camau breision i fod yn driw i'w gweledigaethau ar draws Cymru a gweithredu.

Wrth sicrhau cyllideb cyfalaf o nawr ymlaen – cyn i'r ddeddf ddod i rym, dylai Llywodraeth Cymru osod yn glir i holl awdurdodau lleol Cymru eu bod ond yn ariannu ysgolion Cymraeg newydd neu gynlluniau am adeiladau ar gyfer ADY, blynyddoedd cynnar a throchi hwyr sydd yn bwydo neu gefnogi addysg Gymraeg.

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

Cytunwn. Mae cyfle pwysig yma i roi sylw penodol i ddau begwn ein system addysg statudol bresennol sef y blynyddoedd cynnar ac ôl 16 yn ogystal. Maent ar hyn o bryd yn cwmpo y tu allan i addysg statudol fel y mae. Ond heb y twf a'r sail o fewn y blynyddoedd cynnar a'r pontio ôl 16 hyd at addysg bellach ac uwch, ni fyddwn yn debygol o weld gweithlu hyfedr dwyieithog yn dod allan y pendraw.

O'n profiad ni, un o'r agweddau cryfaf sydd wedi digwydd wrth gyfrannu at lunio'r CSCAu yw cynnwys Deilliant 1. O'r diwedd y mae gwahanol bortffolios wedi sylweddoli pwysigrwydd arbenigeddau ei gilydd ac wedi medru cydweithio i greu cynlluniau gwaith cynhwysfawr ers medi 2022. Nid yw hyn yn wir i bob rhan o Gymru ond y mae digon o arfer dda i fedru ei ehangu a byddai Cynllun Cenedlaethol statudol yn mynd i'r afael â hyn. Byddai'n hynod o siomedig pe na bai modd dal y cydweithio hyn drwy ei osod yn statudol fel bod y cyfnod cyn ysgol yn derbyn adnoddau sylweddol. Dylai Mudiad Meithrin gael ei gyllido'n sylweddol uwch er mwyn gwneud y gwaith hwn yn y sector blynyddoedd cynnar. Mae arbenigedd ac arloesedd y Mudiad dros y blynyddoedd diwethaf wedi gweddnewid y maes gofal plant ac addysg y blynyddoedd cynnar Cymraeg yn aruthrol. Dylid gwneud yn fawr o'r profiad hwn a'i ddatblygu ymhellach.

Yn yr un modd y mae angen cydnabod gwaith ac ystod arbenigedd y Coleg Cymraeg Cenedlaethol yn rhan o'r ehangu i addysg bellach. Mae lle pwysig i'r Ganolfan Ddysgu Cymraeg, er efallai nad yw'r darparwyr rhanbarthol i gyd wedi cymryd y cyfle i fod yn rhan a chyfrannu at waith y fforymau addysg sirol hyd yn hyn.

## **Cwestiwn ymgynghori 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?**

Cytunwn fod angen pennu targedau cenedlaethol ond dyma wendid pennaf y papur yn ein barn ni. Nid oes modd newid tirlun addysg Gymraeg os nad oes gweithlu digonol yn cael ei gynllunio a gyda'r holl randdeiliad, a phob cyfnod oedran, yn cymryd eu rhan i gyfrannu at greu'r gweithlu hwn.

Mae'r cyfeiriad at y Cyngor Gweithlu Addysg (CGA) yn llawer rhy amwys yn y papur hwn a dylid cysylltu'r papur hwn yn glir gydag ychwanegiad at ddyletswyddau statudol y Cyngor Gweithlu Addysg. Mae Adran 5 Deddf Addysg 2014 yn rhoi pŵer i ychwanegu swyddogaethau i'r Cyngor ac felly byddai gwneud hyn, drwy roi cyfrifoldeb monitro, mesur a gweithredu cynllun gweithlu addysg i Gymru yn rhoi cyfrifoldeb statudol ar y CGA. Golyga hyn wedyn fod POB corff yn ddarostyngedig i gynyddu'r gweithlu a bod y cynllunio gweithlu addysg i Gymru'n un cynllun ac nid yn gynllun ar wahân, wedi'i folltio ar yr ymyl fel petai.

Bu'r cylch diwethaf o bennu cyrsiau Addysg Gychwynnol i Athrawon (AGA) yn niweidiol i ambell ardal yn ddaearyddol o beth a ddeallwn, gydag ardal Casnewydd er enghraifft yn colli allan yn ddifrifol ar fedru darparu cyrsiau arloesol yn y de ddwyrain – ardal lle y mae angen dybryd am athrawon a gweithlu addysg ddwyieithog. Cyrsiau Cymraeg cynradd yn unig sydd yma yn unig erbyn hyn. Gyda heriau costau byw a mwy o fyfyrwyr yn penderfynu aros yn eu cartrefi i fyw wrth astudio ar gyfer lefel uwch, rhaid rhoi ystyriaeth ar lle y mae'r canolfannau sydd yn darparu AGA a sicrhau bod y canolfannau hyn wedi eu lleoli'n strategol lle y mae modd darparu cyrsiau AGA a lle y mae prinder gweithlu dwyieithog ar ei waethaf.

Rhaid nodi swyddogaeth eglurach hefyd i'r Coleg Cymraeg Cenedlaethol. Y mae'r corff hwn wedi cynyddu darpariaeth addysg Gymraeg yn y sector uwch yn arwyddocaol dros y blynyddoedd diwethaf ac wedi datblygu sgiliau a phrofiad arbenigol yn y maes addysg uwch. Mae lle yma i sicrhau bod yr arbenigedd hwn yn cael ei ddatblygu ymhellach drwy ei arddel yn statudol mewn deddf.

