Llywodraeth Cymru
Welsh Government

Number: WG48420

Welsh Government

Consultation – summary of response

White paper on proposals for a Welsh Language Education Bill

February 2024

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
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Overview

This document summarises the comments received in response to the consultation on the White Paper *Proposals for a Welsh Language Education Bill*

Action required

This document is for information only.

Further information and related documents

Large print, Braille and alternative language versions of this document are available on request.

Proposals for a Welsh Language Education Bill (2023)

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Additional copies

This summary of response and copies of all the consultation documentation are published in electronic form only and can be accessed on the Welsh Government's website.
Link to the consultation documentation: Proposals for a Welsh Language Education Bill

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1. Introduction

The Welsh Government commissioned Arad Research to analyse responses received to the consultation on the White Paper on the Proposals for a Welsh Language Education Bill. This report presents the findings of the analysis and sets out the key messages and themes arising from responses to the consultation.

About the consultation

The consultation asked for views on the proposals set out in the White Paper on the Welsh Language Bill which are presented in the context of the significant challenge posed by the Cymraeg 2050 strategy, and the target of one million Welsh speakers.

The consultation was launched on 27 March 2023 and closed on 16 June 2023. You can read the consultation document here:

Proposals for a Welsh Language Education Bill

Summary of the responses

The Welsh Government received a total of **538 responses** to this consultation. **366 of these responses were unique.**

Of the total, 304 were submitted through an online questionnaire, and 62 were submitted using a form downloaded and submitted as an e-mail attachment. Some of these responses did not directly follow the structure of the consultation questions; the qualitative responses that did not follow the structure of the questions were reviewed, and the sections corresponding to the questions were analysed alongside the other answers to the relevant question.

The Welsh Government also received responses using a template provided by Cymdeithas yr Iaith (Welsh Language Society) and as such, 172 identical responses were submitted. These responses did not answer the closed questions (i.e. agree or disagree with a proposal) and as such they haven't been included in the analysis of responses to the closed questions in this report. The points raised in responses are included under the relevant questions.

The vast majority of respondents were from Wales (where this information was available). Personal information was not gathered through the online questionnaire, and as such, no data is available to classify respondents as individuals or representatives of organisations, nor are there details relating to the their location. Further background information was collected in the case of respondents who used the form to submit feedback, and responses which were clearly submitted on behalf of organisations have been identified where that information was available.

Responses were received in both Welsh and English. Not all respondents answered all of the questions. The number of respondents who answered each question is set out in the subsequent sections, including the number who answered the closed questions and the free text questions.

Among the responses received, a number expressed disagreement with all of the consultation questions. In a number of these responses, there were no supporting comments to explain the reasons for disagreement. No respondents agreed with all questions without also providing supporting comments. In some cases, brief comments were offered in relation to one or two questions and repeated throughout the consultation. These comments tended to express opposition to any support for Welsh-medium education or expressed a view that the proposals are a waste of money. Responses to the closed questions from these respondents have been included in the analysis for this report. However, the focus of the analysis of the principal themes in the report is solely on those qualitative responses where comments are relevant to the substance of the proposals and the specific questions posed, rather than responses that express a general view.

A list of respondents is set out in Appendix 1 of this report. The responses received were published on the Welsh Government's website.

This report was prepared by Arad Research who were commissioned by the Welsh Government to analyse the responses.

2. Methodology

Quantitative analysis of the closed questions

The first step involved reviewing the 24 closed questions posed as part of the consultation. For each question, simple totals were tallied to determine the frequency of each response. The results of the quantitative analysis presented are based on all responses, and also based on those responses identified as being submitted on behalf of organisations.

Analysis of the supporting comments

Thematic analysis of the qualitative data (comments submitted by respondents to the open-ended questions) involved categorising the views, comments, and issues raised by respondents under each question according to general themes. The analysis aimed to identify the themes raised most frequently in the responses to the consultation. Where respondents have provided general comments rather than responding to specific questions, the points raised in these comments are included under the most relevant question in the analysis sections below.

The following process of analysis was used:

a. All of the survey responses received, and a sample of 10 of those submitted in pro-forma or letter form, were reviewed to obtain an overview of the main points.
b. The most common themes were identified. The researchers compared the themes they identified with each other's findings, and used these to establish a set of codes for the remaining responses.
c. The researchers then reviewed all responses to each question and added themes as necessary.
d. This process ensured that all of the consultation responses were reviewed during the analysis, and that the points raised most frequently are highlighted in this report.

Reporting the findings

This report sets out the most common themes arising from the responses to the consultation. The themes and points set out throughout this report are derived from comments made by respondents to the consultation, and do not represent the views of the authors of the report nor Welsh Government. A selection of quotations is provided across the report to illustrate the points and themes raised.

3. Summary of the overarching themes

This section sets out the general themes that arose frequently during the consultation as a whole. Although the consultation questions focused on different aspects of the White Paper, the analysis found that there were general or recurrent themes arising from a number of questions.

Support for the vision, particularly from organisations

Generally, most respondents were supportive of the proposals for a Welsh Language Education Bill. However, it is important to note that this did not represent a vast majority. A significant number of respondents disagreed with the proposals. Other respondents agreed with some of the proposals but not all of the proposals. However, in terms of responses received by respondents representing organisations (including local authorities, education institutions, public bodies etc) there was clear support for the majority of the proposals.

Staffing challenges and securing a workforce to support the changes

The need for training and professional development for teachers was raised in several responses and there was some concern about a shortage of teaching staff proficient in the Welsh language. Respondents were of the view that a shortage of suitably skilled personnel could hinder the implementation of the proposals for the Bill and could ultimately hinder progress towards the aim of a million Welsh speakers. The development of the education workforce was a priority for many respondents.

> *There is an urgent need to respond to the huge national challenge and the crisis throughout Wales of recruiting a workforce who can work through the medium of Welsh and who feel confident speaking and using the language at all levels of the education sector – Teachers, learning assistants, ALN, school leaders, childcare, language and psychology experts for young people.* (Wrexham County Borough Council)

Related to this, frequent references were made to concerns about the effect of the implementation of the proposals on workloads for both schools and practitioners.

The role of the wider community

One prominent theme raised by a number of respondents, and in particular from organisations, was the need for greater emphasis on promoting the Welsh language beyond education and in the wider community. These respondents were of the view that more promotion of the language was not only essential to reinforce the proposed changes in the Welsh Language Education Bill, but also to build on current initiatives and efforts. Another prominent related theme included in several responses across many of the consultation questions was the need to raise awareness and increase parents' understanding of what is meant by Welsh language education. Respondents also noted that changes proposed in the Bill will need to recognise the diverse nature of Wales and respond to local factors.

'It [the Welsh language] needs to break down the barrier of being solely a language of education for the majority, and become a language of the workplace and a language of everyday life.' [1] (Organisation – wishes to remain anonymous)

More information, research and scoping required

Several responses, and particularly those from organisations, were keen for Welsh Government to see this consultation merely as a starting point. These respondents noted within their reply to several of the questions, that they would like to see more research and more consultation on the details of the proposals. They were also of the view that the White Paper would benefit from further information relating to the evidence base upon which many of the proposals are based as well as the data underpinning the costs section. A number of these organisations also noted that they would welcome the opportunity to play a part in supporting the Welsh Government with the next steps towards gathering this information.

A minority disagreed with the principle of the Bill

A cohort of respondents disagreed in principle with the Bill and the proposals set out in the consultation. A number of these respondents noted that the proposals were a 'waste of money'. Some respondents went on to say that Wales is facing numerous challenges and went on to list other areas which they saw as priorities that should be the focus of attention and funding.

The belief that parents and schools should determine the level of Welsh language provision

Some respondents - particularly some of those who were not responding on behalf of an organisation - said that only parents, individual schools, and school governors should make decisions about Welsh language provision. These respondents expressed this view in their replies to the majority of questions posed.

A note on the content of Cymdeithas yr Iaith's campaign

The 172 responses received as part of Cymdeithas yr Iaith's campaign emphasise that the Welsh language belongs to everyone in Wales regardless of background, and call for education policies to reflect this by providing Welsh language education for every child. They discuss the negative impact of the current education system on Welsh language skills, particularly in more disadvantaged communities. Responses refer to the final version of Cymdeithas yr Iaith Gymraeg's education act published in May 2023. The act aims to transform the education system and set a statutory target to ensure that Welsh will be the language of education in Wales by 2050. Campaign respondents propose that the Welsh Government should adopt this legislation in its entirety as a model for its own Welsh Language Education Bill. Cymdeithas yr Iaith's template copy is included in Appendix 2 of this report.

[1] Translation. Original quote in Welsh: 'Y mae angen [i'r Gymraeg] dorri y tu hwnt i ffiniau bod yn iaith addysg yn unig ar gyfer y mwyafrif, a throi'n iaith y gweithle ac iaith bywyd bob dydd.'

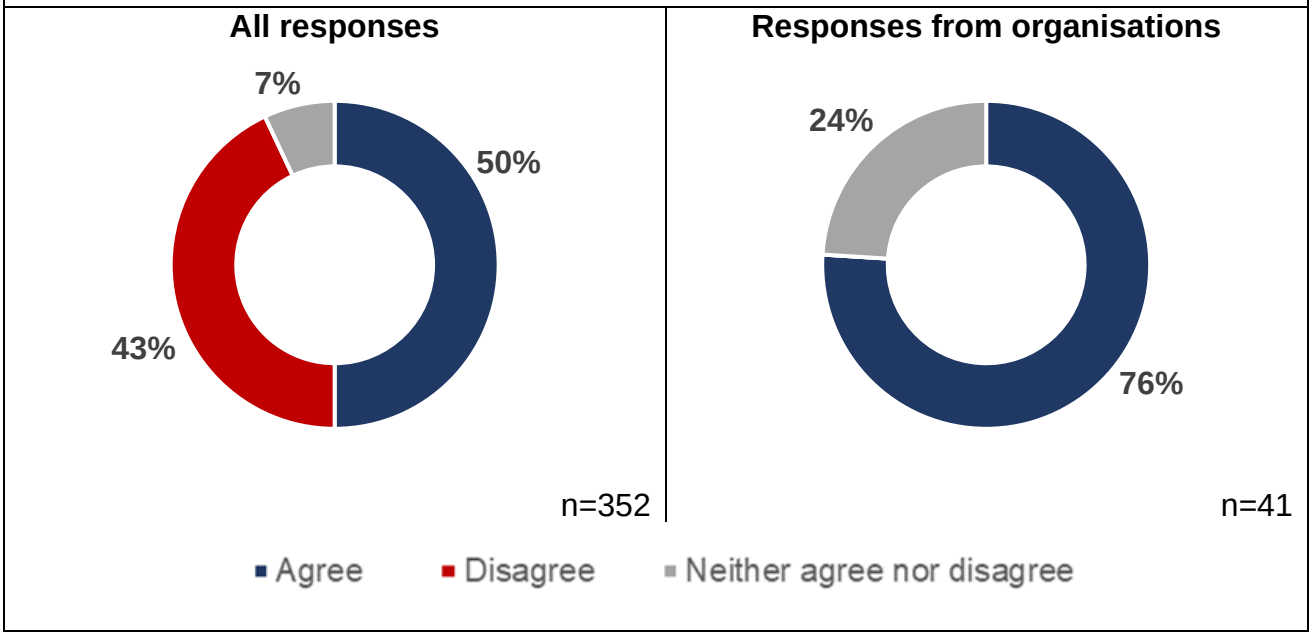
4. Making the target of a million Welsh speakers by 2050 a statutory target and making provision for a linguistic outcome for learners through the education system (Chapter 1)

Consultation 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	Neither agree nor disagree
176 (50%)	152 (43%)	24 (7%)

Number of responses to the closed question = 352

14 left the closed question blank.

Organisations' views: In total, 41 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 31 (76%) of organisations stated that they agreed; none disagreed, and 10 (24%) stated that they neither agreed nor disagreed.



174 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Most respondents were of the view that making the national target of a million Welsh speakers by 2025 a statutory target would reinforce its status and the status of the Welsh language, by establishing a centralised leadership role.
- A number were also of the opinion that central leadership and status would facilitate effective action to support progress towards the target across a range of sectors.

- A number of respondents highlighted the importance of ensuring that all stakeholders across the education system commit to the achievement of the target.

> *'The education system is crucial to the objectives of the Cymraeg 2050 strategy, and setting a statutory target like this would set a clear direction for the education sector as a whole.'* [2] (Welsh Language Commissioner)

The points raised most frequently by respondents who <u>disagreed</u> with this question

- Some respondents were of the opinion that public support for the target would be more effectively achieved through encouragement rather than enforcement. These respondents feared that setting a statutory obligation could inadvertently alienate some sections of the population.
- Some also noted that the current processes for expanding Welsh language provision were already sufficient. These respondents argued that these mechanisms were sufficient to encourage linguistic growth, and making this a statutory target would involve unnecessary bureaucratic complications.
- Others were concerned that setting the target within the Bill would force rather than encourage pupils to learn the language (although it is noted that the Curriculum and Assessment Act already makes it compulsory to learn Welsh).

Other issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Some respondents were unclear what was being measured in terms of 'Welsh speakers' - *the number who understand Welsh* or *the number who use Welsh*?
- Other respondents noted that it was clear that education had a crucial role to play in reaching a million Welsh speakers, but also stated that the education sector cannot do this on its own - every sector needs to take ownership and provide support in order to move successfully along the language continuum.
- Some respondents noted that the language skills of the education workforce needed to be taken into consideration in terms of achieving this statutory target - this was a recurrent theme that arose in responses to a number of different questions.
- Others noted that achieving the aim of one million Welsh speakers was dependent on Welsh Government's ability to appropriately resource the achievement of the target.
- Some respondents raised the question 'what consequences would there be for schools, local authorities and other parties for failing to achieve the target set in statute?' Respondents asked how the increase in the number of Welsh speakers would be measured on an on-going basis: Through the census every ten years? Through an annual population survey?

[2] Translation. Original quote in Welsh: 'Mae'r system addysg yn gwbl ganolog i amcanion strategaeth Cymraeg 2050, a byddai gosod targed statudol o'r fath yn gosod cyfeiriad clir i'r sector addysg yn ei gyfanrwydd.'

Linguistic outcome of learners at the end of statutory education

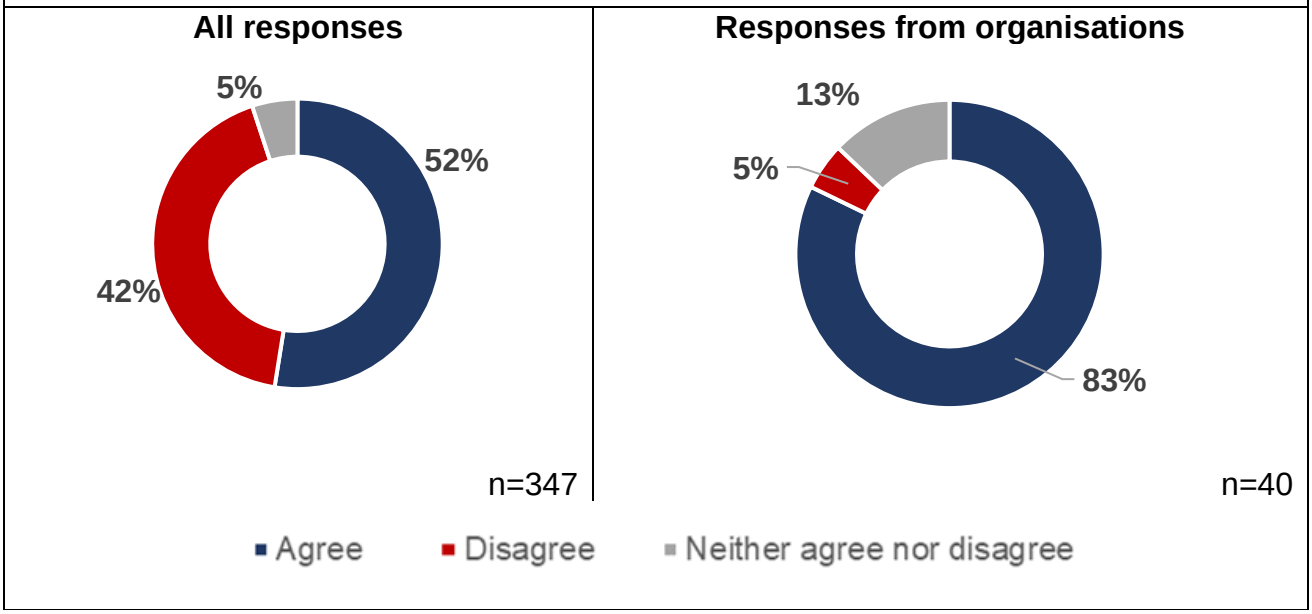
Consultation question 2: Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree	Disagree	Neither agree nor disagree
182 (52%)	147 (42%)	18 (5%)

Number of responses to the closed question = 347

19 left the closed question blank.

Organisations' views: In total, 40 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 33 (83%) of organisations stated that they agreed; 2 disagreed, and 5 (13%) stated that they neither agreed nor disagreed.[3]



170 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Most respondents agreed that B2 is an appropriate minimum outcome for English medium and bilingual schools - although some also questioned whether level B2 was sufficient for these schools. However, several respondents who agreed with this question expressed concern as to whether setting level B2 as a target in the Bill would be sufficient to encourage Welsh-medium schools and other schools who are already achieving results at this level to improve the linguistic results that they strive for.

[3] The percentages presented in the summary boxes have been rounded so they may not always add up to 100%.

'Although we support this, we also believe that the legislation needs to include a clear statement that higher outcomes should be expected of pupils in Welsh-medium schools'. [4] (Coleg Cymraeg Cenedlaethol)

'Is setting the CEFR at B2 high enough? It must be acknowledged that pupils in our Welsh-medium schools achieve C1/2. This ambition should be set out in the act in addition to B2 in order to display the ambition to achieve competent [Welsh] speakers.' [5] *(*Mentrau Iaith Cymru*)*

The main points raised by respondents who <u>agreed</u> that local authorities should have a specific role in working towards an outcome synonymous with level B2

- Respondents stated that local authorities already possess the relevant information about the workforce and the number of pupils receiving Welsh, English or bilingual education, and as such, there is a natural role for local authorities to play in working towards this outcome.
- Some respondents said that giving local authorities a specific role would lead to improved consistency in terms of the provision and commitment to promoting the Welsh language.
- It was noted that as local authorities already prepare the Welsh in Education Strategic Plans (WESPs) it would be sensible to allocate this kind of a role to them.
- It was also noted that if given this role, local authorities would need to work closely with local consortia and schools as well as other local authorities.
- Some respondents stated that all stakeholders, including schools and clusters, would need to support local authorities with their duty to monitor the progress being made in working towards B2. Some questioned how progress towards this outcome would be measured – i.e. would it require additional assessments within schools to assess pupils' Welsh reading, listening, and speaking skills?

The points raised most frequently by respondents who <u>disagreed</u> with this question

- It was stated that working towards an outcome synonymous with level B2 would be overly ambitious, especially for schools that are currently English-medium or bilingual. Some of these respondents felt that an outcome equivalent to B1 or A2 would be more appropriate.

'This advanced level of Welsh at school leaver age is very ambitious and we have significant concerns over whether this is an achievable target.'
(Newport City Council's Education Service)

- Some respondents were of the view that parents should determine the linguistic outcomes of individual schools, not local authorities.
- It was also noted that local authorities are already under pressure in terms of resources and have more important priorities to focus on; and as such, some respondents felt that this extra responsibility would be a step too far.

[4] Translation. Original quote in Welsh: 'Tra'n cefnogi hyn, credwn ar yr un pryd bod angen gosodiad clir yn y ddeddfwriaeth y dylid disgwyl deilliannau uwch gan ddisgyblion mewn ysgolion cyfrwng Cymraeg.'
[5] Translation. Original quote in Welsh: '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.'

'LAs don't need the added work and stress...there is also a shortage of staff to support this.' (Anonymous – response to the online questionnaire)

Other issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Some respondents, who agreed with the intention of setting B2 as a minimum outcome, said that there needed to be an understanding of the specific outcomes relating to this standard across all authorities. One local authority suggested that a national working group would need to be established to set a clear definition of level B2 in Welsh before it was introduced as a target or minimum standard.
- Another respondent suggested that an initial pilot scheme with selected local authorities/consortia would be useful to identify and share lessons learned from local strategies which have been successful in working towards this outcome.
- Respondents underlined the importance of ensuring that children and young people begin their journey towards this outcome at the earliest opportunity, and the need to ensure that there is sufficient Welsh language provision in the pre-school sector.
- A number of respondents were of the opinion that local authorities should play a specific role in working towards this outcome, but also stated that sufficient training and resources were needed to enable them to do this. Some respondents doubted if sufficient resources would be available to enable local authorities to carry out this role.
- Some organisations noted that sufficient accountability must be put in place to ensure that every local authority works purposefully towards this outcome. In the view of these respondents, some local authorities currently include intentions to support increased Welsh provision in their local WESPs, but do not implement them in practice.
- Some respondents felt that as well as the role of working towards this outcome, local authorities have a duty to encourage increased use of the Welsh language by ensuring that they themselves use more Welsh internally across all departments, and particularly in education departments.

