

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Cytuno

Sylwadau ategol

Mae cynigion o bil yn annigonol i gyrraedd y targed

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

Anghytuno

Sylwadau ategol

Y nod ddylai fod sicrhau fod POB plentyn yn derbyn o leiaf hanner ei addysg yn Gymraeg. Ni ddylid amddifadu neb

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

Anghytuno

Sylwadau ategol

gw uchod

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

Cytuno

Sylwadau ategol

Ac un cymhwyster cyfunol ar gyfer y continwwm i bob disgybl weithio tuag ato a bod mesur y cynnydd

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

Cytuno

Sylwadau ategol

A gofyniad statudol i gynllunio i symud i fyny'r categorïau

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

Cytuno

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

Sylwadau ategol

Gan mai dim ond addysg Gymraeg sy'n galluogi disgybl i gyfathrebu a gweithio'n llwyddiannus trwy gyfrwng yr iaith, ni ddylid amddifadu unrhyw ddisgybl o'r hawl hwnnw mewn cymdeithas ddwyieithog

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

No Response

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

Cytuno

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

No Response

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

No Response

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

No Response

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

No Response

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

Cytuno

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

No Response

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

Cytuno

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

Cytuno

Sylwadau ategol

Ile na bydd Awdurdod wedi penderfynu ei hunan ar darged derbyniol

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

Anghytuno

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

Cytuno

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

Cytuno

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

No Response

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

Cytuno

Sylwadau ategol

trwy ganiatau un ymgynghoriad ar Gynllun ar gyfer y sir yn hytrach nag bymgynghoriadau unigol ar gyfer pob cam yn y broses o symud trwy'r categorïau

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

Cytuno

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

Sylwadau ategol Creu norm trwy orchymyn statudol- fel mewn unrhyw fater craidd arall

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

Cytuno

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

Cytuno

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

Anghytuno

Sylwadau ategol

Mae cyfle arbennig mewn ysgolion pentrefol i gymhathu mewnfudwyr a'u plant yn eu hysgol leol

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

Cytuno

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

Cytuno

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

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

No Response

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

No Response

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

No Response

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

No Response

Cwestiynau gorfodol

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

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

Sylwadau ategol Bydd y cynigion yn cyfyngu ar hawliau defnyddio'r Gymraeg gan y bydd hanner disgyblion erbyn 2050 yn dal i ymadael a'r ysgol heb fedru cyfathrebu'n rhugl yn Gymraeg, ac felly'n atal pobl eraill rhag cyfathrebu'n Gymraeg gyda nhw - boed o ran gwaith neu'n gymdeithasol.

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

Sylwadau ategol Trwy sicrhau fod POB disgybl yn dofd i artfer y Gymraeg yn hyderus

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

Sylwadau ategol Ar ran Rhanarth Caerfyrddin o Gymdeithas yr Iaith, tynnaf eich sylw at swyddogaeth unigryw ysgolion pentrefol i gymhathu mewnfudwyr i'r sir

Proposals for a Welsh Language Education Bill

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

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

Disagree

Comments:

I love the Welsh language but do not like mandates. I think there should be a natural evolution of the language and not become a social engineering policy.

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:

As above

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:

For reasons stated as above.

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:

For reason given as above

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

Disagree

Comments:

For reasons given as above

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

Disagree

Comments:

For reasons given as above

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 am happy to have a minimum provision (in the same way that I was obliged to take Welsh - as my second language - for three years at secondary 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?

I disagree with this. It will prove a form of social engineering in my view and create a have/have not situation. As well as potentially create a cultural divide, which is not a desirable outcome. As it is we have insufficient teachers of quality Welsh provision. It will also be divisive or discriminatory for children with special needs whose first language is English. I could not live near my parents as their local primary school teaches through the medium of Welsh and my autistic son could not cope with that. The nearest provision would have been thirty miles away.

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

Neither agree nor disagree

Comments:

The quality of Welsh teaching needs to improve before we can think of extending the provision of Welsh Language.

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

I do not see the process as being easy as for the aforementioned reason - where will we get all the quality teachers who can teach all subjects through the medium of Welsh. I would prefer to have the best teachers available and this includes those who would struggle to teach through the medium of Welsh.

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

Disagree

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

Comments:

All this monitoring will take finding and wales is poor enough as it is. Take the quality of education up overall before enforcing teaching through the medium of welsh.

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

I would hope a local authority, if mandated to make such a decision, would consult with the populace before making radical decisions. Where there are welsh teaching and English teaching schools in the same locality, leave well alone. The population will decide in which medium they wish their children to be taught. Leave it as a choice not a law. Otherwise people will have to move to different areas.

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:

For reasons given above. And cost

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:

Reasons as above

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

Disagree

Comments:

For reasons as given

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

Disagree

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?

Comments:

Leave it to the locals to decide.

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:

Totally disagree. As I say, it is enough to try and pull the standard of education up without adding complications and complexity.

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

Disagree

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

Disagree

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

Disagree

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

Agree

Comments:

If mandates were made (with which I disagree) then Estyn should definitely have a role.

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

Comments:

If Welsh is not commonly spoken in a local area, then learned Welsh will not be used. (Note the north south divide in Pembrokeshire.) I freely spoke Welsh at my north Pembrokeshire primary school which comprised mainly first language Welsh pupils. My own children schooled in South Pembrokeshire rarely heard or spoken so wondered why they needed to learn it. So saying, having left school, one of them would like to take it up again.

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

Comments:

If late immersion is desired by parents and carers, then provide it. However, offer it first to see if it is desired. It is a waste of money if it is not desired.

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

Agree

Comments:

IF late immersion is desired. Not directed.

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

Comments:

It depends upon the definition of sufficient Welsh language provision. If people want to learn it, then yes, if they don't, then no. Don't force it onto the population.

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:

The cost and sourcing of teachers specialised in teaching any subject through the medium of Welsh is likely to be high and take many years to filter through the education system.

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?

Do not know.

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

There could be hidden costs (losses) if jobs are handed out to those with Welsh speaking skills rather than the best overall skills (i.e. Non Welsh speakers being discriminated against) in the future.

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?

I think we are a struggling nation wealth wise and ought to put other services ahead of this Bill. The best quality education and healthcare our country can provide would be a good start before deflecting into mandating areas to teach wholly in Welsh. A nation of diverse cultures means the whole is greater than the sum of its parts. Highly qualified English speakers may be put off living and working in Wales if Welsh

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?

becomes more and more mandatory. Wales needs these talents and not isolate itself to just Welsh speakers. By all means promote the language but do not set mandates.

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 English speakers only will become treated less favourably than Welsh. It really annoys me when I hear job advertisements in Welsh only (and not English) as I think this is discriminatory in itself.

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.

Offer the language options as a CHOICE and not by mandate.

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:

As I said earlier, special needs provision MUST be considered if mandates go ahead.

Proposals for a Welsh Language Education Bill

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

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

Agree

Comments:

Totally 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:

They should promote Welsh in all areas of local communities. Ensure their staff are trained in Welsh to an appropriate level where they can have a conversation about the subject they deal with.

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:

ProMotion and leading by example. Using Welsh in interviews (subtitles in English).

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

Agree

Comments:

Yes this needs to be a duty of office

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

Agree

Comments:

Yes and all should teach conversational Welsh to age 18

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

Agree

Comments:

Yes all needs to be in law and regulations agreed

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

All schools and staff should have at least a minimum ability to converse in Welsh. There needs to be an emphasis on Conversational Welsh and this should be used consistently to promote Welsh across all education facilities. This will help achieve the target of 1000000 speakers by 2050

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

I think that this will be very productive and beneficial

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

Agree

Comments:

Totally agree. All children in Wales should be taught in Welsh by 2050.

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?

This is a positive and achievable timeline

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

Agree

Comments:

There needs to be an emphasis on quality and monitoring will help achieve this. There should be no opt out option available

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

All new primary schools should be Welsh medium, this should be mandatory. Any secondary schools not wanting to provide Welsh medium education should be encouraged to continue to grow their students and staff skills in Welsh

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

Agree

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

Agree

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

Agree

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

Agree

Comments:
They should have to publish outcomes as well

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?

Disagree

Comments:
No this is a waste of money

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

Agree

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

Agree

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

Agree

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

Agree

Comments:
Implementing and monitoring is the way forward

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?

Free Welsh lessons for all. Highlight and promote Welsh at all opportunities

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

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

Comments:

Health visitors, School Nurses, School Counselling services,, School Therapists School Psychologist

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?

Senedd only

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?

Not sure

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?

These should be kept to minimum with no further consultations

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?

This should increase opportunities for Welsh language use to grow and further develop across the whole of Wales.

No doubt there will be nay sayers who will state it is wasted money. Welsh should be advertised positively across all media this will increase use

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

This policy is a positive step forward for our Welsh speaking communities and it will help Welsh to grow outside of these communities and flourish. Welsh language should always be used first across all services as a mandatory policy

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:

Welsh should be put into statute as the language of Wales. All schools should teach Welsh history and encourage Welsh traditions eg Yr Urdd and Welsh Culture should be given an important status and consideration across all public bodies.

Proposals for a Welsh Language Education Bill

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

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

Disagree

Comments:

Children with no interest in speaking Welsh are frustrated by this being imposed on them

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

Disagree

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

Disagree

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

Disagree

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

Disagree

Comments:

Keep this political agenda out of education. You forced all of my children to study a language against their wishes

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?

A large number of learners in non Welsh medium schools have no interest. It creates frustration forcing this agenda. The children dont use the language outside it's forced use in the classroom. We now see how wrong it was in the past to not let Welsh speakers speak their language so let's stop doing the reverse and forcing people who don't want to speak Welsh to learn it. The Welsh language is supported by Welsh speaking schools leave the other schools alone.

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:

I think it should be decreased and free choice given at GCSE level. If I wanted my children to speak Welsh I would have sent them to a Welsh school.

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?

It should be decided based on what local parents want. It should have nothing to do with political ideology about the Welsh language.

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

No Response

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

Disagree

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

Disagree

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

Disagree

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

No Response

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

Disagree

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

No Response

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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?

Comments:

Enough money has been spent on enforcing Welsh language - it should be a choice. The way you push it is bullying not encouraging.

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

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

No Response

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

I think it will create further resentment. It reduces choice and forces the language on families and children. It should not be for Government to have an agenda on what language is chosen.

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.

People can already use Welsh if they choose. Making it mandatory in so many areas is treating it favourably and that is also wrong.

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

No

Proposals for a Welsh Language Education Bill

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

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

Agree

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?

Disagree

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

Disagree

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

I agree with the expectation upon schools to provide a minimum amount of Welsh language provision. I have been able to achieve fluency against the CSC continuum document with learners 9-11 by only 15 minutes daily. It is achievable and should be expected

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

I am unsure about this, it encourages negativity again towards the language and teaching it. Teachers who lack confidence in their own language skills need to feel supported and encouraged to be motivated

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?

I think there needs to be consistency nationally

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

Disagree

Comments:

Once again this won't enable school staff to feel supported or encouraged they will feel under pressure

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?

Why isn't there more focus on bilingual provision?

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Neither agree nor disagree

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?

Consider more bilingual school opportunities

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

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

Agree

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

Monitoring for education staff will only encourage negativity they need support and training

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 believe the Welsh sabbatical year should be included in the teacher training programme

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

None

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Cytuno

Sylwadau ategol

Byddai'n gosod fframwaith statudol

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

Cytuno

Sylwadau ategol

Cydweithio'n agos gyda Llywodraeth Cymru

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

Cytuno

Sylwadau ategol

Cydweithio'n agos gyda awdurdodau lleol Cymru

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

Cytuno

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

Cytuno

Sylwadau ategol

Dylai pob ysgol yng Nghymru gynnal eu haddysg drwy gyfrwng y Gymraeg cyn gynted a bydd digonedd o athrawon cymwysedig ar gael i ddysgu yn y gwahanol bynciau. Felly, y prif gategori fydd Cymraeg - ysgol Gymraeg. O dan system deg ar draws a ledled Cymru, byddai disgwyl i bob ysgol yng Nghymru gan gynnwys rhai preifat a rhai gwahanol ffydd ddysgu y rhan fwyaf o'u pynciau drwy gyfrwng y Gymraeg, unwaith fod yna ddigonedd o athrawon cymwysedig ar gael.

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

Cytuno

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

Sylwadau ategol Mae angen gosod amser penodol. Fel arall, does dim trefn.

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

Sylwadau ategol Fel y soniais yn gynharach, mae disgwyl y bydd pob ysgol yng Nghymru yn dysgu trwy gyfrwng y Gymraeg cyn gynted a phosib. Os oes rhaid gosod ysgolion mewn categori ieithyddol tan fydd hynny yn digwydd, bydd rhaid gwneud hynny.

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

Cytuno

Comments:

Pob un ysgol - gan gynnwys rhai preifat a rhai gwahanol ffydd.

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

Sylwadau ategol Cynnigion a thargedau yn amlwg yn gweithio

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

Cytuno

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

Sylwadau ategol Dylid dechrau gyda'r syniad fod disgwyl i bob ysgol newydd a sefydlir fod yn Gymraeg ei haith ac yn dysgu trwy gyfrwng y Gymraeg

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

Cytuno

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

Cytuno

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

Cytuno

Sylwadau ategol

Dylid dechrau gyda'r geiriau Pob un yn lle mwy - pob man lle gellir gwneud hynny - os oes digon o athrawon cymwysedig cyfrwng Cymraeg ar gael

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

No Response

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

Cytuno

Sylwadau ategol

Rwy'n gwybod bod rhieni mewn ysgolion cynradd yn ne Cymru yn awyddus iawn i gael gwersi i ddysgu digon o Gymraeg i ddeall yr hyn y mae eu plant yn ei wneud yn yr ysgol. Maen nhw (rhieni) yn awyddus i ddysgu geirfa fel y gallan nhw gyfathrebu a deall rhyw gymaint o Gymraeg fel eu bod yn teimlo'n rhan o addysg eu plant gan fod y rhelyw ohonynt yn ddi-Gymraeg.

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

Sylwadau ategol

Defnyddio pob mudiad a chyfrwng i hyrwyddo addysg cyfrwng Cymraeg mewn ffordd bositif a chlir.

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

Cytuno

Sylwadau ategol

Mae rhieni, gofalwyr a dysgwyr wedi bod yn crefu cael hyn ers degawdau!

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

Cytuno

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

Cytuno

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

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol
Dwi ddim yn arbenigwr

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

Cytuno

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

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

Cytuno

Sylwadau ategol
Dylai pob unigolyn, pob grwp ethnig, pob mudiad a chorff, pob enwad, pob cymdeithas, papur newydd, cylchgrawn Cymraeg a Saesneg a ieithoedd eraill gael y cyfle i roi eu barn

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

Sylwadau ategol Pob un a nodwyd eisoes

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

No Response

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

No Response

Cwestiynau gorfodol

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

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

Sylwadau ategol Mae angen deddfwriaeth ieithyddol cryfach i gynnwys cwmnïau preifat mewn deddf iaith ddiwygiedig i sicrhau gwir hawliau i'r iaith Gymraeg a'r defnydd ohoni yn y byd modern.

Byddai hynny yn lliniaru'r effeithiau negyddol

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

Sylwadau ategol Mae'r nod o gael miliwn o siaradwyr Cymraeg yn dibynnu ar addysgu gweithlu i fod yn barod i addysgu ein plant a bod yna adeiladwaith sef ysgolion modern ar eu cyfer. Rhaid i'r addysg fod drwy gyfrwng y Gymraeg fel bod addysg pawb yn hafal.

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

Sylwadau ategol Ni all sicrhau dyfodol llewyrchus i'n iaith gael ei wneud ar ei ben ei hun. Rhaid cael deddfwriaeth gryf fel deddf iaith newydd a grymus. Rhaid edrych ar ein cymunedau o safbwynt yr angen am adeiladu ysgolion newydd modern a phwrpasol fel eu bod yn dod a gwerth ychwanegol i'n cymunedau. Rhaid edrych hefyd yn yr un modd ar adeiladwaith ein cymunedau - ein tai, cartrefi a gwasanaethau iechyd a chymdeithasol. Rhaid cyd-gordio pob dim efo'i gilydd. A rhaid inni ddatblygu system drafnidiaeth o safbwynt rheilffyrdd trwm i gludo nwyddau a theithwyr.

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:

Waste of money, put it in the NHS

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:

Yet another misdirected notion by someone who has no mandate to invent such rubbish
Spend the money you get from the UK Gov on our old age pensioners and kids with no hope

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:

Welsh ministers are focused on silly green net zero goals and not on the interests of Welsh people who don't care about B2 - spend the money on the things that matter not Welsh language that does NOTHING for us in real terms

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:

More and more hot air waste of time and money by so called representatives of us - the people no way they elected by the people who need help but can't speak up because they are crippled by the waiting list on the so called Welsh NHS due to the incompetent, commercially redundant people who apparently run our nation for us , what an utter shower of excrement we have to put up with in Wales, I am embarrassed to say I'm Welsh when your giving away 1600 pounds a month to people doing nothing including asylum seekers that have no right to my grandparents money

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

Disagree

Comments:

No , this is not to be forced on our kids , Welsh language has NO use whatsoever a an attribute to help get a job unless it's in Wales that has no jobs

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

Disagree

Comments:

Welsh ministers do whatever they like anyway. Focus on Net Zero and other pointless ways to waste out hard earned money toward the Stalinist state they are already well ahead with under Drakeford

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?

Absolute total utter waste of money just like my bi lingual stuff I get in my letterbox , it goes on the fire and makes more carbon emission - countering the 50 mph speed limit on the new by pass

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?

Local authorities have no concept of what education is . They are all university educated but with degrees in underwater basket weaving
Sack them all

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

Disagree

Comments:

No , it should be a voluntary option and paid for by the parents (of course they can't afford it so there will be a hand out)

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?

Spend the money on Maths and science
Give the kids a real tool in their box

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

Disagree

Comments:

Our Welsh education level relative to the English is a pathetic joke ! Whoever monitors this did a really poor job so NO
Get a qualified outside help to eliminate waste not a self appointed Welsh Gov team of academics (Gov ? What a joke !)

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?

New school ?? Where is this ? Wow

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:

Rubbish , nobody benefits from speaking Welsh unless they stay in Wales , that's the most limiting factor you can chain our kids down to

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:

Who even got paid to write this stuff ???

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

Disagree

Comments:

No

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

Disagree

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?

Comments:

More long term plans to spend on money on this utter waste of time

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

Disagree

Comments:

No

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

Disagree

Comments:

No

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Comments:

Shut down this rubbish as soon as possible

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:

Are the last 5 questions pretty much the same ?

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

None

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:

My goodness ! Another way to waste even more money

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

Disagree

Comments:

I don't know anyone who would want to learn Welsh over learning algebra

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

Disagree

Comments:

No , absolute rubbish

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

Disagree

Comments:

There should be a National centre for common sense and act per the needs and wishes of the nation NOT the unelected first minister

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:

More of the same debate but with the same inevitable end .. no more of other peoples money to spend so borrow more and blame UK Gov
Had anyone seen the waiting time for serous NHS ops in Wales ??? 6 years for a knee or a hip - who gives a hoot about the Welsh language when your granny is in agony !!!

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

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

Disagree

Comments:

How much money did it cost to actually come up with this pointless question ?

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

See answer to 30

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?

Impact is simple - shut it down and focus on what the country needs

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?

More highly paid academics I imagine

Mandatory questions

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

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

There is nothing positive to take from this at all , just more pain for our pensioners and vulnerable

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.

TLDR

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 , just see my view and take that to Drakeford and his other unelected waste of oxygen

Comisiwn Cymunedau Cymraeg

Is-adran Cymraeg 2050

Llywodraeth Cymru

Doc Fictoria

Caernarfon

Gwynedd

LL55 1TH

12 Mehefin 2023

Ymateb y Comisiwn Cymunedau Cymraeg i'r ymgynghoriad ar y cynigion ar gyfer Bil Addysg Gymraeg

Mae'r Comisiwn yn ddiolchgar am y cyfle i ymateb i'r ymgynghoriad ar y cynigion ar gyfer Bil Addysg Gymraeg. Mae cylch gorchwyl y Comisiwn yn nodi fod 'Llywodraeth Cymru yn awyddus i glywed barn y Comisiwn ... yng nghyd-destun datblygu papur gwyn ar y Bil Addysg Gymraeg i sicrhau bod y system gynllunio addysg yn ystyried y cyd-destun cynllunio ieithyddol ehangach.'

Yn ddiweddar, cyhoeddodd y Comisiwn bapur safbwynt. Er nad yw hyn yn cynnwys argymhellion ar gyfer Llywodraeth Cymru (cyflwynir y rhain yn ein hadroddiad terfynol a gyhoeddir yn haf 2024), mae'n nodi ein canfyddiadau cychwynnol yn y maes. Mae'r canfyddiadau hyn yn cynnwys ein sylwadau ym maes addysg (adran 6 yn y Papur Safbwynt), ac mae llawer o'r rhain yn berthnasol i'r Papur Gwyn.

Gellir darllen y Papur Safbwynt yma:

[Comisiwn Cymunedau Cymraeg: papur safbwynt | LLYW.CYMRU](#)

Yn benodol, mae'r Comisiwn yn croesawu'n frwd yr ymrwymïadau i lesiant ieithyddol cymunedau Cymraeg sydd yn y Papur Gwyn.

Rydym yn cytuno â'r cynnig i sefydlu cyfundrefn statudol i gategoreiddio ysgolion yn ôl cyfrwng iaith. Rydym hefyd yn cytuno â'r cynnig yng nghymalau 48 a 49 y Papur Gwyn y dylai disgrifiadau'r categorïau gael eu pennu mewn rheoliadau – mae defnyddio rheoliadau yn bwysig iawn yn ein barn ni er mwyn cynnig hyblygrwydd wrth ddiffinio categorïau ac wrth ddatblygu addysg Gymraeg yn y dyfodol.

Mae'r Comisiwn yn cytuno â Gweinidog y Gymraeg ac Addysg yn ei ragair i'r Papur Gwyn fod angen i bolisi addysg gynorthwyo yn y gwaith o 'warchod cymunedau Cymraeg sydd â chanrannau uchel o siaradwyr Cymraeg ond sy'n dangos gostyngiad.'

Yn benodol, mae'r Comisiwn yn croesawu'n frwd cymalau 59 ac 89 y Papur Gwyn:

Fel rhan o ystyriaethau'r awdurdod [lleol] wrth bennu ym mha ddalgylchoedd y mae am weld cynnydd mewn darpariaeth cyfrwng Cymraeg, cynigiwn y bydd yn rhaid i'r awdurdod ystyried demograffeg y Gymraeg yn y dalgylchoedd hynny. Yn ymarferol, bydd tystiolaeth gan y Comisiwn Cymunedau Cymraeg, sydd â'r dasg o wneud argymhellion ynghylch ardaloedd o sensitifrwydd y Gymraeg, yn rhan o ystyriaeth Gweinidogion wrth osod targedau ar awdurdodau lleol. (cymal 59)

Mewn rhai awdurdodau lleol, lle mae'r dwysedd siaradwyr Cymraeg yn uchel yn gyffredinol a'r Gymraeg yn rhan annatod o wead cymdeithasol yr ardal, yr her yw gwarchod yr ardaloedd rhag shiftt iaith a sefydlogi dwysedd y siaradwyr fel eu bod yn parhau yn gymunedau o siaradwyr Cymraeg. Bydd y dystiolaeth gan y Comisiwn Cymunedau Cymraeg ynghylch ardaloedd o sensitifrwydd ieithyddol yn rhoi sail i osod disgwyliadau uwch mewn ardaloedd o'r fath. (cymal 89)

Mae'r Comisiwn yn croesawu'r cynigion hyn. Dros y misoedd nesaf, bydd y Comisiwn yn gwneud rhagor o waith wrth ddatblygu'r syniad o ardaloedd o arwyddocâd ieithyddol (dwysedd uwch) ac mae o'r farn y gallai ardaloedd o'r fath gynnig cyd-destun ar gyfer datblygu polisi yn y modd a awgrymir gan y Papur Gwyn.

Mae'r Comisiwn yn croesawu'r cysyniad bod y targedau cenedlaethol a osodir ar Awdurdodau Lleol yn medru amrywio mewn ardaloedd penodol, ac o ganlyniad yn medru gosod disgwyliadau uwch ar y ddarpariaeth addysg mewn ardaloedd o arwyddocâd ieithyddol (dwysedd uwch). Dylai'r targedau hynny gynnwys disgwyliadau am ddarpariaeth addysgol ffurfiol drwy gyfrwng y Gymraeg, ond yn ogystal â hyn dylent hefyd gynnwys disgwyliadau am yr arlwy anffurfiol a chymunedol drwy gyfrwng y Gymraeg – rydym wedi ymhelaethu ar hyn yn adran 6.9 ein Papur Safbwynt. Hefyd, wrth i Awdurdodau Lleol newid is-adeiledd ac ystyried defnydd o gyfalaf i'r dyfodol, dylid sicrhau rhagdybiaeth fod unrhyw ddarpariaeth newydd mewn ardal o arwyddocâd ieithyddol (dwysedd uwch) yn ddarpariaeth categori 3 yn unol â'r canllawiau anstatudol cyfredol ar ddiffinio darpariaeth ieithyddol mewn ysgolion.

Mae'r Comisiwn yn hynod gefnogol i'r egwyddor o sicrhau mynediad at raglenni trochi ledled y wlad. O gofio natur benodol ardaloedd o arwyddocâd ieithyddol (dwysedd uwch) dylid sicrhau drwy'r Bil Addysg Gymraeg bod disgwyliad i'r ardaloedd hynny ddarparu a chynnal ystod o raglenni trochi effeithiol ar gyfer yr oed cynradd ac uwchradd fel ei gilydd. O ganlyniad i hynny, bydd modd i ddisgyblion sy'n hwyrddyfodiaid i'r Gymraeg gael eu cymhathu'n ieithyddol, ac o ganlyniad i hynny gael eu cymhathu'n gymdeithasol i'w cymunedau. Gellid ystyried ehangu ar y cynlluniau trochi yn yr ardaloedd hyn hefyd drwy sicrhau bod darparwyr Cymraeg i oedolion yn cynnig cyfleoedd i rieni/gofalwyr a theuluoedd ddysgu'r Gymraeg ar yr un pryd â'u plant, a bod y Mentrau Iaith lleol yn

darparu'r cyfleoedd cymdeithasol hynny i'r uned deuluol fagu hyder a defnyddio eu Cymraeg yn gymdeithasol.

Mae'r Comisiwn yn cydnabod fod her genedlaethol gynyddol wrth recriwtio i'r gweithlu addysg. Dylid sicrhau fod ymdrech arbennig i recriwtio gweithlu addysg i'r ardaloedd o arwyddocâd ieithyddol (dwysedd uwch) gan sicrhau'n ogystal cynnig dwys o gyrsiau sabothol i gefnogi'r gweithlu addysg cyfredol yn yr ardaloedd hynny i ddysgu a gloywi eu Cymraeg.

Mae'r Comisiwn yn nodi'r cyfeiriad at ysgolion gwirfoddol ac ysgolion sefydledig yn y Papur Gwyn. Mae'r Comisiwn o'r farn y dylai ysgolion o'r fath fod yn ddarostyngedig i'r gyfundrefn a awgrymir gan y Papur Gwyn. Fel arall, mae'r Comisiwn yn bryderus y gallai polisi o symud ysgolion eraill ar hyd continwwm iaith gael ei danseilio os nad yw ysgolion gwirfoddol ac ysgolion sefydledig yn symud ar hyd continwwm iaith hefyd.

Yn gywir,

Comisiwn Cymunedau Cymraeg

Proposals for a Welsh Language Education Bill

Consultation response form

Your name:

Organisation (if applicable): Education Service, Newport City Council

email/telephone number:

Your address: Civic Centre, Godfrey Road, Newport, NP20 4UR.

Responses should be returned by 16 June 2023 to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

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

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

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

It is difficult to provide an informed response without further detail as we don't fully understand how this would differ to the current charter. We would also like further clarity on any sanctions that might be imposed on any LAs who are unable to achieve the targets set for them despite every effort being made to do so.

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

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

B2 is equivalent to outcomes at AS level. In Newport there are limited numbers of pupils currently taking Welsh as a subject at this level. This advanced level of Welsh at school leaver age is very ambitious and we have significant concerns over whether this is an achievable target.

To be able to make progress towards this, there at least needs to be more access to Welsh on a community level so that Welsh becomes a living language.

We feel further information is required around how sufficient workforce could be obtained to deliver this level of ability, and would be keen to confirm whether additional funding will be made available for teachers and teaching assistants to professionally develop their abilities to teach in Welsh. The cost implications of this need to be fully explored.

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

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

As per 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?

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

We are supportive of this proposal on the expectation that further clarity will outline a clear understanding of what the continuum looks like and how it is intended to work.

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

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

This is something that Newport has already adopted.

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

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

If a statutory system is created, we agree that Welsh Ministers must define the category descriptions.

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 are concerned that imposing a minimum amount of Welsh language provision could have a detrimental impact on outcomes in other subject areas if time is taken away from these in order to increase Welsh provision. Our view is that this would significantly impact on staff who would either have less teaching time allocated to their subject areas or would be required to substantially develop and improve their

Welsh language skills and abilities to deliver their subject area through the medium of Welsh.

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 have concerns about the Local Authority being given this approval role, and strongly feel that this could be difficult to manage without additional support. We would also want to know whether it is planned for any sanctions to be imposed for perceived non-compliance.

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

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

Whilst we agree with this principle, we would strongly caveat it to say that this would only be possible with sufficient and appropriate workforce.

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 have concerns about how a sufficient workforce capacity would be realised in relation to this proposal. There is also no clarity over whether a move to a higher language category would require the LA to progress a school reorganisation proposal. If this is the case, the resources associated with this would need to be considered. The reference to catchment areas might also require the LA to progress and formalise changes, Again this requires resource, and may not be supported by our school communities.

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

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

We are concerned at the proposal that the LA should monitor the progress of schools within categories as we do not have sufficient resource for this to be carried out effectively. We are also concerned about the proposal that Estyn be able to undertake a rapid review of LAs considered not to be on track in terms of the targets in the National Plan. Our view is that the current system of monitoring progress through an annual review of the WESP is appropriate and supports all partners in working together to achieve agreed targets.

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

Currently, when opening new school, we assess the impact this will have on all schools in the area and will continue to do so. We have very real concerns that opening a new WM school in the wrong area or at the wrong time could destabilise current WM schools. There are concerns in terms of the presumption that a new school would always be in the higher category, for example in terms of when 2 English-medium schools amalgamate. This may be in an area that does not have the demand or in an area where there is already a Welsh-medium school. This could have serious consequences on the LAs ability to deliver education for all learners and meet parental preference.

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

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

This should be done in consultation with LAs and in conjunction with the implementation plans already in place.

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

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

We agree that national targets would be helpful, and are already trying to do this on a local level through our WESP implementation plan.

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

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

Significant work has been undertaken in partnership with our WEF and other key stakeholders in developing our WESP. We are therefore not in support of the proposal to withdraw WESPs and the associated Implementation plans to be replaced with new Welsh in Education Implementation Plans (WEIPs). We feel that this will significantly detriment the work that has been done in building relationships with our partners.

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

Our view is that this can be achieved through the current system and annual reviews of the WESP.

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

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

This Council is already striving towards meeting ambitious targets within the WESP, which align with the framework outlined by Welsh Government. We feel that this is the maximum we can achieve within the 10-year lifespan of the current WESP. Anything higher is not considered to be achievable within the demographic of the LA.

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

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

Since we feel that the current WESP and associated Implementation Plans are appropriate, our view is that these resources would be better directed elsewhere

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

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

Workforce sufficiency is one of the most significant challenges facing us in terms of meeting the targets within our WESP, As such, any way of formalising and improving workforce planning is supported. However the success of this is dependent on support from other relevant parties.

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

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

We understand the need to monitor progress, but have concerns over the reactions to any perceived lack of progress.

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

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

No, as each LA should already be working with Welsh Government to monitor progress and identify actions to support further improvement. Our view is that Estyn will continue to identify specific concerns through the inspection framework.

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

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

Given that the new WESPs have been operational for less than a year, our view is that they should be given the opportunity to be embedded before an alternative is introduced.

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

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

This is already being fulfilled via our WESP Implementation Plan, and the Grow sub-group which focuses specifically on Outcomes 1 and 2. If this is taken forward as a “duty”, we would like clarity on any sanctions that might be imposed for perceived non-compliance.

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

Supporting comments

Our view is that a national campaign developed over a period of time will improve the consistency of messaging around promotion across Wales. However this would also need to be shaped at a local level to ensure that the areas being targeted are those most in need of growth. This will bring benefits to children and families.

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

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

Late immersion is already provided and promoted in this LA area, and our view is that there would be no positive changes if this was imposed as a duty.

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

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

Late immersion is already provided and promoted in this LA area, and our view is that there would be no positive changes if this was imposed as a duty.

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

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

Whilst we agree with this in principle, we are concerns that this could have a consequential impact on our already limited WM education workforce.

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

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

We agree that this seems appropriate.

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

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

We are supportive of this principle but again would stress the fact that this will only be possible with sufficient workforce capacity.

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

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

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

The Newport WEF includes a wide range of stakeholders who would all be impacted by the proposed changes. The groups and bodies not included in the consultation document include Menter Iaith, the local Health Board and Further and Higher Education providers.

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

This requires further consideration in relation to all stakeholders.

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

This requires further consideration in relation to all stakeholders.

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

This requires further consideration in relation to all stakeholders.

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

Whilst we agree that the White Paper is intended to have a positive impact on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English, we are concerned on the abilities to deliver these outcomes. We are already working hard to deliver our WESP, and feel that these aspects are covered within this.

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

Whilst we acknowledge that the proposals should have a positive impact 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, our view is that this is already reflected within our WESP.

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:

Currently there are no sanctions should targets not be successfully met. We would therefore request that clarity is provided to outline whether, if the targets were to become a duty, sanctions would be imposed on the Local Authority, and what these would look like.

We would also reiterate previous comments around the proposal to replace WESPs with WEIPs, and do not support this proposal given the relative infancy of the WESP.

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:



Cwestiynau'r ymgynghoriad

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

YDW

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

Cytuno. Mae angen gweithgor cenedlaethol a chyrhychiolaeth o'r awdurdodau i greu disgrifiadau o'r lefelau ar gyfer y Gymraeg. Pa mor realistig yw hi i ddisgyblion ysgolion Saesneg eu cyfrwng (ac hefyd ysgolion Cymraeg!!) fod yn B2??.

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 i B2 fod yn realistig a rhaid i'r Gweinidogion ei wneud yn statudol a gwenudd B2 yn gymhwyster gorfodol o bwys wedi ei blethu yn synhwyrol i'r cymhwysterau TGAU ac nad yw'n rhywbeth opsiynol ar wahan.

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

Cytuno. Bydd rhaid i'r continwwm fod yn realistig heb fod yn rhy uchelgeisiol ac wedi ei blethu i'r Cwricwlwm i Gymru a'r cymhwyster TGAU. Efallai bydd angen addasu'r Maes Dysgu a Phrofiad Ieithoedd, Llythrennedd a Chyfathrebu i amlygu pwysigrwydd a statws y Gymraeg. Ar hyn o bryd, ac mewn rhai ysgolion, mae'r Gymraeg o fewn y cwricwlwm yn cael ei wanhau a'i golli wrth i ysgolion gyflwyno ieithoedd modern ac arwyddo i'r cwricwlwm. Peth cyffredin mewn ysgolion cyfrwng Saesneg y dyddiau yma yw 'Welsh Wednesdays' a 'French Fridays'.

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

Cytuno.

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

Cytuno.

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?

Mae'n rhaid nodi'n glir i ysgolion yr isafswm o Gymraeg dylid ei gyflwyno. Ar hyn o bryd, heb ganllaw clir mae'r darlun yn amrywio'n fawr ac yn sicr mae llai yn cael ei gyflwyno nawr.