Clywn yn aml am y newid a fu i'r gweithlu addysg yng ngwlad y Basg pan weddnewidiwyd sgiliau ieithyddol y sector addysg wrth ddarparu gwersi Basgeg dwys i'r gweithlu. Mae'r tirlun yn wahanol wrth gwrs yng Nghymru ond rhaid ystyried cynlluniau amgen ar sut i gyrraedd yr un man ond mewn ffordd wahanol.

Her fawr i'r gweithlu addysg ar hyn o bryd yw amodau'r proffesiwn. Efallai fod hyn y tu hwnt i allu'r ddeddfwriaeth hon, ond rhaid i ni nodi ein pryderon bod amgylchiadau ac amodau'r proffesiwn hwn yn cyfrannu at lai o fyfyrwyr yn troi at y proffesiwn. Rhaid mynd i'r afael â'r agwedd hon heb oedi. Y mae nifer o'n rhieni yn llywodraethwyr ysgol ac yn adrodd ar y trai sydd o fewn y proffesiwn oherwydd y pwysau aruthrol sydd ar ysgwyddau holl staff ein hysgolion. Nid oes digon o adnoddau yn cael eu cyfeirio at ysgolion er mwyn mynd i'r afael â'r lluo o heriau sydd yn wynebu dysgwyr yn enwedig yn dilyn cofid 19. Mae angen arbenigwyr o fewn ein hysgolion a all rhoi o'u harbenigedd i'r dysgwyr yn uniongyrchol a rhaid bod darpariaethau ADY a chynhwysiant trwy gyfrwng y Gymraeg ynghlwm â phob ysgol yn unigol fel bod modd i addysgwyr fwrw ymlaen â'u gwaith fel addysgwyr a chael eu cefnogi gan arbenigwyr mewn meysydd ychwanegol megis cwnselwyr, ymyraethau arbenigol ac anawsterau ymddygiadol. Awgrymwn felly bod modd hwyluso amodau athrawon drwy gysylltu'r ddeddfwriaeth hon gyda'r Cod Anghenion Dysgu

Ychwanegol, drwy ychwanegu gorchymyn yn cynyddu adnoddau i ysgolion fedru diwallu'r Cod lle y nodir am yr angen am ddarpariaeth yn y Gymraeg.

### **Cwestiwn ymgynghori 15: Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?**

Wrth baratoi ar gyfwrth cynllunio'r CSCAU ar draws Cymru, cynhaliodd RhAG weithdai yn awgrymu'r hyn a fyddai modd i'r deilliannau presennol eu cynnwys. Gofynnodd hyn wrth gwrs ein bod yn edrych ar y deilliannau presennol yn y modd ehangaf. Ond yn amlwg, nid yw ein gweledigaeth ni bob tro'n cael ei rannu gan eraill nac ychwaith yr adnoddau ar gael i'w gwireddu'n llawn ac felly dylid efallai edrych yn fanylach at sicrhau'r cynllunio gorau oddi fewn y deilliannau hyn.

Y mae'r Canllawiau ar y CSCAU yn cynnig y wybodaeth ychwanegol hon am beth y gellir ei gynnwys yn ychwanegol yn y cynllunio. Mae'n werth bod yn fwy rhagnodol yn y cyswllt hwn er mwyn bod yna ddim amwysedd yn y ddealltwriaeth na'r cynllunio. Dylid ystyried hyn wrth adolygu'r deilliannau hyn.

<https://www.llyw.cymru/sites/default/files/publications/2021-02/canllawiau-gynlluniau-strategol-cymraeg-addysg.pdf>

Rhaid gofyn a yw **MWY O** yn ddigon i ennyn twf arwyddocaol? Gall MWY olygu 1 neu gall olygu 100 neu 1000. Byddai ystyried sut i eirio targed sydd yn annog twf arwyddocaol yn well yma.

Lle gwelwyd yr heriau pennaf i ddarbwylllo ac i edrych ar y llun ehangach oedd deilliant 4,5,6 a 7.

Deilliant 4: Byddai'n dda gallu nodi yma'n eglurach bod y deilliant yn cynnwys darpariaeth ôl 16.

Deilliant 5: Mae cyfle yn y deilliant hwn i fynd i'r afael yn wirioneddol gyda'r elfen o bwysigrwydd defnyddio'r Gymraeg y tu hwnt i'r ystafell ddosbarth. Mewn rhai siroedd y mae'r rhandaliad wedi perchnogi'r deilliant hwn yn wirioneddol ond mae eraill yn rhy ddbynnol ar y Siarter Iaith a Chymraeg Campus i lenwi'r bylchau. Tra bod y ddau gynllun hyn yn sbarduno'r gwaith all-ysgol, nid yw'n mynd yn ddigon pell.

Deilliant 6: Dyma un o ddau ddeilliant gwannaf yr holl gynlluniau yn ein barn ni. Y mae cynnwys y deilliant hwn wedi datgelu'r gwendidau pennaf sydd o fewn system cefnogi dysgwyr ADY. Mae angen dangos y cydweithio bwriadus i sicrhau'r gefnogaeth addas yn ôl y plentyn nid yn ôl gwerth am arian i'r awdurdod lleol. Mae cyfrwng y gefnogaeth yn hanfodol a dylid manylu

Deilliant 7: Hwn yw'r deilliant gwan arall. Rhaid cryfhau'r deilliant hwn a sicrhau bod yna gydbwysedd teg rhwng yr hyn y mae angen i awdurdodau lleol ei gyflawni a'r hyn sydd angen i weinidogion Cymru ei gyflawni. Mae rhai gorchwylion y gall awdurdodau lleol wneud megis cadw cofnod cyfredol o'r gweithlu presennol gan gadw rhagfynegiad tymhorol o anghenion y cyfnod i ddod ac yna dylid fod yna swyddogion yn monitro'r rhestr hon yn ganolog ac yn diweddar swyddogion corff megis y Cyngor Gweithlu Addysg o'r anghenion a bod hwythau'n ymateb yn briodol

i'r anghenion diweddaraf drwy amrywiaeth o weithgarwch yn cynnwys cyfathrebu gyda darparwyr AGA, i sicrhau bod yna weithlu digonol yn dod yn y system addysg.

