

Proposals for a Welsh Language Education Bill

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

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Agree

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Comments:

In the United States there are thousands of potential Welsh learners but this centre only allows people with a UK address to create an account. I am lucky having relatives in Wales. Incidentally I spend thousands of dollars on travelling to Wales and on travelling around Wales so it seems perverse not to encourage learners outside the UK.

The other odd thing about the courses is how cheap they are. Surely the Welsh economy could benefit from more realistic prices to overseas learners. My friends who are learning Irish pay more than 20x what I pay for each hour of tuition.

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All schools in Wales should be bilingual schools. Only problem that's we have is the lack of teachers at this point of time that can teach subjects through the medium of Welsh!

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Agree

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Agree

Comments:

Again

All schools in Wales should be bilingual / wesh medium All schools in Wales should be bilingual schools. Only problem that's we have is the lack of All schools in Wales should be bilingual schools. Only problem that's we have is the lack of teachers at this point of time that can teach subjects through the medium of Welsh! at this point of time that can teach subjects through the medium of Welsh!. Only problem that we have is the lack of teachers at this point of time that can teach subjects through the medium of Welsh!

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Agree

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All new schools built should be Welsh medium schools

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Agree

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Agree

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

Agree

Comments:

Absolutely and visit it at a regular basis not like Monmouthshire that has not had a meeting for well over a year to discuss the WESP

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

Comments:

Absolutely. The work done by Aled Roberts sim years ago was immense

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Agree

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

Agree

Comments:

As above and re Monmouthshire

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:

However I do question the role of Estyn!!!

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Agree

Comments:

As per my comments. Other LA do not take Wesp updates seriously

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:

Of course but name me a council that does this seriously?!!

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

Ensure that there are more Welsh teachers available. The policy of grant siding in English universities absinth the those in wales is wrong. Follow Scotland lead

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Agree

Comments:

Some do

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Agree

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Neither agree nor disagree

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

Neither agree nor disagree

Comments:

This role is of utmost importance. I am not in a position to make judgment although I have family and friends connection with NCLW!

Consideration should be made to the role of Duellingo and Say something in Welsh etc. In fact all Welsh language apps

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:

As above re use of online Apps

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Hope I really hope it's positive

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Waw what a question. Unfortunately I do not have the time at this moment to answer it fully. Sorry. I don't know if I can return?

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Comments:

This organisation needs to learn about 'User Interface' and 'User Experience' for websites. What a mess!!

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

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Cytuno

Sylwadau ategol

Bydd yn cefnogi'r strategaeth drwy ei gynnwys mewn deddfwriaeth cynradd.

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

Byddai hwn yn nod trawsffurfiannol i'w gyrraedd o'i gymharu a'r eyllfa bresennol ond, gydag adnoddau digonol gallai' system addysg ei gyrraedd. Byddai'n rhai gweithio mewn prtneriaeth gyda'r consortia ac yn genedlaethol gan ddarparu'r gefnogaeth sydd ei angen ar staff er mwyn cyrraedd y nod hwn.

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

Darparu aarweiniad, adnoddau ac addysgu proffesiynol i wella sgiliau staff ar gynnydd dysgwyr Sicrhau fod gan randdeiliaid ddealltwriaeth glir a chyson o'r hyn a ddisgwylir a'r hyn a ddeililir wrth lefel B2 Arweiniad clir a darlun cynnydd yn dangos sut mae symud o'r leflau presdnnol yn 2023 i lefel B2 yn 2050.

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

Er mwyn sicrhau cysondeb ar draws y wlad.

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

Cytuno

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

Sylwadau ategol

Er mwyn i'r sustem addysg gyfrannu ar gyrraedd targedau Cymraeg 2050 bydd angen hyn a bydd angen cysondeb yng ngeiriad y diffiniadau o'r categorïau hyn.

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

Cytuno

Sylwadau ategol

Rhaid cael cysondeb er mwyn i bawb ddeall y categorïau yn yr un modd.

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

Oes mae angen hyn ond mae angen ystyried beth yw'r disgwyliadau o ran dysgwyr ag anghenio arbennig.

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

Y cefnogi hyn ac yn creu ei bod hi'n bwysig bod dyletswydd ar weinidogion i gyhoeddi cyfarwyddyd ar sut i bennu'r categorïau hyn.

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

Cytuno

Comments:

Os yw amcanion Cymraeg 2050 i'w cyrraedd bydd rhaid gwneud hyn. mae'n bwysig hfyd i roi cyfle i ddisgyblion gael dysgu am a meithrin dealltwriaeth o'r iaith Gymraeg a'r diwylliant mae hi'n rhan ohoni.

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

Dylai fod dyletswydd ar y consortia i gefnogi awdurdodau lleol i gyflawni amcanion eu Cynllun Strategol Addysg Gymraeg (WESP/WEIP).

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

Ddim yn cytuno nac yn 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

Mae'n resymol i ddilyn yr awgrym ym mharagraff 66 er mwyn llunio asesiad cyn dynodi categori ysgol newydd. Byddai hyn, ochr yn ochr ag ystyriaethau parthed gweithredu'r Cynllun Gweithredu Addysg Gymraeg yn gosod cyd-destun i awdurdodau lleol i wneud penderfyniadau am hyn.

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

Er mwyn rhoi cyfeiriad strategol i gynlluniau gweithredu i'r sector drwy'r wlad.

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

Ystyriaethau ynglyn a'r gweithlu fydd y rhai pwysicaf wrth geisio gweithredu'r cynllun uchelgeisiol hwn.

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

Cytuno

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

Cytuno

Sylwadau ategol

Mae'n rhesymegol fod awdurdodu lleol yn adolygu wedi 5 mlynedd er mwyn cael cysondeb gyda'r Cynllun Cenedlaethol.

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?

Anghytuno

Sylwadau ategol

Dylid trafod a chytuno'r targedau hyn gydag awdurdodau lleol nid eu gorfodi.

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

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Dylid diffinio'r hyn a olygir wrth "pan fo'n briodol".

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

Ddim yn cytuno nac yn anghytuno

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

Cytuno

Sylwadau ategol

Mae'n dangos tryloywder ac yn caniatáu ateborwydd.

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

Byddai'n gosod pwysau ychwanegol, ac o bosib annerbyniol, ar awdurdoau ac ysgol.

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

Hybu mentora a chydweithio rhwng awdurdodau lleol a dathlu llwyddiannau.

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

Cytuno

Sylwadau ategol

Mae'n gwbl allweddol er mwyn gweld cynnydd yn y sector. Mae'n warth bod yna rieni sydd dal ddim yn ynwybodol fod hwn yn opsiwn i'w plant nhw.

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

Sylwadau ategol Rhannu profiad rheini di-Gymraeg er mwyn eu cefnogi a lleddfu ofnau.

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'n un o'r elfenau mwyaf llwyddiannu yn y sistem ac yn gynhwysol drwy ganiatau mynediad.

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

Cytuno

Sylwadau ategol

Eto mae yn gynhwysol drwy ganiatau mynediad.

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

Cytuno

Sylwadau ategol

Yn ogystal a gweld meddiannu'r continiwm byddai hyn yn caniatáu darparu hyfforddiant arbenigol i'r gweithlu drwydi draw o safon cyson ac uchel. Byddai'n caniatáu cydweithio wrth ddatblygu adnoddau. Byddai'n sicrhau cysondeb ac yn creu un corff fyddai'n atebol am y sector drwyddi draw.

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

Cytuno

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

Sylwadau ategol

Byddai'n drueni i beidio manteisio ar lwyddiant ac ar yr holl brofiad sydd wedi ei fagu gan y Ganolfan er mwyn cyflawni'r rol hwn ar gyfer y sector drwyddi draw.

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

A rhaid ei ariannu yn addas a yn llawn ar lefel lleol ac yn genedlaethol.

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

Y sector 16+
Dysgwyr ag anghenion arbennig.

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

No Response

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

Sylwadau ategol Elfenau amrywiol ynglyn a sicrhau fod y gweithlu yn gymwys i weithredu'r cynllun.

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

No Response

Cwestiynau gorfodol

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

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

Sylwadau ategol Mae angen dybryd i greu peuoedd i bobl ifanc ddefnyddio'r Gymraeg y tu allan i addysg ac i'r ddarpariaeth honno adlewyrchu'r cynydd sydd mewn dysgu'r Gymraeg a'i chaffael.

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 Gweler uchod.

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 Nac oes

Proposals for a Welsh Language Education Bill

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

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

No Response

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

No Response

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

Agree

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

No Response

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

Disagree

Comments:
Keep it regional/local.

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?

Local champions

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.

Local involvement

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:

Recognise existing/volunteer champions.

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:

As an adult Welsh language learner who is now a WSL teacher and has been a teacher of English KS3-KS5 and French KS3-KS4 in Welsh medium schools, I think that it is a good target. But it needs to have flexibility and needs to be properly done and with proper consultation with teachers. Waving a magic wand and prodding us and 'saying make it so' won't get it done. Also, will schools be penalised if they do not achieve a B2 status for students and what about staffing, especially of existing staff who don't speak Welsh. It is not easy to learn when working full time and in education. I am the exception and I learnt Welsh on the job in a Welsh medium school - I would not recommend the immersion or the stubborn method at all.

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:

I think B2 is too high a level especially if you are looking at schools and Welsh Second Language advancing the general populace to a B2 level. Have you actually spoken to EFL teachers? I have taught EFL to students from all over the globe. B2 is akin to GCSE A* with C1 and C2 being more proficient. Have you read the B2 descriptors? There is no way WSL learners will achieve this unless they are in schools where WSL is more akin to WFL and there is more of a Welsh culture in schools.

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

Disagree

Comments:

Get rid of the B2. How many Welsh Ministers a) speak Welsh, b) have learnt Welsh, c) speak it, or English, to B2 level (and hit every descriptor) and d) know anything about teaching a second language?

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:

No because with publishing it also comes punitive measures and lack of funding. The NCFW proves this point; the new curriculum was started in 1971 and the Act of Parliament was passed in 1988. They're messing up the NCFW as there is no funding, no resources, no time and no clear guidance on

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

assessment. We are expected to assess whilst not knowing what we are working towards or what the criteria is to assess. And that is even before standardisation and moderation comes in to it. And we're still reporting back using levels we're not supposed to be using.

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

Disagree

Comments:

We know which schools are Welsh medium and which ones are bilingual or English medium already. This is another stick. We like carrots!

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

Neither agree nor disagree

Comments:

If you are going to use the descriptions and enforce them, then they need to be defined. Otherwise, no.

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?

Who sets this benchmark? Where is the money coming from? What are the incentives? First language Welsh don't understand the highs and lows of learning the language. Dosbarth Nos was a retiree's way to try and learn, but Wlpan would be too much for some. So where are the resources? What are the resources and who have you got making them? GwE and CBAC? Look what they have done to English language GCSE and KS3 provision? We need the other exam boards in on this and not to make this exclusive to someone like CBAC who are not fit for purpose.
The fall out on this is the impact on staff and workload. The kick back against Welsh by the community, students and staff because it is poorly thought through. Lack of provision and/or funding. Too many cooks and people who think they know best when actually the WSL teachers haven't even been told that this White Paper has been published never mind up for consultation.

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?

More monitoring of schools - yay. How does this help schools, staff and students? What punitive measures will be used against schools? How will it benefit us? Workload? Resources? Decent resources?

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

Agree

Comments:

It is a great language, but the change in culture has to start at a wider society level. "What is the point in learning Welsh when I can speak English?" It needs to be given value and a reason why it should be learnt.

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

If you are looking at accountability beyond the remit of measurable targets like GCSEs, then this needs careful consideration as there is already more than enough data crunching and unnecessary scrutiny and accountability. There are very few WSL listening resources so if the basics aren't catered for, nothing else matters. And no, it is not up to teachers to create a shed load Second Language teaching resources - teaching is enough as it is without being an author of multi-media resources.

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

Disagree

Comments:

Extra monitoring = extra workload= extra stress= extra time taken away from teaching and learning.

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

If there is a criteria, how easy is it to move between the two. How much data do you need? Isn't this just another level of data and intrusion? How will it affect the school and can this be detrimental?

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:

You're dealing with non-specialists who are clueless and have no idea about Second Language learning or teaching and learning. This is just more admin and money being frittered away.

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:

More targets. Great. How will that impact on the teaching and learning? Look at the shambles that is the

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?

Welsh Bac - poorly thought out, poorly designed, low status and shoved onto non specialists who have not necessarily bought in or had time to buy into it. There has to be a buy in from schools; why do this? Just to achieve a target? There is little point getting a million speakers of Welsh if there is little value or credibility to doing it.

Currently, there is a teacher shortage, retention is through the floor, Westminster crippled language learning so that MFL declined in universities and in schools. You need to do more to celebrate the language as this so far sounds like another level of monitoring, target setting and accountability leading to a White Elephant. So with the staff you do have, how will they have time to buy in and learn it? Where is the quality assurance too? Just speaking a language doesn't mean you can teach it.

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

Agree

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

Neither agree nor disagree

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

Disagree

Comments:

It's targets for targets' sakes and not only that you are not taking into account the learners. Not everyone is a linguist, some have ALN, etc. So do they achieve what they achieve in Welsh or are the targets always looming overhead and consequences issued in the case of failure to achieve?

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:

or transparency's sake yes, but with minimal impact on schools.

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

Disagree

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

Comments:

Discrimination - how will you stop this from happening?

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:

For transparency's sake yes, but with minimal impact on schools.

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:

Another level of bureaucracy and accountability - no.

You cannot force this with targets, this has to be an organic, well-structured, well-funded, well-resourced process which acknowledges some Welsh is better than no Welsh. Until the culture in society and therefore in schools change, targets are irrelevant.

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:

Incentives. MOve the onus from targets on to achievable goals.

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

Disagree

Comments:

This needs to be centralised as then it means that it will be centrally funded and WAG are accountable in this matter.

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

Affordable resources, a range of resources not just digital. Promoting Welsh within the community as that is where mindsets need to change. Resources should be tailored to N and S Wales, not just South.

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:

Absolutely. Incomers, immigrants, returning ex-pats, children who don't meet the criteria all need additional provision. What is the point of transferring Joe from Stoke into a mid-set GCSE class just because it is statutory when he has never experienced Welsh before? What goes on in the home helps to reinforce what goes on in schools for bad or good.

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

Agree

Comments:

Absolutely. Incomers, immigrants, returning ex-pats, children who don't meet the criteria all need additional provision. What is the point of transferring Joe from Stoke into a mid-set GCSE class just because it is statutory when he has never experienced Welsh before?

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:

If it is the exam board model, CBAC, then no. What is specialist support? Primary and secondary teachers or more? This needs to be defined and the criteria and benchmarks clarified.

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:

NO because you will use the CEFR levels and these are not fit for this purpose. There are so many levels to learning a language that you are squeezing them to fit the wrong mould. Assessment is not the way forward because this is the EFL model where English is of a higher stakes value because it is the business language of the world with a whole range of media geared towards it. That is what Welsh needs.

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:

With the proviso that it is quality, it is not target based and will be a benefit to the learners. Where is the incentive for the local community? And you have not even considered dialect's of the North vs South, East vs West linguistic divide.

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?

Not schools, not a quango and not tax payers.

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?

Workload. School budget. Lack of training. Lack of time. Enforcing a B2 on the learners.

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

No Response

Mandatory questions

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

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

As an adult learner of Welsh, as a multilingualist and as a secondary English, WSL and French teacher, this has so much potential. But, because you are looking at it through the lense of assessing, target setting, accountability and so on, it will be another burden shoved onto schools, dumped onto teachers and then it will cause resentment all round. The additional impact is on English too - as our national

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?

language, it will be affected as learners will gravitate towards one language over the other or mix them up which is detrimental to their SPaG marks at GCSE. Having been immersed in Welsh medium education as a teacher when I didn't speak the language was horrific from the point of view of stress, lack of understanding and support from first language speakers and no accommodation to language acquisition including the highs and the lows. We are judged poorly because of inferior communication skills in the second or third language by first language speakers. All the nuances of the language come at a certain stage e.g. appropriate tone, humour, simultaneous translation, etc.

Learning Welsh has to be positive as it is something which is not quickly done. I learnt basic, intermediate, advanced, business, educational, academic Gog and dialectical Welsh all at once - that is years and years of learning condensed into every day I taught without formal training like I had for French. It was amazing, but isolating, frustrating, and as any language learner who constantly works through the foreign tongue will say, it is draining as it has an impact on your maternal tongue, identity and thought process. All of these are obstacles which first language speakers don't have.

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.

Promote both languages, don't run one down in favour of the other. Don't poison the kids against one parent so to speak. The Welsh Nationals and elitist types who are very snobby need to embrace the learners and celebrate their effort. Bring the real world into learning - make it multisensory and move it from online and tech centred learning. Make it fun, make it stress free and make it so that people are not embarrassed or made to feel that way. Get rid of the negative accountability and measurements - raise the profile of Welsh, but until the culture is really pro language learning, for both English and Welsh, then it is a tough sell. Have you tried sitting B2 criteria in Welsh, English, French or German? The culture of reading for pleasure, conversing with ease needs to be cultivated carefully and not assessed. You need more people like me on board to help you as you do not have the skills, understanding or feet in the profession as I do.

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

I think I have covered everything I can think of. If you are doing this, the timeline needs to be further into the future, with no assessment framework or B2 nonsense. It needs to have multisensory and experiential learning. Schools need bigger budgets and less stress as do the teachers who are time poor, over worked, underfunded and expected to be everything from a creative author to social worker.

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 angen ei gynnwys mewn bil

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

Cytuno

Sylwadau ategol

Ar hyn o bryd, mae'n hollol annheg fod rhai plant yn cael y cyfle i siarad Cymraeg ac eraill ddim. Mae'n adeiladu 'inequality' i mewn i'r system ac yn magu 'resentment'. Tydi o ddim yn deg a fydda fo byth yn digwydd gyda pwnc fel mathemateg. Mae'r ffaith fod dysgu iaith arall (Cymraeg) yn rhoi mantais economaidd pan yn ceisio am swyddi (e.e. ffafrio candidate sy'n gallu siarad Cymraeg) yn golygu fod rhaid gwneud pethau'n deg i bob disgybl. Nid yw'n iawn fod rhai yn cael y cyfle ac eraill ddim, yn dibynnu ar ba ysgol rydych yn mynychu.

Mae lefel B2 yn isafswm o lle ddylia rhywun fod. Yn y pen draw, dylia pawb gael addysg Gymraeg cyflawn, ond am y tro, mae lefel B2 yn addas ar gyfer y rhai sydd mewn ysgolion di Gymraeg.

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

Cytuno

Sylwadau ategol

Mae angen gwneud hyn yn orfodol neu bydd rhai awdurdodau lleol yn esgeulus yn eu dyletswyddau.

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

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

Sylwadau ategol

mae angen i'r categorïau fod mor syml a chlir a phosib. Mae gwaith da wedi digwydd yn barod i'w diwygio ond mae gwaith eto i'w wneud. Mae rhieni (yn enwedig rhai sy'n anghyfarwydd ar' Gymraeg) wedi drysu'n llwyr. Nid yw'r wybodaeth yn hawdd nac yn glir i'w ffeindio. Maen angen darparu 'easy to read guide' hefyd fel bod pawb yn glir hefo'r diffiniadau/cetgorïau.

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

Cytuno

Sylwadau ategol

Mae angen pennu disgrifiadau clir a syml. Mae gormod o ddryswch yn parhau ar y foment.

Gosod ysgolion mewn categorïau clir yw'r cam cyntaf. Ond nid yw'n ddigon eistedd yn y categori am byth. Rhaid cael pwrpas - sef symud categori tuag at fwy o addysg Gymraeg

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

Anodd iawn i'w roi mewn geiriau. Sut mae rhywun yn cyfrifo'r amser? Isafswm o oriau dysgu drwy iaith benodol?

Yna rhaid cael staff sy'n gallu addysgu drwy gyfrwng y Gymraeg. Yn sicr mae angen mwy o 'exposure' i'r iaith ar y rheiny mewn ysgolion saesneg os ydynt am gyraredd lefel derbyniol o Gymraeg. Nid yw'r lefel bresennol yn dderbyniol.

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

Nid yw llywodraethwyr bob amser â dealltwriaeth ddigonol i wneud penderfyniadau o'r fath. Mae rhai llywodraethwyr yn gefnogol ond mewn rhai ardaloedd mae rhai yn wrth gymraeg neu'n anfodlon i gynyddu darpariaeth Gymraeg. Rhaid bod lle i'r awdurdodau lleol gymeradwyo'r broses gan mai'r swyddogion addysg sydd efo'r arbenigedd. (mwy o arbenigedd na llywodraethwyr beth bynnag)

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

Cytuno

Comments:

100% mae hyn yn bwysig iawn. Nid oes pwrpas gosod categorïau os ydym am fodloni ar y status quo. Mae gadael pethau fel mae nhw yn mynd i olygu dirywiad pellach yn yr iaith a ni fydd targedau 2050 yn cael eu cyrraedd.

Yn y pen draw, rhyw ddiwrnod, dyla POB elfen o inequality gael ei ddiddymu a bod POB disgybl yn cael addysg gyfrwng Gymraeg. Ond mae siwrne hir tuag at hynny. Yn y tymor byr/canol - mae angen cynyddu darpariaeth Gymraeg - gyda'r nod yn y pen draw (ella 100 mlynedd) i gael pawb yn derbyn addysg

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

Cymraeg - fel sy'n digwydd yn Lloegr (mae pob ysgol yn derbyn addysg Saesneg. ffrainc - mae pob ysgol yn cynnig addysg ffrengig)

Mae'n od iawn nad yw cymru yn caniatáu i bob disgybl gael addysg Gymraeg - yn amlwg yn rhan o hen system hanesyddol sydd angen ei ad drefnu

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.

Mi fydd angen swyddogion ychwanegol a mwy o fuddsoddiad mewn awdurdodau lleol i helpu gyda'r dasg yma. Mae athrawon ymghynghorol y Gymraeg a swyddogion yr awdurdod yn ffordd dda o gefnogi ysgolion ond mae angen mwy o staff arnynt.

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

Yn fy marn i, yn debyg i reolau am 'grammar schools' ni ddylai ysgolion newydd sbon gael eu codi yn rai Saesneg. Dylai ysgolion newydd fod yn rai Cymraeg - ac os yw ysgolion cymysg yn cyfuno, cymraeg ddylai iaith newydd yr ysgol fod. Os nad yw staff yn medru'r iaith - angen darparu cefnogaeth/cyrsiau iddynt fel bod ysgol yn gallu darparu addysg Gymraeg.

Mi ddylai awdurdodau lleol ffafrio a blaenoriaethu ysgolion cymraeg bob tro. Yn ddigwestiwn.

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

Sylwadau ategol

Mae angen mwy o staff o fewn yr awdurdod addysg iddynt allu cyflawni hyn.
Mae'n ormod o waith i'r rhieny sydd yno'n barod debyg.

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?

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Gall Estyn ei wneud- neu corff arall megis EWC neu'r Comisiynydd.

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?

Ni ddylai consortia rhanbarthol chwarae rhan yn hyn.

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 gapasiti o fewn yr awdurdodau lleol a gwneud defnydd o arbenigedd o fewn yr awdurdodau lleol i wneud hyn.
mwy o staff i helpu i sicrhau fod y CGAAu yn cael ei dilyn

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

Nid oes negesueon digon clir yn dod gan y Llywodraeth na'r awdurdodau am fuddion addysg Gymraeg. (a bod yn ddwyieithog).

Tydi rhieni ddim yn cael gwybod fod danfon plant i ysgolion saesneg yn golygu na fyddent yn gallu sisrad cymraeg yn rhugl fwyaf tebyg.

Addysg Cyfrwng Cymraeg (label problematig sy'n camarwain rhieni) yw'r ffordd gorau i fod yn siaradwyr cymraeg a rhaid rhoi mwy o sylw i hyn ac yn enwedig hyrwyddo i rieni - easy to read guides fel bod nhw'n gallu deall. Cysylltu hefo ymchwil byd eang ar ddwyieithrwydd.

Mae label cyfrwng cymraeg yn creu dryswch ac yn rhoi camsyniad i nifer y bydd eu plant o dan anfantais ac yn methu siarad Saesneg. Mae 'addysg cyfrwng cymraeg' yn golygu addysg dwyieithog, a ni fydd yn golygu bod plant yn fonoglots Cymraeg. Mae hyn angen ei gyfathrebu'n gliriach i rieni

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

Sylwadau ategol

Sefydlu corff newydd neu ehangu rol cyrff sy'n bodolin barod.
Llywodraeth i wneud hysbysebion ac ymgyrchoedd i ebosio'n gliriach i rieni- targedu rhieni di Gymareg.

Negeuson clir fod addysg cyfrwng cymareg ddim yn golygu mai dim ond cymraeg fydd y plant yn siarad. Mae addysg cyfrwng cymraeg yn golygu creu dinasyddion dwyieithog - Son wrth rieni am y buddion o fod yn ddwyieithog e.e. cael gwaith yn lleol

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

Cytuno

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

Cytuno

Sylwadau ategol
angen canolfannau iaith ar gyfer ardegwyr hefyd

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
Na - canolfannau iaith ar gyfer plant
e.e. cynradd ac uwchradd

a wedyn canolfan dysgu cymraeg ar gyfer oedolion a rheiny sydd wedi gadael addysg

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

Anghytuno

Sylwadau ategol
fel yr uchod.

Rhoi arian i awdurdodau iddynt ehangu canolfannau iaith fel bod rhai ar gyfer pob oedran (oed ysgol).
A wedyn y ganolfan dysgu cymraeg ar gyfer oedolion

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 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 n/a

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 n/a

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

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?

Disagree

Comments:

Completely. We are already massively overwhelmed with current expectations and lack of funding to meet them!!

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?

Already there, no more, effects an even more overloaded and underfunded curriculum

There should be an emphasis on supporting children to develop whatever their home language is. Many children coming to school not able to communicate in their mother tongue!

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 no no. Should be looking at LESS categorisation, not more!!!

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

Disagree

Comments:

We are already overloaded!

There should be an emphasis on supporting children to develop whatever their home language is. Many children coming to school not able to communicate in their mother tongue!

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?

There should be an emphasis on supporting children to develop whatever their home language is. Many children coming to school not able to communicate in their mother tongue!

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?

Shouldn't

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

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?

Comments:

Estyn should be abolished. Not needed as an organisation when we already have SIOs working with schools throughout the year.

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

Neither agree nor disagree

Comments:

Badly phrased question

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:

There should be an emphasis on getting parents and carers to talk to their children in whatever their home language is at all! Many children coming to school not able to communicate in their mother tongue!

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:

There should be an emphasis on supporting children to develop whatever their home language is. Many children coming to school not able to communicate in their mother tongue!

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

Comments:
FUND SCHOOLS

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:
Sufficient funding for schools to function as they are right now is needed!!

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?

Spend the money on funding schools properly so they can deliver the current new curriculum and aln reforms! I think this proposal is disgusting

Mandatory questions

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

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

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

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

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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

Yn sicr croesawi'r arweiniad clir, cynllunio bwriadus a gweithredu pwrpasol yng nghyd-destun system addysg er mwyn gwireddu'r targed miliwn o siaradwyr - mae'n rhan annatod o'r broses. Yn ategol at hyn, mae angen ystyried y ddarpariaeth ac adnoddau ar gyfer hwyluso'r gweithredu ac i gyflwyno'r iaith ar ffurf continwmm. Wrth greu'r adnoddau yma, mi fydd angen sicrhau goruchwyliaeth arbenigol ynghyd a dealltwriaeth y maes cyhoeddi er mwyn diwallu gofynion ac anghenion darllenwyr sy'n dysgu Darllen yn y Gymraeg.

Mae gosod cyd-destun clir i gyfraniad system addysg tuag at gyflawni'r targed yn gwbl annatod ac yn rhesymol. Er hyn, mae cryn dipyn o waith i'w wneud cyn hynny e.e. uwch sgilio ymarferwyr er mwyn addysgu'r iaith yn hyderus yn ogystal â pharatoi adnoddau addysg gyfoethog sy'n diwallu gofynion dysgwyr ail-iaith.

Croesawi yn fawr y bwriad o gael effaith gadarnhaol hirdymor gan sicrhau bod mwy o blant a phobl ifanc yn hyderus wrth siarad ac ysgrifennu yn y Gymraeg ac yn hynny o beth yn meithrin awduron ar gyfer y dyfodol. Yn ogystal â chynulleidfa sy'n dymuno darllen er pleser yn y Gymraeg.

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

Yn sicr, cyn belled eu bod nhw'n cydweithio ac ymgynghori ar draws y sector addysg er mwyn gwireddu deilliant. Golygir hyn cynnal trafodaethau, pennu targedau ar y cyd yn ogystal â rhannu arfer dda gan gynnwys pob un o'r sefydliadau canlynol; gyda'r Cylchoedd Meithrin, ysgolion Cynradd, Gydol oed a Uwchradd ar gyfer gwireddu hyn.

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

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

Buasem yn croesawu'n fawr continwmm ieithyddol sy'n dangos datblygiad graddol ar gyfer caffael yr iaith. Mi fydd continwmm effeithiol yn nodi disgywiliadau clir ac yn sicrhau cysondeb ledled Cymru. Yn ategol at hyn, mae'n holl bwysig i Weinidogion ymgynghori gydag arbenigwyr boed yn athrawon ac ymarferwyr ysgolion Cymraeg ac ysgolion sy'n dysgu Cymraeg mewn ysgolion cyfrwng Saesneg. Mi fydd y

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

continwwm yn cynnig sail gref ar gyfer datblygu llyfrau ac adnoddau sy'n diwallu gofynion plant a phobl ifanc ar gyfer y dyfodol.

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

Cytuno

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

Cytuno

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 Rydym yn cytuno gyda'r cynnig o gynnwys isafswm, rydym yn rhagweld mai'r her fwyaf ydy sicrhau ymarferwyr sy'n hyderus i ddarparu'r Gymraeg o fewn yr isafswm yn ogystal ag adnoddau addas ar gyfer dysgwyr. Mae angen buddsoddiad sylweddol yn llyfrau addas i ddysgwyr ail-iaith rhwng 5-7 oed a 8-12 oed os am wireddu a llwyddo i sicrhau defnydd effeithiol o'r iaith Gymraeg.

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

Sylwadau ategol Mae gennym ansicrwydd ynglŷn â hyn, beth ydy'r meini prawf ar gyfer y categori a sut mae modd creu cysondeb rhwng awdurdodau lleol ar gyfer pennu ym mha categori mae'r Ysgol yn perthyn? Yn ategol at hyn, a oes gan awdurdodau lleol y capasiti ar gyfer cymeradwyo a chategoreiddio ar y cyd gyda phob Ysgol.

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

Cytuno

Comments:

Os ydym am wireddu'r nod o gyrraedd miliwn o siaradwyr mae angen i blant a phobl ifanc siarad, darllen ac ysgrifennu'r iaith. Fodd bynnag, mae angen ystyried ydy'r gweithlu yn hyderus i gyflwyno'r gwersi a'r Meysydd Dysgu trwy gyfrwng y Gymraeg? Ydy'r adnoddau pwmpasol wrth law ar gyfer cynyddu'r ddarpariaeth?

Yn ogystal â hyn os ydyn ni am gynyddu'r ddarpariaeth mae angen sicrhau bod y Gymraeg yn digwydd yn ystod amser hamdden yn ogystal. Yn hynny o beth, mae darllen er pleser yn y Gymraeg yn angenrheidiol ar gyfer magu hyder a datblygu'r iaith Gymraeg mewn modd naturiol a phleserus.

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

No Response

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

Cytuno

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

No Response

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

Cytuno

Sylwadau ategol

Mae'r cyfle i gydweithio gyda phartneriaid amrywiol er mwyn sicrhau gwell dilyniant i'w groesawu'n fawr ac yn llawer iawn mwy tebygol o wireddi amcanion y Bil. Mae potensial aruthrol i dynnu arbenigedd sefydliadau amrywiol ar gyfer diwallu gofynion ein dysgwyr ac i sicrhau deunyddiau Darllen wirioneddol angenrheidiol ar gyfer ein dysgwyr. Mi fyddai'n hynod braf cael rhannu ein harbenigedd ac adnabyddiaeth o raglenni llyfrau llwyddiannus ar gyfer dysgwyr ail-iaith y gyfres Amdani gyda rhanddeiliaid eraill, megis adain datblygu adnoddau'r Gymraeg neu 'Adnodd'. Gyda'n gilydd mae cyfle i ateb y galw ac i greu deunydd darllen cyfoes.

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?

Ddim yn cytuno nac yn 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?

Ddim yn cytuno nac yn anghytuno

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

Ddim yn cytuno nac yn anghytuno

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

Ddim yn cytuno nac yn anghytuno

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

Ddim yn cytuno nac yn anghytuno

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

Ddim yn cytuno nac yn anghytuno

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?

Ddim yn cytuno nac yn anghytuno

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

Ddim yn cytuno nac yn anghytuno

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

Ddim yn cytuno nac yn anghytuno

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

Sylwadau ategol Mi fyddai'n hynod o fuddiol pe byddai modd sicrhau buddsoddiad ar gyfer cefnogi rhieni a gofawyr di-Gymraeg er mwyn atgyfnerthu addysg Gymraeg yn y cartref. Yn ategol at hyn mae angen sicrhau gwaith ymchwil er mwyn canfod yr arfer orau i gefnogi teuluoedd di-Gymraeg ac yna datblygu strategaeth yn seiliedig ar y canfyddiadau. Heb os, mae angen buddsoddi mewn llyfrau dwyieithog amrywiol lle mae modd dilyn y Gymraeg ac yna cadarnhau ystyr yn Saesneg. MAe agen caniatáu sefydliadau gydag arbenigedd mewn addysgu'r Gymraeg a chreu rhaglenni darllen llwyddiannus (megis 'Amdani') i gydweithio, gan fuddsoddi mewn prosiectau sy'n arwain ar raglenni tebyg i Amdani. Mae angen sicrhau cyllid digonol ar gyfer cyhoeddi llyfrau cyfoes yn y Gymraeg, sy'n apelio at ddarllenwyr ifanc a'u hysgogi i ddarllen er pleser yn y Gymraeg er mwyn meithrin hyder a geirfa newydd.

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

Ddim yn cytuno nac yn anghytuno

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

Ddim yn cytuno nac yn anghytuno

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

Ddim yn cytuno nac yn anghytuno

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

Cytuno

Sylwadau ategol

Rydym yn gweld y potensial o ehangu ar gyfrifoldebau'r Ganolfan Dysgu Cymraeg cyn belled eu bod nhw'n parhau i gydweithio gyda rhanddeiliaid sy'n arbenigo mewn meysydd amrywiol e.e. cyhoeddi llyfrau, cefnogi teuluoedd, a mudiadau amrywiol sy'n cydweithio a chefnogi pobl ifanc. Rydym o'r farn bod cyfle arbennig yma i ddatblygu adnoddau ar gyfer addysgu a chefnogi'r Gymraeg mewn modd apelgar a hylaw i blant a phobl ifanc. Er hyn, mae angen sicrhau buddsoddiad a phartneriaethau sydd ag arbenigedd yn y meysydd yma er mwyn sicrhau llwyddiant.

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

Cytuno

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

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

Ddim yn cytuno nac yn anghytuno

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

No Response

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

No Response

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

No Response

Cwestiynau gorfodol

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

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

Sylwadau ategol

Mae'n gyfle arbennig ar gyfer annog defnydd o'r iaith Gymraeg, mae angen bod yn ofalus nad ydy plant a phobl ifanc yn cysylltu'r iaith fel rhywbeth addysgiadol yn unig. Yn hynny o beth, mae lle i'r iaith flodeuo ym myd y celfyddydau, chwaraeon a bywyd hamdden pobl ifanc, os felly, mae angen buddsoddiad a sicrwydd cyllideb i wireddi hyn.

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

Sylwadau ategol

Wrth lunio'r cynllun mae'n hanfodol bod Gweinidogion yn cydweithio gyda ymarferwyr addysg ac arbenigwyr er mwyn creu'r continwmm a disgwyliadau cyraeddadwy i blant a phobl ifanc.

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

Sylwadau ategol -

Proposals for a Welsh Language Education Bill

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

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

A minimum amount of Welsh language provision is definitely necessary.

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

Agree.

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

Agree

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

Agree to them.

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

Agree

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

All new schools should be Welsh-medium schools.

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Access to Welsh-medium education for all, independent of wealth or social status.

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

Agree

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

Agree

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

Agree

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

Disagree

Comments:

Don't give the National Centre for Learning Welsh further power to block the development of alternative Welsh language learning opportunities (e.g. say something in Welsh, Duolingo).

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?

This would pose a great opportunity to bring Wales back to true bilingualism, not only on signs and in written communication, but also in everyday life.

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

no comment

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

no comment

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Agree

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Agree

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No Response

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No Response

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Agree

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No Response

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Agree

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No Response

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Agree

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Disagree

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Neither agree nor disagree

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Agree

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No Response

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No Response

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Agree

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Agree

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No Response

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Neither agree nor disagree

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No Response

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Agree

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Agree

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

No Response

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Agree

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Agree

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Disagree

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Disagree

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Agree

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Agree

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No Response

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

No Response

Mandatory questions

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

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

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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:

It is important that the Welsh language not only survives, but flourishes as a living language

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:

Clear goals at all levels will enable the main target to be met. These must be communicated to the local populations to gain their support and involvement. Local communications are best made by local authorities - via their own newspaper/letter and in the local press, especially the Welsh language papers. Using learners' routes, such as the parallel website and Yr Wennol would increase awareness for adult learners, who form a large proportion of the milliwn o siaradwyr!

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:

Supporting and enabling the local authorities, co-ordinating overall strategies, ensuring the links and transitions from pre-16, post-16 and adult education offering, raising public awareness of the use of Welsh in national life and of the opportunities for all to improve their knowledge and use Cymraeg

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

Agree

Comments:

This will make it easier to compare one's ability with the education offerings and know which course is the most appropriate. It will also help employers specify clearly the level of Welsh essential or desirable in their job adverts.

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

Agree

Comments:

Easier for parents to exercise choice

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:

Definitions such as these need to be centrally defined.

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 staff will need to be trained and assessed as competent before this can be implemented. In some cases, additional/new staff will be needed. This will increase the education costs

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

This is probably the most efficient way forward, in collaboration with Estyn

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

Agree

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

No Response

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

Agree

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

Ask the local residents, with more weight given to parents of incoming children and local employers

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

Agree

Comments:

Without a plan, how can one arrive?

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?

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Agree

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

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Agree

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

Agree

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

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:

Publish their targets in local press so that electors can use this information to decide on whether to support the current councillors or install new ones!

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:

For Welsh to be a truly living language, it needs to be used in all situations. Parents, carers and wider members of the family can encourage children by example and normalise the use of Welsh outside the classroom

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

Explain the advantages in all appropriate communications, interviews etc.
Supporting and including the Mentrau Iaith organisations in all plans.

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:

Without including adults who had little or no opportunity to learn Welsh at school, a) the target will not be met; and b) Welsh as a natural language will not become the norm for children as they grow up, even those who attend Welsh-medium schooling throughout

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

Agree

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

Agree

Comments:

Around 8 years ago when I began learning Welsh as an adult learner, it became obvious that some local authorities were better than others at supporting their students and providing access to such courses. Coleg Gwent's model was (and continues to be) excellent and is the reason I have persevered and continue to learn.

A single body to co-ordinate such learning should be focused on identifying and promulgating all examples of best practice from around the country, thus to raise the standard of teaching and learning in all areas to the best possible.

A central body is necessary to set standards, create and maintain courses, co-ordinate the learning continuum and organise national events. I should support the work of the local providers, create a mechanism to gather and share best practice to improve the offering nationwide, whilst allowing the local providers a level of autonomy to support their learners most appropriately.

The ability for learners to join classes outside of their own area through Zoom is brilliant, and so some online or hybrid courses should be retained. These also serve the learners across the world, who whilst not the responsibility of the Welsh Government, are part of the Teulu Cymraeg.

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

Disagree

Comments:

Basic failure of the National Centre (NC):

2012 (before the arrival of the Centre) = 18,000 Welsh learners on courses;

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

At the same time a Welsh course on Duolingo:

2012 (before the arrival of the Welsh course) = 0 Welsh learners on Duolingo courses;

2023 (after seven years of the Welsh course on Duolingo) = 620,000 Welsh learners on Duolingo courses
....cost to the Welsh Government = £0

The recent changes to Duolingo (DL) have stopped me using the website since the questions it now

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?

generates do not match the subject matter of the Unit I'm in. Whilst this is not the fault of National Centre, I believe that they should be aware of what is happening and be pressurising DL to improve their model - and to recognise that many adults were using the site, not just children and to advocate to stop the dumbing down of the site.

Since the NC began, as a learner I have felt that it has stifled some of the innovations and enthusiasm of the my local coleg. As I said above, the NC should seek less to impose methods and more to gather lessons learned and share best practices across all local providers.

The NC staff have worked hard to provide activities, talks and events for learners. This has improved since lockdown, with the use of Zoom etc to bring together learners and personalities from across Wales.

The Mentrau Iaith (MI) organisations also do a lot of good work, but the co-operation between the NC and MI varies geographically, possibly down to historical links between the MI and local colleges/providers

Ensuring that the activities outside the classroom - of which many are organised - are equally available to those who work full time as well as the retired or home based. Currently, there are very few activities those in full time can join since the majority of organised activities take place during the working day.

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:

Teaching children is obviously important, however, without giving the generations who were denied the opportunity to learn Welsh as well as those who move into Wales from outside (whether England or further afield) the opportunity to learn Welsh, then Welsh will remain a "second class" language - a status that does not reflect its history and importance.

We should be striving to create a society across the UK that recognises Welsh (and Scottish, the Gaelics and others) as equal alternatives to English. English will always be used across the whole of the UK, to unite us, but each of the home countries should be proud of and able to function in its own language(s). Understanding and adapting the Indian model is a good starting point, where English is the common language across the whole country and taught to the same standard as each state's local language.

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

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

Agree

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

I think that the obvious support of the Welsh Government should help promote treating the Welsh language no less favourably than English.

I didn't see many ways it would create more opportunities for people to use Welsh.

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

Supporting and improving or increasing the number of Welsh language festivals (such as Tafwyl, Ffiliffest etc) would give more opportunities to use Welsh and spread interest in learning Welsh.

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

none

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Cytuno

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

Cytuno

Sylwadau ategol

gyda'r rhanbarthau, cefnogi ysgolion i ddeall defnydd effeithiol o'r llwybr i ddatblygu iaith. Cefnogi ysgolion i ddadansoddi sgiliau ieithyddol y gweithlu a darparu cefnogaeth i'w datblygu ymhellach.

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

darparu cyllid digonol, arweiniad strategol a chyfleoedd dysgu proffesiynol

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?

Sylwadau ategol dylai ysgolion amlinellu pa fath o ddarpariaeth sy'n cael ei gynnig ac am faint o amser.

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 awdurdodau weithio'n agos gyda'r gymuned a'r cyrff llywodraethol er mwyn cefnogi ymdrech ysgolion i newid categorïau ieithyddol

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 annog pob ysgol i gynyddu'r ddarpariaeth yn barhaus

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

Cytuno

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

Sylwadau ategol Dylai sefydlu ysgol cyfrwng Cymraeg fod yr opsiwn gyntaf ymhob achos

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

Sylwadau ategol

cyn belled a bod hynny mewn ysbryd cefnogol ac nid er mwyn i awdurdodau lleol osod haen ychwanegol o atebolrwydd a strwythurau adrodd ar gynnydd ar ysgolion

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

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

Sylwadau ategol paratoi deunyddiau i ysgolion allu rhannu gyda teuluoedd a'r gymuned

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?

Cytuno

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

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

Cytuno

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

No Response

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

No Response

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

No Response

Cwestiynau gorfodol

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

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

Sylwadau ategol Effaith hynod gadarnhaol. Mae angen i'r cynigion yma ddod yn ddeddf er mwyn gallu sicrhau cynnydd yn nifer y siaradwyr Cymraeg

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

Sylwadau ategol fersiynau i wahanol gynulleidfae e.e. rhieni, plant

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

Proposals for a Welsh Language Education Bill

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

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

No Response

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

No Response

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

Agree

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

No Response

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

Agree

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

No Response

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

Agree

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

Neither agree nor disagree

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

Agree

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

Agree

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

Agree

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

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

Agree

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

Agree

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

Disagree

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

Neither agree nor disagree

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

Agree

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

No Response

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

Agree

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

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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?

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Disagree

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

Disagree

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

Agree

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

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

Agree

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

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.

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

Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (lle bo'n berthnasol):-

e-bost/rhif ffôn:

Eich cyfeiriad:

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

Is-adran Cymraeg 2050
Llywodraeth Cymru
Parc Cathays
Caerdydd
CF10 3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: Cymraeg2050@llyw.cymru

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

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

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

Rwy'n croesawu'r weledigaeth a'r nodau hirdymor a amlinellir gan y Bil. Mae angen tyfu siaradwyr Cymraeg, athrawon a'r gweithlu Cymraeg yfory. Mae gan y system addysg rôl hollbwysig i'w chwarae wrth gyflawni'r weledigaeth hon gyda chynnydd uchelgeisiol yn nifer yr ysgolion cyfrwng Cymraeg a'r gyfran o'r Gymraeg a addysgir ym mhob ysgol. Mae'r uchelgais i bob disgybl sy'n gadael addysg statudol sy'n gallu siarad Cymraeg yn hyderus yn adlewyrchu'r uchelgais a nodir ym Mhedwar Diben Cwricwlwm i Gymru a bydd y ddarpariaeth hon yn cryfhau'r genhadaeth hon i roi profiad cyfartal i bob dysgwr a diffinio'r disgwyliad hwn. Bydd defnyddio'r CEFR, fframwaith iaith a gydnabyddir yn rhyngwladol, yn darparu disgrifiad cynhwysfawr, cydlynol a thryloyw o hyfedredd iaith fel bod pob rhan-ddeiliad, gan gynnwys dysgwyr a rhieni, yn deall y llwybr i hyfedredd. Bydd y fframwaith CEFR hefyd yn cefnogi gweledigaeth dysgu gydol oes drwy ei lwybr i ruglder. Yr allwedd ar gyfer dysgu iaith yw cyswllt rheolaidd â'r iaith a bod angen eglurder disgwyliadau, yn enwedig mewn ysgolion lle mae'r Saesneg yn brif gyfrwng dysgu, fel bod dysgwyr yn cael cyfle cyfartal i lwyddo. Bydd y ddarpariaeth yn gosod y bar yn uchel ar gyfer llawer o ysgolion cyfrwng Saesneg ond dylai gael effaith hirdymor ar ymddygiadau o fewn y system wrth i ddisgwyliadau ar gyfer y Gymraeg gael eu normaleiddio. Dylai disgwyliadau mewn cyd-destun addysg fynd law yn llaw â hyrwyddo strategaeth 2050 yn ehangach a normaleiddio diwyllianol yr iaith fel nad yw'r Gymraeg yn cael ei gweld fel iaith addysg yn unig.

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

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

Cynllunnir ar gyfer y disgwyliadau statudol o ran canlyniadau iaith Gymraeg drwy Gynlluniau Strategol Cymraeg mewn Addysg yr Awdurdodau Lleol. Bydd y gofyniad B2, hwn fel lleiafswm, yn darparu cyfeiriad clir ar gyfer gweithgarwch cynllunio a hyrwyddo Awdurdodau Lleol, yn enwedig mewn ysgolion cyfrwng Saesneg lle bydd B2 yn ofynnol. Bydd angen cymorth ar arweinwyr ysgolion i sicrhau eu bod yn bodloni disgwyliadau o ran darpariaeth ac yn gweithio tuag at y safonau CEFR B2 dymunol, o leiaf, a bydd angen i'r ALLI fod yn glir ynghylch y cynnydd a wneir tuag at wireddu'r B2 ar hyd y daith at oed 16. Mae'r TGAU Cymraeg ail iaith presennol wedi'i ddylunio gyda rhywfaint o aliniad â safon B2 ond nid yw hyn wedi arwain at ddefnydd naturiol o'r iaith gan nad yw dysgwyr yn derbyn yr amser cwricwlaidd nac allgyrsiol sydd angen arnynt i ddysgu a defnyddio'r iaith er mwyn datblygu rhuglder. Bydd angen i glystyrau o ysgolion gynllunio'n strategol ar

gyfer y daith at B2 gan gyd-dynllunio'n fwriadus, yn unol a gweledigaeth Cwricwlwm i Gymru.

Bydd angen lefel uchel o ddealltwriaeth o'r cyd-destun polisi ar Bartneriaid Gwella Ysgolion sy'n cefnogi ysgolion a'r gallu i herio a chefnogi arweinwyr i gynllunio eu darpariaeth yn effeithiol. Dylai hyn fod ar draws yr ystod oedran fel bod dilyniant mewn sgiliau iaith Gymraeg ac egwyddorion dilyniant CaW yn cael eu gwireddu.

Efallai y bydd angen alinio gwaith ymgynghorwyr Cymraeg ymhellach â'r gweithgaredd cymorth a her hwn. Mewn rhai ardaloedd bydd hyn yn ychwanegu'n sylweddol at gylch gwaith Partneriaid Gwella ysgol.

Bydd angen cynllunio ar gyfer safonau B2 yn unol â Chwricwlwm pob ysgol a thrwy gydweithio ar draws clystyrau. Bydd angen i hyn gael ei gefnogi gan y rhai sy'n ymgymryd â dyletswyddau cefnogi a monitro ar ran Awdurdodau Lleol, fel bod dilyniant tuag at B2 yn ysturlon ac yn cael ei fonitro ar hyd y ffordd gan yr holl randdeiliaid, gan gynnwys ysgolion a chlystyrau.

Bydd hyrwyddo iaith yn gadarnhaol, yn rheolaidd ac yn barhaus gan gynnwys dathlu manteision dwyieithrwydd gyda rhieni plant ifanc yn hollbwysig fel rhan o gylch gorchwyl yr ALI.

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

Dylid hyrwyddo'r Gymraeg a'i defnydd yn gadarnhaol ar draws pob agwedd ar bortffolios y gweinidogion. Ni ellir gwireddu'r weledigaeth ar gyfer Cymraeg 2050 drwy'r portffolio addysg yn unig. Bydd normaleiddio ar draws pob agwedd ar fywyd cyhoeddus yn allweddol i sicrhau bod manteision dwyieithrwydd yn cael eu deall a'u parchu fel bod rhieni'n gweld gwerth mewn addysg cyfrwng Cymraeg a datblygiad sgiliau trwy addysg. Dylai gweinidogion hwyluso cydweithio ymysg rhanddeiliaid yn y gwaith o ddatblygu'r Gymraeg mewn addysg hefyd. Bydd angen lefel uchel o gydgyssylltu ar draws darparwyr wrth gynllunio i sicrhau llwybr di-dor o ddysgu gydol oes, a dim ond drwy reolaeth genedlaethol ofalus y gellir ei gyflawni. Bydd angen cydgysylltu ar draws ALIau, Consortia a phartneriaid haen ganol a mudiadau a sefydliadau Cymraeg eraill. Bydd angen i Lywodraeth Cymru sicrhau bod gan bob partner linell olwg glir ar gyfer pob rhanddeiliad, dealltwriaeth o'r rolau a'r cyfrifoldebau a gyflawnir yn ogystal â'r heriau sy'n wynebu pob rhanddeiliad, er mwyn i gydweithio fod yn llwyddiannus. Bydd mapio rolau a chyfrifoldebau rhanddeiliaid allweddol a ffiniau eu gwaith yn glir yn hanfodol i leihau dyblygu a gorgyffwrdd. Bydd angen i randdeiliaid gydweithio'n rheolaidd i sicrhau llinellau cyfathrebu clir.

Mae'r papur yn llai clir ar rôl agwedd Llywodraeth Cymru gan y cyfeirir at Benodau 4,5 a 7 wrth amlinellu cynigion ac mae'n anodd dilyn y rhesymeg.

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

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

Bydd yn haws i'r holl randdeiliaid, dysgwyr o bob oed, rhieni, sefydliadau addysg (addysg statudol ac anstatudol) a llywodraethwyr ddeall y llwybr dilyniant fel bod pob dysgwr yn cael ei gefnogi i symud ar hyd y continwmm iaith o'u lefelau hyfedredd unigol. Bydd yn lleihau amrywiaeth mewn dealltwriaeth a dehongliad o'r safonau disgwylidig (Cymraeg/Cymraeg cyfrwng Saesneg) ac ar draws sectorau (Addysg/Cymraeg i Oedolion).

Bydd angen ystyried rôl y Disgrifiadau Dysgu presennol yn CaW ar gyfer y Gymraeg a'r Gymraeg mewn ysgolion cyfrwng Saesneg er mwyn i'r CEFR eistedd ochr yn ochr â'r Egwyddorion Dilyniant. Rydym yn croesawu bod deunyddiau addysgu a dysgu i gael eu datblygu i fodloni galw'r continwmm newydd, yn enwedig ar gyfer y rhai sy'n addysgu Cymraeg mewn ysgolion cyfrwng Saesneg. Fodd bynnag, mae cwricwlwm pob ysgol yn bwrpasol ac yn unigryw i'r cyd-destun lleol felly mae defnyddio gwrslyfrau gosod yn gwrthdaro rhywfaint ag athroniaeth Cwricwlwm i Gymru. Efallai y gallai canolbwyntio ar ddatblygu swyddogaethau iaith allweddol a chymhwyso'r rheini yn eu cyd-destun ddarparu strwythur ar gyfer gwrslyfrau a all fod yn ddefnyddiol i athrawon nad ydynt yn arbenigwyr. Os mai'r bwriad yw cyflawni un continwmm iaith i bawb, gan gynnwys ar gyfer athrawon sy'n dysgu'r iaith fel rhan o'u datblygiad proffesiynol, bydd yn hollbwysig bod unrhyw ddeunyddiau addysgu ar gyfer ysgolion yn cael eu teilwra i anghenion dysgwyr mewn addysg, ac nid at ddiben deuol. ar gyfer disgyblion mewn ysgolion a dysgwyr sy'n oedolion. Mae'n bwysig ystyried hefyd nad yw'r ddarpariaeth Cymraeg i oedolion bresennol (heblaw am y Sabothol, yn enwedig Cymraeg mewn Blwyddyn) bob amser yn paratoi athrawon ar gyfer y dosbarth, i ystyried cynllunio'r cwricwlwm neu addysgeg.

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

Bydd yn bwysig bod y categorieddio yn arwain at ganlyniadau uchelgeisiol. Mae angen bod yn glir am yr amser dysgu sydd yn angenrheidiol i ddatblygu sgiliau iaith. Mae'n bwysig y bydd pob ysgol yn symud ymlaen ar hyd y continwmm categorieddio ar sail gwaelodlin cadarn o'r sefyllfa bresennol.

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

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

Sylwadau ategol

Mae hyn yn hollbwysig. Serch hynny, bydd angen bod yn glir o ran amser cyswllt addysgu iaith neu fe fydd peryg i ysgolion cyfrwng Seasneg gynnal gweithgareddau Cymreig / gynnal wythnosau Cymraeg/Cwricwlwm Cymreig, yn hytrach na chynllunio a dysgu iaith yn fwriadus, cyn rhoi cyfle i ddysgwyr ddefnyddio a dathlu'r Gymraeg mewn cyd-destunau anffurfiol. Mae lle i'r dysgu ffurfiol a'r defnydd anffurfiol, ond bydd angen i'r pwysoli fod yn gywir.

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

Sylwadau ategol

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

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

Rwy'n cytuno â'r egwyddor hon. Bydd rhai ysgolion eisoes yn cynnig 100% o'u darpariaeth drwy gyfrwng y Gymraeg, mae lle i'r ysgolion hynny gynnal a chadarnhau'r sefyllfa bresennol. Bydd gan y Siarter iaith rol er mwyn cefnogi'r pwyslais ar y defnydd anffurfiol mewn ysgolion Cymraeg.

Gobeithiaf weld y bil yn cael effaith ar gynydd a datblygiad o ran y ddarpariaeth, er mwyn gallu cyrraedd y nod sydd wedi ei osod.

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

Rwy'n cytuno â'r egwyddor ym mharagraff 57 y dylai ysgolion gynyddu eu darpariaeth.

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

Bydd monitro ysgolion yn allweddol ond bydd angen fframwaith glir o ddealltwriaeth ar draws holl rannau y sector gwella ysgolion er mwyn sicrhau proses drylwyr. Bydd angen cylch gwaith sydd wedi ei ddiffinio'n glir ar lefel leol gan fod gwasanaethau gwella ysgolion yn amrywio o ran rolau a chyfrifoldebau yn lleol.

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

Sylwadau ategol

Byddai sefydlu egwyddor o ragdybiaeth bod pob ysgol newydd yn ysgol Gymraeg yn lliniaru'r angen am ymgynghoriadau heriol ac yn rhoi dull cyson, cytûn i bob awdurdod lleol, waeth beth fo'r cyd-destun ieithyddol neu'r hinsawdd wleidyddol.

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

Bydd gweithredu targedau statudol yn sail gadarn ar gyfer cydweithio a chefnogaeth. Bydd angen i bob rhanddeiliad gydweithio tuag at weithredu yn hytrach na chynllunio. Mae'r newid enw i 'Gynlluniau Gweithredu' o 'Gynlluniau Strategol' yn diffinio'r newid yn glir.

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

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

Nid oes eglurder llawn yma. Mae yna gyfeiriadau at adrannau gwahanol sydd yn gymhelth dilyn.

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

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

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

Llywodraeth Cymru sydd wedi gosod y nod o gael miliwn o siaradwyr Cymraeg erbyn 2050, felly mae hyn yn ymddangos yn rhesymol.

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

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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

Mae'n bwysig bod y gwaith hwn yn cael ei wneud a mynd i'r afael â'r prinder sy'n bodoli ar hyn o bryd, ar lefel genedlaethol yn ogystal ag ar lefel awdurdodau lleol. Mae angen ystyried dulliau o ddenu unigolion i ymuno â'r proffesiwn, yn ogystal â gwneud gwaith i gadw pobl sydd eisoes yn gweithio yn y proffesiwn a rhoi cyfleoedd i'r rheiny loywi eu sgiliau.

May ysgolion ac ardaloedd lleol yn greadigol iawn wrth ddyfeisio ffyrdd o adeiladu capasiti. Her genedlaethol yw hon ac mae angen symud at gynllunio gwir fwrriadus o gynyddu'r capasiti. Mae angen buddsoddiad pellach yn hyn.

Un o'r ffactorau pwysicaf fydd sicrhau bod ariannu digonol i sicrhau gweithlu digonol.

Hefyd mae angen dirfawr am amodau gwaith athrawon sydd yn gwneud y swydd yn apelgar i bobl ifanc.

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	✓	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	<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 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)?

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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

<p>Yn bendant.</p> <p>Dylid paratoi deunyddiau hyrwyddo (e.e taflenni gwybodaeth, profiadau personol, clipiau fideo, ymweliadau â nosweithiau agored ysgolion cyfrwng Cymraeg) ar lefel genedlaethol, gan ddarparu ffeithiau cadarn a sylwadau sy'n ategu pwysigrwydd addysg cyfrwng Cymraeg. Byddai'r deunyddiau hyn ar gael wedyn i'r awdurdodau lleol eu defnyddio a'u haddasu yn ôl y gofyn.</p> <p>Byddai'n bosib coladu defnyddio enghreifftiau hefyd o gyd-destunau rhyngwladol i ddangos manteision addysg ddwyieithog. Byddai'n bwysig bod y deunyddiau hyn yn cael eu haddasu a'u diweddarau'n rheolaidd.</p> <p>Dylai'r Gweinidogion ddefnyddio eu pŵer i sicrhau bod digon o ysgolion cyfrwng Cymraeg yn cael eu hagor a bod yr ysgolion hynny yn cynnig addysg o'r radd flaenaf – mae ysgolion llwyddiannus yn denu disgyblion. Serch hynny, mae anegn sicrhau cyflenwad digonol o staff ym mhob ardal er mwyn sicrhau ansawdd addysgu a dysgu o'r safon uchaf.</p>
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Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

<p>Cydlynu gwaith sy'n croesi pob cynllun strategol e.e., deunyddiau hyrwyddo, deunyddiau recriwtio, gwaith ar normaleiddio'r Gymraeg fel bod cymdeithas yn gweld y manteision a'r</p>
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cyfleoedd a ddaw yn sgil y Gymraeg. Gallai gweithredu Bil addysg heb weithgarwch normaleiddio pellach ar draws yr holl gyrff a gwasanaethau cyhoeddus gael ei ystyried yn gosbol yn hytrach na rhagweithiol a chadarnhaol.

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

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

Dylai fod yn rhan o'r gwaith parhaus i hyrwyddo addysg cyfrwng Cymraeg yn gadarnhaol gydag addysg drochi hwyr yn cael ei hyrwyddo fel llwybr hyfyw. Dylid coladu astudiaethau achos o deuluoedd trochi hwyr llwyddiannus yn genedlaethol a'u rhannu fel rhan o'r hyrwyddiad.

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

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

Mae darpariaeth drochi bellach yn cael ei darparu a'i chefnogi ar draws yr holl ALLau trwy gyllid cenedlaethol a rhwydweithio. Mae'r gwaith hwn yn tyfu mewn cryfder a hyder a dylid ei barhau i ganiatáu mynediad cyfartal i ddarpariaeth cyfrwng Cymraeg. Mae'r cyllid wedi'i sicrhau am dair blynedd a dylid ei gynnal i sicrhau darpariaeth.

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	✓
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Sylwadau ategol

Gallai'r egwyddor weithio ar yr amod bod rolau a chyfrifoldebau clir o ran y modd yr oedd y corff cenedlaethol yn rhyngweithio ag ALLau a gwasanaethau Gwella Ysgolion. Bydd angen o hyd am wasanaethau gwella ysgolion ar gyfer y Gymraeg mewn ysgolion i gefnogi gweithredu'r cwricwlwm, addysgu, dysgu ac asesu. Yn aml mae angen cymorth arbenigol ar fyr rybudd i gefnogi ysgolion i wneud gwelliannau cyflym. Bydd hyn yn cynnwys dysgu proffesiynol ac arbenigedd dylunio cwricwlwm pwrpasol o fewn cyd-destun

yr ysgolion dan sylw. Nid yw cwricwlwm yr ysgol yn cael ei gyfeirio ac yn cael ei gyd-lunio o fewn ac ar draws ysgolion. Sut y bydd corff canolog yn gallu cefnogi'r agwedd hon ar wella ysgolion? Beth fydd y cysylltiad rhwng dysgu proffesiynol, datblygu adnoddau a'r agwedd gwella ysgolion? Beth am weithrediad y fframwaith llythrennedd mewn ysgolion cyfrwng Cymraeg? A fydd pob agwedd ar y ddarpariaeth Gymraeg yn dod o dan gylch gorchwyl y ganolfan genedlaethol?

Sut bydd y corff dan sylw yn gweithio gyda rhanddeiliaid sydd â gwybodaeth a dealltwriaeth helaeth o addysgu'r Gymraeg mewn cyd-destun addysg i ddefnyddio'r arbenigedd hwn?

Mae angen inni hefyd fod yn ymwybodol o'r gwahaniaeth rhwng addysgu iaith i oedolion ei defnyddio bob dydd mewn cyd-destunau cymdeithasol a dysgu iaith oedolion sydd ar gyfer addysgu dysgwyr. Mae gan y Ganolfan Genedlaethol arbenigedd mewn addysgu oedolion sydd wedi tanysgrifio'n bersonol i ddysgu Cymraeg ac sy'n gwsmeriaid parod. Mae darparu dysgu proffesiynol i weithwyr addysg proffesiynol sydd â sylfaen sgiliau iaith hir yn wahanol iawn ac mae'n rôl fedrus sy'n cynnwys meithrin ymddiriedaeth a pherthnasoedd gydag unigolion ac ysgolion dros amser. Mae angen i ymarferwyr hefyd deimlo eu bod yn cael eu cefnogi gan y rhai sy'n cyflwyno'r rhaglen ôl-ddysgu proffesiynol. Sut bydd y perthnasoedd hyn yn cael eu meithrin a'u cefnogi trwy gorff hyd braich? Mae'r egwyddor o gontinwwm iaith cenedlaethol a darpariaeth hirdymor ar gyfer datblygu sgiliau trwy gynnig wedi'i gynllunio yn gwneud synnwyr strategol. Mae angen gwahaniaethu'n glir rhwng y rolau a'r cyfrifoldebau ar draws y system er mwyn i hyn weithio

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

Bydd angen cydweithio ar draws partneriaid.

Ni fydd gan y ganolfan genedlaethol yr ystwythder i weithio gydag ysgolion yn yr un ffordd ag y mae Gwasanaethau Gwella Ysgolion yn ei wneud. Nid oes gan y Ganolfan Genedlaethol o reidrwydd yr arbenigedd ym mhob agwedd ar addysg sy'n dylanwadu ar addysgu a dysgu, felly byddai dull partneriaeth yn ddymunol.

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

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

Mae angen mwy o eglurder o ran yr adran 'Costau Awdurdodau Lleol'. Mae monitro'r ddarpariaeth ar gyfer y Gymraeg a thrafodaethau ag ysgolion, athrawon a llywodraethwyr yn swyddogaethau a gyflawnir gan y consortia rhanbarthol mewn rhai achosion, felly mae angen eglurder ynghylch rolau a chyfrifoldebau a sut y caiff gweithgareddau eu hariannu lle gallai'r cynnydd yn y llwyth gwaith gael ei ddirprwyo i gyfrifoldebau.

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

Bydd angen cyllid ychwanegol ar bob rhanddeiliad i ymateb i her gynyddol.

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

Goblygiadau llwyth gwaith i bob rhanddeiliad. Heriau capasiti a chyllid o fewn y gwasanaethau Gwella Ysgolion presennol.

Cynyddu rôl y Siarter Iaith ar draws ysgolion cyfrwng Saesneg. Ar hyn o bryd dim ond ar gyfer ysgolion cyfrwng Cymraeg y caiff y Siarter Iaith ei hariannu.

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

Yn gyffredinol, bydd y cynigion yn darparu cyfeiriad a disgwyliadau cenedlaethol clir ar gyfer datblygu gweithlu dwyieithog ac felly i'w groesawu.
Mae gorfodi trwy bolisi addysg yn unig yn annhebygol o arwain at y weledigaeth ar gyfer dwyieithrwydd mewn cymdeithas.

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

Er mwyn denu a chadw staff, mae angen i delerau ac amodau addysgu ac arwain fod yn ddeniadol i genedlaethau'r dyfodol.

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

Mae 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):
Catholic Education Service
email/telephone number:

Your address:
39 Ecclestone Square
London
SW1V 1BX

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

This national target is a clear and well publicised aspiration of the Welsh Government and may not, therefore, need to be on the face of the bill. A possible danger of including this target is that if evaluation milestones indicate that interim targets are not being met, this may lead to high stakes accountability with a negative impact on schools. Key to success is the need to garner genuine support for this national target rather than it being driven by accountability measures.

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

The CES agrees that 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 who wish to move along the continuum more quickly
- Financial planning
- Strategic planning for provision
- Ensuring equitable treatment for all schools irrespective of their place on the continuum
- Support for the workforce (consortia)
- Working with parents

The LAs will need to be mindful of parental choice as well as demographic factors when formulating Welsh in Education Implementation Plans. When planning the extension and promotion of Welsh medium provision, LAs will also need to be mindful that this is not perceived as narrowing opportunities to speak Welsh in schools currently categorised as English medium schools.

It is noticeable that there is no mention of diocesan authorities in the White Paper. It would seem reasonable that there should be an expectation for LAs to engage in dialogue with diocesan directors to ascertain the views of the bishops in planning for the future of Catholic education in their dioceses.

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

<p>There is certainly a clear role for Welsh Ministers to:</p> <ul style="list-style-type: none"> • provide leadership and planning • develop and communicate a vision for achieving the 2050 target • give oversight of define realistic evaluation and provision of support • develop a consistent approach through liaison with LAs • recognise and respond to parental and learner voice • address the gap to secure lifelong learning as there is a lack of clarity about access to the development of Welsh language skills after formal education; this can be costly and not always accessible • 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	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

<p>The CES agrees that 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.</p> <p>We do, however, have a query around how this information will be framed and how the statistical database will be used. If statistical outcomes are translated into a league table of schools, this will be counterproductive.</p> <p>We also have some concerns about potential workload and financial implications for schools who will be expected to collect data on learners and the workforce.</p> <p>Additional clarification is also required around the role of Estyn and particularly the possible link between Estyn and Welsh language categorisation of schools as a potential accountability measure.</p>
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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 type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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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. There is, however, a change of emphasis from the non-statutory recording of a school's Welsh language category to the term *categorisation* which is about measurability and therefore accountability. It has to be meaningful and the language goals as a positive outcome. There may be a danger that previous categorisation exercises could invest the process with negative connotations. It is essential to have details about a statutory system released as soon as possible.

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

There should be a duty on Welsh Ministers to define the category descriptions in regulations to ensure fairness and consistency of approach across the LAs. Definitions of category descriptions would establish a set of milestones for progression and prevent the possibility of tensions arising if there is inconsistency between LAs who may have differing expectations of schools in their area. It is a matter of concern, however, that Ministers would be in a position to make changes that might have a significant effect on schools without a process of adequate deliberation and debate.

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 may provide a baseline for schools but it is a blunt instrument and there are a number of additional factors to take into account when considering whether this should be included or not. We wish to highlight the following:

- 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 minimum target may become a negative focus which isolates Welsh language provision from the CfW rather than developing naturally and positively as part of curriculum development
- 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
- Provision is part of an ongoing conversation and planning with LAs. Estyn would identify if school was not delivering this aspect of its provision effectively
- 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

Schools will, in principle, support the development of the Welsh language through an increase in its provision, however, there is no acknowledgement of the impact that this will have on the workforce. There are insufficient numbers of Welsh speakers currently in the system and in training to meet a delivery timetable that is overly ambitious. Professional learning to increase the skills of the workforce is time limited and funding for staff to progress beyond the initial training period then falls onto the school and this needs to be addressed to bring this to fruition.

As stated previously, 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. Since this 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

Several elements of the process need greater clarification to allay concerns about these proposals having a negative impact on schools generally and voluntary aided schools specifically. A number of questions remain and need to be addressed:

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? For this to work successfully, there must be ongoing and significant investment which is not currently the case and the financial burden falls on school budgets.

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	<input checked="" type="checkbox"/>	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. Clarification is required regarding interventions if targets set are overly ambitious as well as lacking in ambition. In addition, there needs to be a clear indication of the support available to schools to achieve targets set. There are some reservations around whether progress in delivering the Welsh language will be perceived as an accountability measure and this may not encourage a positive response. Similarly, if the only measure is linked to

examination outcomes this may have a negative impact on some learners whose love of the language may not be developed through a strictly academic route.

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.

Where a new school building is provided for an amalgamation of existing provision it seems problematic to assume that a higher language category would be automatic; this may be due to timescales and workforce considerations. Indeed, a development of this nature may be beyond the scope of the agreed plan. Greater detail is required to illustrate how this works in practice.

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

We agree that there should be duty on the Welsh Ministers to prepare a National Plan with a 10-year vision and to review the plan in each Senedd term. A national plan would help ensure a level of consistency in approach across the LAs; it should be unambiguous and accessible.

Targets to chart progress and support accountability measures would be required if the 2050 target is to be on the face of the bill. We agree that Ministers would have to consider several factors when setting the local targets, including the linguistic demographics of the local authority in question. It is essential that a national plan has sufficient detail to provide guidance to those who support the education system.

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 italicised 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 2: More reception class children or five-year-olds receiving their education through the medium of Welsh
- Outcome 3: More children continuing to improve their Welsh language skills when transferring from one stage of their statutory education to another
- 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 5: More opportunities for learners to use Welsh in different contexts in school
- Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- 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	✓
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Supporting comments

It is difficult to understand why targets would need to be imposed. This may only be a consideration if there is a clear lack of alignment with the national plan or for the purpose of dispute resolution. 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. Again, there is no mention of the role of diocesan authorities in reaching targets. The Catholic Church is a provider of education not a stakeholder and the views of the diocesan authorities should be considered as they must be involved in any decision which may potentially change the nature of the school.

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

We agree with this step when appropriate as it would help improve the final decision-making process by providing an evidence base for the final decision made. Such is the impact of the WEIP under the new legislative framework, it will be essential to be able to demonstrate that the system is robust and transparent.

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

It would seem a logical requirement for LAs to review the availability and skills of the workforce. Planning to meet the workforce needs may prove difficult due to recruitment and retention issues as well as the significant programme of workforce training that will be required to meet the 2050 target.
It is essential if such duties are imposed that clear guidelines are 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	<input checked="" type="checkbox"/>	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	<input checked="" type="checkbox"/>	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	<input checked="" type="checkbox"/>
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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	<input checked="" type="checkbox"/>
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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.

Support is required for the initial access point to Welsh medium provision. 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 can support the child's learning at home.

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

It may not be financially viable to provide access to late immersion in every LA but if Welsh medium education is going to be promoted proactively 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	<input checked="" type="checkbox"/>	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	<input checked="" type="checkbox"/>	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	<input checked="" type="checkbox"/>
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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

Negative effects can be mitigated by timely, clear guidance on processes for LAs and schools and ongoing funding and investment to ensure sustainability.

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:

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	<input checked="" type="checkbox"/>
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Supporting comments

[Name of organisation] fully supports the aim of generating a million Welsh speakers by 2050 however there are practical concerns regarding having a statutory duty to reach this target. The main challenge is the shortage of school staff at all levels, but particularly Welsh medium teachers and teachers who can teach Welsh in English medium schools. If there will be a statutory duty to realise this target, then more funding will be needed to develop the staffing infrastructure needed for implementation.

To enable reaching the target within the timeframe significant extra resource for schools and additional investment in [Name of organisation] staff that will be supporting schools to move along the language continuum would be required.

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

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

As a Local Authority our WESP action plan is an integral part of this which defines the LAs role and activity.

Any role identified should have the appropriate resources to ensure that role can be fulfilled. We would need to ensure that we are able to support our school staff so that in turn they have the appropriate skills to support the children’s acquisition and progression of their linguistic skills. This would then aid us in monitoring and developing the staff’s linguistic ability and as a Local Authority it would help us work more strategically in supporting Welsh acquisition support for all learners.

Local authorities could ensure the work towards the outcome that is synonymous to level B2 is considered within the context of a school. Whilst there are benefits to a consistent approach learners progression within a school context need to

understood and considered, for example a school with a high level of support that is needed for emotional health and well-being might need a greater focus of its resources on supporting those learners.

Having a specific target and using a common framework is useful though again there are concerns over how attainable level B2 would be for all pupils across Wales by 2050. The focus is on all pupils leaving statutory education with the ability to speak Welsh with confidence. B2 is considered an 'Advanced' level, above 'intermediate' and below 'proficiency' on the National Centre for Learning Welsh (NCLW) scale. This will involve increasing over time the proportion of each week devoted to Welsh language provision, which requires staff with the relevant skills.

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

All partners and stakeholders involved in Education need to have a consistent understanding of what is expected at level B2, in addition if changes are made in WG then each new Education Minister needs this to be part of their contract so that there is continuity from one election to another.

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

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

An all-Wales continuum would be useful, as currently each consortia / LA has produced their own continuum. A commitment to greater transparency via publication by Welsh Ministers does not necessarily require a legal duty.

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	<input checked="" type="checkbox"/>
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Supporting comments

We would support further categorisation if any potential dis-benefits to categorisation are identified with appropriate resources in place to address these particularly where statutory legislation is different for those categories. We would then support a clear and consistent categorisation across Wales. This would be useful especially for parents and carers about the choice of schools in their locality. As a LA it would also be beneficial as this would aid our admissions team who are often the first point of contact for many of our families.

We also feel the need to raise the status of Welsh Language in all our schools in Cardiff as outlined in our WESP action plans. Many of our Category 2 schools have the potential to impact on the number of Welsh speakers across Wales. Greater use of the Welsh Language in our Category 1 schools would help normalise the use of the Welsh Language

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

As noted above.

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

Supporting comments

In principle with the correct support this is something we would welcome in Cardiff.

Unsure if setting a minimum allows some settings to do the 'bare minimum' and then in turn some learners would have more exposure and greater levels of language acquisition than others. On the other hand, if we are serious about reaching a million Welsh speakers by 2050 something needs to dramatically change.

The greatest challenge is of course the Welsh speaking workforce. Some of my colleagues from our Education Team recently visited the Bilingual School in Hove, Brighton and were enthused about how they've embraced this challenge by

offering on site Spanish tutor to enhance and improve the staff's linguistic skills. This is a model we could intend adopt and adapt.

Impact on schools and the context within which they operate would need to be factored into delivering the minimum standard. For example, a school with a high level of ALN needs that requires resources to deliver that ALN provision may not then have the same level of resources a school with a lower level of ALN demand to achieve a defined amount of Welsh Language.

Additional resources will be required.

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

More consistent approach, involving the LA is key to this being a successful process. Clarity on categorisation and what will define a linguistic situation of a school will be needed.

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

Yes, otherwise we are doing some learners an injustice. It would also significantly help to normalise the use of the Welsh language across Wales. Clarity on “over time” would be needed with realistic timeframes and suitable resources (staff and finance).

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

English-medium schools will need a greater level of support to support them in developing their delivery plan with suitable staff and finances in place both for its development and implementation.

Any targets set for local authorities need to be realistic and achievable with suitable resources in place.

If part of the authority's considerations in determining in which catchment areas it wants to see an increase in Welsh-medium provision, it is proposed that the authority will have to consider the demographics of the Welsh language in those catchment areas this should ideally be done alongside the demographics in terms of falling numbers and any other changes.

If in practice evidence from the Commission for Welsh-speaking Communities, tasked with making recommendations regarding areas of linguistic sensitivity, will form part of what Ministers will need to consider when setting targets for local authorities this should be aligned to other appropriate evidence.

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

There needs to be a level of accountability but of course we also need to be supportive and empathic towards our schools and their individual situations and ensure that we are fully able to support them. Some schools are already facing many challenges due to the areas they serve with pressure in terms of attainment gap, attendance, and curriculum and ALN reform changes.

LA will require support both in terms of funding and training staff as will schools.

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

As a LA we have committed to growing Welsh-medium provision across the city, this is outlined in our WESP.

By pioneering a brand-new dual language model school on a LDP site, we believe that we are pushing boundaries to create new ways of making bilingual education attractive and accessible to all families.

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

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

Would ensure a national and consistent approach but does it need to be a duty when WESP sets the strategic direction for education.

An agreed policy and statutory National Plan would remain consistent even if there is a change in Education Minister at the Senedd, but would it enable any future shift in education priorities if needed. Legislative resources need to be in place to ensure an agile educational legislative framework.

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

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

There needs to be sufficient support and resources to ensure that all LAs reach their local targets. Targets needs to reflect the overall position of the education workforce there are concerns about the capacity of the workforce to deliver this agenda. For example, for schools to secure TAs generally in terms of cost and supply is a current challenge.

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

They have provided a clear focus.

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

Our WESP plan is reviewed annually by members of the Education Team, this is key to build upon successful outcomes and also to address things that haven't progressed well. We are keen that our plan is fluid and responds to the needs within our schools and beyond. Aligning both plans makes so much sense but the necessity of it being a duty is not clear.

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

These targets need to be ambitious but achievable, so that future targets can build upon the previous success and progress that has been made.

Cardiff is already committed to growing the Welsh language and increasing Welsh in its education.

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

If appropriate.

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

Strengthening of planning with capacity and resources to ensure there are less gaps is required

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

Support would be needed.

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

As long as it's not a name and shame process! Consideration of school resources should be a prominent factor and context of school for not reaching targets.
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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)?

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

Sufficient funding to be able to implement targets and activities.
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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	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

As the capital city of Wales, we believe that Welsh-medium education should be the first option offered to families this could be achieved without a duty.
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Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Supporting comments

A national and regular campaign about the advantages and benefits of Welsh-medium education and that Late Immersion is a successful model for both Primary and Secondary learners. Additional resources including funding.
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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	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

We believe that Welsh-medium immersion provision should be the first option offered to families moving to Cardiff. There is a role nationally to promote this as well should not just reside with LAs.
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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

Would need to be adequately funded and allow flexible working.
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Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

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

I do not think this responsibility should be with the local consortia. Regard should be given to overall resources in making this decision and any impact on other education budgets.

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

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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

With the support of sufficient resources including funding, provision and structures to underpin this 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	✓	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

There seems to be a lot of cost expectation on LA's within this section at a time when LA and Education budgets are increasingly tight. Will these costs also then filter down to a school level?

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

Supporting comments

We've already noted our financial concerns in our response to the previous question. Time is another factor to consider and the LA having sufficient capacity and the expertise within the acquisition of language and the understanding of the Welsh-medium sector could also impact on this.

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

Additional resources and funding should be predicated on need and additional to funding provided for education. Analysis of need should be undertaken.

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

To create the opportunities outlined in the White paper needs sufficient resources in place to there seems to be a lot of cost expectation on LA and Education budgets are increasingly tight. Categorisation should not impede innovation in schools.

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

No additional comments to note.

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:



Annwyl Weinidog y Gymraeg ac Addysg,

Pleser o'r mwyaf yw manteisio ar y cyfle i gyfrannu at yr ymgynghoriad hwn. Gwnaf hynny yn rhinwedd fy swydd fel uwch ddarlithydd, cyfarwyddwr rhaglenni MA Dwyieithrwydd ac Amlieithrwydd / MA Bilingualism and Multilingualism ac ymchwil PhD ym Mhrifysgol Cymru Y Drindod Dewis Sant, a chyn-ddirprwy ysgol uwchradd ddwyieithog.

Fel unigolyn a fu'n gwerthuso dogfennau polisi'r llywodraeth ganol ar addysg Gymraeg dros y blynyddoedd, sef polisiau a gyhoeddid yn achlysurol ers dechrau'r ganrif ddiwethaf, da yw gweld bod y Bil presennol yn adlewyrchu meddylfryd newydd a bod yma ewyllys gwleidyddol a bwriadus i symud locws y pŵer o'r ymylon i'r canol o hyn allan er mwyn sicrhau bod yr hyn a argymhellir yn cael ei *weithredu*.

Nodwedd amlwg o'r modd y gweithredid polisiau'r llywodraeth ganol ar hyd y blynyddoedd tan yn gymharol ddiweddar oedd y modd y datganolid y cyfrifoldeb am eu gweithredu i awdurdodau addysg lleol gan adael i'r rheiny eu cymhwyso yn unol â chryfder y Gymraeg yn eu hardaloedd. Mewn gair, glastwreiddio'r hyn y ceisiai llywodraeth ganol anelu ato, gyda glastwreiddiad pellach ar waith wrth i'r polisiau hynny gael eu 'gweithredu' ar lawr y dosbarth. Eironi y dull hwnnw o weithredu, o safbwynt *deilliannau* felly, oedd mai mewn ardaloedd Cymraeg eu hiaith, megis Gwynedd, oedd y ddarpariaeth ieithyddol gryfaf ar gyfer cynyddu nifer y siaradwyr Cymraeg drwy'r gyfundrefn addysgol, a'r gwannaf mewn ardaloedd Seisnigedig (Lewis, 2000). Beth bynnag, dangoswyd yn ogystal sut y cyfrannai *ieithwedd* polisiau'r llywodraeth ganol at ddifrawder yr awdurdodau lleol parthed sicrhau cynnydd mewn siaradwyr.

Da yw gweld bod y dyddiau hynny wedi mynd heibio a bod, nid yn unig awydd, ond penderfyniad bellach i arwain *o'r canol* gan ddisgwyl i bolisiau fod yn gwbl weithredol ar wahanol lefelau'r gyfundrefn, gan gyrraedd disgyblion ar lawr y dosbarth yn gwbl ddigyfnewid.

Wrth gwrs, gellir cynnig sawl rheswm pam y digwyddai'r glastwreiddio hwnnw wrth i bolisiau gael eu newid yn ymarferol wrth symud o un level i'r llall, sef yr hyn y cyfeiriwyd atynt fel 'parthau dylanwad' ('zones of influence'). Un rheswm syml, ond digon cyffredin, oedd y ffaith nad oedd dymuniad na disgwyl iddynt lwyddo, ffenomen a amrywiai o ddifrawder i wrthwynebiad llwyr ar ran athrawon a phenaethiaid ysgol.

I raddau helaeth felly, bodolai'r Gymraeg, a'i statws o fewn y gyfundrefn addysg, ar drugaredd mympwy ac ewyllys gwleidyddol llywodraethwyr, penaethiaid ac athrawon ysgol, heb unrhyw ymdeimlad o reidrwydd i gyrraedd targedau ieithyddol penodol. Yn wir, gyda sefydlu cyfundrefn o ysgolion Cymraeg, yn gynnar yn y datblygiad hwnnw ac wedi hynny fe'u hystyriwyd yn fendith i'r sector cyfrwng-Saesneg. Fel y mynegwyd yn ????

Bu'r ysgolion Cymraeg, felly, yn fodd i'r rhai cyfrwng-Saesneg *anwybyddu* unrhyw swyddogaeth ym mhroses dwyieithogi Cymru. Cyfrifoldeb y sector cyfrwng-Cymraeg oedd hynny bellach, a dyna fu am ddegawdau gan greu cyfundrefn addysg ieithyddol *ddwyrannol* ynghyd â dwy garfan o athrawon oedd ag amcanion ieithyddol tra gwahanol. Bodolaeth y gyfundrefn ddwyrannol honno, fe gredaf, a ysgogodd yr Athro Colin Williams i ofyn y cwestiwn heriol: "Addysg ddwyieithog yng Nghymru, ynteu addysg ar gyfer Cymru ddwyieithog?" (Williams, 1988).

Fel dirprwy-bennaeth ysgol uwchradd ddwyieithog (sef dwy-ffrwd ieithyddol) am bymtheng mlynedd cyn gweithio fel darlithydd prifysgol, sylweddolais flynyddoedd yn ôl mai'r unig

ffordd i adfer y Gymraeg oedd trwy gyfrwng siaradwyr *ail-iaith*. Synnwyr cyffredin, mathemategol yw hynny. Os mai ond 19% o'r boblogaeth sy'n siaradwyr Cymraeg ar hyn o bryd, gyda nifer y disgyblion sy'n mynychu addysg cyfrwng-Cymraeg yn y lleiafrif, o ble ddaw y milwn o siaradwyr erbyn 2050? Gan y disgwylir i'r gyfundrefn addysg chwarae rhan greiddiol yn yr adferiad hwnnw, dim ond un ateb sydd, sef, o'r gyfundrefn *gyfrwng-Saesneg bresennol*.

Da yw gweld bod gweledigaeth i uno'r ddwy sector ieithyddol bellach drwy gylluniau heriol ond pragmataidd a fydd yn creu meddylfryd newydd a all gynorthwyo hyd yn oed y dysgwr mwyaf dechreuol, sef yr hyn a eilw Diebold (1964) yn "incipient bilingual", i weld ei hun ar yr un daith ieithyddol â'r disgybl Cymraeg mwyaf rhugl. Adlewyrchir yr uno hwnnw gan y contiwwm ieithyddol arfaethedig y bu rhai ohonom yn galw amdano am ddegawdau gan fod y termau Cymraeg 'iaith-gyntaf' ac 'ail-iaith' yn gwbl artiffisial ac yn wrthgynhyrchiol.

Fe'i adlewyrchir hefyd drwy sôn am Gynllun Cenedlaethol.

Wrth gwrs, bydd angen mwy na chymwysu'r gyfundrefn ei hun, megis wrth ail-gategoreiddio ysgolion a gosod targedau a disgwyliadau penodol; bydd angen newid agwedd ac ymddygiad pobl yn ogystal, a fydd yn dasg anoddach ac yn hawlio defnyddio dulliau sydd yn perthyn i faes y gwyddorau *ymddygiadol*. Gwyddys fod *agwedd* yn faes sydd yn seicolegol gymhleth ac yn cynnwys tair cydran: y gwybyddol (cognitive), yr affeithiol (affective) a'r ymddygiadol (conative/ behavioural). Mabwysiedir dulliau ar gyfer newid agwedd mewn amryw feysydd eraill erbyn heddiw y gall y gyfundrefn addysg eu mabwysiadu ar gyfer newid meddylfryd, ond un dull cwbl hanfodol fydd darparu *gwybodaeth* i rieni am fanteision dwyieithrwydd, ac addysg *cyfrwng*-dwyieithog felly.

Fel academydd, bu anwybodaeth am fanteision dwyieithrwydd yn achos rhwystredigaeth imi ers blynyddoedd bellach. Wrth addysgu myfyrwyr rhyngwladol ar lefel Meistr (rhaid ohonynt yn rhieni), ac hyd yn oed ar lefel doethurol, sylweddolais fod anwybodaeth a chamdealltwriaeth dybryd yn gyffredin yn y maes hwn a all arwain at ragfarn, ac hyd yn oed atgasedd. Daw'r ymadrodd canlynol i'r cof:

"What we don't understand, we fear; and what we fear, we reject."

Credaf yn gryf mai *ofn* a fu wrth wraidd y rheswm pam y gwrthodai rhieni addysg cyfrwng-Cymraeg i'w plant dros y blynyddoedd; a'r ofn hwnnw yn deillio o *anwybodaeth* lwyr am y maes, a hynny er gwaethaf digon o dystiolaeth ynglŷn â llwyddiant academaidd disgyblion o gartrefi di-Gymraeg. Yn dilyn cyfnod sylweddol o dystiolaeth negyddol am ddwyieithrwydd flynyddoedd yn ôl, a ddeilliai o ymchwil a oedd yn fethodolegol wallus, cafwyd tro ar fyd mor gynnar â 1962 gydag ymchwil Peal & Lambert yn dangos bod dwyieithrwydd yn cynnig manteision gwybyddol. Beth bynnag, y gwir amdani yw na wnaethpwyd unrhyw ddefnydd o'r ymchwil hwnnw na'r hyn a ddaeth yn ei sgîl er mwyn hyrwyddo addysg ddwyieithog yng Nghymru yn ystod y chwe deng mlynedd ers hynny. Yn y cyfamser, bu'n rhaid brwydro'n ddygn yn erbyn rhagfarn unigolion a darddai o *anwybodaeth* am yr ymchwil mwyaf cyfredol, ond a lwyddai, er hynny, i ddylanwadu'n negyddol ar drwch o rieni. Gan fod i'r ymchwil cyfredol oblygiadau *iachusol* i'r gwasanaeth iechyd yn ogystal, rwyf wedi dadlau y dylid hyrwyddo addysg ddwyieithog drwy fabwysiadu polisiau mwy cydlynus ar draws y sector iechyd ac addysg.

Gyda chymaint â hynny o ragymadroddi, ymatebaf i gwestiynau 1-29 yr ymgynghoriad hwn. Adlewyrcha'r cwestiynau agweddau amrywiol ar y ddarpariaeth ieithyddol arfaethedig sydd

yn arddangos cynllunio gofalus a manwl yn ogystal ag ewyllys gwleidyddol ar gyfer gweithredu polisiau heriol a phell-gyrhaeddol ar draws lefelau gwahanol o fewn y gyfundrefn addysg, gan gryfhau swyddogaeth y llywodraeth ganol yn y broses. Gallwch, wrth gwrs, synhwyro fy ymateb i'r rhan fwyaf ohonynt ar sail yr hyn a ysgrifennais uchod. Maddeuwch, felly, y sylwadau byr isod gan nad oes angen ymhelaethu'n ormodol arnynt er mwyn dangos fy nghefnogaeth lwyr i'r Bil hwn.

Yn gywir,

Dr Hywel Glyn Lewis

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Cwestiwn	Ateb	Sylw
1. Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?	Cytuno	Fel y dywedir ym mharagraffau 23 y ddogfen ymgynghorol, mae'r Bil Addysg Gymraeg yn cynnig cyfle i gryfhau seiliau a statws strategaeth Cymraeg 2050: miliwn o siaradwyr. "Y cynnig polisi yw y bydd y targed uchelgeisiol nid yn unig yn cael ei adlewyrchu mewn strategaeth, dogfen a all gael ei newid ar unrhyw adeg, ond hefyd mewn cyfraith sylfaenol. Bydd hynny'n adlewyrchu'r pwysigrwydd a roddir ar y targed a bod y targed yn llywio penderfyniadau hollbwysig a wneir ym maes cynllunio addysg."
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	Yn hanesyddol, bu'r awdurdodau lleol yn mwynhau cryn dipyn o hunan-reolaeth yn y modd y gweithredent eu polisiau ar ddarparu addysg Gymraeg. Croesawaf yr hyn a ymddengys fel newid o hyn ymlaen yn y berthynas rhwng y llywodraeth ganol a'r awdurdodau addysg lleol parthed y pŵer hwnnw, gan sicrhau <i>mwyr o reidrwydd cyfreithiol arnynt i weithredu'n unol â strategaeth ieithyddol y llywodraeth</i> .

<p>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?</p>	<p>Cytuno</p>	<p>Fel y soniwyd uchod, disgwylir mai yn ei pherthynas â'r awdurdodau addysg lleol y bydd angen i'r llywodraeth newid ei swyddogaeth drwy symud y pŵer i'r canol. Yn sgil hynny, bydd disgwyl cryfhau pŵerau cyfreithiol Gweinidogion Cymru yn ogystal. Beth bynnag, yr hyn fydd yn allweddol yw sicrhau parhad yn swyddi gweinidogion penodol, yn enwedig y Gweinidog Addysg, gan fod newidiadau yn y swydd honno yn y gorffennol wedi gwanhau momentwm y cynllunio arfaethedig.</p>
<p>4. Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwmm sgiliau Cymraeg?</p>	<p>Cytuno</p>	<p>Bu galw am sefydlu continwmm ers degawdau am resymau a grybwyllwyd yn y rhagymadrodd gan fod y gyfundrefn 'iaith gyntaf' ac 'ail iaith' yn wrthgynhyrchiol o safbwynt cynhyrchu siaradwyr rhugl a hyderus. Beth bynnag, er mor ganologol yw'r sylw a roddir i fframwaith CEFR, sef yr hyn a ddefnyddir gogyfer â phennu safonau ieithyddol ar lefel ryngwladol, bydd angen dadansoddi ieithyddol manwl pellach yn achos y Gymraeg cyn penderfynu ar gyraeddiadau ieithyddol penodol ar gyfer sefydlu fframwaith a chontinwmm. Mae'r diffyg sefydlogrwydd presennol ynglŷn â geirfa (benthyca diangenrhaid o'r Saesneg), cystrawennau ac orgraff yn arswydus ac yn her y dylid gofyn i'r prifysgolion fynd i'r afael â hi er mwyn cynnig arweiniad clir ar gyfer y dyfodol, ac fel y gellir sefydlu safonau ar gyfer siaradwyr o ba bynnag gefndir.</p>
<p>5. Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorieiddio ysgolion a gynhelir yn ôl cyfrwng iaith?</p>	<p>Cytuno</p>	<p>Er ceisio categorieiddio ysgolion yn fwy pendant yn ôl cyfrwng ieithyddol gan dechrau yn 2007, bu tipyn o anghydweld a dadlau ynglŷn â'r categorïau hynny. Beth bynnag, os oes bwriad i Gymreigio ysgolion yn raddol dros gyfnod drwy gynyddu lefel y cyfrwng-Cymraeg, bydd angen eu categorieiddio'n statudol gan sefydlu meini prawf ieithyddol pendant a fydd yn adlewyrchu 'taith' ieithyddol eu disgyblion. Dylid hefyd mabwysiadu terminoleg wahaniaethol ar gyfer pob categori a fydd yn adlewyrchu cyraeddiadau ieithyddol pob ysgol <i>mewn modd cadarnhaol</i>, beth bynnag yw lefel y cyfrwng- Cymraeg hwnnw.</p>
<p>6. Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r</p>	<p>Cytuno</p>	<p>Yn bendant, <i>Llywodraeth Cymru</i> a ddylai fod yn gyfrifol am bennu disgrifiadau categorïau'r ysgolion, ac am benderfynu ym mha gategori y dylid gosod pob ysgol.</p>

<p>categoriâu mewn rheoliadau?</p>		<p>Unwaith eto, dylai'r broses leihau swyddogaeth a chyfrifoldeb yr awdurdod lleol a'r llywodraethwyr sydd, yn y gorffennol, yn aml wedi gweithredu ar sail eu mympwyon personol a'u tueddiadau gwleidyddol/ ieithyddol gan osod disgwyliadau ieithyddol is.</p>
<p>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?</p>		<p>Os mai'r bwriad yw mabwysiadu trochi disgyblion ar gyfer sicrhau cynnydd ieithyddol, bydd rhaid pennu isafswm statudol er mwyn i'r addysgeg gael unrhyw effaith. Gallai hynny, wrth gwrs, fod yn bwnc dadleuol gan fod iddo oblygiadau staffio. Bydd hynny, felly, yn gofyn am gynllunio rhagweithiol ar ran yr awdurdodau addysg a'r ysgolion unigol ar gyfer sicrhau gweithlu cymwys gan fanteisio ar y datblygiad proffesiynol yn yr iaith sydd eisoes ar gael iddynt.</p>
<p>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?</p>		<p>Rhaid amau swyddogaeth yr awdurdodau lleol wrth gymeradwyo gosod ysgolion mewn categori ieithyddol. Dengys tystiolaeth y gorffennol sut y chwaraeai tueddiadau gwleidyddol a mympwyon llywodraethwyr a phenaethiaid ran allweddol yn erbyn y Gymraeg yn y broses honno.</p>
<p>9. Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?</p>	<p>Cytuno</p>	<p>Mae hynny'n anochel os oes disgwyl cyrraedd miliwn o siaradwyr erbyn 2050. Fel y soniwyd yn y rhagymadrodd, <i>y sector ail-iaith presennol</i> fydd yn diwallu'r angen hwnnw.</p>
<p>10. Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?</p>		<p>Gweler yr ateb i rif 9 uchod.</p>
<p>11. Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?</p>	<p>Cytuno</p>	<p>Di-angen yw pwysleisio y bydd monitro cynnydd ieithyddol ysgolion yn greiddiol i lwyddiant strategaeth Cymraeg 2050, am resymau a grybwyllwyd eisoes. Dylid cryfhau swyddogaeth Estyn (a'r llywodraeth ganol felly) yn y broses honno er mwyn sicrhau atebolrwydd y ddarpariaeth ddatganoledig (sef yr awdurdodau lleol a'r ysgolion) yn uniongyrchol i'r llywodraeth.</p>
<p>12. Beth yw eich barn ynghylch sut dylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?</p>		<p>Credaf fy mod wedi pwysleisio fy amheuan ynghylch swyddogaeth awdurdodau lleol ym mhroses penderfyniadau yn ymwneud â hyrwyddo a datblygu addysg Gymraeg. Maent wedi amrywio'n ddifawr hyd yn hyn o fod yn gwbl gefnogol (e.e. Gwynedd) i fod yn llesteiriol neu'n</p>

		wrthwynebus. Rhaid i'r llywodraeth ganol eto gymryd y cyfrifoldeb am y penderfyniad hwnnw.
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	Bydd Cynllun Cenedlaethol yn gwbl hanfodol er mwyn sicrhau datblygiad cydlynus ar draws yr awdurdodau lleol. Fel y nodir, bydd hynny'n rhoi cyfeiriad i'r cynlluniau gweithredu lleol statudol ac, yn ogystal, yn cryfhau ymwybyddiaeth yr awdurdodau lleol a'r ysgolion o weledigaeth hir-dymor Llywodraeth Cymru a'r 'daith' ieithyddol genedlaethol y disgwylir i <i>bawb</i> fod arni.
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	Mae'r gweithlu addysg a sicrhau adnoddau <i>dynol</i> Cymraeg cymwys, wrth gwrs, yn rhan annatod o'r modd y llwyddir i gyrraedd nod Cymraeg 2050. Mae'r cynigion ym mharagraffau 73 a 74 yn rhai hanfodol y dylid eu cynnwys yn y Cynllun Cenedlaethol.
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 i'r deilliannu fod yn gynhwysfawr ar y cyfan ac yn cwmpasu agweddau hanfodol ar y cynllunio arfaethedig, eto, gan fod <i>pwytiau mynediad i hwyrddyfodiaid</i> yn cael sylw ar wahân, tybed a ddylid ei ychwanegu at y saith deiliant arall?
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	Ymddengys hynny'n beth rhesymol i'w ddisgwyl gan bob awdurdod lleol.
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	Croesawaf y ffaith y bydd gan Weinidogion Cymru y grym deddfwriaethol i osod targedau ar awdurdodau lleol am resymau amlwg a amlinellwyd eisoes.
18. Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg	Cytuno	Byddai hynny'n darparu gogwydd annibynnol ar y broses ac yn sicrhau tystiolaeth wrthrychol ar gyfer naill ai cymeradwyo, neu fel arall.

mewn Addysg (CGCA) drafft pan fo'n briodol?		
19. Ydych chi'n cytuno gyda'r cynigion i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?	Cytuno	Mae'r cynllunio cyfredol yn anwastad dros ben o safbwynt sicrhau gweithlu sydd yn gymwys ar gyfer addysg Gymraeg, yn enwedig y Gymraeg <i>fel pwnc</i> lle dewisir athrawon 'Cymraeg' yn aml o <i>blith y staff</i> ar sail y ffaith eu bod yn siaradwyr. Er i'r broses gynllunio ar gyfer gweithlu fod yn gymhleth ac yn amlweddog, fel y cydnabyddir yn y testun, efallai y gallai hyn ysgogi awdurdodau addysg lleol i geisio bod yn fwy rhagweithiol yn eu cynllunio tymor byr a hir-dymor.
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	Fel y dywedir: "Bydd hyn yn rhoi hyder i'r cyhoedd fod y CGCAau arfaethedig yn cael eu cyflawni, ac yn cynyddu tryloywder ac atebolrwydd."
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	Bydd hynny eto yn rhan o'r atebolrwydd y dylid ei ddisgwyl ar ran awdurdod lleol wrth ddatblygu'r ddarpariaeth. Bydd hefyd yn ffordd o waredu'r difrawder ynglŷn ag addysg Gymraeg sydd yn nodweddiadol o rai awdurdodau lleol ar hyn o bryd.
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 yr hyn a argymhellir hyd yn hyn yn ddigonol er mwyn gwneud yr awdurdodau lleol i sylweddoli nad yw'r 'status quo' yn opsiwn bellach. Amser a ddengys, wrth gwrs, a fydd rhaid i'r llywodraeth ganol ddangos ei dannedd deddfwriaethol.
23. Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?	Cytuno	Rwyf eisoes wedi cyfeirio at hyn yn y <i>rhagymadrodd</i> (uchod) gan dynnu sylw at y ffaith y dylid darparu gwybodaeth am fanteision addysg ddwyieithog i rieni ar sail tystiolaeth ymchwil rhyngwladol cyfredol. Gallai darparu'r fath wybodaeth fod yn rhan allweddol o'r broses i greu newid mewn agwedd ac ymddygiad (Chin & Benne, 1976).

<p>24. Pa gefnogaeth y dylai Gweinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?</p>		<p>Gweler uchod. Rwyf eisoes wedi darparu gwybodaeth ynglŷn â sut y gellir gwneud hynny, ac hyd yn oed wedi cael cyfweiliad â chyn-Weinidog Addysg i drafod hyn. Byddwn, felly, yn awyddus i drafod hyn ymhellach.</p>
<p>25. Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo ddarpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?</p>	<p>Cytuno</p>	<p>Rwyf newydd farcio traethawd ymchwil MA ar y testun hwn. Mae'n amlwg bod y ddarpariaeth yn anwastad ar draws y wlad, ac eto, mae'n hanfodol bod rhieni yn cael cyfle i ail-ystyried cynnig addysg cyfrwng-Cymraeg i'w plant ar wahanol adegau yn eu gyrfa addysgol. Dengys tystiolaeth ymchwil (a phrofiad personol o'r hyn a wnaeth cyfaill) sut y gall disgyblion gaffael yr iaith yn llwyddiannus yn hwyrach ac ar wahanol adegau, hyd yn oed yn yr ysgol uwchradd. Felly, dylid gwneud hyrwyddo'r ddarpariaeth hon yn fater deddfwriaethol.</p>
<p>26. Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?</p>	<p>Cytuno</p>	<p>Gweler Rhif 25 uchod.</p>
<p>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?</p>	<p>Ddim yn cytuno nac yn anghytuno</p>	<p>Mae ateb y cwestiwn hwn yn anodd heb wybodaeth bellach, gan gynnwys faint o adnoddau dynol ychwanegol fydd ar gael i'r Ganolfan Dysgu Cymraeg Genedlaethol, ac ati. Mae'n amlwg bod y llywodraeth yn gweld y bydd rhaid ystyried hyn yn ofalus wrth ddweud: "Mae gwaith pellach i'w wneud i ystyried pa fodel fyddai fwyaf addas o ran y math o gorff y gellid ei sefydlu."</p>
<p>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?</p>	<p>Ddim yn cytuno nac yn anghytuno</p>	<p>Gweler Rhif 27 uchod.</p>
<p>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?</p>	<p>Cytuno</p>	<p>Wrth reswm, mae diwallu unrhyw angen o'r fath yn hanfodol, ond ai ar Weinidogion y dylid gosod y cyfrifoldeb hwnnw? Fel yr awgrymir, dylid gweld pa gyrff cyhoeddus sydd â dyletswyddau yn y maes hwn er mwyn sicrhau nad oes unrhyw ddyblygu gwaith yn anfwriadol.</p>

Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (Ile bo'n berthnasol): Mentrau Iaith Cymru

e-bost/rhif ffôn:

Eich cyfeiriad: Mentrau Iaith Cymru, 22 Y Sgwâr, Llanrwst, Conwy, LL26 0LD

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

Fel Mentrau Iaith rydym wedi gweld pa mor ddefnyddiol y mae cael targed o filiwn o siaradwyr wedi cynorthwyo ein gwaith i sbarduno mwy o bobl i ddefnyddio'r Gymraeg a'u denu at ein gwasanaethau a'n gweithgareddau er mwyn eu hannog i'w defnyddio'n fwy. Ein unig bryder yw sut fyddwn ni'n cyfri'r filiwn a phan gyrhaeddwn y filiwn beth fydd yn digwydd wedyn? Mae rhoi rhif fel hyn mewn cyfraith yn gofyn am sicrhau'r negeseuon cywir o fewn y gymuned nad targed i'w gyrraedd a gorffen yn hwn ond targed i'w maeddu a chynyddu'n barhaus. Mae'r Swyddfa Ystadegau Gwladol wedi awgrymu hefyd na fydd cyfrifiad arall ar ôl 2021, felly sut fyddwn yn mesur y filiwn? A oes gwerth edrych ar sefydlu mesuryddion eraill i gyd-fynd â'r ddeddfwriaeth, megis y dull yng ngwlad y Basg o gynnal arolwg sosioieithyddol gydag elfen o wrando cymunedol? Un peth sy'n glir, dyma gyfle euraidd i symud Cymru ymlaen yn wirioneddol tuag at greu cymuned a chymdeithas wirioneddol ddwyieithog a dangos pan ddwedwn fod y Gymraeg yn perthyn i bawb, bod pawb yn deall ystyr hyn ac yn gweld y llwybr o'u blaenau i gyrraedd y nod o filiwn a nod personol.

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

Rhaid adlewyrchu holl ardaloedd Cymru yn y ddeddfwriaeth hon ac felly mae angen bod yn uchelgeisiol. A yw gosod B2 y CEFR yn ddigon uchel? Mae angen cydnabod bod disgyblion ein hysgolion Cymraeg yn cyrraedd C1/2. Dylid nodi'r uchelgais hyn o fewn y ddeddf yn ogystal â B2 er mwyn dangos yr uchelgais i gael siaradwyr hyfedr. Er mwyn galluogi lefel B2 i fedru cael ei gyrraedd yna rhaid i ni gael gweithwyr i'w addysgu a bydd yn rhaid i'r gweithwyr hyn fod â safon uwch na B2. Bydd hefyd yn bwysig bod y gymuned yn deall beth yw fframwaith CEFR. Hoffwn y syniad o fod yn creu fframwaith penodol i Gymru. Mae hyn yn gyfle gwyb hefyd i ysbrydoli a sbarduno dysgu personol o fewn a thu allan yr ysgol yn ein barn ni ac o gymorth mawr i weld gallu'r unigolyn yn gwella o ran sgiliau ieithyddol ond hefyd o ran yr hunanasesu. Gallai hyn gael effaith fawr ar hyder yr unigolion hyn wrth weld eu cynnydd ar fframwaith.

Mae cyfrifoldeb yr awdurdodau lleol felly'n hanfodol yma er mwyn defnyddio'r wybodaeth sydd ganddynt am yr ysgolion, niferoedd, safonau, gweithlu i sicrhau cyrraedd y B2 a'r C1/2.

Awgrymwn hefyd bod lle i weithlu awdurdodau lleol wella eu sgiliau Cymraeg hwythau wrth iddynt weithio gyda'r ysgolion a'r colegau wrth anelu am y filiwn a thu hwnt ac yn enwedig wrth ddisgwyl sgiliau uwch yn y Gymraeg gan y dysgwyr. Mae ganddynt gyfrifoldeb yn barod i wneud hyn o dan y safonau ond nid yw pob sir yn ymrwymo i'r un graddau.

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

Credwn yn gryf y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deiliant hwn ac yn wir C1/2 drwy osod disgwyliadau cenedlaethol trwy dargedau er mwyn bod y gwaith o gynyddu gallu dysgwyr yng Nghymru i ddefnyddio'r iaith yn hwylus gael ei wireddu. Dylai'r rôl osod y weledigaeth yn glir am Gymru ddwyieithog a sut y byddant yn cefnogi cyrraedd hynny drwy ystod o agweddau yn cynnwys gosod targedau, monitro, hyrwyddo a sicrhau adnoddau i fynd i'r afael â'r gweithgarwch a ddaw yn ei sgil.

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

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

Eto rhaid sicrhau bod y continwmm yn adlewyrchu gallu ieithyddol plant ym mhob sector fel eu bod yn gweld eu camau cynnydd yn amlwg ac yn cael cyfle i ddathlu cerrig milltir arwyddocaol yn eu dysgu. Bydd hyn hefyd yn cynorthwyo gyda hyder dysgwyr yn ogystal.

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

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

Cytunwn y dylid creu cyfundrefn statudol ar gyfer categorieiddio ysgolion a gynhelir yn ôl cyfrwng iaith ond rhaid bod deilliannau ieithyddol yr ysgolion hyn yn glir a bod y categorïau yn cyd-fynd yn ddiffuant â'r ddarpariaeth.

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

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

Sylwadau ategol

Cytunwn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg. Tra cydnabyddwn y bydd yn heriol iawn i rai ysgolion, bydd angen bod cyfundrefn gref o gefnogaeth ar gael ar gyfer creu'r cynnydd graddol a hwnnw'n cael ei gyllido'n ddigonol. Mae'r Mentrau Iaith yn barod i fod yn rhan allweddol o'r gefnogaeth hwnnw o ran defnydd cymunedol anffurfiol a dysgu cymunedol mwy ffurfiol hefyd a fydd yn rhoi cyd-destun byw o'r iaith i ysgolion – y dysgwyr a'r gweithlu.

Bydd effaith wrth gwrs ar y gweithlu a staff a bod angen dybryd i gynyddu cymhwysedd ieithyddol y gweithlu o fewn y sector Saesneg. Bydd angen felly bod y Ganolfan Ddysgu Cymraeg Cenedlaethol yn medru ymgymryd â'r galw am hyfforddiant hwn ym mhob rhan o Gymru, gyda rhai ardaloedd angen cynyddu capasiti'n arwyddocaol.

Yn y pendraw, effaith gadarnhaol gallwn weld i hyn.

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 hyn. Rhaid sicrhau bod natur ieithyddol yr ysgolion ar draws Cymru yn gosod cysail o gynnydd yn y defnydd o'r Gymraeg ar bob cyfri. Mae angen hefyd clustnodi cefnogaeth ddigonol i'r ysgolion hyn symud i fyny'r categori o ran cefnogaeth broffesiynol i athrawon a chymorthyddion ond hefyd i lywodraethwyr ysgol.

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

Bydd hyn yn cael effaith gadarnhaol ar allu'r disgyblion i gaffael y Gymraeg gan dderbyn profiadau cynyddol o fewn y dosbarth wrth ddysgu'r Gymraeg.

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

Gwyddwn pa mor bwysig yw sicrhau cynnwys cwricwlwm a gweithgareddau allgyrsiol trwy gyfrwng y Gymraeg i atgyfnerthu'r dysgu a rhoi profiadau ieithyddol mewn peuoedd gwahanol i'r dysgwyr. Y mae'r Mentrau Iaith wedi cynnal sesiynau Balchder Iaith ac Ymwybyddiaeth Iaith ers nifer o flynyddoedd ac yn gweld y bydd gweithgarwch fel hyn yn fuddiol iawn i gynyddu dealltwriaeth disgyblion o werth dwy iaith o leiaf. Bydd angen wrth gwrs gael sicrhad o gyllideb i fedru cynorthwyo'n ffurfiol gyda'r gwaith hwn.

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

Dylai pob ysgol newydd o nawr ymlaen fod yn un Gymraeg.

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

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 hanfodol cynnwys y sector cyn-ysgol ac ôl 16 yn y cynllun hwn gan ei fod yn allweddol i osod y sylfaen ieithyddol gadarn yn y blynyddoedd cynnar a pharhau i ymarfer a datblygu'r sgiliau hyd at gymwysterau ac at waith.

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 dybryd am dargedau cenedlaethol ynghylch y gweithlu addysg. Dylid eu cynnwys yn y Cynllun Cenedlaethol yn bendant. Mae angen edrych ar sut y mae'r cyfnod diwethaf o ran cofid wedi effeithio ar batrymau gwaith ac edrych ar sut y mae modd denu gweithlu newydd drwy amrywio oriau gwaith. Mae angen edrych ar gynlluniau blwyddyn gap i annog myfyrwyr sydd yn gadael ysgol i gymryd blwyddyn o brofiad yn y maes addysg i brofi'r proffesiwn ac i dderbyn cefnogaeth i symud ymlaen at astudio i ddod yn athrawon neu cymorthyddion.

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

Dymunwn weld deiliant 5 yn cael ei adolygu i gynnwys cyfraniad mudiadau megis y Mentrau Iaith a phartneriaid y trydydd sector sydd yn medru darparu profiadau tu hwnt i'r ystafell ddosbarth o fewn a thu hwnt y Siarter iaith a Chymraeg Campus. Dylid cydnabod y gwaith sydd eisoes wedi digwydd i gefnogi'r deiliant hwn ers sefydlu'r CSCAu ym Medi 2022 ac y mae'n hanfodol gweld cydnabyddiaeth am y gwaith hwn yn cael ei gynnwys yn rhan o'r ddeddfwriaeth hon. Yn ein digwyddiadau ni y bydd y dysgu yn yr ysgol yn tyfu, cydgyfnerthu ac yn dwyn ffrwyth.

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

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

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 bwysig cael arweiniad gan Weinidogion Cymru ar hyn er mwyn sicrhau cysondeb ar draws Cymru a pherchnogaeth Gweinidogion Cymru ein bod am gyrraedd a maeddu'r nod o filiwn o siaradwyr Cymraeg.
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Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

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

Rhaid i awdurdodau lleol berchnogi'r elfen leol o ddatblygu'r gweithlu. Gan yr awdurdodau lleol y mae'r wybodaeth am niferoedd o fewn eu sir hwy ar adegau penodol ac felly mae ond yn naturiol i gymryd y cyfrifoldeb hwn yn 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 (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

Mae angen i'r adroddiad hwn gael ei gyhoeddi fel bod y cynnydd i'w weld gan y cyhoedd.

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

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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)?

Rhaid sicrhau bod mesur effaith unrhyw gynllun addysg yn sicrhau effaith gadarnhaol ar y Gymraeg ar bob achlysur.

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

Heb os nag oni bai. Y mae pob Menter Iaith wedi ymgymryd â'r dasg hon gyda'u hawdurdodau lleol dros y blynyddoedd, gyda nifer o awdurdodau lleol wedi bod yn llwyr ddibynnol ar y Mentrau Iaith i wneud y gwaith i gyd. Rhaid i awdurdodau lleol berchnogi'r gwaith hyrwyddo hwn a newid systemau o fewn yr awdurdodau lleol i hwyluso'r hyrwyddo hyn. Mae prosesau rhai awdurdodau lleol yn ei gwneud yn anodd i rieni ddewis addysg Gymraeg er enghraifft, gyda gwefannau heb gynnwys gwybodaeth am ddarpariaeth addysg Gymraeg na bod ysgolion Cymraeg yn bodoli yn y sir mewn ambell enghraifft. Rhaid i awdurdodau lleol gynnal adolygiad o'u systemau cyfathrebu mewn perthynas ag addysg Gymraeg fel eu bod yn adnabod y camau cyflym i newid y gyfundrefn bresennol. Mae angen rhaglen o addysg broffesiynol hefyd ar swyddogion awdurdodau lleol fel eu bod yn rhannu gwybodaeth ffeithiol yn hytrach na barn neu canfyddiad ansicr am addysg Gymraeg.

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

Sylwadau ategol

Dylai Gweinidogion Cymru gynnig arweiniad clir ar beth yw addysg cyfrwng Cymraeg a nodi'n gadarn taw dyma'r modd y bydd addysg yng Nghymru yn newid er mwyn bod dysgwyr Cymru'n dysgu'r iaith ac yn dod yn ddefnyddwyr hyderus. Dylid paratoi adnoddau ar gyfer bob cyfnod yn debyg i ymgyrchoedd blaenorol megis Kids Soak it Up a llyfrynnau bach melyn Twf. Dylai'r neges fod yn gyson ac yn atyniadol ac ar gyfer y tymor hir gyda'r negeseuon yr un peth ond eu diwyg yn amrywio yn ôl oedran.

Mae penodi Pencampwr Hyrwyddo Addysg Cyfrwng Cymraeg Rhanbarthol (de-ddwyrain Cymru) yn brosiect arloesol a ddatblygwyd gan bartneriaeth Grŵp Deddf, 10 awdurdod lleol, 8 Menter Iaith, Cymraeg i Blant, Mudiad Meithrin a RhAG, ac a ariannir gan Lywodraeth Cymru. Mae'r pencampwr yn cefnogi'r partneriaid yn lleol a rhanbarthol wrth adnabod a chydweithio ar ymarfer da yn hybu addysg Gymraeg, a sefydlu patrymau o gydweithio llwyddiannus. Mae'n datblygu naratif cynhwysol, croesawgar ac unedig sy'n sail i ymwneud â'r cymunedau lleol.

Dangosa profiadau cychwynnol bod hwyluso cydweithrediad lleol a rhanbarthol yn sicrhau ymddiriedaeth uwch ymhlith y partneriaid, gwell cydweithrediad, a ffocws ar anghenion pobl lleol. Lle mae rhwystrau at addysg Gymraeg mae'r dull cydweithredol yn arwain at ddatrysiadau creadigol a llwyddiannus.

Yn ogystal â hyn rhaid sicrhau cyllideb deilwng i ariannu cynllun hyrwyddo hirdymor. Rydym am sefydlu normau newydd o ran dealltwriaeth ein cymunedau a dechreu hyn gyda Gweinidogion Cymru.

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

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

Rhaid i rieni wybod bod mwy nag un cyfnod lle gellir ymuno ag addysg Gymraeg. Gan fod awdurdodau lleol yn awdurdod mynediad swyddogol yna mae ond yn naturiol bod y ddyletswydd hon yn cael ei osod arnynt.

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

Daw dysgwyr i'n cymunedau fyw o bell ac agos ac y mae'n hanfodol bod strwythurau mewn lle i gefnogi'r dysgu ar ba bynnag gyfnod y dânt i'r ardal. Mae angen hefyd ystyriaeth i gefnogi dysgwyr sydd heb y Gymraeg na'r Saesneg. Rydym wedi clywed yn

rhy aml am fewnfudwyr sydd ond wedi cael dewis addysg Saesneg wrth gyrraedd ein cymunedau. Nid yw hyn yn adlewyrchu ein dyhead i gyrraedd y filiwn a rhaid sefydlu strwythurau cadarn i gefnogi hyn.

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

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

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

ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno	✓	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

Dymunwn nodi yma y bydd costau'n disgyn ar y Mentrau iaith yn anochel gan fod y Mentrau iaith yn cefnogi'r addysgu anffurfiol ar draws Cymru. Byddai'n dda cael ein cydnabod yma a chael ystyriaeth lawn wrth i'r papur hwn symud i ddeddfwriaeth. Byddwn yn falch o fedru trafod gyda'r Llywodraeth ymhellach wrth symud ymlaen.

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

Ceir uchelgais clir yn y papur gwyn hwn. Wrth droi'n ddeddfwriaeth, bydd llwyddiant gweithredu'r ddeddf yn ddibynnol ar yr adnoddau sydd yn cael eu clustnodi i'w gyflawni, yr ymrwymiad a'r cynllun clir ar sut i gyflenwi digon o weithlu a gosod yr uchelgais i drawsnewid addysg yng Nghymru drwy rwydweithiau o arbenigwyr a systemau ysgogol, cefnogol a chydweithredol. Rhaid i'r gefnogaeth hon fod yn glir yn ystod y cyfnod nesaf wrth i'r cynigion hyn droi'n gyfraith. Dylid sicrhau cyfathrebu cyson gyda holl rhanddeiliaid wrth i'r broses fynd rhagddo gan gynnwys sefydliadau fel y Mentrau iaith sydd yn eiriol dros gynyddu defnydd o'r Gymraeg o fewn cymunedau ar draws Cymru.

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?

Wrth i'r broses ddatblygu hoffwn weld estyn allan i holl rhanddeiliaid perthnasol y papur hwn a holi'r cwestiwn hwn yn gyson. Mae'n hollbwysig bod yr ymgysylltu cyhoeddus yn parhau wrth symud ymlaen i ddeddfwriaeth ac yn parhau'n dryloyw ac

yn agored. Byddai trefniant fel y ceir mewn gwrandawiadau casglu tystiolaeth yn dda yma fel bod yna gyfle i drafod a pharodrwydd i wrando wrth fod y gwaith yn parhau.

Cwestiynau gorfodol

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

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

Sylwadau ategol

Bydd yr effeithiau yn rhai cadarnhaol ar y Gymraeg ond bod y gyllideb sydd yn cyd-fynd gyda'r cynllun yn ddigon i wireddu'r holl gynlluniau.

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

Sylwadau ategol

Rhaid ystyried perthynas cynigion y papur gwyn hwn gyda chyfrifoldebau'r cyrff a ddaw o dan y safonau ac yn enwedig cyfrifoldeb awdurdodau lleol i greu cynllun hybu'r Gymraeg bob 5 mlynedd. Oes cysylltiad clir rhwng dyhead y papur hwn a'r cynlluniau hyn?

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

Er mai cyfrifoldebau'r awdurdodau lleol yw ffocws y papur, mae llwyddiant hybu addysg Gymraeg a siarad Cymraeg gydol oes yn ddibynnol ar bartneriaethau lleol a chenedlaethol.

Mae'r Mentrau Iaith yn holl bwysig i hybu addysg Gymraeg wrth gynnig a darparu trawstoriad eang o wasanaethau cyfrwng Cymraeg i bobl o fewn eu cymunedau lleol.

Mae hefyd ganddynt rôl yn gwneud y Gymraeg yn berthnasol tu allan i faes addysg, rôl hollbwysig i greu diwylliant ac iaith fyw.

Mae gan y Mentrau Iaith rôl allweddol i'w chwarae'n normaleiddio siarad Cymraeg. Mae angen cymryd pob cyfle i'w cefnogi a'u cyllido mewn ffordd ystyrlon a hirdymor os ydyn ni am i gymunedau'r ysgolion cyfrwng Cymraeg adlewyrchu'r gymuned.

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y 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

Organisation (if applicable):

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

This should be included as it is the basis of the White Paper.

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

It is agreed that there is a role for the local authority. However, further work is needed to fully understand the implications and to determine what the role would be.

We would hope that the role of the local authority would be a supportive role which encourages schools to increase the amount of Welsh taught and used informally.

The local authority should still hold the role of decision maker for the schools within the local authority.

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

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

It is the local authority’s view that Welsh Ministers should work with relevant bodies to publish the language skills continuum. Also, to ensure that there is clear

direction for all pupils, parents and operating partners while giving parents a choice of language for their child's education.

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 Language continuum is welcomed. It should be used to consistently measure language competency.

Further information is required to see how this will be presented and undertaken by pupils – a diagnostic approach would be favoured.

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

The system of categorising schools along with clear criteria and expectations is a good idea in principle.

However, there is a danger that distinct categories will lead to the perception that Category 1 schools need to do better to achieve Category 3.

The categorisation of a school may also be misunderstood as forced transition. It would need to be clear for parents/carers when they expressed parental choice when they applied for the admission of their child to a school, the transition from one category to another and what the timing of this would be and how this might impact their choice of school.

Nevertheless, categorisation will also recognise the work which each school undertakes with regards to the development of the Welsh language.

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

If Welsh Ministers are minded to define categories, it is important that these are clear and concise. This will create transparency and create confidence in the system as all stakeholders will know the expectations of their setting at the time and the steps to take to move along the categories.

However, there is a danger that some schools may not 'fit' a particular category unless there is also some flexibility in the system.

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

The criteria/guidance for the category is needed and the local authority agrees that there should be a minimum amount of Welsh language provision offered. It may be unacceptable to some parents/carers that their child has to attain Welsh language skills at level B2. Many parents from non-Welsh speaking backgrounds may feel disadvantaged. Ultimately, such a proposal may impact negatively on the wider intention of the Bill.

If it was to be implemented, information needs to be clear for parents, so they understand the school's commitments when choosing a school.

There are concerns about upskilling staff who will be able to provide lessons using the Welsh language. This will take time to work through the system and will be costly to schools.

To develop staff's Welsh language skills, schools may need to put some school developments on hold. Staff only have a certain amount of capacity.

The development of the workforce and how that is achieved will need careful consideration.

Learners may have additional learning needs (ALN) and may have limited capacity to learn through another language.

There is the possibility that they will see Welsh as being imposed upon them and may distance themselves from learning. This will need to be considered carefully.

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 is a national policy agenda. However, the proposal is that local authorities assume responsibility for both the approval of school categories and are held accountable for them.

While it is important that there are checks and balances in place and the local authority (possible in partnership with the Consortium) will be best place to assess the relevant categories, there is some concern that such a decision will cause conflict between the aspiration of school will conflict with the realities, practicalities and financial burden associated with the categorisation.

We welcome that schools make the initial decision to place themselves into a category and that the local authority will use documents from Welsh Government to approve the decision. However, Welsh government should carefully consider the impact of holding local authorities to account for the categorisation of schools.

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 type="checkbox"/>
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Supporting comments

The local authority agrees that schools should be aspiring to improve on the amount of Welsh that is delivered. However, there is a concern that it will be imposed upon schools to move quickly through the categories.

There is the question of equality. It seems that over time this will remove parental choice but at the same time giving all pupils the opportunity to be bilingual.

Over time, schools would have moved through the categories to category three. This concerns us as a local authority as there are pupils that cannot manage an additional language and potentially this could become a barrier to their learning. Further clarity would be required on the options for these pupils.

The focus of national legislation should be on nurturing the Welsh language.

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 term 'over time' is used frequently throughout the document but there is no indicator as how long it would be acceptable for a school to stay within a category.

The local authority's concern is that schools will be forced to work through the categories without staff having the skills and confidence as a result this could have an impact upon standards.

We strongly disagree that the Welsh Government will make strong recommendations as to where schools should open.

We welcome that schools will write a delivery plan which will be supported by the category criteria.

The consultation does not request a response to paragraph 61. However, the process and mechanism for making regulated alterations to change the language category of schools does need serious consideration:

Case law has established that the consultation process should:

- be undertaken when proposals are still at a formative stage;
- include sufficient reasons and information for particular proposals to enable intelligent consideration and response;
- provide adequate time for consideration and response; and
- ensure that the product of consultation is conscientiously considered when the ultimate decision is taken.

Cabinet would legally be compelled to 'conscientiously take into account' the product of the consultation, in which consultees views are sought as to their favoured way forward - and they can express a language preference in their consultation responses. Cabinet would also consider other relevant factors (for example, Welsh Government's aim of achieving one million Welsh speakers by 2050).

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 have concerns about this approach.

Whereas the local authority knows its schools well and school improvement and professional development has been deployed to the consortia, the proposal confuses education outcomes and the role of Estyn as regulator with language provision.

This also suggests schools and local authority will be held to account through delivery plans. The use of words such as ‘rapid review’ if schools are not making progress appears to not reflect that a school may not be progressing through the categories but may ultimately be delivering excellent educational outcomes.

Clear guidelines would need to be produced by Welsh Government for all local authorities to use to create transparency and consistency.

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 local authority should always decide on the language medium of a school within the local authority.

It reads that the decision will be removed from the local authority and that Welsh Government will decide on where schools should open and if the White Paper becomes accepted, only Welsh-medium/category three schools will open.

Therefore, it looks like the decision has been removed from the local authority.

We would disagree strongly with that approach.

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

If this White Paper is accepted, there needs to be clear and transparent documentation from Welsh Government.

The local authority's Welsh in Education Plan (WESP) is strong and has been approved by Welsh Government. The local authority is committed to meeting the target of 14% (or more).

However, having a Strategic National Plan will unite all local authorities' WESPs and provide a clear strategic direction.

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

Having appropriate workforce is key to developing Welsh-medium education. We already know that there is a national problem in recruiting Welsh-medium staff.

Within our local authority, it is a challenge to employ staff with the relevant qualifications and language skill set. A plan for recruitment and increased pay is essential to entice people to join the workforce.

There should be a clear picture of the current and forecasted workforce.

There is a question surrounding initial teacher training as to whether it will be compulsory for student teachers to undertake a Welsh course to reach CEFR B2 if they have not reached the equivalent in GCSE, or they are not a fluent Welsh speaker?

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

The local authority agrees that a National Plan is essential to 'join the dots' as the vision for Education in Wales will be encapsulated and will strengthen the outcomes of the WESPs.

Planning for the workforce needs to be at a national level where all students across Wales have the same opportunities. Planning at a local level could create a 'post code lottery' effect and opportunities could be limiting.

We do not agree with changing the title of the WESP to WEIP. The decision should remain with the local authority.

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

As a local authority we believe that we should remain with the current WESP and with the five-year plan. A huge amount of work has gone into writing this plan co-constructed with stakeholders. The local authority's WESP was deemed to be positive by Welsh Government, and it was approved.

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

Although we agree that there needs to be a National Plan, it should not remove powers from the local authority to make decisions about schools by Welsh Government setting 'firm expectations' for local authorities.

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

The local authority does not agree that the WESP should become WEIP. The local authority has worked well with Welsh Government in constructing the WESP.

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

We strongly believe that a national campaign/plan is needed to attract staff to roles within Welsh-medium education. Professional development sits with the Consortia, and they only have a certain capacity to run language courses such as ‘Cymraeg mewn Blwyddyn’.

If schools are to be moved through the categories, this would put further pressure on schools and affect with workforce, possibly losing staff to another industry. This must be carried out in a methodical way.

Initial teacher training, and courses with further education and higher education within the local authority have a role to play with professional development.

However, this needs to be led by Welsh Government.

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

A review report on the National Plan should be published. The local authority believes that WESP should remain. By publishing a local authority’s review report, it could alter the work of the WEF if questions are raised and demands are placed by 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 type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We believe any targets set should be soft targets.

The role of Estyn as inspectorate should be fundamentally on educational outcomes.

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

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

Local authorities and Welsh Government have worked in partnership to write and approve the WESPs. Welsh Government should have a supportive role to local authorities to enable the WESP to be implemented. Networking with other local authorities within our 'band?' would be beneficial.

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

As a local authority, we work hard with WEF partners to promote Welsh-medium education and celebrate their achievements. One of the sub-groups of the WEF is to promote, celebrate and market Welsh-medium education.

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

Supporting comments

Promotion and marketing information that break down barriers to Welsh-medium education especially to parents that are not Welsh-speaking themselves. The promotion/marketing needs to be consistent across Wales.

If categories are in place, clear information on each category for parents which is easy to read and is well formatted should be in place.

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

There should be no duty on local authorities in this context.

However, a national campaign would be beneficial where success stories can be shared and for parents to relate to.

The local authority has late immersion in place and all Welsh-medium schools are aware of how to make a referral. A marketing plan is being written and we propose that the local authority has a moral rather than a statutory duty to promote the provision only.

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

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

While local authorities will always look for opportunities to grow Welsh-medium education provision and support the Welsh-language, late immersion should only be considered where it is practical and to do so, financially viable and where sufficient demand exists.

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	<input checked="" type="checkbox"/>
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Supporting comments

Careful consideration would need to be to the impact such a body would have on the role of schools and local authorities.

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

Further information is needed as how the National Centre for Learning Welsh would support schools. Careful consideration would need to be to the impact such a body would have on the role of schools and local authorities.

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

However, there is a significant difference between intent and the practicalities of offering provision. Such a guarantee would need to be carefully considered.

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

All relevant bodies are listed.

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

Supporting comments

All bodies are funded by Welsh Government and funding should be provided directly.

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

Supporting comments

The Well-being of Future Generations (Wales) Act 2015 requires public bodies across Wales named in the act to work towards fulfilling seven well-being goals, one of which is ‘a Wales of vibrant culture and thriving Welsh language’.

It could be argued that the White Paper impacts on parental choice of the language medium of education. There is also the factor that some children do not have the capacity to learn another language and that the language becomes a barrier to their learning.

The Bill seems to propose a singular approach to education by 2050, in that a parent/carer wishing to educate their child in Wales, will only be able to do so if their child ends up a fluent (B2) Welsh speaker.

While schools are moving through categories, what consideration has been made to pupils with ALN?

The cost of upskilling current staff to have the confidence to deliver lessons through the medium of Welsh and the availability of professional development to do this have not been considered.

Another consideration is that a school may not be able to prioritise raising standards across the curriculum if they are investing in the language development of their staff.

The categorisation will give recognition to those schools currently working hard to deliver lessons through the medium of Welsh.

The recruitment of staff to the education sector with the necessary language skills or willingness to learn the language may be impacted by the rates of pay and working conditions. We are currently seeking providers for our Welsh-medium childcare hubs and challenges of the workforce is one of the considerations for not moving forward with applications.

It is the local authority's view that the Equality Impact Assessment accompanying this White Paper needs to be revisited.

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

Supporting comments

The costs associated with this White Paper would need to be considered carefully and the impact that it will have financially and statutorily on schools and local authorities in particular.

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

While we agree that the proposals will create a single coherent system of learning and acquiring Welsh, there could be an argument that English is being treated less favourably than Welsh.

Parents could also misunderstand if proposals are introduced.

Such a strongly legislated policy may ultimately be counterproductive to its intent, working against the Welsh language in Wales.

Clear communication on categories and the expectations from Welsh Government are needed. During the years where schools are transitioning through the categories, there will be less choice for parents and children and may have to travel further to attend a school in their desired category.

It could also be argued that parents and children see the Welsh language being forced upon them and see this as discriminatory under the Equality Act (2010).

Clear communication to parents and raising awareness of changes to come is key, highlighting the criteria expectations for each category and how that will impact on their child's school.

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 Equality Impact Assessment in conjunction with this White Paper should be revisited.

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

There are ongoing concerns with the availability of Welsh-medium resources and this needs to be addressed as a matter of urgency through 'Adnodd'.

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:





Ymateb CLILC a CCAC i'r Ymgynghoriad:

Cynigion Papur Gwyn ar y Bil Addysg Gymraeg

Mai 2023





CYFLWYNIAD

1. Mae Cymdeithas Llywodraeth Leol Cymru (CLILC) yn cynrychioli'r 22 awdurdod lleol yng Nghymru, ac mae'r tri awdurdod parc cenedlaethol a'r tri awdurdod tân ac achub yn aelodau cyswllt.
2. Mae CLILC yn sefydliad trawsbleidiol a arweinir yn wleidyddol, gydag arweinwyr pob awdurdod lleol yn penderfynu ar bolisi drwy'r Bwrdd Gweithredol a'r Cyngor CLILC ehangach. Mae CLILC hefyd yn penodi uwch aelodau fel Llefarywr a Dirprwy Llefarywr i ddarparu arweinyddiaeth genedlaethol ar faterion polisi ar ran llywodraeth leol.
3. Mae CLILC yn gweithio'n agos gydag ymgynghorwyr proffesiynol a chymdeithasau proffesiynol o lywodraeth leol ac mae'n cael cyngor ganddynt yn aml. Fodd bynnag, CLILC yw'r corff sy'n cynrychioli llywodraeth leol ac yn darparu llais gwleidyddol cyfun i lywodraeth leol yng Nghymru.
4. Defnyddiwyd gwybodaeth ac arbenigedd Cymdeithas Cyfarwyddwyr Addysg Cymru (CCAC) i lunio'r ymateb hwn. O ganlyniad, mae hwn yn ymateb ar y cyd i'r ymgynghoriad ar ran CLILC a CCAC ac mae'n cynrychioli barn gyfun y 22 o awdurdodau lleol yng Nghymru.

YMATEB

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

Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
		X

Mae CLILC a CCAC yn llwyr gefnogi'r nod o greu miliwn o Siaradwyr Cymraeg erbyn 2050, fodd bynnag, mae amryw o bryderon ymarferol o ran gosod dyletswydd statudol ar awdurdodau lleol i gyrraedd y targed hwn. Y brif her yw prinder staff ysgol ar bob lefel, ond yn enwedig athrawon Cymraeg ac athrawon sy'n gallu addysgu'r Gymraeg mewn ysgolion Saesneg. Os bydd dyletswydd statudol i wireddu'r targed hwn, bydd angen mwy o gyllid i ddatblygu'r isadeiledd staffio sydd ei angen ar gyfer ei roi ar waith.

Mae pryderon nad yw'r targed statudol hwn yn gyraeddadwy mewn ardaloedd â llai o siaradwyr Cymraeg. Mae data am weithlu ysgolion ar gyfer 2021 er enghraifft yn dangos bod gan 38.9% o athrawon ar gyfartaledd sgiliau Cymraeg a ystyrir ar 'lefel ganolradd neu uwch', ond mae hyn yn amrywio o 11.4% - 93.1% ar draws y 22 awdurdod lleol yng Nghymru. Mae gan 15 o awdurdodau lleol llai na 39.9% o athrawon â sgiliau Cymraeg 'canolradd neu uwch' ac mae gan 3 ALI gyfran sy'n is na 20%. Mae'r ffigurau hyn wedyn yn llawer iawn is ar gyfer cyfran y staff cefnogi â sgiliau



Cymraeg ar lefel canolradd neu uwch ar draws awdurdodau lleol, mae 16 awdurdod yn is na 20% ac mae'n amrywio o 2.8% i 84.3%¹ yng Nghymru.

Byddai awdurdodau lleol hefyd yn croesawu mwy o fanylion ar y disgwyliadau sydd arnynt y tu hwnt i'r *"ddyletswydd i roi sylw dyledus i'r targed"*, er enghraifft, fyddai targedau penodol yn cael eu gosod i bob awdurdod lleol yn debyg i dargedau'r Cynllun Strategol Cymraeg mewn Addysg? Pa ganlyniadau fyddai yna pe bai awdurdod lleol yn methu â bodloni eu targedau statudol?

Ar y llaw arall, mae rhai awdurdodau lleol wedi croesawu'r cynnig i wneud y targed yn statudol ac yn nodi bod gwneud y targed uchelgeisiol hwn yn rhan o'r ddeddfwriaeth sylfaenol yn rhoi hwb i'r ysgogiad i'w gyflawni. Er bod pob awdurdod lleol yn cytuno y bydd cyrraedd y targed o fewn yr amserlen yn anodd iawn, yn enwedig heb adnoddau ychwanegol sylweddol i ysgolion a buddsoddiad ychwanegol mewn staff awdurdodau lleol fydd yn cefnogi'r ysgolion i symud ymlaen ar hyd y continwmm iaith.

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	Anghytuno	Ddim yn cytuno nac yn anghytuno
		X

Mae'n ddefnyddiol cael targed penodol a defnyddio fframwaith cyffredin ond eto, mae pryderon o ran pa mor gyraeddadwy fyddai lefel B2 i **bob** disgybl yng Nghymru erbyn 2050. Mae'r pwyslais ar i bob disgybl adael addysg statudol â'r gallu i siarad Cymraeg yn hyderus. Ystyrir B2 yn lefel 'Uwch', sy'n uwch na 'chanolradd' ac o dan 'hyfedredd' ar raddfa'r Ganolfan Dysgu Cymraeg Genedlaethol. Bydd hyn yn golygu cynyddu'n raddol y gyfran o bob wythnos sy'n cael ei ddynodi ar gyfer darpariaeth Gymraeg, sydd angen staff â'r sgiliau perthnasol.

Fel y nodwyd yn yr ymateb i gwestiwn 1, er bod awdurdodau lleol yn cefnogi'r egwyddor o gynyddu nifer y siaradwyr Cymraeg yn sylweddol ar draws Cymru, y prif rwystr er hynny yw sgiliau Cymraeg y gweithlu presennol. Mae'r rhwystr yn llawer mwy o her i awdurdodau lleol yn Nwyrain Cymru ac i'r awdurdodau lleol sy'n ffinio â Lloegr oherwydd faint o staff sy'n siarad Cymraeg sydd ar gael. Gallai'r her hon waethygu os bydd mwy o staff yn dewis addysgu yn Lloegr oherwydd bod y gofynion o ran sgiliau Cymraeg ychwanegol yn cynyddu yng Nghymru. Mae llawer mwy o waith i'w wneud yn yr ardaloedd hyn i newid canfyddiadau lleol am y Gymraeg a chynyddu'r defnydd ohoni yn y gymuned fel nad yw ond yn iaith y dosbarth a'i bod yn datblygu ymhellach.

¹[Canlyniadau Cyfrifiad Gweithlu Ysgolion: ym mis Tachwedd 2021 | LLYW.CYMRU](#)



Rôl yr awdurdodau lleol i weithio tuag at y deiliant hwn fyddai cefnogi ysgolion i symud ymlaen ar hyd y continwwm categori iaith dros amser, ond mae'r prif ysgogwyr i ddatblygu'r gweithlu sydd ei angen i weithredu'r targed hwn yn nwylo Llywodraeth Cymru a'u gallu i osod gofynion ar ddarparwyr hyfforddiant cychwynnol i athrawon a darparwyr dysgu proffesiynol.

Mae'r papur ar amlinelliad o gostau yn nodi bod gwaith ar y gweill i *“adolygu'r cyllid sydd ar gael ar hyn o bryd i gefnogi'r gwaith o ddarparu cyfleoedd dysgu proffesiynol a chymorth i weithredu CSCA er mwyn sefydlu ffrydiau ariannu a deilliannau clir”*.

Mae hefyd yn nodi y bydd £1.845m yn cael ei ddyrannu yn 2022-2023, £500,000 yn 2023-2024 a £2m yn 2024-2025, wedi'i flaenoriaethu i gefnogi amcanion y cynllun yn cynnwys hyfforddi'r gweithlu. Ar hyn o bryd, mae cryn amrywiaeth yn y cyfleoedd dysgu proffesiynol sydd ar gael o un rhanbarth i'r llall, felly mae'n hanfodol datblygu darpariaeth dysgu proffesiynol cyson ac i gydweithio'n agos gydag awdurdodau lleol ac ysgolion i dargedu'r 61% o staff nad ydynt yn credu bod ganddynt sgiliau Cymraeg 'canolradd neu uwch'. Bydd costau ychwanegol o ran cynllunio, gweinyddu a monitro i awdurdodau lleol wrth iddynt ddatblygu cynlluniau gweithredu penodol i fodloni'r nod B2.

Ar ben arall y sbectrwm o ran y Gymraeg, mae pryderon hefyd y gallai gosod y targed hwn gael effaith andwyol anfwriadol ar addysg cyfrwng Cymraeg. Byddai angen rheoli hyn yn ofalus iawn fel nad yw manteision neu atyniad addysg cyfrwng Cymraeg yn cael eu gwario. Mae hefyd yn bwysig nad yw'r targed B2 i bawb yn gostwng y bar i ysgolion Cymraeg ble dylai dysgwyr adael yr ysgol â lefelau Cymraeg uwch a mwy hyfedr na B2. I fodloni nodau Cymraeg 2050 a symud tuag at genedl ddwyieithog, mae angen i'r llif o fyfyrwyr israddedig sy'n cwblhau graddau yn y Gymraeg a thrwy gyfrwng y Gymraeg gynyddu'n sylweddol, ac er mwyn i hyn ddigwydd, mae angen i ysgolion cyfrwng Cymraeg gynnal disgwyliadau uwch ar gyfer deilliannau ieithyddol. Mae hyn yn bwysig i ddatblygu'r gweithlu'n gyffredinol, ond yn enwedig i athrawon a staff ysgolion y dyfodol.

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	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Y brif rôl i Weinidogion Cymru a swyddogion y llywodraeth yw datblygu sgiliau iaith y gweithlu'n gyflym fel y gall fodloni'r targed hwn. Dylai fod yn ofynnol i sefydliadau hyfforddi sy'n cael cyllid gan y llywodraeth, boed hynny ar gyfer athrawon, staff cefnogi, y sector ieuencid a gofal plant, gynnal hyfforddiant yn y Gymraeg os ydym am lwyddo i adeiladu gwlad ddwyieithog erbyn 2050.



Yn gysylltiedig â chynigion y Cynllun Cenedlaethol, dylai fod gan Lywodraeth Cymru rôl fawr i'w chwarae hefyd mewn datblygu naratif cenedlaethol cadarnhaol am fanteision addysg cyfrwng Cymraeg a dwyieithog. Byddai datblygu ymgyrch genedlaethol yn rhannu'r sail tystiolaeth ar fanteision dwyieithrwydd yn cefnogi awdurdodau lleol i hyrwyddo'r cyfleoedd Cymraeg lleol sydd ar gael.

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

Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Ydym, mae ystod o fanteision i gyhoeddi continwmm sgiliau Cymraeg. Bydd hyn yn helpu i fesur gwelliannau'n haws ac yn fwy dibynadwy. Mae hyn yn cynnig dealltwriaeth ar y cyd o'r lefel sgiliau fydd yn helpu i gynllunio ymyriadau a chynnydd. Dylai hyn hefyd helpu i sicrhau bod adnoddau a gyhoeddir yn y dyfodol yn cyd-fynd â'r un fframwaith. Bydd un continwmm yn helpu i ddarparu sail ar gyfer y daith oes o ddysgu Cymraeg, gan roi pwynt cyfeirio clir ar gyfer cynnydd. Bydd yn arbennig o ddefnyddiol i ddatblygu sgiliau Cymraeg y gweithlu addysg i fodloni'r targedau cyffredinol hyn.

Mae'n hanfodol bod teuluoedd, plant a phobl ifanc yn ogystal â chyflogwyr yn deall y continwmm sgiliau hwn. Byddai ymgyrch genedlaethol yn helpu i godi ymwybyddiaeth a hyrwyddo'r continwmm. Byddai angen hyrwyddo cyfleoedd i barhau i symud ymlaen ar hyd y continwmm sgiliau Cymraeg y tu hwnt i addysg statudol hefyd i ategu at y momentwm hwn.

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

Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Yn gyffredinol, mae CCAC a CLILC yn cytuno bod creu cyfundrefn statudol ar gyfer categoreiddio ysgolion darpariaeth cyfrwng Cymraeg yn gam cadarnhaol a bydd yn cefnogi nodau Cymraeg 2050. Byddai angen ymgynghori ar yr union gategoriâu fel yr awgrymwyd a byddai angen cael ymarfer mapio cynhwysfawr i ddeall faint o oriau dysgu sydd eu hangen i gyflawni'r nod B2. Byddai disgrifyddion a chynyddu isafswm y ddarpariaeth Gymraeg angen digwydd dros amser ac maent yn llwyr ddibynnol ar wella sgiliau Cymraeg y gweithlu a chynyddu nifer yr athrawon Cymraeg sy'n cael eu recriwtio yn gyflym.



Tynnodd pob awdurdod lleol sylw at yr heriau recriwtio sy'n eu hwynebu, gan bwysleisio'r effaith y mae telerau ac amodau gwaith presennol athrawon yn ei gael ar figurau recriwtio a chadw gwael.

Mae costau ychwanegol hefyd i ysgolion sy'n symud o un categori i'r llall, yn cynnwys ffioedd tiwtora, amser staff a chostau gweinyddol. Byddai hefyd yn ddefnyddiol iawn sefydlu pecyn gwaith i ysgolion i'w cefnogi i symud i gategori iaith uwch, yn seiliedig ar yr arferion mwyaf effeithiol ble mae ysgolion eisoes wedi symud i gategoriâu newydd.

Mae angen adolygu Deddf Safonau a Threfniadaeth Ysgolion 2013 gan fod rhannau ohoni'n annilys oherwydd y system gategoreiddio newydd. Bydd ar bolisïau hefyd angen cyd-fynd yn ofalus â pholisïau a threfniadau cludiant o'r cartref i'r ysgol, ac mae'n bosibl y bydd goblygiadau o ran cost yma hefyd.

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

Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Mae CLILC a CCAC yn cytuno, er, fel y cynigir, dylid ymgynghori ar y disgrifyddion ac ymchwilio i nifer yr ysgolion ym mhob categori mewn gwahanol ardaloedd daearyddol. Bydd angen i ddisgrifyddion a disgwyliadau fod yn arbennig o glir ar gyfer ysgolion 'Dwy iaith' a sut byddai trochi yn digwydd yn y sefyllfaoedd hyn ble byddai mwyafrif y gweithgareddau y tu allan i amser gwersi yn digwydd yn Saesneg. Mae staffio ac adnoddau hefyd yn anodd mewn ysgolion dwy iaith.

Rhaid i unrhyw dargedau gategoreiddio ystyried capasiti a sgiliau Cymraeg y gweithlu gydag amserlenni realistig ar gyfer unrhyw newid, yn ogystal â chyllid ychwanegol i helpu i gefnogi newid llwyddiannus.

Bydd ar bob sector angen yr eglurder hwn ar gyfer y disgrifyddion categori yn cynnwys lleoliadau gofal plant.

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?

Byddai gosod isafswm o ran amser a ddarperir yn Gymraeg yn helpu i roi'r eglurder maent ei angen i ysgolion i gyflawni'r nod B2 os yw hyn yn mynd i fod yn statudol. Fodd bynnag, byddai newid yr isafswm o ran lefel y ddarpariaeth mewn ysgol yn gwaethgu'r heriau presennol o ran y gweithlu addysg, a byddai'n rhoi ysgolion mewn ardaloedd lle mae siaradwyr Cymraeg yn brin dan ormod o bwysau.



Mae'r amser anffurfiol mewn ysgolion hefyd yn bwysig iawn i ddatblygu sgiliau ieithyddol a mynd i'r arfer o ddefnyddio mwy o Gymraeg yn rheolaidd. Felly, byddai ysgolion yn elwa o gael mwy o gefnogaeth i hyrwyddo'r Gymraeg y tu allan i wersi a deall yr arfer gorau a chyfleoedd sydd ar gael ar gyfer datblygu'r agwedd hon o fywyd ysgol.

Mae awdurdodau lleol hefyd wedi nodi bod angen i leoliadau gofal plant hefyd weithio yn unol â'r categorïau neu ddiffiniadau hyn, cymaint â phosibl. Ar hyn o bryd, mae Llywodraeth Cymru yn gweithio tuag at gontinwrm o ddarpariaeth gofal plant a'r blynyddoedd cynnar felly byddai'n ddefnyddiol pe bai'r rhain yn cyd-fynd â'r sector Addysg orfodol er parhad.

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?

Roedd ymatebion gan awdurdodau lleol yn cytuno â'r cynnig hwn ar y cyfan ond bydd angen mwy o wybodaeth i ddeall y rhwymedigaethau newydd hyn yn llawn. Mae nifer o faterion ymarferol fyddai angen eu harchwilio a'u hariannu ymhellach. Byddai hyn yn creu llawer iawn mwy o waith i awdurdodau lleol ar adeg pan mae llawer o bwysau ar adnoddau. Byddai ar swyddogion awdurdodau lleol a thimau uwch reoli ysgolion angen hyfforddiant ychwanegol ar osod ysgolion yn y categorïau ieithyddol.

Byddai'n rhaid i'r disgrifyddion categori fod yn glir a chael eu defnyddio'n gyson ar hyd a lled Cymru. Byddai ar awdurdodau lleol a thimau arweinyddiaeth ysgolion angen deall faint o staff fyddai eu hangen erbyn amserlenni penodol i gynyddu'r ddarpariaeth yn raddol i fodloni'r targed B2. Mae perygl hefyd bod categorïau'n ddibynnol ar allu ieithyddol staff unigol, sy'n newid fesul ysgol ac awdurdod lleol dros amser. Wrth i bob awdurdod lleol gynyddu eu darpariaeth Gymraeg gallai hyn arwain at lawer o drosiant ac ansefydlogrwydd o ran staffio wrth i gyfleoedd newydd godi i athrawon â'r sgiliau Cymraeg angenrheidiol. Yn anecdotaidd, mae llawer o staff Cymraeg yn cymudo o ardaloedd daearyddol sy'n dueddol o fod â mwy o gymunedau Cymraeg, gallai newidiadau categoreiddio mor sylweddol arwain yr aelodau hyn o staff i chwilio am gyfleoedd yn nes at adref, fyddai'n cyfyngu mwy byth ar y gronfa o athrawon Cymraeg sy'n gallu addysgu mewn cymunedau â llai o siaradwyr Cymraeg, gan ymestyn y gwahaniaeth. Felly hefyd, mae'n bosibl y bydd staff nad ydynt yn hyderus yn eu gallu i gynyddu eu sgiliau Cymraeg neu sy'n teimlo bod hon yn faich ychwanegol ar ben eu dyletswyddau presennol yn fwy tueddol o addysgu yn Lloegr.

Byddai'n rhaid i gynlluniau categoreiddio newydd hefyd ystyried cyfnodau ymgynghori hir dan y Cod Ysgolion.

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



Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Ydym, mae hyn yn bwysig fel bod Cymru yn bodloni'r targed o gael miliwn o siaradwyr Cymraeg. Fel y soniwyd eisoes, mae hyn angen buddsoddiad sylweddol mewn datblygu'r gweithlu o ran recriwtio, cadw a'r amser rhyddhau sydd ei angen i wella sgiliau Cymraeg y gweithlu presennol.

Bydd ar y sector addysg yng Nghymru hefyd angen datblygu strategaethau i liniaru'r risg y bydd rhai athrawon yn dewis addysgu yn rhywle arall yn y DU oherwydd y gofynion ieithyddol anoddach.

Mae rôl llawer mwy i gymunedau a sefydliadau allanol hefyd i gefnogi'r newid ieithyddol hwn, er enghraifft cefnogaeth i athrawon gan Fentrau Iaith, yr Urdd, i atgyfnerthu'r defnydd llafar a chymdeithasol o'r Gymraeg. Byddai hyn hefyd angen buddsoddiad pellach.

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

Byddai awdurdodau lleol yn gwerthfawrogi cael mwy o wybodaeth am y nodau hyn cyn dod i gasgliad. Mae rhai o'r prif gwestiynau sy'n codi o ran y pwynt hwn yn cynnwys:

- Egluro amserlenni.
- A fydd angen i bob ysgol Categori 1 symud i T2 dros amser neu a fydd yna isafswm gofyniad ar gyfer darpariaeth Gymraeg? Gallai canolbwyntio ar ddatblygiad sgiliau ieithyddol fod yn fwy effeithiol na 'darpariaeth' ar ei ben ei hun.
- Eglurder o ran pwy fydd y monitro effaith y cynllun datblygu ysgol, yr awdurdod lleol neu'r consortia.
- Beth yw disgwyliadau'r monitro hwn? Bydd angen monitro rhai agweddau'n fanwl os bydd awdurdodau lleol yn monitro canran y gwersi a ddarperir yn Gymraeg, bydd hyn yn ei dro angen mwy o staff pan fo adnoddau'n brin yn barod.
- Sut fydd y prosesau AD yn cael eu hwyluso pan fydd angen i staff ddysgu Cymraeg? Os bydd contractau'n newid, gallai olygu risg o her gyfreithiol.

Mae awdurdodau lleol yn cytuno â'r cynnig y dylai Gweinidogion osod targedau, gydag awdurdodau lleol yn darparu'r manylion lleol gan ystyried ffactorau demograffig.

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

Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
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X		
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Ar y cyfan, mae awdurdodau lleol yn cytuno, er bod hwn yn faes gwaith sylweddol a bydd arnynt angen cefnogaeth i fodloni'r disgwyliadau hyn, o ran cyllid a hyfforddi staff yn y maes. Bydd angen i'r cyllid hefyd gyd-fynd â nifer yr ysgolion sydd angen eu monitro a'u cefnogi. Byddai'n rhaid i ysgol roi llawer iawn o dystiolaeth am y cynnydd maent yn ei wneud i brofi eu bod yn symud i gategori uwch. Mae'r cynigion hyn hefyd yn galw ar ysgolion a'r awdurdod i drafod cynlluniau gweithredu addysg Gymraeg yn rheolaidd ar ben yr holl ofynion statudol eraill sydd angen eu monitro'n rheolaidd. Ni fyddai'r gyfradd sylfaenol o 0.33 o amser swyddog ALI fesul ALI, fel yr amlinellir yn y papur dadansoddi cost, yn ddigon i gynnwys yr holl ddyletswyddau ychwanegol sy'n cael eu gosod ar awdurdodau lleol fel rhan o gynigion y Bil.

Mae llawer o gynghorau wedi atgyfnerthu'r broblem o doriadau i dimau addysg o ganlyniad i flynyddoedd o galedi a'r pwysau ariannol newydd sy'n wynebu cynghorau. Am y rhesymau hyn, dylai buddsoddiad ychwanegol gyd-fynd ag unrhyw ofynion monitro ychwanegol a dyletswyddau ychwanegol sy'n cael eu gosod ar awdurdodau lleol os ydynt am gefnogi ysgolion i symud ar hyd y continwrm ieithyddol yn llwyddiannus.

Bydd ar uwch dimau arweinyddiaeth hefyd angen amser rhyddhau i gefnogi â'r monitro ychwanegol yn dibynnu ar y meini prawf penodol fesul categori, byddai hyn angen cyllid ychwanegol. Bydd ar AD/uwch dimau arweinyddiaeth ysgolion hefyd angen buddsoddi mwy o amser yn eu prosesau AD ac i ysgogi staff presennol i ddysgu Cymraeg yn ogystal â llunio prosesau i fonitro eu cynnydd. Mae'n bosibl y bydd goblygiadau anrhagweladwy i rai sy'n dewis peidio dysgu Cymraeg ar ben y pwysau baich gwaith y maent eisoes yn ei wynebu yn dilyn y pandemig ac yng nghyd-destun y llawer iawn o ddiwygiadau addysgol sy'n cael eu cyflwyno yng Nghymru ar hyn o bryd.

Nid yw'r Grant y Gymraeg mewn Addysg yn ddigon i ryddhau'r nifer angenrheidiol o staff, am yr amser sydd ei angen, i gefnogi athrawon i ddatblygu eu sgiliau dysgu Cymraeg ddigon i fodloni targed B2. Mae hyn yn fwy byth o her i awdurdodau lleol sydd â chanran sylweddol o staff heb Gymraeg ar lefel canolradd ar hyn o bryd.

Awgrymodd un ALI hefyd y dylai monitro cynnydd yn erbyn Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) fod yn eitem sefydlog ar raglenni cyfarfodydd llywodraethwyr ysgol neu'r adroddiadau y mae Penaethiaid angen eu cyflwyno bob tymor - byddai hyn hefyd angen hyfforddiant i lywodraethwyr.

Ar y cyfan, mae awdurdodau lleol yn cefnogi'r cynnig y dylai Estyn ystyried cynlluniau wrth arolygu ysgolion fel rhan o'u cylch arolygu arferol, er y byddai hyn eto'n creu mwy o waith i awdurdodau lleol â diffyg staff.

Ond nid yw rhai cynghorau fodd bynnag yn credu y dylai Gweinidogion Cymru osod targedau ac felly nid ydynt yn cytuno y dylid rhoi grym i Estyn i adolygu meysydd ble



nad yw targedau'n cael eu bodloni. Yn hytrach, dylid cael hyblygrwydd, trafodaeth a chefnogaeth ychwanegol pan fo cymaint o amrywiaeth mewn cyd-destunau lleol.

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

Mae mwyafrif yr awdurdodau lleol yn cytuno y gallai'r rhan fwyaf o ysgolion newydd fod yn ysgolion cyfrwng Cymraeg neu o leiaf yn ysgolion categori 2, os nad oes rhesymau cadarn dros benderfynu na fyddai hyn yn rhesymol nac yn ymarferol gyda'r gweithlu presennol mewn ardal benodol. Fodd bynnag, os mai cyfuno dwy ysgol cyfrwng Saesneg yw'r sefyllfa, byddai angen cynllun hirdymor i symud yr ysgol ar hyd y continwmm i ysgol categori uwch oherwydd y goblygiadau AD o symud staff ar hyd y continwmm iaith a'r amser sydd ei angen i recriwtio mwy o staff a staff cefnogol sy'n siarad Cymraeg.

Byddai angen gwneud llawer iawn o waith ymgysylltu â chymunedau ar fanteision addysg ddwyieithog, a byddai angen atgyfnerthu hyn â darganfyddiadau ymchwil ac ymgych genedlaethol.

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	Ddim yn cytuno nac yn anghytuno
X		

Mae CLILC a CCAC yn cytuno â'r cynnig hwn gan y dylai roi strategaeth glir a chyson ar draws Cymru.

Dylai'r Cynllun Cenedlaethol amlinellu'n glir y camau gweithredu y bydd Llywodraeth Cymru yn eu cymryd i ddatblygu'r gweithlu sy'n siarad Cymraeg yn cynnwys gofynion ar gyfer AGA, cymwysterau cymorthyddion addysg a chymwysterau gofal plant, yn cynnwys caffael y Gymraeg, gan fod datblygu'r gweithlu yn allweddol i lwyddiant y cynlluniau hyn.

Fel rhan o'r Cynllun Cenedlaethol, mae angen mwy o bwyslais hefyd ar lwybrau dysgu Cymraeg a chyfleoedd i rai dros 14 a dros 16 i barhau i ddysgu'r iaith.

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	Anghytuno	Ddim yn cytuno nac yn anghytuno
		X

Ar un llaw, ydyn, mae targedau ar gyfer y gweithlu addysg yng Nghynllun Cenedlaethol Llywodraeth Cymru yn hanfodol, fodd bynnag, mae'r pwynt *“byddai disgwyl i awdurdodau lleol bennu targedau lleol ar gyfer cynyddu nifer yr athrawon Cymraeg a chyfrwng Cymraeg a chynyddu nifer yr athrawon a chynorthwywyr sydd â sgiliau iaith ar lefel briodol i addysgu ac arwain darpariaeth Gymraeg ar draws pob categori ysgol”* yn anodd ei roi ar waith heb fod y gweithlu ar gael.

Mae angen cydweithio rhwng ystod o wahanol fudd-ddeiliaid, ond yn y pen draw, y cynllunio o fewn AGA a chynlluniau datblygiad proffesiynol parhaus yw'r cyfrwng allweddol yma i gyflawni'r targedau a osodir.

Mae gan awdurdodau lleol bryderon sylweddol am gapasiti'r gweithlu i gyflawni'r rhaglen hon, oherwydd y prinder staff mewn ysgolion cyfrwng Cymraeg (athrawon a Chymorthyddion Addysgu hyfforddedig iawn). Er bod yr ewyllys a'r uchelgais yno i weithio gydag ysgolion cyfrwng Saesneg i'w cefnogi i gynyddu eu darpariaeth Gymraeg, mae'r prinder athrawon Cymraeg ail iaith yn rhwystr mawr. Mae data gan Gyngor y Gweithlu Addysg yn awgrymu mai dim ond 26 o athrawon uwchradd a allai ddysgu Cymraeg fel pwnc oedd wedi pasio yn 2021-2022, o darged o 74 am y flwyddyn honno. Mae partneriaethau AGA hefyd yn cael trafferth bob blwyddyn i fodloni targed Llywodraeth Cymru o 30% o fyfyrwyr yn hyfforddi i addysgu drwy'r Gymraeg, yn ogystal â gostyngiadau cyffredinol yn nifer y myfyrwyr sy'n cwblhau gradd israddedig yn y Gymraeg iaith gyntaf fel pwnc.

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	Ddim yn cytuno nac yn anghytuno
X		

Mae CCAC a CLILC yn cytuno â pharhad 7 deiliant allweddol y Cynllun Strategol Cymraeg mewn Addysg yn y Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau). Mae awdurdodau lleol hefyd yn teimlo bod mwy o gyfle i ddatblygu deiliannau clir i ddysgwyr ôl-16 a'r sectorau oedolion a dysgu gydol oes er mwyn cyrraedd y targed o filiwn o siaradwyr Cymraeg.

Fodd bynnag, mae'r cyfeiriadau ym mharagraff 80 at yr angen i gynllunio'r gweithlu addysg yn lleol yn heriol am y rhesymau a nodir uchod. Mae cynlluniau lleol yn gallu cael effaith ar staff sydd eisoes wedi eu cyflogi gan yr ALL yn unig, ac nid oes ganddynt fawr o ddylanwad ar gynyddu nifer yr athrawon dan hyfforddiant sy'n cael eu recriwtio bob blwyddyn.



- 16. Ydych chi'n cytuno â'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i gyd-fynd ag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?**

Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Mae hyn yn unol â chylchoedd cynllunio presennol ac fe'i cefnogir gan awdurdodau lleol.

- 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	Ddim yn cytuno nac yn anghytuno
X		

Ar y cyfan, mae awdurdodau lleol yn cytuno â'r datganiad hwn, gan gymryd bod y sgwrs broffesiynol dda rhwng Llywodraeth Cymru ac awdurdodau lleol yn parhau i sicrhau bod targedau'n ystyried pob cyd-destun lleol. Yn flaenorol, mae datblygu Cynlluniau Strategol Cymraeg mewn Addysg wedi teimlo fel proses bositif, ar y cyd, sy'n bwysig i'w chynnal wrth symud tuag at gynlluniau gweithredu.

Ond mae rhai cynghorau'n teimlo serch hynny na ddylai Gweinidogion Cymru osod targedau ar gynghorau nac yn cytuno y dylid rhoi grym i Estyn i adolygu meysydd ble nad yw targedau'n cael eu bodloni oherwydd nad oes gan dimau awdurdodau lleol gapasiti i fodloni'r targedau hyn na monitro gofynion heb fuddsoddiad ychwanegol.

- 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	Ddim yn cytuno nac yn anghytuno
X		

Cytuno mewn egwyddor os mai dim ond ar gyfer CGCA â meysydd pryder cychwynnol mae hyn, er y gellid cymryd sawl mesur ar y cyd i ddechrau i weithio gydag awdurdodau lleol i nodi ble gellid gwella cynlluniau, fel sydd wedi digwydd yn y gorffennol.

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



Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
	X	

Mae awdurdodau lleol yn llwyr gefnogi'r uchelgais i ddatblygu'r gweithlu addysg Gymraeg ac yn frwdfrydig i gefnogi'r meysydd hynny y mae ganddynt reolaeth drostynt. Fodd bynnag, mae llawer o agweddau cyffredinol cynllunio gweithlu addysg y tu allan i faes rheoli awdurdodau lleol. Bydd ar Lywodraeth Cymru a budd-ddeiliaid allweddol eraill mewn hyfforddiant addysg a datblygiad proffesiynol angen sicrhau bod digon o gyfleoedd hyfforddi i ddatblygu iaith a chyllid i ryddhau staff i gwblhau hyfforddiant. Fel y soniwyd yn sawl un o'r ymatebion uchod, mae recriwtio a hyfforddi athrawon newydd â'r sgiliau Cymraeg gofynnol i gyrraedd y targed B2 hefyd yn hanfodol.

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	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Mae mwyafrif yr awdurdodau lleol yn cytuno â'r cynnig hwn er y byddai hyn yn rhoi baich ychwanegol ar staff ALI o ran prosesau llywodraethu ac ymgysylltu â'r cyhoedd. Byddai cael arweiniad cenedlaethol ar ffurf syml yn lleihau'r biwrocratiaeth a sicrhau cysondeb ymhlith cyhoeddiadau.

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 bodloni ei dargedau?

Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
		X

Mae rhai awdurdodau lleol wedi cytuno â'r cynnig hwn ac eraill wedi anghytuno a byddai pob un ohonynt yn croesawu mwy o wybodaeth. A yw'n mynd i gael ei gynnwys yn Fframwaith Arolygu 2024?

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)?



Darparu cyllid ychwanegol i gefnogi awdurdodau lleol i roi amser ac adnoddau ychwanegol i weithredu'r cynlluniau a monitro cynnydd yr ysgol yn effeithiol o ran targedau categoreiddio a chynlluniau cyflawni.

Darparu menter cefnogi cyfoedion fel bod awdurdodau lleol yn gallu cydweithio a dysgu arferion gorau gan y naill a'r llall.

Cyfleoedd i gael cyfarfodydd monitro â Llywodraeth Cymru i helpu i olrhain cynnydd tuag at y targedau blynyddol.

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

Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Cytunir y dylai awdurdodau lleol barhau i hyrwyddo manteision addysg cyfrwng Cymraeg ymhlith rhieni a gofalwyr. Dylid cefnogi hyn ag ymgyrch genedlaethol yn cyfleu yr un negeseuon cyson ar fanteision dwyieithrwydd.

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

Ymgyrchoedd cenedlaethol, deunyddiau marchnata ac adnoddau i helpu i hyrwyddo addysg cyfrwng Cymraeg fel nad yw pob ALI yn eu cynhyrchu ar wahân, bydd hyn hefyd yn helpu i rannu negeseuon cyson. Byddai darparu gwybodaeth safonol ar flaenoriaethau addysg Gymraeg i'r rhai sy'n symud i Gymru hefyd yn helpu i ddatblygu dealltwriaeth o gyd-destun Cymru a'r trochi a'r cyfleoedd drwy gyfrwng y Gymraeg sydd ar gael i bawb.

Dylai gweinidogion barhau i bwysleisio'r targed o gyrraedd miliwn o siaradwyr a hyrwyddo pob elfen o waith sydd ar y gweill i helpu i'w gyrraedd, yn cynnwys strategaethau a'r gwaith parhaus y tu allan i addysg statudol.

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

Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Yn gysylltiedig â hyn, hoffai rhai awdurdodau lleol weld rhwydwaith neu fforwm cenedlaethol i gefnogi gwaith trochi hwyr i gynyddu ei effaith a chysondeb darpariaeth. Mae angen cefnogi costau refeniw canolfannau iaith ac ar lefel leol, cyllid i gefnogi staffio a chludiant i'r canolfannau agosaf ac oddi yno. Gan fod mwy o



ganolfannau'n cydweithio, gellir sicrhau methodoleg, adnoddau a dysgu proffesiynol cyson a ddylai gryfhau'r ddarpariaeth i bawb. Byddai cyhoeddi manteision a llwyddiannau canolfannau iaith yn fwy eang hefyd yn helpu i hyrwyddo'r ddarpariaeth bwysig hon i hwyrddyfodiaid i addysg Gymraeg, gallai hyn fod yn elfen o'r ymgyrch wybodaeth genedlaethol.

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

Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Cytuno, er, os bydd hyn yn dod yn ddyletswydd, rhaid iddo gael ei ariannu'n ddigonol a dylai unrhyw ddyletswydd ganiatáu i awdurdodau lleol weithio mor hyblyg â phosibl, er enghraifft, gweithio mewn partneriaeth ar y cyd â chynghorau cyfagos pan fo'n briodol i ddarparu cynnig teg i bob dysgwr.

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

Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Mae awdurdodau lleol yn cytuno â'r cynnig hwn a hoffent ychwanegu y byddai angen i'r corff canolog gynnwys y sector cyfan er mwyn cael yr effaith a'r parhad gorau yn cynnwys darparwyr addysg, gweithlu gofal plant ac ôl-16. Byddai ymestyn y gefnogaeth i'r sector gofal plant yn unol ag ymrwymiad ac egwyddorion 'Addysg a Gofal Plentynod Cynnar' yn ogystal ag ystyried ehangu rhywfaint o'r gefnogaeth ieithyddol i deuluoedd Saesneg i gefnogi eu plant i leoliadau cyfrwng Gymraeg.

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

Cytuno	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Yn gyffredinol, mae awdurdodau lleol yn cytuno â'r cynnig hwn cyn belled bod y gefnogaeth yn cynnwys y sbectrwm dysgu gydol oes cyfan (yn cynnwys cynnar). Bydd ar awdurdodau lleol hefyd angen ystyried yn ofalus y perthnasoedd a'r goblygiadau i ddarparwyr lleol.



Cyn cytuno ar hyn fel dewis, bydd angen edrych ar fodelau posibl eraill yn fanwl a'u gwerthuso yn erbyn y cynigion o ehangu'r Ganolfan Dysgu Cymraeg Genedlaethol.

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	Ddim yn cytuno nac yn anghytuno
X		

Cytuno mewn egwyddor os oes digon o gyllid, darpariaeth a strwythurau i danategu'r gwaith hwn ar hyd a lled Cymru.



Mae Llywodraeth Cymru wedi cyhoeddi dogfen ar wahân, ‘Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg’ ac yn gofyn am eich barn ar y cwestiynau canlynol:

- 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	Anghytuno	Ddim yn cytuno nac yn anghytuno
X		

Byddai ar y sector gofal plant hefyd angen cyllid ac adnoddau ychwanegol ar gyfer hyfforddiant ac amser rhyddhau i ddarparu’r continwwm ymrwymiad ieithyddol.

- 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?**

Mae’r cynigion a amlinellir ar gyfer y Bil yn y Papur Gwyn hwn yn trosglwyddo llawer o ddyletswyddau i awdurdodau lleol heb ddigon o gyllid ychwanegol i gefnogi ei roi ar waith y llwyddiannus. Ni fyddai’r gyfradd sylfaenol o 0.33 o amser swyddog fesul ALI yn ddigon i dalu costau llawn y gwaith ychwanegol, gofynion monitro, ymgynghori ychwanegol a gwaith cynllunio i’r awdurdod lleol cyfan.

Mae angen adolygu’r rhagdybiaethau a wneir yn y papur dadansoddi costau hefyd gan na fyddai’r Grant Gwella Addysg a’r Grant Addysg Gymraeg eu hunain yn ddigon i gefnogi’r holl amser rhyddhau staff fyddai ei angen i hyfforddi staff fel y gallant gynyddu eu darpariaeth Gymraeg.

Mae digon o sylw wedi ei roi i’r pwysau ariannol ychwanegol ar awdurdodau lleol, ysgolion a lleoliadau ac mae adnoddau’n brin ar hyn o bryd ar adeg diwygio addysg yn sylweddol yng Nghymru. Os bydd unrhyw gyllid yn cael ei ailgyfeirio, bydd hyn yn cael effaith negyddol ar gynlluniau gweithredu presennol ar gyfer diwygiadau addysgol, ble mae cyllidebau’n dynn yn barod. Mae angen cael eglurder llwyr ar y ffrydiau ariannu sy’n cael eu cyfeirio at gonsortia a chyrrff allanol â chyfrifoldeb dros hyrwyddo’r Gymraeg, gyda mwy o gyllid i gefnogi’r dyletswyddau newydd ar awdurdodau lleol.

Mae cynyddu darpariaeth Gymraeg mewn ardaloedd â llai o siaradwyr Cymraeg bob amser yn fwy o her ac mae’n cymryd mwy o amser a buddsoddiad i gipio calonnau a meddyliau. Er enghraifft, os bydd cyllid cyfalaf ychwanegol yn cael ei ddefnyddio i adeiladu canolfannau iaith Gymraeg neu ysgolion, mae perygl o leoedd gwag nes gellir gwneud mwy o waith hyrwyddo i helpu rhieni a gofalwyr fod o blaid darpariaeth



cyfrwng Cymraeg yn eu hardal. Yn ymarferol, gallai hyn olygu ailgyfeirio adnoddau angenrheidiol iawn o ysgolion cyfrwng Saesneg ond bod perygl o leodedd gwag wrth i ysgolion cyfrwng Cymraeg gael eu sefydlu.

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?

Costau cefnogi a rhyddhau staff blynyddoedd cynnar i ddatblygu eu sgiliau Cymraeg a chostau rhyddhau a hyfforddi cymorthyddion addysgu, gan fod prinder dybryd o staff cefnogi â'r sgiliau Cymraeg angenrheidiol.

Gan ategu at y pwyntiau a wnaed eisoes o ran angen cynyddu'r gwaith o recriwtio a chadw'r gweithlu addysg Gymraeg ar fyrder, byddai costau ychwanegol i gyrff hyfforddi os ydynt am sicrhau bod darpar athrawon yn dysgu mwy o Gymraeg fel rhan o'u rhaglenni AGA. Bydd cynyddu'r lefel sylfaenol o Gymraeg ar y cam hwn o'r hyfforddiant yn ei gwneud yn haws ychwanegu at y sgiliau ieithyddol hyn i gefnogi'r gweithlu i gyrraedd y targed B2 i ddysgwyr erbyn 2050.

Soniodd un ALI am y risg y gallai dysgwyr mewn ysgolion cyfrwng Saesneg deimlo'n israddol o'i gymharu â rhai yn y categorïau ieithyddol uwch o ganlyniad i fod ar un continwmm. Ar hyn o bryd, mae llawer o ddysgwyr yn ymfalchïo yn eu cyraeddiadau Cymraeg 'ail iaith', a gellid tanseilio hyn drwy gael un continwmm os na chaiff hyn ei reoli a'i gyfathrebu'n ofalus.

Gallai perygl hefyd o wanio apêl ysgolion cyfrwng Cymraeg wrth i bob ysgol gynyddu eu darpariaeth Gymraeg, a allai fygwth nifer y dysgwyr sy'n gadael addysg statudol â lefelau Cymraeg uwch neu hyfedr, sydd hefyd yn allweddol i'r gweithlu yng Nghymru yn y dyfodol (mewn sectorau addysg a thu hwnt).

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?

Gweler uchod os gwelwch yn dda.

Cwestiynau gorfodol

Hoffem wybod eich barn am yr effaith y byddai'r cynigion yn y Papur Gwyn yn ei chael ar y Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau allai hyn eu cael? Sut gellid cynyddu effeithiau cadarnhaol, neu liniaru effeithiau negyddol?

Mae'r cynigion yn y Papur Gwyn yn codi statws y Gymraeg yn y system addysg yng Nghymru ac yn cynnig cyfle gwell i fwy o ddysgwyr adael addysg statudol â sgiliau siarad Cymraeg gwell.

Gallai gosod safon B2 i bob disgybl yng Nghymru arwain at ddeiliant anfwriadol o wanio rhai disgwyliadau mewn ysgolion cyfrwng Cymraeg, felly bydd hyn angen sylw gan fod angen sylfaenol i barhau i gynyddu nifer y dysgwyr sy'n gadael ysgol â hyfedredd uwch na B2.

Bydd ar y sector Cymraeg angen gweithio'n galetach i hyrwyddo manteision unigryw eu darpariaeth Gymraeg wrth i'r cynnig sylfaenol gynyddu i bawb.

- 35. Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gall y polisi arfaethedig gael ei lunio neu ei newid er mwyn cael effeithiau positif neu fwy o effeithiau positif ar gyfleoedd i bobl ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg, ac fel nad oes effeithiau andwyol ar gyfleoedd pobl i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.**

Fel y soniwyd uchod, bydd angen i'r polisiâu gynnal disgwyliadau uchel ar ysgolion cyfrwng Cymraeg fel bod nifer fawr o ddysgwyr hefyd yn gadael ysgol â hyfedredd uwch. Mae sicrhau bod digon o gyfleoedd yn ystod eu haddysg a hyfforddiant ôl-16 drwy gyfrwng y Gymraeg hefyd yn hanfodol i gynnal a datblygu eu sgiliau Cymraeg am oes.

- 36. Rydym wedi gofyn nifer o gwestiynau penodol. Os oes gennych chi faterion perthnasol nad ydym wedi rhoi sylw penodol iddynt, defnyddiwch y blwch hwn i roi gwybod amdanynt.**

Dim sylwadau pellach.



WLGA & ADEW Consultation response:

White Paper proposals on the Welsh Language Education Bill

May 2023





WLGA & ADEW response: Welsh Language Education

INTRODUCTION

1. The Welsh Local Government Association (WLGA) represents the 22 local authorities in Wales, and the three national park authorities and three fire and rescue authorities are associate members.
2. The WLGA is a politically led cross-party organisation, with the leaders from all local authorities determining policy through the Executive Board and the wider WLGA Council. The WLGA also appoints senior members as Spokespersons and Deputy Spokespersons to provide a national lead on policy matters on behalf of local government.
3. The WLGA works closely with and is often advised by professional advisors and professional associations from local government, however, the WLGA is the representative body for local government and provides the collective, political voice of local government in Wales.
4. This response has been informed by the knowledge and expertise of the Association of the Directors of Education in Wales (ADEW). As such this is a joint consultation response on behalf of the WLGA and ADEW and represents the collective views of the 22 local authorities (LAs) in Wales.

RESPONSE

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	Neither agree nor disagree
		X

WLGA and ADEW fully support the aim of generating a million Welsh speakers by 2050 however there are several practical concerns around local authorities having a statutory duty to reach this target. The main challenge is the shortage of school staff at all levels, but particularly Welsh medium teachers and teachers who can teach Welsh in English medium schools. If there will be a statutory duty to realise this target, then more funding will be needed to develop the staffing infrastructure needed for implementation.

There are concerns that this statutory target is unattainable in areas with fewer Welsh speakers. School workforce data for the period covering 2021 for example shows that on average 38.9% of teachers reported having Welsh language skills that are considered 'intermediate level or above', however this varies from 11.4% - 93.1% across all 22 local authorities in Wales. Fifteen local authorities have fewer than 39.9% of teachers with Welsh skills that are considered 'intermediate or above', and 3 LAs have a proportion below 20%. These figures are then considerably lower for the



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proportion of support staff with Welsh skills at intermediate level or above across local authorities, with 16 authorities below 20% and a range from 2.8% to 84.3%¹ in Wales.

Local authorities would also welcome more detail on the expectations placed on them beyond *“the duty to give due regard to the target”*, for example would distinct targets be apportioned to each local authority in a similar way to the Welsh in Education Strategic Plan targets? What consequences would there be if a local authority failed to meet their statutory targets?

Some local authorities on the other hand have welcomed the proposal to make the target statutory and note that making this ambitious target a part of the primary legislation increases the impetus to achieve the outcome. Though all local authorities agree that reaching the target within the timeframe will be very difficult, especially without significant extra resource for schools and additional investment in the local authority staff that will be supporting schools to move along the language continuum.

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	Neither agree nor disagree
		X

Having a specific target and using a common framework is useful though again there are concerns over how attainable level B2 would be for **all** pupils across Wales by 2050. The focus is on all pupils leaving statutory education with the ability to speak Welsh with confidence. B2 is considered an ‘Advanced’ level, above ‘intermediate’ and below ‘proficiency’ on the National Centre for Learning Welsh (NCLW) scale. This will involve increasing over time the proportion of each week devoted to Welsh language provision, which requires staff with the relevant skills.

As stated in the response to question 1, though local authorities are supportive of the principle of significantly increasing the number of Welsh speakers across Wales, however the main barrier is the language skillset of the current workforce. This barrier is far more challenging for local authorities in East Wales and for local authorities that border England because of the availability of a Welsh speaking workforce. This challenge could become exacerbated if more staff opt to teach in England because the requirements for additional Welsh language skills increase in Wales. In these areas there is also much more work to do to change local perceptions of the Welsh language and increase the use of Welsh within the community so that this isn’t only a language of the classroom and develops further.

The role of local authorities in working towards this outcome would be to support schools to move further along the language category continuum over time but the

¹ [School Workforce Census results: as at November 2021 | GOV.WALES](https://gov.wales/school-workforce-census-results-as-at-november-2021)



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main levers for developing the workforce that’s needed to implement this target sits with Welsh Government and their ability to set requirements on initial teacher training providers and professional learning providers.

The outline of costs paper states that work is ongoing in “*reviewing the funding currently available to support the provision of professional learning opportunities and support for the implementation of WESPs to establish clear funding streams and outcomes*”. It also states that £1.845m will be allocated in 2022-2023, £500,000 in 2023-2024 and £2m in 2024-2025, prioritised to support the objectives of the scheme including workforce training. Currently there is considerable variability in the professional learning opportunities available from region to region, so it is essential to develop a consistent professional learning offer and to work closely with local authorities and schools to target the 61% of staff who do not currently feel they have an ‘intermediate or above’ level of Welsh language skills. There will also be additional planning, administration, and monitoring costs for local authorities as they develop specific implementation plans to meet the B2 goal.

At the other end of the Welsh language spectrum there are also concerns that setting this target could have unintended adverse effects on Welsh medium education. This would need very careful management so that the benefits or attractions of Welsh medium education aren’t weakened. It’s also important that the B2 target for all doesn’t lower the bar for Welsh medium schools where learners should be leaving school with more advanced and proficient levels of Welsh than B2. To meet the aims of Cymraeg 2050 and move forward as a bilingual nation the pipeline of undergraduates completing degrees in Welsh and through the medium of Welsh needs to increase substantially, for this to happen Welsh medium schools need to maintain higher expectations for language outcomes. This is important for the development of the general workforce but particularly for the teachers and school staff of the future.

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	Neither agree nor disagree
X		

The main role for Welsh Ministers and government officials is to rapidly develop the workforce’s language skills so that it can meet this target. Training institutions that receive government funding, from teachers, support staff, the youth and childcare sector should be required to undertake Welsh language training if we are to succeed in building a bilingual country by 2050.

Linked to the National Plan proposals, Welsh Government would also have a major role in developing a positive national narrative around the benefits of Welsh medium and bilingual education. Developing a national campaign sharing the evidence base



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on the benefits of bilingualism would support local authorities in promoting the local Welsh language opportunities available.

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

Agree	Disagree	Neither agree nor disagree
X		

Yes, publishing a single Welsh language skills continuum has a range of benefits. This will help measure improvements more easily and reliably. This offers a shared understanding of skill levels that will help plan interventions and progression. This should also help ensure that resources published in the future align with the same framework. A single continuum will help provide a basis for the lifelong journey of learning Welsh, providing a clear reference point for progression. It will be particularly useful in developing the Welsh language skills of the education workforce to meet these overarching targets.

It's vital that this skills continuum is understood by families, children and young people as well as employers. A national campaign would help raise awareness and promote this continuum. Opportunities to continue progressing along the Welsh language skills continuum would also need to be promoted beyond statutory education to build on this momentum.

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

Agree	Disagree	Neither agree nor disagree
X		

Overall, ADEW and WLGA agree that making school categories for Welsh medium provision statutory is a positive step and will support the aims of Cymraeg 2050. The exact categories would need to be consulted on as suggested and there would need to be a comprehensive mapping exercise to understand how many learning hours are needed to achieve the B2 goal. Descriptors and increasing the minimum amount of Welsh language provision would need to happen over time and are totally dependent on improving the workforce's Welsh language skills and rapidly increasing the number of Welsh language teachers recruited.

All local authorities highlighted the recruitment challenges they are facing, emphasising the impact current teacher terms and working conditions are having on poor recruitment and retention figures.



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There are also additional costs for schools transitioning from categories, including tutoring fees, staff time and administrative costs. It would also be very useful to set up a toolkit for schools which would support them in moving into higher language categories, based on the most effective practices where schools have previously transitioned into new categories.

The School Standards and Organisation Act 2013 needs to be reviewed as key parts of it are invalid given the new categorisation system. Policies will also need careful alignment with home to school transport policies and arrangements, there may be additional funding implications here too.

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

Agree	Disagree	Neither agree nor disagree
X		

The WLGA and ADEW agree, though as proposed there should be a consultation on the descriptors and research into the number of schools in each category in different geographic areas. Descriptors and expectations will need to be particularly clear for 'Dual language' schools and how language immersion would happen in these settings where most activities outside of lesson time take place in English. Staffing and resourcing are also challenging in dual language schools.

Any categorisation targets must take into account the capacity and Welsh language workforce skills and must have realistic timeframes for any change, as well as additional funding to help support successful transitions.

All sectors will need this clarity for the category descriptors including childcare settings.

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?

Setting a minimum amount of Welsh language provision would help provide schools with the clarity they need to achieve the B2 goal if this is to become statutory.

However, making a change to the minimum level of provision in a school would exacerbate the current education workforce challenges, this would put schools in areas where there are limited Welsh speakers under undue pressure.

The unstructured time within schools is also very important in developing language skills and forming the habit of using more Welsh regularly. Schools would therefore also benefit from more support in promoting the use of Welsh outside of lessons and understanding best practice and available opportunities for developing this aspect of school life.



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Local authorities have also raised the need to ensure that childcare settings also work in line with these categorisations or definitions, as much as is possible. Welsh Government are currently working towards a continuum of childcare and early year provision so it would be useful for these to align with the compulsory Education sector for continuity.

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?

Responses from local authorities agreed with this proposal on the whole but require more information to fully understand these new obligations. There are a number of practicalities which would need further exploration and further funding. This would generate a significant amount of additional work for LAs at a time when there are many pressures on resources. LA officers and school senior management teams would need additional training on placing schools in the language categories.

The category descriptors would have to be clear and applied consistently across Wales. LAs and school leadership teams would need to understand how many staff would be required by set timeframes to gradually increase the provision to meet the B2 target. There is also a risk that categories are dependent on individual staff linguistic ability which change per school and LA over time. With every LA increasing their Welsh language provision this could result in a lot of staff turnover and instability as new opportunities emerge for teachers with the necessary Welsh language skills. Anecdotally, many Welsh speaking staff commute from geographic areas that tend to have higher numbers of Welsh speaking communities, such significant categorisation changes could lead to these members of staff seeking opportunities closer to home which would further limit the pool of Welsh speaking teachers able to teach in communities that have fewer Welsh-speakers, widening the disparity. Likewise, staff that do not feel confident in their abilities to increase their Welsh language skills or feel that this is an additional burden on top of their existing duties may be more inclined to teach in England.

New categorisation plans would also have to take into account extensive consultation periods under the School Code.

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

Agree	Disagree	Neither agree nor disagree
X		

Yes, this is important in enabling Wales to meet the target of a million Welsh speakers. As mentioned previously this requires a substantive investment in workforce development both in terms of recruitment, retention and the release time needed to upskill the current workforce's Welsh language skills.



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The education sector in Wales will also need to develop strategies to mitigate against the risk of some teachers opting to teach elsewhere in the UK because of more challenging language requirements.

There is also a much greater role for communities and external organisations to play in supporting this language shift, for example support for teachers from Mentrau Iaith, the Urdd, to reinforce oral and social use of Welsh. This would also require further investment.

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

Local authorities would welcome further information on these aims before drawing a conclusion. Some of the key questions raised in relation to this point include:

- Clarity over timeframes.
- Will all Category 1 schools need to move to T2 over time or will there be a minimum requirement for Welsh provision? Focusing on language skill development may be more effective than 'provision' alone.
- Clarity on who monitors the impact of the school development plan, LA or consortia.
- What are the expectations on this monitoring? Some aspects will require detailed monitoring if LAs are to monitor the percentage of lessons delivered through the medium of Welsh, this will in turn require additional staff where there are currently already limited resources.
- How will the HR processes be facilitated when requiring staff to learn Welsh?

If contracts will change, there could be a risk of legal challenge.

LAs agree with the proposal that Ministers should set targets with LAs providing the local detail considering demographic factors.

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

Agree	Disagree	Neither agree nor disagree
X		

On the whole local authorities agree though this is significant area of work and LAs will need support to meet these expectations, both in terms of funding and training staff in this field. The funding will also need to be proportionate to the number of schools that will need monitoring and support. A school would have to provide a significant amount of evidence on the progress they are making to prove that they are moving into a higher category. These proposals also call for schools and the authority to regularly discuss Welsh education implementation plans on top of the many other statutory requirements that need regular monitoring. The flat rate of 0.33 of an LA officer's time per LA, as outlined in the cost analysis paper, would not cover all of the additional duties imposed on LAs as part of these Bill proposals.



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Many councils have reinforced the issue of cuts to education teams as a result of years of austerity and the new financial pressures facing councils. For these reasons any additional monitoring requirements and additional duties placed on local authorities should be accompanied by additional investment if local authorities are to support schools in moving along the language continuum successfully.

Senior leadership teams in schools will also need release time to support with the increased monitoring depending on the specific criteria per category, this would need additional funding. HR/senior leadership teams in schools will also need to invest more time in their HR processes and in motivating existing staff to learn Welsh as well as processes to monitor their progress. There could be unforeseen implications for those who do not choose to learn Welsh on top of the workload pressures they are already facing in the aftermath of the pandemic and in the context of the significant amount of education reform being rolled out across Wales at present.

The Welsh in Education Grant (WEG) is insufficient to release the number of staff, for the amount of time needed, to support teachers to develop their Welsh learning skills enough to meet the B2 target. This is an even greater challenge for the LAs where a significant percentage of staff do not currently have the intermediate level of Welsh.

One LA has also suggested that monitoring progress against WEIPs should be a standing item on school governor agendas or the termly reports that Headteachers need to present – this would therefore also require governor training.

On the whole LAs support the proposal that Estyn should consider plans when inspecting schools as part of their normal inspection cycle, though again this will generate additional work for understaffed local authorities.

Some councils however do not believe that Welsh Ministers should impose targets and therefore do not agree that Estyn should be given powers to review areas where targets are not being met, instead there should be flexibility, discussion and additional support where there is such variation among local contexts.

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

The majority of LAs agree that most new schools could be Welsh-medium or at the very least 'category 2 schools unless there are sound reasons for deciding this would not be reasonable or practicable with the existing workforce in a given area. If the scenario is amalgamating two English medium schools however there would need to be a longer-term plan to move the school along the continuum to a higher category school due to the HR implications of moving staff along the language continuum and time needed to recruit more Welsh speaking staff and support staff.



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There would also be a great deal of engagement work to do with communities on the benefits of a bilingual education which would need to be supported by research findings and a national campaign.

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	Neither agree nor disagree
X		

WLGA and ADEW agree with this proposal as it should give a clear and consistent strategy across Wales.

The National Plan should clearly outline the actions Welsh Government will be undertaking to develop the Welsh speaking workforce including requirements for ITE, teaching assistant qualifications and childcare qualifications to include Welsh language acquisition, as workforce development is critical to the success of these plans.

As part of the National Plan there also needs to be a greater focus on Welsh language learning pathways and opportunities for post-14 and post-16 learners for language learning continuity.

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	Neither agree nor disagree
		X

On the one hand yes, targets for the education workforce within Welsh Government’s National Plan are essential however the point *“local authorities would be expected to set local targets for increasing the number of Welsh teachers and Welsh-medium teachers, and increasing the number of teachers and assistants with language skills at an appropriate level to teach and lead Welsh language provision across all school categories”* is difficult to implement without an available workforce.

This requires collaboration from a range of different stakeholders but ultimately the planning within ITE and ongoing professional development schemes is the critical lever here in achieving the set targets.

LAs have significant concerns around the capacity of the workforce to deliver this agenda, with staff shortages in Welsh medium schools (both teachers and well- trained LSAs). Though the will and ambition are there to work with English medium



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schools to support them in increasing their Welsh language provision, the shortage of Welsh second language teachers is a major barrier. Data from the EWC suggests that only 26 secondary teachers who could teach Welsh as a subject passed in 2021-2022 out of a target number of 74 for that year. ITE partnerships also annually struggle to meet the Welsh Government target of 30% of students training to teach through the medium of Welsh, as well as general decreases in the number of students completing an undergraduate degree in Welsh first language as a subject.

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	Neither agree nor disagree
X		

ADEW and WLGA agree with the continuation of the 7 key WESP outcomes in the new WEIPs. LAs also feel there is more scope to develop clear outcomes for post-16 learners and the adult and lifelong learning sectors to reach the target of a million Welsh speakers.

References in paragraph 80 to the education workforce needing to be planned locally however are challenging for the reasons set out above. Local plans can only affect staff already employed by the LA and have a limited influence on increasing the number of trainee teachers recruited each year.

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	Neither agree nor disagree
X		

This is in line with current planning cycles and is supported by LAs.

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

Agree	Disagree	Neither agree nor disagree
X		

On the whole, local authorities agree with this statement providing the good level of professional dialogue between Welsh Government and local authorities continues to ensure targets take each local context into consideration. Previously the development of WESPs has felt like a collaborative and positive process which is important to maintain with the shift in mindset towards implementation plans.



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Some councils however do not believe that Welsh Ministers should impose targets on councils and do not agree that Estyn should be given powers to review areas where targets are not being met because LA teams do not have the capacity to meet these targets or monitoring requirements without additional investment.

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	Neither agree nor disagree
X		

Agree in principle if this is only for WEIPs with initial areas of concern, though several collaborative measures could be taken in the first instance to work with LAs to identify where plans can be enhanced, as has happened previously.

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

Agree	Disagree	Neither agree nor disagree
	X	

LA fully support the ambition to develop the Welsh language education workforce and are motivated to support in the areas they have control over. However, many general aspects of education workforce planning sit outside a local authority's area of control. Welsh Government and other key stakeholders in education training and professional development will need to ensure there are adequate training opportunities for language development and funding to release staff to complete training. As mentioned in several of the responses above, the recruitment and training of new teachers with the required Welsh language skills to reach the B2 target is also fundamental.

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	Neither agree nor disagree
X		

Most LAs agree with this proposal though this would put an additional burden on LA staff in terms of governance processes and public engagement. Receiving national guidance on a simple format would reduce the bureaucracy and ensure consistency among publications.



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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	Neither agree nor disagree
		X

Some local authorities have agreed and some disagreed with this proposal and all would welcome more information. Is it going to be built into the 2024 Inspection Framework?

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)?

Provision of additional funding to support LAs in dedicating additional time and resources to implement the WEIPs and effectively monitor school progress in relation to categorisation targets and delivery plans.

Develop a peer support initiative so that local authorities may collaborate and learn best practice from each other.

Opportunities for monitoring meetings with Welsh Government to help track progress towards the annual targets.

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

Agree	Disagree	Neither agree nor disagree
X		

It is agreed that LAs should continue to promote the benefits of Welsh medium education among parents and carers. This should be supported by a national campaign delivering the same consistent messages on the benefits of bilingualism.

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

National campaigns, marketing materials and resources to support LAs to promote Welsh medium education so that each LA isn't creating these individually, this will also help provide consistency in the messaging. Providing standardised information on Welsh language education priorities for those moving into Wales would also help develop an understanding of the Welsh context and the immersion and Welsh medium opportunities available to all.



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Ministers should continue to emphasise the target of reaching a million speakers and promote all of the strands of work in place to help reach this, including strategies and the ongoing work outside of statutory education.

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

Agree	Disagree	Neither agree nor disagree
X		

Linked to this some LAs are would like to see a national network or forum to support the work of Welsh immersion for latecomers to increase their impact and consistency of delivery. Language centre revenue costs need to be supported and at local levels funding to support staffing and transport to and from the nearest centres. With more centres working together, consistent methodologies, resources and professional learning can take place which should strengthen the offer for all. Publicising the benefits and successes of language centres more broadly would also help promote this important provision for latecomers to Welsh education, this could be a strand of the national information campaign.

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

Agree	Disagree	Neither agree nor disagree
X		

Agree though if this becomes a duty it must be adequately funded and any duty should allow LAs to work as flexibly as possible, for example working in a collaborative partnership with neighbouring councils where appropriate to provide an equitable offer to all learners.

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	Neither agree nor disagree
X		

LAs agree with this proposal and would like to add that the centralised body would need to cover the whole sector for maximum impact and continuity including the education, childcare workforce and post-16 providers. Extending the support to the childcare sector would be in line with the 'Early Childhood Education and Care' commitment and principles as well as considering expanding some of the language support to English speaking families to support their children in Welsh medium settings.



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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	Neither agree nor disagree
X		

Overall, LAs agree on this proposal as long as the support covers the full lifelong (including early) learning spectrum. LAs will also have to carefully consider relationships and the implications for local providers.

Before settling on this as an option other potential models will need to be looked at in detail and appraised against the proposals of expanding the NCfLW.

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	Neither agree nor disagree
X		

Agreed in principle if there is sufficient funding, provision and structures to underpin this work across Wales.



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Welsh Government have published a separate document ‘An outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for the Welsh Language Education Bill’ and ask your views on the following questions:

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	Neither agree nor disagree
X		

The childcare sector would also require additional funding and resources for training and release time to deliver on the language commitment continuum.

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?

The proposals outlined for the Bill in this White Paper pass many duties onto local authorities without enough additional funding to support successful implementation. The flat rate of 0.33 of an officer’s time per LA would not cover the full costs of the additional workload, monitoring requirements, additional consultation and planning work for the local authority as a whole.

The assumptions made in the cost analysis paper also need reviewing as the Education Improvement Grant and Welsh Education Grant alone wouldn’t fully support the significant staff release time needed to train staff so that they can increase their Welsh language provision.

The additional financial pressures on local authorities, schools and settings are well documented and there are currently limited resources at a time of significant educational reform in Wales. If any funding is redirected this will negatively impact existing implementation plans for the education reforms, where budgets are already stretched. There needs to be absolute clarity on the funding streams that are directed to consortia and external bodies with responsibilities for promoting the Welsh language, with more funding to support the new duties on LAs.

Increasing Welsh language provision in communities with lower levels of Welsh speakers is always more challenging and takes more time and investment to win over hearts and minds. If for example, extra capital funding is used to build Welsh language centres or schools there is a risk of empty spaces until more promotion work can be done to help parents and carers shift their mindsets in favour of new



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Welsh medium provisions in their area. In practice this could mean redirecting much needed resource from English medium schools at the risk of empty places as new Welsh medium schools emerge.

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

The costs of supporting and releasing early years staff to develop their Welsh language skills and the cost of releasing and training teaching assistants, as there are also dire shortages of support staff with the necessary Welsh language skills.

Building on the points made in terms of needing to rapidly increase the recruitment and retention of the Welsh language education workforces earlier, there would be additional costs to training bodies if they are to ensure that trainee teachers learn more Welsh as part of their ITE programmes. Increasing the basic level of Welsh at this stage in training will make it easier to build on these language skills to support the workforce in reaching the B2 target for learners by 2050.

One LA also raised the risk that learners in English medium schools will feel inferior to those in higher language categories as a result of being on one continuum. At the moment many learners pride themselves on Welsh 'second language' achievements which could be undermined by having one continuum unless this is carefully managed and messaged.

There could also be a risk of weakening the appeal of Welsh medium schools as all schools increase their Welsh language provision which could threaten the number of learners leaving statutory education with more advanced and proficient levels of Welsh, which is also key for the future workforce in Wales (in education sectors and beyond).

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?

Please see above.

Mandatory questions

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

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



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The White Paper proposals elevate the status of the Welsh language in the education system in Wales and offers more learners a better opportunity to leave statutory education with more advanced Welsh speaking skills.

Setting a B2 standard for all pupils in Wales could have an unintended consequence in weakening some of the expectations in Welsh medium schools so this will need attention as there is still a fundamental need to continue increasing the amount of learners who do leave schools with higher levels of proficiency than B2.

The Welsh medium sector will need to work harder to promote the unique benefits of their Welsh language provision as the baseline offer increases for everyone.

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

As mentioned above, policies will need to maintain a high level of expectation on Welsh medium schools so that there is also a high number of learners leaving school with higher levels of proficiency. Ensuring there are ample opportunities to their education and training through the medium of Welsh post-16 is also fundamental in maintaining and developing their Welsh skills for life.

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

No further comments.