Mae nodi canran o amser yn anodd iawn ei fesur. Yn yr uwchradd, gellir nodi un awr / dwy awr o wersi ffurfiol yr wythnos. Yn CA2 gellir nodi, un awr o wers yr wythnos + helpwr heddiw a Chymraeg pob dydd. Yn y Cyfnod Sylfaen, helpwr heddiw a Chymraeg pob dydd + un her Gymraeg ymhob gwers. Mewn ysgol categori 2 (drefn nwydd) sut mae 50% o wersi yn edrych i athro sydd ddim yn rhugl yn y Gymraeg. Rhaid modelu hyn yn glir a bod pob athro o wahanol mfathau o ysgolion o fewn categori yn deall yn iawn beth yw'r disgwyliadau.

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?



Cytuno, ond dylai'r diffiniadau o ran categori 2 fod yn gliriach. Rhaid cael diffiniadau cliriach o lawer er mwyn cwmpasu'r amrywiaeth o ysgolion a all fod yng nghategori 2 e.e diffiniad clir o 50%, ble mae ysgolion dwy ffrwd yn eistedd o fewn y diffiniadau? Ar hyn o bryd mae sawl man amwys sy'n medru cael ei gamddehongli. Mae angen mwy o rôl gan y Llywodraeth, i gydweithio gyda'r Awdurdod pan fo ysgol yn anghytuno gyda phenderfyniad yr awdurdod, yn arbennig pan fo'r capasiti gan yr ysgol i newid categori ond ddim yr awydd na chefnogaeth y llywodraethwyr. Beth sy'n digwydd os nad oes capasiti gan ysgol i newid categori ac maen nhw yn dal i wrthod?

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

Cytuno

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

Dylid gwneud yn gwbl glir/ statudol bod dyletswydd ar bob ysgol i nodi mewn cynllun sut y byddant yn mynd ati i gynyddu eu darpariaeth Gymraeg.

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

Cytuno. Mae'n rhaid cael rhyw fath o atebolrwydd. Rydym yn gweld ar hyn o bryd bod canran uchel o ysgolion yn cyflwyno llai o Gymraeg, gan nad oes angen cyflwyno lefel/deiliant ar ddiwedd cyfnod allweddol, dim cymedroli'n bod, ac nid yw argymhelliad gan Estyn am y Gymraeg yn eu poeni rhyw lawer. Mae lle i awdurdodau fonitro cynnydd **pob** ysgol, ond nid yw'r capasiti yno. Byddai'n rhaid cael mwy o arian i'r awdurdodau i wneud y gwaith. Mae dryswch mawr hefyd yn bodoli o ran rôl y rhanbarth yn hyn o beth. Teimlaf mai rôl yr awdurdod (os oes capasiti) ddylai hyn fod. Fodd bynnag, os nad oes mwy o arian ar gyfer yr awdurdodau, bydd rhaid i'r rhanbarthau newid cryn dipyn ar eu systemau presennol.

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

Dylai'r **Llywodraeth** ei wneud yn ddeddf bod pob ysgol newydd yng Nghymru yn ysgol Gymraeg. Dyma'r unig ffordd!

Mewn ardaloedd lle nad yw'r Gymraeg yn amlwg, mae gormod o wleidyddiaeth lleol a rhagfarn gan rhai cynghorwyr yn golygu na fydd y Gymraeg yn ffynnu nac ysgolion Cymraeg yn cael eu hagor o'r newydd.

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

Cytuno

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?

Mae angen i'r Llywodraeth cael cynllun clir i ddenu darpar athrawon ac i'w hariannu'n ddigonol i'w cadw yn y swydd ar ol cael eu cymhwyso. Mae'r sefyllfa'n argyfyngus ar hyn o bryd, yn arbennig yn y sector uwchradd. Rhaid gweithredu ar frys. Dylai'r Llywodraeth hefyd, fonitro'r colegau hyfforddi athrawon i sicrhau bod mwy o Gymraeg yn y hyfforddiant. Dylai deddf nodi bod athrawon sy'n cael eu penodi i ysgolion cyfrwng Saesneg fod â lefel penodol o hyfedredd yn y Gymraeg e.e B2, sef yr hyn sy'n ddisgwyliedig o'r disgyblion.



Ni all awdurdodau bennu targedau o ran recriwtio gan bod y gronfa o athrawon mor fach a'i bod mor rhwydd i athrawon deithio o un sir i'r llall. Rhaid i unrhyw darged o ran hyfforddi a recriwtio gael ei wneud yn genedlaethol, a heb newid yn y ddeddfwriaeth ni all unrhyw awdurdod osod targedau realistig.

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

Cytuno – er dylai deilliant saith fod yn ddeilliant cenedlaethol.

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

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

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

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

Cytuno i raddau ond heb newid yn y ddeddfwriaeth ni all unrhyw awdurdod osod targedau realistig.

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

Cytuno

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?

Anghytuno – os yw'r llywodraeth yn cydweithio'n agos gyda'r awdurdodau ac yn monitro datblygiadau'n rheolaidd, yna nid oes angen mewnbwn Estyn. Gwell fyddai i Estyn gysoni eu dealltwriaeth o sut mae ysgolion yn cyflwyno'r Gymraeg i ddysgwyr, mae anghysondebau mawr yn bodoli yn hyn o beth!!

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 pob awdurdod yn cael ei reoli gan wleidyddion a chynghorwyr ac felly nid yw dyheadau swyddogion addysg yn cael eu caniatu pob tro. Dylai'r CSCA gael ei gydgyllunio gan y swyddogion addysg a'r llywodraeth ac yna cael ei gyflwyno i'r Cyngor. Bydd unrhyw her gan wleidyddion wedyn yn cael ei gyflwyno i'r llywodraeth. Rhaid tynnu'r gwleidyddiaeth allan o'r penderfyniadau am gynyddu darpariaeth Gymraeg mewn ysgol ac ardal.

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

Cytuno er ei bod yn fater sensitif iawn gyda swyddogion awdurdod a phenaethiaid ysgolion Cymraeg yn 'ofni hyrwyddo gormod'!!



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

Dylai'r Llywodraeth greu rhaglen farchnata digidol cenedlaethol i bob awdurdod ei defnyddio a'i haddasu i gynnwys trefniannau lleol..

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

Cytuno

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

Cytuno

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

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

Cytuno- ond sicrhau ei fod yn gyfredol ac yn haws i ymarferwyr ddod o hyd i hyfforddiant addas. Angen mwy o arian i awdurdodau yn hytrach na mynd i'r consortia.

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- does dim hanner digon o adnoddau Cymraeg ar hyn o bryd (ar bob lefel)!

Rydym hefyd wedi cyhoeddi 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg'. Rydym yn gofyn y cwestiynau canlynol yn y ddogfen honno:

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

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

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

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?

Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw: **Fforwm Addysg Gymraeg**

Sefydliad (lle bo'n berthnasol): **Cyngor Caerdydd**

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

Sylwadau gan aelodau Fforwm Addysg Gymraeg Cyngor Caerdydd:

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

Cytunodd holl aelodau'r Fforwm Addysg Gymraeg y dylai'r targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050 gael ei gynnwys yn y Bil fel deiliant statudol. Cytunir hefyd y dylid gosod dyletswydd ar Awdurdodau Lleol i gyflawni'r deiliant y gall pob disgybl erbyn 2050 siarad Cymraeg yn hyderus erbyn diwedd eu haddysg statudol o leiaf yn gyson â Lefel 2 y Fframwaith Cyfeirio Ewropeaidd Cyffredin ar gyfer Ieithoedd (CEFR). Mae'r deilliannau hyn yn ymrwymadau gan Lywodraeth Cymru a gyflwynwyd yn y strategaeth Cymraeg 2050. Bydd eu cynnwys yn y Bil yn rhoi mwy o statws ac yn caniatáu ymyrraeth lle bo angen er mwyn sicrhau bod y taflwybr gofynnol i gyflawni deilliannau Cymraeg 2050 yn cael ei gyrraedd.

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

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

Roedd bron pob un o bartneriaid y Fforwm Addysg Gymraeg yn cytuno, ond codwyd sawl cwestiwn, sylw a phryder. (Gweler isod).

Ar gyfer awdurdodau lleol, byddai angen i hyn fod mewn partneriaeth â'r consortia rhanbarthol. Byddai'r bartneriaeth hon yn cynnwys dysgu proffesiynol helaeth a chefnogaeth i staff ysgolion fel bod ganddynt y sgiliau priodol i gefnogi dilyniant ieithyddol disgyblion.

Beth mae bod yn Siaradwr Cymraeg yn ei olygu? Ychydig o eiriau allweddol, yn gallu cynnal sgwrs er enghraifft? Beth yw'r diffiniad? A yw hyn yn berthnasol yn yr un ffordd ar draws gwahanol leoliadau h.y. ysgolion cyfrwng Saesneg ac ysgolion cyfrwng Cymraeg?

Mae pwyslais cryf ar sicrhau bod pob disgybl yn gallu gadael Addysg Statudol gyda'r gallu a'r hyder i siarad Cymraeg unwaith y byddant wedi gadael yr Ysgol ond beth sydd ar waith i'w hannog i ddefnyddio'r Gymraeg ac i barhau i'w

defnyddio? (Yn enwedig mewn ardaloedd yng Nghymru lle mae'r Saesneg yn cael ei defnyddio llawer mwy na'r Gymraeg mewn bywyd bob dydd)

Bydd hi'n anodd cyrraedd B2 fel y mae pethau ar hyn o bryd. Mae lefel B2 yn uchelgeisiol, yn lefel o gymhwysedd yn y Gymraeg, ar gyfer staff addysgu a phlant mewn ysgolion cyfrwng Saesneg, mae'n dipyn o gam i fyny.

Dylid cynnwys Canolfan Gymraeg, mae diffyg manylion yn y Papur Gwyn, er enghraifft sut mae LIC yn mynd i gynyddu'r gweithlu sy'n siarad Cymraeg.

Ydyn ni ar y trywydd iawn ar gyfer 2050? Mae B2 yn wahanol ac rwy'n bryderus iawn am ble a sut rydyn ni'n mynd i ddod o hyd i staff i ddysgu'r Gymraeg yn effeithiol i'n plant yn enwedig mewn ysgolion cyfrwng Saesneg.

Mae'r cwestiwn yn rhy ddeuaidd, a yw'n gyraeddadwy, cytuno'n llwyr â'r uchelgais ond nid wyf yn gallu gweld sut y bydd hyn yn digwydd.

A oes gennym ddull ar gyfer goruchwyllo a gwirio safon y bobl sydd ei hangen i ni weld ble mae pobl ar B2?

Cytuno â'r dyhead ond ddim yn siŵr a yw'n gyraeddadwy. Pryderon ynghylch sut y bydd y dulliau sydd ar waith ar hyn o bryd yn gallu asesu a oes dulliau digonol ar waith.

Roedd un aelod yn teimlo'n gryf mai ymrwymiad yw hwn ond nid cyfrifoldeb statudol.

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

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

Cytunodd bron pob un o bartneriaid y Fforwm Addysg Gymraeg, mae eu sylwadau wedi'u nodi isod.

Rhoi arweiniad, adnoddau a dysgu proffesiynol cenedlaethol i uwchsgilio staff perthnasol ar gynnydd dysgwyr.

Sicrhau bod yr holl randdeiliaid perthnasol yn glir am yr hyn a ddisgwylir ac a ddehonglir fel lefel B2 a bod yna gysondeb o ran dealltwriaeth am hyn.

Mae B2 yn rhy uchelgeisiol ar hyn o bryd, ond dylai fod proses eisoes ar waith i sicrhau bod modd cyflawni hyn.

Mae eisoes yn cael ei chydabod a'i defnyddio yn ein prifysgolion, beth yw rhwymedigaethau hyn?

A oes / a fydd digon o gyllid ar gael i sicrhau bod modd cyflawni hyn.

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

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

Roedd yr holl bartneriaid yn cytuno'n llwyr ond maent wedi codi'r pwyntiau canlynol a nodir isod.

Er mwyn sicrhau cysondeb ledled Cymru, mae angen i hyn fod yn gontinwmm cenedlaethol.

A fydd y continwmm Sgiliau Iaith Gymraeg hwn yn gweithio gyda'r Cwricwlwm i Gymru o ran dilyniant ac asesu? Mae gan CCD eisoes gontinwmm Iaith Gymraeg sy'n cael ei ddefnyddio'n lled lwyddiannus mewn ysgolion cyfrwng Saesneg - a fydd y deunyddiau presennol sy'n gweithio'n cael eu hystyried gyda'r continwmm newydd? A yw LIC yn ymwybodol bod y ddogfen hon yn bodoli?

Ddim yn glir sut y bydd y continwmm CCD presennol yn gweithio ochr yn ochr â chontinwmm cenedlaethol newydd. A fydd e nawr yn cael ei ddisodli a sut fyddwn ni wedyn yn dangos cyflawniadau'r dysgwyr ar y continwmm presennol yr ydym yn gweithio arno?

Heb fodel cenedlaethol cyson bydd plant a phobl ifanc ledled Cymru yn cael profiadau anghyson ac sy'n gwrthdaro.

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

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

Roedd pob aelod yn cytuno â hyn, gyda rhesymeg fanwl yn cael ei darparu i gefnogi hyn – gweler isod.

Mae system statudol o gategoreiddio ysgolion gyda phwerau a roddwyd i weinidogion i bennu disgrifiadau ar gyfer pob categori yn gam hanfodol wrth yrru perchnogaeth a chyflawniad o fewn ysgolion unigol. Dylai'r categoreiddio ar gyfer

ysgolion fod yn gysylltiedig â gofynion pob Awdurdod Lleol i fodloni deilliannau Cymraeg 2050. Dylid asesu hyfedredd iaith Gymraeg y gweithlu addysg presennol i ganfod pa ysgolion sydd â'r capasiti mwyaf i symud ymlaen i'r lefel nesaf yn y continwwm ieithyddol a'r rhai sydd angen cymorth a chefnogaeth bellach. Rhaid i'r taflwybr a'r amserlen gofynnol ar gyfer pob categori fod yn dryloyw ac yn fesuradwy i sicrhau bod cyfradd y cynnydd gofynnol yn cael ei chyfleu'n glir a bod methiant i gyrraedd y targedau yn cael ei nodi a'i drin. Mae llwyddiant wrth symud ysgolion tuag at fwy o ddarpariaeth Gymraeg i ddisgyblion yn gofyn am gefnogaeth Cyrff Llywodraethu ysgolion a'u gweithredu drwy gynlluniau datblygu a chyflawni. Bydd dangos yn glir i ysgolion o bob categori y cynnydd gofynnol i gefnogi Cymraeg 2050, a dyletswydd statudol i weithio i gyflawni hyn, yn hyrwyddo ymrymudiad a pherchnogaeth y ddarpariaeth Gymraeg ledled Cymru. Yn achos ysgolion yn uno, dylid gosod yr ysgol newydd yng nghategori'r ysgol bellaf ar hyd y continwwm ieithyddol er mwyn sicrhau bod cynnydd yn cael ei gynnal wrth gyflawni deilliannau Cymraeg 2050.

Byddai hyn yn sicrhau cysondeb ar draws Cymru - byddai'n ei gwneud yn haws i rieni / gofalwyr gael eglurder ynghylch dewis ysgolion.

Pa ddata fydd yn cael ei ddefnyddio i gadarnhau categori iaith ysgolion? Os yw deunydd CYBLD yn mynd i gael ei ddefnyddio mewn ysgolion lle mae yna fyrhoedledd uchel, gall y deunydd hwn fod yn hen yn gyflym iawn.

Mae penderfynu ar gategori iaith yr ysgol bob 5 mlynedd yn aml yn ddigon i rai ysgolion ond nid pob un.

Eglurhad ar beth yw ystyr 'cynyddu cyfran o bob wythnos sy'n cael ei neilltuo i ddarpariaeth y Gymraeg'. Mae'r Cwricwlwm i Gymru yn annog dull trawsgwricwlaidd o ddysgu - ydy'r datganiad uchod yn golygu bod ysgolion yn meddwl am sut y gallai gwersi fod yn fwy dwyieithog neu a yw'n gofyn am gynnydd mewn amser arwahanol lle bydd gwersi Cymraeg yn digwydd?

Bydd model llwyddiannus Caerdydd 100% yn sicrhau twf yn yr iaith, nid model 80% fel mewn rhannau eraill o Gymru.

Mae angen addasu CYBLD er mwyn gallu nodi'r dysgwyr hynny sy'n dysgu Cymraeg fel iaith ychwanegol, mae'r cyfle yno i gofnodi SIY ond nid CIY!

Os yw Estyn yn nodi dysgwyr SIY a CIY yna mae'n rhaid i CYBLD nodi hyn.

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

Roedd bron pob aelod yn cytuno â hyn mewn egwyddor, mae rhai pryderon / sylwadau wedi'u nodi isod.

Byddai hyn yn rhoi mwy o eglurder i awdurdodau lleol. Byddai'n ei gwneud yn haws i rieni / gofalwyr gael eglurder ynghylch dewis ysgolion.

Os yw categoreiddio yn symud pobl a'r ysgol ymlaen yna mae hyn yn beth da ond mae symud yn ôl tuag at fodel o 80% yn fy mhoeni'n fawr, mae categoreiddio gwael yn gallu gwneud dewis ysgolion cyfrwng Cymraeg yn anodd.

I grynhoi, pryderon parhaus gan bartneriaid o ran sicrhau y cyflawnir y rhinweddau yr ydym yn eu disgwyl, pa lefel o ddehongli fydd, eglurder, continwwm cenedlaethol. Pryderon parhaus am gategoreiddio, cyfrifoldeb ar Awdurdodau Lleol a CSCAau i amlinellu'r hyn y byddant ac na fyddant yn ei gael.

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 gosod isafswm yn rhoi eglurder i Awdurdodau Lleol / Ysgolion / rhanddeiliaid. Nid yw gosod y disgwyliadau gofynnol yn gosod 'uchafswm' ar ddarpariaeth ac mae'n cynnig cyfle i ysgolion wneud mwy. Fodd bynnag, mae perygl y bydd ysgolion yn cynnig yr isafswm dim ond i ddangos ewyllys da.

Angen sicrhau bod Awdurdodau Lleol ac ysgolion yn glir ynghylch y disgwyliadau hyn a bod amser i ysgolion sicrhau eu bod yn eu lle. Mae angen cyfathrebu clir gyda'r holl randdeiliaid perthnasol.

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

Sylwadau ategol

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

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

Ydym - mewn egwyddor. Fodd bynnag, mae angen i ni fod yn glir bod ysgolion yn dechrau o wahanol lefydd ac yn wynebu heriau e.e. staffio, mynediad at ddysgu proffesiynol.
Dylai fod rhwymedigaeth statudol glir ar Gynlluniau Gwella Ysgol pob ysgol.

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

Angen sicrhau bod ysgolion a staff yn benodol yn cael cefnogaeth dda e.e. dysgu proffesiynol, cymorth targedig, adnoddau ac eglurder o ran disgwyliadau.
Demograffeg o'r ddarpariaeth Gymraeg - ffactor eithaf cymhleth, yn enwedig mewn Awdurdodau Lleol lle nad yw'r Gymraeg yn ffactor cryf.

Angen eglurder ar y cynllun hirdymor, beth yw'r nod terfynol? A oes disgwyl i bob ysgol fod yn un cyfrwng Cymraeg?

A oes rôl yma i Gomisiynydd y Gymraeg, h.y. i fod yn bartner cefnogol yn hytrach na chael eu beirniadu?

Mae pob ysgol yn darparu mwy yn Gymraeg, gan dderbyn y bydd lefelau gwahanol o fewn y gallu hwnnw.

I grynhoi roedd holl bartneriaid y Fforwm Addysg Gymraeg yn gytûn y dylai pob unigolyn yng Nghymru sy'n derbyn addysg Gymraeg statudol allu siarad Cymraeg yn dda ac yn hyderus.

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

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

Mae angen i ni ystyried y ffactorau lleol a gwahanol ar gyfer ysgolion ac Awdurdodau Lleol ledled Cymru yma. A fyddai'r ffactorau lleol hyn a natur ysgolion / ALLau yn cael eu hystyried fel rhan o'r prosesau monitro hyn?

Gallai cynnwys Estyn yn y prosesau sicrhau cysondeb a bod yn gatalydd ar gyfer newid; fodd bynnag, gallai hyn arwain at fwy o bwysau ar ysgolion a gallai newid dynameg y broses hon.

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

Sylwadau ategol

Roedd aelodau'r Fforwm Addysg Gymraeg i gyd yn gytûn, wrth i'r brifddinas dyfu a datblygu gyda chymunedau newydd yn cael eu creu, yn enwedig yn safleoedd y CDLI, fod hwnnw'n gyfle unigryw ac na ddylid ei golli i greu cymuned ddwyieithog newydd sbon drwy agor ysgolion cyfrwng Cymraeg newydd, lle mae'r Gymraeg wrth wraidd y gymuned newydd.

Hefyd, nododd aelodau, cynigir bod pob ysgol gynradd newydd yng Nghymru yn cael eu dynodi'n Gymraeg neu'n ddwyieithog a bod cynyddu'r ddarpariaeth Gymraeg trwy, er enghraifft, gyflwyno ffrwd Gymraeg, yn ofyniad ar unrhyw ad-drefnu ysgolion cynradd. Dylid ystyried y rhain fel yr opsiynau diofyn gyda gwriad oddi wrth hynny gan Awdurdodau Lleol yn ddibynol ar gymeradwyaeth Llywodraeth Cymru. Bydd y camau hyn yn cael effaith sylweddol ac yn cefnogi darpariaeth Gymraeg fel yr opsiwn safonol ar gyfer addysg gynradd yng Nghymru. Byddent hefyd yn cynrychioli sbardun sylweddol pwysig i gynyddu niferoedd disgyblion mewn addysg uwchradd Gymraeg. Bydd ehangu addysg gynradd Gymraeg yn cefnogi ehangu yn y sector uwchradd Cymraeg wrth i ddisgyblion symud drwy'r sector cynradd i'r sector uwchradd. Cydnabyddir bod cynyddu nifer y lleoedd uwchradd Cymraeg yn fater mwy cymhleth na datblygiad y sector cynradd Cymraeg a bydd angen cynllunio hirdymor dros oes y CGCAu a thu hwnt. Fodd bynnag, bydd cynnydd yn nifer y disgyblion mewn addysg gynradd Gymraeg yn naturiol yn creu angen am fwy o gapasiti Cymraeg yn y sector uwchradd er mwyn cefnogi'r taflwybr Cymraeg 2050 angenrheidiol.

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

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

Roedd yr holl aelodau'n gytûn, ac yn teimlo y byddai hyn yn rhoi arweiniad a chysondeb cenedlaethol o ran negeseuon ar gyfer cynlluniau gweithredu 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?

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

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

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

Cytunodd y rhan fwyaf o'r aelodau gyda hyn gan nodi bod cryn amser wedi ei dreulio yn cynllunio ar gyfer y canlyniadau hyn - mae angen amser i gefnogi gweithredu gweithgareddau sy'n gysylltiedig â'r canlyniadau hyn.

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 ydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

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

Cytunodd yr holl aelodau y byddai'n fuddiol alinio'r ddwy broses.

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

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

Nododd yr Aelodau fod LIC eisoes yn gosod targedau ar gyfer Awdurdodau Lleol ac bod Awdurdodau Lleol yn cael eu monitro ar hyn.

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

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

Cafwyd ymateb cymysg gan aelodau ynglŷn â hyn.

Beth fydd yn digwydd os na fydd ALI yn gwneud yr hyn yr oeddent wedi bwriadu ei wneud?

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

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

Mae hon yn her sylweddol, mae dyletswydd ar Lywodraeth Cymru i gefnogi strategaethau a bydd angen digon o gyllid er mwyn i hyn fod yn llwyddiant. Mae angen strategaeth genedlaethol.

Os yw'r arian yno, gall staff gael mynediad at flaenoriaethau uwchsgilio er enghraifft rhai o dan y Cwricwlwm i Gymru. Mae angen sicrhau bod pethau yn eu lle sy'n caniatáu i hyn ddigwydd. Cynyddu'r tebygolrwydd y bydd unigolion yn gallu manteisio ar eitemau o'u dewis. Ar hyn o bryd gofynnir i ysgolion gefnogi staff sydd eisiau hyfforddi.

O fewn y gweithlu gofal plant nid oes ôl-lenwi, nid oes unrhyw gymhelliant iddynt wneud hynny yn eu hamser eu hunain. Ni allwn ddisgwyl mwy a mwy gan ein staff a'n swyddogion gofal plant heb unrhyw wobwr. Maen nhw un cam i ffwrdd o adael eu proffesiwn fel y mae pethau ar hyn o bryd!

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

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

A oes unrhyw ganllawiau ar gael ar ddisgwyliadau mewn perthynas â'r adolygiadau blynyddol hyn? Os cânt eu cyhoeddi, mae angen sicrhau bod canllawiau clir ar gael i sicrhau cysondeb o ran disgwyliadau.

Pwy sy'n cyhoeddi'r rhain? A yw'r wybodaeth yn gywir? Mae'r broses hon yr un mor werthfawr â chadernid y cynnwys!

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

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

Roedd yr Aelodau'n teimlo'n gryf y dylai unrhyw adolygiad gael ei wneud gan Gomisiynydd y Gymraeg yn hytrach nag ESTYN, fel bod hon yn broses gefnogol yn hytrach nag un o farn a her.

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 enghreifftiau ac astudiaethau achos o weithredu llwyddiannus.

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

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'r Aelodau'n cytuno bod dyletswydd ar Awdurdodau Lleol i hyrwyddo addysg Gymraeg, ond gellir hefyd ymestyn hyn i sicrhau bod yr ALI yn hyrwyddo *argaeledd* gofal plant Cymraeg (ei fod yn bodoli; manteision dwyieithrwydd) i alluogi rhieni i wneud dewisiadau gwybodus. Fodd bynnag, gan fod lleoliadau gofal plant yn fusnesau, nad ydynt yn cael eu gweithredu gan y Cyngor, ac mewn cystadleuaeth â'i gilydd, rhaid bod yn ofalus nad yw pobl yn meddwl ein bod yn ceisio dylanwadu ar eu penderfyniadau gan fod effaith uniongyrchol ar hyfywedd ariannol parhaus lleoliadau gofal plant.

Yn ogystal, mae cydweithwyr yn y maes lechyd, yn enwedig Ymwelwyr lechyd, yn fector allweddol ar gyfer gwybodaeth i rieni cyn i'w plant gyrraedd oed ysgol, felly gallai fod yn llwybr hanfodol ar gyfer darparu gwybodaeth cyn i rieni wneud eu dewis ysgol.

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

Sylwadau ategol

Roedd yr Aelodau'n teimlo'n gryf bod ymgyrch genedlaethol i amlygu manteision addysg Gymraeg yn hanfodol er mwyn cyrraedd y nod o filiwn o siaradwyr Cymraeg.

Rhannu mwy am brofiadau teuluoedd sy'n cael addysg Gymraeg ac sydd ddim yn siarad Cymraeg gartref - mynd i'r afael â rhai o'r heriau e.e. helpu gyda gwaith cartref, sut i hybu'r Gymraeg gartref.

Manteision dysgu Cymraeg hyd yn oed os yw plentyn eisoes o gartref amlieithog. Bydd cael cynrychiolaeth amrywiol yn y deunyddiau hyrwyddo yn helpu cymunedau heb gynrychiolaeth ddigonol i 'weld eu hunain'.

Rhannu enghreifftiau o sut mae ysgolion / ALLau wedi llwyddo i hyrwyddo addysg cyfrwng Gymraeg.

Sut mae ysgolion wedi mynd i'r afael yn gadarnhaol ag effaith Covid ar sgiliau llythrennedd disgyblion.

Rhannu mwy am lwyddiannau canolfannau trochi ar gyfer disgyblion cynradd ac uwchradd, gyda'r neges nid yw byth yn rhy hwyr.

Os yw hyn yn rhywbeth y cytunir arno ac a fydd yn cael ei ddatblygu mae sawl aelod allweddol a fyddai'n fwy na pharod i fod yn rhan o grŵp rhanddeiliaid i rannu meddyliau / syniadau a materion i'w hystyried.

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

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

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

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

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

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

Byddai hyn yn darparu cyfeiriad strategol clir a chysondeb o ran negeseuon ynghylch dysgu iaith. Fodd bynnag, mae angen sicrhau bod cymorth ysgol yn ganolog i waith y corff sengl.

Ydyn, mewn egwyddor ar yr amod bod ganddynt y capasiti i'w ddarparu, beth sy'n digwydd i'r holl ddarpariaeth bresennol, a ydyn nhw'n cael eu cynnwys neu a fyddan nhw'n rhoi'r gorau iddi.

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

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

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

Fel y nodwyd mae angen diffiniad ar gyfer 'digonol'.

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

Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn

cwmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

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

O ran y Gymraeg wrth gynllunio addysg o fewn awdurdodau lleol, mae'n ymddangos bod llawer o ddisgwyliad o ran costau ar Awdurdodau Lleol o fewn yr adran hon ar adeg pan fo cyllidebau ALLau ac Addysg yn dynn, a fydd y costau hyn hefyd yn hidlo i lawr i lefel ysgol?

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

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

Gweler isod o dan Cwestiwn 36

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

Gweler isod o dan Cwestiwn 36

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 cyflwyno'r Bil, a chyrraedd taflwybr Cymraeg 2050, yn ddibynnol ar ddatblygu ac ehangu'r gweithlu addysg Gymraeg drwy recriwtio, hyfforddi ac adleoli. Mae diffyg argaeledd athrawon cyfrwng Cymraeg yn cynrychioli tagfa ar addysg Gymraeg a chroesewir y camau a gymerwyd gan Lywodraeth Cymru a'r targedau a gyflwynwyd mewn CSCAau Awdurdodau Lleol i fynd i'r afael â hyn. Mae cyllid ar gyfer ehangu'r gweithlu addysg Gymraeg wedi ei gadarnhau am y tair blynedd nesaf ac yn cael ei gefnogi gan ddeilliannau CSCA yr Awdurdodau Lleol. Fodd bynnag, er mwyn cyflawni'r camau a gyflwynwyd yn y Bil, mae angen ymchwilio i gyllido pellach gan Lywodraeth Cymru y tu hwnt i'r cyfnod 3 blynedd cychwynol a gadarnhawyd. Mae cymorth ariannu ar gyfer hyfforddiant yn gymhelliant gwerthfawr i unigolion sy'n dymuno ymuno â'r sector addysg Gymraeg. Dylai Llywodraeth Cymru gytuno ar argaeledd y cyllid i gefnogi'r Cynllun Gweithlu Addysg 10 mlynedd llawn. Dim ond ar lefel genedlaethol y gellir cyflawni datblygiad y gweithlu addysg Gymraeg a bydd angen cymorth Llywodraeth Cymru ar Awdurdodau Lleol er mwyn cyflawni hyn.

Mae angen i egwyddorion a chasglu data fod yn unffurf gan fod Awdurdodau Lleol yn defnyddio modelau hyfedredd iaith gwahanol ar gyfer staff. Mae'r Bil yn cynnwys cynigion i ddatblygu system bwrpasol i feincnodi hyfedredd Cymraeg. Er y cytunir bod yn rhaid safoni'r data hwn i gefnogi casglu a dadansoddi effeithiol, ymddengys bod datblygu system newydd yn gam ychwanegol, ac o bosibl yn ddiangen. Mae systemau fel CEFR yn cael eu hymchwilio'n dda, yn effeithiol, ac yn cael eu defnyddio'n helaeth. Nid yw'r meini prawf sy'n sail i'r angen am system bwrpasol yn glir ac mae'r broses ddatblygu angenrheidiol yn peryglu oedi wrth ddatblygu'r gweithlu addysg.

Croesewir Cynllun Cenedlaethol statudol i gaffael a dysgu'r Gymraeg. Mae angen arweiniad gan Lywodraeth Cymru mewn meysydd fel nifer yr athrawon mewn addysg Gymraeg a thargedau uwch ar gyfer cynyddu nifer y dysgwyr sy'n derbyn addysg Gymraeg. Bydd cynllun canolog o'r math hwn yn seiliedig ar y cyfraddau cynnydd gofynnol ar gyfer cyflawni Cymraeg 2050 a bydd yn caniatáu i fwy o ddarpariaeth gael ei chyflwyno a'i chyflawni'n deg ac yn gydradd gan Awdurdodau Lleol Cymru. Mae materion fel recriwtio a hyfforddi athrawon yn rhy eang i fynd i'r afael â hwy yn ddigonol o fewn Awdurdodau Lleol unigol a bydd seilio targedau ar Cymraeg 2050 yn caniatáu dull mwy unedig o gyflawni deilliannau Cymraeg 2050.

Bydd angen adlewyrchu targedau a gyflwynir yn y Cynllun Cenedlaethol statudol yng Nghynllun Strategol Cymraeg mewn Addysg (CSCAAu) pob Awdurdod Lleol. Croesewir diwygiad arfaethedig y CSCAAu presennol fel Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAAu). Bydd datblygu CGCAAu, yn seiliedig ar dargedau Cynllun Cenedlaethol canolog, yn mynd i'r afael â'r gwendid posibl am i'r CSCAAu gael eu datblygu ar wahân, ar y cyfan, gan bob Awdurdod Lleol. Bydd targedau Gweinidogion Cymru i gynyddu'r ddarpariaeth yn sicrhau bod taflwybr Cymraeg 2050 yn ganolog i gyflawni holl CGCAAu yr Awdurdodau Lleol ac yn dangos ymrwymiad mwy ystyrlon i symud ysgolion cyfrwng Saesneg a Saesneg/Cymraeg ar hyd y continwrm ieithyddol. Mae camau monitro fel cyhoeddi adroddiadau blynyddol ac adolygu targedau CGCA ar ôl 5 a 10 mlynedd hefyd yn fodd i fesur llwyddiant. Croesewir hefyd fesurau lliniaru risg fel gosod CGCAAu drafft i adolygiad allanol a rhoi swyddogaeth i Estyn gynnig argymhellion i Awdurdodau Lleol er mwyn iddynt ail-afael â chyrraedd eu targedau.

Cynigir bod pob ysgol gynradd newydd yng Nghymru yn cael eu dynodi'n Gymraeg neu'n ddwyieithog a bod cynyddu'r ddarpariaeth Gymraeg trwy, er enghraifft, gyflwyno ffrwd Gymraeg, yn ofyniad ar unrhyw ad-drefnu ysgolion cynradd. Dylid ystyried y rhain fel yr opsiynau diodyn gyda gwyrriad oddi wrth hynny gan Awdurdodau Lleol yn ddibynnol ar gymeradwyaeth Llywodraeth Cymru. Bydd y camau hyn yn cael effaith sylweddol ac yn cefnogi darpariaeth Gymraeg fel yr opsiwn safonol ar gyfer addysg gynradd yng Nghymru. Byddent hefyd yn cynrychioli sbardun sylweddol pwysig i gynyddu niferoedd disgyblion mewn addysg uwchradd Gymraeg. Bydd ehangu addysg gynradd Gymraeg yn cefnogi ehangu yn y sector uwchradd Cymraeg wrth i ddisgyblion symud drwy'r sector cynradd i'r sector uwchradd. Cydnabyddir bod cynyddu nifer y lleoedd uwchradd Cymraeg yn fater mwy cymhleth na datblygiad y sector cynradd Cymraeg a bydd angen cynllunio hirdymor dros oes y CGCAAu a thu hwnt. Fodd bynnag, bydd cynnydd yn nifer y disgyblion mewn addysg gynradd Gymraeg yn naturiol yn creu angen am fwy o gapasiti Cymraeg yn y sector uwchradd er mwyn cefnogi'r taflwybr Cymraeg 2050 angenrheidiol.