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

Cytuno. O'n profiad ni gyda'r cynlluniau presennol, mae yna agwedd mewn nifer o awdurdodau lleol lle'r ystyrir bod y cynlluniau yn gynlluniau deinamig sydd yn gallu newid ac yn barod i gael eu newid wrth i amgylchiadau godi.

Byddai'n werthfawr hefyd alinio cynlluniau ariannu cyfalaf hefyd gyda'r cyfnod hwn, er ein dealltwriaeth bod hyn am ddigwydd beth bynnag.

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

Cytuno ac mewn ysbryd o gydweithio i greu gwelliant i ddysgwyr, y gweithlu a swyddogion gyda chydweithio rhanbarthol a thraws sirol wrth wraidd y cyfan hefyd er mwyn sicrhau'r deilliannau addysg gorau. Rhaid bod holl gynlluniau datblygu addysg yn cael eu harchwilio o ran effaith ar gynyddu addysg Gymraeg fesul cynllun a rhan o gynllun fel nad oes cynllunio a allai ddisodli datblygiadau addysg Gymraeg.

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

Cytuno, ond bod y broses yn un gadarnhaol a chefnogol gyda'r bwriad o wella darpariaeth yn hytrach na dwrdio. Mae angen eglurder o beth fydd y broses a phwy fydd y corff allanol. Awgrymodd y Bargyfreithiwr Gwion Lewis CB yn ein cynhadledd flynyddol eleni y byddai modd i Gomisiynydd y Gymraeg sefydlu uned gynllunio addysg Gymraeg i ymgymryd â'r gwaith hwn o bosib. Nododd hefyd y dylid edrych ar sut y mae'r maes amgylcheddol yn mesur effaith cynlluniau mewn dull gynadledda yn hytrach na dogfen yn unig, lle ceir cyfle i gyflwyno a chwestiynu'n gyhoeddus yr effeithiau. Mae modd [edrych](https://www.youtube.com/watch?v=vwwol53niXg&t=17s) ar gyflwyniad Gwion ar wefan a sianel YouTube RhAG. <https://www.youtube.com/watch?v=vwwol53niXg&t=17s>

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

Cytuno. Rhaid i holl agweddau awdurdodau lleol gymryd y cyfrifoldeb i wneud yr hyn sydd yn bosibl o dan eu gallu hwy i ddatblygu'r gweithlu. Y mae nifer o awdurdodau lleol wedi gweithio'n ddyfal i adnabod cyfleoedd lleol yn barod o dan y CSCAu presennol i gynllunio'n fwriadus. Ond y mae lle i wneud mwy yn cynnwys ystyried anghenion y gweithlu cefnogol megis adrannau AD, gwasanaethau ADY a chynhwysiant awdurdodau lleol, staff technegol ysgolion, gofalwyr, swyddogion cefnogi busnes ac ariannol yr ysgolion a'r awdurdodau lleol, hyfforddwyr ayyb mae'r

rhestr yn hirfaith. Rhaid mapio'r gweithlu cyfan a chanfod y cyfleodd i ddatblygu'r gweithlu yn ôl anghenion yr ardal.

Ond dim ond hyd at bwynt y gall awdurdodau lleol wneud y cynllunio hyn. Mae'n rhaid i'r cynllunio AGA fod yn digwydd ar yr un pryd i ymateb i anghenion pynciol ac oedran. Rhaid sefydlu system dracio genedlaethol sydd yn edrych ar yr anghenion y sector ac yn system ymatebol gyflym ar brydiau, gydag amrywiaeth o ymyraethau gan y Cyngor Gweithlu Addysg, Coleg Cymraeg Cenedlaethol a'r Prifysgolion yn ogystal â'r Ganolfan Ddysgu Cymraeg Genedlaethol i osod cynlluniau hir dymor, tymor canol a byr dymor os oes rhaid er mwyn cyrraedd lefelau digonol o weithlu cymwys yn ôl yr angen. Rhaid edrych yn fanwl ar sut y gellid gwella a chryfhau'r cynllun sabothol drwy raglen o gymorth ôl-ofal i ymarferwyr gael y gefnogaeth sydd ei angen er mwyn iddynt barhau i ddysgu ac addysgu a datblygu'n broffesiynol yn ymarferwyr dwyieithog hyderus. Dylid edrych ar ddatblygu cyrsiau pynciol a gloywi carlam ar gyfer athrawon mewn ysgolion Cymraeg sydd am gefnogaeth gyda'r agweddau hyn yn ogystal, a fyddai'n golygu medru addysg pynciau nad ydyn wedi eu haddysgu o'r blaen.

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

Cytuno. Mae'n bwysig bod y broses fonitro yn un dryloyw lle y gall pawb weld y cynnydd yn erbyn targedau pendant ac uchelgeisiol yn cynnwys y cyhoedd.

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

Cytuno.

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

Rhaid i gynllunio addysg Gymraeg fod wrth wraidd cynllunio corfforaethol awdurdodau lleol. Maent ar hyn o bryd ar y cyrion o hyd a diffyg gallu ac awydd mewn nifer o siroedd i ddod â hwy'n ganolog. Dylai felly cynlluniau addysg awdurdodau lleol fod yn amlwg o ran eu cynllunio dros addysg Gymraeg. Dylai'r dadansoddi a'r datblygu micro ddigwydd ar lefel wardiau, dylid edrych ar ddatblygiadau tai a chynlluniau diddymu tlodi o fewn ein cymunedau ac alinio'r cynlluniau gydag agendâu tebyg o fewn ein hawdurdodau lleol.