'We also have a role in ensuring that those Welsh language skills are promoted and valued by us as an employer.' (Powys County Council)

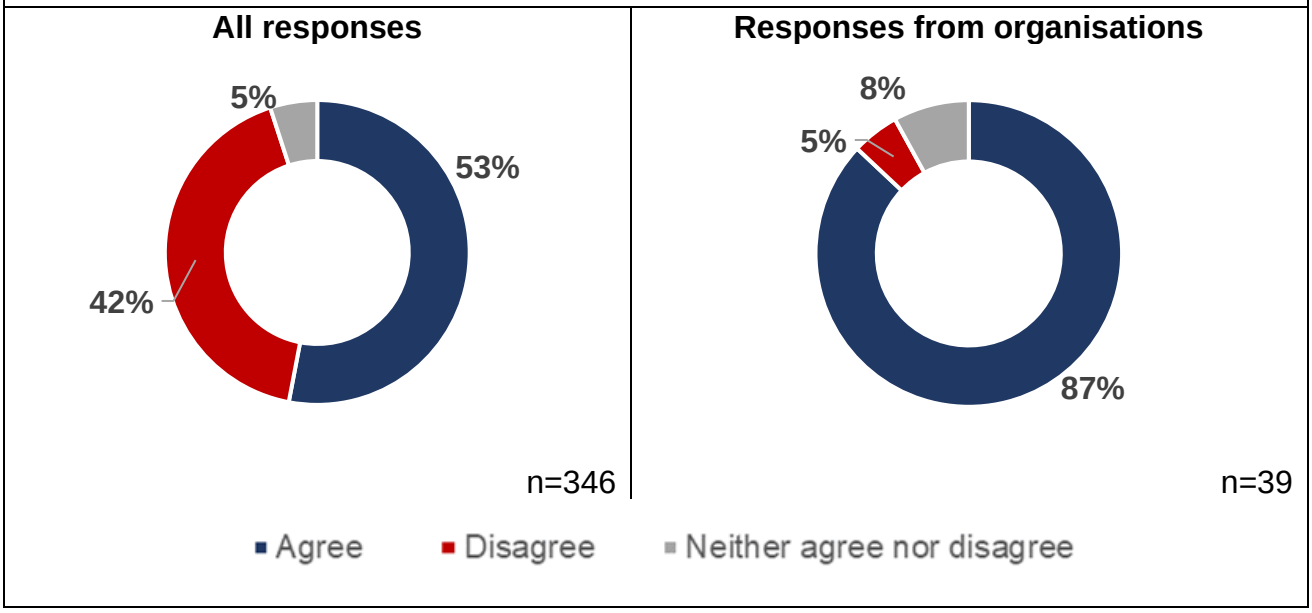
Consultation question 3: Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree	Disagree	Neither agree nor disagree
184 (53%)	146 (42%)	16 (5%)

Number of responses to the closed question = 346

20 had left the closed question blank or hadn't given a specific answer.

Organisations' views:
In total, 39 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 34 (87%) of organisations stated that they agreed; 2 (5%) disagreed, and 3 (8%) stated that they neither agreed nor disagreed.



145 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Most respondents agreed that Welsh Ministers needed to adopt a specific role in working towards this outcome to ensure that all of the relevant stakeholders have an understanding of what's expected of them to support the achievement of level B2. A number of these respondents were also of the view that Ministers had a role to play in ensuring progress and equality across Wales.

  [The role of Welsh Ministers is important in…] 'Ensuring that all relevant stakeholders have clarity and consistency of understanding about what is expected and interpreted as level B2.' (Vale of Glamorgan Council)

- Some respondents were of the opinion that Welsh Ministers, as part of this role, should show core leadership by setting targets, monitoring, and creating

accountability. They were also of the view that Welsh Ministers should work with local authorities - 'as a critical friend' - and ensure sufficient resources and a national programme of training are provided to ensure that consistent standards are applied across the country.

> '[*The Welsh Ministers' role is*] *crucial to ensure that the aim is ambitious, challenging and realistic, with specific targets set for Wales as a whole and for individual counties.*' [6] (Undeb Cenedlaethol Athrawon Cymru (UCAC))

- Some respondents expressed concern that a future elected Minister would not necessarily have aspirations for the growth of the Welsh language, and this would hinder the Bill's objectives. One respondent suggested setting up an arms-length organisation - similar to the Welsh Language Commissioner - to lead on linguistic planning, and to support progress in a 'non-party political' way.

The points raised most frequently by respondents who <u>disagreed</u> with this question

- Some respondents were of the view that local authorities should be given the responsibility of implementing their Welsh Education Strategic Plans without the influence of Welsh Ministers. Welsh Ministers should support local authorities in this, but they should not be given a specific role in the work to move towards a B2 outcome across Wales.
- Some respondents said that Welsh Ministers should focus on other /more important issues such as health and the economy.

Other Issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Some of the respondents, who agreed that Welsh Ministers had a specific role to play in working towards an outcome synonymous to B2, were also of the view that these Ministers needed to work alongside local authorities to understand the challenges associated with reaching this target.
- Other respondents were of the view that Welsh Ministers should also support a national campaign to promote the pathway to B2 and the benefits of achieving a Welsh language outcome equivalent to level B2.

[6] Translation. Original quote in Welsh: '[Mae rôl Gweinidogion Cymru yn] '...hollol bwysig gan sicrhau bod y nod yn uchelgeisiol, heriol a realistig, gyda thargedau penodol yn cael eu gosod i Gymru'n gyffredinol ac i siroedd unigol.'

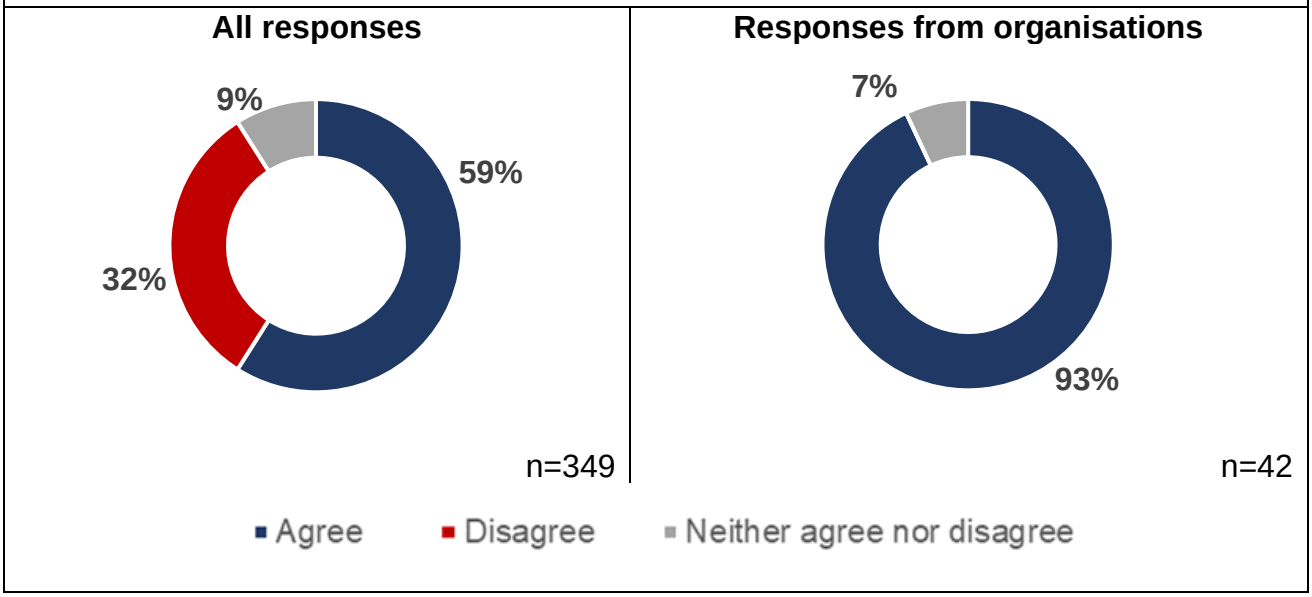
5. Lifelong Welsh language skills continuum (Chapter 2)

Consultation 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	Neither agree nor disagree
206 (59%)	112 (32%)	31 (9%)

Number of responses to the closed question = 349

17 had left the closed question blank or hadn't given a specific answer.

Organisations' views: In total, 42 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 39 (93%) of organisations stated that they agreed; no respondents disagreed, and 3 (7%) stated that they neither agreed nor disagreed.



124 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Creating a Welsh language skills continuum would provide a general understanding and increased clarity for parents and pupils regarding the likely linguistic outcomes for learners in every school. In addition, an announcement of the continuum by Welsh ministers would give it a prominent status.
- A continuum would enable schools and other organisations to monitor the continuity of Welsh language skills. This would enable providers to identify individuals' Welsh language proficiency and create an opportunity to encourage learners to show their progress along the continuum.

- A Welsh language skills continuum would provide a common framework to support employers, during recruitment processes, to assess and communicate the Welsh language skills required within individual job roles.

> '*Such a continuum could provide a planning and measurement framework for the whole education sector from the very foundation, and beyond that, in the world of work and employment.'* [7] (Welsh Language Commissioner)

Other Issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Some respondents, who agreed that the Bill should include provision for the continuum of Welsh language skills, also expressed a need to ensure that stakeholders and communities were aware of the continuum, and that they understand it. In this regard, it was suggested that the continuum needed to be clearly and carefully defined and that its purpose and benefits were clear to all; it was also suggested that this would increase people's confidence to understand where, as individuals, they are on the continuum.
- Some respondents felt that local authorities already have a linguistic continuum, and as such questioned the logic of developing a new one. Other respondents noted that a Wales-wide continuum would be beneficial to ensure consistency within the linguistic continuum currently used across local authorities and consortia; but at the same time, felt that this could be achieved without making in a legal duty.
- It was noted that targets, benchmarks, and progress reviews linked to different points on the continuum were necessary. It was also noted that clarity was needed about the relationship of the continuum with the Curriculum for Wales and that the continuum needed to be supported by a programme of professional development for teachers and classroom assistants. In addition to this, it was noted that teaching materials for schools need to be tailored specifically to fit the needs of learners in education rather than aiming at a dual purpose of meeting the needs of adult learners as well as pupils in schools.
- Some respondents cited potential unintended consequences in adopting a continuum:

> *'It must be ensured that the process of defining a 'Welsh speaker' and setting this definition as the lowest expectation for schools in Wales, does not inadvertently lead to an increase in the number of passive speakers only. The Cymraeg 2050 vision is not, and should not be, one of a million B2 speakers. One of the main strengths of the Government's language strategy is that it encourages as inclusive an understanding as possible of a 'Welsh speaker''.* [8] (Welsh Language Commissioner)

[7] Translation. Original quote in Welsh: 'Gall continwwm o'r fath fod yn fframwaith cynllunio a mesur i'r sector addysg o'r bôn i'r brig, ac ymhellach na hynny yn y byd gwaith a chyflogaeth.'

[8] Translation. Original quote in Welsh: 'Rhaid sicrhau nad yw'r broses o ddiffinio 'siaradwr Cymraeg', a gosod y diffiniad hwn fel y disgwyliad isaf i ysgolion yng Nghymru, yn anfwriadol yn arwain at gynnydd mewn niferoedd siaradwyr goddefol yn unig. Ni ddylai, ac nid yw gweledigaeth Cymraeg 2050 yn un o filiwn o siaradwyr B2. Un o brif gryfderau strategaeth iaith y Llywodraeth yw ei fod yn annog dealltwriaeth mor gynhwysol â phosib o 'siaradwr Cymraeg''.

6. Categorising schools according to language-medium (Chapter 3)

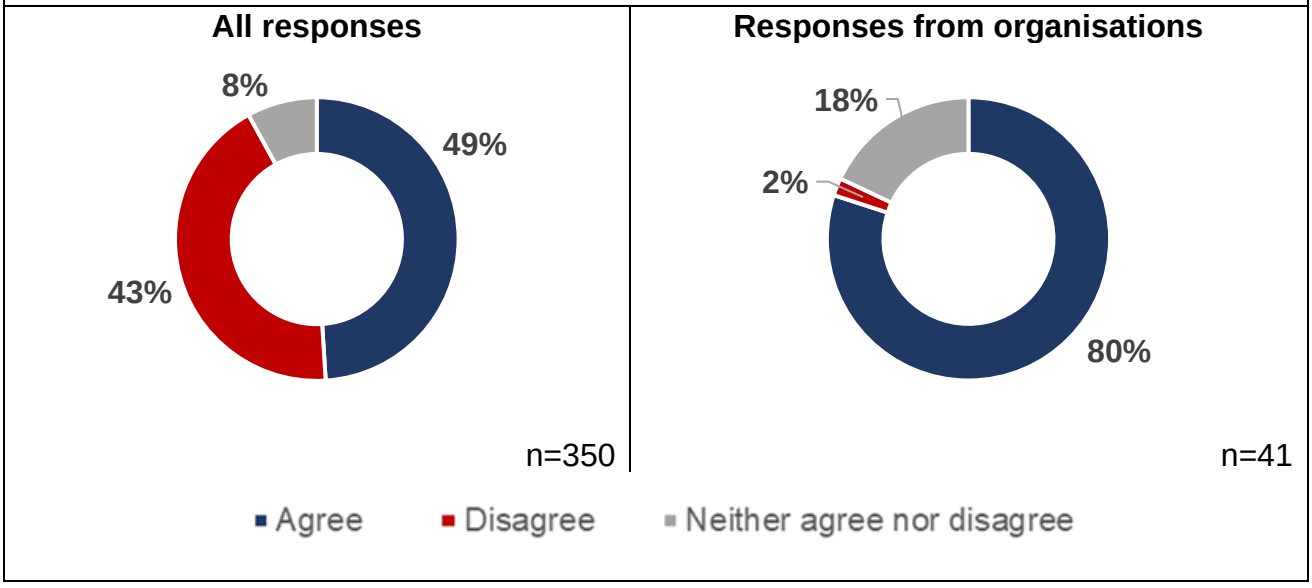
Welsh Ministers to determine statutory language categories of schools

Consultation question 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
172 (49%)	150 (43%)	28 (8%)

Number of responses to the closed question = 350

16 had left the closed question blank or hadn't given a specific answer.

Organisations' views: In total, 41 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 33 (80%) of organisations stated that they agreed; 1 (2%) disagreed, and 7 (18%) stated that they neither agreed nor disagreed.



140 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Respondents noted that a statutory system for the categorisation of schools according to language medium would allow for accurate definition, regular monitoring and would set a foundation for progress in line with the Cymraeg 2050 targets.

> *'Creating a categorisation system for maintained schools according to language category will clarify schools' curricular offer, making it easier for parents and carers to make informed choices.'* (Powys County Council)

- Some respondents agreed with the proposal but were also of the view that those categories needed to be clearly defined and developed with a specific view to ensuring that schools had every opportunity and encouragement to progress through a continuum of categories.
- Some respondents suggested that the Welsh Government should change or amend the current categories before they become statutory. Other respondents stated the need to establish an appropriate monitoring system to ensure that the provision offered by individual schools is consistent with the language category to which they belong.

The points raised most frequently by respondents who <u>disagreed</u> with this question

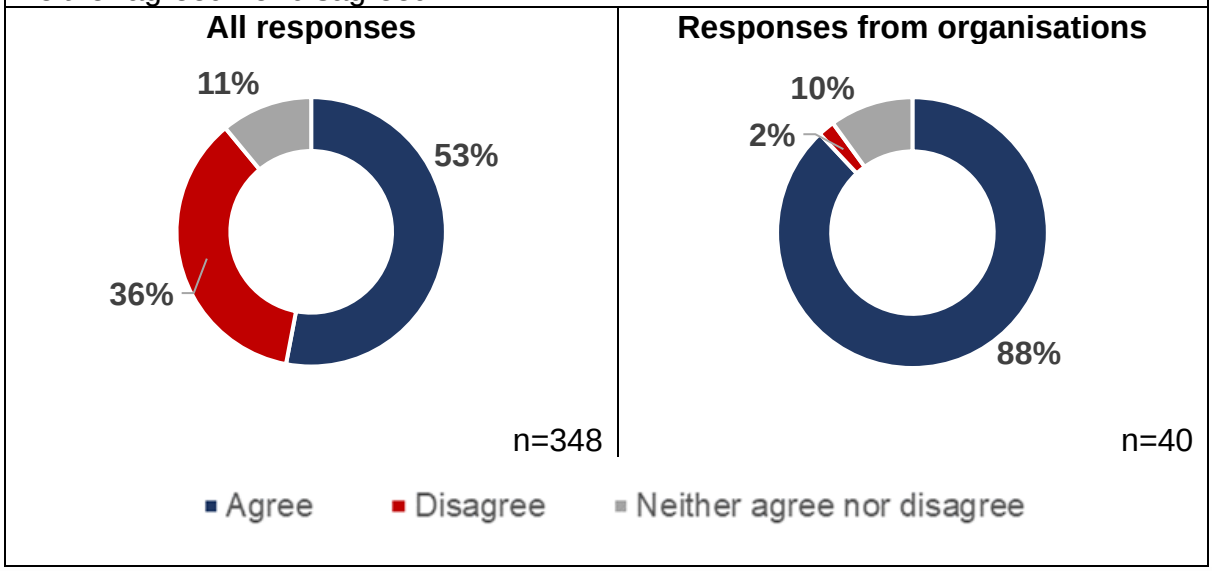
- Some respondents were concerned that introducing a statutory requirement to place every school in a linguistic category could create a competitive system, similar to a league table, which would place increased pressure on teachers and cause dissatisfaction in the workplace.
- Responses similar to the one above, suggest that there is confusion among some respondents regarding the practical implications of creating a statutory procedure for categorising schools according to language medium.
- A number of respondents who disagreed with this proposal, disagreed because they were not supportive of the idea of categorising schools in the first place.

Other Issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Some respondents were of the view that as the latest guidance on the non-statutory categories has only been in place since September 2022, they have not yet had an opportunity to fully establish themselves. As such, they feel it is currently too early to consider a new statutory requirement.
- Others believed that more clarity was needed on the relationship between the system of categorisation and the skills continuum. One respondent questioned how the categorisation system would work in ALN resource centres / special schools and faith schools.
- It was noted that there was a need to ensure that the categories developed reflect the expected linguistic output, not just the input.

Consultation question 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
183 (53%)	125 (36%)	40 (11%)
Number of responses to the closed question = 348 18 had left the closed question blank or hadn't given a specific answer. **Organisations' views:** In total, 40 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents		

who agreed was much higher than the corresponding figure for all respondents. 35 (88%) stated that they agreed; 1 (2%) disagreed, and 4 (10%) stated that they neither agreed nor disagreed.



99 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- A number of respondents strongly agreed that defining the category descriptions in regulations would set a strong foundation for the categories and provide them with the necessary statutory status. These respondents also believed that defining the category descriptions in regulations would provide improved consistency across schools and reinforce the need for schools to plan for their workforce's professional learning needs.
- Some respondents were also of the view that setting the descriptions in statute would make it difficult for any new or different government to deviate from them.
- Some respondents who agreed with this statement referred to the importance of ensuring that the descriptions are appropriate and reinforce the Welsh language in every instance. It was also noted that the descriptions need to be very clear to enable schools to clearly plan the progress needed to move from one category to a higher one.

The points raised most frequently by respondents who <u>disagreed</u> with this question

- As stated above in responses to question 5, a number of respondents who disagreed with this proposal opposed any kind of linguistic categorisation for schools, often without any further elaboration on their reasons.

Other Issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Some respondents stated that the process of setting category descriptions should not be carried out until a period of consultation and further research has been completed.
- Some respondents felt that although the option set out in the White Paper to enable Ministers to change the descriptions over time provided some level of flexibility, there

was a risk that including this would enable Ministers to make future changes without consultation or discussion.
- Others were of the view that the category descriptions should not be too definitive in nature to ensure that any specific points could be amended in future without excessive legislative barriers.

Consultation question 7: What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners, and staff? Do you foresee any other effects?
This question was in an open-text format and therefore respondents were not given the option to answer 'agree' or 'disagree'.

280 respondents provided written comments in response to this question.

The main points raised by respondents to this question

- Most respondents who provided written responses to this question welcomed the idea of introducing a minimum amount of Welsh language provision, or at least the principle of doing so. Many saw this as an essential element required to accelerate the route towards achieving the Cymraeg 2050 objectives. However, many respondents also offered additional comments and raised other points that they felt needed to be taken into account when setting a minimum level of Welsh language provision.
- A number of respondents highlighted the need to focus on the 'Welsh language ethos' of schools and the opportunities afforded to pupils to use the language outside of the classroom in addition to setting a minimum amount of Welsh language provision delivered in the classroom. Some respondents referred to a need to ensure that a minimum amount of Welsh was used as the working language of the school, and the need for office and lunch staff and others employed by the school to use Welsh.
- A number of other respondents indicated that they welcomed the concept of minimum provision hours as long as that provision was sufficient to ensure that pupils develop to be confident Welsh speakers. One respondent referred to international evidence which showed that the use of a minority language cannot be increased in a place where the majority speak another language unless at least 50% of basic education is provided through the medium of the minority language. A suggestion was made that the minimum amount of time for Welsh language provision should be set according to the linguistic outcomes expected.
- A number of respondents also noted that the minimum hours of Welsh language provision is not the only important factor; the quality of the provision and the outcomes achieved as a result are also important. Consequently, it was also noted that clarity was needed as to what the nature of the contact or provision included in these minimum number of hours would be. Would it only relate to lessons, or would it also include extracurricular activities.

'It is crucial that contact time with pupils is stimulating and enriching and based on the pedagogical best practice.' [9] (Estyn)

- A number of the respondents who welcomed the idea of a minimum level of Welsh language provision referred to the need for sufficient support (including staff training, teaching resources and funding) to enable some individual schools to achieve this.
- Respondents who did not welcome the idea of setting a minimum level were generally of the view that it is not necessary; it was suggested that parents and individual schools should decide how many Welsh language lessons should be provided.
- Some respondents were also concerned that setting a minimum level of Welsh language provision would have a detrimental effect on teaching staff, especially if they were not confident in teaching through the medium of Welsh. These respondents were also concerned that it could have a detrimental effect on other subjects taught in the school if time were taken away from teaching these subjects in order to increase the Welsh language provision.

Placing schools in a language category

Consultation question 8: What is your view about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role in the process?
This question was in an open-text format and therefore respondents were not given the option to answer 'agree' or 'disagree'.

221 respondents provided written comments in response to this question.

The main points raised by respondents to this question

- Most respondents were of the view that placing schools in categories and giving local authorities an approval role was a good idea in principle for the reasons set out in the white paper - that is, to ensure consistency and to enable local authorities to have a better overview and therefore ensure greater uniformity in terms of school categories across their county.
- It was also noted that including a school language category within the PLASC[10] data set would facilitate analysis of the categories at a school, local authority and national level.
- Although a number of respondents support the idea of giving local authorities more responsibilities to check and approve school categories in their area, it was also noted that they would need to work closely with schools, school governors and other stakeholders to agree on the categories assigned to schools. Local authorities would

[9] Translation. Original quote in Welsh: 'Mae'n allweddol bod yr amser cyswllt gyda disgyblion yn un ysgogol a chyfoethog ac wedi eu selio ar yr arferion addysgeg gorau.'