Dylai diwygio ar CGCAAu awdurdodau lleol hefyd gynnwys gofynion ar gyfer partneriaethau Awdurdodau Lleol trawsffiniol - yn enwedig mewn ardaloedd o boblogaeth ddwys fel de-ddwyrain Cymru - er mwyn hwyluso datblygiad ysgolion cynradd ac uwchradd Cymraeg newydd. Efallai na fydd y niferoedd disgyblion yn rhoi achos digonol dros sefydlu ysgol gynradd neu uwchradd Gymraeg wrth gymryd un Awdurdod Lleol ar ei ben ei hun. Fodd bynnag, bydd nifer y disgyblion ar draws nifer o Awdurdodau Lleol yn darparu mwy o fàs critigol ar gyfer datblygiadau o'r fath ac yn sicrhau nad yw'r disgyblion hyn bellach yn cael eu colli i addysg Gymraeg. Mae prosiect pencampwr Addysg Gymraeg y De-ddwyrain, a ariennir gan Lywodraeth

Cymru, eisoes yn gweithio gydag Awdurdodau Lleol Prifddinas-Ranbarth Caerdydd i ddatblygu rhwydweithiau a phartneriaethau a gallai hyn gynnig model posibl ar gyfer ymgysylltu i gefnogi'r cam gweithredu hwn. Byddai cyfarwyddyd gan Lywodraeth Cymru, drwy'r Cynllun Cenedlaethol, i Awdurdodau Lleol weithio gyda'i gilydd i gynyddu niferoedd y lleoedd cynradd ac uwchradd Cymraeg yn hynod fuddiol o ran cynyddu capasiti mewn ardaloedd sydd heb eu gwasanaethu'n ddigonol ar hyn o bryd.

Nid yw'r Bil, na'r cwestiynau ymgynghori, yn cyfeirio at y Cod Trefniadaeth Ysgolion. Mae'r Cod yn gosod gofynion ar Awdurdodau Lleol a chyrrff llywodraethu ysgolion o ran trefniadaeth ysgolion. Mae angen diffinio'r berthynas rhwng Bil Addysg y Gymraeg a'r Cod Trefniadaeth fel perthynas gyfreithiol neu ei gwneud yn berthynas fwy eglur. Rhaid i'r camau a gyflwynir gan y Bil gael eu cefnogi gan yr asesiad effaith, gan ymgynghori a'r prosesau eraill a ddisgrifir yn y Cod Trefniadaeth. Bydd ffurfioli'r berthynas hon yn gweithio i sicrhau bod yr arfer gorau a gyflwynir gan y Cod Trefniadaeth yn cael mwy o statws ac yn gweithio i gefnogi targedau arfaethedig y Bil a chyflawni deilliannau Cymraeg 2050. Byddai cynnwys cymal yn y Bil sy'n cyfeirio at weithredu'r Cod Trefniadaeth yn ei gwneud yn ofyniad statudol i Awdurdodau Lleol reoli asesiadau ac ymgynghoriadau yn effeithiol, cynnig tystiolaeth dros benderfyniadau i beidio â chynnwys darpariaeth Gymraeg, ac osgoi penderfyniadau sy'n cael effaith negyddol ar y Gymraeg ac addysg Gymraeg.

Mae ehangu addysg Gymraeg cynradd ac uwchradd a datblygu'r gweithlu addysg i gefnogi hynny yn hanfodol i gyflawni Cymraeg 2050. Fodd bynnag, mae angen hyrwyddo argaeledd a gwerth addysg cyfrwng Cymraeg hefyd i gynyddu'r ymgysylltiad - yn enwedig ymhlith grwpiau ac mewn ardaloedd sydd heb gynrychiolaeth ddigonol ar hyn o bryd. Er bod Awdurdodau Lleol yn hyrwyddo'r ddarpariaeth hon yn eu hardaloedd, mae angen ymgyrch genedlaethol i sicrhau bod y negeseuon hyn yn amlwg ac yn weladwy i holl gymunedau Cymru. Dim ond Llywodraeth Cymru sydd â'r arbenigedd a'r adnoddau gofynnol i gefnogi'r math hwn o ymgyrch genedlaethol, a dylai hyn fod yn ymrwymiad yn y Bil. Mae hybu gan Awdurdod Lleol yn ôl ei natur yn fwy arbenigol a byddai ymgyrch genedlaethol, wedi ei seilio ar y meysydd sydd i'w datblygu yn unol â Cymraeg 2050, wedi eu cefnogi a'u cyllido gan Lywodraeth Cymru, yn effeithiol wrth greu mwy o ddiddordeb ac ymgysylltiad ag addysg Gymraeg.

O ran y Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg, a yw hyn yn mynd yn groes i'r Cwricwlwm i Gymru? Delfrydol bod y cwricwlwm yn cael ei ddatblygu yn unol ag anghenion yr ysgol.

Wrth greu'r Cynllun Cenedlaethol statudol, a fydd y dulliau yn yr ysgolion lle mae 'arfer da' wedi'i nodi'n cael eu hystyried? E.e. ysgol cyfrwng Saesneg sydd wedi croesawu'r Siarter Iaith, Campws Cymraeg ac wedi cysylltu ag ysgol Gymraeg o ran ei chynnig cwricwlwm o ddydd i ddydd.

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

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

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

Disagree

Comments:

I think there are far more important targets for WG than this. Schools are inadequately funded, yet there seems to be a bottomless pit for this.

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:

As above, children's mental health, ALN needs and having a less insular outlook would really benefit our learners. We live in a global world that Welsh has very little impact on.

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:

As above, not at all. Far more pressing needs in Wales at present.

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

Neither agree nor disagree

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

Disagree

Comments:

So what? What real impact does this have? There is a danger that non-Welsh speaking individuals do not feel as welcome in this country. The rich history, heritage and culture of Wales needs to be focussed on - not necessarily the language.

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?

Ridiculous! To our Welsh in the same bracket as Maths, for example, is preposterous. Do the families really want this? Another thing being forced on us by the Plaid and Labour pact.

Costs would be very high and there isn't the calibre of expertise to fulfil this unnecessary target.

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?

Pointless. A school is simply a school to our family and the category will have little bearing.

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

Disagree

Comments:

With the New Curriculum, it should be dependent on the communities the schools are within.

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?

Ridiculous! A bottomless pit of money for this, and there are already signs of a lack of equity in school provision between English and Welsh medium schools.

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?

Has to be in consultation with the local community, not just with those who want to promote the Welsh Language. There has to be a common sense approach. What is the reality, for example, of these very anglicised areas suddenly becoming very Welsh. It's not going to happen. School leavers should be encouraged to fly the nest and experience the wider world. How many of them will come back to speak Welsh within their community.

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

Disagree

Comments:

I wish they had a decent plan for ALN, teacher recruitment, mental health - which are bigger priorities!

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:

Big brother, no thanks!

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

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

Comments:

Estyn are clearly being used as lapdogs for WG. It's £90 million that could be better spent elsewhere!

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

Disagree

Comments:

Put as much effort into supporting children's mental health and ALN needs, as that's a joke!

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:

They shouldn't try and 'influence' it. It should be parental choice, end of.

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

Status quo. Why should there be this focus when there clearly isn't the expertise to deliver it.

Maths, Sciences - still shortages!

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

Disagree

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

Neither agree nor disagree

Comments:

They already do. Learning Centres for those children who transition later.

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

Neither agree nor disagree

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

Disagree

Comments:

Expanded! That implies further jobs and please see previous comments.

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?

Don't agree with it so there shouldn't be the costs.

More AMs, 22 LAs - 30% employed in the public sector in Wales. Far too high and God help us if we were ever an independent country.

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?

Huge implications for schools to train staff, and the pressure that they will feel from Estyn etc. Education has become too political - leave it to the educationalists. It shouldn't be used as a vehicle for WG whims.

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?

Yes, we can't afford this as a nation. I just wonder what we could do with all our learners if we were adequately funded.

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?

A detrimental effect as speaking the language seems to be placed above having a rich and diverse culture in schools, that builds on the heritage and history of Wales.

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

Got rid of, please. A million Welsh speakers by 2050 is a wishful dream that we can't afford. Celebrate Wales!

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:

Equity, please!

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Cytuno

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

Cytuno

Sylwadau ategol

Mae angen gweithgor cenedlaethol a chyrhychiolaeth o'r awdurdodau i greu disgrifiadau lefel B2 ar gyfer y Gymraeg. Lefel B2 sy'n realistig i ddisgyblion ysgolion Saesneg eu cyfrwng

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

Cytuno

Sylwadau ategol

Rhaid i B2 fod yn realistig a rhaid i'r Gweinidogion ei wneud yn statudol a bod B2 yn gymhwyster gorfodol o bwys wedi ei blethu yn synhwyrol i'r cymhwysterau TGAU ac nad yw'n rhywbeth opsiynol ar wahan.

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

Cytuno

Sylwadau ategol

Bydd rhaid i'r continwmm fod yn realistig heb fod yn rhy uchelgeisiol ac wedi ei blethu i'r Cwricwlwm i Gymru a'r cymhwyster TGAU. Efallai bydd angen addasu'r Maes Dysgu a Phrofiad Ieithoedd, Llythrennedd a Chyfathrebu i amlygu pwysigrwydd a statws y Gymraeg. '.

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

Cytuno

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

Cytuno

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

Sylwadau ategol Mae'n rhaid nodi'n glir i ysgolion yr isafswm o Gymraeg dylid ei gyflwyno. Ar hyn o bryd, heb ganllaw clir mae'r darlun yn amrywio'n fawr ac yn sicr mae llai yn cael ei gyflwyno nawr. Mae nodi canran o amser yn anodd iawn ei fesur. Yn yr uwchradd, gellir nodi un awr / dwy awr o wersi ffurfiol yr wythnos. Yn CA2 gellir nodi, un awr o wers yr wythnos + helpwr heddiw a Chymraeg pob dydd. Yn y Cyfnod Sylfaen, helpwr heddiw a Chymraeg pob dydd + un her Gymraeg ymhob gwers.

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

Sylwadau ategol Dylai'r diffiniadau o ran categori 2 fod yn gliriach. Ar hyn o bryd mae sawl man amwys sy'n medru cael ei gamddehongli. Mae angen mwy o rôl gan y Llywodraeth, i gydweithio gyda'r Awdurdod pan fo ysgol yn anghytuno gyda phenderfyniad yr awdurdod, yn arbennig pan fo'r capasiti gan yr ysgol i newid categori ond ddim yr awydd na chefnogaeth y llywodraethwyr. Beth sy'n digwydd os nad oes capasiti gan ysgol i newid categori ac maen nhw yn dal i wrthod?

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

Cytuno

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

Sylwadau ategol Dylid ei gwneud yn gwbl glir/ statudol bod dyletswydd ar bob ysgol i nodi mewn cynllun i gyflawni sut y byddant yn mynd ati i gynyddu eu darpariaeth Gymraeg.

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

Cytuno

Sylwadau ategol

Mae'n rhaid cael rhyw fath o atebolrwydd. Rydym yn gweld ar hyn o bryd bod canran uchel o ysgolion yn cyflwyno llai o Gymraeg, gan nad oes angen cyflwyno lefel/deilliant ar ddiwedd cyfnod allweddol, dim cymedroli'n bod, ac nid yw argymhelliad gan Estyn am y Gymraeg yn eu poeni rhyw lawer. Mae lle i awdurdodau fonitro cynnydd pob ysgol, ond nid yw'r capasiti yno. Byddai'n rhaid cael mwy o arian i'r awdurdodau i wneud y gwaith..

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

Sylwadau ategol

Dylai'r Llywodraeth ei wneud yn ddeddf bod pob ysgol newydd yng Nghymru fod yn ysgol Gymraeg neu o leiaf yn ddwyieithog.

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

Cytuno

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

Cytuno

Sylwadau ategol

Mae angen i'r Llywodraeth cael cynllun clir i ddenu darpar athrawon ac i'w hariannu'n ddigonol i'w cadw yn y swydd ar ol cael eu cymhwyso. Mae'r sefyllfa'n argyfyngus ar hyn o bryd, yn arbennig yn y sector uwchradd. Rhaid gweithredu ar frys. Dylai'r llywodraeth hefyd, fonitro'r colegau hyfforddi athrawon i sicrhau bod mwy o Gymraeg yn y hyfforddiant. Dylai deddf nodi bod athrawon sy'n cael eu penodi i ysgolion cyfrwng Saesneg fod â lefel penodol o hyfredredd yn y Gymraeg e.e B2, sef yr hyn sy'n ddisgwyliedig o'r disgyblion.

Ni all awdurdodau bennu targedau o ran recriwtio gan bod y gronfa o athrawon mor fach a'i bod mor rhwydd i athrawon deithio o un sir i'r llall. Rhaid i unrhyw darged o ran hyfforddi a recriwtio gael ei wneud yn genedlaethol, a heb newid yn y ddeddfwriaeth ni all unrhyw awdurdod osod targedau realistig.

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Cytuno i raddau

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

Cytuno

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

Anghytuno

Sylwadau ategol

Anghytuno – os yw'r llywodraeth yn cydweithio'n agos gyda'r awdurdodau ac yn monitro datblygiadau'n rheolaidd, yna nid oes angen mewnbwn Estyn. .

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

No Response

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

Cytuno

Sylwadau ategol

Cytuno er ei bod yn fater sensitif iawn gyda swyddogion awdurdod a phenaethiaid ysgolion Cymraeg yn 'ofni hyrwyddo gormod'!!

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

Sylwadau ategol

Dylai'r Llywodraeth greu rhaglen farchnata digidol cenedlaethol i bob awdurdod ei defnyddio.

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

Sylwadau ategol

Cytuno- ond sicrhau ei fod yn gyfredol ac yn haws i ymarferwyr ddod o hyd i hyfforddiant addas.

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

Cytuno

Sylwadau ategol

Cytuno- does dim hanner digon o adnoddau Cymraeg ar hyn o bryd (ar bob lefel)!

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

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

Cytuno

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

No Response

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

No Response

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

No Response

Cwestiynau gorfodol

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

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

Sylwadau ategol Ni all addysg mewn ynysrwydd gyflawni'r dyheyadau. Rhaid i bob adran o'r Llywodraeth, Awdurdodau Lleol ac ysgolion roi yn gyfan gwbl i'r cynigion er mwyn gwireddu miliwn o siaradwyr.

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

Sylwadau ategol Mae'r linedd rhwn ffafrio a llai ffafrio yn un denau iawn. Ar gyfer pob un polisi a chynllun rhaid sicrhau bod ystyriaeth i hyn wedi ei roi.

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

Sylwadau ategol N/A

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Cytuno

Sylwadau ategol

Serch hynny, ni ddylai fod y ffocws ar y sector addysg yn unig i wireddu'r targed hwn. Mae angen edrych ar gymdeithas yn gyffredinol a chynyddu'r angen bod gwasanaethau cyhoeddus hefyd yn rhan o wireddu'r targed.

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

Anghytuno

Sylwadau ategol

Oherwydd nad yw Cymwysterau Cymru wedi cynllunio continiwm ieithyddol digonol o ran asesu'r iaith ar ddiwedd Cyfnod Allweddol 4, bydd hwn yn amhosib. Mae hefyd pryder bydd y sector Saesneg yn cynnig cymwysterau tebyg, ond na fydd gallu ieithyddol y dysgwyr o'r safon angenrheidiol ac o ganlyniad bydd addysg Gymraeg (o bosib) wedi gweld gostyngiad yn y nifer o ddysgwyr bydd yn mynychu ysgolion Cymraeg o ganlyniad

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

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Dydw i ddim yn hyderus bydd modd cyrraedd hwn, yn sgil fy mhwyntiau uchod.

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

Cytuno

Sylwadau ategol

O'r Llywodraeth dylai'r cyfeiriad hwn ddod

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

Cytuno

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

Sylwadau ategol

I wneud yn glir fel bod dealltwriaeth lawn gan y llywodraeth o beth mae'r siroedd yn cynllunio i ymateb i dargedau'r llywodraeth

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

Cytuno

Sylwadau ategol

Yn llwyr

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

Sylwadau ategol

Dydw i ddim yn hyderus bydd ysgolion yn gallu gweithredu ar hyn oherwydd cyn lleied o athrawon sydd ar gael i'r system addysg ar draws y categorïau ysgolion gwahanol

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

Sylwadau ategol

Os bydd yn helpu i gryfhau beth yw ysgol Gymraeg ac wedyn yn pwysu ar siroedd i sicrhau bod ganddynt y gynrychiolaeth gywir

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

Anghytuno

Comments:

Fy mhryder yma bydd (o bosib) rhieni yn dewis ysgolion Saesneg gan fydd 'digon ' o Gymraeg ganddynt ac wedyn bydd ysgolion Cymraeg eu hiaith yn raddol lleihau, yn enwedig mewn siroedd ble nad ydynt mor gefnogol dros addysg Gymraeg e.e. Pen-y-bont

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

Sylwadau ategol ANGHYTUNO. Oherwydd y posibilrwydd o dan seilio addysg Gymraeg bur

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

Cytuno

Sylwadau ategol

Gwell gen i os taw corff allanol oedd yn gwneud hwn, yn hytrach na'r sir fel nad oes unrhyw bwysau gwleidyddol yn dod o aelodau etholedig y sir yn dod ar swyddogion. e.e. Estyn neu'r rhanbarthau i fod y rhai sydd yn mesur hwn

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

Sylwadau ategol

ANGHYTUNO- Mi ddylai'r Llywodraeth bod yn gosod targedau ar siroedd i sicrhau ein bod yn cyrraedd y targed. Hawdd iawn yw i ALI peidio cynllunio yn unol â blaenoriaethau cenedlaethol a pheidio tyfu addysg Gymraeg, ond yn hytrach tyfu addysg Saesneg e.e. sir Pen-y-bont

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

Cytuno

Sylwadau ategol

Y dylanwad gorau sydd angen arnom yw iddo ddod o weinidogion

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

Cytuno

Sylwadau ategol

Ond dydw i ddim yn sicr sut gallwn ni wireddu gyda'r system sydd eisoes gennym. I allu cyrraedd hwn, mae angen sicrhau bod addysg Gymraeg yn gryfach i allu datblygu'r gweithlu cywir

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

Anghytuno

Sylwadau ategol

Mae angen i siroedd cytun ar ddeiliant sydd yn nodi sut mae pobl ifanc yn medru cael mynediad i brofiadau Cymraeg tu hwnt i'r ysgol e.e. gwasanaethau ieuencid / cownselwyr / gweithgareddau ieuencid

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

Anghytuno

Sylwadau ategol

Mae angen i Lywodraeth Cymru monitro'r rhain yn fwy rheolaidd a chategoreiddio siroedd ym mha mor llwyddiannus mae'u gwaith. Gall yr amllder monitro amrywio wedyn yn ol pa mor dda mae'u cynlluniau

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

Cytuno

Sylwadau ategol

Cytuno 100%

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

Cytuno

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

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Ddim yn siwr os oes gan bob ALI y dealltwriaeth ar sut i wneud hwn. Bydd angen ffon fesur cenedlaethol i'w cynorthwyo felly

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

Cytuno

Sylwadau ategol

100%

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

Cytuno

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

Sylwadau ategol

Mae hwn yn allweddol i cael cysondeb ar draws y wlad, fel sy'n digwydd wrth arolygu ysgolion. Hefyd mae gan Estyn y statws i ddwyn ALI i dasg

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

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Mae angen mwy o atebolrwydd ar aelodau etholedig lleol i sicrhau eu bod yn cydymffurfio gyda thargedau Llywodraeth a gweinidogion Cymru

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

Cytuno

Sylwadau ategol

100% a bod hwn yn dilyn cynllun cenedlaethol a bod yn cael eu monitro unai gan Estyn neu Llywodraeth Cymru. Mae gormod o anghysondebau o sir i sir a sydd ddim yn gwireddu gweledigaeth LIC e.e. sir Pen-y-bont

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

Sylwadau ategol

Mynnu atebolrwydd oddi wrth awdurdodau lleol, eu dwyn i dasg os nad ydynt yn gweithredu'n iawn neu yn yr ysbryd iawn.

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

Cytuno

Sylwadau ategol

100%

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

Cytuno

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

Sylwadau ategol

Neu i gydweithio â sir gyfagos

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

Cytuno

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

Cytuno

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

Cytuno

Sylwadau ategol

Ond dydy e ddim yn cael ei hyrwyddo'n digon da gan Awdurdodau Lleol

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

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

Cytuno

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

Sylwadau ategol Dim yn wahanol i'r hyn chi eisoes wedi nodi

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

Sylwadau ategol I sicrhau bod cyllidebau ysgolion ddim yn cael eu lleihau wrth geisio ymateb i'r argymhellion hyn a'r rhai eraill maent yn cynllunio/gweithio tuag ato e.e. Y ddeddf ADY, Cwricwlwm i Gymru, Cymwysterau Newydd

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

Sylwadau ategol Diolch am roi ffocws i hwn a'u gwneud yn flaenoriaeth cenedlaethol. Serch hynny, mae angen sicrhau bod y bil ddim yn cryfhau'r achos bod digon o Gymraeg o fewn ein hysgolion Saesneg, bod rhieni ddim yn anfon eu plant i ysgolion Gymraeg. O ganlyniad, mae peryg gwelwn lleihad yn y ddarpariaeth ac yn y pen draw gostyngiad yn y nifer o siaradwyr Cymraeg y dyfodol.

Cwestiynau gorfodol

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

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

Sylwadau ategol Mae angen sicrhau bod mwy o gyfleoedd i ddefnyddio'r Gymraeg tu hwnt i'r ystafell ddosbarth a bod yr iaith yn cael ei gweld fel ffordd o fyw a nid adnoddol addysgiadol

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

Sylwadau ategol Gorfodi siroedd i roi'r statws haeddiannol i'r iaith a'u gwneud yn atebol i Lywodraeth Cymru

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

Sylwadau ategol Dim. Diolch

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

No Response

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

No Response

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

Cytuno

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

No Response

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

No Response

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

No Response

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

Cytuno

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

Cytuno

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

Sylwadau ategol

Mae Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 yn gorfodi ysgolion i ymgynghori wrth symud i gategori uwch o ddarpariaeth Gymraeg.

Mae Cylch yr Iaith yn ymwybodol o anhawsterau mewn perthynas ag Ysgol Friars yng Ngwynedd, er enghraifft, sydd heb gynyddu fawr ar y ddarpariaeth Gymraeg dros gyfnod hirfaith, gan effeithio'n negyddol nid yn unig ar gymuned ac ysgolion eraill dinas Bangor ei hun ond ar gymunedau ac ysgolion ardaloedd cyffiniol megis Dyffryn Ogwen, Llanfairfechan a'r Felinheli yn ogystal â nifer o ardaloedd y tu hwnt. Mae lle cryf i greu y byddai rhai ysgolion megis Ysgol Friars yn ymwrthod â chynyddu darpariaeth cyfrwng Gymraeg wrth ymgynghori.

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

Cred Cylch yr Iaith y dylid eithrio ymgynghori wrth i ysgolion symud ar hyd y continwmm a throsglwyddo o un categori i'r nesaf. Gan mai bwriad canllawiau Categoriiddio ysgolion yn ôl y ddarpariaeth cyfrwng Cymraeg Llywodraeth Cymru yw hyrwyddo a hwyluso cynyddu'r ddarpariaeth cyfrwng Cymraeg yn holl ysgolion Cymru, byddai hepgor yr ymgynghori ar newid categori yn cyflymu'r broses o gynyddu'r ddarpariaeth cyfrwng Cymraeg a thrwy hynny'n cyfrannu i gyrraedd y targed o filiwn o siaradwyr yn gynt.

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

No Response

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

No Response

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

Cytuno

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

Cytuno

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

No Response

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

No Response

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

No Response

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

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

No Response

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

No Response

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

No Response

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

No Response

Cwestiynau gorfodol

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

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

Sylwadau ategol

Byddai'n cael effaith gadarnhaol. Byddai cynnydd sylweddol yn y ddarpariaeth cyfrwng Cymraeg yn holl ysgolion Cymru, a sicrhau cynhaliadau ddigonol yn addysgol ac yn gymdeithasol i'r holl ddisygyblion, yn fodd i hyrwyddo defnydd o'r Gymraeg yn gyffredinol.

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

Sylwadau ategol

Mae Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 yn gorfodi ysgolion i ymgynghori wrth symud i gategori uwch o ddarpariaeth Gymraeg. Mae Cylch yr Iaith yn ymwybodol o anhawsterau mewn perthynas ag Ysgol Friars yng Ngwynedd, er enghraifft, sydd heb gynyddu fawr ar y ddarpariaeth Gymraeg dros gyfnod hirfaith, gan effeithio'n negyddol nid yn unig ar gymuned ac ysgolion eraill dinas Bangor ei hun ond ar gymunedau ac ysgolion ardaloedd cyffiniol megis Dyffryn Ogwen, Llanfairfechan a'r Felinheli yn ogystal â nifer o ardaloedd y tu hwnt. Mae lle cryf i gredu y byddai rhai ysgolion megis Ysgol Friars yn ymwrthod â chynyddu darpariaeth cyfrwng Cymraeg wrth ymgynghori. Cred Cylch yr Iaith y dylid eithrio ymgynghori wrth i ysgolion symud ar hyd y continwmm a throsglwyddo o un categori i'r nesaf. Gan mai bwriad canllawiau Categoriiddio ysgolion yn ôl y ddarpariaeth cyfrwng Cymraeg Llywodraeth Cymru yw hyrwyddo a hwyluso cynyddu'r ddarpariaeth cyfrwng Cymraeg yn holl ysgolion Cymru, byddai hepgor yr ymgynghori ar newid categori yn cyflymu'r broses o gynyddu'r ddarpariaeth cyfrwng Cymraeg a thrwy hynny'n cyfrannu i gyrraedd y targed o filiwn o siaradwyr yn gynt.

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

Sylwadau ategol

Mae Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 yn gorfodi ysgolion i ymgynghori wrth symud i gategori uwch o ddarpariaeth Gymraeg. Mae Cylch yr Iaith yn ymwybodol o anhawsterau mewn perthynas ag Ysgol Friars yng Ngwynedd, er enghraifft, sydd heb gynyddu fawr ar y ddarpariaeth Gymraeg dros gyfnod hirfaith, gan effeithio'n negyddol nid yn unig ar gymuned ac ysgolion eraill dinas Bangor ei hun ond ar gymunedau ac ysgolion ardaloedd cyffiniol megis Dyffryn Ogwen, Llanfairfechan a'r Felinheli yn ogystal â nifer o ardaloedd y tu hwnt. Mae lle cryf i gredu y byddai rhai ysgolion megis Ysgol Friars yn ymwrthod â chynyddu darpariaeth cyfrwng Cymraeg wrth ymgynghori. Cred Cylch yr Iaith y dylid eithrio ymgynghori wrth i ysgolion symud ar hyd y continwmm a throsglwyddo o un categori i'r nesaf. Gan mai bwriad canllawiau Categoriiddio ysgolion yn ôl y ddarpariaeth cyfrwng Cymraeg Llywodraeth Cymru yw hyrwyddo a hwyluso cynyddu'r ddarpariaeth cyfrwng Cymraeg yn holl ysgolion Cymru, byddai hepgor yr ymgynghori ar newid categori yn cyflymu'r broses o gynyddu'r ddarpariaeth cyfrwng Cymraeg a thrwy hynny'n cyfrannu i gyrraedd y targed o filiwn o siaradwyr yn gynt.

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Cytuno

Sylwadau ategol

Mae'n holl bwysig mai'r targed miliwn o siaradwyr erbyn 2050 sy'n gyrru polisi yn y maes hwn. Ond er mwyn sicrhau bod y targed yn cael ei wireddu, bydd angen cynllunio gofalus a buddsoddi yn y gweithlu - mewn ysgolion cyfrwng Cymraeg ac ysgolion cyfrwng Saesneg fel ei gilydd. Dylai gwaith hwnnw a'r buddsoddiad ddechrau nawr a pharhau dros y degawdau nesaf. Nid oes amser i'w golli.

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

Cytuno

Sylwadau ategol

Mae'n gwbl hanfodol bod ALLau yn cymryd rôl blaenllaw wrth hyrwyddo'r Gymraeg a sicrhau'r continwmm. Mae'r bwysig bod cysondeb o fewn a rhwng ALLau. Yn y gorffennol bu ymrwymiad at y Gymraeg yn enwedig yn y sector addysg yn anwastad ar draws Cymru. Hefyd bydd yn bwysig na fydd modd i awdurdodau mawr sydd ag ymrwymiad llugoer at y Gymraeg ac addysg Gymraeg llestreirio'r cynnydd cenedlaethol (sydd wedi digwydd yn y gorffennol - e.e. pan fu rhwyfo nôl yn yr 1980au ar y penderfyniad i wneud Cymraeg ail iaith yn statudol o dan bwysau gan benaethiaid uwchradd yn y de ddwyrain. Roedd y penderfyniad hwnnw wedi cael effaith andwyol ar statws y Gymraeg mewn addysg am gyfnod hir.

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

Cytuno

Sylwadau ategol

Yn bendant. Mae arweiniad yn holl bwysig. Hefyd mae rôl darbwyllo gan Weinidogion - y cyhoedd, ALLau, rhieni ac ati. Mae angen egluro manteision dwyieithrwydd a sicrhau bod adnoddau digonol ar gael i gefnogi ysgolion ac ALLau.

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

Cytuno

Sylwadau ategol

Roedd sefydlu continwmm yn y cwricwlwm newydd yn gam sylweddol ymlaen. Soniwyd amdano sawl gwaith dros y blynyddoedd ond ni wireddwyd y polisi. ac mae perygl na fydd yn bosibl ei wireddu y tro hwn chwaith os na fydd cynllunio bwriadus, ymrwymiad ac adnoddau a chyllid priodol gan Lywodraeth Cymru. Nid ar chwarae bach mae sicrhau bod pob plentyn yn cyrraedd ei lawn botensial o safbwynt y Gymraeg a bydd angen sicrhau bod ail-ymweld â chymau cynnydd iaith y cwricwlwm ar gyfer ysgolion cyfrwng Saesneg fel y bwriedir. Os na fydd hynny'n digwydd bydd datblygiad deublyg yn parhau. Bydd y TGAU

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

newydd yn cynnwys dau arholiad a bydd yn hanfodol codi safonau yn y sector cyfrwng Saesneg yn raddol er mwyn sicrhau y bydd yn bosibl symud at un cymhwyster sy'n adlewyrchu'r continwwm yn y pendraw.

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

Cytuno

Sylwadau ategol

Mae categorreiddio ysgolion yn holl bwysig a dylid ei wneud yn statudol. Bydd angen sicrhau bod ysgolion ac ALLau yn gweld y categorreiddio fel rhywbeth positif a bod cefnogaeth i ysgolion symud i gategori uwch. Bydd angen darbwyllo rhieni a chymunedau bod addysg Gymraeg (yn enwedig yn y sector uwchradd) yn fodd i wella addysg ac agor drysau i bobl ifanc.

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

Cytuno

Sylwadau ategol

Bydd angen dechrau ar y gwaith o ddiffinio'r categorïau yn ddi-oed. Piti nad yw'r diffiniadau'n rhan o'r ymgynghoriad hwn achos maent yn greiddioli lwyddiant y polisi.

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

Sylwadau ategol

Mae oriau cyswllt yn bwysig ond mae ansawdd y cyswllt hefyd yn allweddol. Mae perygl y bydd gosod isafswm yn golygu y bydd ysgolion/ALLau yn bodloni ar hynny. Bydd angen sicrhau bod adolygu ar gynlluniau a bod targedau pendant o safbwynt cynnydd. Dylai unrhyw gynlluniau orfod cynnwys camau fydd yn arwain at gynyddu oriau cyswllt a gwella ansawdd y cyswllt. Bydd sicrhau gweithlu cymwys yn hanfodol er mwyn sicrhau llwyddiant.

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

Sylwadau ategol

Bydd cael cymeradwyaeth gan yr ALI yn bwysig ond bydd angen sicrhau cysondeb rhwng ALLau hefyd. Pawb yn gweithio taug at yr un nod. Beth fydd rôl Estyn tybed? Byddai'n dda pe bai ei fframwaith yn cydnabod y categori a'r gwaith a wneir i ddatblygu'r Gymraeg, gan gynnig awgrymiadau ar gyfer symud i gategori uwch o fewn fframwaith realistig.

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

Cytuno

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

Comments:

Yn bendant. Bydd angen cymorth ac arweiniad arnynt i wneud hynny ond dylai'r disgwyliad fod yn glir i bawb - gan gynnwys rhieni, staff a dysgwyr. Gweler uchod y sylw am bwysigrwydd Estyn yn hynny o beth. Bydd sicrhau gweithlu cymwys hefyd yn allweddol.

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

Sylwadau ategol Cytuno 100% bod angen hybu a chefnogi cynnydd ysgolion - a hynny ar bob lefel LIC, ALLau ac Estyn. Dylai ysgolion weld y datblygiad fel rhywbeth cadarnhaol a nod mae'n bosibl ei wireddu - nid cosb neu darged amhosibl. Bydd yn bwysig cynnwys awgrym Donaldson y dylai ysgolion cyfrwng Cymraeg mewn ardal gynorthwyo ysgolion cyfrwng Saesneg cyfagos. Pawb yn gweithio tuag at yr un nod - hybu'r continwmm - nid yn cystadlu yn erbyn ei gilydd. Dylai fod rôl blaenllaw gan Yr Urdd a Mentrau Iaith yn y broses o ddatblygu Cymraeg yn eu lleoliadau Saesneg eu hiaith.

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

Cytuno

Sylwadau ategol

Bydd monitro ystyrion yn holl bwysig ond bydd angen sicrhau nad yw ysgolion yn gweld y system yn fgythiol. Bydd hynny'n dad-wneud y gwaith da a gyflawnwyd hyd yma o safbwynt Cwricwlwm i Gymru.

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

No Response

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

Cytuno

Sylwadau ategol

Bydd angen cynllun cenedlaethol yn sicr. Ond bydd gwaith cynhadu yr un mor bwysig. Mae angen esbonio'r rhesymeg tu ôl i'r weledigaeth. Gwobrwyo a mynd ag ysgolion a chymunedau gyda chi fydd ei angen nid bygwith a dwrdio.

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

Cytuno

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

Sylwadau ategol

Mae targedau'n bwysig ond mae angen cyllid digonol a chynllunio bwriadus er mwyn denu pobl i'r proffesiwn a chryfhau'r cyfleoedd i ddarpar-athrawon ddatblygu a chryfhau eu Cymraeg fel ran naturiol o gyrsiau hyfforddi athrawon. Bydd angen mynd i'r afael â ail-hyfforddi a gwella sgiliau iaith Gymraeg athrawon cyfredol hefyd. Mae diffyg hyder yn rhwystr enfawr. Bydd yn amhosibl cyrraedd y targed mil o siaradwyr heb fuddsoddiad a chyllunio bwriadus fydd yn dechrau NAWR.

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

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Mae 3,5 a 7 yn holl bwysig ac mae perygl na fyddant yn cael eu cyflawni. Angen mwy o fuddsoddiad yn y meysydd yna yn sicr.

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

Cytuno

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

Cytuno

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

Cytuno

Sylwadau ategol

Mae adolygu gwrthrychol gan gorff annibynnol a gwybodus yn y maes yn holl bwysig.

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

Cytuno

Sylwadau ategol

Onid mae angen cyllid digonol gan LIC (a San Steffan) er mwyn gwneud hynny

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

Cytuno

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

Cytuno

Sylwadau ategol

Gweler uchod am sylwadau ar rôl Estyn. Mae'n bwysig bod eu rôl yn un cefnogol yn ogystal â sicrhau atebolrwydd. Ni ddylis cyfyngu rôl Estyn i fonitro'n unig.

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

Ddim yn cytuno nac yn anghytuno

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

Cytuno

Sylwadau ategol

Holl bwysig.

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

Sylwadau ategol Adnoddau ariannol, cefnogaeth ac annogaeth, datganiadau cyhoeddus ar bwysigrwydd y Gymraeg. Cynllun gwobrau cenedlaethol o bosibl - yn debyg i wobwr athro y flwyddyn ac ati - gwobrau a chyhoeddusrwydd ar lefel unigol, ysgol a AALI?

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

Cytuno

Sylwadau ategol

Mae cynllun trochi Gwynedd (Canolfannau Iaith) yn llwyddiannus dros ben a dylid ei efelychu a'i ehangu i gynnwys oedolion.

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

Cytuno

Sylwadau ategol

Ond a fydd yn bosibl ei staffio o fewn cyllid presennol? Tybed dylid edrych ar gyd-weithio rhwng ALLau?