Mae angen hefyd alinio'r ddeddfwriaeth hon hefyd gyda safonau Mesur y Gymraeg lle y mae cyfleoedd yn cael eu colli i weithredu swyddogaethau o dan y Mesur yn enwedig pan ddaw at lunio polisi a hyrwyddo.



Rhaid canfod ffordd arall o ddarbwylo awdurdodau lleol i gynyddu hygyrchedd addysg Gymraeg tan fod mwy o ysgolion Cymraeg o fewn y gymuned trwy gludiant am ddim. Nodwn yn yr ymateb yr angen am adolygu Mesur Teithio gan Ddysgwyr sydd yn llesteirio twf i addysg Gymraeg ar hyn o bryd ac oherwydd y gwahaniaethau darpariaeth o fewn ein cymunedau, mae'n gwneud hi'n anoddach i deuluoedd ystyried addysg Gymraeg yn enwedig pan ddaw i'r cyfnodau pontio cynradd i'r uwchradd a darpariaeth ôl 16. Rhaid i'r ddeddfwriaeth hon ymdrechu i sicrhau bod y bwch yn cael ei gau tan fod y ddarpariaeth addysg Gymraeg yn gyflawnach o fewn ein cymunedau.

### **Cwestiwn ymgynghori 23: Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofawyr?**

Cytunwn. Y mae ar awdurdodau lleol gyfrifoldeb yn barod i roi gwybodaeth i rieni am strwythurau mynediad at addysg ac eto, mae nifer o siroedd yn methu gweld y cysylltiad rhwng hyrwyddo addysg Gymraeg a diwallu targedau Deilliannau'r CSCA. Mi fyddai gosod y ddyletswydd hon ar awdurdodau lleol yn gwneud i'r oriau o ymdrechu i berswadio ar bwyllgorau ddod i ben – gobeithio. Nid un ymgyrch ddylai hon fod ond ymgyrch barhaus sydd yn y pendraw yn dod yn norm. Mae rhieni/gofawyr newydd yn ymuno â'r garfan newydd yn flynyddol. Rhaid i'r hyrwyddo fod yn rhan annatod felly o'r cylch blynyddol o rannu gwybodaeth gyda rhieni/gofawyr.

Mae nifer o siroedd wedi mabwysiadu gwahanol ffyrdd o hyrwyddo'n barod. Mae llyfrynnau hyrwyddo ar gael erbyn hyn, mae gwefannau yn cael eu llunio a nifer o bartneriaid cymunedol yn gweithio'n ddyfal i wneud y gwaith hyrwyddo'n barod. Bydd angen hefyd cynyddu capasiti dealltwriaeth swyddogion adrannau cyfathrebu awdurdodau lleol yn ogystal gydag ymgyrch o godi ymwybyddiaeth ar lefel broffesiynol o'r hyn sydd yn ddisgwyliedig. Y mae RhAG wedi cydweithio'n effeithiol iawn gyda nifer o siroedd i gydweithio ar wella hyrwyddo addysg Gymraeg. Byddwn yn parhau gyda'n cefnogaeth wrth gwrs ar hyd a lled Cymru.

Cynllun peilot arloesol diweddar hefyd yw sefydlu swydd Pencampwr hyrwyddo Addysg Gymraeg y De Ddwyrain lle y mae swyddog penodol wedi ei phenodi i roi cymorth i awdurdodau lleol wella'u dulliau hyrwyddo. Byddai ymestyn y swyddogaeth hon ar draws Cymru'n creu rhwydwaith o bencampwyr hyrwyddo fydd yn gallu cynorthwyo holl awdurdodau lleol i hyrwydd yn ôl anghenion a darpariaeth eu siroedd.

### **Cwestiwn ymgynghori 24: Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?**

Mae angen newid y naratif a chadarnhau ym mhob gair a gweithred ein bod yn byw mewn gwlad ddwyieithog. Mae gormod o simsanu'n digwydd lle mae ofn pechu ac ofn bygythiadau cyfreithiol. Mae angen cadarnhau neges gadarnhaol amlieithrwydd yn barhaus. Mae gymaint o ymdrech yn gymunedol ond nid yw'r ymdrechion hyn yn cael eu hefelychu'n a'u cydnabod yn llwyr gan gyrrff megis awdurdodau lleol, consortia addysg rhanbarthol a nifer helaeth o adrannau llywodraethol ganol.

Mae angen i Weinidogion Cymru osod eu stondin yn gadarn ac yn glir, fel y gwna'r papur hwn, ac arwain ac annog holl gymunedau Cymru yn yr ymdrech. Dylid creu neges glir o'r cychwyn eu bod am weld pob plentyn yn derbyn ac yn gallu siarad Cymraeg er mwyn medru eu defnyddio a nodi hynny'n glir ar bob cyfle posibl. Ac nid ymgyrch yn y dull traddodiadol ddylai hyn fod mewn gwirionedd yn y pendraw ond datganiad parhaus o'r ffordd yr ydym am ac yn addysgu yng Nghymru o nawr ymlaen. Cyfrannu at economi ddwyieithog Cymru a pharatoi ein plant i gyfrannu at hynny ddylai fod ein ffocws erbyn hyn. Rhaid i Weinidogion Cymru herio unrhyw agweddau negyddol tuag at y newid hwn hefyd drwy fod yn gadarn gan lynu at y weledigaeth.

Yr hyn fydd yn hyrwyddo addysg Gymraeg yn fwy na dim yw datblygu'r ddarpariaeth o fewn ein cymunedau. Rhaid felly i Weinidogion Cymru alluogi awdurdodau lleol i adeiladu mwy o ysgolion Cymraeg o fewn ein cymunedau ar hyd a lled Cymru drwy gynllun cyfalaf sylweddol. Sbarduno'r galw dyllai fod y bwriad yn awr, nid ymateb iddo.