[10] PLASC, or the pupil level annual school census, runs annually in January across all maintained nursery, primary, secondary, middle, and special schools in Wales. Every pupil on the register is included in the PLASC statement, and among other data, this includes information on schools' Welsh language provision.

also need sufficient structures and resources (both professional and financial) to enable them to carry out this role.

- One local authority expressed concern that authorities would be given this approval role, and felt that the delivering the role would be a significant challenge without additional support.
- A number of respondents who welcomed the proposals set out in paragraphs 51 to 56 said that implementation of this would be dependent on ensuring that clear definitions of the categories were made available. It was also noted that the proposals were dependent on the duty placed on Welsh Ministers to publish clear guidelines for schools and local authorities on how to go about setting their targets.

> *'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'.* (Catholic Education Service).

- Some respondents suggested that headteachers, Governing Bodies, or all of the stakeholders involved in the school should decide on the school's category, rather than local authorities. Other respondents were of the view that language categories should not be imposed on any schools.
- Others pointed out that school categorisation had previously been used in relation to school improvement and argued that this had not been particularly successful. These respondents were concerned that the same thing would happen with the categorisation based on Welsh language. As stated previously in relation to responses to question 5, such responses suggest a lack of understanding among some respondents about how the process of categorising schools would work in practice.

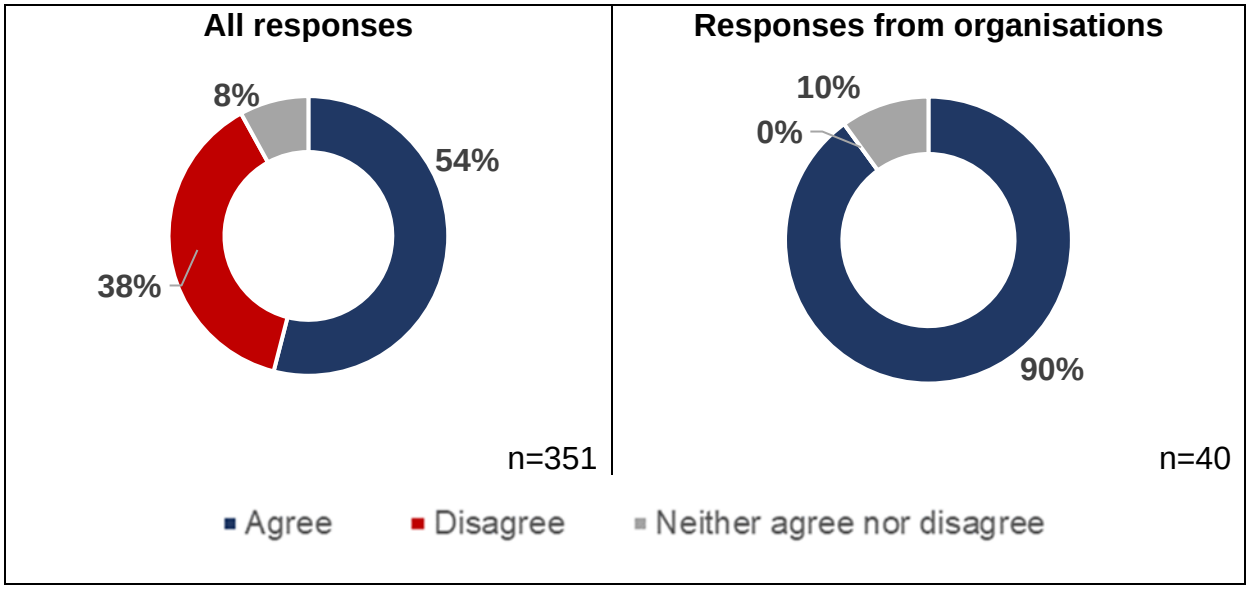
Increasing Welsh language provision and moving towards a higher language category

Consultation question 9: Do you agree with the principle that all schools should increase their Welsh language provision over time?		
Agree	Disagree	Neither agree nor disagree
189 (54%)	135 (38%)	27 (8%)

Number of responses to the closed questions = 351

15 had left the closed question blank or hadn't given a specific answer.

Organisations' views: In total, 40 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 36 (90%) stated that they agreed; none of these respondents disagreed, and 4 (10%) stated that they neither agreed nor disagreed.



187 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Most respondents agreed that every school needed to increase its Welsh language provision over time to achieve the targets set in Cymraeg 2050.

> *'This proposal is crucial to the achievement of the Bill's objectives. Otherwise, there is a real risk that a good many schools will make no progress linguistically.'* [11] (Bangor University)

- Some respondents stated that the proposal was mainly aimed at English-medium schools, but that it is also relevant to some Welsh-medium schools, and especially those that do not offer Welsh-medium provision in every subject.

> *'It must be borne in mind that this is not only true of English-medium schools, but also some inherently Welsh-medium schools and some designated Welsh-medium schools that continue to offer some subjects, such as Mathematics and Science through the medium of English. This mindset has to change.'* [12] (CYDAG)

- Some respondents questioned the meaning of the term 'increase Welsh language provision over time'. These respondents felt that a more specific definition was needed in terms of the expected timescales for progress.
- It was noted that further support was needed in some areas to increase use of the Welsh language in communities as well as increasing the Welsh language provision in schools. These respondents believed that this would ensure wider support for the language amongst parents and other stakeholders, and consequently further support to increase Welsh language provision in schools.

[11] Translation. Original quote in Welsh: 'Mae'r cynnig hwn yn gwbl greiddiol i wireddu amcanion y Bil. Fel arall, mae peryg real mai parhau i aros yn eu hunfan yn ieithyddol fydd hanes nifer fawr o ysgolion.'
[12] Translation. Original quote in Welsh: 'Rhaid cofio fod hyn yn wir nid yn unig i ysgolion cyfrwng Saesneg, ond hefyd i rhai ysgolion naturiol Gymraeg a rhai penodedig Gymraeg sy'n dal i gynnig rhai pynciau fel Mathemateg a Gwyddoniaeth drwy gyfrwng y Saesneg. Mae'n rhaid newid y meddylfryd yma.'

- Despite agreeing with the principle of increasing Welsh language provision across all schools, a number of respondents said that this also needed to be considered in the context of staffing and financial resources.

The points raised most frequently by respondents who <u>disagreed</u> with this question

- Many respondents who disagreed with the principle that every school should increase their Welsh language provision over time, felt that nobody but parents, individual schools, governors, and local authorities should determine changes to Welsh language provision.
- Some respondents felt that the principle of the proposal encouraged all schools to be category 3 or 3P schools. In their opinion, this would contravene Welsh Government's Bilingual Nation policy.

Other Issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Some respondents stated that the timescale for implementation of the proposal would need careful consideration; it was suggested that schools would need time to adapt to the implementation of the new Curriculum for Wales and the Additional Learning Needs reforms before implementing these proposals.

Consultation question 10: What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?
This question was in an open-text format and therefore respondents were not given the option to answer 'agree' or 'disagree'.

226 respondents provided written comments in response to this question.

The main points raised by respondents to this question

- A number of respondents referred to the proposal in paragraph 60 - i.e. to place a duty on every school to set out in a delivery plan how they will go about increasing their Welsh language provision in practice. Overall, most felt this was necessary, but many emphasised that consideration also needed to be given to the additional resources and work pressures this planning would likely place on school staff.
- The need to consider the practicalities of planning was also raised, including the necessary guidelines to support schools to prepare these plans and the consortia's role in the process.
- Some respondents suggested that the Bill should include stronger proposals relating to motivating schools who state an intention to move to a higher language category in their plans, to commit to completing this within a set timescale. Respondents also expressed a need to ensure that additional support is available to schools who commit to this, including *'giving power to Ministers to provide specific funding and support to schools during the transition period.'*
- Others noted a need to enable schools to progress along the language continuum at a pace that suits them and proportionate to local demographic factors. In their view,

this is ‘essential’ to secure the support necessary to encourage schools along this pathway.

- Some respondents noted that they agreed with the proposal that schools should plan to increase their Welsh language provision, but also outlined that the implementation of these plans would need to be supported by further efforts to promote the benefits of speaking Welsh to pupils from non-Welsh-speaking households.
- These respondents also stated the need to develop and share examples of good practice in order to support and guide schools and local authorities in planning their pathway through the linguistic continuum.
- Some respondents said that ability of secondary schools’ to progress from one category to the next was dependent on the procedures and categories of the primary schools in the cluster.

‘The ability of a secondary school to transition to the next category is dependent upon the categories of its feeder Primary schools.’ (National Education Union Cymru (NEU Cymru))

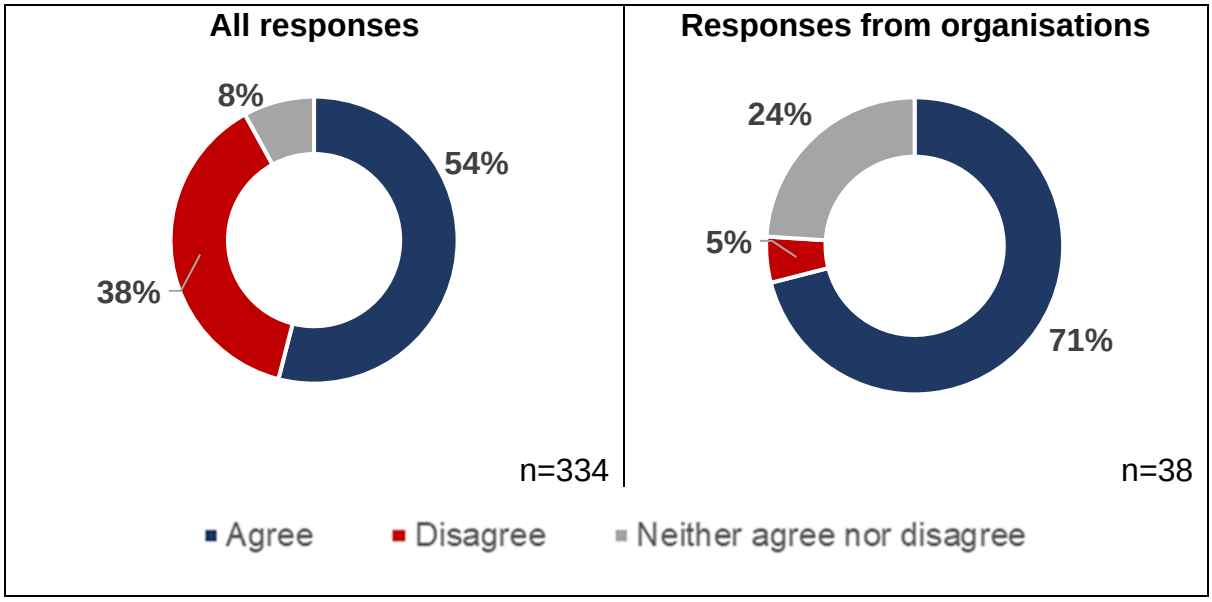
Monitoring progress

Consultation question 11: Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?		
Agree	Disagree	Neither agree nor disagree
151 (54%)	131 (38%)	52 (8%)

Number of responses to the closed question = 334

32 had left the closed question blank or hadn’t given a specific answer.

Organisations’ views: In total, 38 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was higher than the corresponding figure for all respondents. 27 (71%) stated that they agreed; 2 (5%) disagreed, and 9 (24%) stated that they neither agreed nor disagreed.



149 respondents provided written comments in response to this question.

The most points raised most frequently by respondents who <u>agreed</u> with this question

- The majority of respondents agreed that monitoring arrangements would be needed to ensure that schools provide education consistent with the category in which they've been placed. Most also agreed that this monitoring work should be carried out by the local authority as part of the role of Schools Improvement and Support Officers - some also felt that the schools provision planning should be monitored annually to ensure accountability and transparency.
- Although they agreed with the proposal of putting monitoring responsibility in the hands of local authorities, some local authorities expressed concerns about the extra workload that this would create for their human resources.
- Some other respondents expressed concern about the extra burden that the monitoring process would place on individual schools.
- A number of respondents agreed that Estyn's role, as part of their inspection remit, should include reviewing schools' achievements against the Action Plans. Some respondents felt that it was essential to include an external body, such as Estyn, in the monitoring process. One respondent suggested that Estyn should also look at the development of the Welsh language in the context of local authority education planning as a whole instead of, or as well as, looking at individual schools' plans.
- Other respondents felt that including Estyn in the process of monitoring Welsh language provision against school development plans would muddy their principal role as educational outcomes regulator.
- A number of respondents emphasised the need to ensure that the monitoring role of local authorities and Estyn would be carried out in a supportive and collaborative way, rather than a critical way. Some were concerned that Estyn's role in the process would put more pressure on schools and that this could change the 'dynamic' of the process.

'We agree that the authority has a monitoring role, but it should be ensured that this monitoring is carried out in a supportive and encouraging way and not in any kind of threatening way.' [13] (UCAC)

The points raised most frequently by respondents who <u>disagreed</u> with this question

- The greatest concern among respondents who disagreed with the proposal that local authorities should monitor schools' progress in terms of Welsh language provision is that local authorities don't have the resources to do this. Some of these respondents were also of the view that current processes for monitoring progress through an annual review of the WESPs were appropriate and sufficient.
- Others were of the view that schools were already excessively monitored, and this extra monitoring would create a new layer of work and put schools under extra stress.

Other Issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- The White Paper does not reference any involvement of consortia in monitoring whether or not schools are providing Welsh language education that is in line with their designated category. However, some respondents believed that the Bill should set out a clear role for consortia in this regard. Others felt strongly that the consortia should not be involved in the monitoring process.
- Some respondents questioned how progress in terms of Welsh language provision would be measured. It is possible that measuring output, such as exam results, would not give a fair reflection of progress. On the other hand, it was stated that measuring progress in terms of input, such as the number and frequency of lessons, would be difficult to monitor on a practical level.
- Some respondents also raised concerns about the potential consequences should the monitoring process identify that a school had not progressed between categories or had not shown progress in terms of Welsh language provision. If a school believes that progress within a category, or progress to a higher category is unachievable then what motivation would they have to work towards them?

Placing a new school in a category

Consultation question 12: What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?
This question was in an open-text format and therefore respondents were not given the option to answer 'agree' or 'disagree'.

247 respondents provided written comments in response to this question.

[13] Translation. Original quote in Welsh: 'Rydym yn cytuno bod gan yr awdurdod rôl monitro, ond dylid sicrhau bod y monitro'n digwydd mewn ffordd gefnogol ac anogol ac nid mewn unrhyw ffordd fygythiol'

The main points raised by respondents to this question

- A significant number of respondents believed that a there should be a set presumption that any new school opening would be a Welsh school or a dual language school.
- These respondents felt that this would make a crucial contribution to the achievement of the Bill's core aim i.e. to reach a million Welsh speakers. Most of these respondents also believed that a minimum language category should be set for all new schools opening across Wales. That is, that all new schools in Wales should be at least category 2, and category 3 in some areas. A number of these respondents also believed that Welsh Government should impose this minimum - and local authorities could set a higher minimum category if they wish.
- However, it was also noted that local Welsh Education Action Plans should influence the language category of any new school.
- Some respondents were of the opinion that setting a national minimum for the language category for all new schools would mitigate the influence of local politics on the process of planning the development of new schools. Although other respondents, who were not supportive of the idea that all new schools should be Welsh-medium, noted that they felt that such an approach would be undemocratic and would remove parents' choice from the process.
- Some respondents claimed that all pupils in Wales should have the right to access Welsh-medium education. It was also noted that some children are currently unable to do this, as there is no provision available in the vicinity of their homes. In the view of these respondents, this not only highlights the need for more Welsh-medium provision, but also suggests that some local authorities should provide free transport services to enable children to travel to their nearest Welsh school.

'As the Bill's core objective is to increase Welsh-medium provision in order to achieve the aim of a million Welsh speakers, it is crucial that decisions regarding new schools support that aim.' [14] (Bangor University)

'There should be a presumption in the Bill that every new school in Wales will be a Welsh school.' [15] (Cymdeithas yr Iaith's campaign)

- A number of respondents who believed in principle that a presumption should be set that any new school would be a Welsh-medium school, noted that in doing this, a number of other factors also need to be taken into consideration, including local factors such as:
  - The Welsh language skills of the local teaching workforce,
  - The view of parents and local stakeholders,
  - The potential unintended outcomes or effects on the current Welsh-medium provision in the area,
  - The resources that some local authorities would need to enable this to happen.
- Some respondents, who were also supportive of the idea that every new school should be a Welsh-medium school, had concerns that opening new Welsh schools

[14] Translation. Original quote in Welsh: 'Gan mai amcan canolog y Bil ydy cynyddu'r ddarpariaeth Gymraeg, a hynny er mwyn gwireddu nod y miliwn siaradwyr, mae'n allweddol felly fod penderfyniadau ynghylch ysgolion newydd yn cefnogi'r nod hwnnw.'

[15] Translation. Original quote in Welsh: 'Dylid gosod rhagdybiaeth ar wyneb y Bil y bydd pob ysgol newydd yng Nghymru yn ysgol Gymraeg.'

without consultation or securing local support could turn some people against the Welsh language. In their opinion, this would be damaging to the language and the aim of achieving a million Welsh speakers. Some of these respondents felt that more work was needed to promote the advantages of Welsh-medium education and foster more support for Welsh-medium education.

'It should be a local decision based on local knowledge, but we would support a minimum of a category 2 school (bilingual).' (Conwy Borough Council Social Services and Education Service)

- Other respondents believed that a new school's language category should be determined by local authorities based on local demand for Welsh-language provision, and based on evidence of that demand, rather than a statutory policy. These respondents tended to favour the pathway outlined in paragraph 66 of the consultation document, i.e. that a specific language impact assessment would need to be carried out before setting the language medium of a new school, rather that setting a presumption that a school would be Welsh-medium.
- Some respondents also said that the new curriculum and planning in the latest Welsh Education Action Plans already have a focus on increasing the Welsh language provision within each school. Consequently, they were of the view that no presumption or policy should be made that every new school would be a Welsh-medium school.

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

7. Statutory National Plan for the acquisition and learning of Welsh (Chapter 4)

Creating a link between national and local Welsh in education targets

Consultation 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)?

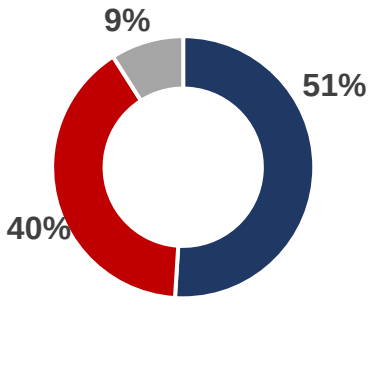
Agree	Disagree	Neither agree nor disagree
177 (51%)	139 (40%)	29 (9%)

Number of responses to the closed question = 345

21 had left the closed question blank or hadn't given a specific answer.

Organisations' views: In total, 41 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 37 (90%) stated that they agreed; none of these respondents disagreed, and 4 (10%) stated that they neither agreed nor disagreed.

All responses



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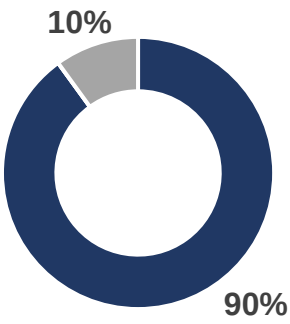
Responses from organisations



n=41

Agree Disagree Neither agree nor disagree

126 respondents provided written comments in response to this question.

Points raised most frequently by respondents who <u>agreed</u> with this question

- A large number of respondents believed that the National Plan should include the childcare and early years education sector as well as the post-16/higher education sector.
- Some respondents were of the view that such a Plan needed to be reviewed more frequently than once per Senedd term.

- A number of respondents felt that a National Plan would provide guidance and direction in terms of the use of Welsh as well as in relation to arrangements to support language acquisition. Also, some respondents reported that a National Plan would ensure consistency across all local areas.
- Many agreed that the duty to produce a National Plan should fall on Welsh Ministers. However, respondents also referred to the need for Ministers to work closely with teachers and young people across Wales as part of the process of preparing and implementing the Plan.
- Some said that they felt that creating a duty for Welsh Ministers to produce a National Plan could strengthen collaboration between stakeholders and lead to a clearer route to support learners during different stages of education.
- Some respondents emphasised that targets would be required to record progress and support accountability measures. It was noted that the Plan would need to include sufficient detail to support everyone involved in the education system.

'There is room for more effective coordination, with further work needed along a learner's educational journey, but especially from the point of view of 14+ learning pathways and the role of further and higher education in offering opportunities to meet the need for linguistic progression to learners of statutory education age.

'We speculate whether the monitoring period is too long-term... should a scheme like this be reviewed more frequently during each Parliamentary term?' (Carmarthenshire County Council)

The points raised most frequently by respondents who <u>disagreed</u> with this question

- A small number of respondents were of the view that the Plan should be drawn up by language and education experts, and submitted for the approval of the Minister.
- A number of respondents said that the Minister needed to focus on other important issues, rather than preparing a National Plan.

'There are higher priorities as far as education is concerned. Maths, the sciences, etc.' (Anonymous – response to the online questionnaire)

Other Issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Some agreed that a National Plan would ensure a consistent approach in terms of Welsh language acquisition and learning, but also emphasised the contribution of other plans (e.g. WESPs).
- It was noted that the specific needs in relation to language learning and acquisition varies between different areas. It was suggested that local authorities would need effective support to enable them all to achieve their targets.
- Other respondents said that the fact that the new curriculum arrangements enabled schools to create their own curricula would make it difficult to design a consistent National Plan.

'Every LA is different with specific needs to improve language provision, every school is different and offers its own curriculum under the new

curriculum so this must be taken into consideration when preparing any specific action plan.' [16] (Anonymous – response to the online questionnaire)

Consultation 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?

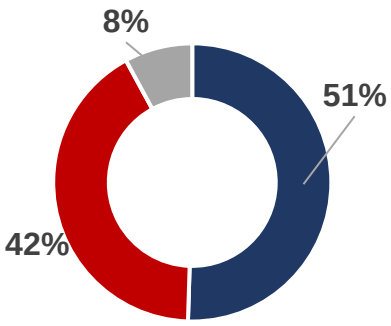
Agree	Disagree	Neither agree nor disagree
174 (51%)	142 (42%)	26 (8%)

Number of responses to the closed question = 342

24 had left the closed question blank or hadn't given a specific answer.

Organisations' views: In total, 40 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 33 (83%) stated that they agreed; 1 (3%) disagreed, and 6 (15%) stated that they neither agreed nor disagreed.

All responses



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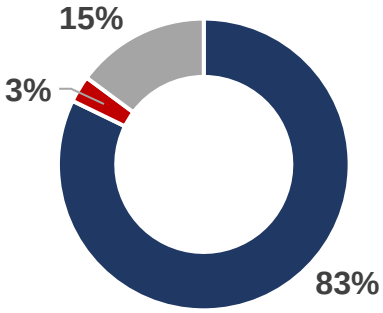
Responses from organisations



n=40

129 respondents provided written comments in response to this question.

Points raised most frequently by respondents who <u>agreed</u> with this question

- Respondents noted that a significant increase in the number of teachers able to teach through the medium of Welsh is needed, as well as strategies to ensure fewer teachers leave the profession.
- Respondents referred to the need to identify practitioners with the potential to become Welsh teachers / to teach through the medium of Welsh and provide linguistic training and the necessary support for them.

[16] Translation. Original quote in Welsh: 'Mae pob ALl yn wahanol gyda anghenion penodol i wella darpariaeth yr iaith, mae pob ysgol yn wahanol ac yn cynnig cwricwlwm eu hunain yn ôl y cwricwlwm newydd felly rhaid ystyried hyn wrth greu unrhyw cynllun gweithredu penodol.'

- A large number of respondents suggested that financial investment would be needed to promote training courses in order to attract more people to the teaching profession.
- Some respondents noted the current lack of diversity in the education sector, and the need to take steps to attract more individuals from minority groups to the profession.
- Some agreed that the Welsh Language Education Bill could compel all stakeholders to work together to achieve the targets set out in the Welsh in Education Workforce Plan.
- Another recommendation proposed was to offer students a year off and a year's work experience in an education setting. This would give them time to get the necessary support to progress to study to become part of the education sector.

'We start from a very low base! In addition, substantial bursaries are currently offered to train and teach in England - unless Welsh Government can find the substantial means to match this the drain will inevitably continue. WG must devise incentives to encourage young people to train to teach through the medium of Welsh. Historically, Welsh language teaching has lagged behind MFL, relying on native speakers and a process of osmosis, long discredited in MFL. Potential Welsh teachers must be trained as linguists if effective progress is to be made particularly in anglicised areas of Wales.' (Anonymous – response to the online questionnaire)

The points raised most frequently by respondents who <u>disagreed</u> with this question

- Some were concerned that the proposals would put too much pressure on schools to make too many changes. Some also felt that there was a risk of losing teachers from the profession.

'It's a great idea, but again, are you ostracising amazing teachers on their level of Welsh speaking. What if they do not want to learn Welsh? Do they not get the right to continue teaching otherwise? We could lose many of them and put immense pressure on others. If you were to do this, then feasible courses need to be given, ones catered to teachers and their workload.' (Anonymous – response to the online questionnaire)

- A small number of responses reported that the proposals were a waste of money, and that there was a risk of alienating some individuals and groups who don't support the objectives of the Bill.

'The application of targets for the number of Welsh teachers and Welsh-medium teachers can place unwarranted pressures on schools and centres to change their workforce in such a way that sees employees who do not meet the target specifications find their livelihoods threatened. This would be an unacceptable scenario for all trade unions.' (NASUWT Cymru*)*

Other Issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Some, who otherwise agreed with the principle of target-setting, stated that the targets would be impossible to achieve without further support and resources.

- A small number of respondents emphasised that although they acknowledge that the white paper only aims to tackle Welsh language in education, there was a lack of acknowledgement of the problem facing the Welsh language culturally. Therefore to solve this problem it was suggested that this would require action from partners beyond the education system.
- Some respondents noted that the number of teachers needed as part of the National Plan would require national targets.

8. Welsh in education planning within local authorities (Chapter 5)

Under this section, there are proposals to amend the system of Welsh in Education Strategic Plans drawn up by local authorities. It is proposed that the focus should shift to action plans with the aim of achieving the targets set by Welsh Ministers to increase the Welsh language provision in local authority schools.

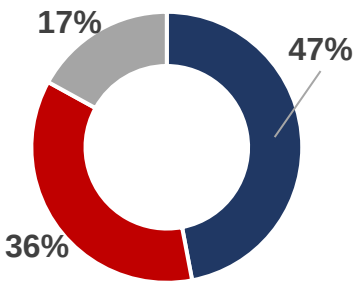
Consultation question 15: Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?		
Agree	Disagree	Neither agree nor disagree
156 (47%)	120 (36%)	59 (17%)

Number of responses to the closed question = 335

31 left the closed question blank or did not give a specific answer.

Organisations' views: In total, 40 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 30 (75%) stated that they agreed; 1 (2%) disagreed, and 9 (23%) stated that they neither agreed nor disagreed.

All responses



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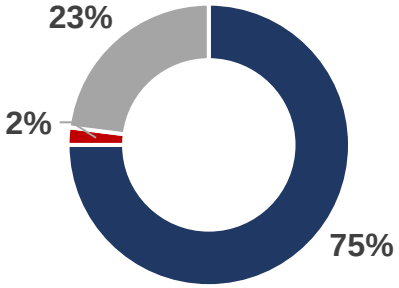
Responses from organisations



n=40

92 respondents provided written comments in response to this question.

Points raised most frequently by respondents who <u>agreed</u> with this question

- Respondents noted that the outcomes provide a focus for both national and local planning and clearly highlighted the desired pathway.
- A number of respondents answered by noting that the outcomes would place more emphasis on implementation when thinking about planning.

- A number of respondents were supportive of the outcomes, but concerns were expressed regarding the scale of the task of ensuring a sufficient bilingual workforce to achieve the objectives set in the Bill. The challenge of expanding the Welsh-medium education workforce is a national priority and something that cannot be solved solely on a local level.

'References in paragraph 80 to the education workforce needing to be planned locally however are challenging….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.' (Joint response by the Welsh Local Government Association (WLGA) and the Association of Directors of Education in Wales (ADEW)

The points raised most frequently the by respondents who <u>disagreed</u> with this question

- Some respondents noted that the outcomes were not specific enough - it was suggested that more specific targets were needed in relation to outcomes.
- Others suggested that there was no need to move away from WESPs; the progress made could be undermined with a risk of causing a detrimental effect on relations with partners.
- Some stated that individual local authorities should decide whether to move from WESPs to WEIPs.
- Some disagreed with 'imposing the Welsh language' on learners; parents should be given the choice of Welsh or English-medium education, but Welsh-medium education should not be forced on families. A minority also stated that the proposals contravened the United Nation's Convention on Human Rights.
- According to some respondents, the outcomes will have a detrimental effect on the quality of teaching, putting more pressure on the education workforce.

Other issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Respondents referred to the importance of ensuring that infrastructure (and resources) were available at a national level to support the implementation of local plans.

'Pathways and progression for language acquisition and staff training need to be made clear in order to effectively achieve the targets set out in the WESP (Colegau Cymru, ITE, Welsh language courses, available resources) as there is a general consensus that the provision currently happens on an 'ad hoc' basis with no real future proofing and planning e.g. sabbatical course. There could also be a significant financial implication for LAs as an officer would be needed to assist schools with effective planning, signposting and management of their individual school plans to move along the continuum.' (Neath Port Talbot Council)

- Several respondents emphasised the need to ensure that local authorities set 'challenging but realistic' targets in their future WEIPs and that they remain

accountable for those local targets. These respondents said that there should be '*clear quantitative targets, including more of them and specific targets for different age groups*'. [17] (Cymdeithas yr Iaith's campaign response)

- It was noted that the role of early years care and education settings should be emphasised in future planning and in supporting outcomes. Respondents referred to the fact that the majority of families make decisions about the language medium of their children's education in the period before they start statutory education.
- Respondents suggested that the role of the post-16 sector should be defined more clearly, including ensuring the outcomes for provision in subject areas in further and higher education. Linked to this, respondents expressed a need to ensure joint planning between schools and further education colleges to ensure effective linguistic continuity for post-16 learners.

- Several respondents said that issues regarding school transport for Welsh-medium pupils had been overlooked. Clauses should be included in the Bill to ensure that Welsh-medium education is not disadvantaged by the distance of Welsh schools from learners' homes, especially in the context of the cost of living crisis facing families.

> *'It must be ensured that education, and consequently Welsh-medium schools, are not disadvantaged by schools' distance from homes. Legislation must be considered to ensure that free transport to the nearest Welsh-medium education setting is provided for every child where that is not within reasonable walking distance from home, throughout the child's time in education (from 3 to 18 to ensure that it's a practical choice for families).'*[18] (Mudiad Meithrin)

- Other respondents said that the contribution of adult education and lifelong learning towards achieving a million Welsh speakers also needed to be reflected.

<u>Points raised in relation to specific outcomes</u>

- Outcome 1: More nursery children or three-year-olds receiving their education through the medium of Welsh
    - Funding and support are needed to enable English-medium schools to achieve this. There is currently some uncertainty about the non-Welsh-medium sector's ability/capacity to achieve this.

- Outcome 4: More learners studying for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh
    - The methods of supporting learners who wish to study Welsh as an A Level subject need further attention.

[17] Translation. Original quote in Welsh: 'targedau meintiol clir, gyda rhagor ohonynt, yn cynnwys targedau ar gyfer gwahanol grwpiau oedran yn benodol'

[18] Translation. Original quote in Welsh: 'Rhaid sicrhau nad yw addysg, a felly ysgolion cyfrwng Cymraeg, o dan anfantais oherwydd pellter yr ysgolion o'r cartref. Rhaid ystyried deddfu i sicrhau bod cludiant i'r lleoliad addysg cyfrwng Cymraeg agosaf yn cael ei gynnig, am ddim, i bob plentyn ble nad yw hynny o fewn pellter cerdded rhesymol o'r cartref, a hynny ar hyd cyfnod y plentyn ym myd addysg (o 3 i 18 oed i fod yn ymarferol i deuluoedd).'

- This outcome needs to be split in two (qualifications in Welsh as a subject and subjects through the medium of Welsh) in order to develop specific measures for schools in different categories.

- Outcome 5: More opportunities for learners to use Welsh in different contexts in school
  - It was suggested that consideration should be given to include planning for promotion of the use of Welsh outside school so that Welsh 'is more than just the language of education'.
  - Respondents said that Youth Services need to be included in this area of the Bill, and called for an increase in Welsh language provision by youth services 'to serve as a bridge between the school and the community'.

- Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in line with the duties set out in the Additional Learning Needs and Education Tribunal (Wales) Act 2018
  - It was stated that '*purposeful collaboration between organisations and agencies is needed to ensure that the necessary support is based on the child, not on value for money to the local authority.'*[19] (Rheini dros Addysg Gymraeg (RhAG))

- Outcome 7: An increase in the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh
  - Respondents noted that a fair balance must be established between what needs to be done by local authorities and what needs to be done by Welsh Ministers.

Consultation 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?

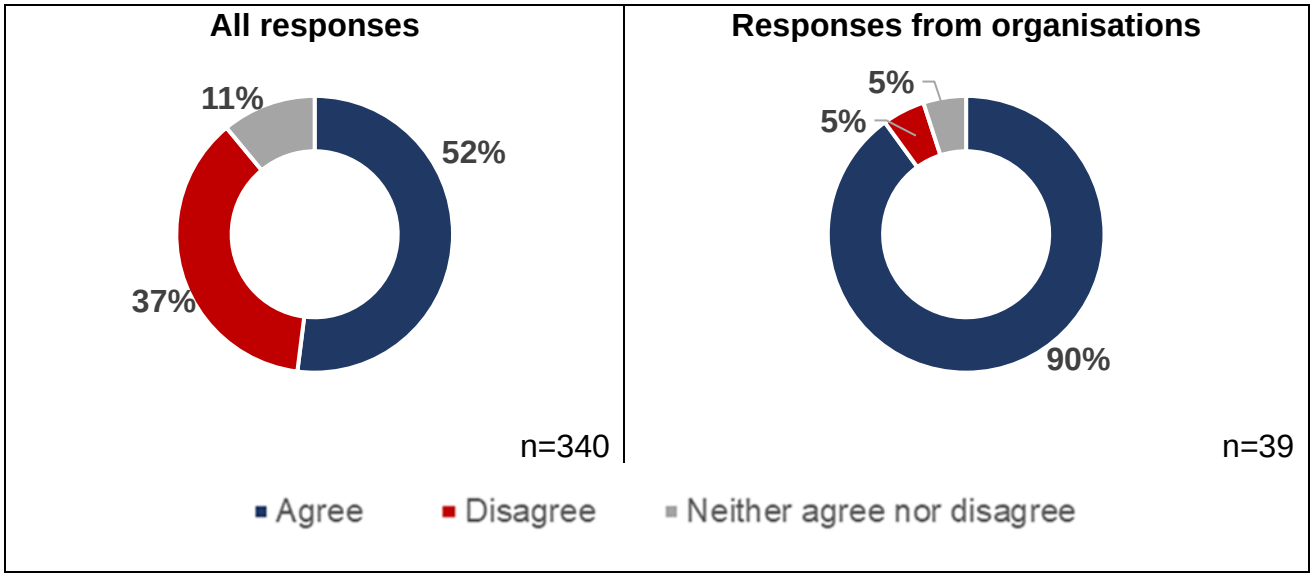
Agree	Disagree	Neither agree nor disagree
177 (52%)	125 (37%)	38 (11%)

Number of responses to the closed question = 340

26 left the closed question blank or did not give a specific answer.

Organisations' views: In total, 39 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 35 (90%) stated that they agreed; 2 (5%) disagreed, and 2 (5%) stated that they neither agreed nor disagreed.

[19] Translation. Original quote in Welsh: 'cydweithio bwriadus rhwng sefydliadau ac asiantaethau i sicrhau'r gefnogaeth addas yn ôl y plentyn nid yn ôl gwerth am arian i'r awdurdod lleol.'



98 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Respondents agreed that it would be beneficial to align these processes in order to reinforce planning arrangements to support Welsh-medium education, and to ensure that authorities' plans are up to date.
- It was felt that 5-yearly reviews would be a reasonable period of time; it would be good practice to review the plans regularly in order to highlight successes and tackle shortcomings going forward.
- Respondents said that these arrangements would provide an opportunity to ensure consistency between the National Plan and local action plans.
- Some respondents expressed the view that careful and robust monitoring arrangements were essential. In reviewing the Plan, it should be made clear what the next steps will be and what support is needed to ensure effective action.
- Others emphasised the importance of the Government developing a system in order to improve consistency across local authorities in implementing their plans.
- Some suggested that Estyn should play a part in monitoring the plans as part of their regular discussions with local authorities, and carry out formal monitoring at the Government's request where necessary.
- Others suggested that capital funding plans should also be aligned to correspond with the review of the WEIPs.

The points raised most frequently by respondents who <u>disagreed</u> with this question

- There was a feeling among some organisations - particularly local authorities - that the current WESP plans should remain in place, as significant work had gone into their development, and into the partnerships with local stakeholders.

'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.' (Organisation – wishes to remain anonymous)

'LAs have invested a significant amount of time in developing and promoting the current WESP 'buy-in' from schools and the wider

community. Significant changes to this current 10 year cycle would prove very detrimental to this process.' (Organisation – wishes to remain anonymous)

- Following on from the point above, some organisations questioned the need to replace the current WESPs, saying that this could divert officers' time away from their implementation. Such changes, it was suggested, could cause disruption and confusion.

Other Issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Some other respondents said that five years was too long, and that the implementation of the plans should be monitored/reviewed on an ongoing basis. Respondents said that a system that was able to give urgent attention to matters arising on a local level was needed so that *'interventions by Ministers can happen urgently'* [20] (Dyfodol i'r Iaith).

'A system needs to be put in place which would enable an urgent response to any crisis that may arise.' [21] (UCAC)

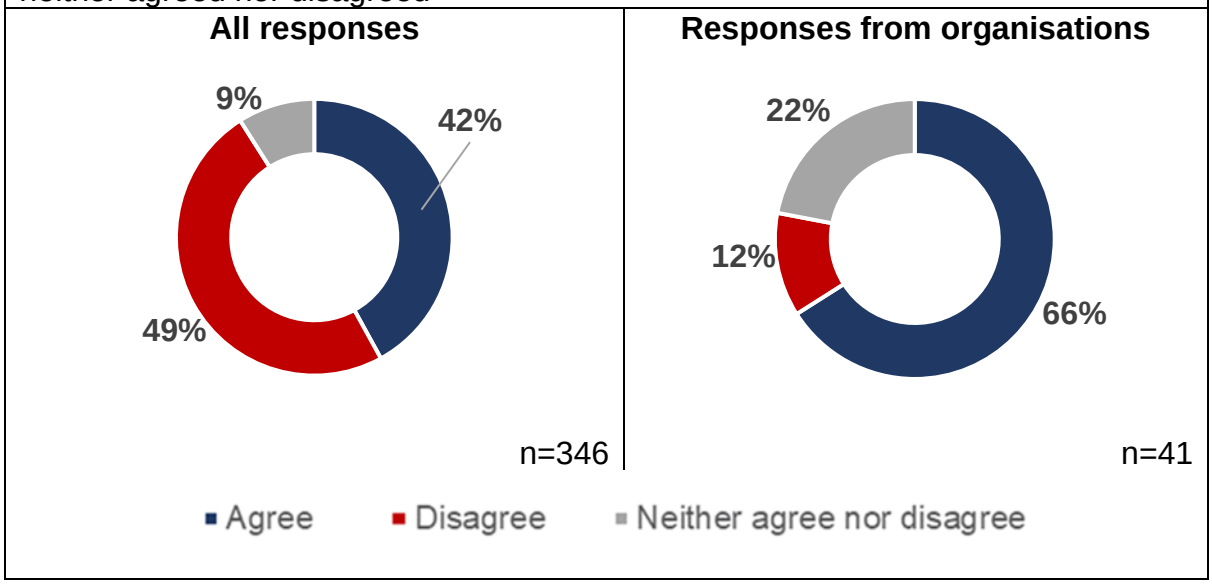
- Concerns were again expressed about the workforce's capacity to implement the plans effectively.

The Welsh Ministers to set Welsh in education targets for all local authorities

Consultation question 17: Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?		
Agree	Disagree	Neither agree nor disagree
145 (42%)	168 (49%)	33 (9%)
Number of responses to the closed question = 346 20 had left the closed question blank or hadn't given a specific answer. **Organisations' views:** In total, 41 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 27		

[20] Translation. Original quote in Welsh: 'fel bod ymyrraeth gan Weinidogion yn gallu digwydd ar frys'.
[21] Translation. Original quote in Welsh: 'Mae angen system yn ei lle a fyddai'n gallu gwarantu ymateb ar fyrder i unrhyw argyfwng a allai godi.'

(66%) stated that they agreed; 5 (12%) disagreed, and 9 (22%) stated that they neither agreed nor disagreed



134 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Respondents said that this would be a way of setting appropriate, challenging and achievable aims for different local authorities, reflecting different linguistic contexts and demographic considerations across Wales.

> *'We believe that the targets set by Welsh Ministers must fit local circumstances but must also be adequately ambitious.'* [22] (Estyn)

- Some organisations said that they supported the fact that Welsh Ministers would be responsible for strategic planning to support the growth of Welsh-medium education at a national level.

> *'In the past, parents and other pressure groups have led the demand. We very much welcome the fact that Welsh Government is providing strategic leadership in this area.'* [23] (Cymdeithas Ysgolion dros Addysg Gymraeg (CYDAG))

- According to a number of respondents, targets would ensure transparency and enable Welsh Ministers to set targets that contribute to the achievement of a national language policy.

> *'These targets should be set based on targets that align with those in Cymraeg 2050. Placing this duty on Welsh Ministers would also ensure that the targets take into account the contribution of all local authorities to*

[22] Translation. Original quote in Welsh: 'Credwn bod angen sicrhau fod y targedau a osodir gan Weinidogion Cymru yn rhai sy'n addas i amgylchiadau lleol ond ar yr un pryd yn ddigon uchelgeisiol.'
[23] Translation. Original quote in Welsh: 'Yn y gorffennol, rhieni a grwpiau pwyso eraill sydd wedi arwain y galw. Yr ydym yn sicr yn croesawu fod Llywodraeth Cymru bellach yn rhoi'r arweiniad strategol yn y maes.'

national targets, and would provide a clear and definitive plan for achieving the ambitions of Cymraeg 2050.' [24] (Mudiad Meithrin)

- These targets should project forward to 2050 and be placed on a statutory footing to guide local planning in order to facilitate the growth of Welsh-medium education.
- Respondents noted the need for collaboration between local authorities and Welsh Government in order to set and update targets, and ensure that local authorities have 'ownership of, and aspiration to achieve, the targets'.

'This process should be based on detailed discussions with local authorities, and external evidence must also be considered.' [25] (Isle of Anglesey County Council)

- Several respondents said that they welcomed the proposal that Welsh Ministers could set higher expectations in specific areas to protect Welsh as a community language.

The points raised most frequently by respondents who <u>disagreed</u> with this question

- Some respondents said that targets should be agreed with local authorities rather than set by Welsh Ministers. Some responses emphasised that they would need the flexibility to react to targets in a way that reflects local contexts and challenges.
- Some respondents disagreed, explaining that local authorities would need further support and resources to enable them to reach the targets.
- Some respondents were concerned that targets would be set without having a sufficient workforce in place to achieve them.
- Some local authority representatives said that they were already working towards ambitious targets within their WESPs.

'We feel that this is the maximum we can achieve within the 10-year lifespan of the current WESP. Anything higher is not considered to be achievable within the demographic of the LA.' (Organisation – wishes to remain anonymous)

'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.' (Organisation – wishes to remain anonymous)

Other issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

[24] Translation. Original quote in Welsh: 'Dylai'r targedau hyn gael eu gosod ar sail targedau sydd wedi'u alinio gyda targedau Cymraeg 2050. Byddai gosod y dyletswydd ar Weinidogion Cymru hefyd yn sicrhau bod targedau yn ystyried cyfraniad pob awdurdod lleol tuag at y targedau cenedlaethol, ac yn rhoi cynllun clir a phendant ar gyfer gwireddu uchelgais Cymraeg 2050.'

[25] Translation. Original quote in Welsh: 'Dylai'r broses hon fod yn seiliedig ar drafodaethau manwl gydag awdurdodau lleol a dylid ystyried tystiolaeth allanol hefyd.'

- Respondents said that financial resources and support should be in place to support local authorities to reach the targets (these responses were from local authority representatives).
- Some respondents (including teaching unions) expressed concern that setting such targets at a local authority level could have an effect on a school and classroom level, and put extra pressure on teachers.

Welsh Ministers to commission review of draft proposed WEIP

Consultation 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?

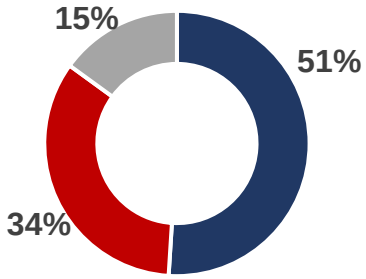
Agree	Disagree	Neither agree nor disagree
174 (51%)	114 (34%)	50 (15%)

Number of responses to the closed question = 338

28 had left the closed question blank or hadn't given a specific answer.

Organisations' views: In total, 40 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 31 (78%) stated that they agreed; 2 (5%) disagreed, and 7 (18%) stated that they neither agreed nor disagreed.

All responses



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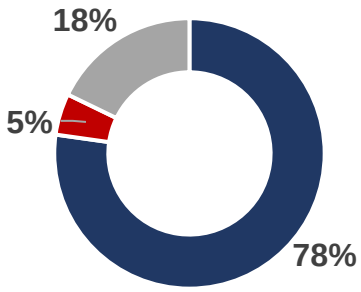
Responses from organisations



n=40

Agree Disagree Neither agree nor disagree

89 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Some respondents agreed with the proposal, stating that some of the current plans were 'not ambitious enough' or 'lacked vision'. Respondents said that independent

reviews could 'put pressure on local authorities' to refine their plans and actions to make progress against the targets.

- Respondents noted that an objective and expert external opinion would be valuable and a means to ensure that any developments are supported by evidence.

> *'O fod wedi craffu'n fanwl ar bob CSCA drafft yn 2021/2022 rydym yn llwyr ymwybodol o gymhlethdod trefniadau addysg leol. Rydym felly yn meddwl ei bod yn synhwyrol galluogi Gweinidogion Cymru i gomisiynu adolygiad o CGCA drafft, gan dderbyn tystiolaeth arbenigol ar faterion penodol a lleol.'*[26]
> (Welsh Language Commissioner)

- Others said that the proposal would ensure that review and evaluation processes would be more effective and would speed up the process of ensuring that authorities deal with weaknesses in their plans or implementation.
- The need for clarity on the roles and responsibilities of any partners responsible for carrying out external reviews was noted.

> *'Where appropriate, it would be beneficial, in our view, to commission an independent and external opinion before determining whether a WEIP should be approved, approved with amendments, or rejected for approval. It is important to ensure clarity regarding the purpose of a review and what the potential outcomes would be, including deadlines for improvements to the draft if the necessary.'* [27] (Estyn)

- Respondents highlighted the need to ensure that any organisations carrying out reviews are experts in that field and would carry out the work in a way that supports the Bill's principles.

> '*Transparency is crucial, and if the above proposal means increased transparency, then we must agree with it. When commissioning an external review, we must secure the right people to carry out an external review.'* [28]
> (UCAC)

- Some respondents said that they agreed, provided that such external reviews of WEIPs would only be carried out where there are significant concerns. The need to work in collaboration with authorities to identify ways of improving plans before turning to a review of this kind was highlighted.

The points raised most frequently by respondents who <u>disagreed</u> with this question

[26] Translation. Original quote in Welsh: 'O fod wedi craffu'n fanwl ar bob CSCA drafft yn 2021/2022 rydym yn llwyr ymwybodol o gymhlethdod trefniadau addysg leol. Rydym felly yn meddwl ei bod yn synhwyrol galluogi Gweinidogion Cymru i gomisiynu adolygiad o CGCA drafft, gan dderbyn tystiolaeth arbenigol ar faterion penodol a lleol.'

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

[28] Translation. Original quote in Welsh: 'Mae tryloywder yn hollbwysig ac os yw'r cynnig uchod yn golygu y bydd mwy o dryloywder, yna rhaid cytuno ag ef. Wrth gomisiynu adolygiad allanol, rhaid sicrhau'r bobl briodol i gynnal yr adolygiad allanol.'

- Some respondents said that they were unsure of the conditions or situations which would lead to an external review of this kind. Some local authorities responded by saying that they appreciated the support of Welsh Government officials as 'critical friends' who challenged and supported in the preparation of the plans. These practitioners were of the view that similar procedures and professional collaboration should continue rather than changing the procedure.
- Some respondents said that they disagreed on the basis that they were opposed to the proposal to change WESPs to WEIPs.

Other issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Some organisations were of the view that it would be preferable for local authorities and the Welsh Government to discuss and agree on changes or amendments to the plans, in order to avoid the costs of an external review.
- Some respondents expressed the view that significant funding should not be set aside for external reviews and anticipate that the occasions where local reviews would need to be carried out would be few and far between.

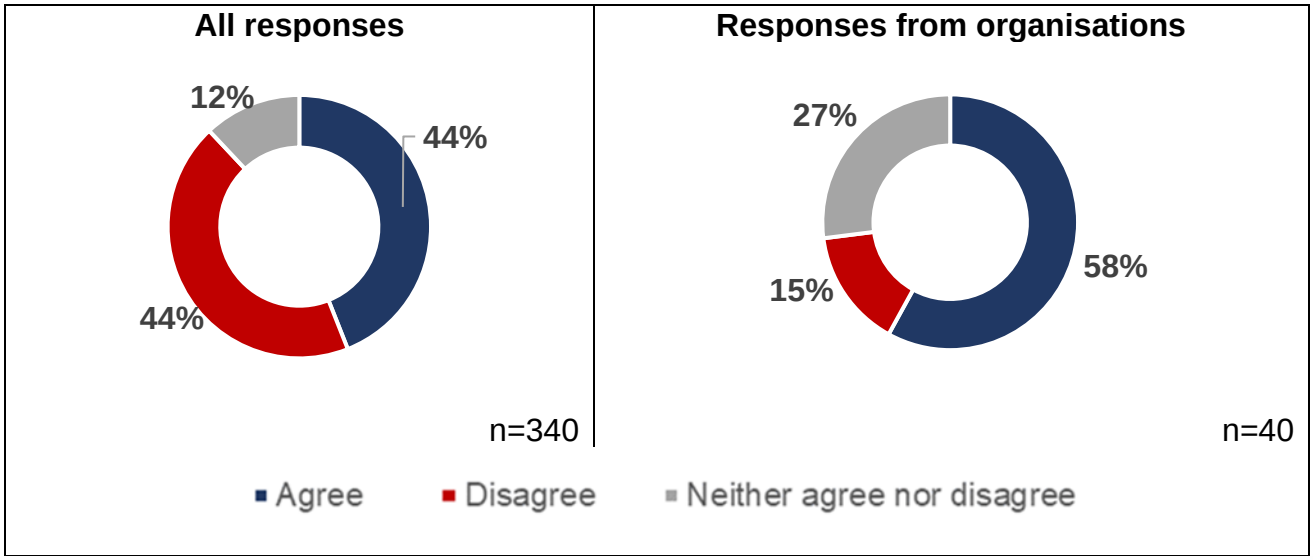
Duties on local authorities to plan their workforce on the basis of the proposed WEIP

Consultation question 19: Do you agree with the proposals to impose duties on local authorities in planning their workforce?		
Agree	Disagree	Neither agree nor disagree
151 (44%)	151 (44%)	38 (12%)

Number of responses to the closed question = 340

26 left the closed question blank or did not give a specific answer.

Organisations' views: In total, 40 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was higher than the corresponding figure for all respondents. 23 (58%) stated that they agreed; 6 (15%) disagreed, and 11 (27%) stated that they neither agreed nor disagreed.



121 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Respondents were of the view that it was important to ensure local ownership of the challenges involved in planning a sufficient workforce in order to implement the objectives of the Bill.

> *'In terms of local authority duties in particular, we think that there is room to emphasise their responsibility for securing and facilitating language training opportunities for their current workforce.'* [29] (Bangor University)

- Respondents referred to the need for collaboration between different sectors to ensure that increasing the workforce in one sector does not have a detrimental effect on the workforce of a related sector (e.g. early years workers moving to schools to become teaching assistants).
- A number of respondents agreed that local authorities needed to take responsibility '*to do what is possible and within their ability to develop the workforce.*' It was suggested that there is scope for more strategic planning, and for greater consideration of the needs of the support workforce including human resource departments, local authority ALN and inclusion services, technical staff in schools, carers and local authority school support officers.

> *'The entire workforce needs to be mapped out to seek opportunities for workforce development that is consistent with local needs. But local authorities can only plan this up to a point. ITE [Initial teacher education] planning must run alongside this to respond to subject and age requirements. A national tracking system needs to be established to consider the sector's needs and to become a rapid response system at times, with a range of interventions by the Education Workforce Council, Coleg Cymraeg Cenedlaethol and the Universities, as well as the National Centre for Learning Welsh in order to establish long, medium, and short-*

[29] Translation. Original quote in Welsh: 'O ran dyletswyddau'r awdurdodau lleol yn benodol, credwn fod yna le i bwysleisio eu cyfrifoldeb i sicrhau a hwyluso cyfleoedd hyfforddiant iaith i'w gweithlu cyfredol.'

term plans as appropriate to ensure sufficient levels of qualified workforce as necessary.' [30] (RhAG)

- Although they agreed with the proposal, several respondents noted that the challenges facing local authorities in their efforts to increase the Welsh-medium workforce are dependent on factors such as: mobility trends within Wales, the availability of housing, the percentage of Welsh-medium education historically in the area and the location of higher education institutions. These things all affect the ability of local authorities to attract, train and retain a workforce able to work through the medium of Welsh.
- Respondents stated the need to maintain and extend the Sabbatical Scheme by promoting other schemes and programmes that support staff to develop skills to teach through the medium of Welsh.
- Referring to the roles of local authorities in planning the workforce, respondents highlighted the need to consider the work of the National Centre for Learning Welsh, the Coleg Cymraeg Cenedlaethol, universities and further education colleges, as well as other local partners in supporting the development of Welsh language skills.
- Respondents highlighted the importance of the National Centre for Learning Welsh's *Camau* scheme for the early years workforce and the need for further investment to expand the programme and increase Welsh-medium apprenticeships and training courses.
- Referring to the need to develop provision within the English-medium sector, respondents suggested that local authorities needed to audit the Welsh language skills of all staff working in the sector and supporting schools and early years education and care settings (although note that an annual census of the school workforce is already in place).

'This will provide an opportunity to identify where the ability to work through the medium of Welsh exists, and where additional investment is needed by Welsh Government and local authorities to enable staff to provide services through the medium of Welsh in specific settings and schools.' [31] (Mudiad Meithrin)

The points raised most frequently by respondents who <u>disagreed</u> with this question

- Some said that they disagreed as the ability to influence the workforce lay mainly beyond the direct influence of local authorities. Some respondents said that this was something that Welsh Government should take a lead on, with support from organisations that provide initial teacher education and other partners.

[30] Translation. Original quote in Welsh: 'Rhaid mapio'r gweithlu cyfan a chanfod y cyfleodd i ddatblygu'r gweithlu yn ôl anghenion yr ardal. Ond dim ond hyd at bwynt y gall awdurdodau lleol wneud y cynllunio hyn. Mae'n rhaid i'r cynllunio AGA [Addysg Gychwynnol Athrawon] fod yn digwydd ar yr un pryd i ymateb i anghenion pynciol ac oedran. Rhaid sefydlu system dracio genedlaethol sydd yn edrych ar yr anghenion y sector ac yn system ymatebol gyflym ar brydiau, gydag amrywiaeth o ymyraethau gan y Cyngor Gweithlu Addysg, Coleg Cymraeg Cenedlaethol a'r Prifysgolion yn ogystal â'r Ganolfan Ddysgu Cymraeg Genedlaethol i osod cynlluniau hir dymor, tymor canol a byr dymor os oes rhaid er mwyn cyrraedd lefelau digonol o weithlu cymwys yn ôl yr angen.'

[31] Translation. Original quote in Welsh: 'Dyma fydd yn rhoi cyfle i adnabod ble mae'r gallu i weithio yn y Gymraeg, a ble mae angen buddsoddiad ychwanegol gan Lywodraeth Cymru ac awdurdodau lleol er mwyn galluogi staff i ddarparu gwasanaeth drwy gyfrwng y Gymraeg mewn lleoliadau ac ysgolion penodol.'

'Many general aspects of education workforce planning sit outside a local authority's are of control. Welsh Government and other key stakeholders in education training and professional development will need to ensure that there are adequate training opportunities for language development and funding to release staff to complete training.' (Joint response by WLGA and ADEW)

Other issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Respondents referred to the need for a national campaign to attract people to roles in Welsh-medium education. Some respondents said that on a national level, the Government's role is to ensure that enough teachers were being attracted to teaching and coming through the system.
- Some called for clarity as to who the targets would be set for and in terms of the accountability arrangements as regards monitoring progress against the targets.

'…total clarity is needed as to how much of the work involved in increasing the number of Welsh teachers is under the management and influence of local authorities (e.g. developing the language skills of the current workforce) and how much is out of their hands (e.g. Initial Teacher Education and the promotion and recruitment processes related to it). Following on from that, clarity is needed as to which targets/responsibilities would be relevant to the local authorities, and which targets and responsibilities are directed at other organisations.' [32] (Coleg Cymraeg Cenedlaethol)

- Organisations said that the Skills Framework for Education Practitioners was crucial to the work of measuring practitioners' language skills and that wider understanding and use of the Framework is needed among schools, local authorities, and other partners.

[32] Translation. Original quote in Welsh: '...mae angen bod yn gwbl glir faint o'r gwaith o gynyddu niferoedd athrawon Cymraeg sydd dan reolaeth a dylanwad awdurdodau lleol (e.e. datblygu sgiliau iaith y gweithlu presennol) a faint sydd tu hwnt i'w rheolaeth (e.e. Addysg Gychwynnol Athrawon a'r prosesau hyrwyddo a recriwtio cysylltiedig). Yn dilyn hynny, mae angen bod yn glir pa dargedau/cyfrifoldebau fyddai'n berthnasol i'r awdurdodau lleol, a pha dargedau a chyfrifoldebau sy'n cael eu cyfeirio at sefydliadau eraill.'

Reports on the implementation of proposed WEIPs

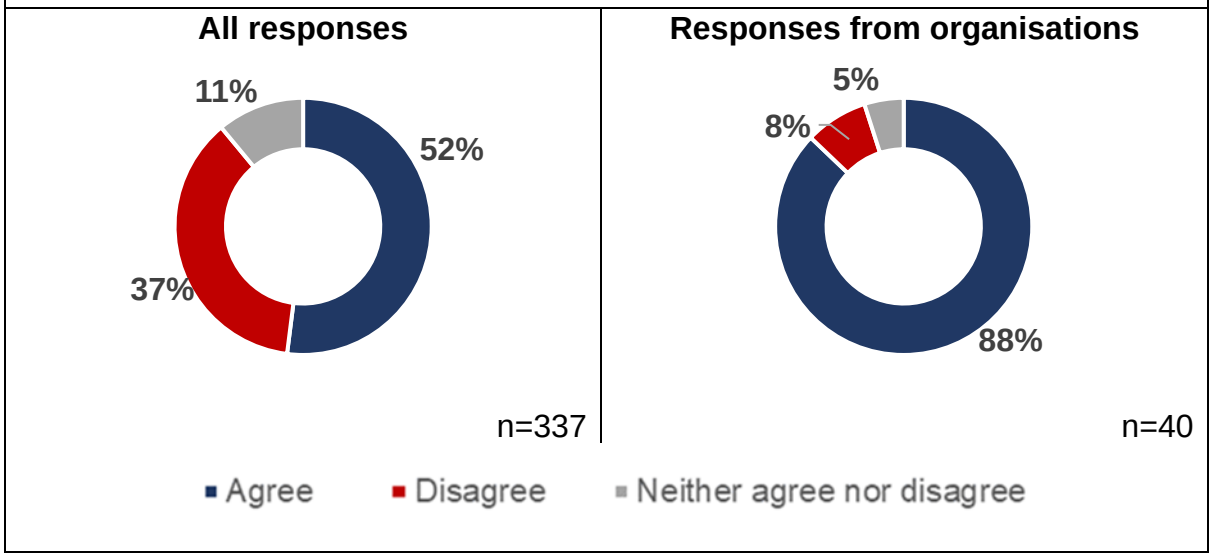
Consultation question 20: Do you agree with the proposals paragraphs 100 to102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	Disagree	Neither agree nor disagree
175 (52%)	124 (37%)	38 (11%)

Number of responses to the closed question = 337

29 had left the closed question blank or hadn't given a specific answer.

Organisations' views: In total, 40 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 35 (88%) stated that they agreed; 3 (8%) disagreed, and 2 (5%) stated that they neither agreed nor disagreed.



85 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Respondents said that the proposal would be a means of ensuring accountability and transparency in relation to the effectiveness of the implementation of the Plans.

  '…we feel that there should be a requirement to publish these reports and share them with the public to ensure transparency and enable partners to

scrutinise and propose ideas, and to work together to achieve the targets set in the National Plan.' [33] (Mudiad Meithrin)

- Some representatives of organisations noted that they already published their reports for examination by scrutiny committees.

'Formalising this would provide better transparency and accountability on a national level.' [34] (Isle of Anglesey County Council)

- Some comments received highlighted a need to ensure clear guidance to ensure consistency in terms of methods and expectations.

The points raised most frequently by respondents who <u>disagreed</u> with this question

- It was noted that the requirement to publish reports would put more pressure on schools and other practitioners who are already facing heavy workloads.
- This would add a layer of unnecessary bureaucracy, in the view of some respondents.

Other issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

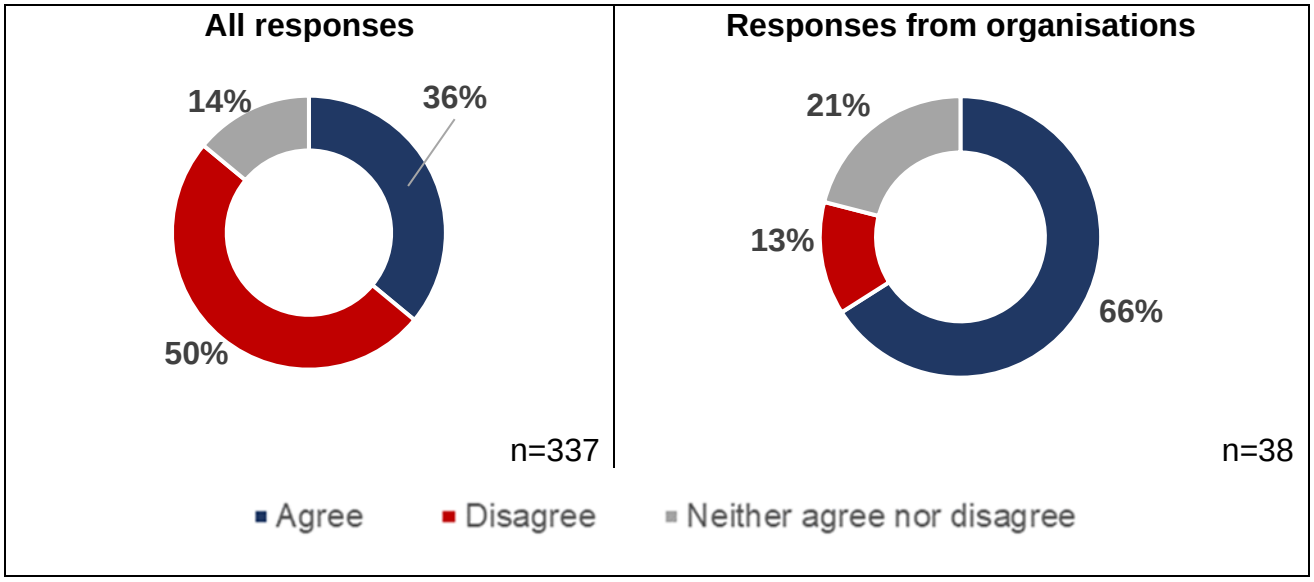
- Some respondents expressed concerns about the response to public report which shows a lack of progress in implementing plans.

Reviews and recommendations by Estyn

Consultation question 21: Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?		
Agree	Disagree	Neither agree nor disagree
122 (36%)	168 (50%)	47 (14%)
Number of responses to the closed question = 337 29 had left the closed question blank or hadn't given a specific answer. **Organisations' views:** In total, 38 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 25 (66%) stated that they agreed; 5 (13%) disagreed, and 8 (21%) stated that they neither agreed nor disagreed.		

[33] Translation. Original quote in Welsh: '...teimlwn bod angen gosod gofyniad i gyhoeddi'r adroddiadau hyn a'u rhannu yn gyhoeddus er mwyn sicrhau tryloywder a galluogi i bartneriaid sgriwtineiddio a cynnig syniadau a chyd-weithio i gyrraedd targedau'r Cynllun Cenedlaethol.'

[34] Translation. Original quote in Welsh: 'Byddai ffurfioli hyn yn cynnig gwell sicrwydd o dryloywder ac atebolrwydd yn genedlaethol.'



137 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Respondents said that giving such a function to Estyn would provide a measure of accountability and provide a clear route to tackle any kind of underachievement by local authorities. A number of respondents were of the view that Estyn is the only organisation qualified to complete such a task.

  '[We] support giving the review function to Estyn where there is a 'pattern of underachievement' in relation to the implementation of WEIPs, as this would increase the level of accountability. Estyn have the expertise to carry out this work as they already inspect local authorities.' [35] (CYDAG)

- Respondents referred to the need for timely and swift reviews which would get to the root of any obstacles faced locally.
- Following on from the reviews, it must be made clear that local authorities are expected to act on any recommendations and that the review is part of an ongoing process to monitor progress.

The points raised most frequently by respondents who <u>disagreed</u> with this question

- Some respondents noted that any review should be carried out by the Welsh Language Commissioner rather than Estyn 'to ensure that it is a supportive process rather than one of criticism and challenge'.
- Some respondents were of the view that the proposal was unnecessary, as local authorities will need to review their WEIPs every five years to ensure compliance with the National Plan under another of the proposals in the Bill.

[35] Translation. Original quote in Welsh: '[Rydym] yn cefnogi rhoi swyddogaeth i Estyn i gynnal adolygiad lle bod 'patrwm o dangyflawni' mewn perthynas â gweithredu'r CGCA, gan y byddai hyn yn cynyddu lefel yr atebolrwydd. Mae'r arbenigedd gan Estyn i gyflawni'r gwaith yma gan eu bod eisoes yn arolygu awdurdodau lleol.'

'If this proposal is implemented, this is when amendments can be made to the Plan so that it has every opportunity to meet its target. Therefore, we believe there is no need for Estyn to be involved in the process at all.' (NEU Cymru)

- Other respondents suggested that any examples of underachievement should be dealt with through other means rather than asking Estyn to step in and add to the pressures that authorities and schools are already facing.

'If Welsh Ministers have powers under the School Standards and Organisation (Wales) Act 2,013 to intervene, then this is how it should be dealt with in regard to under performance or risks, utilising Estyn in this way is not productive and could add to the pressures faced by local authorities and schools.' (Vale of Glamorgan Council)

Other issues, including points raised by those who neither agreed nor disagreed with this question

- Some respondents were reluctant to support this proposal due to concerns that it could add to the burden of accountability on schools.
- Some respondents said that clarity was needed regarding Estyn's role in order to provide reassurance to some partners.

'the idea of 'Estyn monitoring/ reviewing' does not support the collaborative, 'non-threating' ethos of language development that we are striving to achieve within the local authority. The role of Estyn will also have to be consistent and supportive and not judgmental (not 'inspection style').' (Neath Port Talbot Council)

Consultation 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)?
This question was in an open-text format and therefore respondents were not given the option to answer 'agree' or 'disagree'.

153 respondents included written comments in response to this question.

The main points raised by respondents to this question

- Some respondents expressed a need to ensure expedient mechanisms for collaboration and for sharing good practice between authorities in support of this aim. Similarly, respondents also referred to the importance of providing opportunities for authorities to work with higher education institutions and a range of other partners to support with action plans.
- A suggestion was made that further consideration should be given to making the targets less prescriptive, and in terms of the implications for LAs who fail to achieve their targets.

- Some organisations emphasised the need to invest in projects or roles that support or facilitate collaboration between local partners.
- A number of respondents referred to the importance of ensuring that funding and resources are available to support the partners' work.

> *'Generally, if additional or new responsibilities or duties are placed on local authorities, Estyn, y Coleg Cymraeg, The National Centre for Learning Welsh, the Education Workforce and the Welsh Language Commissioner, it is critical that sufficient staff resources are available to enable them to fulfil that/those functions as a whole to avoid undermining the whole process.'* [36]
>
> (Dyfodol i'r Iaith)

- Some organisations highlighted the need for Welsh Ministers to encourage and foster strong relationships with local authorities - rather than use enforcement - as a means of ensuring that they take reasonable steps to implement plans.
- Respondents suggested that Welsh-medium education provision could be more closely monitored in order to support the implementation of WEIPs: it was noted that asking local authorities to report on the percentage of pupils attending Welsh-medium education according to electoral ward would be one way to identify gaps or areas requiring an increased focus in campaigns to promote Welsh-medium education.
- Respondents said that examples and case studies of successful implementation should be shared.
- A suggestion was made that the Welsh Language Commissioner should play a specific role in providing a statutory response to education plans. This would involve the Government stating under which Standard this could happen (there are Standards to promote the Welsh language and increase numbers) and provide sufficient funding to create a specific education function within the office of the Commissioner.
- A need to place a duty on local authorities to consider the effect on the Welsh language and on Welsh-medium education every time an amendment, change or increase in English-medium education is proposed.
- Respondents referred to the need to strengthen relationships and collaboration between local authorities and local Mentrau Iaith (and the network of Welsh Language Centres developed by the Welsh Government). Collaborative projects and activities could show 'young people that the Welsh language is more than just a language of education' and that the Welsh language is relevant and beneficial in terms of careers and community engagement.
- A suggestion was made that local authorities with similar linguistic profiles could be paired together where one is more successful than the other. This method had worked successfully with schools in the past.

[36] Translation. Original quote in Welsh: 'Yn gyffredinol, os gosodir cyfrifoldebau neu ddyletswyddau ychwanegol neu o'r newydd ar awdurdodau lleol, Estyn, y Coleg Cymraeg, Y Ganolfan Dysgu Cymraeg Genedlaethol, Y Gweithlu Addysg a Chomisiynydd y Gymraeg, mae'n allweddol sicrhau adnoddau staff mewnol digonol i alluogi cyflawni'r swyddogaeth(au) hynny yn llawn rhag tanseilio'r cyfan.'

9. Duties on local authorities to proactively promote Welsh-medium education (Chapter 6)

Welsh-medium education

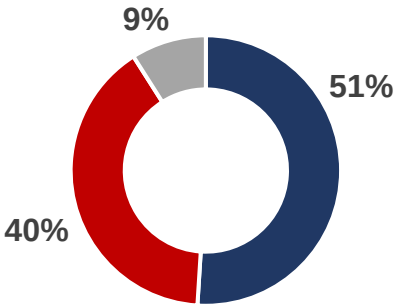
Consultation question 23: Do you think that a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?		
Agree	Disagree	Neither agree nor disagree
176 (51%)	139 (40%)	30 (9%)

Number of responses to the closed question = 345

21 had left the closed question blank or hadn't given a specific answer.

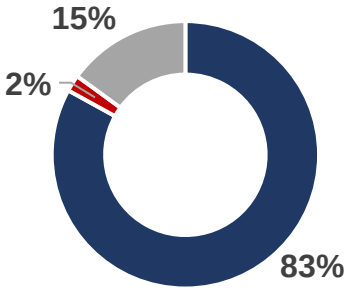
Organisations' views: In total, 41 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 34 (83%) stated that they agreed; 1 (2%) disagreed, and 6 (15%) stated that they neither agreed nor disagreed.

All responses



n=345

Responses from organisations



n=41

159 respondents provided written comments in response to this question.

The points raised most frequently by respondents who <u>agreed</u> with this question

- Among those in favour of placing this duty on local authorities, the prevailing view was that local authorities were already promoting Welsh-medium education and that this proposal would be an opportunity to build on these foundations, streamline efforts and possibly ensure a consistent approach across different areas.
- Some respondents, and especially organisations, believed that a duty to promote Welsh-medium education could lead to greater collaboration between authorities,

and that in turn, this promotion could be reinforced through greater collaboration and increased sharing of good practice, resources, and experience.
- Respondents emphasised that placing a duty on local authorities could help provide greater clarity and information for parents. With a formal mandate in place, parents could access more comprehensive information about the options available to them in terms of Welsh-medium education. This, according to some respondents, could empower parents to make informed decisions on their children's education.

The points raised most frequently by respondents who <u>disagreed</u> with this question

- Some respondents believed that decisions regarding Welsh-medium education should be solely made by parents. They argued that parents were already informed about their children's education and that responsibility for choosing the language of education should be entirely in their hands, rather than the local authorities.
- A minority of respondents disagreed with the principle of promoting Welsh-medium education stating that it should not be promoted or encouraged.
- While supportive of the principle of promoting Welsh-medium education, others believed that this should take place at a national level to avoid 'constant duplication and financial waste' (an individual).

Other issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- Several respondents believed that local authorities should have the freedom to plan and act as they see fit, and in accordance with local needs, and that there should therefore be flexibility in the way they operate under any duty.
- Some respondents stressed that support and promotion of some schools (the Welsh-medium schools) should not come at the expense of other schools.
- In addition to promotion efforts, several respondents, irrespective of their responses to the closed questions, were eager to see sufficient information available to parents about Welsh-medium education. They also wanted adequate opportunities for parents to learn Welsh or improve their language skills, along with information to enable them to support their children at home.

'I know that parents in primary schools in south Wales are eager to have lessons so that they can learn enough Welsh to understand what their children are doing in school. They (the parents) are keen to learn vocabulary so that they can communicate and understand some level of Welsh so that they feel that they can be a part of their children's education as most of them aren't Welsh speakers.' [37] *(Anonymous – response to the online questionnaire)*

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

Consultation question 24: What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?
This question was in an open-text format and therefore respondents were not given the option to answer ‘agree’ or ‘disagree’.

235 respondents provided written comments in response to this question.

The main points raised by respondents to this question

- Most respondents believed that Welsh Ministers should offer support in terms of promotion, and offered a range of suggestions on how this support could be provided.
- Many respondents emphasised the need for extra funding and said that this is the best method of promotion. This was especially true in relation to the first step, namely pre-school and early years settings. Points were raised repeatedly about the need for extra funding in a variety of forms, such as funding for teachers, schools and for specialist provision, as well as funding for materials and support for parents.
- Strengthening the workforce, training, and resources: In relation to the more general point about providing funding, respondents highlighted the importance of providing resources, training and support for teachers, and support for parents to improve their Welsh language skills. These respondents also referred to issues relating to the education workforce and the need to ensure that more staff have Welsh language skills.
- Respondents called for more communication and promotion of the benefits of bilingualism and using the Welsh language. They called for more messages about the benefits of bilingualism and the advantages of Welsh-medium education to be shared with Welsh-speaking families and those who don’t speak Welsh at home. They suggested positive communication and advertising campaigns to highlight the benefits of Welsh-medium education, targeting parents and the general public. It was also suggested that marketing materials and resources could be made available centrally for local use by education professionals, and also by health visitors and others who have contact with parents.

  ‘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.’ (Organisation – wishes to remain anonymous).

- A small number of respondents emphasised the importance of promoting and using an inclusive approach, ensuring that children with additional learning needs and their families are supported in Welsh-medium education, that provision is available to them, and that they are made aware of that provision.
- Some respondents, both organisations and individuals, noted that Ministers should lead by example and use more Welsh from day to day. This point was also made with regards to local education authorities. Some respondents felt that this would help to support wider efforts (which are also needed) to normalise the use of Welsh outside the classroom and in the community.

- Some respondents (around a quarter of those who answered this question) were of the view that Ministers should not offer any or at most 'the absolute minimum' support for Welsh-medium education.

> *'Information should be given to parents, but it shouldn't be persuasive. Facts should be offered to them, and they must always be permitted to do with those facts as they wish. There should be no 'push' for parents to put children in Welsh-medium.'* (Anonymous – response to the online questionnaire)

The reasons given as to why Ministers should not provide support were:

- To focus on other priorities: Some respondents felt that Welsh Ministers should prioritise other urgent issues, such as the economy, healthcare, and reducing poverty, rather than focus on Welsh-medium education. In the same vein, some respondents expressed concerns about funding any support.
- Parents' choice: A common theme (which also emerged in other questions) was the belief that education should be the parents' choice and not something imposed by government. Some respondents went further to note that they believed any promotion would be a waste of resources.

Late immersion provision

It was proposed that more needed to be done to further promote late immersion provision, and that local authorities should have a duty to do this.

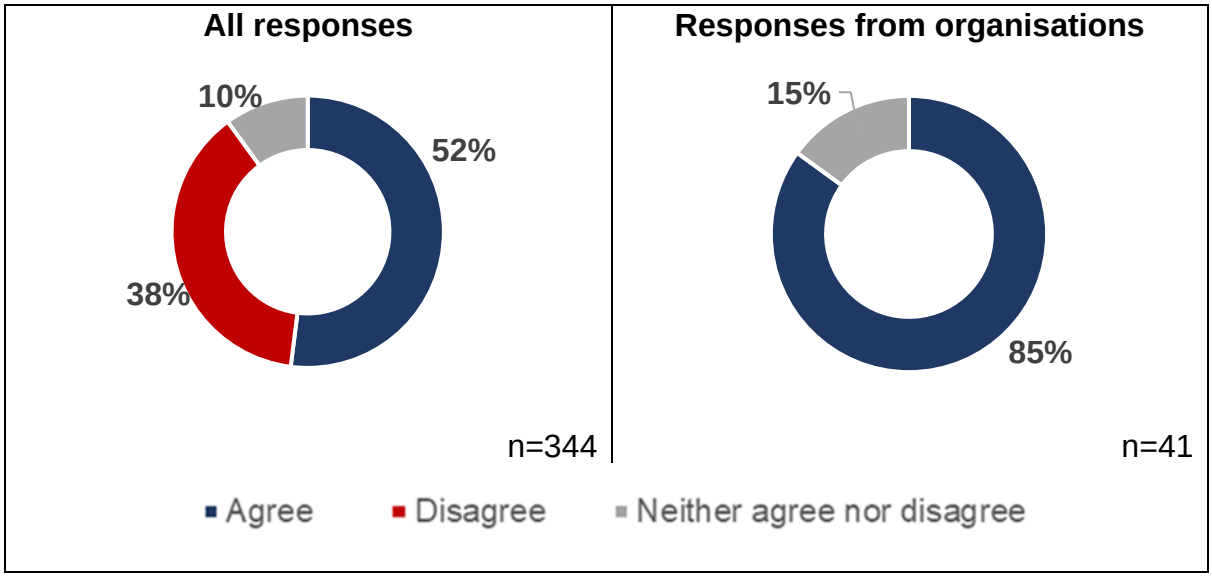
Consultation question 25: Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers, and learners?

Agree	Disagree	Neither agree nor disagree
179 (52%)	132 (38%)	33 (10%)

Number of responses to the closed question = 344

22 had left the closed question blank or hadn't given a specific answer.

Organisations' views: In total, 41 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 35 (85%) stated that they agreed; none of these respondents disagreed, and 6 (15%) stated that they neither agreed nor disagreed.

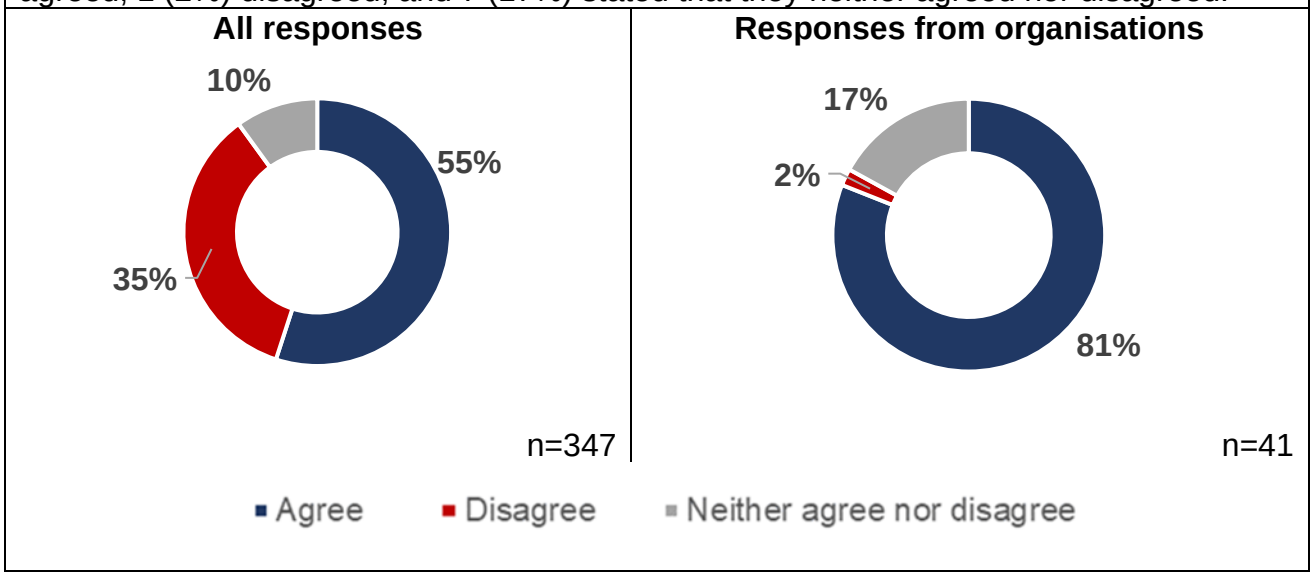


Consultation question 26: Do you think a duty should be placed on local authorities to provide late immersion for learners?		
Agree	Disagree	Neither agree nor disagree
191 (55%)	122 (35%)	34 (10%)

Number of responses to the closed question = 347

19 had left the closed question blank or hadn't given a specific answer.

Organisations' views: In total, 41 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 33 (81%) stated that they agreed; 1 (2%) disagreed, and 7 (17%) stated that they neither agreed nor disagreed.



134 respondents provided written comments in response to question 25.
118 respondents provided written comments in response to question 26.

The most frequent points raised by respondents who <u>agreed</u> with these questions

- Several respondents referred to the importance of ensuring sufficient funding and expressed their support for any changes to the late immersion provision, provided that funding was available to facilitate it.
- Several respondents noted that many local authorities are already offering and promoting immersion provision. Again, respondents stated that extra money was needed for staffing, travel and related costs. Funding emerged as a consistent theme in responses, with a number of respondents calling for increased resources, funding, and training to be available for existing staff.
- Some respondents believed that it would be advantageous to set up a national forum for immersion provision to ensure coordinated efforts across local authorities and the sharing of best practices.
- Several respondents highlighted the need to celebrate and showcase the successful outcomes of immersion centres in order to publicise their success.
- Several respondents placed particular emphasis on the need for support, information, and Welsh lessons as part of the immersion process.

The points raised most frequently by respondents who <u>disagreed</u> with these questions

- Some respondents held the view that language choices should not fall within the remit of local authorities, and that parents are already well-informed of the options available. (Similar to the points raised in response to question 23).
- Some respondents argued that local authorities should not favour Welsh-medium education by supporting late immersion provision, nor recommend one education model over another. Some went on to express discomfort with the proposal to place a 'duty' on local authorities, as that suggested that providing language immersion centres should take priority over decisions about education or expenditure in other areas.
- Concerns were raised regarding the potential diversion of resources from English-medium schools to language immersion centres.
- Some respondents were concerned that favouring one language or one model could inadvertently discriminate against English speakers.

Other issues, including points raised by those who <u>neither agreed nor disagreed</u> with these questions

- Many respondents mentioned the need to address teaching skills and the shortage of staff. They acknowledged the challenges and stressed the importance of addressing the shortage of skills and staff.
- Observations were made regarding the promotion of Welsh-medium education and raising awareness in general and respondents highlighted the connection between general promotion and awareness-raising and ensuring that parents understand what is meant by Welsh-medium education. Several contributors emphasised the need for promotional resources and materials to be created centrally to maintain uniformity and consistency in the messages about language immersion.
- Respondents noted that the role of health visitors and playgroups needed to be acknowledged and supported to help with language immersion efforts.
- Some respondents, possibly representing schools, sought clarity regarding the role of local authorities. They expressed frustration that their local authorities did not support

late immersion or provide information about Welsh-medium education on their websites, whereas neighbouring authorities did.

- A minority of respondents emphasised the need to tailor this promotion and provision to meet the needs of children with Additional Learning Needs and their parents.

10. Support to realise the objectives of the Bill (Chapter 7)

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

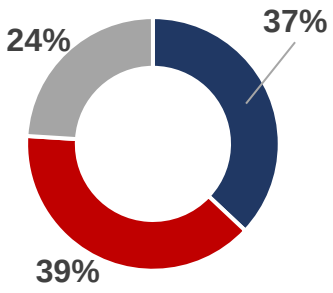
Agree	Disagree	Neither agree nor disagree
126 (37%)	132 (39%)	82 (24%)

Number of responses to the closed question = 340

26 left the closed question blank or did not give a specific answer.

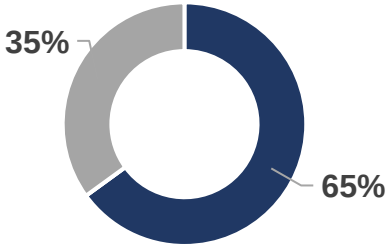
Organisations' views: In total, 40 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 26 (65%) stated that they agreed; none of these respondents disagreed, and 14 (35%) stated that they neither agreed nor disagreed.

All responses



n=340

Responses from organisations



n=40

111 respondents provided written comments in response to this question.

The most frequent points raised by respondents who <u>agreed</u> with this question

- Respondents who were in agreement tended to use the written comments box to list the benefits of such a model.
- The benefits frequently mentioned included: clarity for schools, creating a visible organisation, providing an appropriate status to enable an organisation to provide guidance in the field, serving as a means of ensuring quality, helping to secure fair access to support and preventing the duplication of work at a national level.

The points raised most frequently by respondents who <u>disagreed</u> with this question

- A primary reason articulated by practitioners who disagreed was that they would prefer to see more local support.
- Some respondents expressed concerns about the potential loss of resources and knowledge currently provided by experts and teachers as consequence of a move to a model of centralised support from a single organisation.
- Some raised questions about the funding systems available to schools and local authorities, or asked for the money that would be spent on an organisation to be spent directly on schools.
- There was a sense that the support for learning Welsh would involve too many sectors and specialisms, and as such would be too much for one organisation.

Other issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- A large number of respondents were 'unsure'. Many of them suggested that this issue required more discussion and consideration, and that they couldn't express an opinion without additional information.
- In particular, some respondents believed that the functions and remit of the organisation would need to be specified before they could say who should undertake this function and how it should be carried out.

> *'We would therefore welcome further clarity on how the proposed single central body will relate to, and interact with others.'* (Qualifications Wales)

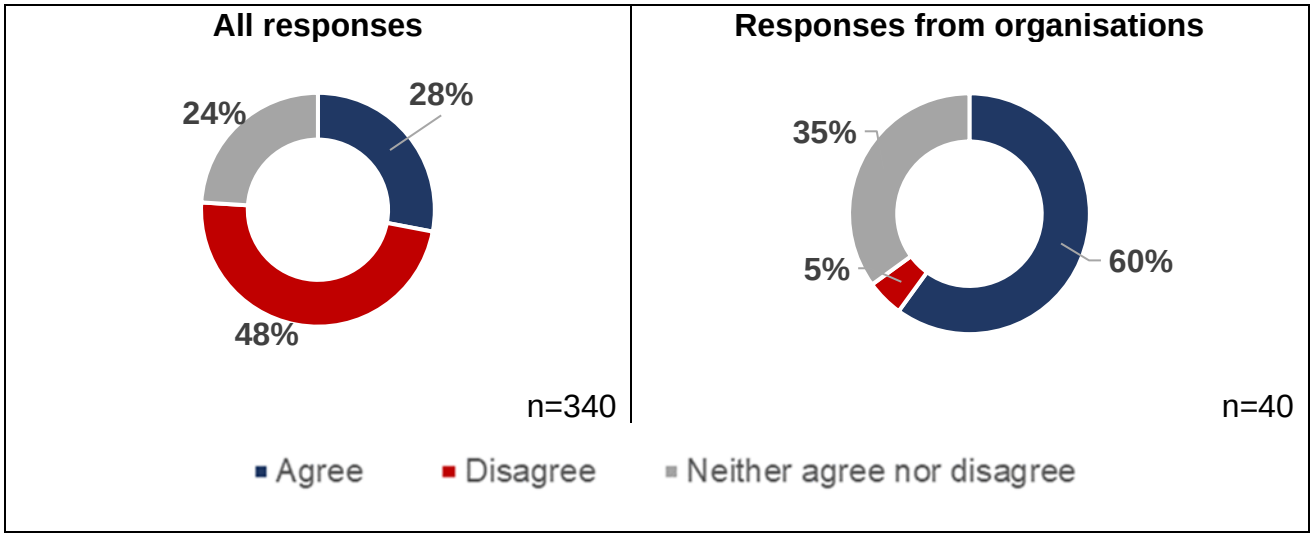
Consultation question 28: Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	Disagree	Neither agree nor disagree
95 (28%)	163 (48%)	82 (24%)

Number of responses to the closed question = 340

26 left the closed question blank or did not give a specific answer.

Organisations' views: In total, 40 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 24 (60%) stated that they agreed; 2 (5%) disagreed, and 14 (35%) stated that they neither agreed nor disagreed.



133 respondents provided written comments in response to this question.

Only a minority agreed with expanding the role of the National Centre for Learning Welsh to undertake this function.

The most frequent points raised by respondents who <u>agreed</u> with this question

- Some respondents noted that the National Centre for Learning Welsh has already demonstrated success, and they proposed that the simplest solution would be to extend its role 'to ensure a consistent educational continuum'.
- Some noted that they believed that coordination through the National Centre could bring resources, expertise, and enterprises together in one place allowing for the enhancement of current work.
- Some respondents saw the potential of expanding the responsibilities of the Centre for Learning Welsh, but called for assurances that the function would include continuing to work with specialised stakeholders in a range of areas e.g. publishing, family support, and the range of organisations working together and supporting young people.

'If its responsibilities were to be expanded, we think that it is critical that this happens in dialogue and collaboration with other organisations who have developed expertise in the field of learning languages and developing training and resources for children, young people, and the education workforce over a number of years.' [38] (Bangor University)

The points raised most frequently by respondents who <u>disagreed</u> and other issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- The prevailing sentiment among respondents was that the White Paper lacked sufficient information on this matter to enable them to express an opinion.
- Some respondents noted that, while they did not disagree with the proposal in principle, they remained uncertain as to whether expanding the Centre's role would be appropriate or would align to the current expertise of the Centre.

[38] Translation. Original quote in Welsh: 'O ehangu ei chyfrifoldebau, credwn ei bod hi'n allweddol bod hynny'n digwydd mewn deialog a chydweithrediad gyda sefydliadau eraill sydd wedi meithrin arbenigedd dros nifer o flynyddoedd ym maes dysgu iaith a datblygu hyfforddiant ac adnoddau i blant, pobl ifanc a'r gweithlu addysg.'

'We must bear in mind that adult education is the area of expertise of the National Centre for Learning Welsh, and this area is facing many challenges, including increasing the number of adults learning the language. If the intention is to put all of aspects of learning in the hands of the National Centre for Learning Welsh, this would involve a large scale expansion of the centre to enable it to fulfil all of these responsibilities. The requirements of the different education sectors are not the same, and so a wide range of expertise would be needed to enable them to fulfil the requirements and responsibilities outlined above.'[39] (UCAC)

- Some respondents favoured research into alternative models and providers. Some organisations (including universities) explained that there could be an alternative model where other organisations assume some of these functions.
- Some respondents expressed concern about alienating other initiatives and activities.

Consultation 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?

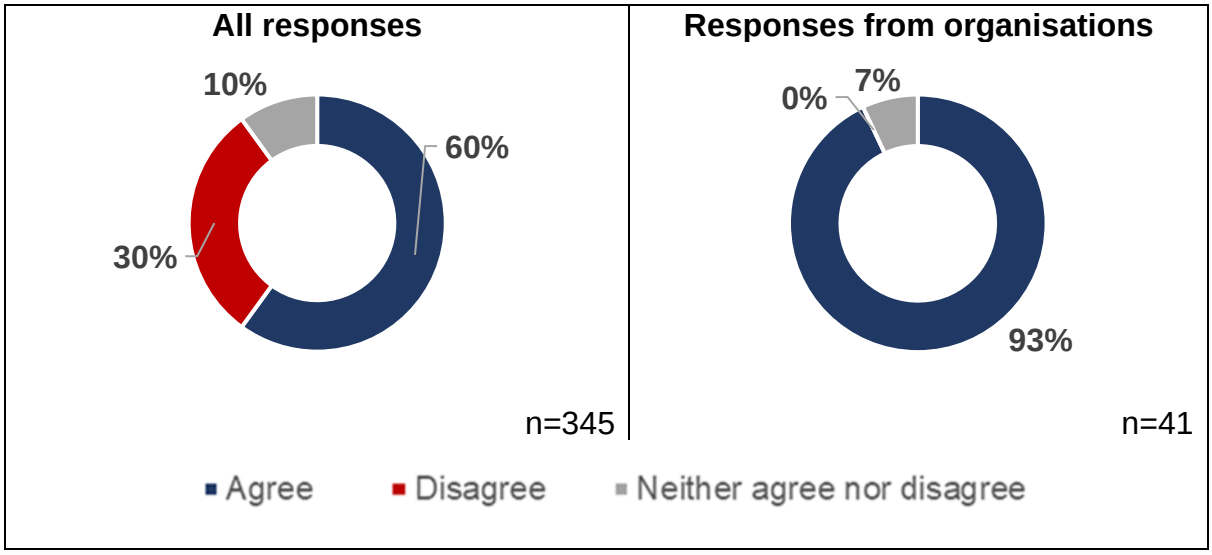
Agree	Disagree	Neither agree nor disagree
206 (60%)	105 (30%)	34 (10%)

Number of responses to the closed question = 345

21 had left the closed question blank or hadn't given a specific answer.

Organisations' views: In total, 41 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 38 (93%) stated that they agreed; no respondents disagreed, and 3 (7%) stated that they neither agreed nor disagreed.

[39] Translation. Original quote in Welsh: 'Rhaid cofio mai addysg oedolion yw maes arbenigedd y Ganolfan Dysgu Cymraeg ac mae sawl her yn eu hwynebu yn y maes, gan gynnwys cynyddu nifer yr oedolion sy'n dysgu'r iaith. Os mai'r bwriad yw rhoi'r holl agweddau yn nwylo'r Ganolfan Dysgu Cymraeg Cenedlaethol, byddai hyn yn golygu bod y ganolfan yn ehangu ar raddfa fawr, er mwyn gallu cynnwys yr holl gyfrifoldebau. Nid yw gofynion y gwahanol sectorau addysg yr un fath, ac felly byddai angen ystod eang o arbenigedd, er mwyn gallu diwallu'r gofynion a'r cyfrifoldebau a amlinellir uchod.'



126 respondents provided written comments in response to this question.

The most frequent points raised by respondents who <u>agreed</u> with this question

- Several respondents referred to the goal of achieving a million Welsh speakers and stressed the importance of establishing the necessary provisions and structures to accomplish this objective.
- Many respondents underscored the need to ensure enough Welsh language learning opportunities, and referring specifically to the importance of lifelong learning and access to these opportunities for people of all ages to learn Welsh.
- Several respondents were of the view that securing sufficient Welsh learning provision and appropriate structures would mean making resources for learning Welsh free, accessible, and freely available through various platforms such as classrooms, online courses, and language learning apps.
- Some respondents highlighted the importance of community involvement and support in Welsh language learning at the local level. They suggested placing more emphasis on community participation and encouraging individuals to teach Welsh to others in their communities.
- Respondents emphasised the importance of having skilled tutors to teach Welsh. They recommended investing in providers to enable them to expand their workforce, and some respondents highlighted the importance of providing long-term job security for tutors to prevent losing them to more stable employment in other sectors.
- Some respondents reported instances of funding cuts for community provision. Despite agreeing with the idea of ‘sufficient’ Welsh education provision, some respondents pointed out recent cuts in funding for teaching Welsh for adults. They emphasised the need for more funding for community provision in order to ensure that it is accessible to all.
- Lastly, numerous comments were made on the importance of a clear and detailed definition. Respondents called for a clear definition of what is meant by “sufficient” and asked for more specific details of the proposal and its implementation in order to fully understand its scope and effect.

The points raised most frequently by respondents who <u>disagreed</u> with this question

- Most of the comments reiterated respondents' general opposition to the proposals as a whole.

Other issues, including points raised by those who <u>neither agreed nor disagreed</u> with this question

- On the whole, respondents agreed that guarantees were needed on the provision of sufficient Welsh-medium education across all age groups. Nevertheless, there were concerns about the workforce's availability and skills, funding and for the need for clear definitions and detail.
- A minority of respondents voiced concerns as to whether appropriate structures exist to support learners with complex additional needs, particularly needs relating to communication. They expressed the need for improvements in the provision for learners with additional learning needs.

11. Costs and impacts of the proposals

The consultation document also referred to 'An outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for the Welsh Education Bill', and asked the following questions.

Consultation 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?

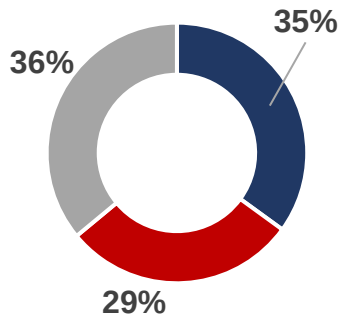
Agree	Disagree	Neither agree nor disagree
110 (35%)	89 (29%)	111 (36%)

Number of responses to the closed question = 310

56 left the closed question blank or did not give a specific answer.

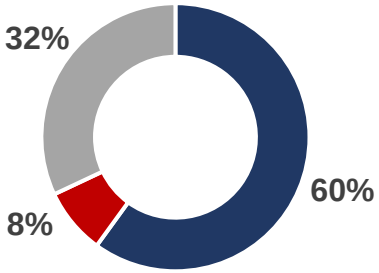
Organisations' views: In total, 37 responses were identifiable as having been submitted on behalf of organisations. Among these, the proportion of respondents who agreed was much higher than the corresponding figure for all respondents. 22 (60%) stated that they agreed; 3 (8%) disagreed, and 12 (32%) stated that they neither agreed nor disagreed.

All responses



n=310

Responses from organisations



n=37

Agree Disagree Neither agree nor disagree

62 respondents provided written comments in response to this question.

The points raised most frequently by respondents who agreed with this question

- Very few respondents who agreed with the question provided written responses to support their answers.

The points raised most frequently by respondents who <u>disagreed</u> with this question

- Respondents listed partners already named in the document, such as local authorities and regional consortia.
- The other organisations and groups mentioned were: English-medium schools; youth services, other public services (e.g. health and social care), private businesses, arts, and sports organisations, and third sector organisations.
- The majority of respondents who disagreed with the question did not provide specific examples of bodies or organisations. Instead they reiterated their disagreement with any expenditure related to the proposals.
- Some respondents said that they believed that the costs to the organisations listed, and more generally, had been underestimated. Others spoke of other types of costs:

'The assessed costs relate to oversight/administration. The real costs will entail recruitment, retention and incentives (bursaries) to train through the medium of Welsh. These costs will be substantial.' (Anonymous – response to the online questionnaire)

Consultation 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?
This question was in an open-text format and therefore respondents were not given the option to answer 'agree' or 'disagree'.

107 respondents provided written comments in response to this question.

- Responses closely mirrored those given in response to question 30. Additionally, several respondents used this question as an opportunity to reiterate their disagreement with the principle of the proposals. Among those respondents who had given consideration to which the groups would be affected, they listed the following: students studying in Wales, universities and post-16 education providers, and support staff outside schools, including health visitors, school nurses and educational psychologists.
- Some respondents said that they would like to have more information on the potential costs. They linked this to the point about wanting a clearer explanation of the role of partners, including schools. The costs should be reviewed regularly.

'It is vital that the costs to schools are fully mapped out here. A significant investment above the stated funds described may be necessary to realise the ambitions of this paper. Schools at the moment are setting deficit budgets. This area needs to be kept under review.' (Organisation – wishes to remain anonymous)

- Some organisations asked to be added to the list of organisations or to be categorised differently, for example, Mudiad Meithrin wanted to be added to the list of groups affected by the changes, and Coleg Cymraeg Cenedlaethol felt that it should be included in the list of "*national strategic implementation partners" in the outline of*

costs and effects rather than under paragraph 9 "organisations and partners supporting individuals' journeys through the continuum of Welsh language skills".

Consultation 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?
This question was in an open-text format and therefore respondents were not given the option to answer 'agree' or 'disagree'.

101 respondents provided written comments in response to this question.

Other implications of the proposed legislation which were raised most frequently by respondents

- Translation costs and additional costs associated with 'printing all of the materials twice', especially for local authorities.
- The negative effect of the increasing pressures on teachers due to the changes, which could, in turn, lead to a decline in teaching quality.
- The negative effects on individuals (as pupils, teachers, and the general population) who do not speak Welsh.
- The effects on learners with ALN.
- Several respondents referred in their responses to the fact that there won't be enough teachers to support learners of all age groups in Wales. They believed that the main financial implication would relate to developing the workforce to rise to the challenge.

Consultation 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?
This question was in an open-text format and therefore respondents were not given the option to answer 'agree' or 'disagree'.

82 respondents provided written comments in response to this question.

The most frequent points raised by respondents

- Many of those who provided comments said that they agreed with the outline of costs set out in the document.
- Some respondents emphasised the ongoing and evolving nature of these costs as the scheme progressed, emphasising the need for ongoing reconsideration.

'As the process continues, it would be good to reach out to all of the stakeholders involved in this paper on a regular basis to ask the question.' [40] (RhAG)

- Some respondents said that many organisations, including those not explicitly named, would need to be informed of any costs or commitments involved in the implementation of the proposed Welsh Language Education Bill.
- Echoing comments expressed in previous questions, some respondents shared their view that any spending on a Welsh Language Education Bill would be wasteful and should not be a priority.

Consultation 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 question was in an open-text format and therefore respondents were not given the option to answer 'agree' or 'disagree'.

277 respondents provided written comments in response to this question.

The most frequent points raised by respondents

- The vast majority of respondents from organisations believed that the White Paper's proposals would have a positive effect on the language by giving people the confidence to use Welsh and by enabling it to be used as part of everyday life at home, work and in schools and therefore increasing the number of confident Welsh speakers.

'The proposals in the white paper will have a positive impact on the Welsh language by formalising arrangements for increasing Welsh language education provision across our education system'. (Children's Commissioner for Wales)

- The views of other respondents, including those who responded to the survey, were more mixed. While the majority of these respondents were also of the view that the proposals could positively affect the Welsh language, some contended that further efforts were required to promote the language in communities where the Welsh language is not currently widely spoken in order for the proposals to have a significant effect.

'The Welsh language needs to be promoted throughout people's lives and people should be given the opportunities to access free or low-cost courses

[40] Translation. Original quote in Welsh: 'Byddai'n dda wrth i'r broses fynd yn ei blaen estyn allan i holl rhanddeiliaid cysylltiedig y papur hwn a holi'r cwestiwn hwn yn gyson.'

or other schemes to learn Welsh'. (Anonymous – response to the online questionnaire)

- Some respondents expressed concerns that the proposals create resentment towards the language, and this could have a negative effect on its usage.

'We must be careful not to create something which will increase hostility towards the language.' 41 (Anonymous – response to the online questionnaire*)*

Consultation question 35: Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.
This question was in an open-text format and therefore respondents were not given the option to answer 'agree' or 'disagree'.

247 respondents provided written comments in response to this question.

The main ideas proposed to adapt the proposals to achieve positive impacts on opportunities to use the Welsh language

- Several comments were made regarding normalising the use of Welsh in every aspect of life, including workplaces and communities across Wales, and some respondents proposed placing more emphasis on bilingualism as a part of everyday life outside of the classroom.
- Similarly, several respondents advocated for promoting the Welsh language in various sectors, including further and higher education, public services and digital platforms.
- Some respondents said that collaboration with local communities was necessary in order to understand their linguistic needs and preferences.
- Respondents stressed the need to address the education workforce, and to ensure that training is available to improve the Welsh language skills of current staff while also attracting more professionals to the education sector.
- The Children's Commissioner expressed disappointment that there had not yet been any specific engagement with children regarding the White Paper's proposals and said that children and young people must play a prominent role in their preparation and adaptation going forward.

'The proposed changes will need to be owned by service users as well as government, local authorities and schools. Children and young people will need to be invested in the changes for them to be successful. This requires culture change in terms of how we promote Welsh education to the whole of society, but also requires children and young people's direct participation in

[41] Translation. Original quote in Welsh: 'Angen fod yn ofalus nad ydyn yn creu rhywbeth sydd yn mynd i gynyddu gwrth-rhyfela yn erbyn yr iaith.'

the process. I am therefore surprised and disappointed at the lack of young person's version of this white paper consultation, and the lack of any mention in the white paper of how children and young people will be involved in developing these proposals. (Children's Commissioner for Wales)

Some respondents presented negative or critical comments

- A minority of respondents argued against any further investment in Welsh-medium education and that this was their preferred change to the proposed policy. These respondents tended to disagree with the proposals in their entirety, arguing that there are no positive effects, and that Welsh Government should direct their attention and expenditure elsewhere.
- A small number of respondents believed that English language skills were more relevant and raised concerns about the potential adverse impact that 'imposing' the Welsh language might have on English-language skills and communication.

Consultation question 36: We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:
This question was in an open-text format and therefore respondents were not given the option to answer 'agree' or 'disagree'.

181 respondents provided written comments in response to this question.

In response to the final consultation question, most respondents who submitted comments used this as an opportunity to repeat points already made in previous questions. They either reiterated ideas that they had already shared or reiterated their general support (or opposition) to the proposals in the White Paper.

One new point raised by some organisations was that they would like to see further consideration of the equalities and anti-racism agenda in the Bill, along with purposeful planning to ensure that the Welsh language is inclusive for everyone.

'This Bill offers a genuine opportunity to make Welsh a language for all, as the education system plays the most prominent role in teaching Welsh to children across Wales, regardless of race or ethnicity.' [42] (Mudiad Meithrin)

[42] Translation. Original quote in Welsh: 'Mae'r bil hwn yn estyn cyfle gwirioneddol i wneud y Gymraeg yn iaith i bawb gan fod y system addysg yn chwarae'r rhan flaenllaw o ddysgu'r Gymraeg i blant ar draws Cymru, beth bynnag eu hil a'u hethnigrwydd.'

12. Next Steps

The Welsh Government is grateful to everyone who responded to the consultation. We will use the responses to guide our policy. A written statement has been published alongside this report which outlines the next steps for the development of the Bill. We will continue to work with our stakeholders as we develop further proposals and prepare a Regulatory Impact Assessment.

Appendix 1: A list of respondents

Below is a list of all responses received by the Welsh Government.

We use the term 'Anonymous – response to the online questionnaire' to refer to responses that were not identifiable as personal data had not been collected.
The terms 'Individual - wishes to remain anonymous/Organisation - wishes to remain anonymous' are used in cases where respondents have asked us to keep the response anonymous.

The unique responses are published in the language or languages of their submission. They can be found on the Welsh Government's website.

The Welsh Government has not received permission to publish the names of respondents who submitted a response as part of the Campaign organised by Cymdeithas yr Iaith, these responses are referred to in the list below as 'Cymdeithas yr Iaith's campaign'. The text of the email is published in Appendix 2, it has not been published as part of the individual responses.

UNIQUE REFERENCE NUMBER	NAME/ORGANISATION
PG-001	Anonymous – response to the online questionnaire
PG-002	Anonymous – response to the online questionnaire
PG-003	Anonymous – response to the online questionnaire
PG-004	Anonymous – response to the online questionnaire
PG-005	Anonymous – response to the online questionnaire
PG-006	Anonymous – response to the online questionnaire
PG-007	Anonymous – response to the online questionnaire
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PG-115	Anonymous – response to the online questionnaire
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PG-117	Anonymous – response to the online questionnaire
PG-118	Anonymous – response to the online questionnaire
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PG-155	Anonymous – response to the online questionnaire
PG-156	Anonymous – response to the online questionnaire
PG-157	Anonymous – response to the online questionnaire
PG-158	Cymdeithas yr Iaith's campaign
PG-159	Cymdeithas yr Iaith's campaign
PG-160	Richard Carbis
PG-161	Cymdeithas yr Iaith's campaign
PG-162	Cymdeithas yr Iaith's campaign
PG-163	Cymdeithas yr Iaith's campaign
PG-164	Cymdeithas yr Iaith's campaign
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PG-201	Cymdeithas yr Iaith's campaign
PG-202	Cymdeithas yr Iaith's campaign
PG-203	Cymdeithas yr Iaith's campaign
PG-204	Anonymous – response to the online questionnaire
PG-205	Anonymous – response to the online questionnaire
PG-206	Anonymous – response to the online questionnaire
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PG-212	Anonymous – response to the online questionnaire
PG-213	Anonymous – response to the online questionnaire
PG-214	Cymdeithas yr Iaith's campaign
PG-215	Cymdeithas yr Iaith's campaign
PG-216	Cymdeithas yr Iaith's campaign
PG-217	Cymdeithas yr Iaith's campaign
PG-218	Anonymous – response to the online questionnaire
PG-219	Anonymous – response to the online questionnaire
PG-220	Cymdeithas yr Iaith's campaign
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PG-222	Cymdeithas yr Iaith's campaign
PG-223	Anonymous – response to the online questionnaire
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PG-225	Anonymous – response to the online questionnaire
PG-226	Anonymous – response to the online questionnaire
PG-227	Anonymous – response to the online questionnaire

PG-228	Anonymous – response to the online questionnaire
PG-229	Anonymous – response to the online questionnaire
PG-230	Organisation - wishes to remain anonymous
PG-231	Carmarthenshire County Council
PG-232	Anonymous – response to the online questionnaire
PG-233	Anonymous – response to the online questionnaire
PG-234	Anonymous – response to the online questionnaire
PG-235	Anonymous – response to the online questionnaire
PG-236	Anonymous – response to the online questionnaire
PG-237	Cymdeithas yr Iaith's campaign
PG-238	Cymdeithas yr Iaith's campaign
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PG-258	Cymdeithas yr Iaith's campaign
PG-259	Cymdeithas yr Iaith's campaign
PG-260	Anonymous – response to the online questionnaire
PG-261	Cymdeithas yr Iaith's campaign
PG-262	Cymdeithas yr Iaith's campaign
PG-263	Dewi R Jones
PG-264	Organisation - wishes to remain anonymous
PG-265	Individual – wishes to remain anonymous
PG-266	Cymdeithas yr Iaith's campaign
PG-267	Cymdeithas yr Iaith's campaign
PG-268	Cymdeithas yr Iaith's campaign
PG-269	Cymdeithas yr Iaith's campaign
PG-270	Cymdeithas yr Iaith's campaign
PG-271	Cymdeithas yr Iaith's campaign
PG-272	Higher Education Funding Council for Wales
PG-273	Cymdeithas yr Iaith's campaign
PG-274	Cymdeithas yr Iaith's campaign
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PG-284	Cymdeithas yr Iaith's campaign
PG-285	Anonymous – response to the online questionnaire
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PG-290	Anonymous – response to the online questionnaire
PG-291	Anonymous – response to the online questionnaire
PG-292	Anonymous – response to the online questionnaire
PG-293	Commission for Welsh-speaking Communities
PG-294	Cymdeithas yr Iaith's campaign
PG-295	Education Service, Newport City Council
PG-296	Marc Lloyd Jones
PG- 297	Cymdeithas yr Iaith's campaign
PG-298	Cymdeithas yr Iaith's campaign
PG-299	Cymdeithas yr Iaith's campaign
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PG-303	Cymdeithas yr Iaith's campaign
PG-304	Cymdeithas yr Iaith's campaign
PG-305	Cymdeithas yr Iaith's campaign
PG-306	Welsh in Education Forum, Cardiff Council
PG-307	Anonymous – response to the online questionnaire
PG-308	Anonymous – response to the online questionnaire
PG-309	Anonymous – response to the online questionnaire
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PG-317	Anonymous – response to the online questionnaire
PG-318	Cymdeithas yr Iaith's campaign
PG-319	Cymdeithas yr Iaith's campaign
PG-320	Cymdeithas yr Iaith's campaign
PG-321	Cymdeithas yr Iaith's campaign
PG-322	Cymdeithas yr Iaith's campaign
PG-323	Dyfodol i'r Iaith
PG-324	Organisation – wishes to remain anonymous
PG-325	Social Care and Education Services Conwy County Borough Council
PG-326	Wrexham Glyndŵr University

PG-327	Neath Port Talbot Council
PG-328	Popeth Cymraeg
PG-329	Individual – wishes to remain anonymous
PG-330	NASUWT Cymru
PG-331	Cymdeithas yr Iaith's campaign
PG-332	Cymdeithas yr Iaith's campaign
PG-333	Cymdeithas yr Iaith's campaign
PG-334	Cymdeithas yr Iaith's campaign
PG-335	Organisation – wishes to remain anonymous
PG-336	Anonymous – response to the online questionnaire
PG-337	Anonymous – response to the online questionnaire
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PG-351	Anonymous – response to the online questionnaire
PG-352	Cymdeithas yr Iaith's campaign
PG-353	Cymdeithas yr Iaith's campaign
PG-354	Cymdeithas yr Iaith's campaign
PG-355	Cymdeithas Ysgolion dros Addysg Gymraeg
PG-356	Organisation – wishes to remain anonymous
PG-357	Anonymous – response to the online questionnaire
PG-358	NAHT Cymru
PG-359	Bangor University
PG-360	Education Department, Gwynedd Council
PG-361	Coleg Cymraeg Cenedlaethol
PG-362	Qualifications Wales
PG-363	Regional Welsh-medium Education Promotion Champion (South-East Wales)
PG-364	Organisation – wishes to remain anonymous
PG-365	Organisation – wishes to remain anonymous
PG-366	Cymdeithas yr Iaith's campaign
PG-367	Cymdeithas yr Iaith's campaign
PG-368	Cymdeithas yr Iaith's campaign
PG-369	Cymdeithas yr Iaith's campaign
PG-370	Language Technologies Unit, Canolfan Bedwyr
PG-371	Cymdeithas yr Iaith's campaign
PG-372	Cymdeithas yr Iaith's campaign
PG-373	Cymdeithas yr Iaith's campaign
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PG-386	Cymdeithas yr Iaith's campaign
PG-387	Dr Dafydd Trystan
PG-388	Cymdeithas yr Iaith's campaign
PG-389	Cymdeithas yr Iaith's campaign
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PG-407	Cymdeithas yr Iaith's campaign
PG-408	Anonymous – response to the online questionnaire
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PG-442	Anonymous – response to the online questionnaire
PG-444	Organisation – wishes to remain anonymous
PG-445	Anonymous – response to the online questionnaire
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PG-448	Anonymous – response to the online questionnaire
PG-449	Anonymous – response to the online questionnaire
PG-450	Anonymous – response to the online questionnaire
PG-451	Individual – wishes to remain anonymous
PG-452	UNISON Cymru Wales
PG-453	Mudiad Meithrin
PG-454	Education Workforce Council
PG-455	Isle Of Anglesey County Council
PG-456	National Education Union Cymru
PG-457	Vale of Glamorgan Council
PG-458	Undeb Cenedlaethol Athrawon Cymru
PG-459	Estyn
PG-460	Wales Council for Outdoor Learning
PG-461	Powys County Council
PG-462	Welsh Language Commissioner
PG-463	Organisation - wishes to remain anonymous
PG-464	Wrexham County Borough Council
PG-465	School of Educational Sciences, Bangor University
PG-466	Urdd Gobaith Cymru
PG-467	CollegesWales
PG-468	Anonymous – response to the online questionnaire
PG-469	Parents for Welsh Medium Education
PG-470	Anonymous – response to the online questionnaire
PG-471	Anonymous – response to the online questionnaire
PG-472	Anonymous – response to the online questionnaire
PG-473	Anonymous – response to the online questionnaire
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PG-512	Anonymous – response to the online questionnaire
PG-513	Individual – wishes to remain anonymous
PG-514	Catholic Education Service
PG-515	Organisation – wishes to remain anonymous
PG-516	Dr Hywel Glyn Lewis
PG-517	Mentrau Iaith Cymru
PG-518	Organisation – wishes to remain anonymous
PG-519	Joint response from the Welsh Local Government Association and the Association of the Directors of Education in Wales
PG-520	Children’s Commissioner for Wales
PG-521	Individual - wishes to remain anonymous
PG-522	Education Group, Cymdeithas yr Iaith
PG-523	Cymdeithas yr Iaith's campaign
PG-524	Cymdeithas yr Iaith's campaign

PG-525	Cymdeithas yr Iaith's campaign
PG-526	Cymdeithas yr Iaith's campaign
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PG-531	Cymdeithas yr Iaith's campaign
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PG-536	Cymdeithas yr Iaith's campaign
PG-537	Cymdeithas yr Iaith's campaign
PG-538	Individual – wishes to remain anonymous

Appendix 2: Cymdeithas yr Iaith's campaign template

This is the wording of the campaign organised by Cymdeithas yr Iaith. 172 emails were received as part of this campaign. [43]

Annwyl Weinidog Addysg, Jeremy Miles AS,

Galwaf arnoch chi, trwy'r Bil Addysg Gymraeg arfaethedig, i sicrhau bod pob plentyn yng Nghymru yn dod yn siaradwr Cymraeg hyderus trwy:

1. osod nod fod pob ysgol yn mynd ar daith at fod yn ysgol cyfrwng Cymraeg erbyn 2050
2. greu un continwwm dysgu ac asesu Cymraeg
3. greu fframwaith cenedlaethol â thargedau statudol i bob Awdurdod Lleol i gyrraedd y nod.

Mae'r Gymraeg yn perthyn i bawb yng Nghymru, o ba bynnag gefndir a ble bynnag maen nhw'n byw. Ond ar hyn o bryd mae 80% o blant yn gadael yr ysgol heb y gallu i gyfathrebu'n hyderus yn Gymraeg, oherwydd methiannau'r system addysg i dyfu a normaleiddio addysg Gymraeg. Yn ogystal, mae nifer o blant yn colli eu sgiliau iaith wrth fynd trwy'r system addysg oherwydd diffyg dilyniant a chynllunio. Rydw i'n erfyn arnoch felly i sicrhau bod y Bil Addysg Gymraeg newydd yn un sy'n rhoi addysg Gymraeg i bawb, nid y lleiafrif.

Mae'r cynigion ym mhapur gwyn y Llywodraeth yn gam mawr i'r cyfeiriad cywir. Croesawaf, yn benodol, y datganiad mai bwriad y ddeddf bydd sicrhau bod pob plentyn yn dod yn siaradwr Cymraeg hyderus. Croesawaf hefyd y cynigion i Weinidogion osod targedau ar Awdurdodau Lleol o ran tyfu addysg cyfrwng Cymraeg, cynyddu'r ddarpariaeth Gymraeg ymhob ysgol a gosod isafswm o ran darpariaeth Gymraeg mewn unrhyw ysgol, targedau ar gyfer y gweithlu addysg, dyletswydd i ddarparu canolfannau trochi a chyfundrefn i arolygu cynnydd Awdurdodau Lleol.

Fodd bynnag, nid yw'r cynigion yn y papur gwyn fel ag y maent yn mynd hanner ddigon pell tuag at ehangu mynediad i addysg Gymraeg i bob plentyn. Mae'r papur gwyn yn datgan: "yn sylfaenol, rydyn ni am i bob disgybl ddod yn siaradwr Cymraeg hyderus drwy'r system addysg statudol"

Ond mae'r cynigion yn gwrth-ddweud y dyhead hwn gan eu bod yn golygu y bydd o leiaf 50% o ddisgyblion yn 2050 yn parhau i beidio derbyn addysg cyfrwng Cymraeg, ac nid oes chwaith cynllun clir i sicrhau y byddent yn dysgu'r Gymraeg trwy un llwybr dysgu go iawn ac un cymhwyster Cymraeg i bob disgybl.

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

* Mae'r nod o 50% o ddisgyblion mewn addysg cyfrwng Cymraeg yn rhy isel. Addysg cyfrwng Cymraeg yw'r ffordd fwyaf effeithiol i sicrhau siaradwyr Cymraeg hyderus, ac felly mae angen gosod nod o 100% erbyn 2050. Dylai'r nod fod ar wyneb y Ddeddf derfynol, gyda thaflwybr a thargedau statudol cenedlaethol a lleol dros amser yn nodi cerrig milltir ar hyd y daith.

[43] The Welsh Government has not received permission to publish the names of those who sent an email as part of the campaign.

* Dylid datgan yn glir yn y Bil y bwriad y bydd pob ysgol, dros amser, yn cynyddu ei darpariaeth cyfrwng Cymraeg i symud ar hyd y continwwm ieithyddol i fod yn ysgol cyfrwng Cymraeg.

* Rhaid i'r taflwybr a gynigir a'r targedau a osodir ar Awdurdodau Lleol fod yn statudol. Yn ogystal, dylid cyflwyno cyfundrefn ariannu newydd i Awdurdodau Lleol, gyda chymhelliannau ariannol clir yn gysylltiedig â'r targedau lleol a chyfundrefn cadarn i sicrhau cyflawniad.

* Rhaid gweithredu un continwwm dysgu Cymraeg go iawn ac un cymhwyster TGAU Cymraeg iaith i bob disgybl, yn hytrach na chadw 'Cymraeg ail iaith' dan enw arall. Heb wneud hynny, ni fydd disgyblion nad sydd mewn ysgolion cyfrwng Cymraeg yn dod yn siaradwyr hyderus a bydd y drefn dysgu ac asesu yn tanseilio holl nodau ac athroniaeth y ddeddf.

* Rhaid i'r targedau o ran cynyddu'r gyfran o'r gweithlu sy'n gallu dysgu trwy gyfrwng y Gymraeg fod yn dargedau statudol ac uchelgeisiol, gan roi dyletswyddau ar Weinidogion, Awdurdodau Lleol a cholegau hyfforddiant cychwynnol athrawon.

* Mae'r cynnig i wahaniaethu rhwng gwahanol ardaloedd yn gam gwag ac yn wastraff adnoddau. Dylid sicrhau bod targedau pob Awdurdod Lleol yn adlewyrchu'r sefyllfa bresennol o ran addysg Gymraeg a'r hyn mae angen ei wneud i sicrhau cynnydd, ond rhaid datgan yn glir y nod mai Cymraeg fydd cyfrwng addysg pob ardal erbyn 2050.

* Dylid gosod rhagdybiaeth ar wyneb y Bil y bydd pob ysgol newydd yng Nghymru yn ysgol Gymraeg.

* Dylai'r Ddeddf gynnwys targedau ynghylch darpariaeth addysg cyn-statudol, a sicrhau bod yr holl sector blynyddoedd cynnar yn symud i fod yn ddarpariaeth cyfrwng Cymraeg.

* Wrth weithredu'r Ddeddf, rhaid sicrhau adnoddau, cyllid, hyfforddiant a chefnogaeth ddigonol i Awdurdodau Lleol, ysgolion a'r gweithlu addysg er mwyn cyflawni'r nodau yma.

* Dylai hyn gynnwys codi cyflogau gweithwyr addysg er mwyn taclo'r problemau'n denu a chadw gweithwyr i'r proffesiwn.

Croesawaf eich ymrwymiad clir i sicrhau bod pob disgybl ddod yn siaradwr Cymraeg hyderus drwy'r system addysg statudol, ond nid yw'r cynigion yn y papur gwyn fel y mae yn ddigonol er mwyn sicrhau hynny. Rhaid eu cryfhau. Dyma gyfle unwaith mewn cenhedlaeth i drawsnewid ein system addysg a sicrhau bod pob plentyn yng Nghymru — beth bynnag eu cefndir, ble bynnag maen nhw'n byw — yn tyfu lan i siarad yr iaith sy'n hawl ac yn etifeddiaeth iddynt, ein hiaith genedlaethol ni. Erfyniaf arnoch i beidio â cholli'r cyfle hwnnw.

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Dear Minister for Education, Jeremy Miles MS,

I call on you, through the proposed Welsh Language Education Bill, to ensure that every child in Wales becomes a confident Welsh speaker by:

1. Setting a goal, placing every school on a journey to becoming a Welsh-medium school by 2050
2. Creating a single continuum of learning and assessment for Welsh.
3. Creating a national framework that sets targets for each local authority in order to reach the goal.

The Welsh language belongs to everyone in Wales, from whatever background and wherever they live. But at the moment 80% of children leave school without the ability to communicate confidently in Welsh, due to the failure of the education system to grow and normalise Welsh medium education. In addition, many children lose their language skills when going through the education system due to a lack of progression and planning. I am therefore asking you to ensure that everyone, not a minority, will receive Welsh medium education through the new Welsh Language Education Bill.

The proposals in the Government's white paper are a big step in the right direction. I welcome, in particular, the statement that the intention of the act is to ensure that every child becomes a confident Welsh speaker. I also welcome the proposals for Ministers to set targets for Local Authorities in terms of growing Welsh-medium education, increasing Welsh-medium provision in every school and setting a minimum in terms of Welsh-medium provision in any school, targets for the education workforce, a duty to provide immersion centres and a system to inspect the progress of Local Authorities.

However, the proposals in the white paper as they are now do not go nearly far enough towards widening access to Welsh-medium education for all children. The white paper states:
"Put simply, we want every pupil to become a confident Welsh speaker through the statutory education system."

But the proposals contradict this aspiration as they mean that at least 50% of pupils in 2050 still won't receive Welsh-medium education, and there is no clear plan to ensure that they would learn Welsh through a single continuum of learning and assessment.

There are a number of weak points in the proposals that must be strengthened before the Bill is presented to the Senedd. Specifically:

* The aim that 50% of pupils are in Welsh-medium education by 2050 is too low. Welsh-medium education is the most effective way to ensure confident Welsh speakers, therefore a goal of 100% of pupils by 2050 is needed. This goal should be on the face of the final Act, with a national and local statutory trajectory and targets indicating milestones along the journey.

* It should be clearly stated in the Bill that every school will, over time, increase its Welsh-medium provision and move along the linguistic continuum to become a Welsh-medium school.

* The trajectory proposed and the targets set on Local Authorities must be statutory. In addition, a new funding system should be introduced to Local Authorities, with clear financial incentives linked to the local targets and a robust system to ensure achievement.

* One single continuum of learning and one GCSE Welsh language qualification must be

implemented for each pupil, rather than keeping the 'Welsh as a second language' model under another name. Without doing this, pupils who are not in Welsh-medium schools will not become confident speakers and the learning and assessment system will undermine all the aims and the concept of the act.

* The targets in terms of increasing the proportion of the workforce that can teach through the medium of Welsh must be statutory and must be ambitious, responsibility for reaching these should lie with Ministers, Local Authorities and teacher training colleges.

* The proposal to differentiate between different areas is a false step and a waste of resources. Targets for each Local Authority should reflect the current situation in terms of Welsh-medium education and what needs to be done to ensure their progression, but the aim must be clearly stated that Welsh will be the language of education in all areas by 2050.

* There should be an assumption on the face of the Bill that every new school in Wales will be a Welsh-medium school.

* The Act should include targets regarding pre-statutory education provision, and ensure that the entire early years sector moves to Welsh-medium provision.

* When implementing the Act, sufficient resources, funding, training and support must be provided for Local Authorities, schools and the education workforce in order to achieve these goals. This should include increasing the pay of education workers in order to tackle the problems with recruiting and retaining workers in the profession.

I welcome your clear commitment to ensure that every pupil becomes a confident Welsh speaker through the statutory education system, but the proposals in the white paper as it stands are not sufficient to ensure that. They must be strengthened. This is a once in a generation opportunity to transform our education system and ensure that every child in Wales - whatever their background, wherever they live - grows up to speak the language that is their right and heritage, our national language. I ask you not to miss this opportunity.

Yn gywir,

Appendix 3: Engagement with children and young people – Cymdeithas yr Iaith postcards

This is a summary of comments collected on completed postcards on the Cymdeithas yr Iaith stand during the Urdd Eisteddfod, Carmarthenshire between 29 May – 3 June 2023. The postcards were submitted to Welsh Government officials for consideration as part of the consultation. It is understood that they are mainly comments from children and young people but a few responses indicate they have been completed by a parent or carer.

Postcard template text

Dear Welsh Government
I call on you, through the Welsh Language Education Bill, to ensure that every child in Wales becomes a confident Welsh speaker by:

- *Set a goal that all schools go on a journey to becoming a Welsh medium school by 2050*
- *Creating a single Welsh language learning and assessment continuum*
- *Create a national framework and statutory targets for all local authorities to get there.*[44]

Dear Minister for Education, Jeremy Miles MS,
I'm calling on you to ensure Welsh language education for All through the new Welsh Education Bill.
I want a Welsh language education for every child in Wales because...[45]

Summary of comments

A total of 239 postcards were received. 192 had offered comments giving reasons why they want every child in Wales to receive a Welsh language education. 47 signed the postcard without further comment. The vast majority of responses were received in Welsh, 9 responses were in English.

A summary of the main themes that arise in the comments offered by individuals is set out below.[46]

All commenters are without exception supportive of Welsh. No comments have been received that disagree with the text of the template. The comments can be divided into two

[44] Translation. Original text provided in Welsh: Annwyl Lywodraeth Cymru
Galwaf arnoch chi, trwy'r Bil Addysg Gymraeg, i sicrhau bod pob plentyn yng Nghymru yn dod yn siaradwr Cymraeg hyderus trwy:

- Osod nod fod pob ysgol yn mynd ar daith at fod yn ysgol cyfrwng Cymraeg erbyn 2050
- Greu un continwwm dysgu ac asesu Cymraeg
- Greu fframwaith cenedlaethol a thargedau statudol i bob awdurdod lleol i gyrraedd y nod.

[45] Translation. Original text provided in Welsh: Annwyl Weinidog Addysg, Jeremy Miles AS,
Rydw i'n galw arnoch chi i sicrhau addysg Gymraeg i Bawb trwy'r Bil Addysg Gymraeg newydd.
Rydw i eisiau addysg Gymraeg i bob plentyn yng Nghymru oherwydd...

[46] The Welsh Government has not received permission to publish the comments or to publish the names of the respondents.

main categories which are general comments and comments focused on the Education policy area.

Main themes arising in the general comments

Of the responses in this category several responses refer to pride, with references to pride that they can speak Welsh, pride that they can live life through Welsh and socialise through Welsh. Adjectives such as 'amazing' and 'brilliant' are used when describing the Welsh language.

Many other responses note the connection between Welsh and Welsh identity and seeing the Welsh language as important to a future for the country and something unique that belongs to Wales and its history.

The responses from adults highlight the importance of passing on language to the next generation and to raise awareness of Welsh and Welsh culture.
The comments submitted in English also highlight the importance of the Welsh language and show that they want the Welsh language to flourish.

Main themes that arise in the comments about the education policy area

All of the responses offering comments specifically regarding Welsh language education are supportive comments.

Some respondents noted that it was important for every child in all parts of Wales to have the opportunity to receive a Welsh language education. Some of the responses called for more Welsh schools and others stated that ‘more Welsh’ was needed without making clear if this meant more Welsh Language provision or more Welsh medium education.

Some respondents believed that Welsh medium education or speaking Welsh was a right, and other respondents believed that everyone should have the option of a Welsh language education. It was expressed by one response that Welsh and English should be taught in schools on the border between Wales and England.

Another theme that often came up in the comments was that speaking two languages offered benefits – future employment and the ability to learn other languages were cited as examples of those benefits.

Other responses highlighted the importance of education in the context of being able to reach one million Welsh speakers by 2050.