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

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Mae'n anodd barnu heb ragor o fanylion am yr hyn a gynigir. Mewn egwyddor mae'n beth da ond mae 'gydol oes' yn cwmpasu llawer o grwpiau gwahanol iawn eu hanghenion. A fydd un corff yn gallu deall a diwallu anghenion pawb? Tybed oes angen set o egwyddorion a model clir ar gyfer cydweithio rhwng cyrff?

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

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Eto mae angen ystyried yn ofalus oblygiadau symudiad o'r fath. Mae angen set o nodau ac amcanion clir i bawb sy'n gweithio ym maes hybu'r Gymraeg ond ddim yn siwr a fyddai Dysgu Cymraeg yn meddu ar yr arbenigedd na'r adnoddau i gydlynu datblygiad y Gymraeg o'r crud i'r bedd. Byddai cydweithio ystyrlon rhwng cyrff yn well o bosibl na pennu un corff canolog. Ond byddai angen gorolwg strategol gan weinidogion a canllawiau cytunedig clir i'w dilyn gan bob sector.

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

Cytuno

Sylwadau ategol

Cytuno'n llwyr.

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

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

No Response

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

No Response

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

No Response

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

No Response

Cwestiynau gorfodol

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

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

Sylwadau ategol Cadarnhaol. Sicrhau atebolrwydd.

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

Sylwadau ategol mae angen sensitifrwydd ac esbonio cyson drwy'r cyfryngau ac ati er mwyn sicrhau bod y nodau'n eglur ac yn ddealladwy i bawb.

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

Sylwadau ategol Na hoffwn.

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Cytuno

Sylwadau ategol

Ond pam ydyn ni yn canolbwyntio ar addysg i hyrwyddo yn unig??Dyle fod yn nhreftadaeth a'r gymuned

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

Cytuno

Sylwadau ategol

Ond pam ydyn ni yn canolbwyntio ar addysg i hyrwyddo yn unig??Dyle fod yn nhreftadaeth a'r gymuned

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

Cytuno

Sylwadau ategol

rhan annatod o rol y weindiog i hyrwyddo addysg yr ardal

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

Cytuno

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

Anghytuno

Sylwadau ategol

dylai fod continiwm
rhai ysgolion yn cael ei cydnabod ar hyn o bryd a ddim yn cyflawni beth mae nhw yn hyrwyddo
Mesur gallu ieithyddol

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

Cytuno

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

Sylwadau ategol mae angen ysgolion cymraeg pur i hyrwyddo y gymraeg

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

Sylwadau ategol Angen scrhau ysgolion uniaith gymraeg yn hywryddo yr iaith
Dydy ysgolion Saeseng ddim yn addysgu yr iaith ir safon uchaf

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

Sylwadau ategol

Comments:

Angen sicrhau fwy o ysgolion cymraeg - nid yn ddibynol ar y rhai Saeseng

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

Sylwadau ategol Rhaid sicrhau taw ysgolion Cymraeg syn hyrwyddo'r iaith

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

Anghytuno

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

Sylwadau ategol Anghytuno - angen y gweinidogion

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

Cytuno

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

Cytuno

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

Anghytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Anghytuno

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

Cytuno

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

Cytuno

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

Cytuno

Sylwadau ategol
Mwy o atebolrwydd

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

Cytuno

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

Sylwadau ategol atebolrwydd

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Anghytuno

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

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

Cytuno

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

No Response

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

No Response

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

No Response

Cwestiynau gorfodol

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

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

Sylwadau ategol

Poeni ydw i bydd y gymuned yn gweld addysg Saeseng yn hyrwyddo'r iaith - a ni fydd siaradwyr gennym i wireddu y nod

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

Sylwadau ategol Mae angen newid gymedithas a rhoi cyfleoedd i bobl i siarad cymraeg tu hwnt i addysg

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

Sylwadau ategol Mwy o ysgolion Cymraeg ym Mhenybont ac awdurdod syn cefnogi hyn

Proposals for a Welsh Language Education Bill

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

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

Comments:

Minimum only, don't keep forcing it on people.

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?

Minimum only, don't keep forcing it on people.

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?

Minimum only, don't keep forcing it on people.

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

Disagree

Comments:

Minimum only, don't keep forcing it on people.

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

Comments:

Minimum only, don't keep forcing it on people.

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?

Should be learning English first, don't keep forcing it on people.

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:

Minimum only, don't keep forcing it on people.

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

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

Comments:

Minimum only, don't keep forcing it on people.

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

Disagree

Comments:

Minimum only, don't keep forcing it on people.

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

Disagree

Comments:

Minimum only, don't keep forcing it on people.

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:

Minimum only, don't keep forcing it on people.

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

Disagree

Comments:

Minimum only, don't keep forcing it on people.

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

Disagree

Comments:

Minimum only, don't keep forcing it on people.

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

Disagree

Comments:

Minimum only, don't keep forcing it on people.

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:

Minimum only, don't keep forcing it on people.

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

Disagree

Comments:

Minimum only, don't keep forcing it on people.

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:

Minimum only, don't keep forcing it on people.

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

None apart from existing provision.

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

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

Disagree

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

Welsh discriminates against English speakers

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

Welsh discriminates against English 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:

Money in provisions not included - THIS IS A WASTE OF TAXPAYERS MONEY, LET PEOPLE SPEAK WHAT THEY WANT.

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?

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?

Disagree

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

I am very concerned about standards slipping in areas like science and modern European languages

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

I'm dubious about its effectiveness. Are the proportion of pupils with ALN taken into account? Some pupils may not benefit from increased/targeted second language Welsh provision

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

Neither agree nor disagree

Comments:

Not at the expense of science/European languages. The current funding is inadequate for ensuring child-centred learning. Welsh Government creates additional targets annually for teachers already struggling with large class sizes and behavioural issues

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?

Will it solve the recruitment crisis in teaching across both media?

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?

Only engaged people respond to consultations; the aim is to change current demographics, so presumably areas with little demonstrated use of Welsh in public/business life will require a Welsh medium school

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?

Agree

Comments:

The focus is there on paper; how it is enacted in reality remains to be seen

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

Neither agree nor disagree

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

Disagree

Comments:

Geographically and linguistically Wales is diverse

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

Agree

Comments:

An impartial external review; maybe undertaken by an organisation with familiarity with other nations in similar situations e.g. the Republic of Ireland, Catalonia

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

Disagree

Comments:

Practical ability on the ground should be a first requirement in some roles

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

Agree

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

Disagree

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

Comments:

Stop Welsh Government bombarding them with new initiatives every 6 months or so that reinvent policies with an expectation that the policy can be fulfilled at a funding level of 5 years ago

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

Neither agree nor disagree

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

The Ministers should be promoting education.
It is important in any medium

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

Neither agree nor disagree

Comments:

Not without adequate funding

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

Neither agree nor disagree

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

Agree

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

Agree

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

Agree

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

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?

Positive effects are that Welsh is more widely accepted in daily life in parts of the country that are predominantly English-speaking. Care should be taken that the standards required of secondary school teachers in their subject areas are not secondary to their ability to deliver the subject in Welsh.A

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

A "tri-lingual" approach with every learner reaching a common standard in Welsh/English and another language would be optimal. The third language could be Spanish or Mandarin.

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:

When parents/carers cannot access support speedily enough for their children with ALN, a sense of frustration is logically felt when faced with the resourcing of Welsh language learning. The answer "it's a different budget/issue" does not satisfy the needs of these learners

Proposals for a Welsh Language Education Bill

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

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

I think that this is ridiculous! This is like a role reversal of the Welsh Not in Wales! I am Welsh and proud to be Welsh. My children have both attended mainstream first language Welsh schools but this should be a choice and funding should not be based on Welsh and we should be concentrating on providing a fair system where all children are entitled to a good education, regardless of the language they choose to

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?

study in. By doing this we are putting children at a sever disadvantage, if they want to go on to study some subjects, such as the sciences, in English universities.
Welsh language teachers should not be bribed with a flat £5000pay out either! What message is that sending out to high quality English language teachers?

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 above!

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

Disagree

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

No Response

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

Disagree

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

I can't even answer this as it makes me really angry.

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Comments:

Yes, encourage, don't impose!

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?

coming in to schools and promoting it in a fun and positive way.

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:

I think it should be encouraged and given good support from authorities.

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

Disagree

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

Disagree

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

Disagree

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

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?

Disagree

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

I think that this is ridiculous! This is like a role reversal of the Welsh Not in Wales! I am Welsh and proud to be Welsh. My children have both attended mainstream first language Welsh schools but this should be a choice and funding should not be based on Welsh and we should be concentrating on providing a fair system where all children are entitled to a good education, regardless of the language they choose to study in. By doing this we are putting children at a severe disadvantage, if they want to go on to study some subjects, such as the sciences, in English universities.

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

It should be encouraged and supported in schools and teachers should have specialist teachers coming in to provide high quality lessons (as extra support) funded by the WAG

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

No comment

Proposals for a Welsh Language Education Bill

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

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

Disagree

Comments:

Stop forcing the language on others. If you want to speak it, that's fine, just don't force others.

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:

Local authorities should not be behind this bill. They have enough to do, they don't need the added work and stress

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:

Give up. We are British stop forcing us to learn the welsh language. It should be OPTIONAL

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:

Your taking away people's right to choose. we will have to ask your permission to go to the toilet soon.

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

Disagree

Comments:

Leave the schools alone.

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

Disagree

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

I feel your forcing another language on people. People who can't speak the language will be forced out

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:
Decrease ur

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

I'm against it

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?

Pretty soon they won't have a choice if assembly get their way

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

Comments:

I'm against it

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:

Stop forcing welsh on third who don't want it. I'll be telling my children if you don't want to learn it then don't

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

Stop it

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

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

Disagree

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

It's all negative. Your forcing the language on the people and those of us who don't want to learn it will be forced out of our own country

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

Make it optional. Then I will have more respect for the language

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

Stop forcing the welsh language

Proposals for a Welsh Language Education Bill

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

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

Neither agree nor disagree

Comments:

It may help to incorporate the target, making it more 'official', but this in itself will not deliver the desired outcome.

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:

Hitherto my Local Authority has been reluctant to take a stance that could be seen to be detrimental to English-medium schools, who compete for a finite pool of pupils and the funding they bring. A legal requirement to promote Welsh-medium education would ease that reluctance - but still carry implications for funding, and therefore resentment, in the English-medium sector.

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

Agree

Comments:

I agree with the principle that all WG work should have regard to the target, in the same way as sustainability and climate change are (in theory), but it is difficult to determine the detail of how that approach should manifest itself.

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

Neither agree nor disagree

Comments:

The proposal contrasts markedly with the simplistic (self-assessed) levels of competence described in the Census. A major issue will be that skill levels are not a constant: lack of use leads to deterioration. Like public examinations, the assessment of competence will relate to a high point, or achievement at a given point in time. Compulsion to ensure and enhance lifelong competence may well produce a backlash: the target will only be realised if the people of Wales wish it.

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

Neither agree nor disagree

Comments:

I am not sure that giving legal force to the current arrangement makes much practical difference. In considering categories, a distinction should be drawn between 'natural' Welsh-medium schools, in communities where the language of the home is exclusively or largely Welsh, and 'immersive' Welsh-medium schools, where pupils come entirely or largely from English-speaking homes. Requisite teaching skills are fundamentally different in the two situations.

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

Neither agree nor disagree

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

The recent expansion of Mathematics teaching, notably at KS4 (due to be far more in England, if the Prime Minister has his way), has thrown into relief the limits of curriculum time: the (laudable, in principle) aim of raising attainment in Mathematics means that other choices are reduced, which in turn can lead to resentment. Increasing curriculum time for Welsh would have similar consequences; both are limited by staff availability.

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

In Flintshire the distinction is clear-cut: there are 6 designated Welsh-medium schools, all others are English-medium. Categorisation may be a useful tool in areas where the distinction is blurred, e.g. where Welsh 'streams' atrophy for lack of Welsh-speaking staff, overall or in particular subject areas. This device would give Local Authorities the means to verify what is happening on the ground.

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

Neither agree nor disagree

Comments:

It would be a laudable aspiration - but is it realistic? Primary schools may be in a position to move along a continuum in Flintshire as more staff receive training through a sabbatical scheme, but there is no prospect at all of such movement in the secondary sector: staff shortage is acute in the Welsh-medium sector, and English-medium schools are experiencing severe difficulty in recruiting and retaining Welsh teachers, let alone Welsh-speaking teachers of other subjects.

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

As above - there is evidence of progress in the primary sector, but no prospect whatsoever in the secondary sector.

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

Neither agree nor disagree

Comments:

There would be good grounds for monitoring how far provision matches stated aspiration (category) in areas where it is feasible to increase Welsh teaching.

Progress in anglicised areas such as Flintshire is limited by two factors: availability of staff, and willingness on the part of the community to embrace Welsh-medium education - which is growing, but should not be forced in my view.

Estyn might have a role if a Local Authority were dragging its feet, but cannot address either of the above constraints.

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?

A new school should be Welsh-medium IF there is community support: surveys of parental wishes would need to be carried out.

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

Comments:

Legal force may help but cannot guarantee that targets will be reached.

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

Agree

Comments:

We start from a very low base! In addition, substantial bursaries are currently offered to train and teach in England - unless Welsh Government can find the substantial means to match this the drain will inevitably continue. WG must devise incentives to encourage young people to train to teach through the medium of Welsh.

Historically, Welsh language teaching has lagged behind MFL, relying on native speakers and a process of osmosis, long discredited in MFL. Potential Welsh teachers must be trained as linguists if effective progress is to be made particularly in anglicised areas of Wales.

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

Disagree

Comments:

The removal of the requirement to consult parents on the demand for Welsh-medium education smacks of a desire to coerce: this approach would be likely to cause a significant backlash in a border area. Imposing targets on a Local Authority seems meaningless: LAs cannot magically create a workforce.

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:

Nevertheless progress, or the lack of it, should be reviewed annually.

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

Neither agree nor disagree

Comments:

Not sure. A legal requirement would provide focus, but not enable LAs to overcome barriers in terms of workforce and community attitudes. If there is evidence of foot-dragging, imposition may be required.

It is worth noting that the impact of the pandemic was more severe in the Welsh medium sector as pupils from English-speaking homes spoke little or no Welsh during lockdown.

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

Agree

Comments:

Expert opinion would be helpful in cases of dispute.

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

Neither agree nor disagree

Comments:

Imposition is meaningless. After more than a decade of austerity, the education service, like the rest of the public sector has serious issues as regards recruitment and retention of all staff, let alone Welsh speakers. Pay and conditions (workload) are within the purview of Welsh Government, albeit with external financial

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

constraints. WG must address these and provide further incentives to produce Welsh teachers, especially across the secondary curriculum.

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

Agree

Comments:

Broadly

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

Agree

Comments:

Nevertheless I should prefer carrot to stick.

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

Agree

Comments:

21st Century Schools has the potential to continue to provide additional capacity in the Welsh medium sector particularly.

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

Agree

Comments:

Yes but this should be by encouragement, not coercion.

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

Maintain and increase the profile of the issue in our national life. However, aspiration must be matched by tangible initiatives.

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

Agree

Comments:

Ideally - but there will be funding/staffing implications.

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

Agree

Comments:

Limited support is provided but the main emphasis is at the point of primary/secondary transfer. Support for individuals at other points - particularly where families move to Wales - would be helpful but costly.

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

Agree

Comments:

A single body would be preferable - but how it would function remains to be seen.

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

Agree

Comments:

Seems sensible.

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

Agree

Comments:

A commitment in principle must underpin the aspiration to achieve a millions Welsh speakers.

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

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

Disagree

Comments:

The assessed costs relate to oversight/administration. The real costs will entail recruitment, retention and incentives (bursaries) to train through the medium of Welsh. These costs will be substantial.

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

Welsh Government funding will be needed to address the true costs.

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?

Social cohesion is likely to be an issue, both in areas where the need is to sustain existing Welsh-speaking communities (housing, employment) and in those where there may be significant resistance to what might be seen as the imposition of Welsh.

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

No Response

Mandatory questions

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

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

There is not likely to be much impact outside of the school system in anglicised areas.

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.

Every opportunity must be taken to encourage learners in particular to use Welsh in everyday situations.

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:

Pob lwc!

Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (lle bo'n berthnasol): Dyfodol i'r Iaith

e-bost/rhif ffôn:

Eich cyfeiriad: Caernarfon, Gwynedd

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

Is-adran Cymraeg 2050

Llywodraeth Cymru

Parc Cathays

Caerdyd

d CF10

3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: Cymraeg2050@llyw.cymru

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

1. Rydym yn croesawu uchelgais y Bil. Ond er mwyn gwneud y Bil yn fwy ieithyddol arwyddocaol, rydym yn grediniol drosben bod hi'n gyfan gwbl angenrheidiol gweld gwahaniaethu mewn targedau safon cyrhaeddiad ieithyddol. Mae B2 (CEFR) yn addas ar gyfer rhai mewn ysgolion nad ydynt yn ysgolion cyfrwng Cymraeg. Disgwylir cyrraedd lefel B2 ar ôl 600 o oriau cyswllt yn ôl pob golwg.

[\(https://www.efset.org/cefr/c2/\)](https://www.efset.org/cefr/c2/). I ddisgyblion mewn addysg cyfrwng Cymraeg, disgwylir cyrraedd lefel C1 neu C2, er mai B2 fydd cyrhaeddiad nifer. (Bydd disgybl mewn addysg Gymraeg yn derbyn tua 15,000 o oriau cyswllt ffurfiol â'r iaith.) Yn ein barn ni, mae'n gyfan gwbl angenrheidiol cael mwy nag un targed ieithyddol: e.e. cynnydd yng nghanran y rhai sy'n cyrraedd lefel C1 / C2 a chynnydd yng nghanran y rhai sy'n cyrraedd lefel B2. Bydd gwahaniaethu yn y modd yma'n gallu cyd-fynd â'r categoreiddio ysgolion arfaethedig, ac â datblygu continwmm iaith gwahaniaethol. Yn sgil hyn, mae angen i'r Bil yn ei gyfanrwydd fod yn fwy penodol am dargedau twf ysgolion Cymraeg.

Mae rheswm arall mwy sylfaenol am wneud hyn. Mae angen rhoi pwysigrwydd uwch i siaradwyr rhugl sy'n defnyddio'r Gymraeg yn ystyrion yn eu bywyd bob dydd, yn y gwaith, mewn gweithgareddau diwylliannol. Cynnydd yn y nifer yma yw'r pwysicaf o ddigon. O blith y garfan yma, hefyd, y gwelir y gyfradd uchaf yn dewis trosglwyddo'r Gymraeg ar yr aelwyd i'w plant pan fyddant yn magu teuluoedd maes o law, yn ôl pob golwg. Fel arall mae'n glastwreiddio'r trothwy ledled Cymru trwy ostwng y waelodlin mewn ysgolion Cymraeg presennol. Ni fyddai hynny yn dderbyniol.

2. Mae cynnwys targed o filiwn yn rhoi uchelgais, ond mae rhai anawsterau:
- Mae'n bosibl na fydd Cyfrifiad yn cael ei gynnal yn 2041, 2051. Pa fesurydd felly a ddefnyddir i fonitro perfformiad/cynnydd? Mae angen nodi hynny oherwydd heb fonitro mae'r gweithredu yn digwydd mewn anwybodaeth o effaith a dylanwad. Amlyga hyn y rheidrwydd i gael cyfundrefn fonitro drylwyr a gwrthrychol er mwyn mesur cynnydd a pherfformiad a lle mae angen rhoi sylw mwy penodol dros dreigl amser. Heb hynny, y perygl yw mai dyhead gwag fydd y Bil a'i weithrediad.
 - Er bod y Cyfrifiad yn cael ei dderbyn yn "ffynhonnell awdurdodol" (para. 27), nid yw'n ddibynadwy fel arwydd o allu ieithyddol, yn enwedig wrth fesur rhai 315 oed sy'n siarad yr iaith.
 - Mae'r Cyfrifiad yn rhoi amcan o farn oddrychol yr ymatebwyr.
 - Nid yw'r Cyfrifiad yn gysylltiedig â chyrhaeddiad ieithyddol, fel safon B2, C1 ac C2, ac ni fydd Cyfrifiad, felly, yn adlewyrchiad o ddymuniad y bil i nodi B2 fel safon cyrhaeddiad. Mae hyn yn rheswm pellach dros sicrhau trefn fonitro bwrpasol.

3. Mae'n dda gweld bod rhagarweiniad y papur gwyn yn cynnig cynyddu'r targed o 40% i 50% ar gyfer twf addysg cyfrwng Cymraeg, gan mai hyn, fel y nodir (para. 15) yw'r cyfrwng gorau o gaffael sgiliau yn y Gymraeg. Fodd bynnag, rydym yn ymwybodol bod y rhan fwyaf o dargedau'r Llywodraeth o ran twf addysg cyfrwng Cymraeg yn y gorffennol heb eu cyrraedd. Rydym yn bryderus, er gwaetha'r twf mewn addysg Gymraeg a ragwelir gan gynlluniau'r Llywodraeth erbyn 2033, na fydd y nod yma'n cael ei gyrraedd. Bydd angen twf cyflym i gyrraedd 40% erbyn 2050 ac mae gan hyn oblygiadau sylweddol iawn o ran cynyddu'r gweithlu. Mae heriau dybryd yn bodoli o ran recriwtio a chadw gweithlu sector addysg statudol. Amlyga hyn y rheidrwydd i sicrhau rôl allweddol a chreiddiol i'r Coleg Cymraeg er mwyn ceisio targedu heriau'r gweithlu, yn arbennig yn y sector cyn-ysgol. Dylid cyfeirio'n bwrpasol at y Coleg Cymraeg yn y Bil, law yn llaw â'r Ganolfan Dysgu Cymraeg Genedlaethol. Heb gynllunio manwl, gydag adnoddau digonol gan y ddau gorff yma, bydd y targed o 50% yn debygol o fod yn llai cyraeddadwy fyth.

Mae gwaith ymchwil (yn seiliedig ar sail Cyfrifiad 2021, Arolwg Blyneddol y Boblogaeth 2021 a StatsCymru 2021) a gyhoeddwyd gennym yn 2023 yn awgrymu mai tua 620,000 o siaradwyr Cymraeg yw'r gobaith gorau ar gyfer 2050 ar sail twf presennol addysg cyfrwng Cymraeg a thwf dysgu'r Gymraeg y tu allan i hyn.

Mae angen i'r bil fanylu ynghylch cynllunio'r gweithlu a'r angen am ystyriaeth lawnach o'r pwerau sydd eisoes gan y Llywodraeth i osod dyletswyddau a chyfrifoldebau ar sefydliadau i weithredu (e.e. Cyngor y Gweithlu Addysg). Rydym yn amheus o'r syniad o osod targedau cenedlaethol heb eglurder ar bwy bydd y targedau yn cael eu gosod, disgwyliaidau'r Llywodraeth ac oblygiadau methu cyrraedd targedau. Rydym hefyd yn synnu gweld gosod targedau ar Awdurdodau Lleol a hwythau heb gyfrifoldeb dros gynllunio'r gweithlu heblaw am gasglu data a bwydo hynny yn genedlaethol. Yn hyn o beth credwn fod angen gosod mwy o gyfrifoldeb ar y Coleg Cymraeg Cenedlaethol ar gyfer y maes hwn. Rydym am weld sylw ac ymrwymiad manwl, felly, yn y Bil at gynlluniau fydd yn arwain at dwf gweithlu addas, at y buddsoddi pwrpasol hirdymor angenrheidiol i gyflawni hyn, ac at y buddsoddi angenrheidiol i gyrraedd y targed o 50%. Fel arall, mae perygl y bydd methiant i gyrraedd targedau'n dod yn amlwg yn fuan. Mae hwn yn allweddol i hygyrdd y dyhead a chyflawniad Cymraeg 2050. Mae angen nodi hefyd rôl a chyfraniad y consortia rhanbarthol presennol, os nad ydynt yn dirwyn i ben o dan y drefn newydd a adwaenir yn y Bil maes o law. Yn ddamcaniaethol mae ganddynt lawer mwy o ddylanwad nag awdurdodau lleol, ond os yw pwyslais y gweithredu yn mynd i ddisgyn ar awdurdodau lleol yn hytrach na'r consortia, mae angen nodi hyn yn glir.

4. Mae'r rhagarweiniad yn nodi mai'r 'allwedd ar gyfer dysgu iaith yw'r oriau cyswllt ... ynghyd â dysgu neu addysgu safonol ac arweinyddiaeth glir' (para. 14). Awgrymwn y dylid cynnwys yma gymal at gymhelliad dysgu, a sut y caiff hyn ei gryfhau wrth ddysgu'r iaith mewn cyd-destun cymdeithasol a diwylliannol, gan gysylltu dysgu'r iaith â gwybodaeth am hanes Cymru a hanes yr iaith a rhoi lle i ymwybyddiaeth ieithyddol o sefyllfa Cymru, Ewrop a byd-eang. Gwyddom fod symudiad ar droed i geisio creu Canolfan Addysgu Hanes Cymru i athrawon ym Mhrifysgol Cymru y Drindod Dewi Sant. Dylai hefyd ymestyn i osod gofynion o ran creu naws ac ethos (mwy) Cymraeg a Chymreig i ysgolion fel sefydliadau gan ymestyn statws a defnydd o'r iaith y tu hwnt i'r dosbarth ac i hunaniaeth a delwedd gorfforaethol ysgolion Cymru doed a ddelo pa ddynodiad cyfrwng dysgu iaith sydd iddynt. Mae'r Gymraeg a Chymreictod yn perthyn i bob un ohonom yn ddiwahân ac mae angen i holl ysgolion Cymru anwes hynny yn

ymarferol. Ar hyn o bryd, mae cryn amrediad cyflawniad yn hyn o beth sy'n golygu bod ymwybyddiaeth hunaniaeth Gymreig disgyblion yn seiliedig ar loteri ddaearyddol.

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

Ar sail ein profiad ar lawr gwlad gyda nifer o awdurdodau lleol, rydym yn bryderus iawn am yr anghysondeb ymhlith a rhwng awdurdodau lleol tuag at y Gymraeg. Mewn rhai ceir agweddau negyddol os nad gwrthwynebus mewn cyferbyniad llwyr i awdurdodau lleol eraill sy'n hynod gefnogol. Yn wir mae ESTYN wedi bod yn edrych ar yr agweddau annerbyniol hyn mewn un awdurdod lleol yn barod.

Gan awdurdodau lleol y mae'r wybodaeth fanwl am niferoedd ysgolion, niferoedd disgyblion mewn ysgolion, a swyddogion sy'n cynllunio addysg ar lefel sirol. Mae angen i awdurdodau lleol fod yn rhan allweddol o gynllunio addysg Gymraeg a'r Gymraeg mewn addysg ond nid mor allweddol o ran hyfforddi gweithlu'r dyfodol fel y nodwyd eisoes.

Heb os, byddai cyfyngu'r Bil i lefel cyrhaeddiad i B2 yn niweidiol. Mae angen ehangu hyn i gynnwys deilliant lefel C1 ac C2, yn hytrach na gadael y targed ar lefel is B2. Mae angen i awdurdodau lleol gynllunio'n gadarnhaol o blaid addysg Gymraeg. Mae hyn yn golygu na ddylid cael datblygiadau mewn addysg Saesneg a allai niweidio addysg Gymraeg a'i thwf. Gwelwn fod hynny yn parhau o hyd mewn sawl awdurdod lleol gan lesteirio addysg Gymraeg a strategaeth Cymraeg 2050.

O fewn targedau a osodir gan y Llywodraeth, mae angen i awdurdodau lleol weithredu polisïau, monitro cynnydd, a nodi unrhyw anawsterau a welir.

Mae angen i awdurdodau lleol nodi anghenion staffio ysgolion Cymraeg, Dwyieithog a Saesneg, a chynnwys amcan o'r anghenion am gyrsiau dysgu iaith a chysiau gloywi iaith i staff ysgolion. Heb hyn bydd yn llesteirio gwaith twf y Coleg Cymraeg. Ar lefel leol, gall awdurdodau lleol fanylu sut mae cynllunio adeiladau ysgolion er y budd mwyaf.

Ar lefel leol, gall awdurdodau lleol sicrhau cysondeb dysgu ar hyd y cwricwlwm iaith, fel bod ysgolion Cymraeg yn anelu at nod priodol iddynt, ac ysgolion Saesneg yn anelu at eu nodau priodol hwythau. Yn hanesyddol, gwyddom am y golled ieithyddol sy'n digwydd ledled Cymru wrth i ddisgyblion Cynradd bontio i'r sector Uwchradd ac mae angen i awdurdodau lleol fynd i'r afael â hyn mewn modd rhagweithiol trwy osod targedau tymor byr a chanol i leihau'r nifer/canran sy'n cael eu colli.

Gan nad yw'r bil yn ymwneud ag addysg anstatudol, credwn yn gryf iawn bod angen rhoi cyfrifoldeb ar awdurdodau lleol i ddatblygu addysg gyn-ysgol Gymraeg. Nodwn

nad oes sôn am rôl a chyfraniad addysg feithrin, cylchoedd Ti a Fi ac ati yn y papur gwyn sy'n greiddiol wrth ystyried cychwyn a dilyniant y continwrm ieithyddol i ddisgyblion i gyfnod statudol a thu hwnt. Cyn bwysiced yw cynnwys rôl addysg ôl-16 – mae'n bwysig bod disgyblion sy'n dilyn cyrsiau drwy gyfrwng y Gymraeg i TGAU yn cael y cyfle i barhau â'u haddysg drwy gyfrwng y Gymraeg, pa lwybr bynnag a ddewisant, boed hynny'n gwrs academaidd neu'n gwrs galwedigaethol neu'n brentisiaeth. Wrth ystyried rôl awdurdodau lleol, onid oes ganddynt hwy ran i'w chwarae drwy esiampl, gan sicrhau statws i'r Gymraeg? Dylai gweithleoedd yr Adrannau Addysg o fewn Awdurdodau Lleol arddel y Gymraeg a defnyddio mwy o'r Gymraeg a byddai'n dda i'r bil gyflwyno pwysigrwydd hyn, gan gyfeirio at rôl bosibl Comisiynydd y Gymraeg yn hyn o beth a chan nodi hefyd rôl y Coleg Cymraeg wrth gynllunio llwybrau addysg ôl-16 Gymraeg. Rydym yn bryderus bod diffyg ystyriaeth i bwysigrwydd creu a hyrwyddo llwybrau dilyniant o'r cyfnod cyn ac ôl-statudol. Mae angen rhoi sylw teilwng a phriodol i hyn yn y Cynllun Cenedlaethol a hoffem weld deilliannau'r Cynlluniau Gweithredu yn cyfeirio at hyn. Mae adroddiad y Pwyllgor Plant/Pwyllgor Diwylliant a gyhoeddwyd ym mis Mai 2023 yn cynnig argymhellion cyffelyb.

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

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

Mae angen i Weinidogion Cymru osod targedau penodol i Gymru'n gyffredinol ac i siroedd unigol ar dwf addysg Gymraeg a'r Gymraeg mewn addysg.

Golyga hyn fod angen cael targed ar gyfer lefel C1 ac C2 ar y naill law, a lefel B2 ar y llall. Heb wneud hyn, gall twf addysg Gymraeg gael ei anwybyddu gan awdurdodau lleol a allai obeithio bod modd cyrraedd lefel B2 trwy ysgolion Saesneg. O gofio am y fath amrywiaeth o fewn a rhwng ysgolion mewn gwahanol siroedd, mae hyn yn gyfan gwbl allweddol yn ein barn ni.

Mae angen i rôl Gweinidogion y Llywodraeth gynnwys monitro cyrhaeddiad targedau ac ymyrryd mewn siroedd nad ydynt yn cyrraedd targedau.

Mae angen i rôl Gweinidogion Llywodraeth gynnwys darparu gweithlu digonol i gyrraedd targedau disgyblion, a darparu cyfalaf digonol i gefnogi cynlluniau awdurdodau lleol i gynyddu addysg Gymraeg. Heb os, mae hyn yn allweddol er mwyn sicrhau strategaeth Cymraeg 2050. Mae hon yn her enfawr o gofio argyfwng yn y sector gweithlu addysg presennol.

Wedi dweud hyn, mae angen gofalu nad yw'r Bil, wrth roi'r pŵer i Weinidogion lunio targedau, yn agor y drws i gyfnod pan na fydd gan rai Gweinidogion ddyhead i weld twf addysg Gymraeg fel blaenoriaeth. Credwn yn gryf fod angen sefydlu Awdurdod Iaith lled braich (fel Comisiynydd y Gymraeg dyweder) a all arwain gyda chynllunio ieithyddol, a chynnig rhaglen dwf i Weinidogion, mewn modd amhleidiol. Bydd hyn yn

fodd o dynnu'r Gymraeg allan o ddadlau rhyngbleidiol. Byddai endid o'r fath yn gallu sicrhau gorolwg o gynnydd a pherfformiad a hynny ar lefel genedlaethol. Ni all awdurdodau lleol eu hunain gyflawni hynny gan mai darlun darniog ac anghyflawn a geir fesul sir.

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

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

Cytunwn fod angen rhoi dyletswydd ar Weinidogion Cymru i ddatgan y continwfm sgiliau Cymraeg.

Barnwn fod angen i'r continwfm gael ei strwythuro'n ofalus ac yn wahaniaethol, er mwyn bod yn addas i addysg Gymraeg ac i ysgolion Saesneg ac ymhellach wrth ddysgu'r iaith i oedolion, mewnddyfodiaid a mewnfudwyr.

Bydd angen amrywio pwyslais ar agweddau mynegiant llafar ac ysgrifenedig yn ôl camau addysg a galwadau ôl-addysg. Mae'r pwyslais ar allu siarad yn allweddol bwysig yn ein tyb ni.

Bydd angen camau llwyddiant yn rhan o'r continwfm i wobrwyo cynnydd a chymell twf pellach lle na chafwyd hynny.

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

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

Cytunwn fod angen cyfundrefn statudol i gategoreiddio ysgolion yn ôl cyfrwng iaith. Er bod y nodiadau'n gofyn am beidio â gwneud sylwadau ar y categorïau hyn, rydym am fynegi anfodlonrwydd mawr am y categorïau a gyflwynwyd yn 2021. Mae hyn wedi peri bod awdurdodau lleol yn dewis categorïau is na sefyllfa ieithyddol bresennol eu hysgolion, sydd yn gam yn ôl, heb os. Mae sefyllfa gyfredol Gwynedd yn dyst i hynny. Mae angen i gategoreiddio fod yn ymarferol ac yn uchelgeisiol, heb adael lle i syrthio'n ôl. Mae papur safbwynt Comisiwn Cymunedau Cymraeg, a gefnogwyd gan y Llywodraeth, wedi creu cynsail trwy amlygu pwysigrwydd dynodi ardaloedd o arwyddocâd ieithyddol (dwysedd uwch) sydd felly yn golygu bod angen teilwra cynllunio ieithyddol i ardaloedd neu ranbarthau yn hytrach nac un templed cenedlaethol diwahân.

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, ar yr amod bod y disgrifiadau yn rhai priodol ac yn cadarnhau defnydd o'r Gymraeg ym mhob achos. Rydym yn datgan pryder am y categorïau presennol (Llywodraeth Cymru 2021), yn fwyaf penodol y categori 3 uwchradd. Ar hyn o bryd, oni bai bod disgyblion mewn ysgolion categori 3P (100% o ddysgwyr yn ymgymryd ag o leiaf 90% o'u gweithgareddau ysgol yn Gymraeg), y dewis agosaf yw bod 60% o ddysgwyr yn ymgymryd ag o leiaf 70% o'u gweithgareddau ysgol yn Gymraeg. Mae angen categori mwy uchelgeisiol i ysgolion Gwynedd a Môn a siroedd mwy Cymraeg eraill, lle maent ar hyn o bryd yn dewis categori is na'r arfer ieithyddol presennol.

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

Sylwadau ategol

Bydd cynnig isafswm o ran amser yn y Gymraeg yn fodd o sicrhau bod y Gymraeg yn cael ei chyflwyno fel pwnc ac fel cyfrwng yn fwy effeithiol nag ar hyn o bryd.