### **Cwestiwn ymgyngori 25: Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?**

Cytuno. Rhaid adlewyrchu natur weddnewidiol ac uchelgeisiol addysg Gymraeg drwy hwyluso mwy nag un pwynt mynediad. Ers sefydlu grant trochi hwyr y mae wedi gweddnewid gallu ysgolion ac awdurdodau lleol i sefydlu canolfannau trochi ar hyd a lled Cymru. Mae ardaloedd wedi mabwysiadu amrywiaeth o ddulliau yn ôl angen a gallu'r ardal ac y mae hyn yn newid drwy'r amser. Bu ysgolion yn ysgwyddo'r baich am ormod o amser. Mae'n galonogol gweld adroddiad diweddar Estyn ar drochi hwyr sydd yn dangos effeithiau cadarnhaol y datblygiadau diweddaraf hyn.

Mae angen rhoi ystyriaeth ar fyrder i system gefnogi Cymraeg fel iaith ychwanegol fel nad yw'n amddifadu dysgwyr sy'n dod i Gymru heb y Gymraeg na'r Saesneg.

### **Cwestiwn ymgyngori 26: Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?**

Cytuno ond gellir ehangu'r cyfle hwn i roi cyfle deuluoedd drochi ar y cyd gyda'u plant.

Yn ddelfrydol, dylid sefydlu canolfannau trochi hwyr a all dderbyn dysgwyr o bob oedran, yn cynnwys oedolion. Nid mewn lleoliadau addysgol megis ysgol yn unig y dylid ystyried y cysyniad o drochi hwyr. Mae cyrsiau dwys Nant Gwrtheyrn er enghraifft yn gyfyngedig yn ddaearyddol i Wynedd ond braf fyddai gallu sefydlu canolfannau trochi hwyr dyddiol i'r teulu ar draws Cymru fel bod y teulu cyfan yn cael cyfle i drochi gyda'i gilydd. Gwyddwn am enghreifftiau lle y mae newid iaith o fewn y teulu o ganlyniad i benderfyniad rhieni i wneud hynny wrth i'r plant gychwyn mewn addysg Gymraeg, er yn brin ar hyn o bryd, yn gwneud gwahaniaeth mawr. Mae trosglwyddo iaith o fewn y teulu gymaint yn fwy tebygol yn yr achosion hyn.

Ond rhaid hefyd wynebu sefyllfa bresennol lle nad yw'r canolfannau hyn yn bodoli eto. Felly, mae angen sicrhau eglurder ar pan mae'n rhy hwyr i ddysgwyr ymuno mewn cynllun trochi hwyr mewn ysgol uwchradd, gan nodi'n glir mewn polisi sirol neu genedlaethol pryd y mae'n rhy hwyr i ddysgwyr heb unrhyw gefndir ieithyddol Cymraeg. Mae sefyllfaoedd wedi codi mewn ambell sir lle y mae ysgol uwchradd wedi gorfod derbyn dysgwyr ym mlwyddyn 9. Yn ein barn ni mae blwyddyn yn amser rhy fyr i gaffael digon o iaith i fedru sefyll arholiadau o flwyddyn 10 trwy gyfrwng y Gymraeg. Rhaid bod arbenigwyr trochi hwyr yn gweithio yn y canolfannau hyn a'u bod yn cael eu cyllido'n llawn. Y mae nifero wahanol fodolau wedi dod i'r amlwg yn ddiweddar ar draws Cymru a rhwydweithiau cefnogol wedi eu sefydlu'n barod.

### **Cwestiwn ymgynghori 27: Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un corff?**

Cytuno. Gall canoli darpariaeth weithiau leihau dealltwriaeth a chyfrifoldeb cyrff eraill dros y Gymraeg ac felly byddai'n rhaid bod y canoli hyn yn sicrhau bod yna gysylltiadau amlwg rhwng y cyrff hyn a dealltwriaeth glir o'r cyfrifoldebau. Ond o'n profiad ni, o weld y Ganolfan Dysgu Cymraeg Genedlaethol yn gweithio ers y cychwyn yn 2016 er enghraifft, y mae wedi gwneud gwaith aruthrol yn sylweddoli'r cyfrifoldeb cyfannol hyn ac yn ymwybodol iawn o'r angen i wella'r maes ar draws Cymru a chydweithio gydag amrywiaeth o gyrff eraill i gyflawni eu swyddogaethau.

Rhaid hefyd cydnabod gwaith Mudiad Meithrin wrth eu bod yn datblygu sgiliau eu gweithlu drwy gynlluniau megis Croesi'r Bont, Cam wrth Gam a Chlwb Cwtsh. Mae cydweithio da yn digwydd yn barod ac felly ond bod yna dim dyblygu cynlluniau a bod y cyfathrebu a'r cynllunio yn gyson ac agored yna cryfhau bydd y ddarpariaeth hon.

Y grŵp pennaf efallai fyddai hyn yn effeithio arnynt fyddai'r consortia rhanbarthol. Yn anffodus nid yw'n profiad ni o ambell gonsortiw wedi bod yn un lle y mae'r Gymraeg wedi bod yn flaenoriaeth strategol a byddai colli'r arbenigedd ieithyddol o ambell ranbarth yn golygu bod y gwasanaeth cyfan ar ei golled o ran ymwybyddiaeth a chynllunio ar gyfer y Gymraeg. Ar y llaw arall y mae yna unigolion galluog iawn ar draws rhanbarthau Cymru sydd â phrofiad datblygu ac arloesi yn y maes hwn. Y gobaith fyddai medru gwneud yn fawr o'r unigolion hyn gan hyfforddi eraill i gynyddu gweithlu'r maes arbenigol hwn.