Gall cyflwyno isafswm beri bod ysgolion am gadw at yr isafswm, a chanfod ffyrdd o ailddiffinio'r isafswm. Felly mae'n allweddol fod yr isafswm yn bwrpasol ac yn cyflawni'r nod o greu disgyblion hyderus o ran siarad Cymraeg.

Mae'n bwysig gosod disgwyliad ar ysgolion cyfrwng Saesneg i ddarparu gwaelodlin ddigonol o oriau cyswllt i sicrhau bod y dysgwyr yn datblygu'n siaradwyr hyderus. Fel arall, mi allai ysgolion cyfrwng Saesneg esgeuluso'r Gymraeg er mwyn ffafrio pynciau eraill yn yr amser ychwanegol a fyddai ganddynt.

Er mwyn sicrhau bod yr isafswm yn nod creadigol, mae angen i'r nod hwn fod yn un cynyddol, yn cael ei fonitro gan awdurdodau lleol a chan Weinidogion y Llywodraeth. Mae angen i'r isafswm ymwneud â dysgu'r Gymraeg fel pwnc, dysgu pynciau trwy gyfrwng y Gymraeg, gweithgareddau creadigol ac allgyrsiol, a gweithgareddau ysgol gyfan a naws ac ethos/hunaniaeth Gymraeg a Chymreig ysgolion.

Credwn fod diffyg ystyriaeth i'r Gymraeg fel pwnc a'r lleihad yn y niferoedd sy'n ei hastudio fel pwnc Safon Uwch a Gradd. Mae hyn ynddo'i hun yn bryderus ac angen ei dactlo ar frys yn y tymor byr. Mae'r sefyllfa yn fregus tu hwnt mewn nifer o ardaloedd ledled Cymru. Mae angen i'r papur gwyn drafod sut mae am fynd ati i osod cyfrifoldebau penodol ar awdurdodau lleol i gynnig darpariaeth Cymraeg a Chymraeg Ail Iaith Safon A ym mhob ysgol sydd â darpariaeth Chweched fel bod y ddarpariaeth ar gael a niferoedd sy'n dilyn y pwnc yn cynyddu o'r sefyllfa fregus bresennol. Dyma enghraifft amlwg o lle mae rôl benodol eisoes yn bodoli gan y Coleg Cymraeg. Mae angen i'r Bil adlewyrchu hynny felly trwy gyfeirio at rôl strategol allweddol y Coleg Cymraeg.

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

Sylwadau ategol

Cytunwn â'r paragraffau hyn, ond rydym am weld y categorïau ysgolion yn cynnwys y cyrhaeddiad ieithyddol a ddisgwyllir gan ysgolion yn ôl eu natur. Ystyr hyn yw dweud bod disgwyl i ddisgyblion ysgolion Cymraeg gyrraedd lefel o ddwyieithrwydd cytbwys oed cyfartal yn y Gymraeg a'r Saesneg o gofio mai'r nod yw creu siaradwyr 'hyderus'. Bydd y diffiniad yn is ar gyfer ysgolion eraill. Gall hyn fod yn fodd o yrru'r galw am addysg Gymraeg. Rydym yn ymwybodol fod camddealltwriaeth o hyd am natur cyraeddiadau addysgol (a chyflawniad) ysgolion Cymraeg.

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

Mae'n bosibl fod y cwestiwn yma yn amherthnasol i gyfran helaeth o ysgolion Cymraeg sydd eisoes yn cynnig 100% o'u darpariaeth trwy gyfrwng y Gymraeg. Wedi dweud hynny, mae angen i ysgolion barhau i gynnal, cadarnhau ac atgyfnerthu eu sefyllfaoedd presennol yn rheolaidd. Gall hyn gynnwys gwella safonau, cynnig mwy o arlwy allgyrsiol a datblygu cyfleoedd yn ogystal â chryfhau naws ac ethos Cymreig a Chymraeg y sefydliad. Hefyd mae blaenoriaethau a dyhead Penaethiaid newydd mewn ysgolion Cymraeg a dwyieithog yn anorfod yn mynd i amrywio i raddau o Bennaeth i Bennaeth ac felly mae'n allweddol sicrhau cynnal darpariaeth a safonau gydag unrhyw newid personél. I'r ysgolion hynny sydd ar y pegwn arall, mae angen gweld cynnydd a datblygiad mewn darpariaeth, er mwyn gallu cyrraedd y nod canolog sydd wedi ei osod. Mae angen cael yr egwyddor hon ar waith mewn ysgolion Saesneg, rhai dwyieithog a dwy ffrwd, ond mae angen gwneud yn glir mai'r nod yn y pen draw yw cyrraedd sefyllfa ieithyddol ysgolion Cymraeg. Credwn felly fod angen gosod disgwyliad statudol clir ar bob ysgol i osod targed darpariaeth Gymraeg dros amser ac i adrodd ar gyflawniad tymor byr a chanol. Casglwn felly ein bod yn cytuno'n gryf a'r cwestiwn uchod.

Ymhellach mae'n rhaid gofyn y cwestiwn 'beth yw ystyr 'dros amser'? — pum mlynedd, deng mlynedd neu fwy? Mae angen diffiniad llawer mwy penodol ac mae angen i ESTYN gynnwys hyn yn eu hadolygiadau o ysgolion.

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

Cytunwn â phwyntiau 57 i 60, ond mae angen ehangu pwynt 60 i gynnwys:

- Gweithgareddau allgyrsiol
- Gweithgareddau cymdeithasol
- Chwaraeon
- Gweithgareddau ysgol gyfan
- Naws ac ethos/hunaniaeth Ysgolion

Y gweithgareddau hyn sydd fwyaf tebygol o hwyluso rhyngweithio ieithyddol disgyblion.

Credwn yn gryf fod angen cynyddu hyfforddiant ymwybyddiaeth iaith - ein hanes a'n diwylliant. Rhaid codi hyder ein pobl ifanc drwy astudio Mathemategwyr, Gwyddonwyr ac ati o Gymru yn eu gwersi. Mae datblygu'r balchder hwn yn bwysig iawn.

Mae angen rhoi rôl benodol i Estyn yn hyn o beth wrth iddynt archwilio ysgolion. Dylid nodi hynny yn y Bil maes o law.

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

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

Mae angen i Estyn gael rôl monitro, ond teimlwn fod angen i'r rôl hon fod yn un gydweithredol ac anogol, yn hytrach nag yn un fygythiol, fel y gall ddigwydd ar hyn o bryd wrth fesur cyflawniadau ysgolion.

Mae angen sicrhau fod gan Gomisiynydd y Gymraeg rôl benodol mewn addysg, gan fod sut mae awdurdodau lleol yn hybu'r Gymraeg a'r defnydd ohoni yn un o'r safonau iaith allweddol. Gwyddom hefyd fod ymrwymiad a chyflawniad awdurdodau lleol yn amrywio'n arw ac felly rhaid wrth roi swyddogaeth i endid cenedlaethol gwrthrychol ac amhleidiol i gael y maen i'r wal.

I gyflawni'r rôl yma, byddai angen i Gomisiynydd y Gymraeg dderbyn rôl statudol gydnabyddedig a allai gynnwys hyrwyddo'r Gymraeg mewn addysg, ymateb i gynlluniau addysg awdurdodau lleol, a monitro twf.

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

Sylwadau ategol

Teimlwn y dylai'r Llywodraeth osod rhagdybiaeth mai ysgol Gymraeg fydd pob ysgol newydd a gaiff ei chynllunio gan awdurdodau lleol. Byddai unrhyw weithredu i'r gwrthwyneb yn groes i ysbryd a strategaeth Cymraeg 2050 a'r angen i sicrhau fod ein disgyblion yn cael tegwch a chyfleoedd cyfartal i ddysgu a defnyddio'r iaith Gymraeg ledled Cymru.

Rydym am ehangu'r rhagdybiaeth hon i gynnwys disgwyliad bod awdurdodau lleol yn aildrefnu ysgolion cynradd mewn ardaloedd lle nad oes ysgol Gymraeg o fewn cyrraedd hwylus, fel bod dyletswydd ar awdurdod lleol i ddarparu ysgol Gymraeg ym mhob ardal.

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

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

Cytunwn â'r dyhead i baratoi Cynllun Cenedlaethol. Rydym yn bryderus, fodd bynnag, nad yw hyn yn cynnwys y sector cyn-ysgol, a dylid rhoi rôl ganolog i'r Mudiad Meithrin, sy'n rhoi sail i dwf addysg Gymraeg. Dyma gychwyn taith addysg y mwyafrif helaeth o blant Cymru ac er nad yw'n gyfnod statudol mae'n rhaid cydnabod hynny a derbyn bod angen cryfhau'r cyfleoedd, darpariaeth a'r defnydd o addysg feithrin Cymraeg. Golyga hyn fod angen rhoi pwysigrwydd i ddatblygu sgiliau Cymraeg y gweithlu'r sector cyn ysgol.

Ar ben arall y sector addysg statudol, mae angen rhoi pwysigrwydd cynyddol i sgiliau iaith yn y sector ôl-16, mewn addysg bellach ac uwch. Y rhain fydd yn darparu'r gweithlu dwyieithog sy'n angenrheidiol ar gyfer twf y Gymraeg mewn addysg. Unwaith eto, mae yma rôl benodol i'r Coleg Cymraeg Cenedlaethol o ran sicrhau cyrsiau galwedigaethol priodol trwy'r Gymraeg, ac i'r Ganolfan Dysgu Cymraeg o ran dysgu'r iaith.

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

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

Cytunwn fod angen pennu targedau cenedlaethol ynghylch y gweithlu addysg, yn unol â Dyheadau Cymraeg 2050. Dylid gosod targedau clir blynyddol ar gyfer cynyddu'r gweithlu presennol. Dyna'r unig ffordd i gynllunio i oresgyn yr heriau sylweddol presennol sy'n bodoli.

Rydym yn bryderus nad yw targedau'r ddogfen hon yn debygol o gael eu cyrraedd, felly gofynnwn am ddyletswydd ar Weinidogion i ddarparu:

- Cyllid digonol i hyfforddi athrawon addysg Uwch ac sy'n dewis dargyfeirio i'r sector
- Dulliau o ddenu rhagor o athrawon, a all gynnwys newid amodau gwaith athrawon
- Dulliau effeithiol o arallgyfeirio athrawon tuag at addysg Gymraeg
- Newid cynllun Seren i hybu myfyrwyr i astudio trwy'r Gymraeg ac i aros yng Nghymru am eu haddysg brifysgol
- Peidio â rhoi cymorth ariannol i fyfyrwyr astudio y tu hwnt i Gymru am eu gradd gyntaf oni bai nad oes cyrsiau o'r fath ar gael yng Nghymru
- Dynodi rôl a chyfraniad allweddol y Coleg Cymraeg i wireddu hyn a sicrhau cyllid digonol iddo allu gweithredu mewn maes heriol iawn.

Mae angen cyfeirio'n benodol at rôl y Cyngor Gweithlu Addysg, a rhoi iddo ddyletswydd statudol i weithredu cynlluniau datblygu gweithlu addas i addysg Gymraeg. Gellir gwneud hyn yn sgil Adran 5 Deddf Addysg 2014.

Fel y dywedwyd gennym eisoes, mae angen diffinio rôl y Coleg Cymraeg Cenedlaethol wrth ddatblygu gweithlu addysg, yn arbennig yn y sector cyn-ysgol, ac wrth ddarparu gweithlu cynorthwyol yn y system addysg.

Yn wyneb yr argyfwng yn y gweithlu sector dysgu yn gyffredinol, ac yn benodol athrawon; onid yw'n allweddol yn awr i ddechrau edrych o ddifrif ar delerau ac amodau gwaith athrawon, er mwyn denu mwy o bobl i fod yn rhan o'r gweithlu addysg ac i aros yna am gyfnod hwy na'r cyfartaledd presennol sydd oddeutu 5 mlynedd?

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

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

Cytunwn y gall fod yn bwrpasol i Weinidogion fod yn gyfrifol am osod targedau mewn CGCA. Yn anffodus, nid yw'r targedau ar gyfer y CGCA arfaethedig yn ddigon penodol.

Deilliant 1: mwy o blant meithrin/tair oed mewn addysg cyfrwng Cymraeg : Cytunwn, ond mae angen gosod targedau ar gyfer 'mwy'.

Deilliant 2: Mwy o blant dosbarth derbyn/5 oed mewn addysg cyfrwng Cymraeg : Cytunwn, ond mae angen gosod targedau ar gyfer 'mwy'.

Deilliant 3: Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall : Mae hyn yn annelwig. Mae angen gosod targedau penodol ar gyfer trosglwyddo i addysg cyfrwng Cymraeg trwy'r holl gyfnodau, a hynny fesul ardal/dalgylch ac yn sirol trwy Gymru.

Deilliant 4: Mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg : Mae hyn yn annelwig ac yn nod amheus. Dylai

fod nod bod pob disgybl yn astudio'r Gymraeg fel pwnc. Dylid nodi targedau penodol ar gyfer cynyddu astudio pynciau trwy'r Gymraeg. Yma eto mae rôl cynghori disgyblion yn bwysig - hen rôl y Cwmnïau Gyrfaoedd. Onid oes angen gosod rheidrwydd ar ysgolion ac awdurdodau sirol i gynllunio ar gyfer darparu gwasanaeth cynghori pynciau pwrpasol i'w disgyblion?

Deilliant 5: Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol : Mae hyn eto'n annelwig. Mae angen targedau penodol yn ôl natur ieithyddol yr ysgol.

Deilliant 6: Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol : Nid yw hyn yn ddigonol. Mae angen i ddisgyblion ADY gael yr un ddarpariaeth ieithyddol â disgyblion 'prif lif'. Fel arall, mae'n wahaniaethol.

Deilliant 7: Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg : Mae angen targedau penodol. Mae angen cynnwys staff cynorthwyol.

Beth wedyn am osod targedau o ran nifer y dysgwyr ôl-16 sy'n astudio'r Gymraeg neu drwy gyfrwng y Gymraeg?

Gwendid yr adran hon, a'r papur gwyn yn gyfan, yw nad yw'n gwahaniaethu'n ddigonol rhwng deilliannau addysg cyfrwng Cymraeg ac addysg ysgolion eraill. Mae'n glir i ni, ac fe dderbyniwyd hyn gan y Llywodraeth, mai addysg cyfrwng Gymraeg yw'r dull gorau o greu dinasyddion cwbl ddwyieithog. Mae angen i'r papur gwyn yma nodi hyn yn glir wrth drafod y gwahanol agweddau ar gryfhau'r Gymraeg mewn addysg. Ond sylweddolwn fod cynyddu perfformiad a chyflawniad ysgolion Saesneg a dwyieithog yn allweddol hefyd o gofio mai dyma sy'n cyflenwi addysg i oddeutu 80% o ddisgyblion Cymru ar hyn o bryd.

Mae un elfen arall ar goll, sef cludo plant i ysgolion Cymraeg. Mae Mesur Teithio gan Ddysgwyr (Cymru) 1008, Adran 10, yn rhoi modd i awdurdodau lleol hybu cludiant i addysg Gymraeg. Mae angen cymalau yn y Bil yma sy'n cryfhau hyn, fel nad yw darpariaeth addysg Gymraeg o dan anfantais yn sgil pellter ysgolion o'r cartref. Mae hyn yn bwysicach fyth i sicrhau nad yw addysg Gymraeg yn cael ei gweld fel bod ar gyfer disgyblion o gefndiroedd dosbarth canol yn unig a'r argyfwng costau byw cyfredol sy'n wynebu teuluoedd trwy Gymru gyfan.

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

Cytuno	✓	Anghytuno	□	Ddim yn cytuno nac yn anghytuno	□
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Sylwadau ategol

Mae'n dda bod cynlluniau deng mlynedd ar waith, ond ar brydiau mae angen rhoi sylw i'r tymor byr a byr iawn, a gall fod adroddiad bob 5 mlynedd, ar adegau, yn rhy hir. Mae

argyfyngau mewn sawl sir o ran darparu addysg Gymraeg, ac mae angen system sy'n gallu rhoi sylw brys i hyn, ar lefel leol a chenedlaethol, fel bod ymyrraeth gan Weinidogion yn gallu digwydd ar frys.

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

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

Cytunwn â hyn, ond mae angen annog proses sy'n denu cydweithio trylwyr gan awdurdodau lleol er mwyn sicrhau perchnogaeth a dyhead i gyflawni.

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

Cytunwn. Byddai'n dda cael prosesau sy'n gallu gwneud iawn yn gyflym lle mae awdurdodau lleol yn osgoi cyfrifoldebau ieithyddol. Ar hyn o bryd, mae angen i fudiadau fel RhAG fynd ag achos i adolygiad barnwrol cyn bod sefyllfa'n cael ei thrin yn fwy teg i'r Gymraeg. Byddai'n dda cael trefn lle gall Gweinidogion y Llywodraeth ymyrryd yn effeithiol. Gallai Comisiynydd y Gymraeg ymgymryd â'r rôl yma.

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

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

Cytunwn fod angen rhoi dyletswydd ar awdurdodau lleol i ddeall anghenion ieithyddol y gweithlu, a gweithredu ar sail hynny. Mae angen i hyn gael ei glymu â buddsoddiad ariannol y llywodraeth yn y trefnau dysgu a gloywi iaith.

Credwn yn gryf bod angen cynnwys hyfforddi gweithlu sector addysg, i nodi'r angen bod pawb sy'n hyfforddi ar gontinwrm ieithyddol - bod hyfforddiant iaith yn rhan o gwrs sylfaenol athrawon, a bod hyn wedyn yn rhan o raglen iaith dros 5 mlynedd. Byddai cynllun Cymraeg Gwaith ar gael i bob athro sy'n cymhwyso. Yng ngoleuni'r argyfwng sy'n bodoli o fewn y sector credwn fod hyn yn allweddol i daclo'r diffygion presennol

ac i weld meithrin sgiliau ieithyddol fel rhan o ddatblygiad proffesiynol athrawon a darpar athrawon. Ymhellach, byddai angen cryfhau Prosesau Achredu Cyrsiau Cychwynnol Athrawon i gynnwys hyn, a bydd angen rhaglen genedlaethol o ddysgu. Felly yma eto mae angen sôn am rôl allweddol y Coleg Cymraeg a'r Ganolfan Dysgu Cymraeg Genedlaethol sydd cymaint mwy na'r hyn all awdurdodau lleol eu cyflawni. Dylid cyfuno hyn gyda grantiau cymell i rai sy'n ymrwymo i ddysgu a hyfforddi.

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

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

Cytunwn fod angen adroddiadau adolygu blynyddol yn erbyn targedau penodol.

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

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

Cytunwn (gweler ein sylwadau uchod).

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

Mae angen gosod dyletswydd ar awdurdodau lleol i ystyried yr effaith ar y Gymraeg ac ar addysg cyfrwng Cymraeg bob tro y dymunir addasu, newid, neu gynyddu addysg Saesneg.

Mae angen i awdurdodau lleol fapio eu darpariaeth addysg Gymraeg yn ôl cartrefi disgyblion. Wrth wneud hyn, mae angen nodi canran disgyblion pob ward sy'n mynychu addysg cyfrwng Cymraeg, a bydd hyn yn fodd effeithiol o nodi bylchau yn y ddarpariaeth.

Mae angen rhoi hawl i awdurdodau lleol ffafrio cludiant i addysg Gymraeg lle mae addysg cyfrwng Cymraeg ar gael yn llai hwylus nag addysg Saesneg o ran pellter o'r cartref.

Credwn fod angen i Gomisiynydd y Gymraeg gael rôl benodol o ymateb yn statudol i gynlluniau addysg. Byddai hyn yn golygu bod y Llywodraeth yn nodi o dan ba safon y gall hyn ddigwydd (mae safonau yn awr am hyrwyddo'r Gymraeg a chynyddu niferoedd) ac yn rhoi cyllid digonol i greu swyddogaeth addysg benodol yn swyddfa'r Comisiynydd.

Yn gyffredinol, os gosodir cyfrifoldebau neu ddyletswyddau ychwanegol neu o'r newydd ar awdurdodau lleol, Estyn, y Coleg Cymraeg, Y Ganolfan Dysgu Cymraeg Genedlaethol, Y Gweithlu Addysg a Chomisiynydd y Gymraeg, mae'n allweddol sicrhau adnoddau staff mewnol digonol i alluogi cyflawni'r swyddogaeth(au) hynny yn llawn rhag tansellio'r cyfan. Yn hanesyddol nid oedd hynny wedi digwydd yn achos cynlluniau iaith statudol gan Fwrdd yr Iaith Gymraeg gan arwain at ddirywiad mewn safonau, anallu i ymateb i adroddiadau monitro blynyddol a dirywiad ymarferol o ran pwysigrwydd cydymffurfio ymhlith awdurdodau lleol.

Hefyd mae angen i'r Ddeddf Safonau a Threfniadaeth Addysg, Adran 54, gynnwys y Gymraeg yn destun atgyfeirio cynlluniau i weinidogion Cymru fel y mae enwadau crefyddol ar hyn o bryd.

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

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 angen pwysleisio manteision dwyieithrwydd, disgwyliadau ieithyddol ysgolion cyfrwng Cymraeg o'u cymharu ag ysgolion eraill, lle'r Gymraeg yn y gymdeithas a rhagolygon swyddi yng Nghymru. Ond credwn fod angen hybu mantais addysg Gymraeg ar lefel genedlaethol ac nid dibynnu gymaint ar awdurdodau lleol i wneud hyn. Rhaid hybu ymgyrch broffesiynol i gyfleu'r neges i rieni a hynny ledled Cymru yn ddiwahân heb fod yn fympwyol a gwahaniaethol ar sail ddaearyddol. Dylai'r 'hybu' gynnwys gwybodaeth am argaeledd darpariaeth addysg feithrin Cymraeg cyn-statudol o fewn pob sir er mwyn ceisio annog cymaint â phosibl i ddechrau ar y continwmm addysg Gymraeg.

Dylai'r cynllunio cenedlaethol gynnwys darparu adnoddau ar sawl cyfrwng print ac electronig.

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

Sylwadau ategol

Gall Gweinidogion Cymru ddarparu deunydd hyrwyddo parod a chyffredin i awdurdodau lleol, mewn sawl cyfrwng, cynnig cymariaethau rhyngwladol, a chynnig enghreifftiau o ddisgyblion a rhieni sydd wedi elwa ar addysg cyfrwng Cymraeg.

Byddai'n dda yn y cyd-destun yma i Weinidogion baratoi deunydd penodol i rieni ar bosibiliadau a manteision defnyddio'r Gymraeg yn y cartref, yn sail i ddatblygiad ieithyddol eu plant. Dylai hwn fod yn gynhwysol ac adlewyrchu demograffeg Cymru gan gyfeirio at bob sefyllfa mewn aelwydydd - 2 riant neu 1 riant sy'n gallu'r Gymraeg, aelwydydd di-gymraeg, aelwydydd un riant, aelwydydd teuluoedd amlieithog ayyb.

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

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

Cytunwn. Byddai'n dda i ganolfannau iaith o'r fath ddod yn ganolfannau dysgu a defnyddio'r Gymraeg i ddisgyblion, ac i rieni, fel bod y profiad dysgu'n cael cyd-destun teuluol.

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

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

Cytunwn. Nid oes angen cyfyngu hyn i 'os oes lle mewn ysgolion cyfrwng Cymraeg i dderbyn disgyblion'. Dylai'r cynnig o drochi hwyr fod ar gael ym mhob cyfnod addysg a'r ddarpariaeth honno yn bodoli'n 'angen' gwrthrychol a adnabuwyd.

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 i raddau. Er mwyn bod yn effeithiol, mae angen i'r corff hwnnw gael cyllid sylweddol, ac mae angen bod dyletswydd ar Weinidogion i ddarparu cyllid yn ôl yr angen i gynyddu nifer yr athrawon yn sylweddol.

Serch hynny credwn nad oes cyfeiriad strategol priodol yn y papur gwyn at rôl a swyddogaeth y Coleg Cymraeg Cenedlaethol. Heb amheuaeth, bydd datblygu sgiliau iaith yn allweddol i symud ysgolion ar hyd y categorïau ac mae rôl allweddol bwysig gan y Ganolfan yn hynny o beth. Ond bydd angen i ysgolion cyfrwng Saesneg gynnig

mwy o bynciau trwy gyfrwng y Gymraeg ac mae gan y Coleg Cymraeg brofiad sylweddol o ran datblygu darpariaeth Gymraeg a dwyieithog. Ni chydabyddir hyn yma nac ychwaith fod y Coleg Cymraeg wedi bod yn gweithio gyda charfanau ar draws pob lefel o sgiliau Cymraeg ers cymryd cyfrifoldeb dros y sector ôl-16 yn 2019.

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

Cytunwn. Wedi dweud hynny, mae angen cydweithredu'n agos gyda'r Coleg Cymraeg Genedlaethol er mwyn sicrhau bod dilyniant ieithyddol addas yn bosibl i addysg bellach ac addysg uwch, gyda darpariaeth ddigonol o weithlu gyda sgiliau ieithyddol addas.

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

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

Cytunwn. Mae angen i'r llwybrau dysgu a chefnogi fod yn hysbys a hwylus, ac yn rhan o ddatblygu gwlad ddwyieithog.

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

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

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

Rydym yn tybio bod angen rhoi sylw penodol i roi cyllid sylweddol ychwanegol i:

- Mudiad Meithrin
- Y Coleg Cymraeg Cenedlaethol
- Canolfan Dysgu Cymraeg Genedlaethol
- Estyn
- Comisiynydd y Gymraeg
- Canolfan Astudio ac Addysgu Hanes Cymru, Prifysgol Cymru y Drindod Dewi Sant
- Cyngor y Gweithlu Addysg

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

Rydym yn pryderu na fydd gan awdurdodau lleol gyllid digonol i wneud y newidiadau pellgyrhaeddol angenrheidiol er mwyn trawsnewid addysg cyfrwng Cymraeg.

Nid yw'r drafodaeth ariannol yn rhoi awgrym o'r trawsnewid sylweddol sydd ei angen i gyrraedd y targedau uchelgeisiol.

Rydym wedi nodi uchod rhai o'r mudiadau a allai fod â rôl allweddol yn nhwf addysg Gymraeg, pe bai cyllid digonol ar gael.

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

Er mwyn denu mwy o bobl i ddilyn cyrsiau AGA ac yna dewis addysgu fel gyrfa, rhaid mynd i'r afael â'r ddelwedd o addysgu fel proffesiwn a'r amodau gwaith sydd yn cael effaith ar ddenu a chadw athrawon.

Bydd angen sicrhau bod geiriad canllawiau a rheoliadau sydd yn ymwneud ag Addysg yn gyson gyda geiriad a bwriad y ddeddfwriaeth.

Rhaid cael adnoddau a hyfforddiant i athrawon Cymru ar hanes Cymru. Yn llawer rhy hir mae pobl ifanc yn gadael ein hysgolion yn gwybod mwy am hanes gwledydd eraill na hanes Cymru. Yng ngeiriau Gerallt Lloyd Owen,

"Troesom ein cenedl i genhedlu estroniaid
heb ystyr i'w hanes;
gwymon o ddynion heb ddal
tro'r trai."

Mae angen nodi'r canlynol:

- Cefnogaeth i fyfyrwyr ddod yn athrawon
- Cyrsiau dysgu'r Gymraeg a gloywi iaith athrawon
- Darparu cyrsiau Cymraeg digonol i ddarpar athrawon
- Cyllid cyfalaf i ddarparu adeiladau ar gyfer ysgolion Cymraeg
- Arbedion ariannol trwy beidio rhoi cymorth ariannol i fyfyrwyr astudio yn Lloegr, oni bai bod amodau penodol

Mae angen gwybod gan bwy mae dyletswydd darparu'r cyllid yma.

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?

Na.

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

Cyfeiriwn at ein sylwadau uchod.

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

Sylwadau ategol

Cyfeiriwn at ein sylwadau 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:

Na.

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):

email/telephone number:

Your address:

Responses should be returned by 16 June 2023 to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

Questions from the document ‘Proposals for a Welsh Language Education Bill’

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

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

I believe that National targets should be realistic and achievable – Wales is a country of sanctuary – we have an increasing number of people from different nationalities who speak different languages – we should celebrate all languages – In order to achieve the target funding will need to be directed to the promotion of the Welsh language – We are in a cost of living crisis and Wales is a poor country with many families living in poverty – Money needs to be spent to help alleviate poverty for people, on roads, infrastructure, increasing communications, health and education. Promoting the language is a luxury not a necessity
If included this may lead to high stakes accountability with a negative impact on schools.

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

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

There is a clear role for the LAs to work towards the outcome for 2050. The LAs will be the mechanism for delivering the following key elements:

- Support for schools
- Financial planning
- Strategic planning for provision
- Ensuring equitable treatment for all schools irrespective of their place on the continuum
- Support for the workforce
- Working with parents

LAs should consider:
parental choice as well as demographic factors
and the role of diocesan for schools of a religious character

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

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

The role for Welsh Ministers :

- provide leadership and planning
- develop and communicate a vision for achieving the 2050 target
- realistic evaluation and provision of support
- develop a consistent approach
- recognise and respond to parental and learner voice
- address the gap to secure lifelong learning
- ensure a flexible approach when trying to bring about attitudinal change.

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

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

The Welsh Ministers should have a duty to publish the Welsh skills continuum to ensure clarity, transparency and provide milestones for evaluation of the success of actions taken.

Queries/concerns:

Will the information be translated into a league table of schools?

The potential workload and financial implications for schools who will be expected to collect data on learners and the workforce.

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

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

To be able to measure and chart the progress of the move towards B2 it is necessary to record where maintained schools are on the continuum. However, it has to be meaningful and the language goals expressed as a positive outcome.

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

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

Yes, in order to:

- ensure fairness and consistency of approach across the LAs
- establish a set of milestones for progression.

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 delivering CfW, schools are already showing a commitment to supporting the Welsh language and the aspirations of WG are clear and well acknowledged. Does there need to be a minimum?
- A numerical minimum target does not consider a school's individual context or its starting point
- Learners may experience a restricted curriculum in order to meet such new requirements and they may not have access to a good quality of teaching if the workforce is not sufficiently upskilled
- There are workforce issues if a minimum is set for all schools, since there are insufficient teachers and support staff available to meet the requirements
- This would be a significant commitment of time and resource for professional learning and developing the skills of the workforce.

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

If LAs are to be given this important role, then the quality of guidance is of paramount importance to ensure uniformity across LAs and to minimise the risk of tensions arising between governing bodies and schools.

We would welcome greater clarity regarding the role of the diocese in the process as this is a change to the current situation where LAs cannot impose change in schools with a religious character. There is no recognition that the governors in voluntary aided schools are the employers and there is no recognition of the Diocesan Director in the process. This will be important to consider and clarify especially if there is a disagreement between the school and the LA in relation to the approval of the language category of the school.

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

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

Agree in principle in principle, however there are a number of issues:
 There are insufficient numbers of Welsh speakers currently in the system
 Training required to meet a delivery timetable is very ambitious
 Significant funding is needed for professional learning
 The timing of the increase of Welsh language provision needs to be carefully considered to allow for the successful implementation of the Curriculum for Wales and the Additional Learning Needs reforms.
 Proposals may well involve a change in contracts and conditions of service for school staff, this will need to be negotiated and it is not clear who will undertake this?

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

Greater clarification to allay concerns about these proposals having a negative impact on schools generally and voluntary aided schools specifically:
 How will the legal rights of the dioceses and the governors be protected if the white paper is passed in its current form with the powers proposed being accorded to the LAs?
 How will the schools be able to cope with the inevitable recruitment crisis that will ensue to meet the demands of increased provision?
 Who will carry out the negotiations with union representatives around potential changes to contracts/ job descriptions? This should not become an additional burden for HTs.
 Will the funding for the development of the language skills of the workforce be met by Welsh Government?
 How will the individual context of a school be considered within the LA plan?
 Who will ensure that timescales set are realistic and will not impact on the CfW and the ALN reforms?
 How or where do the views of parents/learners feature in the process?

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

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

The proposals for monitoring school progress seem the most workable solution but there needs to be a clear indication of the support available to schools to achieve targets set..

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

When considering if a new school is to be a Welsh-medium school, the following factors need to be considered:

- Existing provision and local demand
- Consultation with parents/learners
- Meeting the requirements of WEIP
- If the progress of schools along the continuum is a better option for the area
- Impact on existing local schools
- Availability of the workforce/skills base of the workforce.
- Impact on recruitment.

This might have an impact on Catholic provision and there needs to be ongoing dialogue with the relevant Welsh diocese to ensure that this is not detrimental.

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

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

.A national plan would help ensure a level of consistency in approach across the LAs. Targets to chart progress and support accountability measures would be required if the 2050 target is to be on the face of the bill

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

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

It would seem logical to have a set of national targets for the education workforce within the national plan and for these to be subject to the same periods of review.

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

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

We broadly agree with the outcomes but there needs to be some additional considerations shown in underlined italics below.

- Outcome 1: More nursery children or three-year-olds receiving their education through the medium of Welsh - *Funding and support is required for non Welsh medium schools to do this. It is not at all clear that the mechanisms are in place to achieve this outcome.*
- Outcome 4: More learners studying for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh *These should be separated with two different outcomes. There needs to be recognition that different mechanisms are required to achieve this, working with an existing and future workforce.*
- Outcome 7: An increase in the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh *These should be separated with two different outcomes. There needs to be recognition that different mechanisms are required to achieve this, working with an existing and future workforce.*

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

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

It is sensible to have alignment if the plan is to be delivered effectively and consistently. Any review, however, should work both ways and if the plan is found to be overly ambitious it should be adjusted to reflect more realistic goals.

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

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

If targets are imposed there would be a role for a range of stakeholders to work together to achieve these targets for the education workforce. Diocesan authorities would need to be involved in reaching targets as the Catholic is a provider of education not a stakeholder.

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

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

An external review should be taken when appropriate as it would help improve the final decision-making process .

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

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

LAs will need to review the availability and skills of the workforce and plan how to meet the workforce needs. Clear guidelines should be issued by Welsh Government to ensure consistency across the LAs.

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

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

There is general agreement with reports being published for transparency.

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

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

We agree that Estyn should take on the role of conducting rapid reviews and that the reviews should be published.

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

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

No further suggestions.

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

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

LAs should make parents aware of the full range of provision available to them and how to access their parental choice.

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

Supporting comments

We agree with the range of learners requiring support identified below:

- Learners transferring from the English-medium sector (after age 7)
- Learners moving to the area from outside Wales who need to be immersed in Welsh in order to receive their education in accordance with the area's language policy
- Learners moving to the area from outside of Wales who choose Welsh language education, even though English-medium education is available
- Learners who have not been given a place in an English-medium school and are offered a Welsh-medium school instead.

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

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

This relates to question 24 above. There may be a requirement for additional one to one support to advance language skills depending on the age of the learner and if the point of entry is near an examination stage in the learner's career. There may need to be support for parents and carers to be able to develop their Welsh language skills or to have access to effective communication with the school in order that they are able to support the child's learning at home.

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

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

there will need to be a plan for access to late immersion in some form.

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

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

We agree with the principle that specialist support should be centralised in a single body that has the expertise and track record to bring about the level of development and resources required for the realisation of the Welsh Government's ambitions.

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

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

It would be pragmatic for the National Centre for Learning Welsh to undertake this role as they have the expertise and track record required. Their work has been reviewed by Estyn and what they have carried out thus far would seem to be a good base for developing the strategic vision further.

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

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

Sufficient support should be available and affordable for learners of all ages.

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

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

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

We are in broad agreement with the interpretation of the groups and bodies affected.

There is a concern, however, that the financial impact on schools has been underestimated. In addition, the impact on diocesan authorities has not been considered sufficiently.

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

As stated above, schools will have to pick up costs associated with the White Paper for training and recruitment. There may also be an additional premium for supply teachers.

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

There is no mention of the time commitment of schools, LAs and diocesan officers when formulating plans and agreeing the language category of the school. Neither is there any mention of the impact on the workforce in terms of training and changing roles.

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

Mandatory questions

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

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

Supporting comments

The proposals will:

- increase access to Welsh medium provision
- increase Welsh provision in all schools
- develop an accountability measure for the progression of learners and the workforce Welsh language skills
- give access to learners at a later stage in their school careers

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

The proposed policy must ensure the provision of high quality support for all schools.

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:

As stated previously, the role of the diocesan authorities needs to be acknowledged and clarified and consideration given for any resource implications.

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:

X

Proposals for a Welsh Language Education Bill

Consultation response form

Your name:

Organisation (if applicable): Gwasanaethau Gofal Cymdeithasol ac Addysg / Social
Care and Education Services
Cyngor Bwrdeistref Sirol Conwy

email/telephone number:

Your address: Coed Pella, Ffordd Conwy, Bae Colwyn, Conwy. LL29 7AZ

Responses should be returned by 16 June 2023 to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

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

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

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

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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?

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

We need to set additional milestones along the way e.g. A2 by the end of Year 6. The role of the LA is to support the operational.

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

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

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

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

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

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

We agree there should be a categorisation process in place however under the current system we object to the term of 'English medium' as it doesn't promote the school's vision for the use and culture of Welsh.

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

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

Agree but to consult with LAs.

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

Yes, there should be a minimum amount of Welsh Language provision but it should be a planned approach throughout the school week through formal teaching and deliberate incidental Welsh. We understand that there are distinct categories of language provision in the three groups of schools but the minimum (of 15%) has been reduced from the previous 20%. We also have to consider the linguistic capability of the workforce to support school provision. It should be progress with all staff at the same time and not pockets of staff who are viewed as the 'Welsh teachers'.

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 applaud the LAs role in approving placing schools in a distinct language category.

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

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

Yes through careful planning.

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

This is a mode of working practice already used in our LA.

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

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

The School Organisation Code currently will need to change to allow the process of Welsh language provision to increase in a progressive, planned method.

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 should be a local decision based on local knowledge but we would support a minimum of a category 2 school (bilingual).

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

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

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

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

The provision at University Courses must be significantly improved to offer immersion of the Welsh Language and ensure that those already fluent in the language have accuracy and high expectation in their teaching language ability.

Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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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?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

This needs further discussion and clarity of role.

Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We need a directive from WG about councillors and governors understanding their commitment and role in supporting and protecting the WEIP.

Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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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

Marketing, publicity, adverts on television. Promotional material.

Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Already in place in our LA

Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Already in place in our authority

Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	✓
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Supporting comments

We agree with the principle of a centralised body but a local knowledge approach and the use of supporting officers is how we ensure impact and progression.

Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

See comments in Q27

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Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Questions from the ‘Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill’ document

Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

Supporting comments

Local Authority. Our authority provides a significant outlay in funding our language centre compared to other authorities.
Certain types of nurseries (e.g. Private or voluntary) need to ensure they are able to support the change in Welsh language provision. This additional support will be required by the Local Authority. Costs would be incurred on both sectors.
We are in receipt of the Welsh Capital Grant and also the late immersion grant over 3 years. In view of the Capital grant project we will need have a long term extension to this immersion grant to ensure that we are able to staff and develop our Welsh provision appropriately with the purpose of the Capital Grant.

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

Robust Welsh provision/support for promotion and implementation of Teacher training courses to secure language proficient teachers. Progression for schools moving language categories which will need further funding for schools and Local Authority support. The ISB formula will need additional funding. Central support from the Welsh Advisory Teams will be required.

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

No further 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

It will give every child an equal right to language provision in both languages. The marketing of this approach from key high level stakeholders is paramount for it to succeed and it must filter down to the operational level.

Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh

language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

We need a cultural change right through the educational system which will influence the workforce in time. This will create a cycle of expectation and increase in standards which will increase over time.

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 would like the Bill to influence the need to significantly improve the provision and teaching of the Welsh language within Education and Teacher Training establishments throughout Wales. This is the only way that our prospective new teachers can support and improve the quality of the Welsh language in schools.

Such examples would be:

1. Compulsory expectation to reach CEFR level B2 before attending any teacher training course
2. Encourage those Welsh medium students who feel that their Welsh language lacks confidence to follow the Welsh medium course instead of the English medium course and be supported as such.
3. Ensure that during their University qualification that suitable courses are compulsory to ensure quality Welsh teaching on placement and subsequent school work place
4. Could the BAC qualification for second language pupils have modules to encourage a higher level of Welsh in preparation for university or the workplace?
5. Ensure sufficient support for NQTs to ensure continuity and improvement to the School's vision for Welsh provision and ethos.

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): Prifysgol Wrecsam

email/telephone number:

Your address: Prifysgol Wrecsam, Ffordd yr Wyddgrug, Wrecsam, LL11 2AW.

Responses should be returned by 16 June 2023 to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

Questions from the document 'Proposals for a Welsh Language Education Bill'

Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

At Wrexham university we welcome the vision of the national target of a one million Welsh speakers for 2050, and the aim of the bill will ensure that the language will be given the status that is needed. In order to reach the target, education has a vital role to play in ensuring that the target is achieved, and the Higher Education sector must be integral to that plan so that graduates can contribute confidently to the bilingual workforce in Wales.

Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

As a university we welcome the development of ensuring a clear role for local authorities to work towards the outcome that is synonymous to level B2 by 2050. Clarity and transparency is vital for this to happen as local authorities will have information already about their own areas, but in order for this to work effectively clear goals and outcomes for each local authority needs to be put in place. For this to be effective the implementation of Welsh language teaching needs to be in place in early years. In Wrexham work has already taken place between us as a university and the local authority in exploring opportunities and there is a willingness between both parties to collaborate and develop idea. However, in order for these developments to take shape a systematic approach is needed to implement aspirations in the North East Wales area. The intent is there, implementation needs to take place and the results need to be impactful.

Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that’s synonymous to level B2 by 2050? If so, what should that role be?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

If targets are being implemented nationally then it is vital that Welsh ministers offer clear guidance for all. Welsh ministers should take this as an opportunity to consult with sectors and specialists within the field in a variety of sectors. In North east Wales this would be an opportunity to think about the development of Welsh medium schools in the area and especially in the Wrexham area, where 8 Welsh primary schools are in place but only one Welsh medium secondary school. The development of Welsh medium provision also needs to be addressed in the continuum into Higher Education and a clear goal towards ensuring the up skilling of student’s Welsh language skills.

Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

As a university we support the Welsh language skills continuum and therefore the promotion and the awareness of the continuum needs to be implemented in order to create a generic understanding across Wales. By publishing the continuum, we offer transparency and allow for objections and critical thinking.

Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We believe that the responsibility is on Welsh ministers to give clear guidance and leadership towards the bill in order to ensure its success.

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 welcome the idea of setting a minimum amount of provision and we welcome the fact that the Welsh language is available for all in schools – for pupils and staff. It would be beneficial for us as a university to embed this structure into the Higher Education sector. Embedding these measures within the Higher Education sector would ensure the continuum of skills further than school level. This also needs to be considered in English schools in Wales and embedded at every level with clear, robust, and systematic funded provision and support.

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 the concept of placing schools in a language category and giving the local authority an approval role in the process. However clear guidelines should be put in place for all Local Authorities in order for effective continuity on a national level. The schools and the local authority also need to be working in tandem on the objectives with a recognition that some geographical areas (such as North East Wales) may require greater resources to make improvements.

Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We fully support this principle and embedding and enhancing Welsh language skills across schools is of paramount importance. It is therefore vital that there is further support in order to ensure that this development carries through into the Higher Education, especially in North East Wales. A focus needs to be on the preparation Higher Education provides and encouraging graduates into the world of work and most importantly to stay in Wales to work by utilising their Welsh language skills. Locally we are aware of the crisis in the education sector around sourcing teachers with Welsh language skills in the classroom and in order for that to happen there needs to be communication between the local authorities and universities to help up-skill the workforce around Welsh language skills. Universities can also play an important part in assisting Welsh Government to further enhance the skill of our teachers in Wales. The university in Wrexham are keen to be included again in the Welsh ITE, Wrexham University can play an important part and we would welcome a chance to be part of the ITE as a university who recognises and acknowledges the importance of Welsh Language development.

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 the information in paragraphs 57-60 around the increase of Welsh language provision in schools. If schools are expected to set out a delivery plan are there mechanisms in place for that to be monitored and evaluated internally and would this be a role for individuals within schools? Schools need time and space to enable this to happen at the same time as they are working hard to embed Curriculum for Wales 2022. We would welcome the consideration of looking at the increase of Welsh language provision within the sector in Wales through the support of Y Coleg Cymraeg Cenedlaethol.

Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We agree that the connection between the local authority could be an effective one as well as the monitoring provided by Estyn. This seems to be the best proposal in this instance.

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

Each council will have their own perceptions of the Welsh language which could differ from council to council and therefore a robust criterion from Welsh ministers would be beneficial. It poses the question whether there would be a fairer decision to be made if Welsh Government would oversee the arrangements around Welsh language schools. As mentioned previously, some geographical areas (such as North East Wales) may require greater resources.

Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Placing the duty on Welsh Ministers to produce a National Plan would strengthen the framework and interaction between all stakeholders involved, such as Further Education colleges, National Centre for Welsh, and Y Coleg Cymraeg Cenedlaethol. Even though these organisations do work together in partnership at present, further direction and planning from Welsh Minister could lead to a distinct pathway for all learners in Wales all the way through to Higher Education.

Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

However, as the landscape in Wales around the lack of Welsh language teachers in Wales is at crisis point in both Welsh and English medium schools it is vital that all Welsh universities in Wales in partnership with Y Coleg Cymraeg Cenedlaethol work towards a greater level of provision which is bespoke to each local education authority. Therefore, the provision in Higher Education directly addresses the local need. An attractive campaign also needs to be implemented nationally to start attracting teachers into the profession. Incentivisation is something that needs to be considered when addressing this issue.

Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	✓
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Supporting comments

We agree on the emphasis being on the rise in more learners studying in Welsh and through the medium of Welsh and agree with the idea of an 'increase' in staff and provision within the outcomes. However, are there more specific targets to consider, such as the target of Welsh provision within subject areas especially in the Further Education and Higher Education sector.

Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We agree with this proposal and feel that if implemented effectively the WEIP would enable consistency across Wales. This is also an opportunity to review and make continual progress.

Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We agree that Welsh Ministers should impose on local authorities as the Welsh Government are the ones responsible for the Cymraeg 2050 target and these targets are directly linked to the WEIP. Would additional resources be put in place within local authorities to ensure the effectiveness of this? This is also something that need to co-ordinated and rather than 'imposing' it should be an involvement.

Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

As stated previously it is vital to start creating strategies that attract people into the profession and that those individuals feel well supported to do so. Universities also have a significant role to play in the planning and support.

Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes, this seems to be the correct proposal as long as there is accompanying and transparent process of what any measures are.

Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Collaboration is key and therefore this is where there is an opportunity for local authorities to share their ideas with others and with us as a university.

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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?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

<p>Yes and that the work be carried out on a national level. Universities also have a role to play here through Reaching Higher Reaching Wider schemes and other agencies by engaging in the promotion of the Welsh language through adult learning.</p>
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Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Supporting comments

<p>Ensuring that there is continuity in pupils' education in Wales through the medium of Welsh from early years and through pathways into Higher Education. More funding needs to be provided to ensure that pupils do not lose their Welsh when entering Higher Education due to the lack of resources or staffing available. A national campaign from government would ensure awareness, visibility, and clear goals for all collectively.</p>
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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?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

<p>Wrexham have recently improved on the promotion of their immersion offer this last two years and as a result there has been a significant increase in the number of pupils on the immersion programme at Ysgol Morgan Llwyd. For instance, the development of the Welsh language provision website in the county of Wrexham has ensured visibility about the promotion of Welsh schools and pathways clearer</p>

on social media channels. Social media can be used as a powerful tool here to connect with parents' carers and learners. More needs to be done with regards to promotion.

Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Immersion should be made available on all levels.

Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Given the current responsibilities of the National Centre of Learning Welsh – We agree that an expansion may be needed to fulfil new requirements, but they are certainly well placed through insight and current practice.

Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes we agree that a high level of Welsh language provision to support all ages must be available. This is the only way to ensure confident Welsh speakers for the future and for making sure that young people stay in Wales to study and to work.

Questions from the ‘Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill’ document

Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We could certainly see responsibilities in terms of expanding our provision within the education department to answer the national need for more teachers in Wales and this to be done in partnership with Y Coleg Cymraeg Cenedlaethol. The Education department at Wrexham University is keen to explore offering their QTS programmes (currently delivered through a franchise partner) through Welsh ITE.

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

Universities and Y Coleg Cymraeg Cenedlaethol with appropriate funding from Welsh Government.

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

Cost implications would need to be considered when looking at the campaign for attracting new teachers and learners into the profession. Marketing and promotional costs.

Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

Mandatory questions

Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased,

or negative effects be mitigated?

Supporting comments

The implementation of the bill will have a monumental effect on the opportunity for Welsh learners to enhance their skills and confidently use their language in all areas of life. This will also mean that more people will start building their confidence around the use of the Welsh language and seeing the Welsh language as a gateway of opportunity in their lives. Businesses and sectors in Wales will also benefit as a result of the implementation of the bill and its ambitious approach to the enhancement of Welsh education will generate a new energy in attracting new Welsh speakers into the sector.

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

It would have greater effects on learners and Welsh speakers if the bill incorporated plans and actions or policy requirements for Higher Education providers.

Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:

Proposals for a Welsh Language Education Bill

Consultation response form

Your name:

Organisation (if applicable): Neath Port Talbot Council

email/telephone number:

Your address: Civic Centre, Port Talbot, SA13 1PJ

Responses should be returned by 16 June 2023 to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

Questions from the document 'Proposals for a Welsh Language Education Bill'

Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Agree with the principal but there is a need to ensure that all sectors are aware and are clearly informed about the Cymraeg 2050 strategy along with implications and responsibilities and the role that they have to play in achieving this ambitious target. We acknowledge that Education has a key role to play in the process but there must be ownership from all sectors in order to successfully move along the language continuum.

Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

It is essential that every LA works towards the outcome but in order to do this, every officer needs to be aware of the exact requirements and appropriate training needs to be easily accessible to officers and schools to ensure consistency across Wales. The information and main messages need to be consistent across LAs in relation to the pathway towards B2, what information is available, training opportunities and the support structures in place. Appropriate funding and support officers specific to this role needs to be readily accessible to ensure progress and consistency.

Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

It is essential that there is a national promotional campaign to promote the pathway towards B2. The promotional campaign needs to target the whole nation (not just

education). Information needs to be consistent and easily accessible. Appropriate funding for training needs to be secured and Welsh Government officers need to play a vital role in guiding LAs along this ambitious journey.

Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

This will be essential in order to ensure consistency across all LAs. A clear message and guidance needs to come from Welsh Government officers in order to ensure that the skills continuum aligns with the Cymraeg 2050 strategy and the Curriculum for Wales progression outcomes. As stated in Cymraeg 205, 'In order to create the right conditions to enable the number of Welsh speakers and users to increase, solid infrastructure is required'. This infrastructure needs to be clearly communicated to all along with clear guidance of what this looks like nationally and locally.

Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

This will create consistency across Wales which is essential in order to track progress against the language continuum when moving from one category to another.

Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

As previously stated, this is essential in order to ensure consistency.

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 order to create the right conditions to enable schools to deliver Welsh language provision (the necessary provision), a long term investment is needed at all levels to ensure that a solid infrastructure is put in place before delivery. This includes significant investment in current staff as well as all future staff (i.e. ensuring that Welsh language acquisition is an essential requirement of ITE courses).

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

Local authority approval role is essential in order to ensure consistency within the LA. It is also essential that clear guidance is in place to ensure consistency across LAs.

Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

In order to deliver the aims of Curriculum for Wales, it will be essential for schools to increase their Welsh language provision. As stated previously the correct infrastructure and culture must be created and funding must be secured to develop staff prior to the increase in provision in order to ensure effective long term linguistic acquisition which is key in moving along the language continuum.

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 with the proposals in paragraphs 57-60. Allowing a school to move along the continuum at a pace suitable to them (in relation to demographic factors) is essential in obtaining the ‘buy-in’ from all schools. It will also ensure that

the individual school delivery plan and resources can be tailored and delivered effectively within individual schools/ clusters. It will be essential to ensure that the delivery plan is a working document and not too onerous and that clear guidance is given to LAs in regards to the development and monitoring of these plans- consistency across Wales is essential. Clear guidance to LAs regarding areas of linguistic sensitivity need to be developed further.

Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

We agree with the monitoring processes on a LA level. Reviews and monitoring arrangements could easily be incorporated into existing core visits and visits by Educational Support Officers throughout the year with the aim of providing the right level of challenge and to ensure that appropriate support is available. Further information would be needed on the exact role of ESTYN in the process as the idea of ‘ESTYN monitoring’ does not support the collaborative, ‘non-threatening’ ethos of language development that we are striving to achieve within the local authority.

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 the proposal that every new school should be a Welsh-medium or bilingual school in order to achieve the Cymraeg 2050 target. We also welcome the consideration given to opening English-medium school if there are ‘sound reasons’ or if there is an amalgamation of English-medium schools, providing that there is an increase in the provision of Welsh within these schools.

Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

This is essential in order to provide a consistent coordinated infrastructure of support and to ‘ensure that all the pieces of the jigsaw fit together’

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Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We agree with the proposal for national targets but it will be essential to realise that the baseline of different LAs are different. The National target would have to take into account and reflect the huge differences with LAs. We welcome the recommendation for different stakeholders to work together as this is key in achieving the targets set out in the WESP and ensuring that school move along the Welsh language continuum effectively.

Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We agree with the outcomes set out in paragraph 82 but there needs to be a clear national infrastructure in order to create an effective local plan. Pathways and progression for language acquisition and staff training need to be made clear in order to effectively achieve the targets set out in the WESP (Colegau Cymru, ITE, Welsh language courses, available resources) as there is a general consensus that the provision currently happens on an ‘ad hoc’ basis with no real future proofing and planning e.g. sabbatical course. There could also be a significant financial implication for LAs as an officer would be needed to assist schools with effective planning, signposting and management of their individual school plans to move along the continuum.

Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

There are current 5 year plans in place for the WESP which should be reviewed. The WESP should be a working document with the flexibility to adapt to local and national pressures or changes. We currently have an annual WESP plan within the LA in order to target specific actions and to ensure progress. The annual plan could easily identify and reflect any national changes at an early stage. Further information regarding the alignment between the WESP and National plan is needed in relation to timings as the initial first 5 year WESP plan has already been approved by Welsh Government and the National plan has not yet been created. LAs have invested a significant amount of time in developing and promoting the current WESP 'buy-in' from schools and the wider community. Significant changes to this current 10 year cycle would prove very detrimental to this process.

Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Agree in principal as recommended targets currently exist within the WESP structure. It will be essential that the targets imposed are realistic and reflect the current position of individual LAs. They should be imposed following discussions with LA officers in order to fully understand the current situation and barriers that exist within individual LAs.

Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	✓
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Supporting comments

As a LA, we would be happy to discuss any modifications etc. with Welsh Government officers before approval of the WESP and thus avoid the financial implications of commissioning an external body, but we realise that this may not be the case throughout Wales.

Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	✓
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Supporting comments

We agree with the principal but a national infrastructure to ensure that provision is readily available to all sectors and that a national consistency is in place is needed before we can fully agree to the proposal to impose duties on local authorities in planning their workforce.

Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We agree to the proposal to publish the reports and reviews. We currently must provide the reviews, therefore publishing them will ensure transparency and accountability on a local and national level.

Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

Further information would be needed on the exact role of ESTYN in the process as the idea of ‘ESTYN monitoring/ reviewing’ does not support the collaborative, ‘non-threatening’ ethos of language development that we are striving to achieve within the local authority. The role of Estyn will also have to be consistent and supportive and not judgmental (not ‘inspection style’).

Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We have found that a short annual plan is key in ensuring that targets are being met and that developments are planned appropriately. The annual plan has assisted in measuring progress in the annual review and feeding back to members and Welsh Government.

Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

This is essential in achieving the targets set out in the WESP and is an existing key target within most plans. A national promotional campaign would assist greatly with the work of LAs and would provide consistency across Wales.

Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Supporting comments

As previously, a national promotional campaign is needed to promote Welsh-medium education and the benefits of being bilingual. There needs to be a user friendly re-launch of Cymraeg 2050 with the aim of reaching all audiences.

Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

As noted previously, a national campaign should run alongside the LA promotion.

Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Agree in principal but consideration needs to be given to the financial implications (following the end of the 3 year grant). Immersion provision will need to be expanded in all authorities to cater for all learners along the continuum (primary, secondary, post 16) but funding will be key in ensuring this provision.

Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

This is essential and should be readily available and visible in order to create the necessary infrastructure to implement the Local Authority plan. It will also ensure consistency across Wales.

Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	✓
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Supporting comments

Any national and local support and provision is welcomed but cost implications for LAs and schools need to be factored into any future developments.

Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We agree that sufficient Welsh language learning provision should be in place on all levels and guidance and pathways should be clearly promoted by Welsh Government, but as previously noted, cost implications for LAs and schools need to be factored into any future developments.

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Agree with groups and bodies outlined.

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

Agree with groups identified.

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

Agree with impacts noted.

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

Agree with costs noted but it must be acknowledged that this will be an ongoing cost and that groups and impacts will evolve as the plan develops.

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

Positive effect- Accessibility and consistency throughout Wales will be essential in increasing the positive effects of the proposal on the Welsh language

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

More detail with certain aspects within the proposal is needed (as noted in previous individual questions) in order to answer this question fully.

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): Popeth Cymraeg

e-bost/rhif ffôn:

Eich cyfeiriad: Canolfan Iaith Clwyd, Pwll Y Grawys, Dinbych, Sir Ddinbych LL16 3LF

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050

Llywodraeth Cymru

Parc Cathays

Caerdydd

CF10 3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: Cymraeg2050@llyw.cymru

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae hyn yn angenrheidiol ac yn feincnod ac yn darged y bydd angen i lywodraethau'r dyfodol ei fonitro'n barhaol i sicrhau ein bod yn cyrraedd y nod hwn. Bydd hefyd yn sicrhau fod agweddau eraill o fywyd Cymru yn ddarostyngedig i'r nod hwnnw (e.e. os bydd awdurdod lleol yn penderfynu ar ddatblygiad a fyddai'n andwyol i'r iaith Gymraeg ac yn milwrio yn erbyn y nod o gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050 gellid ei wrthwynebu ar sail cyfreithiol).

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 angen cyfarwyddyd clir gan Lywodraeth Cymru ynglŷn â faint o oriau cyswllt yr wythnos fydd eu hangen i sicrhau fod plant yn medru cyrraedd y lefel hon. Gan fod plant sy'n mynychu ysgolion cynradd cyfrwng Cymraeg ond sydd wedyn yn trosglwyddo i ysgolion uwchradd cyfrwng Saesneg yn tueddu i lithro yn ôl yn sylweddol o ran eu rhuglder yn y Gymraeg mae angen cynyddu'n sylweddol faint o oriau cyswllt â'r Gymraeg a geir mewn ysgolion sydd ar hyn o bryd yn rhai cyfrwng Saesneg a chynnal yr un ganran mewn ysgolion uwchradd cyfrwng Saesneg. Mae'n amheus a fydd cyflwyno unrhyw beth llai na 50% o'r oriau cyswllt posib yn ddigon i sicrhau cyrraedd lefel B2. Mwy na thebyg bydd angen i'r ganran o'r oriau cyswllt a ddysgir trwy gyfrwng y Gymraeg fod oddeutu 75% i gyrraedd y nod.

Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod ?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae angen i Weinidogion Cymru yn y lle cyntaf sicrhau fod pob plentyn ysgol yn derbyn oriau cyswllt digonol yn y Gymraeg ar gyfer cyrraedd y lefel B2. Bydd angen hefyd buddsoddi'n ddigonol yn y gwaith o gynhyrchu digon o athrawon cymwys i fedru cyflawni'r gwaith hwnnw.

Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwwm sgiliau Cymraeg?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Nid yn unig y mae angen datgan yr hyn a geir yn y continwwm sgiliau Cymraeg ond mae angen hefyd monitro'n gyson faint o oriau cyswllt wythnosol sy'n angenrheidiol eu derbyn i gyrraedd lefel B2 ac addasu'r ffigwr hwnnw yn unol â'r dystiolaeth ddiweddaraf.

Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorïddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Dylid nodi mai statws dros dro sydd i ysgolion cyfrwng Saesneg ble y dysgir y Gymraeg fel pwnc ac y bydd disgwyl i bob un ohonynt anelu at symud ymlaen i gategori uwch o fewn amserlen y cytunir arno gyda Llywodraeth Cymru.

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

Ydw, cyhyd ag y bo'r categorïau hyn yn rhai trosiannol sy'n golygu y bydd yr ysgolion i gyd, yn y pen draw, yn cyrraedd categori 3.

Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

Mae'r dystiolaeth ryngwladol yn dangos yn glir iawn na ellir cynnal heb sôn am gynyddu defnydd o iaith leiafrifol sy'n bodoli tu fewn i wladwriaeth ble y siaredir iaith fwyafrifol rymus heb fod o leiaf 50% o'r addysg sylfaenol yn cael ei gyflwyno yn yr iaith leiafrifol. Mae'r deilliant gorau o bell ffordd, fodd bynnag, yn dod pryd y cyflwynir o leiaf 75% o'r addysg trwy gyfrwng yr iaith leiafrifol. Mae'r Papur Gwyn ei hun yn cydnabod mai ysgolion cyfrwng Cymraeg yw'r llwybr gorau i gyrraedd rhuglder yn y Gymraeg.

Mae sefyllfa dysgu Saesneg fel ail iaith ar draws Ewrop hefyd yn codi cwestiynau ynglŷn ag effeithiolrwydd dysgu Saesneg fel pwnc. Mewn rhai gwledydd megis y gwledydd Sgandinafaidd a'r Iseldiroedd mae mwyafrif y disgyblion yn cyrraedd safon uchel yn yr iaith. Mae safon Saesneg disgyblion Sbaen a Ffrainc, ar y llaw arall, yn llawer mwy sylfaenol. Beth yw'r rheswm am hyn? Gwaith ymchwil i rywun.

Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol

Cytuno â hyn o ran egwyddor ond pe na bai awdurdod lleol penodol yn ddigon uchelgeisiol o ran symud ysgolion ymlaen ar hyd y continwmm ieithyddol byddai angen i'r Gweinidog osod disgwyliadau uwch arno.

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

Fel yr wyf wedi'i ddadlau uchod, ar sail y dystiolaeth ryngwladol, ni fydd hi'n bosib i fwyafrif plant Cymru gyrraedd B2 oni bai eu bod yn derbyn o leiaf 50% o'u haddysg trwy gyfrwng y Gymraeg os nad 75%.

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?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<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

<p>Ni ddylid agor unrhyw ysgolion cyfrwng Saesneg newydd gan y byddai hynny'n mynd yn groes i holl bwrpas y Papur Gwyn. Gan gadw at y nod o geisio creu miliwn o siaradwyr Cymraeg erbyn 2050 dylai Llywodraeth Cymru ddatgan yn glir mai ysgolion Cyfrwng Cymraeg fydd pob ysgol newydd a sefydlir.</p>

Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

<p>Mae'n angenrheidiol fod y strwythur hwn yn un cenedlaethol a bod pob awdurdod addysg lleol yn deall yn iawn pa gamau y mae'n rhaid eu cymryd yn unol â'r cynllun.</p>

Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae angen cynnydd sylweddol iawn yn niferoedd yr athrawon sy'n medru darparu trwy gyfrwng y Gymraeg. Rwy'n ofni fod yr elfen hon o'r cynlluniau y bwriedir eu gweithredu wedi'i than amcanu'n sylweddol ac y bydd yn costio llawer mwy na'r ffigwr a nodwyd yn yr atodiad o gostau.

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

Ydw, ond nid wyf yn sicr a yw Llywodraeth Cymru wedi gwir ddeall anferthedd y dasg o sicrhau gweithlu dwyieithog digonol er mwyn gwireddu'r cynlluniau (go geidwadol mewn mannau) a nodir yn y papur gwyn. Rwyf o'r farn, yn ogystal, y bydd angen nifer uwch o lawer o athrawon dwyieithog i gyrraedd y nod o greu miliwn o siaradwyr Cymraeg erbyn 2050.

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

Mae pob 5 mlynedd yn gyfnod rhesymol gan fod angen gwybod rhwng cyfrifiadau degawdol beth yw sefyllfa'r Gymraeg ymysg plant oed ysgol.

Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae hyn yn angenrheidiol gan y byddai'n tanlinellu'r ffaith fod hyn yn gynllun cenedlaethol.

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

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Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynigion i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mewn egwyddor ond mae angen strategaeth genedlaethol gref, wedi'i hariannu'n ddigonol, i sicrhau fod digon o athrawon Cymraeg eu hiaith ar gael ar gyfer yr awdurdodau lleol.
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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?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Trwy fonitro'n flynyddol gellir gweld pa symudiad sydd wedi digwydd yn erbyn y targedau
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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?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Estyn yw'r corff priodol i wneud hyn.

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)?

Credaf fod y cynlluniau a nodwyd yn rhai rhesymol.

Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae hyn yn eithriadol o bwysig. Mae rhai awdurdodau lleol wedi gwneud gwaith da yn y cyfeiriad hwn eisoes ond mae'n fater o loteri leol. Gydag ambell awdurdod lleol, fodd bynnag, mae ceisio dod o hyd i wybodaeth ynglŷn â pha ysgolion sy'n rhai cyfrwng Cymraeg, faint o oriau cyswllt a ddysgir trwy gyfrwng y Gymraeg mewn ysgol benodol, buddion a chyfleon addysg Gymraeg yn anodd iawn i rieni.

Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Dylid cael ymgyrchoedd cenedlaethol parhaol i hyrwyddo'r cysyniad o addysg cyfrwng Cymraeg fel ag y mae maes Cymraeg i Oedolion yn ei wneud. Dylid pwysleisio'r buddion a geir o dderbyn addysg Gymraeg (gan gynnwys cyrraedd safon uchel yn Saesneg, un o bryderon rheini di-Gymraeg). Dylid defnyddio straeon teuluoedd go iawn sydd wedi dewis addysg Gymraeg i'w plant a chyn-ddisgyblion ysgolion Cymraeg o gartrefu di-Gymraeg. Dylid gosod hyn oll yng nghyd-destun adfer ein hiaith genedlaethol a gollwyd yn y gorffennol agos a sicrhau fod pob plentyn, yn ddiwahân, yn gyfartal o ran y cyfleon a fydd ganddynt mewn bywyd o fod yn ddwyieithog.

Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Yn angenrheidiol o ystyried symudoledd poblogaeth a nifer uchel y rheiny sy'n dewis symud i Gymru o wledydd eraill tu fewn y DU (a thu allan hefyd).

Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Gyda chefnogaeth Llywodraeth Cymru.

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

Mae angen un corff y gellir troi ato am arweiniad.

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

Y Ganolfan Dysgu Cymraeg Genedlaethol fyddai'r corff priodol i gyflawni 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?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Tra'n cytuno â'r gosodiad hwn dylid nodi fod darpariaeth Cymraeg i Oedolion yn y gymuned wedi gweld gostyngiad real go sylweddol dros y blynyddoedd diwethaf yn y cyllid a ddyrannwyd i'r maes. Er bod arian gwahanol wedi'i neilltuo ar gyfer prosiectau newydd megis Cymraeg Gwaith, Croeso i Bawb a Chymraeg yn y Cartref mae'r sefyllfa bresennol yn teimlo fel petai arian yn cael ei symud o un boced i un arall. Mae angen cynyddu'r cyllid ar gyfer y ddarpariaeth gymunedol gan nad pawb sy'n medru manteisio ar rai o'r cynlluniau eraill. Byddai hyn yn rhan o'r broses o wneud y Gymraeg yn hygyrch i bob aelod o'r gymdeithas yn gyffredinol, nid dim ond rhai sy'n digwydd ffitio i mewn i gategorïau penodol.

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Credaf fod y cyrff a nodir yn gywir ond fod yr arian a bennir ar eu cyfer yn llawer rhy isel i gyrraedd y nod.

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 bosib na fyddai costau ychwanegol i grwpiau eraill petai'r cyrff a enwir yn cael eu hariannu'n ddigonol.

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

Nid oes effeithiau eraill amlwg yn dod i'r meddwl.

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?

Ni chredaf fod y cynlluniau a amlinellir yn y papur gwyn yn ddigon uchelgeisiol i greu'n agos at filiwn o siaradwyr Cymraeg erbyn 2050. Fel yr wyf yn ei ddadlau yn fy sylwadau i'r ymgynghoriad hwn mae angen i holl ysgolion Cymru yn y pen draw ddysgu 75% neu fwy trwy gyfrwng y Gymraeg er mwyn cyrraedd y nod y bydd pob disgybl yn y dyfodol yn gadael yr ysgol ar lefel B2 yn y Gymraeg. Mae'r costau a nodir yn y ddogfen *Bil Addysg Gymraeg: amlinelliad o gostau ac effeithiau* yn seiliedig ar y rhaglen gyfyngedig a geir yn y papur gwyn ac felly'n annigonol er mwyn cyrraedd y targed o filiwn o siaradwyr Cymraeg erbyn 2050.

Er mwyn cyrraedd y nod cyflawn hwnnw bydd angen gwario llawer mwy ar godi rhuglder athrawon sydd yn ddi-hyder yn eu Cymraeg a dysgu Cymraeg fel ail iaith i fyny hyd at lefel C1 i athrawon a darpar athrawon sydd ar hyn o bryd yn ddi-Gymraeg. Heb ymgyrch genedlaethol ddigonol o du Llywodraeth Cymru i gynyddu'n sylweddol nifer yr athrawon sy'n medru dysgu trwy gyfrwng y Gymraeg bydd yr awdurdodau addysg lleol yn ei chael hi'n anodd eithriadol i ddod o hyn i ddigon o staff dwyieithog i gynnal yr addysgu cyfrwng Cymraeg.

Hyd yma mae Llywodraeth Cymru wedi methu pob targed a osodwyd ganddi ar gyfer cynyddu nifer y disgyblion sy'n derbyn Addysg Cyfrwng Cymraeg. Paham y dylem gredu y bydd yn llwyddo gyda'i chynlluniau y tro hwn? Yn ei lyfr *Thinking Fast and Slow* mae'r enillydd gwobr nobel economaidd Daniel Kahneman yn nodi fod llywodraethau o bob lliw fel rheol yn methu targedau yn gyson gan eu bod yn orhyderus wrth osod amserlen ar gyfer eu cynlluniau ac yn tan amcanu cost y cynlluniau hynny. Mae'r rhestru nifer o gynlluniau llywodraethol y methwyd â'u cwblhau o fewn yr amser a glustnodwyd ar eu cyfer ac a gostiodd lawer mwy na'r amcangyfrif gwreiddiol. Mae'n nodi cynllun creu senedd yr Alban, Holyrood fel un o'r cynlluniau ond gallai fod wedi cyfeirio at y cynllun i greu adeilad Senedd Cymru yn ogystal. Ceir rhestr o gynlluniau a fethodd eu targedau (a dadansoddiad o'r rhesymau dros hynny) fan hyn : <https://calleam.com/WTPF/?cat=4&paged=3> (Why do Projects Fail?). Gweler hefyd : <https://yourshortlist.com/biggest-uk-government-project-failures/>

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

Er bod y cynlluniau a nodir yn y papur gwyn yn gam ymlaen o'r sefyllfa bresennol bydd y Gymraeg yn dal mewn sefyllfa lai ffafriol na'r Saesneg oni bai fod pob plentyn yng Nghymru yn derbyn y mwyafrif o'i addysg trwy gyfrwng y Gymraeg.

Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Os bydd y Gymraeg yn derbyn llai o oriau cyswllt na'r Saesneg yn y mwyafrif o ysgolion y tu allan i Wynedd a rhai o siroedd eraill y Gorllewin bydd hi, yn anochel, yn cael ei hystyried yn eilradd. Yn seicolegol, os nad fydd y Gymraeg yn brif gyfrwng addysgu (neu o leiaf yn cael ei defnyddio 50% o'r amser) bydd hi wastad mewn sefyllfa lai ffafriol na'r Saesneg. Does dim modd gwadu hynny.