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

Cytuno. Y mae'n hanfodol hefyd rhoi pwyslais ar sicrhau swyddogaeth amlwg i'r Coleg Cymraeg Cenedlaethol wrth symud i addysg bellach ac uwch, yn enwedig ers i'r Coleg dderbyn cyfrifoldeb pellach addysg 16+ o fewn Colegau trydyddol i gynyddu darpariaeth Gymraeg, yn ogystal â'r ddarpariaeth am gyrsiau galwedigaethol Cymraeg a fydd yn arwain at gynydd o fewn gweithlu addysgu galwedigaethol dwyieithog y dyfodol. Byddai ystyried cyfleoedd am lwybrau dysgu proffesiynol o fewn meysydd addysg drochi hwyr yn gyfle gwych hefyd i gynllunio'r gweithlu newydd hyn wrth symud ymlaen.

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

Cytuno. Y mae llwybr dysgu clir o'r crud i'r byd yn hanfodol os yw'r ddeddf hon am lwyddo gwneud yr hyn y bwriedir, sef gwednewid sgiliau dwyieithog ein dysgwyr a chreu system addysg sy'n deilwng o wlad ddwyieithog fel Cymru. Yn ein profiad ni, pan mae rhieni'n gweld y llwybr clir, di-dor o'r crud i'r byd, mae dewis addysg Gymraeg yn hwylus a diffwdan. Gyda systemau cadarn sydd yn sicrhau cynllunio pwrpasol ac uchelgeisiol i sicrhau bod y llwybrau hynny'n dod yn fwy hygyrch o fewn ein cymunedau yna rhaid i'r egwyddor hwn ddod yn realiti gwirioneddol.

Mae hwyluso'r system i sicrhau nad oes ansicrwydd sefydliadol yn digwydd i gorff mor allweddol yn hanfodol. Ar yr un pryd, o greu gwarant darpariaeth dysgu Cymraeg yn y modd hwn, rhaid sicrhau cydweithio parhaus gyda chyrrff sydd yn medru cynnal agweddau o'r gwaith dysgu mewn meysydd penodol megis Mudiad Meithrin yn y sector blynyddoedd cynnar a'r Coleg Cymraeg Cenedlaethol yn y sector ôl orfodol, uwch ac yn y meysydd allweddol megis datblygu sgiliau iaith ein gweithlu.

**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?**

Os ydym am ystyried effaith gwaith ehangaf yna awgrymwyn y canlynol:

Mudiad Meithrin  
Y Coleg Cymraeg Cenedlaethol  
Y Ganolfan Dysgu Cymraeg Cenedlaethol  
Estyn  
Comisiynydd y Gymraeg  
Cyngor Gweithlu Addysg  
Mentrau Iaith Cymru Urdd  
Gobaith Cymru

**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?**

Ysgolion ac Awdurdodau Lleol  
Y Coleg Cymraeg Cenedlaethol  
Comisiynydd y Gymraeg  
Mudiad Meithrin  
Cyngor Gweithlu Addysg  
Mentrau Iaith Cymru  
Urdd Gobaith Cymru

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

Mae uchelgais y papur gwyn hwn yn glir. Wrth droi'n ddeddfwriaeth, bydd llwyddiant gweithredu'r ddeddf yn ddibynnol ar yr adnoddau sydd yn cael eu dyrannu i'w gyflawni, yr ymrwymiad a'r cynllun clir ar sut i gyflenwi digon o weithlu a gosod yr uchelgais i weddnewid addysg yng Nghymru drwy rwydweithiau o arbenigwyr a systemau ysgogol, cefnogol a chydweithredol. Rhaid i'r gefnogaeth hon fod yn glir yn ystod y cyfnod nesaf wrth i'r cynigion hyn droi'n gyfraith. Dylid sicrhau cyfathrebu cyson gyda holl rhanddeiliaid wrth i'r broses fynd rhagddo gan gynnwys grwpiau fel ni sydd yn eiriol dros rieni a gofalwyr.

**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?**

Byddai'n dda wrth i'r broses fynd yn ei blaen estyn allan i holl rhanddeiliaid cysylltiedig y papur hwn a holi'r cwestiwn hwn yn gyson. Mae'n hollbwysig bod yr ymgysylltu cyhoeddus wrth symud ymlaen i ddeddfwriaeth yn parhau'n dryloyw ac yn agored. Byddai trefniant fel y ceir mewn gwrandawriadau casglu tystiolaeth yn dda yma fel bod yna gyfle i drafod a chlust cyson i wrando wrth fod y gwaith yn parhau.

**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?**

O weithredu'r cynigion a'u cyllido'n llawn, dim ond cryfhau'r Gymraeg a'i defnydd gan drigolion Cymru bydd yr effaith. Bydd yn rhaid i'r cyrff hynny ddaw o dan safonau'r Gymraeg sicrhau nad yw'r Gymraeg yn cael ei thrin yn llai ffafriol na'r Saesneg trwy systemau ddylai eisoes fod yn bodoli o fewn y cyrff hyn. Dylid adolygu'r systemau hyn o fewn y cyrff hyn yn systematig ac yn aml gan brofi unrhyw newidiadau polisi mewn unrhyw faes o fewn strwythurau'r cyrff hynny.

Mae Mesur Teithio gan Ddysgwyr yn golygu bod yna risg sylweddol bod y Gymraeg yn cael ei thrin yn llai ffafriol na'r Saesneg ar hyn o bryd gan nad yw hygyrchedd addysg Gymraeg yn gyfartal i bob plentyn ar draws Cymru, naill ai o ran darpariaeth ysgol Cyfrwng Cymraeg neu nifer o ysgolion Cymraeg mewn cymunedau o'u gymharu ag ysgolion Saesneg. O ganlyniad i hyn y mae addysg Gymraeg o dan anfantais cyn i ni gychwyn ac felly rhaid cael polisi cenedlaethol sydd yn osgoi gwahaniaethu ar sail sir, lle nad yw awdurdodau lleol yn defnyddio'i gallu o dan 10 y y Mesur.

**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.**

Rhaid codi'r disgwyliad i C1/2 ar gyfer y sector cyfrwng Cymraeg neu byddwn yn colli momentwm awdurdodau lleol i ddatblygu'r agwedd hon, sef yr agwedd sydd yn creu'r siaradwyr dwyieithog gyflymaf. Yr ydym eisoes wedi nodi ein rhesymau dros hyn yn ein hymateb.

**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:**

Y mae cynllunio darpariaeth gadarn yn ein cymunedau yn golygu cysylltu mesurau, codau a pholisïau eraill fel eu bod yn alinio gyda'r newid hyn. Hoffwn sicrhad y bydd y canlynol yn cael ystyriaeth wrth lunio'r ddeddfwriaeth:

- Alinio Cod Trefniadaeth Ysgolion gydag uchelgais y CSCAu a'r ddeddf yn y pendraw
- Alinio 'r Cod Derbyn i Ysgolion gydag uchelgais y CSCAu a'r ddeddf yn y pendraw
- Ystyried sut y mae'r cyfrifoldeb sydd o dan Y Cod Anghenion Dysgu Ychwanegol yn ymwneud â'r ddeddfwriaeth hon ac yn derbyn sylw dyledus wrth ddatblygu'r ddeddfwriaeth yn ychwanegol i'r cyfrifoldebau a ddaw yn neilliant 6 presennol y CSCA.
- Ceisiadau cyfalaf awdurdodau lleol i Lywodraeth Cymru yn gosod yn glir sut y mae pob cynllun yn cyrraedd anghenion y ddeddfwriaeth pan ddaw i rym ac yn y cyfamser sut y maent yn cefnogi'n gadarnhaol y CSCAu presennol
- Deddf Cydraddoldeb 2010 – sut ydyn ni'n creu system addysg Gymraeg sydd yn adlewyrchu ein cymunedau amrywiol o ran dysgwyr a'r gweithlu? Rhaid mynd i'r afael â hyn ar fyrder, cyn ac yn ystod creu'r ddeddfwriaeth.
- Ystyriaeth i swyddogaeth llywodraethwyr ein hysgolion
- Rhoi ystyriaeth lawn i holl argymhellion y Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon a Chysylltiadau Rhyngwladol y Senedd ar y fframwaith deddfwriaethol a gyflwynwyd yn ddiweddar.
- Nodyn technegol TAN 20: Sicrhau bod Cynlluniau Datblygu Lleol awdurdodau lleol yn gwneud cyswllt gyda'r cyfrifoldeb o gynllunio addysg Gymraeg yn fwriadus. Mae angen asesu hyn llawer mwy systematig gan Lywodraeth Cymru a gan awdurdodau lleol.
- Mae angen rhoi ystyriaeth ar fyrder i system gefnogi Cymraeg fel iaith ychwanegol fel nad yw'n amddifadu dysgwyr sy'n dod i Gymru heb y Gymraeg na'r Saesneg o gyfleoedd derbyn addysg Gymraeg.

Rydym yn ddiolchgar am y cyfle i ymateb i'r ymgynghoriad hwn ac yn edrych ymlaen at gydweithio gyda Llywodraeth Cymru i drosi'r cynigion hyn yn ddeddfwriaeth ac wrth gwrs i'w roi ar waith.

Credwn fod gan Rhieni Dros Addysg Gymraeg rôl bwysig i'w chwarae wrth i ni godi ymwybyddiaeth ein rhieni/gofalwyr o'r newidiadau hyn ac yr ydym yn barod i ymgymryd ag unrhyw swyddogaethau ychwanegol y byddai Llywodraeth Cymru a phartneriaid eraill yn gweld y gallwn roi ar waith i wireddu'r weledigaeth hon.

Rydym yn hapus i'n hymateb i'r ymgynghoriad hwn gael ei wneud yn gyhoeddus, ar y rhyngrwyd neu mewn adroddiad.

## 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?

Don't know



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

*No Response*

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

Agree

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

*No Response*

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

Neither agree nor disagree

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

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)?

Neither agree nor 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?

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?

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Agree

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

Agree

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

Neither agree nor disagree

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

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?

Money

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?

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

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?

Don't know.Sad to say I was born without the ability to see into the future.

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.

Can't even instant this question.

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

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No Response

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Agree



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Agree

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No Response

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Agree

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Agree

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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

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Agree

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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?

I think it can only be positive to view English and Welsh as equal

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.

Not sure

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 I have covered everything

## Proposals for a Welsh Language Education Bill

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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?

Neither agree nor 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

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

Neither agree nor disagree

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

Neither agree nor 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?

if there are enough tutors then a minimum would be good

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

**Comments:**

I wish Welsh was a option in english schools

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?

*No Response*

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dependson local preference of parents

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)?

Neither agree nor 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?

Neither agree nor disagree

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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

**Comments:**

best to have things all joined up

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:**

Wouldnt it be better if each local authority decided?

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

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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*

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*No Response*

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*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:**

promoting it cant harm - then poeple have the option of learning or not

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

digital equipment for remote learners to learn online

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?

Neither agree nor disagree

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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

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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Neither agree nor disagree

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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?

As long as English is reflected alongside Welsh as an equally valid language choice and not removed think it would be ok

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 suggestions

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 thanks



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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:**

Increase educational provision and encourage Welsh use in everyday interactions.

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:**

Direct funding to support the education and use of Welsh.

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 agree that targets should be set. It may meet resistance but this should be overcome and the benefits of bi- or multi-lingualism should be celebrated and promoted.

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?

They are a good start.

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

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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?

I think improved opportunities will follow when more people are learning to speak, read and communicate in Welsh. There will be some opposition but these voices should not be allowed to undermine what is an essential move towards Welsh becoming a more used, accepted and known 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.

See 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:

No further comments

## 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 learning of Welsh by school pupils or adults should be one of personal choice. Nothing is gained by forcing people to learn Welsh to satisfy some political policy objective.

The Welsh Government usually prides itself on evidence based policy making, but no evidence is put forward in this White Paper to justify the proposals in a Bill. No rationale is given as to what the benefits are for people in Wales being able to speak to each other in two languages.

Resources should be given to promote the population speaking useful foreign languages, such as French, Spanish, Chinese or Arabic.

The curriculum in schools is already crowded enough. such an arbitrary target would only detract from other fundamentally important areas as Mathematics, Sciences and English.

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:**

It is difficult to see how, given the budgetary constraint that local authorities are under there would be the resources and capacity for this to be a worthwhile function

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

Disagree

**Comments:**

The people of Wales should be free to make their own choices without political interference

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:**

It is unclear as to the purpose of this, other than to monitor an unnecessary policy of the Welsh Government. Do people self-assess when being placed on this continuum? What is the impact on individuals so placed? What does it achieve?

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

Disagree

**Comments:**

It is clear from the proposals that this would cause undue pressure on schools and local authorities. No evidence is provided as to the benefits of such a proposal.

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:**

If the Welsh Government proceeds with this proposal then it would be incumbent on Welsh Ministers to clearly define the categories.

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 Welsh Government has repeatedly and consistently missed targets in teacher recruitment. This is particularly stark in Welsh Medium provision as well as STEM subjects.

In many cases arbitrary targets will put unacceptable and unnecessary pressure on schools. This will clearly be an adverse effect on other subjects in the curriculum.

Such a proposal is out-of-keeping with the thrust of the changes to the curriculum which must be about need, demand and choice.

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

As noted previously it is unlikely, without significant additional resources that local authorities would have the capacity to undertake this role. It is also unlikely that they currently have the knowledge and skills to carry this out.

The pressure on school budgets and the current funding model have caused local authorities to significantly reduce central education budget so as to provide sufficient budgets to schools. This has had a marked impact on the ability of local authorities to provide adequate support to schools.

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

Disagree

**Comments:**

This would only be the case if there was a clear need and demand with pupils desiring to increase their Welsh language skills.

If there are sufficient places in Welsh-medium schools there would be no need to force schools or pupils to



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

spend more time and resouces on Welsh to the detriment of other subjects.

The learning of Welsh must be a choice, not a policy diktat from Government.

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 Welsh Government has not provided any evidence to show that these proposals are needed or desired by the population of Wales, by pupils or by schools.

Paragraph 57 states that the provisions ill be linked to local factors but then does not set these out. Clearly, on must be that there is a local demand for this to take place.

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

Disagree

**Comments:**

As previously noted this will build unnecessary and unacceptable pressure on schools, without any evidence or demand for increasing provision

Also noted is the lack of capacity of local authorities to do this

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 is nonsensical that a new school be designated as Welsh -medium without any data, evidence or clear demand for that to be the case. Again, this is set out without any evidence that such a provision is required

The school building programme is already skewed by untested educational theories about all-through schools (without any evidence as to their benefits). This would contribute to another potential waste of resources without any tangible benefits, except to meet a political policy proposal.

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:**

No. Targets have been reputedly shown to have counter productive effect and to slant curriculum away from more important areas.

The expectation that these targets would be met creates an unnecessary and arbitrary framework.

Learning Welsh should be a choice. Forcing people, pupils and schools to do this is unacceptable and counter-productive.

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:**

This is all badly thought out and completely without and strategy or plan. The expectation placed on local authorities to increase the number of Welsh-speaking teachers is an impossible one to achieve. Welsh Government have repeatedly failed to meet targets on teacher recruitment. It is not possible to understand how local authorities could met such targets.

the pressure on the workforce to implement this poorly constructed proposals will only exacerbate the current recruitment and retention crisis

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

Neither agree nor disagree

**Comments:**

Whilst the outcomes set out do provide a clear focus, the question should be whether they are necessary and appropriate.

There must be an evaluation on the impact of these measures and there effect on learning.

The lack of consultation on the needs, choices and desires of parents and pupils is extremely concerning

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:**

If the National Plan is statutory then local authorities would have to review their plans or fall foul of Estyn!

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:**

No. There should be local decision -making based on need and demand, not on arbitrary targets to satisfy some imposed political imperative.

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

**Comments:**

Any such review MUST be independent.

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

Disagree

**Comments:**

This is unachievable, for reasons set out previously

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

**Comments:**

If targets are set then they have to be monitored, but this is a hostage to fortune

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:**

Schools are under enough pressure. Recent changes to the way Estyn works have improved the situation. This would be a retrograde step.

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:**

Give them adequate resources.

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 is unnecessarily unbalanced.

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

Welsh Ministers should provide a really good reason as to why this is necessary and important and not just a poorly thought through policy objective.

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

Disagree

**Comments:**

There are too many duties for under-resourced local authorities to manage, whilst distracting from much more important work.

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

Disagree

**Comments:**

See answer to Q25

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:**

Additional resources would clearly be necessary

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:**

Additional resources would clearly be necessary

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

**Comments:**

Whilst it is important that Welsh speaker are able to access resources and education provision through the welsh languages, there is no clear evidence or rational that this is necessary across the board in Wales for non-Welsh speakers.

if there is choice and a clear demand then opportunities should be available and equally accessible

## 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:**

No comment

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

## 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?

Obviously there would be an effect - isn't that the sole purpose.

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 not be pursued. This would not impact on current Welsh-speakers

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

### 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

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Agree

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Agree

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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

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Agree

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No Response

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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

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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?

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

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Agree

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Agree

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*No Response*

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*No Response*

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*No Response*

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*No Response*

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*No Response*

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Agree

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*No Response*

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Agree

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Agree

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*No Response*

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

A good idea.  
Overall, should have positive national effect.  
I'm not sufficiently informed to do this.

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

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xxxx



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Disagree

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*No Response*

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*No Response*

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*No Response*

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