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:

Rwyf wedi gweithio llawn amser ym maes Cymraeg i Oedolion yng Ngogledd Ddwyrain Cymru ers 1985 ac wedi gweld y Gymraeg yn encilio'n frawychus o gyflym yn y rhan hon o'r byd. Rwyf wedi cyhoeddi nifer o erthyglau ar y pwnc hwn yn tynnu sylw at y cwmp sylweddol yng nghanrannau siaradwyr Cymraeg yr ardal a hefyd annilysrwydd ystadegau'r cyfrifiad o safbwynt cofnodi faint o blant oed ysgol sy'n medru'r Gymraeg (gweler :

<https://www.popethcymraeg.cymru/cy/erthyglau/66-category-cy-gb/erthyglau/erthyglau-am-yr-iaith-gymraeg/51-cymraeg-yn-y-gogledd-ddwyrain>

Yn gyffredinol yn y Gogledd Ddwyrain (ac ymron i bod man y tu allan i siroedd y Gorllewin) mae canran y plant a nodir fel siaradwyr Cymraeg yn y cyfrifiad yn

sylweddol uwch na chanran y plant sy'n derbyn addysg Gymraeg. Y rheswm am hyn yw fod rhieni di-Gymraeg yn anfwriadol yn gorliwio cyrhaeddiad eu plant yn y Gymraeg gan nad ydyn nhw'n siarad yr iaith ac felly ddim yn medru barnu lefel eu Cymraeg yn wrthrychol. Mae cymharu canran y cyfrifiad o blant 5-15 sy'n medru'r Gymraeg yn siroedd y Gogledd Ddwyrain a chanran y plant sy'n derbyn addysg Gymraeg yno yn dangos pa mor annibynadwy yw ystadegau'r cyfrifiad ar gyfer y grŵp oed hwn. (Gweler isod).

% Siaradwyr Cymraeg Cyfrifiad 2021 (5 – 15)	
Sir Wrecsam	27.6
Sir Y Fflint	27.4
Sir Ddinbych	37.3
% Plant yn derbyn Addysg Gymraeg 2021	
Sir Wrecsam	15%
Sir Y Fflint	6.9%
Sir Ddinbych	27%

Rwy'n ymwybodol iawn o sefyllfa ieithoedd lleiafrifol eraill yn Ewrop a thu hwnt. Rwy'n siarad Llydaweg a Chatalaneg ac yn llwyr sylweddoli'r effeithiau andwyol y mae'r system addysg yn Ffrainc yn eu cael ar yr ieithoedd hyn. Rwyf hefyd yn ymwybodol o'r ochr arall o sefyllfa lawer mwy positif yr iaith Gatalan yn Sbaen - yng Nghatalunya, ynysoedd y Balearics a chymuned Valencia. Yng Nghatalunya, er enghraifft, ers dychweliad democratiaeth yn dilyn marwolaeth Franco mae pob plentyn wedi derbyn 100% o'i addysg trwy gyfrwng y Gatalaneg. Er gwaethaf hyn mae canran y plant sy'n defnyddio'r Gatalaneg fel cyfrwng cyfathrebu naturiol y tu allan i'r ysgol o dan 40%. Mae hyn yn rhannol oherwydd bod llawer o'r plant hyn yn ddisgynyddion mewnfudwyr o rannau eraill o Sbaen a gwledydd eraill. Ond o leiaf mae'r plant, wrth adael yr ysgol, i gyd yn medru siarad yr iaith sy'n ei gwneud hi'n bosib i'r Generalitat (llywodraeth Catalunya) osod disgwyliadau cyfreithiol uchel iawn ar weithwyr mewn sectorau cyhoeddus a phreifat i sicrhau defnydd cyfartal o'r Gatalaneg a'r Sbaeneg. Mae'r dyletswyddau cyfreithiol sy'n bodoli yno yn llawer cadarnach na dim byd a geir yng Nghymru. (Mae'n ddiddorol nodi fod rhai o elynion pennaf yr iaith Gatalan megis sylfaenydd Ciudadanos Albert Rivera yn siarad yr iaith yn gwbl rugl ac yn medru rhoi cyfweiliadau yn yr iaith ar deledu a radio Catalaneg gan iddynt dderbyn eu haddysg yng Nghatalunya.)

Mae'r pleidiau asgell dde yn Sbaen, (Vox, y Partido Popular a Ciudadanos) wedi uno i ymosod ar y model addysgol Catalanaidd gan ddefnyddio'r llysoedd barn yn erbyn y model. Y llynedd cafwyd datganiad gan yr uchel lys y byddai pob ysgol yng Nghatalunya bellach yn gorfod dysgu o leiaf 25% o'r gwersi trwy gyfrwng y Sbaeneg. Mae'r datblygiad hwn yn cael ei wrthwynebu'n ffyrnig gan fwyafrif llethol y boblogaeth yng Nghatalunya, gan ei weld fel bygythiad difrifol i'r iaith. Byddem ni yng Nghymru, fodd bynnag, ar

ben ein digon petai pob ysgol yng Nghymru yn dysgu 75% o'r cwricwlwm trwy gyfrwng y Gymraeg ac mae hynny'n tanlinellu pa mor wan yw sefyllfa'r Gymraeg o fewn y sector addysg yma a pha mor wan, mewn cymhariaeth, yw'r cynlluniau twf a nodir yn y papur gwyn.

Nid bod y papur gwyn yn ddrwg i gyd. Mae llawer ynddo sy'n haeddu cael ei ganmol ac yn sicr mae'n gam ymlaen i addysg Gymraeg ac ymdrechion i wella dysgu'r Gymraeg mewn ysgolion Saesneg. Mae'r dogfennau a baratowyd yn dangos ôl gwaith meddwl manwl ac eang. Ond os mai ei bwrpas yw creu strwythur addysgol fydd yn cynyddu nifer a chanran siaradwyr Cymraeg yn sylweddol – eu dyblu, mewn gwirionedd o ryw 19% (500,000) i fyny hyd at filiwn erbyn 2050 mae'n rhwym o fethu. Does yr un enghraifft o unrhyw le yn y byd o niferoedd iaith leiafrifol yn cael eu sefydlogi (heb sôn am eu cynyddu) heb yn gyntaf sicrhau addysg sylfaenol yn yr iaith leiafrifol i bob plentyn yn y wlad neu'r rhanbarth benodol ble y siaredir yr iaith.

Yn amlwg dyw addysg trwy gyfrwng yr iaith leiafrifol ddim yn datrys pob problem sy'n wynebu'r iaith honno, yn enwedig os yw hi'n gorfod cystadlu gydag ieithoedd grymus (trefedigaethol, yn aml iawn) megis y Saesneg, y Sbaeneg a'r Ffrangeg ond mae'n sylfaen cwbl angenrheidiol. Hebdi caiff ymdrechion eraill i gynnal yr iaith yn ei pheuoedd ieithyddol traddodiadol, heb sôn am ehangu defnydd ohoni mewn peuoedd ieithyddol newydd, eu llesteirio'n sylweddol.

Fel rhywun sydd wedi bod yn dysgu Cymraeg i Oedolion ers 1982 ac wedi ymdrechu i ddysgu nifer o ieithoedd fy hun dros y blynyddoedd rwy'n gwbl sicr na fydd modd codi chwarter y plant (heb sôn am y mwyafrif ohonyn nhw) mewn ysgolion cyfrwng Saesneg i fyny i lefel B2 yn y Gymraeg erbyn iddyn nhw adael yr ysgol. Mae angen i o leiaf 50% o'r cyfrwng addysgu (75%, fwy na thebyg) fod yn y Gymraeg er mwyn cael unrhyw siawns o wireddu'r targed hwnnw. Mae'n fater o farn, yn ogystal, a yw B2 yn cyfateb i ruglder, beth bynnag. C1 fyddai'r lefel ar gyfer rhuglder llafar. Yng nghymuned Valencia yn ddiweddar cododd helynt oherwydd bwriad y llywodraeth yno i israddio disgwyliadau cyrhaeddiad ieithyddol gweithwyr rhai adrannau yn y sector gyhoeddus i lawr o C1 i B2. Y ddadl gan gyrff sy'n hyrwyddo'r Gatalaneg / Valencià yn y rhanbarth ydy nad yw lefel B2 yn ddigonol ar gyfer gwasanaethu'r cyhoedd.

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhyngrwyd neu mewn adroddiad. Os byddai'n well gennych i'ch ymateb aros yn ddiennw, ticiwch yma:



Proposals for a Welsh Language Education Bill

Consultation response form

Your name:

Organisation (if applicable):

email/telephone

Your address:

Responses should be returned by 16 June 2023 to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

Questions from the document ‘Proposals for a Welsh Language Education Bill’

Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

I do not understand how Wales will be a better place :Economically/Culturally/.. as a result of forcing the population to learn an obscure language. There are other priorities for the Senedd such as Health and STEM education

Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that’s synonymous to level B2 by 2050? If so, what should that role be?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

This whole project is misguided.

Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that’s synonymous to level B2 by 2050? If so, what should that role be?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

They have better things to do.

Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Leave it to market forces

Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Supporting comments

Let the market decide. Education in other subjects is more important.
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Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role in the process?

Supporting comments

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Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Let the market decide. Parents and their children should not be forced either way.

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

Not necessary – see above.

Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Supporting comments

The LA should respond to parental demand. Nothing else.

Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

They should have better things to do.

Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" 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?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

There should not be a national plan. Evolve with the market.

Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

LAs should always be planning their workforce. But Welsh should be a minor factor.

Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

There should be no targets.

Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

There should be no targets.

Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Don't

Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Better things to do.

Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Supporting comments

None

Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Better things to do.

Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

See above

Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Not necessary

Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Abolish it

Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Guarantee availability but no coercion.

Questions from the ‘Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill’ document

Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

Supporting comments

Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

Mandatory questions

Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

Welsh should remain a cultural medium. How people converse is their choice but there should be no compulsion. Most of the proposals are misguided. Last week's 'parking fine' case will have scared off many potential businesses. If I was starting another business it would not be in 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

We don't need a policy other than leaving it to market forces/demand.

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:

Most employment should not be conditional on learning or using Welsh. The country needs the best skills that it can find and should not compromise that aim to satisfy an unrepresentative pressure group.

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

16 June 2023

1. The NASUWT welcomes the opportunity to comment on the proposals for a Welsh Language Education Bill.
2. NASUWT - The Teachers' Union represents teachers and headteachers in Wales and across the United Kingdom.

GENERAL COMMENTS

3. The proposals for a Welsh Language Education Bill (the Proposals) are the latest, if not the culmination of, a long line of actions by the Welsh Government in their journey to achieve the aims of Cymraeg 2050. The NASUWT notes key issues that repeatedly come to the fore in the Proposals that merit highlighting – being the management of the workforce, the expectation that local authorities (LAs) can impose or enforce behaviours onto maintained schools, and teacher recruitment.
4. On 1 September 2022, NASUWT provided evidence to the Culture, Communications, Welsh Language, Sport and International Relations Committee and the Children, Young People and Education Committee inquiry into Welsh-medium education, with specific focus on Welsh in Education Strategic Plans (WESPs).
5. The evidence the Union provided merits repeating since the issues highlighted remain a concern for NASUWT as the Proposals evolve into a Bill:

In terms of re-categorising schools in terms of Welsh-medium provision:

- *the NASUWT was concerned about the potential implications and/or unintended consequences for the education workforce in rationalising and/or accelerating the process of transition between school categories. The concerns of the Union were heightened by the lack of detail in relation to the costs and funding streams associated with the transition to the new categorisation model as well as funding the eventual progress along the categories.*
- *Any proposed changes may further accelerate the change from one category to another at such a rate as to adversely affect the employment of teachers - specifically those who are not fluent enough in Welsh to be able to deliver the needs of the employer to the level required by the new category. Governing bodies will need to plan its workforce in line with the guidance so as to increase the number of teaching staff able to teach Welsh as a subject and teach through the medium of Welsh, yet with no affirmation that extra funding will be available to aid this workforce transition. NASUWT notes, though, that a transitional category can exist for a maximum period of 10 years, and that such categories should be identified to aid monitoring and identify the support required from stakeholders to assist progression including identifying additional and dedicated funding which will be provided for such education settings to assist in their transitioning via increased staffing and training by providing the necessary resources and infrastructure changes.*

In terms of the Cymraeg 2050 Strategy, the NASUWT maintains that the Welsh Government must continue to:

- *Identify additional and dedicated funding which will be provided for education establishments to assist in meeting the strategy through increased staffing and by providing the necessary resources and infrastructure changes. This would require sufficient additional capital and revenue funding;*
- *Provide an assurance that the significant increase in the number of teachers and early years practitioners who are able to teach through the medium of Welsh would be realised through additional staffing and/or access to*

courses to enable existing post-holders to learn the Welsh language through paid release from their teaching or support duties;

- *Give a binding commitment that no members of staff would be under threat of losing their livelihood if they were not able to gain sufficient grasp of the language to enable them to teach through the medium of Welsh, where they are currently employed in either English-medium or bilingual schools;*
- *Ensure that the Vision is taken forward on the basis of mutual respect and tolerance of the workforce and that the legislation envisaged will provide an unequivocal basis for organisations to act in support of the language.*

To be clear, NASUWT do not have any evidence that our overarching concerns regarding challenges faced in the planning and development of Welsh-medium provision are being realised. However it is important that these potential issues remain central to future plans and provisions.

The Proposals do reach out to many of these workforce concerns, but as usual the devil will be in the detail and the Union will react and adapt accordingly as the Bill develops and more detail is consulted upon.

6. There is an expectation in the Proposals that LAs will be able to introduce regulated alterations to community schools. This is suggested as occurring via the School Standards and Organisation (Wales) Act 2013.
7. Any potential hindrance for LAs will be due to substantial powers enshrined to governing bodies of maintained schools under the Local Management of Schools (LMS) which is a vestige of the 1988 Education Act. There is little if any room within the provisions of LMS for local authorities to be able to circumvent delegated powers relating to education provision.
8. The NASUWT maintains that the solution to this (as well as a solution to other educational issues) would be the introduction of secondary legislation that would nullify LMS. This would allow the LA, as the direct employer, to undertake all and any required acts as described in the Proposals.

9. The final key theme in the Proposals is the need to recruit teachers and practitioners who are able to teach Welsh as a subject as well as teach subjects through Welsh as a medium.
10. The Union recognises that the Welsh Government are already proactive in this area – for example, with the new bursary¹. However, the Welsh Government must continue to address the apparent undesirability of the profession amongst graduates. Whilst 27% of new secondary school ITE students in Wales were on courses enabling them to teach in Welsh in 2020/21 compared to 17% 6 years ago (2014/15)² this number arguably does not meet the needs of the Proposals and there is no guarantee that these students all go on to attain posts teaching in Welsh.
11. In the annual NASWT Big Question Survey 2022³, 84% of respondents did not think that teaching is competitive with other professions whilst 75% believe that people are put off a career in teaching because of pay. 51% of respondents had been subject to verbal abuse by pupils over the past year whilst 17% had experienced push or shoving by a pupil. Worryingly 59% say workload has increased significantly.
12. The NASUWT fears that unless the issues of workload, learner behaviour and pay are not comprehensively addressed then there is perpetually the probability that graduates will not favour teaching as a career.
13. It must also be noted that the Union remains in dispute with the Welsh Government as part of its *Better Deal For Teachers* Campaign and continues to negotiate on pay and workload.
14. The NASUWT will expect that the Proposals and resulting Bill be workload impact assessed at the earliest opportunity and regularly through its iterations.

¹ <https://www.gov.wales/package-support-announced-boost-welsh-language-teacher-recruitment>

² <https://www.gov.wales/sites/default/files/statistics-and-research/2022-05/initial-teacher-education-september-2020-august-2021-052.pdf>

³ <https://www.naswt.org.uk/static/00289aa1-9888-489f-90f4137dd56b8cdb/Big-Question-Survey-Report-2022.pdf>

SPECIFIC COMMENTS

Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

The inclusion of such a provision in the Bill would provide context and clarity to what the Bill seeks to achieve, but what would be the consequences for schools, local authorities and other parties for failing to meet a target set in statute?

Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Local authorities (LAs) are the overarching employer and authors of WESPs. However, their functions or roles are somewhat hindered by the provisions of LMS (as noted in pars. 6-8 in the General Comments). School governors can veto any LA proposal, policy or practice that lies within the remit of governorship. The repeal of legislation that enforces LMS can provide LAs with direct control over their schools for the first time since the mid-1980s. It can allow the proposals of the Bill and any supplemental work to be impressed on all LA schools without concern of rejection or piecemeal adoption. Further, it can allow LAs to redeploy school staff

efficiently to service the requirements of the Bill and target proficient staff at schools in need.

Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that’s synonymous to level B2 by 2050? If so, what should that role be?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Welsh Ministers, by virtue of their briefs, will be in the best position to work reactively and proactively to support schools and LAs in achieving what is a national journey.

Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

It is important that all stakeholders are conversant with the criteria that will be used to plot the journey to Cymraeg 2050. It must be noted, though, that such a Skills Continuum can appear as a micro-curriculum within the Curriculum for Wales (CfW), full of attainment targets and level descriptors not unlike the National Curriculum of the 1990s onward. Whilst the principle of a criteria-described continuum would be beneficial, NASUWT would be concerned that it would produce its own cottage workload industry that would be administered, assessed and reviewed by education practitioners without adequate time and resources.

Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

In the evidence mentioned in paragraph 4 in the General Comments, NASUWT was clear that a non-statutory system (for any purpose) would always produce piecemeal results, and this was indeed the case and why the Proposals upgrade to a statutory system.

Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

The Union welcomes that the detail of the statutory system of categorisation will be subject to further consultation. The NASUWT would further expect that the resultant system would be subject to regular review as good practice. It may be prudent not to forensically define the category descriptions, as any later reviews that reveal weak points may make revisions legislatively harder to achieve.

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 Welsh language provision will require a minimum amount of practitioners skilled in Welsh-medium teaching. Schools are starting on this journey at different points; some schools will already have the staff and will already be exceeding the minimum requirement whereas other will be far from it. Establishing a minimum requirement can put instant pressure on the latter type of school to restructure their workforce overnight. This is an unfair pressure and can adversely affect the workforce as set out in the Union's concerns in paragraph 5 above. The WESPs can adequately provide the schools within a LA with a minimum requirement without the need for enshrinement in legislation.

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

Any process that requires the LA to approve, endorse, impose or enforce is currently done so within the constraints of LMS. Whilst the Proposals suggest that the School Standards and Organisation (Wales) Act 2013 shall be the vehicle for local authority enforcement, the NASUWT asserts that secondary legislation to repeal the laws and regulations that enforce LMS is the best strategy.

Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree	x	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<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

The NASUWT agrees that the pace of the journey towards an increase in Welsh language provision will be linked to a number of local and demographic factors. This will include the training of, and management of the workforce as well as the provision of targeted, adequate funding from the Welsh Government.

The Union also agrees that a duty should 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 Welsh Government has been successful in providing statutory guidance for stakeholders on a range of subjects from disciplinary procedures to safeguarding procedures. The same approach should be seen here.

The proposals set out in pars 57-60 entail significant costs that the Welsh Government should meet rather than have the LA stretch their already thin budgets. Whilst the Outline Costs and Impacts document refers to various grants that already occupy the system as funding streams, the Welsh Government must note that the Consortia are currently charged with the administration of these grants and the Union has repeatedly queried the cost-effectiveness of such grants filtering through these superfluous bodies. The Welsh Government should face the fact that these

Proposals entail a significant financial cost over the lifetime of the journey and so must meet them face on.

The detailed delivery plan for schools set out in par 60 is a significant workload exercise that will most probably fall on the head of languages faculty / subject leader. The Union would expect any new initiatives to be workload impact assessed accordingly and sufficient time and resources be provided.

Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	x
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Supporting comments

Clearly, some form of monitoring must occur so that regular measurements of progress can be objectively made.

However, the current culture of monitoring that has existed for years and has recently been exacerbated by the introduction of pseudo-inspection practices from the consortia have been detrimental to the mental health and wellbeing of the teaching profession. It is welcome to hear that Estyn intend to break this legacy and redefine a more supportive and holistic monitoring process.

Any monitoring of the delivery plan provisions of a school should only occur via Estyn, and NASUWT remains concerned that proposals to see the LA monitor in par 62 might see the consortia be invited to participate. To be fair, there is no mention of the consortia in these steps but there is no prohibition of them either. The NASUWT would seek that the consortia have no involvement with the Proposals since they have no employer function whatsoever.

Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Supporting comments

A new school should be placed in a category that fits in with the demographic situation of its location. For example, it does not seem sensible to have a new Welsh-medium category school in eastern Monmouthshire nor to build a new English-medium school in western Llŷn without an initial study. In that respect, it makes sense to undertake a specific language impact assessment before specifying the language medium of the new school along with a consideration of the targets that are to be achieved through the WEIP.

Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree	x	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

The nation is diverse in its current skillset regarding Welsh, and recent WESPs have naturally shown that some LAs have a better grasp of the challenge and what steps to adopt that others partly because of their demography and history. Having a National Plan can help rationalise this situation and provide a steer for statutory local implementation plans.

Assigning a 10 year vision to a National Plan can also allow rational management of the teacher workforce as well.

Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

The application of targets for the number of Welsh teachers and Welsh-medium teachers can place unwarranted pressures on schools and centres to change their workforce in such a way that sees employees who do not meet the target specifications find their livelihoods threatened. This would be an unacceptable scenario for all trade unions.

Paragraph 74 is correct to note that many stakeholders and third parties need to be involved in increasing the number of Welsh teachers and Welsh-medium teachers and in providing professional learning opportunities. However, the issues regarding teacher recruitment as outline by NASUWT in pars 9-12 of the General Comments above must be addressed by the Welsh Government if teaching is once again seen as a desirable profession. The Proposals must make reference to need to resolve the current undesirability of the profession due to workload, learner behaviour and pay if it is to see the desired influx in recruitment.

Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

None

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	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

It is good practice in general to regularly review the WEIPs (and any other long-term plan / strategy) so as to be able to signpost successes and address deficiencies as the journey progresses.

Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

Notwithstanding the desire to ensure the scenarios set out in pars 89 and 90, the imposition of targets at such a high level as local authority level can have a trickle-down effect that sees the targets magnified adversely down the chain. What may seem an innocuous imposition at LA level may be result in a significant act on the classroom floor.

Rather than have a state of imposition, the Proposals may look at co-authorship of targets with the LAs.

Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	x
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Supporting comments

None

Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	x
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Supporting comments

<p>The NASUWT echoes the Proposals' recognition in par 93 that the Welsh Government are currently failing to attract enough people to pursue a career in the profession.</p> <p>As mentioned in the response to Question 14, the Welsh Government has to tackle the underlying issues that affect the perception of the graduate public of the profession. Our members repeatedly tell us they are workload, learner behaviour and pay.</p> <p>10 year targets for the remodelling of the workforce must be upheld as a minimum allowance, since the NASUWT has repeatedly maintained no members of staff should be under threat of losing their livelihood if they were not able to gain sufficient grasp of the language to enable them to teach through the medium of Welsh, where they are currently employed in either English-medium or bilingual schools.</p>
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Imposing duties of LAs to manage the workforce will put the LAs between a rock and a hard place if they themselves are unable to impose duties on their schools to do likewise because of the restrictions of LMS. The Welsh Government must explore the need to produce secondary legislation to repeal the legislation that enforces LMS so as to set free LAs in respect of the management of their own schools.

Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

This aligns with the principle that public sector services that gain and spend public funds should be accountable to the public.

Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Estyn is the only qualified body to undertake such a task.

Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

None that have not already been mentioned.

Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree	x	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Welsh belongs to all citizens of this country – whether they speak Welsh or not.

Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Supporting comments

Such an important and multi-faceted journey as Cymraeg 2050 obviously comes with a financial burden. It is vital that all aspects of the journey do not fail, flounder or diminish due to a lack of funding. The Welsh Government faces an unenviable task of needing to budget over the long term for this adventure, and they cannot solely rely upon existing funds or grants. It may be the case that the Welsh

Government may have to revisit the continued existence of some educational services like the consortia in order to divert funds to this worthy journey.

Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Our members inform us of the success of late immersion units in the primary and secondary sectors.

Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Our members inform us of the success of late immersion units in the primary and secondary sectors. However, the lasting success of this immersion is dependant of the follow-up work of the recipient school.

Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	x
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Supporting comments

Whilst a centralist approach can secure that a consistent approach is delivered across the country, the geographical challenges of this country is more conducive to local provision.

Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	x
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Supporting comments

There are other providers available that the Welsh Government might want to involve (for example, the National Welsh Language and Heritage Centre at Nant Gwrtheyrn) that could address local needs for workforce training.

Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	x
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Supporting comments

One of the main tenets of the Proposals is that “the only way is up”, and that there should be no situation where there is a decrease in Welsh-medium provision or attainment. That being the case, there should be a minimum guarantee for learners on what suitable structures should be in place to support learners of all ages.

Questions from the ‘Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill’ document

Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

No obvious omissions.

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

No obvious omissions

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

Whilst many actions resulting from the Proposals appear to be cost neutral (for example, publishing the Welsh language skills continuum; local authority costs), it fails to recognise that many schools and LAs may already be working with a minimum workforce, and so any new or expanded workload may require additional recruiting.

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 that are obvious.

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 effect will be positive

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

By its nature the Proposals are designed to increase the positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Please refer to the General Comments above.

For further information on the Union's response contact.....

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Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (lle bo'n berthnasol):

e-bost/rhif ffôn:

Eich cyfeiriad:

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050
Llywodraeth Cymru
Parc Cathays
Caerdyd
d CF10
3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: Cymraeg2050@llyw.cymru

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Cytuno. Does dim dwywaith bod gan y sector addysg ddylanwad aruthrol ar ein gallu i gynyddu nifer y siaradwyr Cymraeg ac er mwyn sicrhau y sylw angenrheidiol, y penderfyniad a'r allwedd i gydweithio effeithiol ar draws holl bartneriaid y sector addysg, mae gosod y targed sydd gan Lywodraeth Cymru ar gyfer 2050 fel rhan o'r Bil yn rhwym o fod yn gam cadarnhaol.

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

Unwaith eto byddai cyflawni hyn yn gam cadarnhaol ymlaen. Byddai gweithio i drefn CEFR ar draws y sector addysg yn fanteisiol gan adlewyrchu'r hyn sydd eisoes ar waith yn y sector Cymraeg i Oedolion ac yn fodd o sicrhau unffurfiaeth sectorol.

Cytunwn mai lefel B2 fyddai'r isafswm gallu y dylid anelu ato ar gyfer pob disgybl mewn addysg statudol. Ond dylid pwysleisio mai isafswm ac nid disgwyliad cyffredinol fyddai cyrhaeddiad lefel B2.

Yn sicr gyda'r awdurdodau lleol mae'r gallu i ddylanwadu ar weithlu addysg Cymru er mwyn cael isafswm gallu o lefel B2 ar draws ein staff addysgu a chefnogi addysg. O gael yr amcan yn glir mewn Bil Addysg, a thargedau dilynol mewn cynlluniau a strategaethau atodol, bydd modd prysuro'r gwaith o ehangu sgiliau Cymraeg ein gweithlu addysg cyfredol. Bydd hefyd yn fodd o addasu pwysoliad rhai awdurdodau lleol ar werth y Gymraeg fel sgil yn y sector addysg a'r pwyslais y byddant yn ei roi ar gynllunio addysg cyfrwng Cymraeg a phrif ffrydio'r Gymraeg o fewn y sector. Byddai hyn yn y pendraw, yn cydnabod cyfraniad addysg cyfrwng Cymraeg i lesiant diwylliannol ac economaidd Cymru. Byddai gosod yr uchelgais hwn yn tanatgu hefyd un o brif amcanion Deddf Llesiant Cenedlaethau'r Dyfodol i sicrhau "Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu".

Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Yn sicr, heb brif ffrydio'r Gymraeg ar draws holl ddyletswyddau Gweinidogion Cymru ni fydd y Gymraeg yn iaith ffyniannus. Y mae angen iddi dorri y tu hwnt i ffiniau bod yn iaith addysg yn unig ar gyfer y mwyafrif, a throi'n iaith y gweithle ac iaith bywyd bob dydd.

Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwmm sgiliau Cymraeg?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Cytuno – byddai gweithredu i un drefn adnabod hyfedredd yn fwy cydlynus ac yn galluogi mapio taclusach a mwy effeithiol mewn cynifer o ffyrdd.

Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categoraiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Y mae'r elfen hon y tu hwnt i gwmpas gwaith neu ddylanwad y Brifysgol, ond cytunir gyda'r argymhellion mewn egwyddor gan fod iddo sail gynllunio gadarn a byddai'n arwain at eglurder pellach i'r sector addysg yn ehangach ac i rieni.

Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Y mae'r elfen hon y tu hwnt i gwmpas gwaith neu ddylanwad y Brifysgol, ond cytunir gyda'r argymhellion mewn egwyddor gan fod iddo sail gynllunio gadarn a byddai'n arwain at eglurder pellach i'r sector addysg yn ehangach ac i rieni.

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

O'n profiad ni, nid yw disgyblion mewn cyd-destunau ysgolion cyfrwng Saesneg neu ddwyieithog yn cael yr un chwarae teg wrth ddysgu Cymraeg – isel iawn yw'r oriau a glustnodir ar gyfer y Gymraeg fel cyfrwng neu fel pwnc, ac yn aml nid oes trefn gyson, benodol ar gyfer yr addysgu. O ganlyniad, nid oes datblygiad digonol i'w weld yng ngallu'r disgyblion yn y Gymraeg wrth iddynt anelu at fwrw cerrig milltir penodol. Mae hyn yng nghyd-destun y Gymraeg fel pwnc yn cyfrannu'n sylweddol at y diffyg niferoedd sy'n dewis astudio'r pwnc ar lefel Uwch-gyfrannol, ac yn y pendraw yn y Brifysgol. Er mwyn rhoi chwarae teg i bob disgybl yng Nghymru dylid gosod patrwm cyson ar draws y sector gyfan gyda phob unigolyn yn cael mynediad yn yr un modd at yr iaith a chyfle teg i'w meistrolï er lles eu dyfodol.

Rhagwelir effeithiau o ran canfod gofod amserlenni o fewn y cwricwlwm, ond byddai gosod isafswm yn fodd o ganolbwyntio'r meddwl ar y gofyn o ran y Gymraeg a'r pwyslais sydd yn cael ei roi ar y cyfeiriad hwn o fewn y sector addysg. Y gobaith o ran y dysgwyr, o gymryd camau o'r fath, fyddai eu bod yn gweld y Gymraeg fel iaith prif ffrwd, normal sydd yn rhan lawn o fywyd pob ysgol a bod y pwnc yn derbyn lle ac ystyriaeth addas ac ystyrlon o fewn arlwy pynciau'r ysgol.

Byddai cryn bwysau ar y sector i adnabod nifer digonol o staff addysgu all gyflwyno'r iaith mewn modd atyniadol ac addysgiadol effeithiol, ond trwy gynllunio cydlynus o fewn yr awdurdodau lleol gellid gosod cynlluniau addas ar waith fyddai'n dwyn ffrwyth yn y tymor canolig i hir. Byddai angen buddsoddi ymhellach mewn cynlluniau i ryddhau addysgwyr o'r dosbarth i ddysgu neu fireinio eu Cymraeg er mwyn eu galluogi i addysgu'r iaith a'r pwnc mewn ysgolion. Mae Prifysgol Abertawe wedi darparu nifer o gyrsiau penodol ar gyfer athrawon ysgolion ond mae rhwystrau'n parhau i alluogi staff fanteisio arnynt, yn bennaf o ran diffyg cyllid gan ysgolion i gyflenwi dros dro ar lawr y dosbarth.

Mae Prifysgol Abertawe wedi gweithio'n galed i adeiladu gwersi Cymraeg i mewn i nifer o'i chyrsgiau sydd â llwybrau galwedigaethol clir e.e. meddygaeth, gwaith cymdeithasol ac Addysg Gychwynnol Athrawon gan osod isafswm oriau ar gyfer y cyrsiau a phatrymau addysgu cyson ac ystyrllon er mwyn rhoi pob chwarae teg i'r sawl sy'n dysgu i feistroli cyn gymaint â phosib ar yr iaith cyn mentro i fyd gwaith. Y mae dal myfyrwyr yn gynnar yn y modd hwn, cyn iddynt droi eu golygon yn llwyr at fyd gwaith, wedi bod yn fanteisiol.

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

Y mae'r elfen hon y tu hwnt i gwmpas gwaith a dylanwad y Brifysgol, ond cytunir gyda'r argymhellion mewn egwyddor gan fod iddo sail gynllunio gadarn a byddai'n arwain at eglurder pellach i'r sector addysg yn ehangach ac i rieni.

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

Mae'r hyn sydd wedi ei awgrymu yn ymddangos yn rhesymol ac yn fodd pwrpasol o gynllunio a pharhau i ddatblygu darpariaeth fyddai'n gynaliadwy ac yn ateb gofynion nid yn unig ardal leol yr ysgol a'i sir, ond hefyd y cynlluniau cenedlaethol sydd gan y Llywodraeth.

Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Croesawir y cynlluniau a amlinellir, ond yn ategol i'r hyn a gynllunnir yma, dylid sicrhau eglurder ar gyfer pa iaith addysgu sydd i bob pwnc mewn ysgolion cyfrwng Cymraeg. Mae'n destun pryder bod cyn lleied yn addysgu'r gwyddorau trwy'r Gymraeg gan arwain at rwystrau niferus wrth weithio i gynyddu nifer myfyrwyr addysg uwch sydd yn astudio pynciau STEMM trwy'r Gymraeg.

At hynny, mae angen adolygu effaith rhai prosesau neu gynlluniau ar addysg cyfrwng Cymraeg wrth i ddisgyblion adael eu hysgolion a'u colegau i fynychu addysg uwch. Er enghraifft, mae gor-bwyslais o fewn y drefn gyfredol gydag UCAS i baratoi ceisiadau neu ddeunyddiau'n Saesneg er mwyn gallu ymgeisio i sefydliadau tu allan i Gymru neu i fanteisio ar Rwydwaith Seren nes bod y rhelyw o fyfyrwyr y sector addysg Gymraeg yn ystyried mai trwy'r Saesneg mae manteisio orau ar addysg uwch. Mae'r trefniadau hyn yn milwrio'n erbyn parhad naturiol y Gymraeg fel iaith addysg (ac yn y pendraw waith) i'n pobl ifanc ac yn gwneud tasg prifysgolion i'w cadw ar y llwybr iaith Gymraeg yn anos – os mai astudio gwyddoniaeth trwy'r Saesneg wnaeth unigolyn mewn ysgol Gymraeg, ac yna mewn prifysgol (yng Nghymru neu dros y ffin), yna mae bron yn amhosib eu perswadio i ddilyn cwrs TAR llwybr Cymraeg ac i ddod yn athro gwyddoniaeth mewn ysgol Gymraeg yn y pendraw.

Mae'n bosib bod angen cynllun cenedlaethol i osod arweiniad cadarnach i benaethiaid chweched dosbarth a phenaethiaid pwnc ar werth astudio cyfrwng Cymraeg neu ddwyieithog o fewn addysg uwch er mwyn iddynt fedru cynghori eu disgyblion yn fwy cywir ac addas a dylanwadu'n fwy cadarnhaol ar gyfrwng iaith astudio'r bobl ifanc.

Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Awgrymir bod cyfrifoldeb a chyfraniad Corff Llywodraethol pob ysgol yn cael ei wneud yn gliriach yn y broses hon.

Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

Er y byddai gosod rhagdybiaeth mai Cymraeg fyddai iaith unrhyw ysgol newydd yn siwr o gynyddu niferoedd siaradwyr Cymraeg ac yn gam uchelgeisiol i'w groesawu, y mae'n gwestiwn i ba raddau bo'r gweithlu'n bodoli i wireddu hyn ac mae'n debygol y byddai gwrthwynebiad chwyrn mewn rhai ardaloedd. Tra na fyddai hynny o reidrwydd yn reswm digonol i beidio bwrw ymlaen gyda'r cynnig, un cam cyntaf posib fyddai gweithio gydag argymhellion diweddar y Comisiwn Cymunedau Cymraeg a gweithio i sicrhau trefniant agor ysgolion Cymraeg newydd mewn "ardaloedd o arwyddocâd ieithyddol (dwysedd uchel)" ac o bosib mewn ardaloedd â "phroffil ieithyddol canolig" yn y man cyntaf.

Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Croesewir y cysyniad o gynllunio cydlynus, sy'n rhoi ffocws ar alluogi dysgwyr i barhau i feithrin sgiliau trwy gydol ei oes. Byddai cynllunio gweledigaeth 10-mllynedd i'w groesawu er mwyn rhoi hirhoedledd i'r cynllunio a chyfle i ymyriadau pwrpasol amlygu eu dylanwad. Byddem yn galw am gyllido mwy hir-dymor hefyd ar gyfer cynlluniau ym maes y Gymraeg – mae'r broses gyfredol o ddyrannu ariannu blynyddol yn llethu'r gallu i weithio'n hir-dymor ac yn gwbl effeithiol.

O gofio'r pwyslais ar ddysgu gydol oes yn yr adran hon, mae'n gwestiwn sylfaenol, pam nad oes trafodaethau penodol wedi eu cynnal neu ystyriaeth wedi ei roi i gyfraniadau prifysgolion Cymru i'r darlun ehangach?

Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae angen i'r proffesiwn addysgu fod yn fwy atyniadol i ddarpar ymgeiswyr. Mae'r cynnig i bennu targedau yn uchelgeisiol ond ni fydd pennu targedau o reidrwydd yn sicrhau bod y targedau'n cael eu cyflawni. Byddai angen cefnogi'r broses o bennu targedau'n genedlaethol drwy strategaeth recriwtio genedlaethol wedi'i hategu gan amrywiaeth o gymhellion i annog mwy o raddedigion sy'n siarad Cymraeg i roi cynnig ar y proffesiwn. Dylai'r strategaeth hon geisio cynyddu'r ymwybyddiaeth gyffredinol o addysgu a chodi ei broffil fel proffesiwn yng Nghymru.

Dylai'r cymhellion, y nodir llawer ohonynt yn Strategaeth Cymraeg 2050, gynnwys:

- Cyflogau gwell a rhagor o gyllid yn ystod hyfforddiant athrawon, gyda chyllid ychwanegol i'r rhai sy'n dewis y llwybr cyfrwng Cymraeg yn ystod y cam astudio – dylid cydnabod, nes y bydd rhagor o adnoddau ar gael, y bydd gan athrawon cyfrwng Cymraeg lwyth gwaith trymach yn aml gan fod yn rhaid iddynt gyfieithu ac ail-greu taflenni gwaith, etc.
- Mynediad at ragor o adnoddau Cymraeg o safon uchel ar gyfer myfyrwyr sy'n ymgymryd â hyfforddiant cychwynnol athrawon ac ymarferwyr fel ei gilydd, gan ganolbwyntio'n benodol ar adnoddau digidol, a llai o blatfformau ar gyfer cyrchu'r deunyddiau hyn – byddai un cyfrwng cynhwysfawr yn fuddiol i sicrhau ansawdd y deunyddiau a sicrhau nad oes dyblygu diangen.
- Cynigion amodau gwaith atyniadol ychwanegol (nid i staff cyfrwng Cymraeg yn unig), e.e. caniatáu i athrawon gymryd dau hanner diwrnod o wyliau yn ystod y tymor, fel na fyddant yn gaeth i wyliau ysgol yn unig.
- Mae cyfle'n cael ei golli i wella sgiliau Cymraeg darpar athrawon yn ystod y cyfnod hyfforddiant. Mae cyfle i fanteisio ar y cyfnod hwn lle mae unigolyn (gan amlaf myfyriwr sydd newydd raddio) yn rhydd o ofynion y gweithle. Byddai'n ddoeth adolygu'r trefniadau ar gyfer cyrsiau TAR sy'n bwydo'r sector addysg yng Nghymru ac edrych i adeiladu cyfnod dwys o ddysgu neu wella sgiliau Cymraeg i'r rhaglen. Un awgrym fyddai cynnwys cyfnod o hyd at dri mis yn yr haf cyn dechrau'r hyfforddiant addysgu, gyda'r Llywodraeth yn cyllido hyn i'r darparwr a'r darpar-athro. Byddai cynllun o'r fath yn galluogi athrawon i ymuno â'r gweithlu â sgiliau mwy dwys yn yr iaith heb yr angen i'w tynnu o'r ystafell ddosbarth ar ôl cymhwyso – gan osgoi'r costau ychwanegol o gyflenwi a'r heriau adnoddau dynol a fyddai ynghlwm wrth hyn. Byddai hyn yn fodd o wella sgiliau Cymraeg y gweithlu'n sylweddol ac yn darparu opsiynau gwell i bob ysgol gynyddu ei chorff o staff, a chynnwys Cymraeg ei darpariaethau. Byddai hefyd yn golygu y byddai'r athro dan hyfforddiant, o ddechrau ei yrfa, yn canolbwyntio'n fwy ar ddefnyddio'r Gymraeg wrth iddo addysgu – byddai'n arfer cyffredin yn hytrach na bod yn ofyniad ychwanegol ac yn un fyddai'n mynnu newid arfer neu ymddygiad a thorri 'habit'. Noder y byddai angen galluogi darparwyr cyrsiau AGA i fedru ymateb i anghenion cynulleidfaoedd darpar-fyfyrwyr gwahanol, gyda rhaglenni a chynlluniau cyllido gwahaniaethol ar gyfer rheini sy'n bwriadu addysg yng Nghymru a'r rhai sy'n dod i Gymru i hyfforddi ond nid yn bwriadu byw a gweithio yma yn y pen draw.
- Gwersi/cyrsiau gloywi Cymraeg gorfodol ar gyfer pob athro cymwysedig fel rhan o'i gynllun datblygu personol rheolaidd, yn hytrach na bod ar ben ei lwyth gwaith arferol (er nad yw cymhellion i hyfforddi bob amser yn denu'r athrawon gorau).

Mae'n bwysig cymell athrawon i ddysgu a defnyddio eu Cymraeg, gan ei fod yn aml yn rhywbeth y gofynnir iddynt ei wasgu i mewn i lwyth gwaith sydd eisoes yn orlawn. Dylid rhannu'r cymhellion hyn â rhieni/gofalwyr, yn ogystal â disgyblion cyn Safon Uwch, a'u hyrwyddo a'u lledaenu, a hynny'n fwy rheolaidd ac yn ehangach, fel y gallant ddechrau cynllunio eu llwybrau a'u nodau gyrfya tymor hwy.

Mae'n bwysig ystyried strategaeth i wella cyfraddau cadw myfyrwyr hefyd. Fodd bynnag, mae gan gymhellion ariannol i hyfforddeion hanes cymysg iawn o ran cynyddu nifer y myfyrwyr sy'n cael eu recriwtio a'u cadw yn y proffesiwn. Efallai y byddai angen gweledigaeth ehangach a fydd yn ceisio denu myfyrwyr ymhell cyn iddynt orffen eu gradd gyntaf. Erbyn hynny, mae'n ymddangos mai cymhelliant ariannol yw'r unig ddewis. Mae angen plannu hadau gyrfa addysgu yn llawer cynt na hyn. Bydd hyn yn golygu marchnata addysgu fel proffesiwn sy'n atyniadol, yn werthfawr ac yn gyraeddadwy. Mae ffigurau recriwtio a chadw myfyrwyr, yn enwedig ar y lefel uwchradd, yn destun pryder ac mae angen mynd i'r afael â hwy mewn modd ehangach.

Byddai'n fuddiol ystyried niferoedd recriwtio myfyrwyr cyfrwng Cymraeg i raglenni Addysg Gychwynnol Athrawon y tu allan i'r nifer achrededig cyffredinol ac ni ddylid eu capio ar gyfer y dyfodol rhagweladwy.

Mae mynnu bod awdurdodau lleol yn pennu targedau lleol i'w gweithlu addysgu'n syniad i'w groesawu gan fod demograffeg pob rhanbarth mor wahanol yng Nghymru. Dylai'r targedau adlewyrchu'r hyn sy'n realistig i bob ardal. Fodd bynnag, byddai angen i Lywodraeth Cymru fod yn gadarn wrth ymateb i weledigaeth a thargedau pob ardal ar gyfer gwella sgiliau yn ei gweithlu ar hyn o bryd ac yn y dyfodol er mwyn osgoi sefyllfa lle ceir anghydraddoldeb o ran cyfleoedd plant i gael mynediad at addysg iaith Gymraeg ar draws y rhanbarthau yng Nghymru. Dylid adolygu a chynyddu'r targedau'n rheolaidd wrth i siaradwyr ddod yn fwy hyderus wrth ddefnyddio'r Gymraeg ac wrth i'r iaith gael ei defnyddio'n fwy yn yr ardal. Mae'n syniad doeth mabwysiadu ymagwedd gydweithredol lle mae pob corff (sydd yn y pen draw yn gweithio tuag at yr un nod) yn cydweithio i gyflawni'r targedau, yn hytrach na bod yn ddarparwyr unigol sy'n cystadlu yn erbyn ei gilydd. Fodd bynnag, mae gormod o gyrrff sy'n seiliedig ar addysg, a allai o bosib ddrysu'r rhai hynny sy'n ystyried addysgu fel proffesiwn ac/neu rieni a gofawr, sydd yn aml yn cael dylanwad aruthrol ar farn a llwybrau gyrfa posib eu plant. Mae'n allweddol bod Llywodraeth Cymru a darparwyr unigol Addysg Gychwynnol Athrawon yn cyfleu un neges syml.

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

Ar y cyfan mae'r deilliannau'n addas, ond awgrymir y dylid ymestyn deilliant 5 i gynnwys cynllunio ar gyfer annog defnydd disgyblion o'r Gymraeg mewn cyddestunau gwahanol o fewn, ond hefyd y tu allan, i'r ysgol. Rhaid i'r Gymraeg fod yn fwy na dim ond iaith addysg.

Awgrymir hefyd bod cyfle'n cael ei golli drwy beidio cynnwys Gwasanaethau leuenctid o fewn awdurdodau lleol yn yr elfen hwn wrth annog defnydd o'r Gymraeg. Mae'r Gwasanaethau yn aml yn gweithio'n agos gydag ysgolion, a byddai sicrhau mwy o Gymraeg o fewn eu harlwy hwy yn fuddiol er mwyn pontio'r ysgol a'r gymuned.

Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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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?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Awgrymir bod cyfle i ymestyn y cynlluniau hyn i feysydd cyffelyb sy'n cydweithio neu'n ffinio ar bortffolio a dyletswyddau addysgu awdurdodau lleol, megis Gwasanaethau Ieuencid.

Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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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?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

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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)?

Er mwyn sicrhau bod y Gymraeg yn fwy nac iaith addysg i bobl ifanc a'u bod yn gweld nid yn unig fudd addysgiadol o feithrin eu sgiliau yn yr iaith ond hefyd rhai gyrfaol a chymunedol, da o beth fyddai i'r awdurdodau lleol gynyddu eu cydweithio

â'r Mentrau Iaith Lleol a'r Rhwydwaith Canolfannau Cymraeg a ddatblygwyd gan Lywodraeth Cymru gan dynnu ar yr arbenigedd amlwg sy'n bodoli yno hefyd.

Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Tra'i bod yn ddealladwy bod y cynlluniau yn y ddogfen hon yn rhoi'r sylw pennaf ar osod plant ar drywydd addysg cyfrwng Cymraeg o'r crud, mae'n bwysig bod Gweinidogion Cymru hefyd yn darparu ymyrraethau priodol ar gyfnodau allweddol yn nhaith addysg unigolyn e.e. pontio rhwng cynradd ac uwchradd; sicrhau cyngor ar adeg dewisiadau cyrsiau TGAU neu Uwch-gyfrannol o ran dewis cyfrwng iaith dysgu pynciau amrywiol e.e. gwyddoniaeth; ac wrth i unigolion baratoi ar gyfer Addysg Bellach neu Addysg Uwch. Mae gwaith i'w wneud i barhau'r anogaeth ar gyfer astudio trwy'r Gymraeg o'r sector statudol i mewn i'r sector anstadudol ac i ddangos bod y Gymraeg yn iaith gyrfa a byd gwaith yn ogystal â iaith addysg.

Mae'n gwestiwn i ba raddau mae cynlluniau'r Llywodraeth a sefydliadau sydd ynghlwm wrth addysg (e.e. awdurdodau lleol, consortia addysg ayyb) yn cydnabod llwyddiant athrawon a disgyblion sy'n addysgu neu'n dysgu trwy'r Gymraeg. Mae Rhwydwaith Seren yn fodd o amlygu, a hyrwyddo cyfleoedd, disgyblion disglair yng

Nghymru (pa bynnag eu hiaith) ond eu hannog dros y ffin ac i astudio trwy gyfrwng y Saesneg mae'r cynllun hwnnw yn bennaf, gellid dadlau. Ym mha fodd mae disgleirdeb a dawn mewn cyd-destun addysg Gymraeg yn cael ei ddathlu ac anogaeth yn cael ei ddarparu i athrawon a disgyblion barhau i gyfrannu yn y cyd-destun hwnnw? O osod bri cenedlaethol ar hyn, bydd nifer o ddarnau'r jig-so yn cwmpo i'w lle o ran cynyddu niferoedd sy'n astudio ac yn defnyddio'u Cymraeg i uwch-sgilio gweithluoedd y dyfodol i fedru gweithio yn gwbl hyderus yn y Gymraeg.

Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofawyr a dysgwyr?

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 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
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Sylwadau ategol

Mae'r egwyddor o ganoli cefnogaeth arbenigol yng nghyd-destun dysgu ac addysgu'r Gymraeg gydol oes yn un rhesymol a rhesymegol cyhyd â bod hynny yn dod â gwarant o adnoddau ychwanegol digonol a phwrpasol i'r sefydliad er mwyn iddo allu gweithredu'n effeithiol i ddiwallu anghenion ystod o gynulleidfaoedd o ddysgwyr (a chanddynt anghenion addysgu tra gwahanol). O ganoli fwy-fwy, fe all manteision a phosibiliadau newydd godi, wrth reswm; ond felly hefyd y risgiau.

Mae angen sicrhau bod arbenigedd llawr gwlad yn cael digon o wrandawriad, a bod y cyllid ddim yn cael ei rannu mewn i botiau arbenigol sy'n aml yn ychwanegu haenau o fiwrocratiaeth. Yn hytrach dylid rhoi ffydd yn y darparwyr i gefnogi yn eu hardaloedd lleol yn y modd mwyaf effeithiol.

Yng nghyd-destun addysgu, mae cryn arbenigedd eisoes mewn prifysgolion ac o bosib dylid edrych ar ddyfnhau'r ddarpariaeth cyn-gymhwyso i gynyddu sgiliau iaith Gymraeg athrawon fel y cyfeirir ato yn yr ateb i gwestiwn 14.

Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
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Sylwadau ategol

Mae lle i gredu mai dyma'r ateb symlaf ac amlycaf er mwyn sicrhau continwmm addysgiadol cyson allai lifo'n esmwyth o safbwynt profiadau'r dysgwr wrth iddo/iddi ymwneud â'r Gymraeg. Byddai Canolfan Genedlaethol ag iddi nifer o raglenni yn cynnig cefnogaeth ac arweiniad i feysydd sectorol/penodol felly yn gysyniad ymarferol, sydd eisoes ar waith mewn rhai ffyrdd.

Nid yw'r papur gwyn yn cynnig arweiniad cadarn ar statws y Ganolfan pe byddai ei dyletswyddau'n ehangu a'r corff fyddai'n cael ei ddatblygu – ai corff neu endid statudol fyddai dan sylw, er enghraifft? – ac o ganlyniad, nid oes modd i ni fel sefydliad i fynegi barn gadarn.

Pa bynnag fodel sy'n cael ei fabwysiadu, byddai angen sicrhau nad yw'r ffocws yn cael ei golli o'r gwaith ar wyneb y graig, a bod haenau di-angen o fiwrocratiaeth yn cael eu creu gan amsugno adnoddau oddi wrth y gwaith o gynyddu galluedd pobl ar lawr gwlad ac yn eu gweithluedd yn yr iaith Gymraeg.

Prin iawn yw'r cyfeiriad yn y papur gwyn hwn at waith y Coleg Cymraeg i'r cyfeiriad hwn yn cydweithio gyda'r prifysgolion i ddarparu cyrsiau a hyrwyddo'r Gymraeg ymhlith gweithluedd y dyfodol sydd yn eu tro yn dylanwadu ar weithwyr y dyfodol mewn nifer o sectorau allweddol i Gymru, er enghraifft, addysg, meddygaeth, nyrsio, y gyfraith. Dylid sicrhau na fydd effaith negyddol ar y cynlluniau hynny yn sgil unrhyw newidiadau. Prin iawn hefyd yw'r cyfeiriad at rôl y Comisiwn Trydyddol yn yr agwedd hon o addysg yng Nghymru.

Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae angen sicrhau bod digon o diwtoriaid addas a chymwys o flaen dosbarthiadau sy'n dysgu Cymraeg. Mae hynny'n golygu'r angen i fuddsoddi yn y darparwyr, iddynt allu ehangu eu gweithluedd, a'u bod yn gallu cynnig mwy o sicrwydd gwaith hir dymor iddynt. Gyda phatrymau cyllido yn symud oddi wrth y ddarpariaeth brif ffrwd i ffurf 'prosiectau' a thendrau, mae'r ansicrwydd cynhenid yn hynny yn gwneud

cynllunio gweithlu sefydlog a mwy hir-dymor yn anodd tu hwnt, gan olygu risg parhaus o golli tiwtoriaid (a hyfforddeion newydd yn arbennig) i sectorau gwaith all gynnis mwy o sicrwydd gwaith a sefydlogrwydd.

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	✓
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Sylwadau ategol

Prifysgolion gyda'u darpariaethau TAR.

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 bosib y byddai prifysgolion yn ystyriaeth.

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

Canolfannau Cymraeg cymunedol, Mentrau Iaith a sefydliadau fel yr Urdd.

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

Rhagwelir y byddai'r effeithiau gan fwyaf yn gadarnhaol ar ran y Gymraeg gyda chynnydd i'w ddisgwyl yn nifer y siaradwyr Cymraeg a'r cyfleoedd i bobl o bob oedran ymwneud â'r iaith.

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

Dylid rhoi ystyriaeth bellach i addysg o fewn cyd-destun cymunedol a gwaith. Er y deallir mai Bil Addysg sydd dan sylw, ni fedr y Gymraeg ffynnu o fewn muriau ysgolion neu golegau yn unig a rhaid rhoi ystyriaeth gydlynus i hyrwyddo manteision arddel y Gymraeg o fewn y gymuned a'r gweithle.

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'n destun pryder a siom bod y Bil Addysg Cymraeg hwn wedi hepgor trafod a darparu cyfeiriad pellach ar gyfer cynlluniau yn y sector addysg uwch. Mae blwch sylweddol yn y cynlluniau wrth i'r trafod neidio rhwng cyfnod addysg statudol (ysgolion) i ddysgu Cymraeg i oedolion (sydd yn anstatudol, fel AB ac AU) heb roi ystyriaeth i'r sbectrwm addysg a'r llwybr dysgu cyfan.

Mae sefydlu CTER wedi dangos y weledigaeth ar gyfer y dyfodol gyda sefydliad ar gyfer llwybr sy'n "tynnu ynghyd addysg uwch ac addysg bellach; dosbarthiadau chwech ysgolion a gynhelir gan awdurdodau lleol; prentisiaethau; dysgu yn y gymuned i oedolion a dysgu seiliedig ar waith; ac ymchwil ac arloesi." Nid yw'r Bil hwn, er hynny, yn amlygu'r cyfleoedd a ddaw yn sgil y newid polisi hwn ac o bosib ei fod yn gyfle i gynllunio'n gydlynus sydd wedi ei golli.

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:



Proposals for a Welsh Language Education Bill

Consultation response form

Your name:

Organisation (if applicable):

email/telephone number:

Your address:

Responses should be returned by **16 June 2023** to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

Questions from the document ‘Proposals for a Welsh Language Education Bill’

Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Agreed. There is no doubt that the education sector has an immense impact on our capacity to increase the number of Welsh speakers and to ensure the necessary attention, determination and means to effective collaboration across all partners of the education sector. The Welsh Government's target for 2050 as part of the Bill is certain to be a positive step.

Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Once again, accomplishing this would be a positive step forward. Working to the CEFR system across the education sector would be beneficial, reflecting what is already in place in the Welsh for Adults sector and as a means of ensuring uniformity in the sector.

We agree that level B2 should be the minimum aim in terms of ability for every pupil in statutory education. But it should be emphasised that attaining level B2 should be the minimum and not the general expectation.

The local authorities certainly have the capacity to influence the education workforce of Wales to have a minimum ability of level B2 across our teaching and education support staff. Clearly stating the objective in an Education Bill, and subsequent targets in supplementary plans and strategies, will be a means to accelerate the work of expanding the Welsh language skills of our current education workforce. It will also be a means of adjusting the weighting of some local authorities regarding the value of the Welsh language as a skill in the education sector and the emphasis they place on planning Welsh-medium education and mainstreaming the language within the sector. This would ultimately acknowledge the contribution of Welsh-medium education to the cultural and economic well-being of Wales. Setting this

ambition would also underpin one of the main aims of the Well-being of Future Generations Act; to ensure “a Wales of vibrant culture and thriving Welsh language”.

Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that’s synonymous to level B2 by 2050? If so, what should that role be?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Certainly, unless the Welsh language is mainstreamed across all of the duties of Welsh Ministers, Welsh will not be a thriving language. It needs to cross the boundaries of being solely a language of education for the majority and become a language of the workplace and a language of everyday life.

Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Agreed – operating to one system of identifying proficiency would be more coherent and would enable neater and more effective mapping in so many ways.

Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

This element is beyond the scope of the University's work or influence, but we agree with the recommendations in principle as they have a robust planning basis and would lead to further clarity for the wider education sector and for parents.

Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

This element is beyond the scope of the University's work or influence, but we agree with the recommendations in principle as they have a robust planning basis and would lead to further clarity for the wider education sector and for parents.

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 our experience, pupils in English-medium or bilingual schools do not receive a fair opportunity to learn Welsh or improve their skills in the language – a very low number of hours are earmarked for Welsh as a medium or a subject, and often the teaching has no consistent, specific routine or timetable. As a result, inadequate development is seen in the pupils' Welsh language ability as they aim to reach specific milestones. This, in the context of Welsh as a subject, contributes significantly to the lack of numbers choosing to study the subject at AS level, and eventually at university. To provide parity of opportunity for all pupils in Wales, a consistent pattern should be set across the entire sector, with every individual having the same access to the language and a fair opportunity to master it to their future benefit.

Impacts are anticipated regarding finding space in timetables within the curriculum, but setting a minimum amount would be a means of concentrating minds on the Welsh language requirement and the emphasis placed on this direction within the education sector. By taking such steps, the hope is that learners would see Welsh as a mainstream, normal language that plays a full part in the life of every school and that the subject receives suitable and meaningful space and consideration within the provision of school subjects.

There would be considerable pressure on the sector to identify a sufficient number of teaching staff that will be able to teach the language in an attractive and pedagogically effective way, but by coherent planning within local authorities, suitable plans could be put in place that would bear fruit in the medium to long term. Further investment would be required in plans to release educators from the

classroom to learn the language or refine their Welsh to enable them to teach the language and the subject in schools. Swansea University has provided a number of specific courses for school teachers but obstacles remain in enabling staff to access them, mainly regarding schools' lack of budget for temporary supply teachers in the classroom.

Swansea University has worked hard to incorporate Welsh language lessons into a number of its courses with clear occupational pathways, e.g. medicine, social work and Initial Teacher Education, setting minimum hours for courses and consistent and meaningful teaching patterns to provide fair play for those learning to master as much as possible of the language before venturing into employment. Catching students early in this way, before they turn their full attention to employment, has been beneficial.

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 element is beyond the scope of the University's work or influence, but we agree with the recommendations in principle as they have a robust planning basis and would lead to further clarity for the wider education sector and for parents.

Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

What has been proposed appears reasonable and a suitable way of planning and continuing to develop provision that would be sustainable and would answer requirements of not only the school's local area and its county, but also the Government's national plans.

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 welcome the plans outlined, but in addition to what is planned here, clarity should be ensured with regard to which teaching language relates to every subject in Welsh-medium schools. It is a cause for concern that so few of them teach the sciences through the medium of Welsh, leading to numerous obstacles for the aim of increasing the number of higher education students studying STEM subjects through the medium of Welsh.

Furthermore, there is a need to review the impact of some processes and plans on Welsh-medium education as pupils leave their schools and colleges to attend higher education. For example, there is too much emphasis within the current UCAS system on preparing applications or materials in English to be able to apply to institutions beyond Wales or to access the Seren Network, with the result that the majority of students from the Welsh language education sector consider that they will get the most benefit from higher education through the medium of English. These arrangements militate against the natural continuation of Welsh as a language of education (and ultimately the workplace) for our young people and make it more difficult for universities to keep them on the Welsh language pathway – if an individual studied science in English at a Welsh-medium school, and then at university (in Wales or over the border), then it is almost impossible to persuade them to pursue the Welsh language pathway of the PGCE course and eventually become a science teacher in a Welsh-medium school.

Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We suggest that the responsibility and contribution of the Governing Body of every school be made clearer in this process.

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

Although setting the presumption that Welsh would be the language of any new school would certainly increase the number of Welsh speakers and be an ambitious step to be welcomed, the question is to what extent does the workforce exist to accomplish this and there would probably be fierce opposition in some areas. While that would not necessarily be a sufficient reason for not progressing the proposal, one possible first step would be to work with the recent recommendations of the Commission for Welsh-speaking Communities to ensure the arrangement of opening

new Welsh language schools initially in “areas of linguistic significance (high density)” and possibly in areas with an “intermediate linguistic profile”.

Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We welcome the concept of coherent planning that focuses on enabling learners to continue to develop skills throughout their lives. We would welcome a 10-year vision to give the planning longevity and an opportunity for bespoke interventions to highlight their influence. We would call for more long-term funding also for plans in the context of the Welsh language – the current process of allocating annual funding hampers the capacity to work on a long-term and entirely effective basis.

Bearing in mind the emphasis on lifelong learning in this section, it needs to be asked why specific discussions have not been held or consideration given to the contributions of Welsh universities to this wider picture?

Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

The teaching profession needs to be more attractive to potential applicants. The proposed target setting is ambitious but target setting in and of itself isn't going to make the targets happen. National target setting would need to be supported by a national recruitment strategy underpinned by a range of incentives to encourage more Welsh-speaking graduates into the profession. This strategy should aim to raise the general perception and profile of teaching as a profession in Wales.

Incentives, many of which are set out in Cymraeg 2050, should include:

- **Improved salaries and greater funding during teacher training, with further additional funding for those choosing the Welsh-medium pathway during the study phase – it should be recognised that until more resources are available Welsh-medium teachers often have a heavier workload as they have to translate and recreate worksheets etc**
- **Access to more high-quality Welsh-language resources for ITE students and practitioners alike, with a particular focus on digital resources, and fewer platforms for accessing these materials – a one-stop-shop would be beneficial to ensure the quality of materials and to ensure no unnecessary duplication.**
- **Additional attractive working conditions offers (not just for Welsh-medium staff), e.g. allowing teachers to take 2 x half days leave during term time, so that they are not tied to school holidays only.**
- **An opportunity is being missed to increase the Welsh language skills of prospective teachers during the training period. There is an opportunity to take advantage of this period where an individual (most often a newly graduated student) is free from the demands of the workplace. It would be wise to review the arrangements for PGCE courses that feed the education sector in Wales and look to build an intensive period of learning or improving Welsh language skills into the programme. One suggestion would be to include a period of up to three months in the summer before the start of teaching training, with the Government funding this for both the provider and the prospective teacher. Such a scheme would enable teachers to enter the workforce with deeper skills in the language without the need to remove them from class once they've qualified – and this could potentially avoid the additional costs of providing supply teaching and all the human resources challenges that would bring. The benefits of this would be that the workforce's Welsh language skills would drastically improve and provide greater options for all schools to increase their Welsh-language staff base, content and delivery. It would also mean that the student teacher immediately starts their career with greater focus on their use of the Welsh language in their teaching – it would be normal practice and not an additional requirement that would require behavioural change and the breaking of a 'habit'. It should be noted that ITE course providers would need to be enabled to respond to the needs of different prospective student audiences, with differentiated programmes and funding schemes for those**

intending to work in the education sector in Wales and those coming to Wales to train but not intending to eventually live and work here.

- **Compulsory Welsh lessons/refresher courses for all qualified teachers as part of their regular personal development plan, rather than be additional to their regular workload (although incentives to train do not always attract the best teachers).**

Incentivising teachers to learn or use their Welsh is important, as it is often something that they are asked to fit into an already overcrowded workload. These incentives should be shared, promoted and disseminated more regularly and more widely to parents/carers, and also to pre-A level pupils, so that they can begin to plan their longer-term career paths and goals.

A strategy to improve retention rates is also important to consider. However, financial incentives for trainees have a very chequered record in terms of increasing recruitment and retention in the profession. A broader vision might be needed which tries to capture students well before they are at the end of the first degree. By that stage, a financial incentive seems to be the only recourse. The seeds of teaching as a career need to be planted much earlier than this. This will mean selling teaching as an attractive, worthwhile, and achievable profession. Recruitment and retention figures, particularly in secondary, are concerning and need to be addressed more broadly.

It would be beneficial for Welsh-medium recruitment numbers to ITE programmes be considered outside the overall accredited numbers and should be uncapped for the foreseeable future.

Requiring local authorities to set local targets for their teaching workforce is a welcome idea as the demographic of each region is so different within Wales and the targets should reflect what is realistic for each area. However, Welsh Government would need to be firm in their response to each area's vision and targets for increasing skills within their current and future workforce to avoid a situation of disparities in children's opportunities to access Welsh-language education across the regions in Wales. The targets should be reviewed and increased regularly as speakers become more confident in their use of Welsh and the use of the language in the area increases. A collaborative approach where all bodies (who are ultimately working towards the same goal) work together to achieve the targets, rather than acting as individual providers working competitively against each other, is a sensible idea. However, there are too many education-based bodies, which could be potentially confusing for those considering teaching as a profession and/or parents and carers, who often have an enormous influence on their children's opinions and potential career paths. One simple message from WG and the individual ITE providers is key.

Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Overall, the outcomes are suitable, but we suggest that outcome 5 should be extended to include planning for encouraging pupils' use of Welsh in different contexts within, but also outside, schools. Welsh must be more than a language of education.

We also suggest that an opportunity is being missed by not including Youth Services within local authorities in this work of encouraging the use of Welsh. The services often work closely with schools, and ensuring more Welsh within their provision would be beneficial to bridge between the school and the community.

Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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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?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input 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?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<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?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We suggest that there is an opportunity to extend these plans to similar fields that cooperate with or border on the teaching portfolio and responsibilities of local authorities, such as Youth Services.

Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

To ensure that Welsh is more than a language of education for young people and that they see not only the educational benefit of developing skills in the language but

also the career and community benefits, it would be a good idea for the local authorities to increase their co-operation with the local Mentrau Iaith and the Welsh Government initiative of Canolfannau Cymraeg (Welsh Language Centres), drawing upon the obvious expertise that exists there as well.

Question 23 – Do you think a duty should be placed on local authorities to promote Welshmedium education among parents and carers?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 24 – What support should the Welsh Ministers offer in terms of promoting Welshmedium education?

Supporting comments

Although it is understandable that the plans in this document give the most attention to placing children on the path to Welsh language education from the cradle, it is important that Welsh Ministers also provide appropriate interventions at key periods in the individual's education journey, e.g. transitioning between primary and secondary; ensuring advice at the time of GCSE and A level choices regarding choosing the language medium of learning for various subjects, e.g. science; and as individuals prepare for Further Education or Higher Education. There is work to be done to continue to encourage studying through the medium of Welsh from the statutory sector into the non-statutory sector and to demonstrate that Welsh is a language of career and employment as well as a language of education.

It is a question to what extent Welsh Government schemes and institutions tied to education (e.g. local authorities, education consortia etc) recognise the success of teachers and pupils who are teaching or learning through the medium of Welsh. The Seren Network is a means of promoting bright pupils in Wales, and highlighting opportunities for them, (whatever their language) but it arguably encourages them across the border and to study through the medium of English. In what way is brilliance and talent in a Welsh-language education context celebrated and encouragement provided for teachers and pupils to continue to contribute in that context? Should greater national prestige be placed on this element, many of the pieces of the jigsaw would fall into place in terms of increasing numbers studying and using their Welsh right through to future workforces being upskilled to be able to work with full confidence in the Welsh language.

Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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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?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input 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?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	✓
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Supporting comments

The principle of centralising specialist support in the context of the lifelong teaching and learning of Welsh is reasonable and logical, as long as that brings a guarantee of sufficient and bespoke additional resources for the institution so that it is able to operate effectively to satisfy the needs of a range of audiences of learners (with very different teaching needs). From more and more centralisation, new advantages and possibilities may arise, of course; but so may the risks as well.

There is a need to ensure that expertise at grassroots level is sufficiently heard, and that the funding is not distributed in specialist pots that often add layers of bureaucracy. Rather, we should put faith in the providers to provide the most effective support in their local areas.

In the context of teaching, there is already considerable expertise in universities and we should possibly consider intensifying the pre-qualification provision to increase the Welsh language skills of teachers as referred to in the answer to question 14.

Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

There are grounds for believing that this is the simplest and most obvious solution to ensure a consistent educational continuum that could flow smoothly from the perspective of the learner's experiences engaging with the Welsh language. Therefore, a National Centre with a number of programmes offering support and guidance to sectoral/specific fields would be a practical concept, which is already in place in some ways.

The White Paper does not offer robust guidance on the status of the Centre if its duties were expanded and the body that would be developed – would this be a statutory body or entity, for example? – and as a result, we as an institution are unable to express a firm opinion.

Whatever model is adopted, it would be necessary to ensure that the focus on work at the coal face is not lost, and that unnecessary layers of bureaucracy are not created, absorbing resources from the work of improving the Welsh language abilities of people at grass roots and in their workforces.

There is very little reference in this White Paper to the work of the Coleg Cymraeg in this direction co-operating with universities to provide courses and promote the Welsh language in future workforces, which will in turn influence future workers in a number of key sectors for Wales, for example, education, medicine, nursing, the law. It should be ensured that there will not be an adverse effect on those plans in the wake of any changes. There is also very little reference to the role of CETR in this aspect of education in Wales.

Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

There is a need to ensure that there are enough suitable and qualified tutors for classes learning Welsh. That requires the need to invest in the providers, for them to be able to expand their workforces, and for them to be able to provide greater longterm job security for these workforces. With funding patterns moving away from the mainstream provision to ‘projects’ and tenders, the inherent insecurity of that makes planning a stable and more long-term workforce extremely difficult, leading to the continuous risk of losing tutors (and new trainees in particular) to work sectors that can provide more job security and stability.

Questions from the ‘Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill’ document

Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	✓
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Supporting comments

Universities with their PGCE provisions.

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

Universities would possibly be a consideration.

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

Canolfannau Cymraeg (Welsh Language Community Centres), Mentrau Iaith and organisations like the Urdd.

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

It is anticipated that the impacts would mostly be positive regarding the Welsh language, with an increase expected in the number of Welsh speakers and the opportunities for people of all ages to engage with the language.

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

Further consideration should be given to education within the community and work context. Although it is understood that it is an Education Bill under consideration, the Welsh language cannot thrive within the walls of schools and colleges alone and coordinated consideration must be given to the advantages of embracing Welsh in the community and the workplace.

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:

It is a cause for concern and disappointment that this Welsh Language Education Bill has avoided discussing and providing further direction for plans in the higher education sector. There is a considerable gap in the plans as the discussions leap between the period of statutory education (schools) and teaching Welsh to adults (which is non-statutory, like FE and HE) without considering the entire education spectrum and learning pathway.

Establishing CTER has shown the vision for the future with an institution for a path “bringing together in one place higher and further education; local authority-maintained school sixth forms; apprenticeships; adult community learning and work-based education; and research and innovation.” Nevertheless, this Bill does not highlight the opportunities that will arise from this policy change and the opportunity to plan in a co-ordinated way has potentially been lost.

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:

