

Proposals for a Welsh Language Education Bill

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

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

Disagree

Comments:

Total waste of money, what is the point and what is the benefit to the people of Wales? Majority of population are not in favour of learning Welsh from my observations.
Making children learn Welsh is of no benefit to them; they'd be better off learning a foreign language that they can use.
When are politicians of Wales going to grasp the fact that there are English speaking parts of Wales and Welsh speaking parts?

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

Disagree

Comments:

Another waste of money

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

Disagree

Comments:

No, more important things to deal with.

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

Agree

Comments:

Should publish it so we all know what it is but implementing it is a different matter

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

Disagree

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

Comments:

There should be no distinction between English and Welsh medium schools.

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

Agree

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

Shouldn't be any above KS3. Learning Welsh should be limited to just that. Forcing something on lots of people without giving them a choice.

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

Absolutely not; what is the advantage to speaking Welsh - in reality it's none. Too much emphasis placed on this.

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

Disagree

Comments:

Definitely not, too much provision already at expense of pupils learning more useful subjects

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

Absolutely not acceptable - enough issues dealing with curriculum as it is without more pointless Welsh.

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

Disagree

Comments:

Why, is Welsh the most important thing? If so then suggest you shouldn't be politicians as just pushing your own agenda.

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

It shouldn't happen - restricts people's choice who don't want to learn Welsh.

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

Disagree

Comments:

It's just someone's political agenda - when did you actually ask people of Wales what they think? Welsh language has far too much importance placed upon it.

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

Disagree

Comments:

If insist people speak Welsh then narrowing field of potential employees and excluding those who may be more suitable just because they don't speak Welsh.

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

Disagree

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

Disagree

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

Disagree

Comments:

Shouldn't be included, ridiculous idea.

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

Disagree

Comments:

No, waste of more public money

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

Comments:

What is the point? How does this help the people of Wales?

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

None, stop wasting time and public money

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

Disagree

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

Disagree

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

Disagree

Comments:

More wasting of public money

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

Disagree

Comments:

Should be contracted - where does the money come from for all of this?

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

Disagree

Comments:

Not necessary - ask people of Wales what they actually think - would they rather have money spent on Welsh language or health care?

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

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

Disagree

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

Why are you so bothered by this - seems more likely to favour Welsh language over English, which is far more widely spoken across the globe.

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

Be no positive effects

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

I am fed up with my taxes being wasted on something which I see as pointless and of no value to people in Wales. How will speaking Welsh result in improved living conditions in Wales? It won't - it's some politicians fantasy as they feel it somehow makes them more 'Welsh'. What nonsense. Stop wasting public money on this.

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Disagree

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

Agree

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

Disagree

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

Disagree

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

No Response

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

No Response

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

Neither agree nor disagree

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

No Response

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

Neither agree nor disagree

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

No Response

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Neither agree nor disagree

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

Neither agree nor disagree

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

Neither agree nor disagree

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

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Disagree

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

Disagree

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

Neither agree nor disagree

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

Neither agree nor disagree

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

No Response

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Disagree

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

Neither agree nor disagree

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

Disagree

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

Neither agree nor disagree

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

Neither agree nor disagree

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

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

Neither agree nor disagree

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

No Response

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No Response

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

No Response

Mandatory questions

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

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

No comment

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

No comment

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

No comment

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

Disagree

Comments:

Total waste of money. There should not be time or money spent on forcing Welsh on people.

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

Disagree

Comments:

Would be more beneficial to have targets for a language that could actually be useful

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

Disagree

Comments:

Ministers should not be trying to dictate what language people speak

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

Disagree

Comments:

Waste of money

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

Disagree

Comments:

Pointless

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

Disagree

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

Welsh should be taken off curriculum and replaced with a language that can actually be used E.g French.

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

Pointless, waste of time and money

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

Disagree

Comments:

Get rid of welsh language provision in schools. It is simply a waste of time. Children need to be learning subjects and obtaining qualifications in subjects that are universally recognised. Employers aren't interested in welsh

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

Get rid of welsh in schools and teach something sensible and useful

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

Disagree

Comments:

Waste of money

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

All schools should be English medium

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

Disagree

Comments:

Waste of money

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

Disagree

Comments:

Waste of money

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Disagree

Comments:

Waste of money

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

Disagree

Comments:

Waste of money

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Disagree

Comments:

Pointless

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

Disagree

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Comments:
Waste of money

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

Disagree

Comments:
Pointless

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

Disagree

Comments:
Pointless and a waste of money

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

Disagree

Comments:
Pointless

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

Neither agree nor disagree

Comments:
Stop wasting money forcing Welsh on people. It is a waste of money. People should choose if they speak Welsh it should not be forced on people. Children need to be taught subjects that can be transferred to employment and be useful, welsh does not do this. Stop wasting money on what is yet another vanity project

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

Disagree

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

None

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

Disagree

Comments:
Pointless

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

Disagree

Comments:
Pointless

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

Disagree

Comments:
Not needed, waste of money

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

Disagree

Comments:
Get rid of it

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

Disagree

Comments:

Stop welsh language education

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

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

Disagree

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

There should be no cost

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

Wasting tax payers money

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

Pointless, waste of money

Mandatory questions

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

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

Ditch welsh it is a total waste of money

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

Stupid pointless question

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

Ditch all welsh language provision. It is a waste of time and money

Proposals for a Welsh Language Education Bill

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

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

Disagree

Comments:

There are a lot more important things to worry about in education without this total fixation on the Welsh language that is used only in Wales, this will not help children's futures anywhere else in the World.

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

Disagree

Comments:

They are stretched enough as it is without this added stress.

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

You will loose good teaching staff who have little Welsh. Surely following the pandemic schools should be looking at getting children equipped with their social skills and language (their own language which for the most will be English) before obsessing with learning Welsh.

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

No Response

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

Disagree

Comments:

Education is in crisis and you are trying to add to teacher/student workload.

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

Don't do it.

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

Disagree

Comments:

Do schools need to be monitored even more than they are now???

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No Response

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Disagree

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Disagree

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

Disagree

Comments:

No, I do not agree with the implementation of this.

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Disagree

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Neither agree nor disagree

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Disagree

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No Response

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No Response

Mandatory questions

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

Children are arriving in school at such low levels since the pandemic, support services have been cut across the board, this will only be stretched further having a detrimental effect on the majority of learners, especially those coming from more deprived backgrounds.

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No answer to this.

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Nothing

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Disagree

Comments:

Language should be allowed to naturally flourish, but never imposed onto others. Love of language is wonderful, compulsion to learn and use it is abhorrent and does not reflect the true nature of being Welsh. Language is about communication, part of a celebration of diversity and culture, not an edict to impose onto others. The proposals contravene UNCRC. They are contrary to Article 28 - by inhibiting the education of those who would choose, prefer and flourish best in an English medium education, and placing them in an education system where they are less able to be assisted and supported by their parents. These proposals would inhibit and damage the education of many children, including those who are not naturally gifted in languages and who would find being bilingual detrimental to their education. The proposals are contrary to Article 30, that states that Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live. No one would deny a Welsh medium education to those who chose it - we would be disgusted if that were the case. But to enforce one on others is equally abhorrent. I say this as a Welsh citizen and as someone who has CHOSEN to learn Welsh. If I were compelled to, I would refuse to.

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

Disagree

Comments:

LAs should not be working towards this goal because the goal is ill-founded.

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

Disagree

Comments:

No Ministers should have no role because these proposals are wrong and should not be implemented. Language should be a free choice not a compulsion or imposition against will.

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

people in the country where they live.

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

Disagree

Comments:

NO because the proposals are intrinsically wrong.

They make me seriously consider emigrating - and I am Welsh, born and bred for many generations. Not just because of forcing language on others, but because of the increasingly paternalistic and authoritarian attitude of the Welsh Government in forcing its ideology onto people.

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

Disagree

Comments:

NO! because the proposals are intrinsically wrong!

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

Disagree

Comments:

NO! because the proposals are intrinsically wrong! Language should not be imposed onto others. People should be free to make their own choices. That is what cultivates love of language and pride in a nation. These proposals make me feel ashamed of being Welsh and deciding to not continue trying to learn Welsh.

Language should be allowed to naturally flourish, but never imposed onto others. Love of language is wonderful, compulsion to learn and use it is abhorrent and does not reflect the true nature of being Welsh. Language is about communication, part of a celebration of diversity and culture, not an edict to impose onto others. The proposals contravene UNCRC. They are contrary to Article 28 - by inhibiting the education of those who would choose, prefer and flourish best in an English medium education, and placing them in an education system where they are less able to be assisted and supported by their parents. These proposals would inhibit and damage the education of many children, including those who are not naturally gifted in languages and who would find being bilingual detrimental to their education. The proposals are contrary to Article 30, that states that Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

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

I foresee the effects of enforcing a language causing resentment, alienation and division in society, whatever the language is.

I foresee Welsh people, like me, choosing to leave Wales rather than have our children's education damaged if they do not naturally flourish in a bilingual education system where parents are not able to readily participate and support their own children. I see people like me choosing to leave Wales rather than live in a paternalistic, controlling and two tier society. No one should be prevented from speaking Welsh. No one should be forced to learn it. Free choice.

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

the proposals as a whole are abhorrent, alienating, damaging to Wales and counterproductive, resulting in resentment and despising of a beautiful language. No one should be prevented from speaking their own

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

language. no one should be prevented from learning through the medium of their own language. to say otherwise is to contravene UNCRC and human rights laws.

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

Disagree

Comments:

let language be a free choice, not enforced. If people love language and see the beauty of it, they will learn it.

what is the point of a tick box exercise of increasing numbers of children appearing as if they are learning Welsh and all the time resenting it?

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

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

Disagree

Comments:

NO language is a about communication and sharing culture, not about a tick box exercise.

what is the point of a tick box exercise of increasing numbers of children appearing as if they are learning welsh and all the time resenting it?

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

every child should be free to learn in the language of their and their family's choice. UNCRC 28 and 30. they should not be forced into an education that is not in their comfortable tongue, in a language that they and their family do not use.

It is incredible to see such a paternalistic, patronising and controlling concept from the Government of the country that I love.

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

Disagree

Comments:

NO! Language should not be imposed on people to suit the wishes of others!

Language should be allowed to naturally flourished, but never imposed onto others. Love of language is wonderful, compulsion to learn and use it is abhorrent and does not reflect the true nature of being Welsh. compulsion to learn a language is counterproductive.

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

Disagree

Comments:

NO! language should not be imposed on others. People should be free to choose.

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

Disagree

Comments:

I do not agree that the proposals are correct let alone the outcomes.

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

Disagree

Comments:

NO! The proposals are wrong and unlawful!

Welsh Government would be placing a duty on Local Authorities to act unlawfully.

Can parents sue the Government and Local Authorities if they do not provide a suitable education in the child's language?

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

Disagree

Comments:

NO!

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

Neither agree nor disagree

Comments:

I have little faith that anything the Minister commissions will be truly external or independent, but rather arranged to further his own ideology and political ambitions.

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

Disagree

Comments:

NO! how phenomenally discriminatory that would be!

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

Disagree

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

Comments:

I have very little faith that the Minister will take any notice of this whole consultation process and is merely going through the motions to appear as if involving the Welsh people whereas is really just furthering his own ideological and political agendas and ambitions.

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

Disagree

Comments:

NO!!!! further bullying and intimidation tactics to prevent the people of Wales having freedom of choice! unbelievable!

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

Disagree

Comments:

LAs should simply allow the Welsh people to flourish whatever their language of choice. They should not be under any duty to force people to learn or use a language against their will. As beautiful as the Welsh language is, people will lose their love for it or desire to learn it if is weaponised as a tool for enforcement, control and discrimination.

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

Disagree

Comments:

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

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

Disagree

Comments:

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

Disagree

Comments:

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

Disagree

Comments:

and what would that central body be called? the national board of bullying? The institute of the English Not?

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

Disagree

Comments:

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

Disagree

Comments:

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

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

Disagree

Comments:

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

the cost would be to the cohesion and pride of the Welsh nation. The cost would be for all the Welsh people who would feel forced to leave their mother country in order to allow their children to have a suitable education in the language that works best for them.

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

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

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Mandatory questions

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

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

the cost would be to the cohesion and pride of the Welsh nation. The cost would be for all the Welsh people who would feel forced to leave their mother country in order to allow their children to have a suitable education in the language that works best for them.

People should simply be free to speak and learn in the language of their choice.

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

just let people be free to chose the language of their choice! do not enforce people in the workplace or in education.

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

it makes me ashamed of being Welsh to see the beautiful language being weaponised, to see political agendas and ambitions being placed above the people of Wales.

Proposals for a Welsh Language Education Bill

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

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

Agree

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

Agree

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

Agree

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

Agree

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

Neither agree nor disagree

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

Neither agree nor disagree

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

No Response

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

No Response

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

Agree

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

No Response

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

Neither agree nor disagree

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

No Response

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

Neither agree nor disagree

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

Neither agree nor disagree

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

Neither agree nor disagree

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

Agree

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

Neither agree nor disagree

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

Agree

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

Neither agree nor disagree

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

Neither agree nor disagree

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

Agree

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

Neither agree nor disagree

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

Agree

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

No Response

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

Agree

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

Agree

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

Disagree

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

Neither agree nor disagree

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

Agree

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

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

Neither agree nor disagree

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

No Response

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

No Response

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

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Mandatory questions

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

I don't have sufficient knowledge on this to make a comment. However, I am in favour of promoting the Welsh language in all areas for all people.

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

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Agree

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

Bursary options made clear and wide reaching so that parents and prospective parents can see the longevity and benefits that a Welsh Education and ability will bring for their children. Support private business to promote and give value to the language by providing incentives and initiatives that allow for Welsh to be utilised in the best way.

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Agree

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Agree

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No Response

Mandatory questions

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

Positive effect, more post-16 people having access to learning but most of all utilising all schools and creating a standard to which all pupils in schools in Wales must adequately reach a good standard of Welsh.

Possibly increased by improving the knowledge base of learners and prospective learners by teaching them more about the history, culture and significance of the language, giving them ownership over the language they are learning.

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

Put pressure on private business and enterprise to utilise and make the Welsh language more visible.

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

Provide a free e-learning module to be sent into LA's in England

Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw: Richard Carbis

Sefydliad (lle bo'n berthnasol):

e-bost/rhif ffôn:

Eich cyfeiriad: Cymru

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

Is-adran Cymraeg 2050

Llywodraeth Cymru

Parc Cathays

Caerdydd

CF10 3NQ

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

e-bost: Cymraeg2050@llyw.cymru

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

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

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

Heb os nac oni bai

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

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

Credaf fod rôl yr awdurdodau lleol yn allweddol i sicrhau bod y gweithlu addysg yn mynd i'r afael orau i ddatblygu sgiliau ieithyddol ac yn ogystal, i fonitro'r prosesau a choladu gallu ieithyddol y staff. Wrth wneud hyn, bydd yr awdurdodau lleol yn gallu gweithio'n fwy strategol gyda'r cymorth dros y Gymraeg.

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

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

Gyda natur etholiad Llywodraeth Cymru, credaf fod angen i'r deilliant bod yn rhan o gytundeb pob weinidog er mwyn sicrhau dilyniant o etholiad i etholiad.

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

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

Y Weinidog sydd gyda'r grym i gadw'r Awdurdodau Lleol yn atebol i'r deilliant.

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

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

Credaf yn gryf fod angen i ni godi statws y Gymraeg ym mhob ysgol a gall ysgolion Categori 2 gwneud gwahaniaeth mawr i nifer o siaradwyr Cymraeg ar draws Cymru. Dw i hefyd yn teimlo bydd mwy o strwythur i ddysgu mwy o Gymraeg mewn ysgolion categori 1 yn llwyddo i normaleiddio defnydd o'r iaith. Yn fy marn i, yr her sydd yn wynebu hyn yw ysgolion Uwchradd. Bydd angen chwildro meddylfryd i lwyddo i berswadio ysgolion Uwchradd fel rhai yng Nghaerdydd i dderbyn categori sydd yn golygu bod angen dysgu amrywiaeth o bynciau trwy'r Gymraeg. Un ffordd o edrych ar hyn efallai yw awgrymu cymwysterau sydd yn fwy posib i wneud yn y Gymraeg e.e. mae'r diwydiant celfyddydau yn gryfder ein economi gyda S4C yn dangos yr angen am fwy o siaradwyr Cymraeg ymysg nifer o gwmnïau eraill. Efallai bod modd plethu hyn gyda'r syniad o BTEC yn y Gymraeg.

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

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

Dyma'r unig ffordd bydd hyn yn digwydd yn gyson ar draws Cymru.

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

Sylwadau ategol

Dydy ein sefyllfa bresennol ddim yn llwyddo i gynyddu digon o siaradwyr Cymraeg a dim ond trwy normaleiddio clywed a defnyddio'r iaith bydd pawb yn gallu ateb yn hyderus i'r cyfrifiad gan esbonio lefel y Gymraeg y maent yn gallu defnyddio.

Her – nifer o staff i ddysgu'r Gymraeg.

Ateb – Gan edrych ar fodel The Bilingual School, Brighton. Credaf fod modd efelychu model caffael iaith i staff gan greu tiwtor y Gymraeg i bob Clwstwr i

ddatblygu sgiliau ieithyddol staff tu hwnt i oriau dysgu ond yn ennill amser nol gan yr ysgol. Mae hyn yn sicrhau bod DPP y Gymraeg yn digwydd ar lefel clwstwr gyda strategaeth sydd yn amlwg i ddefnyddio ar draws Cymru. Gall Welsh for Adults bod yn allweddol at greu rhaglen hyfforddiant i'r tiwtoriaid.

Her – digon o athrawon

Ateb – Dw i'n wir yn meddwl bod angen ymgyrch i wella apêl y swydd dysgu ac yn ogystal dylai pob darparwyr ITE fod yn gyfrifol am wella sgiliau ieithyddol y myfyrwyr i sicrhau eu bod yn fwy parod am anghenion y Gymraeg ym mhob categori ysgol e.e. i sicrhau bod pawb sydd yn ennill QTS yn cyrraedd ar y lleiaf safon iaith B2 ar y continwmm.

Her – ardaloedd amlddiwylliannol

Ateb – Nid oes digon o farchnata yn cyrraedd y cymunedau er mwyn iddynt ddeall natur addysg Gymraeg. Mae angen llawer mwy o gydweithio yn y cymunedau er mwyn iddynt deimlo perchnogaeth dros y newidiadau a chyfrannu eu barn nhw at y sgwrs.

Her Ysgolion Uwchradd

Ateb – yr wyf wedi cyfeirio at hyn yn fy ateb blaenorol. Darllenais bod AS Llafur wedi dweud mewn pwyllgor bod disgyblion ddim yn dewis ceisio am swydd oherwydd diffyg yn eu sgiliau Gymraeg, wel, yn fy marn i, mae modd trwy hyn ar ei phen gan sicrhau bod digon o sgiliau ieithyddol ganddynt. Ffordd arall o edrych at hyn, gall Welsh for Adults creu pecyn o hyfforddiant i gefnogi swyddi gyda'r Gymraeg yn ddymunol neu orfodol (hyfforddiant ar lein fel esiampl) er mwyn gwella sgiliau ieithyddol pobl ifanc.

Her – agwedd negatiff am yr iaith

Mae dal canran o bobl ar draws Cymru sydd ddim yn gweld pwrpas yr iaith, bron yn wythnosol mae'r Daily Telegraph yn cynhyrchu erthygl yn erbyn y defnydd o'r Gymraeg, enwi'r Bannau Brycheiniog' yn esiampl o hyn. Dydy ein cyfryngau Cenedlaethol (Cymru) ddim yn cyrraedd digon o bobl Cymru felly mae hi'n allweddol ein bod yn dilyn y theori of nudge ac yn gyson yn rhannu newyddion da am sut mae'r iaith yn bwysig, yn cyfrannu at yr economi ac yn uno ein cymunedau. Esiampl arbennig o hyn yw'r FAW sydd wedi normaleiddio'r Gymraeg er degawd yn ôl nid oedd pobl yn cysylltu'r iaith gyda phêl-droed. Yn y byd rygbi mi oedd mwy o siaradwyr y Gymraeg ond wrth gymryd hyn yn ganiataol maent angen ail ffocysu ar sut i wneud defnydd o'r iaith.

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

Sylwadau ategol

Mae rôl yr awdurdodau lleol yn allweddol i lwyddiant categoraiddio fodd bynnag mae hi'n bwysig bod gan awdurdodau swyddogion gyda'r gallu ieithyddol sydd yn deall y heriau.

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

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

Mae hyn yn bwysig iawn er mwyn normaleiddio defnydd yr iaith Gymraeg ar draws Cymru.

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

Teimlaf fod angen i'r awdurdod lleol ac efallai'r rhanbarth datblygu strategaeth llawer gwell i sicrhau hyfforddiant priodol i ddatblygu sgiliau ieithyddol staff sydd wedyn yn rhoi hyder i ysgolion i ddewis categori. Er hyn, credaf fod angen cael cydbwysedd ymysg pob categorïau h.y. targed am gynyddu categori 2 neu fydd y sefyllfa gyfredol yn parhau.

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

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

Angen sicrhau bod elfen o atebolrwydd ond angen gwneud hyn gydag empathi at sefyllfa bob ysgol. Yn ogystal, mae hi'n bwysig bod gan swyddogion awdurdodau lleol y gallu, y dealltwriaeth ac yr angen i weithredu'r polisi'n gywir.

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

Sylwadau ategol

Dw i'n credu bod angen ystyried ysgolion categori 2 fel ffordd o gynyddu ysgolion categori 3. Nod 2050 yw siaradwyr Cymraeg a chredaf fod gan categori 2 rhan allweddol i chwarae ar y daith ac efallai fel mewn esiamplau rhyngwladol bydd hyn

yn arwain at fwy o gategori 3. Wrth agor ysgol gyda ffrwd Categori 2, un o'r pryderon yw'r ffaith bod rhieni eisiau mwy o Gymraeg ond yn teimlo bod ysgolion Cymraeg yn cam rhy bell iddyn nhw felly i fynd nol at air dw i wedi defnyddio yn aml, yr ydym angen ystyried normaleiddio'r iaith mewn llefydd efallai sydd ddim yn gyfarwydd gyda'r Gymraeg.

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

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

Mae hyn yn allweddol at lwyddiant unrhyw bolisi ond fel yr wyf eisoes wedi awgrymu, dw i'n credu bod angen gosod y polisi yn ei lle i osgoi newid pob tro mae Weinidog newydd wrth y llyw.

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

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

Mae angen ystyried meddwl tu hwnt i'r arfer felly fel dwedais uchod efelychu prosesau The Bilingual School.

- 1) Datblygu sgiliau ieithyddol darpar athrawon – angen bod yn rhan allweddol o gyrsiau ITE
- 2) Tiwtor i bob clwstwr i ddatblygu sgiliau y staff cyfredol
- 3) DPP – angen cael eu targedu'n well at sail anghenion yr ysgolion. Mae'r rhanbarth yn bodoli ar yr amod ein bod yn datblygu 'self improving system' ond gyda'r Gymraeg, credaf fod angen rhoi'r grym i alluogi staff i dderbyn hyfforddiant trwy raglenni DPP. Gall hyn digwydd ar lefel rhanbarthol ond efallai gan weithio'n agos iawn gyda'r awdurdodau lleol. Ydy'r cysyniad o athrawon bro yn gweithio gyda grwpiau o ysgolion eto yn galluogi dealltwriaeth o anghenion ysgolion?
- 4) Mae angen gwneud y swydd dysgu yn apelgar!! ANGEN YMGYRCH ANFERTHOL AR HYN!
- 5) Ni ddylai'r ateb bod yn cymryd siaradwyr Cymraeg o ysgolion Categori 1 oherwydd ni fydd modd i'r ysgolion cynyddu defnydd y Gymraeg yn eu hysgolion presennol.

- 6) Credaf hefyd fod angen targedu disgyblion ym mlwyddyn 10/11 am fanteision bod yn athrawon, cynnig iddynt gefnogaeth i astudio'r Gymraeg yn y 6ed Dosbarth a chefnogi nhw ar gwrs darpar athrawon yn ein prifysgolion.
- 7) Cydweithio gyda phrifysgolion i wella cynnig i fyfyrwyr e.e. mae gan Brifysgol caerdydd modiwl arbennig ar addysg, mae Cardiff Met gyda rhaglen BA ar addysg – a oes modd cyfuno'r syniad o radd sydd yn plethu cryfderau'r ddwy er mwyn ehangu pwll o athrawon?

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

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

Dw i'n credu yn gryf bod gan yr Awdurdodau Lleol swyddogion sydd yn deall yn iawn anghenion y targedau h.y. fe ddylai'r swyddog bod yn rhan o'r UDRh yr Awdurdod er mwyn cael llais ar y 'top table' fel petai a fe ddylai pob Cyfarwyddwr Addysg cael dyletswydd uniongyrchol i gefnogi rôl y swyddog. Mae angen felly i bob Awdurdod gweld rôl y Swyddog yn un allweddol ar sail trefniant ysgol a mwy.

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

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

Credaf fod angen gwneud hyn oherwydd gall newid staffio o fewn yr All cael effaith ar lwyddiant y cynllun felly bydd goruchwyliaeth pob 5 mlynedd yn galluogi dilyniant o fewn yr awdurdod.

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

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

Bydd well gennyf fod cydweithio effeithiol yn digwydd hynny yw partneriaeth ond fel person sydd wedi gweithio mewn sawl Sir ac yn rhanbarthol dw i'n deall yn iawn pa mor wahanol mae pob Sir yn flaenoriaethu'r Gymraeg (neu ddim fel mae'n digwydd ar adegau) ac ar sail hyn, mae hi'n allweddol bod y targedau yn eu lle. Dw i'n credu bydd yr holl broses gyda mwy o rym wrth gael ei harwain gan y Weinidog ac yn ogystal yn sicrhau cysondeb ar draws pob Sir.

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

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

Oes angen adolygiad allanol neu a fydd swyddogion Llywodraeth Cymru ar y cyd gyda Swyddogion sydd yn gyfrifol am y CGCA gwneud hyn ar y cyd fel proses cymedroli?

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

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

OND – ar y cyd gyda Llywodraeth Cymru oherwydd y Llywodraeth sydd gyda'r grym i effeithio'r cyrsiau ITE, rhoi cynlluniau yn ei lle i gefnogi datblygiadau yng Nghymru ac i rannu arfer dda ar draws y Siroedd. Problem arall – mae pob Sir yn WYCH yn dyblu gwaith felly dw i'n credu fe ddylai cyfarfod Cenedlaethol o swyddogion sydd yn arwain y CGCA digwydd yn rheolaidd i drafod pethau fel ymgyrch i newid y gweithlu, adnoddau, cydweithio gydag asiantaethau ac ati.

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

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

Dyma'r unig ffordd o fesur llwyddiant, heb atebolrwydd yn erbyn y targedau gall y CGCA bod yn ymarfer tic yn y bocs heb unrhyw rym.

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

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

Dw i'n beco am ddealltwriaeth a gallu ESTYN i gyflawni hyn heb broses gwell o hunan arfarnu'r model. A fydd yn well i greu model cydweithio gyda'r Swyddogion CGCA ac ESTYN yn gweithio ar y cyd i gymedroli'r gwaith? A fydd mwy o lais gan swyddogion y Llywodraeth i ddeall anghenion unigryw pob Sir i ffurfio'r CGCA ac yna monitro effaith?

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

Fel yr wyf wedi awgrymu uchod, yr wyf yn cytuno bod angen goruchwyliaeth ond credaf fod modd ystyried datblygu system sydd yn galluogi awdurdodau i ddefnyddio swyddogion CGCA i gymedroli gwaith ei gilydd ar draws Cymru. Mae cwrdd dros TEAMS, yn ffordd hawdd i hyn digwydd heb godi costau ychwanegol. Yn ogystal, petai'r swyddogion yn eistedd ar UDRh pob Sir, bydd modd i dal pob Cyfarwyddwr Addysg yn atebol a fe ddylai trafodaethau gyda'r Weinidog cynnwys cyfeiriad at lwyddiant neu fethiant y Sir yn erbyn targedau.

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

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

Mae hyn mor bwysig! Does dim amheuaeth yn fy marn i bod angen cyrraedd cymunedau sydd erioed wedi ystyried y Gymraeg. Gan gael 3 chategori, bydd modd annog y defnydd o'r Gymraeg ar draws pob ysgol ond bydd dal angen i bob Sir rhoi chwarae teg i addysg Gymraeg ac annog pob awdurdod i ymgyrchu dros yr iaith. Dw i'n sicr bod gan y Pencampwr Cymraeg rôl hanfodol hefyd.

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

Sylwadau ategol

Credaf fod angen ymgyrch Cenedlaethol ond wrth gwrs gall hyn fod yn sensitif yn wleidyddol ond un ffordd i ddatrys hyn yw pwysleisio buddion pob categori ac felly bydd sylw i bawb ond buaswn i'n ddymuno gweld addysg Gymraeg a Dwy iaith cael y ffocws sydd angen. Mae rhieni fy ysgol newydd yn dweud eu bod yn dewis y ffrwd Categori 2 oherwydd eu bod eisiau plant i gael mwy o Gymraeg ond yn ofni dewis Cyfrwng Cymraeg yn unig. Mae model dwy iaith gyda ffrwd Cymraeg yn galluogi rhieni a phlant i wneud penderfyniad yn hwyrach yn hytrach na 3 oed gyda system drochi yn rhan o weledigaeth yr ysgol.

Ar sail Addysg Gymraeg, mae camddealltwriaeth yn parhau ar draws cymunedau Cymru gyda rhai yn ystyried addysg Gymraeg yn addysg breifat. Felly ar ôl blynyddoedd maith, dydy'r Llywodraeth neu Awdurdodau dal ddim wedi llwyddo i egluro Addysg Gymraeg i rieni Cymru. Dydy rhieni ddim hyd yn oed yn gwybod ein bod yn cyrraedd yr un safonau Saesneg ag ysgolion Saesneg. Mae rhaid i rywbeth digwydd i wella'r sefyllfa!

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

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

Dewis yw'r gair allweddol – mae rhaid i rieni deall bod y dewis ar gael iddynt ac os dydy hyn ddim yn hollol glir ac yn cuddio tu ôl wefannau Awdurdodau lleol dydy rhieni ddim yn mynd i ddeall bod y dewis ar gael iddynt. Mewn gwirionedd heb hyrwyddo'r ddarpariaeth ni fydd rhieni yn ymwybodol bod y cyfle ganddynt i drosglwyddo i addysg Gymraeg.

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

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

Am yr un rhesymau yr wyf wedi esbonio uchod ond yn ogystal petai fy mod yn llwyddo gyda'r model dwy iaith a throchi ar safle'r ysgol, bydd modd ystyried datblygu ysgolion tebyg ar draws Cymru.

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

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

Bydd cysoni'r cefnogaeth arbenigol yn bwysig er mwyn sicrhau tegwch yn y darpariaeth ac arbenigedd ar draws Cymru.

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

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

Mae modelau eraill yn bosib e.e. cysoni darpariaeth pob rhanbarth, ail gychwyn model athrawon bro neu ddefnyddio'r Prifysgolion i gysoni'r ddarpariaeth fodd bynnag yn fy marn i nid y model ond tegwch, cysondeb a chefnogaeth sydd yn allweddol.

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

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

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

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

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

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

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

Sylwadau ategol

Credaf fod angen ystyried defnydd gwell o grantiau i gefnogi ysgolion oherwydd gall yr holl newidiadau cael effaith ar amser i ryddhau staff, costau cyflenwi a chostau marchnata.

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

Sylwadau ategol

Efallai lefel ysgol fel awgrymais yn y cwestiwn blaenorol.

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

Mae angen sicrhau bod y cyhoedd yn deall budd y costau a sut bydd Cymru yn elwa ar lefel Cenedlaethol gan gynnwys budd yn yr hir dymor i'r economi.

Cwestiynau gorfodol

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

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

Sylwadau ategol

Rydym wedi cyrraedd pwynt lle dydy addysg Gymraeg ar ei ben ei hun ddim yn mynd i ddatrys ein problemau, felly mae codi disgwyliadau y defnydd o'r Gymraeg ym mhob ysgol yn mynd i normaleiddio'r iaith yng Nghymru OND bydd angen sicrhau bod mentrau iaith, Yr Urdd ac ati yn cael digon o gefnogaeth i sicrhau dydy'r iaith ddim yn iaith y dosbarth yn unig. Mae categori 2 yn wir yn rhoi cyfle euraidd i ddatblygu'r dewis yng Nghymru a chredaf yn gryf fod hyn yn allweddol i gynyddu y nifer o siaradwyr Cymraeg. Beth dydy'r papur gwyn ddim yn gallu datrys yw'r nifer o siaradwyr sydd yn gadael Cymru ac felly sydd ddim yn dychwelyd nol. Mae hyn yn broblem ac yr ydym angen dathlu ein prifysgolion yn fwy, sicrhau bod bron pob prentisiaeth yn cefnogi'r defnydd y Gymraeg ac i sicrhau bod gan ddisgyblion sydd yn gadael ysgol yn 16 oed llwybr i ddilyn sydd yn mynd i gefnogi nhw i ddatblygu sgiliau ieithyddol e.e. gall y ganolfan cefnogi busnesau i gynnal gwersi iaith yn y gweithle ac felly ni fydd diffyg i siarad Cymraeg yn eu rhwystro rhag gynnig am swydd.

Yr wyf wedi cynnig sawl syniad yn ystod fy ymateb i'r papur gwyn ond yn sicr bydd rhaid i bob awdurdod dangos yr awch, y gallu a'r dealltwriaeth i gefnogi'r ymgyrch i ddatblygu defnydd y Gymraeg.

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

Sylwadau ategol

Yn gyntaf nid ydym yn cychwyn mewn lle ffafriol dros y Gymraeg, mae'r diffyg cysondeb, amrywiaeth yn y gefnogaeth, amrywiaeth yn y darpariaeth, amrywiaeth yn y safonau i gefnogi'r Gymraeg yn glir ar draws Cymru. Mae pob Sir yn edrych fel eu bod yn gweithredu mewn bocs gyda dim digon o gydweithio neu ymgyrchu i gael tegwch dros yr iaith. Bydd y papur gwyn yn sicrhau bod yr iaith ym mlaenoriaeth i bob Sir ac felly bydd ymdeimlad o degwch yn cynyddu fodd bynnag er mwyn normaleiddio'r iaith y mae angen clywed yr iaith ac felly yr wyf yn cytuno gyda rhan fwyaf o'r cynigion yn y papur gwyn.

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

- 1) Plant 16 oed sydd yn gadael ysgol – sicrhau bod modd cefnogi busnesau i ddatblygu sgiliau Cymraeg y gweithle er mwyn osgoi penawdau fel – es i ddim am y swydd oherwydd doeddwn i ddim yn gallu siarad Cymraeg.
- 2) Defnydd o Fentrau iaith, Yr Urdd ac ati i normaleiddio'r iaith yn y gymuned ac nid yn y dosbarth/ysgol yn unig.
- 3) Ysgolion uwchradd categori 1 a 2 – pa gymhwyster sydd yn addas i'r disgyblion er mwyn datblygu defnydd o'r Gymraeg?
- 4) Cysylltiadau gyda'r economi – mae'r diwydiant ffilm a theledu yn ffynnu yng Nghymru, pam does dim sôn am sut mae busnesau a'r iaith yn gallu bod yn hanfodol i gefnogi ei gilydd.
- 5) ITE – mae angen datrys y sefyllfa yn gyflym. Os nad oes digon o siaradwyr Cymraeg yn gwneud cais i fod yn athrawon fe ddylai dyletswydd fod gan y prifysgolion i godi safon y darpar athrawon i B2.
- 6) Cymunedau ar draws Cymru – mae na cymunedau ar draws Cymru sydd efallai angen mwy o sylw i wneud yn siŵr eu bod nhw'n teimlo'n rhan o'r holl ymgyrch.
- 7) Trochi – ystyried model ysgol gategori 2 ar yr un safle a chategori 3 ac effaith mae trochi mewnol yn gallu cael.

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

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Cytuno

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

Cytuno

Sylwadau ategol

Dyma'r unig ffordd i ambell sir lle nad yw'r Gymraeg yn cael y llwyfan priodol. Byddai unrhyw ddeddf sy'n gorfodi'r sireodd yma i weithredu a rhoi blaenoriaeth i'r Gymraeg yn hwyluso trafodaethau o fewn y adrannau addysg.

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Sylwadau ategol Gall hyn fod y gyfyngus mewn un ffordd. Byddai angen gosod yr isafswm fel canran uchel neu gall cael effaith negyddol a dim digon o Gymraeg yn cael ei ddarparu. Rhaid hefyd ystyried yr amseroedd 'anstrwythedig' mewn ysgolion - hy amser chwarae/amser cinio. Angen codi y defnydd o'r iaith yn ystod yr amseroedd yma yn ein ysgolion Cymraeg. Ond angen sicrhau fod pobl ddim yn cuddio tu ol yma a dweud eu bod nhw yn neud.

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

Sylwadau ategol Byddai angen fwy o wybodaeth ynglyn a'r goblygiadau.

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

Cytuno

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

Sylwadau ategol Dwi'n meddwl fod angen sicrhau fod hyn ar yr agenda. Angen cynyddu'r niferoedd o ysgolion Cymraeg o fewn Sir Abertawe.

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

Cytuno

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

Sylwadau ategol Dwi'n meddwl y dylai pob ysgol newydd fod yn Gymraeg o hyn ymlaen - heblaw fod sir yn gallu rhoi achos eithafol pam na ddylid neud. Dylai hyn fod yn ddeddf.

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

Ddim yn cytuno nac yn anghytuno

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

Cytuno

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

Cytuno

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

Cytuno

Sylwadau ategol

Dwi'n cytuno gyda hwn. Mae 10 mlynedd yn rhy eang ac yn cynhyrchu cynllun sy'n rhy araf. Angen mwy o effaith.

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

Cytuno

Sylwadau ategol

Yn cytuno dylai fod fwy o atebolrwydd ar gyfer rhai siroedd. Dylai hwn fod yn sgwrs rhwng y ddau ond canllawiau isafswm fel bod dim esgusodion yn cael eu gwneud.

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Sylwadau ategol

Dim mwy na'r hyn ichi'n gynnig.

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

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Mae hyn yn un anodd oherwydd mae fwy o elfen o ddewis gan unigolion i moen dysgu'r laith. Dwi'n credu os wnewch chi dargedu 'r laith ymhellach lawr fel adeiladu ysgolion Cymraeg ag ati, byddai hyn yn tyfu fwy o oedolion Cymraeg.

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

Sylwadau ategol Yr her mwyaf yw cyllid. Costiau staff a thrafnidiaeth i Ganolfannau laith.

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

Cytuno

Sylwadau ategol

Dwi yn cytuno, ond mae angen sicrhau fod y ddarpariaeth yno. I rhai siroedd mae hyn yn golygu heriau cyllid.

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

Cytuno

Sylwadau ategol

Fel uchod.

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

Ddim yn cytuno nac yn anghytuno

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

Ddim yn cytuno nac yn anghytuno

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

Cytuno

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

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

Ddim yn cytuno nac yn anghytuno

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

No Response

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

No Response

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

No Response

Cwestiynau gorfodol

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

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

Sylwadau ategol Angen fod yn ofalus nad ydyn yn creu rhwybeth sydd yn mynd i gynyddu gwrth-rhyfela yn erbyn yr iaith. Ond dwi'n meddwl y dylai fod fwy o ddeddf i orfodi llwyfan dilys i'r iaith mewn rhai siroedd.

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

Sylwadau ategol Sain siwr.

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

Sylwadau ategol Dim mwy. Diolch

Proposals for a Welsh Language Education Bill

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

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Do not mind having a minimum amount provided this is not at the detriment of other subjects.

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

No, please do not do this - there is already plenty of pressure on schools with regards to the curriculum. This will add further strain on already stretched teachers and staff.

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

Disagree

Comments:

Welsh language must and should be included in the school curriculum but without being pushed or pressured.

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

Disagree.

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

Disagree

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

I think they need to look at the demographics of the area and think about whether there are some other priorities which need to have a focus on.

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Agree

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

Disagree

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

Disagree

Comments:

No, this is a terrible idea.

We need this for things such as safeguarding concerns but not Welsh language.

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

Disagree

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

Disagree

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

Flexibility and time.

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

Agree

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

Agree

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

Disagree

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

Disagree

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

Neither agree nor disagree

Comments:

'Sufficient' is difficult to quantify and will vary across sites.

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

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

Disagree

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

Not known

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

Not known

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

None

Mandatory questions

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

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

Positives - Welsh people will have more confidence in the Welsh language.
Negatives - possibly making Wales LESS favourable as a place to live and work for people coming from outside Wales (UK and worldwide).

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

At present, having 'the ability to speak Welsh' as a 'desirable' but not 'essential' criteria is appealing. Moving to a more mandated state may have detrimental impacts on workforce and succession planning.

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

Pressures on teachers and parents to take on this additional workload and agenda may have detrimental effects in the medium- and long-term.

Proud to live in Wales but am concerned with this direction of travel as a non-Welsh speaking person.

Proposals for a Welsh Language Education Bill

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Disagree

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Disagree

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Disagree

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

Disagree

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

Disagree

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

Agree

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

I think that if you want your child to go to a Welsh medium school you should have the choice. I do not think that children in Wales should have to do Welsh lessons.

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

Very bad idea

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

Disagree

Comments:

There are not enough fluent welsh speakers to teach in Primary schools

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

There is insufficient staff to do this

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

Disagree

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

It should up to the people who live in the catchment area

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

Agree

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Agree

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Disagree

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Disagree

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

Disagree

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

No Response

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Agree

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Agree

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Agree

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

The government should pick up
All of the costs

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

No Response

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

No Response

Mandatory questions

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

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

The problem is it only works if you intend to stay in wales for work. If you leave wales welsh is absolutely no use to
You

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

This is impossible to answer

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

I think this is an impossible task

Proposals for a Welsh Language Education Bill

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Disagree

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Disagree

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Neither agree nor disagree

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

Disagree

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

Disagree

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

Should not be set, schools should be able to decide to meet the requirements of there pupils and if required of staff for that level. As soon as you legislate you will loose the enthusiasm and wanting to lean. You also risk loosing teachers who are very good at there job but too old to learn (or believe they aren't capable) to level you set if they are not first language Welsh. Many struggle to learn languages and feel

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

they are being victimised as have learning difficulties - would you like to be forced to do a subject that you struggle with that isn't required to do your job?

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

No Response

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

Disagree

Comments:

If it works for the pupils in that school but shouldn't be enforced - current provision is enough, with an enhanced stream for those who want it or excel (same applies for all subjects) force lessons and children will switch off - make it interesting, not a requirement to fit your agenda and you may have numbers increase not decrease as they currently are.

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

No Response

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

Disagree

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

They should not decide, should be up to the customers of the school (pupils and parents in the area)

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

Disagree

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

Disagree

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

Disagree

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

Neither agree nor disagree

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

Disagree

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

Neither agree nor disagree

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

Disagree

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

Neither agree nor disagree

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

Disagree

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

Comments:

You don't need the agree / disagree for this question!

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

Disagree

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

None, do you promote any other subjects a school has?

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

Disagree

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

Disagree

Comments:

Is this a requirement for learners to excel at school? Unless they are being forced to speak Welsh to be able to be taught in schools? I thought Welsh and English should be treated equally as far as WG dictates in the Welsh Language rules for public bodies?

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

Neither agree nor disagree

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

Neither agree nor disagree

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

Neither agree nor disagree

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

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

Disagree

Comments:

Don't think it is required

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

The tax payer is ultimately paying for it so what does it matter who picks it up!

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

No Response

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

No Response

Mandatory questions

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

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

None or reduction in Welsh language is learning is forced

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

Encourage and make interesting, soon as you legislate or force you breed resentment or lack of interest

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

Na

Proposals for a Welsh Language Education Bill

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

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

School timetables are already bursting with things they HAVE to include. We are already doing our best to provide a well-rounded education for our learners, including the amount of Welsh we teach. Setting a minimum amount of provision will push an already over-inflated school day to breaking point.

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

No Response

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

Neither agree nor disagree

Comments:

How can you possibly say "all schools"?

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

No Response

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

Neither agree nor disagree

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

No Response

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

Neither agree nor disagree

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

Neither agree nor disagree

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

Neither agree nor disagree

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

Neither agree nor disagree

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

Disagree

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Neither agree nor disagree

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

Neither agree nor disagree

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

Neither agree nor disagree

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

Disagree

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

Neither agree nor disagree

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

Disagree

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

Money - fund this. Provide experts in the field to go into schools to teach. This will free up time for the school teachers to do other tasks, while providing the best Welsh education for learners. But this NEEDS TO BE FULLY FUNDED. SCHOOL BUDGETS ARE ALREADY BURSTING AND THERE IS NOT ENOUGH HELP FROM OUR WELSH GOVERNMENT. OUR TEACHERS ARE AT BREAKING POINT

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Agree

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

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

Neither agree nor disagree

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

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

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

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Anghytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Anghytuno

Sylwadau ategol

Mi ddylai holl ysgolion Cymru fod yn rhai dwyieithog a dileu y categori cyfrwng Saesneg

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

Cytuno

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

No Response

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

No Response

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

Cytuno

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

Sylwadau ategol cytuno ond dylid rhoi isafswm o ddisgwyliadau a phenodi amser neu bydd rhai ysgolion ddim yn gwneud cynydd.

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

Cytuno

Sylwadau ategol

Dylid cynnwys hyn yn rhan o waith Estyn a cyhoeddi'r wybodaeth yn ei adroddiad.

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

Sylwadau ategol Dylai bob ysgol newydd fod o leiaf yn ysgol ddwyieithog os nag yw'n ysgol cyfrwng Cymraeg.

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

No Response

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

Cytuno

Sylwadau ategol

Mae angen hefyd rhoi pwysau ar weithwyr iechyd i hyrwyddo'r addysg cyfrwng Cymraeg yn enwedig i blant gyda ADY.

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

No Response

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

Cytuno

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

Cytuno

Sylwadau ategol

Er mae'n bosib bod hwn yn ddarpariaeth rhanbarthol yn hytrach na disgwyl i bob awdurdod creu darpariaeth.

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

Cytuno

Sylwadau ategol

Mae angen dilyniat o fewn y cyfundrefn addysg ond mae hefyd angen i'r dilyniant hynny fynd allan i'r gymuned. Mae'n bwysig bod gwaith cyrff megis Mentrau Iaith yn cefnogi addysg ac yn gwreiddio'r addysg ym mywyd bob dydd dysgwyr ar bob lefel.

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

Cytuno

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

Cytuno

Sylwadau ategol

Mae hefyd angen ystyried sut mae'r gefnogaeth yma yn ymestyn i'r gymuned. dyali'r ddarparwr dysgu Cymraeg gael y pŵer i ymestyn i weithgareddau cymunedol a medru creu helpu cyrff gwirfoddol i gryfhau/sefydlogi/parahu eu defnydd o'r Gymraeg. Nid creu strwythurau newydd ond cryfhau yr hyn sy'n bodioli'n barod.

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

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

Ddim yn cytuno nac yn anghytuno

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

No Response

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

No Response

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

No Response

Cwestiynau gorfodol

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

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

Sylwadau ategol Nid yw'n glir ar sut mae'r bill yn mynd i gynyddu'r cyfleoedd i ddefnyddio'r iaith yn ddyddiol tu hwnt i'r gyfundrefn addysg. nid yw caffael iaith gyfystur a defnyddio iaith a sicrhau ei bod yn goroesi.

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

Sylwadau ategol Dylid ystyried a oes modd ymestyn effaith y Bill tu hwnt i furiau addysg fel bod defnydd dyddiol yn cael ei rymuso hefyd!

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

Sylwadau ategol na

Proposals for a Welsh Language Education Bill

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

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

Disagree

Comments:

It is up to individuals to decide if they wish to choose to speak Welsh. The use of a particular language should be forced upon people and is not a matter for government to legislate upon

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

Disagree

Comments:

The decision to speak Welsh or not is a matter for individuals and has nothing to do with local authorities

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

Disagree

Comments:

This is a matter for individuals and ministers do not need to be involved in any way

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

Disagree

Comments:

This is not a matter for government, you should be concentrating on important issues not vanity projects

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

Disagree

Comments:

Totally unnecessary and a waste of tax payers money

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

Disagree

Comments:

As above unnecessary and a waste of money

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

Scap welsh lessons and teach children something useful. If parents want their children to speak welsh they can arrange it themselves. Welsh should not be compulsory

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

Unnecessary and a waste of money

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

Disagree

Comments:

Stop all welsh lessons in schools. There is no benefit to children and is not useful to them

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

Stop teaching welsh in all schools, it is a waste of time and money

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

Disagree

Comments:

Waste of money

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

All schools should be English only

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

Disagree

Comments:

Waste of money and totally unnecessary

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

Disagree

Comments:

Again unnecessary and a waste of money

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

Disagree

Comments:

Not needed

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

Disagree

Comments:

Scrap all welsh education

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

Disagree

Comments:

Scrap all welsh education

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

Disagree

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

Comments:
Waste of money

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

Disagree

Comments:
Unnecessary

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

Disagree

Comments:
Scrap welsh education

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

Disagree

Comments:
Unnecessary

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

Disagree

Comments:
Scrap all welsh education

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

Disagree

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

Comments:

Get rid of welsh medium schools that are funded by taxpayers

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

None

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

Disagree

Comments:

Scrap all welsh education

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

Disagree

Comments:

There should be no welsh education

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

Disagree

Comments:

Not necessary

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

Disagree

Comments:

Scrap it

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

Disagree

Comments:

Scrap all welsh education

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

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

Disagree

Comments:

Scrap it all and there will be no costs

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

No Response

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

Excessive costs to tax payers due to welsh language projects. Vast sums are wasted insisting everything is in more than one language and the majority of welsh gets binned. Stop wasting money

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

No need for a bill

Mandatory questions

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

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

Detrimental to English speakers

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

Detrimental to English speakers

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

This whole policy is a waste of time and money

Proposals for a Welsh Language Education Bill

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

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

Agree

Comments:

Legislating is an important step to moving forwards and growing the Welsh language within education, one of the main target areas for growth and hitting the target of one million speakers by 2050. Hopefully legislation will provide further powers to facilitate and even enforce change, where appropriate.

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

Agree

Comments:

Local authorities are an integral part of the current education system, and so must be given a clearly defined role in any changes. It's hard to generalise because the authorities vary so much from one another in how they support Welsh language education. I think that any new system must be robust enough to enforce change but also flexible enough to be able to cater for local needs and conditions.

I think setting a target of achieving B2 level is to be applauded for its ambition, however I doubt that it is in any way realistic, particularly in certain areas of Wales. I hope very much that this can be achieved but I don't see the plans laid out in the white paper alone leading to this outcome.

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

Agree

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

Agree

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

Agree

Comments:

A statutory, national system will help everyone, especially parents considering the future education of their

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

children, perhaps especially from non-Welsh speaking backgrounds. Knowledge is power, and might, perhaps, help with some myth-busting surrounding the amount of Welsh many parents believe their children will learn by attending English medium schools.

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

Agree

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

I encourage setting a minimum amount of Welsh language provision. Indeed, since Welsh is already on the curriculum, I don't see that this is a major change. To increase this vastly is a great idea, with many effects. The main consequence, to my mind, would be the need to train the education workforce. I don't foresee any major issues on learners - many countries have implemented similar linguistic changes in education successfully.

Many new initiatives and the expansion of some existing ones, need to happen in order to provide a fully bilingual workforce, for all ages of statutory education.

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

Seems like a good idea.

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

Agree

Comments:

Asking schools to create a delivery plan, noting how they will move the changes forward, is an essential step to increasing Welsh language provision within schools and nursery settings. The elements of the plan to be noted are interesting but without noting how to increase Welsh staffing, it will be hard to move forwards and note improvements in the categories listed in the paper. I fear that despite some schools wishing to increase their Welsh language provision, they will struggle to do so.

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

I applaud the gradual shift in every school towards more Welsh language provision. This gives each school a responsibility, no matter what their starting point. Once again, I point out that there needs to be an exponential shift in teacher training/support staff training/administrative staff training/early years training, to name a few.

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

Agree

Comments:

I'm happy to see that the monitoring will be part of ESTYN's remit as well.

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

I'm not familiar with the usual procedures for this but I imagine that a period of consultation with the local community would be essential, as would consideration of the linguistic make up of that authority. This said, it would be hard to argue against not opening every new school as a Welsh medium school. From my experience living in Gwent, many parents were in favour of sending their children to Welsh medium schools, in theory, but the practicality of travelling for long periods and not attending school locally, meant that only a minority of these parents actually chose Welsh medium schools when it came down to it. I believe that a greater number of Welsh medium schools, especially new ones, would fill because parents prefer to choose 'the local' school, almost despite its language of education.

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

Agree

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

Agree

Comments:

I do agree that dialogue and planning are needed by all of the institutions named in the paper, in order to expand the education workforce. I wasn't aware that targets are already set but am glad to see that they will continue to be set. I would be interested to see how ambitious those targets are. I also think that this area of the paper lacks detail.

A few simple but effective methods would be to offer significant bursaries to those taking up Welsh medium teaching training courses at universities; expand the teacher sabbatical plan currently in existence, ie offer this to more teachers and make it last for longer; send Welsh tutors into workplaces, especially early years settings, to work alongside existing practitioners.

I understand that teachers in The Basque country were given a year's sabbatical to learn Euskara, on full pay, which has greatly increased the effectiveness and availability of Euskara education, and increased the visibility of the language within local communities as well.

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

Agree

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

Comments:

I agree with the sentiment but think phrases such as 'More' and 'An increase' are too vague. How about noting percentage range increases, as a guide?

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

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

No Response

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

Agree

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

Information should be provided from birth and at every subsequent opportunity, not just within education but within the social and healthcare systems and in the wider community, working with partner groups of all kinds and all languages. Highlighting future work opportunities and the benefits of bilingualism in general could be promoted. Case studies would be one way of doing this and working with careers organisations, midwives and health visitors, community and youth workers, as well as advertising and raising the profile of the Welsh language on social media and in the wider community, visually such as adverts on bus stops and in urban areas, as well as using local papers and radio, all encouraging Welsh, or a more bilingual education than is currently available. The work of the Mentrau Iaith and the Urdd could be massively expanded, in order to provide opportunities for young people to use their newly acquired Welsh skills in a new context, outside the classroom. The very existence of more community groups using Welsh would be helping to promote Welsh medium education.

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

Agree

Comments:

Absolutely. Without knowledge of such centres, parents are unable to make informed decisions, or choose to change the medium of their child's education.

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

Agree

Comments:

Immersion centres would be an invaluable addition to local Welsh education provision. Perhaps these centres could also be used as community centres to encourage other people in the community to use them during non-school hours? These would be ideal to host Menter Iaith activities and Urdd groups, for example, as well as hosting other community groups. Due to the massive cost of running these centres, for a relatively small number of children, perhaps local authorities could share centres and provide transport for the months of attendance?

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

Agree

Comments:

Mostly agree, although that body would need to be a significant force in Wales, with many sub-branches able to host expertise of the various ages and needs of the differing groups it might cater for.

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

Agree

Comments:

All in all I think that the National Centre for Learning Welsh would be a very suitable organisation for undertaking responsibility for lifelong Welsh language learning. I do, however, think that the centre would need to be expanded considerably in order to be successful and have an impact. It goes without saying that significant funding would be needed to achieve this, and also time, to examine how most effectively to work alongside schools and colleges. I believe that the expertise to do this is present in the national centre and support this plan.

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

Agree

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

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

Neither agree nor disagree

Comments:

Sorry, can't find the groups and bodies you are referring to.

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

Not sure, sorry.

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

Not sure, sorry.

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

Not sure, sorry.

Proposals for a Welsh Language Education Bill

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

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

Disagree

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

Disagree

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

Disagree

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

Agree

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

Disagree

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

Disagree

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

There are more significant issues with education and schools, maybe prioritise funding and resources to support schools ensure they are able to maintain effective leaders!

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

Horrendous, you'll say that this is to support schools, however, it'll be to name and shame, placing more stress on senior leaders.

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

Disagree

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

Prioritise funding in a different direction.

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

Disagree

Comments:
More and more monitoring.

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

There should be a balance.

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

No Response

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

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

Disagree

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

Negative, you will cripple leaders, including that the pay increase is not in line with inflation.

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

Do not involve Estyn, place schools into measures etc.

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

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Proposals for a Welsh Language Education Bill

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

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

Agree

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

Agree

Comments:

Build more Welsh schools and train the teachers.

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

Comments:

Make more funding available for English medium teachers to complete sabbatical Welsh courses.

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

Agree

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

Agree

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

Agree

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

Staff need mandatory training to effectively teach Welsh across the curriculum. The majority of staff see teaching Welsh as an additional chore.

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

No Response

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

Agree

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

No Response

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

Agree

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

Local demand

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

Agree

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

Agree

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

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Agree

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Agree

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

Agree

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

Agree

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

Agree

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

All teachers should be offered additional training

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

Agree

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

Agree

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

Agree

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

Agree

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

Agree

Comments:

Welsh medium schools should be paired with local English medium establishments to share resources

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

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

Agree

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

N/A

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

N/A

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

N/A

Proposals for a Welsh Language Education Bill

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

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

This is forcing the language on pupils.

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

Not necessary

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

Disagree

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

There is already enough

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

Disagree

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

No Response

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

There is already enough

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

Disagree

Comments:

We are not interested

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

Disagree

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

Disagree

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

Disagree

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

Disagree

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

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

Disagree

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

Forcing the language on pupils and learners is negative.

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

Learning Welsh will not support learners in the workplace.

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

Where and how are you going to recruit all the welsh speaking teachers to implement this plan.

Proposals for a Welsh Language Education Bill

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

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

Disagree

Comments:

Where is the evidence that it will increase the number of speakers? Did it work in the Basque Country, in Catalonia or other parts of Wales. So far after 10 years there has been a decline the number of speakers

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

Disagree

Comments:

Your evidence is?

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

Disagree

Comments:

Given the revolving door of ministers, where's the continuity?

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

Disagree

Comments:

Is that such a thing as a percentage of fluency?

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

Disagree

Comments:

This is a disastrous, divisive policy which has not worked in the past.

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

Disagree

Comments:
see previous

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

A good idea but essential to have the same teacher every Welsh lesson to create a language personal relationship.

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

This is a huge mistake.

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

Agree

Comments:
But with fluent teachers rather than expecting non fluent teachers doing this.

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

Putting the onus on individual schools is a mistake. Standard models should be prepared for the schools to choose according to staffing resources and linguistic make up of pupils.

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

Disagree

Comments:
Inspections are pointless wastes of time. Schools will prepare their children to pass inspections instead of focusing on actual skills and the fun of language learning.

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

Every school should be designated as a bilingual school. Labelling Welsh or English medium is pointlessly divisive. Every school in Wales already uses a mixture of Welsh, English and other languages to teach children.

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

Disagree

Comments:

Language learning is not a tick box exercise.

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

Neither agree nor disagree

Comments:

Clearly there needs to be planning to increase the number of fluent Welsh language educators. But without proper wages and secure jobs there will not be an improvement in the national workforce.

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

Neither agree nor disagree

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

Neither agree nor disagree

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

Neither agree nor disagree

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

Disagree

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

Comments:

Isn't this the job of ministers, MS's, and the Senedd?

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

Neither agree nor disagree

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

Neither agree nor disagree

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

Disagree

Comments:

'A rapid review' doesn't sound like a thorough examination of an organisation.

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

Neither agree nor disagree

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

Neither agree nor disagree

Comments:

The Welsh government should be explaining that then point is not to prioritise Welsh over English. The point is that everyone in a 'Welsh medium' school is receiving a real bilingual education.

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

The Welsh government should be explaining that then point is not to prioritise Welsh over English. The point is that everyone in a 'Welsh medium' school is receiving a real bilingual education.

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

Disagree

Comments:

This will only work in areas where there is a high percentage of Welsh speakers. Where is the evidence that this will work elsewhere?

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

Disagree

Comments:

This will only work in areas where there is a high percentage of Welsh speakers. Where is the evidence that this will work elsewhere?

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

Agree

Comments:

But this organisation should have had experience and success in teaching languages successfully.

Numbers of adult learners of Welsh following formal classes in 2011-2012 :- 18050 (National Centre for Learning Welsh Strategic Plan 2016-2020 (page 18)

Numbers of adults learners of Welsh following formal classes in 2021-2022 :- 15260 (National Centre for Learning Welsh statistics 2021-2022)

Courses are only available in book form.

Cost to the Welsh Government ..£13 million every year

Duolingo Welsh course ...Over 600,000 active monthly learners

(<https://www.duolingo.com/enroll/cy/en/Learn-Welsh>)

Duolingo earns about US\$ 4 million a year from Welsh learners buying the ad free subscription (US\$ 400 million + from all its languages)

Duolingo course are available as both websites and apps that work on all platforms. Hundreds of software engineers are constantly updating and improving courses. The existence of the Welsh course on the Duolingo platform has given Welsh a huge awareness boost worldwide.

Cost to the Welsh government = £0

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

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

Disagree

Comments:

This would be an absolute disaster. The National Centre has failed to achieve their most basic target - increase the number of learners of Welsh. The 2013 report 'raising the sights' expected a significant increase in the numbers on Welsh for adults courses. Instead there has been a reduction following formal lessons run by the National Centre (See below)

The National Centre has not even succeeded in creating a website that is efficient and easy to use. There are so many missing links, so many duplications. There so many pages that are rarely updated, there are links that go to unexpected places. This is not the website of a professional organisation.

The coursebooks they have produced are much inferior to those produced by the WJEC that were standard from 2005 until 2016. The Canolradd course is basically an exam crammer.

The working experience has been worsened. Over 90% of the 500+ Welsh for adults tutors are on zero hours contracts. Many tutors are working to more than one provider leading to a range of pension provision, problems with national insurance. There is no certainty of income from month to month since classes can be cancelled at very short notice with no certain replacement.

In 2016 the National Centre stated its intention "we will prepare a Workforce Development Plan which will set out the structure for recruitment, harmonise tutors' terms and conditions" . (strategic objective 3 National Centre for Learning Welsh Strategic Plan 2016-2020 (page 15)

This hasn't happened. Instead tutors have become subject to recently introduced oppressive yearly external inspection with no right to challenge any aspect of a final report, even where there are factual errors. How many teachers in maintained schools have to undergo this process.

Stats of adult learners:-

Numbers of adult learners of Welsh following formal classes in 2011-2012 :- 18050 (National Centre for Learning Welsh Strategic Plan 2016-2020 (page 18)

Numbers of adults learners of Welsh following formal classes in 2021-2022 :- 15260 (National Centre for Learning Welsh statistics 2021-2022)

Courses are only available in book form.

Cost to the Welsh Government ..£13 million every year

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Duolingo earns about US\$ 4 million a year from Welsh learners buying the ad free subscription (US\$ 400 million + from all its languages)

Duolingo course are available as both websites and apps that work on all platforms. Hundreds of software engineers are constantly updating and improving courses. The existence of the Welsh course on the Duolingo platform has given Welsh a huge awareness boost worldwide.

Cost to the Welsh government = £0

What is the National Centre's response to these huge numbers wanting to learn Welsh.

They are now paying Duolingo over £20k a year to, in theory, have the right to manage and develop the Welsh course. So they are subsidising an American corporation while not actually integrating Duolingo into their own courses. The latest coursebooks have removed all references to Duolingo.

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

Neither agree nor disagree

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

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

Neither agree nor disagree

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

No Response

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

No Response

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

No Response

Mandatory questions

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

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

Without the right to use Welsh when accessing non public sector services, banks etc, people will have less opportunities to develop their Welsh skills.

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

There should be a right to use Welsh in all aspect of life

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

N/a

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Sylwadau ategol Dylid bod isafswm.

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

Sylwadau ategol Dylid.

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

Cytuno

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

Sylwadau ategol Mae pob ymgais i gynyddu'r ddarpariaeth yn mynd i fod yn fuddiol.

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

Cytuno

Sylwadau ategol

Mae'n bwysig monitro cynnydd - ond nid mewn ffordd fygythiol dim ond cefnogol.

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

Sylwadau ategol Dylid ystyried gwasanaeth i bob teulu.

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

**Sylwadau
ategol**

Bod yn bositif am yr iaith ac addysg Gymraeg drwy eu gwaith swyddogol a thrwy pob sgwrs anffurfiol.

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

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

Cytuno

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

Sylwadau ategol Cyrff cenedlaethol cyffredinol

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

Sylwadau ategol Dim barn

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

Sylwadau ategol Na

Cwestiynau gorfodol

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

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

Sylwadau ategol Angen ffordd o fesur beth yw siaradwr Cymraeg - bydd hyn yn gymorth i fesur effaith.

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

Sylwadau ategol Dim barn

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

Sylwadau ategol Na

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

Sylwadau ategol
Cysondeb dehongliad i bawb

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

Sylwadau ategol Mae angen isafswm er mwyn sicrhau cyfleoedd addas i bawb

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

Mae goblygiadau mawr o ran hyfforddiant a staffio yma - a hefyd o sicrhau nad darpariaeth tocenistaidd sydd yma

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

No Response

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

Cytuno

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

Sylwadau ategol Mae'n bwysig gwneud hyn er mwyn darpariaeth a a chyfleoedd o bob disgybl

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

Cytuno

Sylwadau ategol
Mae angen sicrhau ehangder ac ansawdd priodol y ddarpariaeth

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

Sylwadau ategol Dylid blaenoriaethu codi niferoedd ysgolion Gymraeg

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Ddim yn cytuno nac yn anghytuno

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

Ddim yn cytuno nac yn anghytuno

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

No Response

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

Cytuno

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

No Response

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

Cytuno

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

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

Ddim yn cytuno nac yn anghytuno

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

Sylwadau ategol ALL, ysgolion - angen gofal yma

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

Sylwadau ategol Heriol iawn o ran caffael a hyfforddi staff - angen buddsoddi llawer o ran amser ac arian

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

Sylwadau ategol dim

Cwestiynau gorfodol

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

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

Sylwadau ategol llawer o waith cyfathrebu hwn gyda rhieni a chymunedau i sicrhau derbyniad a dealltwriaeth

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

Sylwadau ategol llawer o waith cyfathrebu hwn gyda rhieni a chymunedau i sicrhau derbyniad a dealltwriaeth

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

Sylwadau ategol dim

Cynigion ar gyfer Bil Addysg Gymraeg

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

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

Cytuno

Sylwadau ategol

Mae'n darged heriol ac yn gyfrifoldeb i bawb.

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

Cytuno

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

Cytuno

Sylwadau ategol

Dylid fod yn berthnasol i bob deilydd portffolio, e.e. cefnogi'r defnydd o'r Gymraeg yn y gweithle, ystyriaeth mewn penderfyniadau sy'n ymwneud â datblygiadau economaidd, cenedlaethau'r dyfodol.

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

Cytuno

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

Cytuno

Sylwadau ategol

Categorieiddio yn amlinellu cyfrifoldebau ysgolion ac yn gosod nod ar gyfer y cam nesaf yn eu datblygiad ieithyddol. Mae angen i bob plentyn Meithrin/Derbyn/Blwyddyn 1 dderbyn addysg cyfrwng Cymraeg. Pam na fyddai gwlad cyflwyno'r iaith i'w phlant?

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

Cytuno

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

Sylwadau ategol

Hyn yn rhoi eglurder i ddatblygwyr polisiau.

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

Sylwadau ategol

Isafswm yn gallu arwain at 'tokenism' - y Gymraeg yn rhywbeth i'w 'oddef' fel 'gofyn statudol' yn hytrach na'i glodfori. Rydym wedi clywed yn y gorffennol am ysgolion cyfrwng Saesneg yn cyflwyno'r Gymraeg mewn 'wythnos gweithgareddau' ar ddiwedd tymor yr Haf. Fodd bynnag mae peidio cynnig isafswm amser yn creu amwysedd.

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

Sylwadau ategol

Ychydig o bryderus am effaith hyn yn ein cadarnleoedd Cymraeg - efallai bydd rhai rhieni yn 'mynnu' cael opsiwn addysg cyfrwng Saesneg. Beth fydd y llinyn mesur ar gyfer gosod ysgol mewn categori ieithyddol? Er enghraifft mae pentrefi yng Nghymru lle mae 95+% o'r plant yn dod o gartrefi di-Gymraeg - ar hyn o bryd nid oes dewis gan y teuluoedd ond derbyn polisi iaith Gwynedd.

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

Cytuno

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Sylwadau ategol Cytuno

Q11. Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno

Sylwadau ategol

Trethdalwyr yn haeddu gweld effaith y gwariant cyhoeddus - ond bydd recriwtio staff cymwys yn her!

Q12. Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

Dylai pob ysgol newydd ddarparu addysg cyfrwng Cymraeg, yn enwedig i'r disgyblion 3-8 oed. Pam na fyddem yn cyflwyno'r Gymraeg i'n plant?

Q13. Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno

Q14. Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynnig ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno

Q15. Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnis focws clir i'r cynllunio cenedlaethol a lleol?

Ddim yn cytuno nac yn anghytuno

Q16. Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

No Response

Q17. Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Mewn ymgynghoriad rhwng Llywodraeth Cymru ac Awdurdodau lleol.

Q18. Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno

Sylwadau ategol

Barn arbenigwyr allanol yn ddefnyddiol.

Q19. Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynigion i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno

Sylwadau ategol

Bydd hyn yn annog awdurdodau i fuddsoddi mewn cynlluniau sy'n cefnogi'r gweithlu i ddysgu a defnyddio'r Gymraeg. Mae angen hyrwyddo'r Gymraeg fel cyfrwng trafodaethau o fewn y gweithlu.

Q20. Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno

Q21. Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwredu ei dargedau?

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Hawdd beirniadu...ond mae angen cefnogaeth arbenigwyr a chefnogaeth ariannol i helpu awdurdodau i wireddu'r argymhellion.

Q22. Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Hyrwyddo'r defnydd o Gymraeg fel 'iaith-bob-dydd'.

Q23. Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno

Q24. Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Defnydd effeithiol o'r cyfryngau - e.e. rhaglenni sy'n hyrwyddo'r Gymraeg ar sianeli cyfrwng Saesneg, hysbysebion sy'n dangos buddion y Gymraeg.

Q25. Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno

Q26. Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno

Sylwadau ategol

Mae canolfannau iaith Gwynedd wedi llwyddo i drosglwyddo'r Gymraeg i hwyrddyfodiaid yn effeithiol iawn.

Q27. Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno

Sylwadau ategol

Gallu manteisio ar ymchwil ac arbenigwyr, cynnig cyfleoedd cyson i bob ardal yn Nghymru.

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno

Q29. Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Q30. Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Ddim yn cytuno nac yn anghytuno

Q31. Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

Sylwadau ategol Dim sylw

Q32. Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol Dim sylw

Q33. Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol Dim sylw

Cwestiynau gorfodol

Q34. Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol Rhannu buddion y Gymraeg.
Pwysleisio bod hawl gan bob plentyn i ddysgu iaith ei gwlad.
Dangos sut mae ehangu geirfa yn cyfoethogi dealltwriaeth o ddiwylliant a threftadaeth Cymru.

Q35. Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol Dim sylw

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Sylwadau ategol Dim sylw

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Disagree

Comments:
Unnecessary

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Comments:
Unnecessary and very expensive

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Comments:
Choice should be theirs

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Disagree

Comments:
Unnecessary and expensive

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Could do this, but the parents/pupils should have a choice

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

I agree about categorising schools but not about giving Local Authorities ultimate approval power as I believe there are fanatics amongst us who may try to enforce Welsh

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Neither agree nor disagree

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Once again I think it should be a matter for individual choice

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree

Comments:

As long as it is a fair monitoring process

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Take a local survey

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Disagree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Neither agree nor disagree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Disagree

Comments:

I think they are unrealistic and amount to coercion

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Neither agree nor disagree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Disagree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Disagree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Disagree

Comments:

I believe Estyn is there to monitor general education not the imposition of Welsh Language

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Comments:

Local Authorities should take notice of the wishes of their constituents

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Disagree

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

They should provide material support when requested

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Disagree

Comments:

Only when requested

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Disagree

Comments:

Only when requested

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree

Comments:

This has to be a matter for individual learners

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Comments:

Provision for those who would like to learn more

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Neither agree nor disagree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

I think the great cost does not match the intended result

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

If jobs in Wales become limited to Welsh speakers it will be a sad day. Whilst the language is useful, a limitation on jobs will produce a brain drain

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

This must be a matter for choice. People who are fluent with Welsh will automatically move towards that sector

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

None thank you

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Disagree

Comments:

Too costly money should be used elsewhere The nation needs to get more jobs and more people working You need to attract more companies to come to Wales and most of the world speak English

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Comments:

Most authorities under financial pressure now

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Comments:

See above

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Disagree

Comments:

As above

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Disagree

Comments:

Only if To lose present education standards

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Neither agree nor disagree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Loss of school education standards

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

Narrow minded

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Disagree

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

No Response

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree

Comments:
Agree only on core subjects

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Local voting

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Disagree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Disagree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Disagree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Disagree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Disagree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Disagree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Neither agree nor disagree

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Disagree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

No Response

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

No Response

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Disagree

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

No Response

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

No Response

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

No Response

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Disagree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Disagree

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Disagree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Emigration

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

See above

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Y you are struggling at the moment to run to run this country with the president education standards. You want to spend more money on things like this, when the whole world speaks English and also when you can't afford to provide properly for the NHS and a lot more other things in the hall government that are failing such as care et cetera

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Disagree

Comments:

Resources should be targeted at improving literacy and numeracy in Wales, which is consistently below other areas of the UK. The target of one million Welsh speakers appears arbitrary. What positive outcomes are expected? How will 1million Welsh speakers change life in Wales for the better. Until this is articulated no further resources should be allocated to this ambition.

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Comments:

I disagree with additional targets for local authorities which are already struggling to deliver key services.

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Comments:

Welsh Ministers should be focused on making the lives of people in Wales better, not wasting resources on arbitrary targets.

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Disagree

Comments:

More wasted resources without clearly articulated benefits.

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Disagree

Comments:

We do not need more targets for schools that distract from the key skills of numeracy and literacy. If Welsh

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Ministers can demonstrate that Welsh children are excelling in numeracy and literacy by all means focus on additional targets and improving Welsh language skills.

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Disagree

Comments:

We don't need more complex categories and targets.

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

This will put more pressure on an education system that is already creaking. Can't Welsh Minister's see that they are piling more pressure on schools and staff? The ivory towers must be very high if they are so removed from reality.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

A waste of time, money and resources. Wake up please.

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Neither agree nor disagree

Comments:

If they can demonstrate that numeracy and literacy skills are excellent.

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Unrealistic.

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Disagree

Comments:

Not needed.

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

None.

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Disagree

Comments:

Not needed.

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Disagree

Comments:

Unrealistic.

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Disagree

Comments:

Not needed.

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Disagree

Comments:

Pointless targets and a waste of scarce resources.

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Disagree

Comments:

More pointless bureaucracy.

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Disagree

Comments:

More pointless bureaucracy.

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Disagree

Comments:

More pointless bureaucracy.

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Disagree

Comments:

More pointless bureaucracy.

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Disagree

Comments:

More pointless bureaucracy.

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Disagree

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Disagree

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Comments:
Absolutely not.

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Stop thinking about statutory duties and start thinking about why people don't already speak and use Welsh. If your ambitions are unrealistic (which they clearly are) why do you keep throwing resources at them? Stop now.

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Disagree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Disagree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Disagree

Comments:
More pointless bureaucracy.

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Disagree

Comments:
It is not needed. Another pointless Quango.

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Disagree

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Comments:

More pointless bureaucracy., wasted resource.

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Neither agree nor disagree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

None of them.

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

None. The Welsh language is a low priority for most people who want jobs, a good healthcare system and a good standard of education for their children. Welsh Ministers are not delivering any of those priorities.

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Stop now. Focus resources on improving numeracy and literacy and forget the Welsh language for now.

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Please stop this nonsense.

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Disagree

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Neither agree nor disagree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Disagree

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Neither agree nor disagree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Welsh language should be an option in English speaking schools, there are Welsh speaking schools available. Compulsory Welsh only reduces the time teachers have to teach core subjects and this is reflected in the falling Education standards across Wales in comparison to England.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

Placing schools in a category appears to be fine, though for what purpose? I can only conclude that this data will be used to allocate funding in a manner bias towards those schools that focus on the Welsh language. This is clearly wrong.

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Disagree

Comments:

English speaking schools should reduce their Welsh language provision to concentrate on core subjects.

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Disagree.

This is removing choice from pupils and parents, and will slowly force many parents to move their children either to independant schools or to schools across the border. This is already beginning to happen in some areas, and often the talented pupils who want to focus on other subjects are the ones who are most likely to move. Additionally these pupils are then less likely to build their future careers in Wales

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Disagree

Comments:

This will only be used to "punish" schools who believe their pupils are best served by a school focused on core subjects

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Local opinion.

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Disagree

Comments:

Ministers need to focus on Education in general, not one subject. This will take resources away from more important subject and will only split many communities

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Disagree

Comments:

This will exclude many talented none Welsh speaking teachers who will take their skills elsewhere.

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Disagree

Comments:

Local communities should be allowed to decide what medium they use in education children. All these objectives should be scrapped and the focus switched to core subjects that will benefit all nationalities that live in Wales

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Disagree

Comments:

This will only seek to punish those authorities not aligned to the plan. There are fewer and fewer Welsh speaking areas across the whole of Wales, clearly this is not the wish of the vast majority of the Welsh people

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Disagree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Neither agree nor disagree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Disagree

Comments:

Again this will drive out many talented workers, I know many 20-30 year olds who are building strong

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

careers in their chosen fields, but have rejected a future working in the local authority due to an increasing push on the Welsh language.

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Neither agree nor disagree

Comments:

again, I don't object to reports, but fear what conclusions the reports will make. I suspect any failure to implement the plans will be punished.

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Disagree

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Neither agree nor disagree

Comments:

Drop the plans and focus on Education in general.

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Disagree

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

No Response

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Disagree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Disagree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Disagree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Disagree

Comments:

Allow local communities to decide

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree

Comments:

For those that wish to learn Welsh

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Neither agree nor disagree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

All Taxpayers in Wales will end up picking up the cost.

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Past data is clearly indicating that the population of Wales is becoming more cosmopolitan. Pushing new arrivals who are only beginning to learn English will only alienate them. Please have some thought about what direction Wales is travelling. This kind of proposals suggest the focus is inward looking and too nationalistic. Lets rejoice in the use of Welsh for those that wish to use it, but rejoice in the fact that we can communicate to most of the world and welcome visitors and new residents by communicating with them in English.

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

English is the primary language of Wales, that is an undisputed fact, and needs to be accepted.

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

There is already a strong bias towards Welsh speakers in many areas, discriminating against non speakers. This simply drives away many of the most talented people in Wales, but will by eliminating that group, help to achieve the objectives of the paper.
You must consider if this is really a good thing for Wales

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

I would like to have seen some questions that open up the option dropping this paper. It is too one sided and does not offer an alternative view or question the relentless push towards the Welsh language that I believe is severely damaging our country and forcing many talented people away.

Proposals for a Welsh Language Education Bill

Consultation response form

Your name:

Organisation (if applicable):

email/telephone number:

Your address:

Responses should be returned by 16 June 2023 to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

Questions from the document ‘Proposals for a Welsh Language Education Bill’

Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that’s synonymous to level B2 by 2050? If so, what should that role be?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that’s synonymous to level B2 by 2050? If so, what should that role be?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Publication of the Welsh language skills continuum will enable education providers to develop a range of provision in order to support learners of all ages on their journey. The continuum should be inclusive and open and should reflect the complex and varied nature of language acquisition.

Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Supporting comments

Capacity is likely to be the largest challenge. In terms of implementation and delivery, consideration should be given to funding alternative mechanisms for providing Welsh language provision – including extra-curricular provision; external tuition opportunities and alternative staffing models – in order to maximise the value for money and impact. Traditional delivery models are unlikely to enable sufficient progress towards the 2050 targets. Innovation must be encouraged and supported.

Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role in the process?

Supporting comments

This seems reasonable and sensible.

Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Supporting comments

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Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Supporting comments

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Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and

learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Local authorities should be required to commission services to deliver this.

Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Supporting comments

It will be necessary to fund alternative, innovative delivery methods, as well as providing funding which incentivises recruitment of Welsh medium teachers. Provision should be expanded to enable non-Welsh speaking teachers to develop their Welsh-language skills in order to enhance their delivery potential through the medium of Welsh.

Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	✓
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Supporting comments

Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Questions from the ‘Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill’ document

Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	✓
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Supporting comments

Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

Supporting comments

Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

Mandatory questions

Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:



Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (lle bo'n berthnasol): **CYNGOR SIR GAERFYRDDIN**

e-bost/rhif ffôn: 01267 234567

Eich cyfeiriad: Neuadd y Sir, Bryn y Castell, Caerfyrddin, SA31 1JP

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050

Llywodraeth Cymru

Parc Cathays

Caerdydd

CF10 3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: Cymraeg2050@llyw.cymru

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae gosod targed y miliwn mewn deddfwriaeth yn nod hir dymor cymeradwy i'w anelu ato. Buan y daw, fodd bynnag, a byddai ei gynnwys yn y Bil yn fodd o bensaernio camau cynnydd tuag at y targed mewn modd bwriadus. Byddai'r camau byr dymor yma'n cael eu dilysu'n fwy pendant gan y byddai targed y miliwn yn statud. Gall hyn wedyn fod yn fodd o esbonio rhesymeg camau gweithredu i wahanol gynulleidfaoedd a rhanddeiliaid, gan gynnwys y drwgdybus a'r gwrthwynebus.
Tanlinella nod y miliwn hefyd faint o waith sydd ei angen yn yr amser sydd weddill i'w wireddu.

Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deiliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Oes, mae rôl bendant i Awdurdodau Lleol. Yr haen ganol yma o weithredu sydd orau wrth asio strategaeth Genedlaethol gyda chamau gweithredu pendant ar y ddaear. Mae'r ôl troed cynghorau Sir wedi profi'n effeithiol o ran graddfa adeg argyfwng Covid ac mewn cyd destunau eraill. Mae'n argyfwng Cenedlaethol wedi Cyfrifiad 2021 os ydym o ddifri' wrth fewnoli faint o waith sydd ei angen cyn cyrraedd dyheadau ieithyddol 2050. Dadleir fod rôl bendant i haenau eraill ochr yn ochr ag Awdurdodau, yn enwedig haen uwch reoli Llywodraeth Cymru.
Mae rôl bendant o safbwynt y gyfundrefn addysg a byddai diffinio rôl ALLau yn fodd hefyd o sicrhau rhagor o gysondeb rhwng Awdurdodau. Bydd angen codi disgwyliadau nifer o Awdurdodau a herio pob un i wneud ei ran.
Teimlwn y byddai'n addas i ALLau roi'r deiliant ieithyddol B2 yn ganolog i'w gwaith cynllunio; wrth ddarparu addysg o'r newydd, wrth ddiwygio darpariaeth addysg ac wrth symud yr ysgolion presennol ar hyd continwmm ieithyddol. Gallent fod yn cefnogi ysgolion, ac yn goruchwylio cynnydd yr ysgolion a'r system addysg sirol yn ei chyfanrwydd.
Gall Awdurdodau hefyd arwain drwy fod yn gyflogwyr dwyieithog, lle bo bri, statws a disgwyliadau parthed y defnydd o'r Gymraeg yn y gweithle yn eglur, yn glir ac uchelgeisiol.
Mae angen mwy o waith ar ddealltwriaeth y gyfundrefn gyfan o gwmpas lefel B2 – yn llafar, yn ysgrifenedig ac o ran darllen.
Wrth drafod gyda'n ysgolion cyfrwng Saesneg, roedd croeso gofalus i B2 a'r pwyslais ar lafaredd – gan ei fod yn rhoi nod clir iddynt anelu ato am y tro cyntaf.

Cwestiwn 3 –Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod ?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Rhagor o arweiniad ar oblygiadau ymarferol lefel B2. Negeseuon cyson a chynhaliol gan Weinidogion wrth ddathlu bodolaeth y targed hwn a'r arweiniad a'r ewyllys gwleidyddol i ddwyn y maen i'r wal wrth rannu'r weledigaeth. Bod yn ffrind beirniadol i Awdurdodau, drwy sicrhau prosesau monitro rheolaidd. Cynnig cymorth a her lle bo'n briodol. Cynllunio gweithlu cenedlaethol o athrawon, darparu cyllid i gefnogi ymdrechion i gynyddu lefel sgiliau Cymraeg athrawon presennol, cynnig naratif cenedlaethol, cadarnhaol am addysg Gymraeg a dwyieithrwydd. Dylent hefyd fod yn atebol am berfformiad awdurdodau lleol yn erbyn y deilliant, sefydlu system arolygu gadarn a sefydlu cyfundrefn o gamau cadarn pe na bai taflwybr ALI yn perfformio tuag at y deilliant fel y dylai.

Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwmm sgiliau Cymraeg?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Rydym wedi hen drafod sefydlu un Continwmm. Mae'n amser nawr i weithredu. Diffinio'r continwmm yn glir a gofalus (gan ymgynghori gydag arbenigwyr, ond hefyd gydag athrawon a phobl ifanc) a chyfathrebu fod hon yn gontinwmm i bob un o breswylwyr Cymru. Hyrwyddo continwmm o fewn cyd-destun addysg gydol oes a bod cyfleoedd i ymuno ar y continwmm, a theithio ar ei hyd, ar unrhyw bwynt ar hyd siwrnai bywyd. Bod yr un continwmm yn eiddo i bawb ac annog pawb i ymffrostio yn y ffaith eu bônt ar un siwrnai. Yn y cyswllt yma, mae angen codi hyder pobl i osod eu hunain ar y continwmm – ac efallai y byddai ymgyrch gyhoeddusrwydd at berwyl hynny yn ddefnyddiol. Cyplysu hyn wedyn gyda chyfleodd yn y gweithle a chyd-destunau eraill i ddatblygu ar hyd y continwmm. Wedyn, mae angen gwneud cysylltiad rhwng yr un continwmm a chwestiwn y cyfrifiad ar y Gymraeg (sydd angen ei ddiwygio yn ngoleuni hyn o bosib).

Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categoreiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Teimlo'n gryf y dylid gwneud hyn. Mae gosod categorïau ar sail statudol yn gam ymlaen o'r trefniadau cyfredol.
Bydd PLASC '24 yn sefydlu gwaelodlin ond bydd angen symud o'r pwynt yma ymlaen drwy annog pob ysgol i symud o fewn ei chategori ac i categorïau uwch. Ymhen amser, bydd angen edrych ar y diffiniad o Ysgol Saesneg – gall y term yna fod yn gamarweiniol wrth i 2050 agosáu. Dylai ieithwedd categoreiddio felly adlewyrchu cysyniad yr un continwmm. Hefyd, yn nhreigl amser, dylid adolygu'r diffiniadau fel eu bônt yn fwy uchelgeisiol o ran darpariaeth Cyfrwng Cymraeg. Yn Sir Gâr, rydym ni wedi synhwyro llawer o ewylllys da ac empathi mewn ysgolion Saesneg gydag egwyddorion y Gymraeg, eithr fod ffactorau ymarferol megis diffyg staff cymwys ac anawsterau recriwtio'n milwriaethu yn erbyn y cynnydd a geisiwn yn narpariaeth y Gymraeg yn yr ysgolion dan sylw. Cyfyd hyn yr angen am ymgyrch recriwtio enfawr a chyson o hyn ymlaen – ar lefel Genedlaethol a lleol. Rhaid cyplysu hynny gyda thrafodaeth ar lwyth gwaith athrawon ac ar dâl ac amodau gwaith. O ran y sector cyfrwng Cymraeg, rhaid hefyd ystyried a oes angen ysgogiadau pellach o weithio yn y sector a/neu i gefnogi staff cyfredol i hogi eu sgiliau ieithyddol ymhellach. Dylid adolygu'r categorïau yn rheolaidd yn nhreigl CSGAau 10 mlynedd – o ran eu diffiniadau ac hefyd o ran dilysrwydd y diffiniadau dros amser mewn ysgolion unigol.
Mae angen adolygu Deddf Trefniadaeth Ysgol 2013 gan nad yw rhannau allweddol ohoni'n parhau'n ddilys o ystyried y system categorio newydd. Rhaid sicrhau proses esblygol fwy organig lle mae'n fwy esmwyth i symud o un categori i'r llall. Oes angen ystyried beth yw'r berthynas rhwng y categorïau a'r deilliant B2? Oni allai'r categori gael ei osod yn ôl faint o ganran y disgyblion sy'n cyrraedd B2 yn hytrach na faint o ddarpariaeth Gymraeg sydd yn yr ysgol? Neu oes angen mapio'r berthynas rhwng nifer yr oriau cyswllt a'r deilliant o leiaf?

Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydyn, ond gwneud hynny wedi cyfnod o ymgynghori trylwyr ac ymchwil pen desg wrth astudio data – faint o ysgolion ymhob categori, gwahaniaethau daearyddol, newidiadau dros amser ac ati.

Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

Mae angen rhyw fath o waelodlin, ond ni ddylai fod yn esgus i beidio darparu yn rhagor na'r isafswm. Mae 15% o leiaf ar gyfer ysgol categori 1 yn mynd i symud nifer o ysgolion ymlaen ond a fydd y ganran yma yn llwyddo i gynhyrchu dysgwyr B2 mewn digon o niferoedd i wneud gwahaniaeth i darged y miliwn a chenedl hyderus ddwyieithog?

Rhaid edrych wedyn ar nifer y dysgwyr mewn ysgolion Categori 1 a 2 sydd ddim yn cael digon o brofiadau cwricwlaidd i ddatblygu'n siaradwyr hyderus.

Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol

Mae canllawiau cyfredol yn meddu taw Awdurdod Lleol sydd yn cynnig arweiniad ar gategori iaith ysgol, yn unol â'r Cynllun Strategol. Dylai ysgolion a'r Awdurdod gytuno mewn proses ddwy ffordd, ond mae rhoi'r gair olaf i'r Awdurdod yn egwyddor y dylid ei gadwraeth. Mae hyn yn bwysig os am gryfhau'r llinyn rhwng categori ysgol a thargedau a osodir ar yr Awdurdod gan Weinidogion, ac wrth sicrhau darlun cyson a strategol ar draws y Sir. Os ydi ysgolion yn mynd i gael llais amlycach yn y broses, mae angen cofio cymal 'dim gwaethygid' y canllawiau presennol. Cytunwn y dylid adolygu'r categorïau yn rheolaidd. Cytunwn fod angen canllawiau mwy echblyg ar sut i osod categori a bod angen cyhoeddi'r categorïau ym mhrosiectysau ysgolion ac yn y prosiectysau cyfansawdd. Mae angen wedyn i Lywodraeth Cymru sicrhau fod Awdurdodau gwahanol yn ymdrin â chategoreiddio mewn modd tebyg, sy'n atgyfnerthu cyfraniad strategol pob Awdurdod at nod y miliwn ar draws Cymru.

Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Cytuno'n gryf, a gellir sicrhau hyn drwy gael yr agwedd hon yn rhan statudol o gynlluniau datblygu ysgol. Mae lle i rai ysgolion symud o fewn eu categori, eraill i symud i gategori uwch. I ysgolion sydd eisoes yn ysgolion 3, mae digon o sgôp i ddatblygu ymhellach gyda gloewi, ffocws ar safonau, hybu amlieithrwydd ac ati. Bydd angen cymorth ar rai ysgolion, felly byddai datblygu arlwy neu rhaglen ddatblygu enghreifftiol yn rhoi cymorth i ysgolion ddeall pa agweddau y gellir eu gyflawni a sut i gyrraedd yno. Dylid cynllunio elfen o gefnogaeth gymunedol i gynyddu defnydd y Gymraeg i mewn i'r disgwyliad hwn. Dylai fod cefnogaeth gan Athrawon gwella'r Gymraeg, gan Fentrau iaith, yr Urdd ayb ar gael i ysgolion i atgyfnerthu defnydd cymdeithasol, lafar y Gymraeg er mwyn cefnogi'r ysgolion i gyrraedd y deilliant B2. Bydd angen buddsoddiad pellach i gynnal y ddarpariaeth yma.

Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Cytunwn gydag egwyddorion paragraff 57, serch y dylid bod yn fwy echblyg ar y cysyniad o ddatblygu 'dros amser'. Tra'n derbyn bod amodau lleol ee hyfedredd

staff yn gallu llesteirio cynnydd, a oes rhinwedd i ddisgwyl cynnydd blynyddol, gyda newidiadau mwy sylweddol (ee newid categori) yn digwydd dros gyfnod mwy ymestynnol (ee 3- 5 mlynedd) neu dros ystod oes llawn CSGAau? Mae'r canllawiau ym mharagraff 60 yn ddefnyddiol i ysgolion wrth lunio eu cynlluniau cyflawni a dylid datblygu ymhellach ar y pwyntiau yma, gan eu cyflwyno i ysgolion, ar ffurf peilot, cyn i'r Bill ddod yn statud.

Rydym yn cytuno gyda'r gadwyn a nodir ym mhwynt 58 o Weinidogion Cymru yn gosod targedau sirol, yr ALI yn creu cynllun i wireddu'r targedau hynny a'r ysgolion yn bwydo i mewn l'r cynllun hwnnw gyda'u manylder lleol.

Cytunwn hefyd y dylai ALI ystyried demograffeg yr ardal a chael arweiniad gan y Comisiwn Cymunedau Cymraeg o'r perwyl hwn.

Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Gall y monitro yma fod yn rhan o waith arferol Swyddogion Gwella a Chefnogi Ysgolion, a dylid monitro'r cynlluniau cyflawni yn ffurfiol yn flynyddol. Cynigiwn y gellir gosod y cynllun cyflawni fel eitem sefydlog ar agendâu tymhorol Cyrff Llywodraethu a/neu eu gwneud yn rhan o adroddiad tymhorol y Pennaeth i'r corff. Mae'r rôl a awgrymir i Estyn yn briodol.

Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

Mae'r egwyddor o gynnig y cyfle ar gyfer addysg Gymraeg yn lleol yn un bwysig. Pan fydd e.e. ystâd o dai newydd yn cael ei godi mewn ardal, nid oes modd darogan pwy fydd y preswylwyr newydd. Byddai'n rhesymol wedyn i agor unrhyw ysgol newydd yng Nghymru yn categori 2 fan leiaf, os nad categori 3. Gellid codi hyder y gymuned drwy ddechrau'r ddarpariaeth mewn rhaglen dreigl o'r cyfnod sylfaen i fyny.. Mewn ardaloedd o ddiddordeb ieithyddol arbennig, megis ee. y gogledd orllewin a'r de orllewin, dylai pob ysgol newydd fod yn categori 3 neu 3P. Mae'n gyfle euraidd i wneud cynnydd tuag at y nod o ddatblygu siaradwyr B2 ac wrth gyrchu at y miliwn.

O safbwynt y siroedd nad ydynt â dwysedd uchel o siaradwyr Cymraeg, mater i'r ALI benderfynu categorïau ysgolion newydd yn unol â'u targedau sirol, ond ni fyddai modd iddo fod yn llai na chategori 2 ac ni ddylai olygu bod canran y disgyblion sy'n cyrraedd deilliant B2 yn lleihau o ganlyniad i ddarpariaeth yr ysgol newydd.

Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer

caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Rydym yn cytuno gyda'r gadwyn a nodir ym mhwynt 58 o Weinidogion Cymru yn gosod targedau sirol, yr ALL yn creu cynllun i wireddu'r targedau hynny a'r ysgolion yn bwydo i mewn l'r cynllun hwnnw gyda'u manylder lleol. Rydym hefyd yn awyddus i weld cynllun cyfannol ar gyfer yr ystod gyfan o ddysgu Cymraeg. Mae 'na le i gydlynu yn fwy effeithiol, gyda gwaith pellach ei angen ar hyd siwrnai addysgol dysgwr, ond yn enwedig o safbwynt llwybrau dysgu 14+ a rôl addysg bellach ac addysg uwch wrth gynnig cyfleodd i gwrdd â'r angen am ddilyniant ieithyddol i ddysgwyr wedi oedran addysg statudol. Tybed ydi'r cyfnod monitro yn rhy hir dymor...a ddylid adolygu cynllun fel hyn yn fwy mynych yn ystod pob tymor Seneddol?

Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Teimlwn fod cynllunio a gwireddu'r cynnydd sydd ei angen yn y gweithlu addysg yn fater i'r Llywodraeth i'w ddatrys gyda chymorth yr ALI a holl rhanddeiliaid eraill y maes. Maes sydd angen cydlynu Cenedlaethol yw wrth drafod gyda sefydliadau hyfforddiant cychwynnol athrawon ac ati. Mae gosod targed yn un peth, gwireddu'r targed yn fater gwahanol. Yn hynny, mae angen ymgyrch fawr i recriwtio, denu a chadw athrawon a chymorthyddion sydd yn hyddysg i addysgu a chefnogi trwy'r Gymraeg. Dylai weithredu ar lefel genedlaethol, wedi ei chefnogi gan ymgyrchoedd lleol. Mae yna ddigon o ewyllys da o gwmpas yn system yn ein cwr ni o'r byd parthed addysg Gymraeg ond mae peryg y bydd diffyg staff cymwys/hyderus yn llesteirio cynnydd at wireddu dyheadau'r Bil Addysg. Byddai datgloi'r pôs yma yn gymorth mawr ar y ddaear. Nid oes modd i ALI wynebu'r her yma ar lefel sirol ar ei phen ei hunain.

Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae'r saith maes yn cwmpasu oedran addysg Statudol yn reit dda. Wrth ddefnyddio 'mwy na' fel rhan o'r datganiadau, mae'n amlygu'r llwybr a geisir ond mae angen diffinio'r cynnydd yn fwy hwylus. Hefyd a oes lle i ddiffinio'r sector ôl 16 yn fwy echblyg, er cwmpasu pobl ifanc mewn chweched dosbarth, yn addysg bellach ac yn addysg Uwch? Hefyd mae'r sector dysgu gydol oes yn berthnasol i gyrraedd y miliwn a chwmpasu Cymraeg i Oedolion.

Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae hynny'n synhwyrol.

Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Bydd hyn yn fodd o osod nodau priodol heriol i wahanol awdurdodau, sydd yn gweithredu yng nghyd destun ieithyddol gwahanol. Er hynny, byddai'n hybu cysondeb mewn proses i bob Sir. Pwysleisiwn y dylai na ddialog ddwy ffordd ddigwydd wrth osod y targed, fel eu bônt yn parhau yn briodol heriol ac yn gyraeddadwy dros amser, wrth ystyried mynd a dod mewn Gweinidogion a Swyddogion lleol rhwng nawr a 2050. Oes modd cyhoeddi rhagamcan o'r targedau a geisir hyd 2050 i bob Awdurdod wrth daflunio ymlaen at ganol y Ganrif a gosod rheiny mewn statud fel sail ar gyfer gosod targedau yn y blynyddoedd i ddod hy. Y dylai'r targedau rhwng 2025 hyd 2050 ar gyfer Awdurdod X fod ddim llai na Y?

Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

I fod yn dryloyw, mae yna ddadl y gallai hyn fod o werth. Rhydd gyfle i sicrhau cadernid ac ansawdd ar draws Cymru, gan hefyd fod yn fodd i daenu arferion da.

Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynigion i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
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Sylwadau ategol

Mae hon yn dasg i'w gweithredu ar sawl lefel. Teimlwn fod angen strategaeth Genedlaethol gynhwysfawr a gaiff ei arwain ar lefel genedlaethol gan y llywodraeth. Gall Awdurdodau wedyn chwarae rhan drwy gymhwysu egwyddorion Cenedlaethol ar lefel fwy lleol. Mae cynllunio'r gweithlu yn ymgorffori recriwtio a denu staff newydd ond hefyd datblygu, cynnal a chadw staff cyfredol. Mae hon yn elfen greiddiol sydd angen ei datrys, gan fod diffyg staff cymwys yn llesteirio dyheadau cymeradwy datblygiad addysg Gymraeg.

Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Rydan ni wedi ymrwymo i adrodd yn flynyddol i Bwyllgor Craffu Addysg a Phlant Sir Gaerfyrddin, ond yn cytuno y gallai cynnydd gael ei adrodd yn gyhoeddus mewn ffyrdd eraill yn ogystal.

Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Bydd hyn yn tynhau'r system. Dylid seilio hyn ar ethos gynhaliol yn hytrach nag yn or-arfarnol.

Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Paru awdurdodau gyda'i gilydd mewn system gyfoedion – er cefnogi ein gilydd a rhannu syniadau.
Cyfarfod monitro hanner blwyddyn gyda Llywodraeth Cymru er tracio cynnydd wrth wireddu targedau blynyddol.
Gosod y deilliant B2 o fewn deddf llesiant cenedlaethau'r dyfodol?

Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
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Sylwadau ategol

Eto, mae rôl ar sawl lefel fan hyn. Mae Cyngor Sir Gaerfyrddin eisoes yn hyrwyddo addysg Gymraeg i rieni a gofalwyr, yn debyg iawn i nifer o awdurdodau eraill. Gellid atgyfnerthu hyn drwy weithio gyda'n gilydd ar draws Awdurdodau ac ymgorffori'r cyfan dan adain ymbarél Cenedlaethol a fyddai'n arwain yn y maes.
Mae rôl amlwg i'r Strategaethau Hybu sirol yn hyn o beth hefyd.

Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Mae sawl awgrym yn yr ymatebion i'r cwestiynau uchod o ran rôl Llywodraeth Cymru yn y cyfanwaith. O ran Gweinidogion, parhau i hyrwyddo'r agenda ac i fod yn ddi-wyro wrth eiriol yn gyhoeddus dros yr ymgyrch Genedlaethol i gyrraedd y miliwn. Sicrhau bod naratif gadarnhaol am fanteision dwyieithrwydd ac addysg drochi yn cael ei ledaenu o holl raglenni'r llywodraeth.
Oes lle i'r llywodraeth ddarparu ymchwil trwyadl ar sut i gyfleu negeseuon cadarnhaol – beth sy'n gweithio?
Oes modd i'r gweinidogion ddylanwadu ar y maes gwerthu tai er mwyn sicrhau bod rheidrwydd ar y sector i egluro sefyllfa cyfrwng addysg yng Nghymru i fewnfudwyr, fel eu bod yn ymwybodol o'r angen i blant gael addysg cyfrwng Cymraeg a'r gefnogaeth sydd ar gael iddynt?

Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Rydym yn gwneud hyn eisoes ac yn debygol o barhau i wneud. Dylai pob hwyrddyfodiad na sydd yn rhugl ddwyieithog dderbyn addysg drochi hwyr fel amod ac addewid wrth ymuno gyda chyfundrefn addysg Cymru. Angen cefnogi ariannu costau refeniw canolfannau iaith ee. i gefnogi staffio a thrafnidiaeth i/o'r ganolfan.

Dylid hefyd ddathlu llwyddiannau canolfannau iaith yn fwy eang fel nodwedd arbennig o ddarpariaeth addysg Cymru.

Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Angen cefnogaeth ariannol cymesur a chyfatebol i gyflawni hyn os daw'n ddyletswydd.

Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
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Sylwadau ategol

Mae'r cysyniad yn un gwerth i'w ystyried. Er hynny, byddai angen i gorff fel hyn esgor ar gryn arbenigrwydd os am gwmpasu'r agenda addysg Gymraeg gydol oes yn ei gyfanrwydd. Pe bai'n dod i batrwm byddai angen i staffio'r corff adlewyrchu ehangder ac arbenigrwydd y sector.

Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
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Sylwadau ategol

Mae hyn yn opsiwn, yn sicr, ond byddai gwerth cynhyrchu modelau eraill i arfarnu yn erbyn y model o ehangu'r Ganolfan Dysgu Cymraeg Cenedlaethol. Byddai angen cryn ehangu i gwmpasu'r holl gyfrifoldebau – a chryn arbenigrwydd addysgol. Pe bai un corff yn ymgymryd â'r ystod lawn o'r meithrin i oedolion, rhaid cofio y byddai elfen o'r ddarpariaeth yn statudol ac elfennau eraill yn anstatudol. Pe bai 'corff hyd braich' yn cael ei sefydlu, sut fyddai'n atebol i Weinidogion a sut fyddai awdurdodau yn atebol i'r corff newydd? Beth fyddai'r rhyngberthynas wedyn gydag ysgolion unigol (neu a fyddai Awdurdodau yn brocera'r berthynas), Y coleg Cymraeg Cenedlaethol ac yn y blaen?

Byddai gwneud hyn yn gam beiddgar fyddai'n meddu ar gryn dipyn o waith meddwl. Mae agen sgopio hwn yn dra buan fel y gallwn graffu ar y cynigion gerbron.

Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Digon o ddarpariaeth, strwythurau a chynhaliaeth ariannol i danategu'r cyfan. Mae cyrraedd miliwn o siaradwr yn mynd i fod yn her aruthrol heb newidiadau sylweddol i atgyfnerthu a datblygu systemau cyfredol.

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

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Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

Sylwadau ategol

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Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol

Nid oes ystyriaeth wedi ei roi i'r perygl o ddigalonni disgyblion mewn ysgolion categorïau is, o safbwynt eu deilliant ieithyddol. Ar hyn o bryd, mae'r posibilïad o gael marc uchel mewn cymhwyster Cymraeg ail iaith yn apelgar i ddisgyblion ac mi fyddai hyn yn diflannu o'u rhoi ar yr un continwmm â disgyblion sy'n derbyn addysg Gymraeg neu sydd o deuluoedd Cymraeg.

Nid oes sylw wedi ei roi i'r effaith posib i wanhau apêl ysgolion Cymraeg wrth i fwy o ysgolion ddarparu mwy drwy'r Gymraeg. Mae'n hollbwysig hyrwyddo'r ddeilliannau gwych ieithyddol sy'n dod o addysg drochi llwyr o'i gymharu â rhai oriau yn Gymraeg.

Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinellïad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cwestiynau gorfodol

Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol

Mae yna lawer yn y Papur Gwyn i'w gymeradwyo. Mae'n gynhwysfawr a, pe bai'n dod yn gyfraith, mae potensial y bydd yn gwneud cyfraniad arwyddocaol iawn i addysg Gymraeg ac i nifer y siaradwyr hyderus yng Nghymru a thu hwnt.

Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Gellid priodi darpariaeth addysgol gyda darpariaeth anffurfiol i ddefnydd y Gymraeg; atgyfnerthu'r cysylltiad rhwng deilliant ieithyddol a defnydd llafar, anffurfiol o'r Gymraeg.

Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhyngrwyd neu mewn adroddiad. Os byddai'n well gennych i'ch ymateb aros yn ddiennw, ticiwch yma:

Proposals for a Welsh Language Education Bill

Consultation response form

Your name:

Organisation (if applicable): **CARMARTHENSHIRE COUNTY COUNCIL**

email/telephone number: 01267 234567

Your address: County Hall, Castle Hill, Carmarthen, SA31 1JP.

Responses should be returned by 16 June 2023 to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

Questions from the document 'Proposals for a Welsh Language Education Bill'

Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Setting out the million target in legislation is a laudable long-term goal to aim for. It will come around quickly, however, and its inclusion in the Bill would be a means of engineering progress towards the target in a more deliberate and measured manner. These short-term steps would be considered more valid were the million target to be set out in statute. This can then be a means of explaining the logic of actions to different audiences and stakeholders, including the sceptical and those who may be in opposition.

The one million goal also underlines how much work is needed in the remaining time to achieve it.

Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes, there is a definite role for Local Authorities. This middle tier of action operates best when National strategy is blended with concrete action on the ground. The County council footprint has proven effective in terms of its scale during the Covid crisis and in other contexts. If we are serious about reaching the linguistic aspirations of 2050 there is some internalizing to be done in terms of the amount of work that is needed before the aspirations are achieved. It is argued that there is a definite role for other tiers alongside Authorities, especially the upper layer of Welsh Government.

There is a definite role from the point of view of the education system and defining the role of LAs would also be a means of ensuring more consistency between Authorities. It will be necessary to raise the expectations of a number of Authorities and challenge each one to do their part.

We feel that it would be suitable for LAs to put the B2 linguistic outcome at the center of their planning work; when providing education from first principles, when reforming education provision and when moving the existing schools along a linguistic continuum. They could be supporting schools and oversee the progress of schools and the county education system as a whole.

Authorities can also lead by being bilingual employers, where the prestige, status and expectations regarding the use of the Welsh language in the workplace are clear, unambiguous and ambitious.
 More work is needed on the understanding of the whole system around the B2 level - orally, in writing and in terms of reading.

Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that’s synonymous to level B2 by 2050? If so, what should that role be?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Further guidance on the practical implications of the B2 level. Consistent and supportive messages from Ministers celebrating the existence of this target and the leadership and political will to bring the change to bear whilst sharing the vision.
 To be a critical friend to Authorities, by ensuring regular monitoring processes. Offer support and challenge where appropriate. Planning a national workforce of teachers, providing funding to support efforts to increase the level of current teachers' Welsh skills, offering a national, positive narrative about Welsh education and bilingualism. They should also be accountable for the performance of local authorities against the outcome, establish a robust inspection system and establish a system of robust actions if the LA trajectory does not perform towards the outcome as it should.

Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We have long discussed the establishment of one Continuum. It is now time to act. Ministers need to define the continuum clearly and carefully (consulting with experts, but also with teachers and young people) and communicate that this is a continuum for all residents of Wales. Promoting a continuum within the context of lifelong education and that there are opportunities to join the continuum, and travel along it, at any point along life's journey. That the same continuum belongs to everyone and encourage everyone to be proud of the fact that they are on one journey. In this context, peoples' confidence needs to be nurtured to place themselves on the continuum - and perhaps a publicity campaign for that purpose would be useful. Couple this then with opportunities in the workplace and other contexts to develop along the continuum.

Then, a connection needs to be made between the same continuum and the question of the census on the Welsh language (which may need to be amended in the light of this).

Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We feel strongly that this should be done. Setting categories on a statutory basis is a step forward from the current arrangements.

PLASC '24 will establish a baseline, but it will be necessary to move from this point on by encouraging each school to move within its category and to higher categories. In time, it will be necessary to look at the definition of an English School - that term can be misleading as 2050 approaches. The language of categorization should therefore reflect the concept of the same continuum. Also, in the passage of time, the definitions should be revised so that they are more ambitious in terms of Welsh Medium provision. In Carmarthenshire, we have sensed a lot of goodwill and empathy in English schools with the principles of the Welsh language, but practical factors such as a lack of qualified staff and recruitment difficulties are militating against the progress we seek in the provision of the Welsh language in the schools under consideration. This raises the need for a substantial and constant recruitment campaign from now on - at National and local level. That must be coupled with a discussion on teachers' workload and on pay and working conditions. With regard to the Welsh-medium sector, it must also be considered whether there is a need for further incentives to work in the sector and/or to support current staff to further sharpen their linguistic skills. The categories should be reviewed regularly in the passage of 10-year WESPs - in terms of their definitions and also in terms of the validity of the definitions over time in individual schools.

The School Organization Act 2013 needs to be reviewed as key parts of it do not remain valid given the new categorization system. A more organic evolutionary process must be ensured where it is easier to move from one category to another. Is it necessary to consider what the relationship is between the categories and the B2 outcome? Couldn't the category be set according to the percentage of pupils who reach B2 rather than the amount of Welsh language provision in the school? Or is it necessary to map the relationship between the number of contact hours and the outcome at the very least?

Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes, but do so after a period of thorough consultation and desk top research when studying data - the number of schools in each category, geographical differences, changes over time etc.

Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Supporting comments

Some kind of baseline is needed, but it should not be an excuse not to provide more than the minimum. At least 15% for a category 1 school is going to move many schools forward but will this percentage succeed in producing B2 learners in sufficient numbers to make a difference to the one million target and a confident bilingual nation?
We must then look at the number of learners in Category 1 and 2 schools who do not have enough curricular experiences to develop into confident speakers.

Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role in the process?

Supporting comments

Local Authorities have current guidelines which offer guidance on the school language category, in accordance with the Strategic Plan. Schools and the Authority should agree in a two-way process, but giving the Authority the last word is a principle that should be preserved. This is important if we want to strengthen the link between school category and targets set on the Authority by Ministers, and in ensuring a consistent and strategic picture across the County. If schools are going to have a more prominent voice in the process, it is necessary to remember the 'no detriment' clause of the current guidelines. We agree that the categories should be reviewed regularly. We agree that more detailed guidelines are needed on how to set a category and that the categories need to be published in school prospectuses and in the composite prospectuses. The Welsh Government then needs to ensure that different Authorities deal with categorization in a similar way, which reinforces each Authority's strategic contribution to the one million goal across Wales.

Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Strongly agree, and this can be ensured by having this aspect as a statutory component of school development plans. There is room for some schools to move within their category, others to move to a higher category. For schools that are already category 3 schools, there is plenty of scope to develop further with language refreshing (gloywi), focus on standards, promoting multilingualism etc. Some schools will need support, so developing an exemplar development program would help schools understand which aspects can be achieved and how to get there.

An element of community support should be planned to increase the use of the Welsh language into this expectation. There should be support to improve the Welsh language, with Mentrau iaith, the Urdd etc. available to schools to reinforce the social, oral use of the Welsh language in order to support the schools to reach the B2 goal. Further investment will be required to maintain this provision.

Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Supporting comments

We agree with the principles of paragraph 57, although the concept of developing 'over time' should be more explicit. While accepting that local conditions e.g. staff proficiency can hinder progress, is there merit in expecting annual progress, with more significant changes (e.g. change of category) occurring over a longer period (i.e. 3- 5 years) or over the full life span of WESPs? The guidelines in paragraph 60 are useful for schools when drawing up their delivery plans and these points should be developed further, presenting them to schools, in pilot form, before the Bill becomes statute.

We agree with the linkages set out in point 58 with Welsh Ministers setting county targets, the LA creating a plan to realize those targets and the schools feeding into that plan with their local intelligence.

We also agree that LAs should consider the demographics of the area and receive guidance from the Welsh Communities Commission to this effect.

Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

This monitoring can be part of the normal work of School Improvement and Support Officers, and the delivery plans should be formally monitored annually.

We propose that the delivery plan can be placed as a fixed item on the Governing Bodies' termly agendas and/or made part of the Headteacher's termly report to the Governors. The suggested role for Estyn is appropriate.

Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Supporting comments

The principle of offering the opportunity for Welsh language education locally is an important one. When e.g. an estate of new houses is being built in an area, it is not possible to predict who the new residents will be. It would then be reasonable to open any new school in Wales in category 2 at least, if not category 3. The confidence of the community could be raised by starting the provision in a rolling program from the foundation phase upwards. In areas of special linguistic interest, such as the north west and south west, all new schools should be category 3 or 3P. It is a golden opportunity to make progress towards the goal of developing B2 speakers and reaching the million.

From the point of view of the counties that do not have a high density of Welsh speakers, it is up to the LA to decide the categories of new schools in accordance with their county targets, but it would not be possible for it to be less than category 2 and it should not mean that the percentage of pupils who reach a B2 level decreases as a result of the new school's provision.

Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We agree with the links set out in point 58 of the Welsh Ministers setting county targets, the LA creating a plan to realize those targets and the schools feeding into that plan with their local detail. We are also keen to see a holistic plan for the whole range of learning Welsh.

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 education 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?

Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We feel that planning and realizing the progress needed in the education workforce is a matter for the Government to resolve with the help of the LA and all other stakeholders in the field.

This is an area that requires National coordination when discussing with initial teacher training institutions etc. Setting a target is one thing, realizing the target is a different matter. Therefore, a major campaign is needed to recruit, attract and retain teachers and assistants who are well versed in teaching and supporting through the Welsh language. It should operate at a national level, supported by local campaigns. There is enough good will around the system in our part of the world regarding Welsh education but there is a danger that a lack of competent/confident staff will hinder progress towards realizing the aspirations of the Education Bill. Unlocking this puzzle would be a great help on the ground. It is not possible for LA to face this challenge at county level on its own.

Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

The seven areas cover the Statutory education age quite well. When using 'more than' as part of the statements, it highlights the path being sought but the progress needs to be defined more readily. Also is there room to define the post-16 sector more flexibly, to cover young people in sixth form, further education and Higher education? Furthermore, the lifelong learning sector is relevant to reaching the million and incorporates Welsh for Adults.

Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

That is sensible.

Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

This will be a means of setting appropriately challenging goals for different authorities, which operate in a different linguistic context. However, it would promote consistency in process for each County. We emphasize that a two-way dialogue should take place when setting the target, so that they remain appropriately challenging and achievable over time, when considering the coming and going of Ministers and local Officers between now and 2050. Is it possible to publish a projection of the targets which is sought until 2050 for all Authorities when projecting forward to the middle of the Century and placing those in statute as a basis for setting targets in the coming years i.e. That the targets between 2025 to 2050 for Authority X should be no less than Y?

Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

To be transparent, there is an argument that this could be of value. It provides an opportunity to ensure robustness and quality across Wales, as it is also a means of spreading good practice.

Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

This is a task to be implemented on many levels. We feel that a comprehensive National strategy is needed which will be led at a national level by the government. Authorities can then play a role by applying National principles at a more local level. Workforce planning incorporates the recruitment and attraction of new staff but also the development and retention of current staff.

This is a core element that needs to be resolved, as a lack of qualified staff is hindering the approved aspirations of the development of Welsh language education.

Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We are committed to reporting annually to the Carmarthenshire Education and Children's Scrutiny Committee but agree that progress could be reported publicly in other ways as well.

Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

This will tighten the system. This should be based on a supportive ethos rather than being overly judgmental.

Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Matching or pairing authorities together in a peer system - to support each other and share ideas.
A half-yearly monitoring meeting with the Welsh Government to track progress in realizing annual targets.
Place the B2 result within the well-being of future generations legislation?

Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

Again, there is a role at many levels here. Carmarthenshire County Council already promotes Welsh language education for parents and carers, much like many other authorities. This could be reinforced by working together across Authorities and incorporating it all under the wing of a National umbrella that would lead in the field.
 There is a clear role for the county Promotion Strategies in this regard as well.

Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Supporting comments

There are several suggestions in the responses to the above questions regarding the role of the Welsh Government in the whole. As for Ministers, to continue to promote the agenda and to be unwavering in advocating publicly for the National campaign to reach the million. Ensure that a positive narrative about the benefits of bilingualism and immersion education is disseminated from all government programmes.
 Is there room for the government to provide rigorous research on how to convey positive messages - what works?
 Is there a way for the ministers to influence the housing sales sector in order to ensure that the sector is obliged to explain the situation of the medium of education in Wales to immigrants, so that they are aware of the need for children to have a Welsh-medium education and the support that available to them?

Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We already do this and are likely to continue to do so. All latecomers who are not fluently bilingual should receive late immersion education as a condition and undertaking when joining the Welsh education system. There's a need to support funding the revenue costs of language centres e.g. to support staffing and transport to/from the centres. The successes of language centers should also be celebrated more widely as a special feature of Welsh education provision.

Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Need proportional and corresponding financial support to achieve this if it becomes a duty.

Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

The concept is worth considering. However, a body like this would need to exhibit considerable expertise if it is to cover the lifelong Welsh education agenda as a whole. If it were to become a reality, the staffing of the body would need to reflect the breadth and expertise of the sector.

Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>
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Supporting comments

This is an option, certainly, but there would be value in producing other models to evaluate against the model of expanding the National Centre for Learning Welsh. It would require considerable expansion to cover all the responsibilities - and considerable educational specialism.

If one body were to undertake the full range of nursery for adults, it must be remembered that an element of the provision would be statutory and other elements non-statutory. If an 'arm's length body' were to be established, how would it be accountable to Ministers and how would authorities be accountable to the new body? What would the interrelationship then be with individual schools (or would the Authorities broker the relationship), The Welsh National College and so on?

Doing this would be a bold move that would require a great deal of thought. This needs to be scoped very soon so that we can scrutinize the proposals before us.

Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Enough provision, structures and financial support to underpin it all. Reaching one million speakers is going to be a huge challenge without significant changes to reinforce and develop current systems.

Questions from the ‘Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill’ document

Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

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Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

Supporting comments

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Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

No consideration has been given to the risk of discouraging pupils in lower category schools, from the point of view of their linguistic outcomes. At the moment, the possibility of getting a high mark in a Welsh second language qualification is appealing to pupils and this would disappear if they were put on the same continuum as pupils who receive a Welsh education or who come from Welsh families.

Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

Mandatory questions

Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

There is much to applaud in the White Paper. It is comprehensive and, should it become law, there is the potential that it will make a very significant contribution to Welsh language education and to the number of confident speakers in Wales and beyond.

Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

Educational provision could be married with informal provision for the use of the Welsh language; reinforce the link between linguistic outcome and informal, spoken use of the Welsh language.

Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:

Cynigion ar gyfer Bil Addysg Gymraeg

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Q1. Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno

Q2. Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Q3. Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Q4. Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwwm sgiliau Cymraeg?

Cytuno

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorïddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno

Q6. Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno

Q7. Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol Yn sicr mae angen isafswm amser neu bydd dim yn cael ei wneud.

Q8. Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol Y freuddwyd yw y byddai pob ysgol yn yr un categori ond y realiti yw, erbyn 2050, bydd angen categori ieithyddol

Q9. Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Sylwadau ategol Yn sicr ond mae angen buddsoddiad cadarn ar gyfer sicrhau athrawon o'r safon gorau drwy eu hyfforddi'n effeithiol a sicrhau cyflog dilys i'r swydd.

Q11. Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno

Q12. Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Gymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol Cytuno.

Q13. Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno

Q14. Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno

Q15. Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Cytuno

Q16. Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno

Q17. Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Angen cydweithio yma rhwng y ddau sector yn hytrach na bod yr awdurdodau yn teimlo dan fgythiad.

Q18. Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno

Q19. Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynnig i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno

Sylwadau ategol

A sicrhau bod caffael cryf o'r Gymraeg gyda hwy.

Q20. Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynnig ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno

Q21. Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno

Sylwadau ategol

Byddai hyn yn ddull effeithiol a chyflym.

Q22. Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Cytuno

Sylwadau ategol

Sicrhau bod eu swyddogion â'r gallu i gyfathrebu'n Gymraeg.

Q23. Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno

Q24. Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Mae wir angen esboniad ar y cyhoeddaw peth positif yw addysg Gymraeg ac nid iaith ail-iaith yw hi!

Q25. Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno

Sylwadau ategol

Byddai hyn yn wych er a fydd cyllid ar gael?

Q26. Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno

Q27. Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno

Q29. Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth disgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Q30. Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno

Q31. Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

Sylwadau ategol .

Q32. Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol .

Q33. Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol Na

Cwestiynau gorfodol

Q34. Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol

Mae angen cyflwyno hyn mewn modd bositif ac nid bygythiad yw i'r di-Gymraeg. Mae angen mynd i'r cymunedau ac esbonio hyn hefyd.

Q35. Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol Fel 34.

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Sylwadau ategol Mae angen hyrwyddo'r cyfan mewn modd hwylus, cryno a chadarnhaol. Mae'n fodd i ddathlu ein dwyieithrwydd a bod Y Gymraeg yn cael y statws teilwng.

Cynigion ar gyfer Bil Addysg Gymraeg

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Q1. Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno

Q2. Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Q3. Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Q4. Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwrm sgiliau Cymraeg?

Cytuno

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categoreiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno

Q6. Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno

Q7. Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol Cytuno

Q8. Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

No Response

Q9. Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

No Response

Q11. Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno

Q12. Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Gymraeg fyddai ysgol newydd a sefydlir?

No Response

Q13. Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno

Q14. Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno

Q15. Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Cytuno

Q16. Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno

Q17. Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno

Q18. Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno

Q19. Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynnig i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno

Q20. Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynnig ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno

Q21. Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Ddim yn cytuno nac yn anghytuno

Q22. Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

No Response

Q23. Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno

Q24. Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

No Response

Q25. Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno

Q26. Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno

Q27. Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Anghytuno

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno

Q29. Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Q30. Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno

Q31. Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

No Response

Q32. Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Q33. Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Cwestiynau gorfodol

Q34. Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol Posotif

Q35. Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol Dim barn

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Sylwadau ategol Na

Cynigion ar gyfer Bil Addysg Gymraeg

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Q1. Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno

Q2. Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Q3. Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Q4. Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwrm sgiliau Cymraeg?

Cytuno

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorieiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno

Q6. Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno

Q7. Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

No Response

Q8. Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

No Response

Q9. Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

No Response

Q11. Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno

Q12. Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Gymraeg fyddai ysgol newydd a sefydlir?

No Response

Q13. Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno

Q14. Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno

Q15. Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Cytuno

Q16. Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno

Q17. Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno

Q18. Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno

Q19. Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynnig i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno

Q20. Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynnig ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno

Q21. Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno

Q22. Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Cytuno

Q23. Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofalwyr?

Cytuno

Q24. Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

No Response

Q25. Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno

Q26. Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno

Q27. Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno

Q29. Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Q30. Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno

Q31. Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

No Response

Q32. Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Q33. Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Cwestiynau gorfodol

Q34. Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol gweler y sylwadau cyffredinol

Q35. Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol gweler y sylwadau cyffredinol

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Sylwadau ategol Mae'r Ganolfan Dysgu Cymraeg Genedlaethol yn croesawu ac yn cefnogi uchelgais y Papur Gwyn ac yn cytuno bod angen newidiadau trawsnewidiol o ran y Gymraeg mewn

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

addysg er mwyn ymateb i her Cymraeg 2050.

Sail holl waith dysgu'r Ganolfan yw'r cwricwlwm dysgu Cymraeg cenedlaethol a luniwyd yn 2017 ar gyfer dysgu oedolion. Mae'r cwricwlwm yn nodi'r trosolygon ar gyfer y pedair sgil iaith (siarad, gwranddo, darllen, ysgrifennu), ffwythiannau a chystrawennau gramadegol ar draws y lefelau. Fe'i seiliwyd i raddau helaeth ar yr hyn oedd yn bodoli yn y maes Cymraeg i Oedolion yn flaenorol, ond mae hefyd wedi tynnu ar amryw o gwricwla eraill mewn gwahanol gyd-destunau. Mae'r cwricwla eraill yn cynnwys Saesneg i Siaradwyr Ieithoedd Eraill (ESOL), ieithoedd Ewropeaidd a Saesneg yn Iaith Dramor (EFL), yn ogystal â Fframwaith Cyfeirio Cyffredin Ewrop ar gyfer ieithoedd (CEFR: Common European Framework of Reference for languages). Mae'n diffinio yn fanwl y sgiliau, yr wybodaeth gystrawennol a'r defnydd ffwythiannol o iaith y bydd eu hangen ar oedolion sy'n dysgu Cymraeg er mwyn arddangos eu bod yn cyrraedd safonau cenedlaethol.

Mae'r Ganolfan yn croesawu'r nod o greu continwwm sgiliau ar gyfer y Gymraeg sy'n cyfeirio at y CEFR.

Mae'r Ganolfan yn llwyr gefnogol i'r bwriad o sefydlu a gweithredu un continwwm sgiliau Cymraeg. Mae'n gweld y gallai hynny gefnogi a hwyluso taith iaith pob unigolyn yng Nghymru, ac arwain at hwyluso oedolion i ddysgu Cymraeg.

Mae'r Ganolfan yn cefnogi'r deiliant ieithyddol fod pob disgybl yn gadael addysg statudol yn gallu siarad Cymraeg yn hyderus. Er hynny, o gydnabod y sefyllfa bresennol, cydnabyddir yr her i sicrhau bod hynny'n gyfystyr â lefel B2 mewn ysgolion cyfrwng Saesneg a byddai'r Ganolfan yn croesawu'r cyfle i gynllunio tuag at y nod hynny gyda'r sector addysg. Croesawu'r Ganolfan y nod o greu mwy o ysgolion cyfrwng Cymraeg, sy'n creu siaradwyr Cymraeg hyderus.

Mae'r Ganolfan yn cefnogi'r bwriad o greu dolen gyswllt rhwng targedau cenedlaethol a thargedau lleol y Gymraeg mewn addysg. Mae'n croesawu'r nod o greu dolen gyswllt rhwng y targed o filiwn o siaradwyr a Chynlluniau Gweithredu Cymraeg mewn Addysg yr Awdurdodau Lleol. Byddai'r Ganolfan yn croesawu'r cyfle i i gydweithio gyda phartneriaid er mwyn creu gwell dilyniant, profiad a deilliannau i'r dysgwyr wrth iddynt ddod yn siaradwyr. Mae'r Ganolfan yn llwyr gytuno bod her eithriadol yn bodoli o ran tyfu gweithlu addysg sydd â'r sgiliau iaith angenrheidiol i'n galluogi i ehangu addysg cyfrwng Cymraeg a gwella deilliannau ieithyddol dysgwyr ym mhob ysgol. Mae'r Ganolfan yn credu bod cyfraniad pwysig ganddi i'w wneud o ran y ddarpariaeth hon a sicrhau bod elfennau o ddysgu Cymraeg cyson a safonol yn cael eu cynnig fel continwwm i'r gweithlu sy'n hyfforddi ac sy'n dysgu. Byddai'r Ganolfan yn croesawu gallu cynnig ei harbenigedd a'i gwasanaethau i ymateb i'r her. Mae'r Ganolfan o'r farn bod y gwaith hwn yn angenrheidiol er mwyn gallu ymateb yn gadarnhaol i uchelgais y papur gwyn.

Mae'r Ganolfan yn cefnogi'r ddyletswydd ar awdurdodau lleol i roi camau yn eu lle i hyrwyddo addysg Cymraeg a gwneud hynny'n rhagweithiol. Byddai'r Ganolfan yn croesawu'r cyfle i weithio mewn partneriaeth i ymateb i'r nodau sy'n cael eu hamlinellu a rhannu arbenigeddau dysgu Cymraeg.

Mae'r Ganolfan yn falch iawn o'r gwaith sydd wedi digwydd yn y sector Dysgu Cymraeg i oedolion dros y saith mlynedd diwethaf, ac mae hynny'n cael ei gyd-nabod gan Estyn a drwy'r adolygiad cyflym a gynhaliwyd gan Lywodraeth Cymru yn 2021. Mae'r Ganolfan bellach yn siop un stop ar gyfer dysgu Cymraeg i oedolion, ac yn ddiweddar mae wedi derbyn cyfrifoldebau ychwanegol i ymestyn ei darpariaeth dysgu Cymraeg i bobl ifanc o 16 oed.

Mae'r Papur Gwyn yn cyflwyno newidiadau all weddnewid deilliannau ieithyddol dysgwyr yn ein hysgolion. Byddai'r Ganolfan yn croesawu'r cyfle i rannu profiadau caffael iaith a chyfrannu at y rhaglen o newid sylweddol sy'n cael ei chynnig. Mae'r Ganolfan wedi ei sefydlu bellach ers saith mlynedd ac wedi profi ei harbenigedd o ran dysgu Cymraeg.

Un o ddyletswyddau cyntaf y Ganolfan oedd datblygu cwricwlwm dysgu Cymraeg ar gyfer oedolion. Mae'r cwricwlwm yn tynnu ar amryw o gwricwla eraill mewn gwahanol gyd-destunau, gan gynnwys Fframwaith Cyfeirio Cyffredin Ewrop ar gyfer ieithoedd (CEFR: Common European Framework of Reference for languages). Gellir rhannu ac adeiladu ar yr arbenigedd hwn er mwyn sicrhau cwricwlwm sy'n cynnig continwwm iaith gydol oes ac

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

sy'n cyd-fynd ag egwyddorion a llwybr cynnydd Cwricwlwm i Gymru.

Ymhellach i hynny, mae'r Ganolfan wedi arwain y sector dysgu Cymraeg, sy'n cyflogi yn agos i 600 o diwtoriaid, drwy gyflwyno adnoddau a hyfforddiant i gyflwyno'r cwricwlwm hwn. Mae o leiaf 15,000 o ddysgwyr yn dilyn cyrsiau'r Ganolfan yn flynyddol.

Mae'r Ganolfan hefyd wedi sefydlu partneriaethau niferus dros y cyfnod diwethaf, gan gynnwys gyda Mudiad Meithrin a'r Coleg Cymraeg Cenedlaethol.

Mae'r Ganolfan felly mewn sefyllfa gref i ymestyn ei gwaith a rhannu ei harbenigedd i ddatblygu'r continwmm sgiliau Cymraeg a rhoi cefnogaeth i ysgolion wrth iddynt symud ar hyd y categorïau ieithyddol o ran cyfrwng y ddarpariaeth. Mae'r Ganolfan yn croesawu'r cyfle i berchnogi'r continwmm sgiliau Cymraeg ac ymgymryd â swyddogaethau dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion yn y sector cyfrwng Saesneg.

Mae'r Ganolfan yn llwyr gytuno bod angen sefydlogrwydd i'r sector dysgu Cymraeg a gwarantu digon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru. Mae angen adeiladu ar lwyddiannau'r blynyddoedd diwethaf, a sicrhau bod gwasanaethau dysgu Cymraeg yn parhau ac yn ymestyn er mwyn cyrraedd y nod o filiwn o siaradwyr.

Cynigion ar gyfer Bil Addysg Gymraeg

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Q1. Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno

Sylwadau ategol

Gan obeithio y bydd hyn yn sicrhau cyllid digonol.

Q2. Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Sylwadau ategol

Fel siaradwr iaith cyntaf mae dyfodol yr iaith a'i rhan yn ein hunaniaeth fel Cymry i'w rannu â phawb. Y ffordd orau i wneud hyn yw gan osod targedau heriol ond cyrraeddadwy.

Q3. Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Sylwadau ategol

Sicrhau cyllid digonol a pholisiau tymor canolig a hir yn hytrach na phytiau bychan o bolisiau byr dymor er mwyn codi ymwybyddiaeth neu cael pum munud o ymateb positif yn y wasg.

Q4. Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwrm sgiliau Cymraeg?

Cytuno

Sylwadau ategol

Ydw, mae ei glymu fewn i gynllun CEFR am roi haen o grediniaeth i'r fframwaith a dylai Gweinidogion ddatgan hyn o'r cychwyn cyntaf a sefyll yn gadarn tu ôl i'w penderfyniadau.

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorieiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Does gen i ddim problem â system categorieiddio - ond mae'r newidiadau fel ag y maent yn cael eu cynnig

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorïddio ysgolion a gynhelir yn ôl cyfrwng iaith?

am olygu bydd y disgwyliadau ar rhai ysgolion T2 a T3 i leihau eu darpariaeth os nad yw'n cael ei gyflwyno'n ofalus iawn.

Q6. Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno

Sylwadau ategol

Os mae categorïau yn cael eu cyflwyno, wrth reswm mae nhw angen bod yn glir ac yn ddealladwy.

Q7. Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

Fel athro dydw i ddim yn cytuno ag isafswm o ran unrhyw beth ar unrhyw amserlen na gwricwlwm. Mae anghenion pob dosbarth/carfan yn gwbl wahanol ac yn newid o ddsbarth i ddsbarth heb sôn am o leoliad i leoliad. Yn ogystal byddwn i'n poeni bod staff nad ydynt yn gynnwys yn cael eu cyflogi i lenwi bwch amser. Ble byddai dwy awr da a chadarn yn well na 5 ag athro nad ydi'w Gymraeg yn ddigonol.

Q8. Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol

Rwy'n cytuno mewn egwyddor. Ond nid yw hwn angen bod yn rôl llawn amser i unrhyw un. Mi fyddai hynny'n wastraff ariannol. Dim ond bod ystadegau clir gan yr Awdurdol Leol o ddarlun Addysg Gymraeg eu hawdurdod er mwyn gallu cynllunio'n hirdymor - hyn sydd bwysicaf oll.

Q9. Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno

Comments:

Dyma'r unig ffordd mae sicrhau twf yn yr iaith a dim jest parhâd o'r darlun presennol. Wedi dweud hyn, mi fydd angen cyllid ac hyfforddiant cyson a theg er mwyn cefnogi'r ysgolio i wneud hyn. Mae gormod o ddisgwyliadau eisoes ar ysgolion sydd heb eu prisio yn realistig o gwbl.

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Sylwadau ategol

Ydw, fel i mi ddweud uchod, dwi'n cytuno a'r egwyddor o ddal i wthio a chynnyddu ar y darpariaeth. Serch hyn, ni ddylai droi'n ffon i darro ysgolion gyda hi. Mi fydd rhan fwyaf o ysgolion yn cymryd blynyddoedd i newid ymagwedd eu cymunedau at yr iaith heb son am

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

allu sicrhau hyfforddiant digonol i staff allu wneud y newidiadau hynny. Mi fydd angen cydnabod symudiadau gronnynol nid disgwyl gwyrthiau.

Yn ogystal, efallai bod y rhestr yma:

- * pa wersi yr ymrwymir y byddent yn cael eu cynnal drwy gyfrwng y Gymraeg
- * amllder y gwersi hynny
- * natur ieithyddol y gwersi, o ran dulliau addysgu a methodoleg
- * canran y ddarpariaeth Gymraeg o fewn blwyddyn ysgol
- * amserlen ar gyfer cynyddu darpariaeth Gymraeg
- * unrhyw gymorth y mae'r awdurdod lleol wedi ei addo i'r ysgol at ddibenion cynyddu'r ddarpariaeth mymryn yn ddu a gwyn a braidd yn rhyw "simplistic"

...mi fydd teimlad, naws ysgol ac ymagwedd at iaith yn bwysicach na fain o oriau o Gymraeg sydd i'w gweld ar yr amserlen.

Q11. Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno

Q12. Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Gymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

Ni ddylai unrhyw ysgol newydd gael ei hagor nad yw'n ysgol Gymraeg neu ag elfen dwyieithog amlwg. Fel arall nid yw 2050 yn realistig o gwbl.

Q13. Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno

Q14. Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno

Sylwadau ategol

Yr unig ran nad ydw i'n cytuno ag e yw bod lle i gonsortio o ran hyfforddi staff bellach. Haen o addysg ble mae arian yn cael ei lynu yn ddi-angen - a chydau'r darlun ariannol cenedlaethol yn gwaethygu ac ysgolion yn colli staff - mi fyddai cael gwared ar gonsortio yn ateb amlwg.

Q15. Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Cytuno

Sylwadau ategol

Cytuno'n gryf a phob un. Ffocws clir iawn.

Q16. Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno

Q17. Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Ddim yn cytuno nac yn anghytuno

Sylwadau ategol

Oni bai bod y targedau hyn yn dod a chyllid dim ond yr awdurdodau lleol fydd yn gallu gwneud penderfyniadau realistig. Serch hyn os oes awdurdo lleol sy'n osgoi eu cyfrifoldebau, wrth gwrs mae lle i Weinidogion gamu fewn.

Q18. Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno

Sylwadau ategol

Cyn belled nad yw hyn yn wastraffus o ran amser na chyllid.

Q19. Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynnig i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Anghytuno

Sylwadau ategol

Ar hyn o bryd, nid gyda'r ALI mae'r broblem ond gyda'r Prifysgolion. ee. Pan nad yw cwrs yn cael ei lenwi mae dros 30 o fyfyrwyr o Ganada wedi eu gwahodd ar gwrs TAR Cardiff Met dros y 2/3 blynedd diwethaf. Pa werth sydd i gynnig Cymraeg iddyn nhw pan nad ydynt yn aros yma - a dyna wrth drafod â nhw yw eu bwriad. Sdim all ALI wneud am y realiti hyn. Mae angen i Llywodraeth Cymru fynd ar afael a'r broblem, codi statws y swydd, codi tâl athrawon ac ati.

Q20. Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Ddim yn cytuno nac yn anghytuno

Q21. Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno

Q22. Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

No Response

Q23. Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofawyr?

Sylwadau ategol

Na, dylid hyn fod ar lefel genedlaethol neu fydd dyblygu cyson a gwastraff ariannol.

Q24. Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Nhw ddylai cyllido rhaglen cenedlaethol a gwneud yn glîr ei fod yn dod gan y Llywodraeth nid yn gysyniad lleol y gallant anghytuno ag o.

Q25. Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofawyr a dysgwyr?

Sylwadau ategol

Na - mae arian yn dynn ar ALI - chi ddylai fod yn gwneud hyn ar lefel genedlaethol.

Q26. Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno

Sylwadau ategol

Cyn belled bod cyllid digonol yn dod i gefnogi'r disgwyliad yma.

Q27. Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno

Q29. Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Q30. Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno

Q31. Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

No Response

Q32. Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Q33. Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Cwestiynau gorfodol

Q34. Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol

Mi fyddai'n sicrhau lle yr iaith fel rhywbeth mae'r mwyafrif o'r poblogaeth yn clywed yn ddyddiol. All hyn ond bod yn bositif.

Q35. Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Dydi dogfen hirfaeth ddim gael ei ddefnyddio mewn modd arbennig o dda. Mae angen bod yn syml a chlîr:

Deilliant 1: Mwy o blant meithrin neu tair oed yn cael eu haddysg drwy gyfrwng y Gymraeg

Deilliant 2: Mwy o blant dosbarth derbyn neu pump oed yn cael eu haddysg drwy gyfrwng y Gymraeg

Deilliant 3: Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall

Deilliant 4: Mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg

Deilliant 5: Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd destunau gwahanol yn yr ysgol

Deilliant 6: Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol ("ADY") yn unol â'r dyletswyddau a bennir gan y Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018

Deilliant 7: Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Sylwadau ategol

Cyllid a neges glîr ar lefel genedlaethol - dim gwrthio popeth ar yr ALI a'r ysgolion.

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Disagree

Comments:

Putting targets into law does not make them be achieved. It is more important to have a realistic plan to achieve the target, and essential to have relevant actions. Furthermore the logic and purpose of such a target has not been explained and lacks popular consent.

The Welsh government is all to capable of having targets that it misses widely, eg with the NHS and tree planting.

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Neither agree nor disagree

Comments:

This is unexplained jargon

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Neither agree nor disagree

Comments:

See previous comment.

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree

Comments:

Why not if they consider themselves capable.

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Disagree

Comments:

The plan clearly intends that the more Welsh medium is used in schools, the more superior they should be

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

considered. This is discriminatory.
Categorising by achievements would be more relevant and useful.

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Disagree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Given this would be at the expense of other subjects, and ignore the views of parents in English speaking areas, I'm opposed.
It could also reduce pupil engagement and in the long term damage acceptance of the Welsh language.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

Disagree.

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Disagree

Comments:

There is a danger this could come to be seen as forcing people to learn welsh against their will.

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Disagree strongly. Sovietisation of the Welsh education system.

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Disagree

Comments:

More Big Brother.

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Consult parents and the wider population in an open and honest way.

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Disagree

Comments:

It should not be a role for government to plan to force Welsh on the population. Language use should be a personal choice.

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree

Comments:

However is of negligible use unless implementation policies are set out and achieved.

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Neither agree nor disagree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Disagree

Comments:

More waste of taxpayer's funds.

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Disagree

Comments:

Authoritarian traits of the Welsh government are revealed.

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Neither agree nor disagree

Comments:

It would depend upon who the external reviewers are.

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Disagree

Comments:

Onerous duties so yet more local taxation for no value.

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Neither agree nor disagree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Disagree

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Neither agree nor disagree

Comments:

The question does not support any such answers.

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Disagree

Comments:

More authoritarianism tendencies displayed by the question.

Also note that the experience to date of promoting welsh language provision is that pupil's modern language abilities have been worsened compa to other uk nations.

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

None

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Disagree

Comments:

None of their business.

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Disagree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Neither agree nor disagree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Neither agree nor disagree

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Disagree

Comments:

Too soon for such a policy.

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Neither agree nor disagree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

The education budget of every local authority and school.
The ongoing compliance costs to local authorities appear greatly underestimated.

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

The risk that people and private companies will see Wales as a country to avoid.

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

There is a real risk that it will result in resentment against the Welsh language and the discrimination against the use of English.

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

I have no idea as the proposal is fundamentally misguided.

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

It is ridiculous survey design to demand an answer when one has nothing to say in response to the question, and a null response is implied as a legitimate answer. This is not the only logically invalid question in the consultation.

Proposals for a Welsh Language Education Bill

Questions from the document 'Proposals for a Welsh Language Education Bill'

Q1. Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Disagree

Q2. Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Q3. Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that's synonymous to level B2 by 2050? If so, what should that role be?

Disagree

Q4. Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Disagree

Q5. Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Disagree

Q6. Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Disagree

Q7. Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

My view is that setting a minimum provision requirement places further unnecessary pressure on schools, learners and staff. I also feel that it diverts efforts and attention away from other critically important education areas and reduces the level of choice and control that schools, staff and learners have over the education choices.

Q8. Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role?

I dont see a need to categorise schools in relation to their language category. I believe this adds a further unnecessary layer of bureaucracy to the education system.

Q9. Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Disagree

Comments:

I believe the current provision is sufficient.

Q10. Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

I dont feel that it is necessary to place further pressure on an already stretched education system and would rather see prioritisation of funds and efforts into key subject matter which enables the children to benefit from a globalised labour market.

Q11. Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Disagree

Q12. Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

I think the local authority should review demand for Welsh Medium schooling in the area and respond accordingly. I believe people should continue to have a choice about whether they select Welsh language schooling or otherwise

Q13. Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language (providing direction for statutory local implementation plans)?

Disagree

Q14. Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Disagree

Q15. Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Disagree

Q16. Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Disagree

Q17. Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Disagree

Q18. Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Disagree

Q19. Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Disagree

Comments:

I think this further limits the ability for authorities to plan their workforce based on teaching ability.

Q20. Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Disagree

Q21. Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Disagree

Q22. Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Neither agree nor disagree

Q23. Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Disagree

Q24. Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

No Response

Q25. Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Disagree

Q26. Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Disagree

Q27. Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree

Q28. Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Disagree

Comments:

I think further consideration needs to be given as to whether it is the right body rather than an assumption.

Q29. Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Disagree

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Q30. Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Neither agree nor disagree

Q31. Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

No Response

Q32. Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Q33. Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

No Response

Mandatory questions

Q34. Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

I strongly believe that people should have greater choice over their adoption and use of the Welsh language allowing children and their families to make their own educational decisions depending on their own priorities and future aspirations. I don't think Welsh language education should be statutory requirement.

Q35. Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

I think the policies should be changed so that there is greater choice rather than a 'nanny state' approach which takes decision making away from the public.

Q36. Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

None

**Cricieth
Gwynedd**

12 Mehefin 2023

Annwyl Swyddogion ‘Cymraeg 2050’

Par : Ymgynghori ar gynigion a fydd yn sail i Fil Addysg Gymraeg, bil a fydd yn cymryd camau i alluogi holl ddisgyblion Cymru i ddod yn siaradwyr Cymraeg hyderus drwy’r system addysg statudol.

Y Gymraeg fel iaith gymdeithasol

Nôl yn 2008, cyn i holl ferw ad-drefnu addysg (yn bennaf yn ysgolion cynradd y Sir) gydied, fe gyhoeddodd Cyngor Gwynedd adroddiad a gynigiai dros-olwg o’r holl sefyllfa. Yn gysylltiedig â’r gwaith fe gomisiynwyd Ymgynghoriaeth Dylan Bryn Roberts o’r Brifysgol ym Mangor i gynnal astudiaeth o ardrawiad iaith posib ar yr holl ysgolion yn yr Awdurdod petai cynnwys y cynllun yn gweld golau dydd.

Un adran o’r astudiaeth hon gan Dylan Bryn oedd arolwg o ddefnydd disgyblion yr ysgolion o’r Gymraeg fel iaith gymdeithasol. Penaethiaid yr ysgolion eu hunain a oedd yn gyfrifol am baratoi’r wybodaeth ar gyfer cwblhau’r arolwg hwn. Ei sail oedd gofyn am ymatebion i gwestiynau cwbl uniongyrchol e.e. iaith y buarth, iaith y cantŷn amser cinio, iaith wrth giât yr ysgol. Roedd y casgliad nid yn unig yn agoriad llygad ond yn destun cryn bryder yr un pryd.

Ar sail y canfyddiadau yn yr adroddiad fe gomisiynodd y Cyngor adroddiad pellach gan Dylan Bryn a Dr Enlli Thomas gan ofyn iddyn nhw ganolbwyntio ar ddefnydd cymdeithasol plant o’r Gymraeg. Ar ôl derbyn yr adroddiad fe ofynnwyd i mi fel Pennaeth Addysg yr Awdurdod arwain y gwaith o ymateb i’w gynnwys.

Yn ystod fy ngyrfa yn gweithio yn rhai o ysgolion uwchradd y Sir gan dreulio naw mlynedd yn bennaeth un o’r ysgolion hyn bŵm ynglŷn â materion strategol gweithrediad Polisi Iaith y Sir yn gyson. Daeth hynny’n gyfrifoldeb amlwg i mi yn ystod fy ngyrfa ar ôl yr ad-drefnu ar awdurdodau lleol ganol y 90au pan ddaeth y Polisi Iaith, (sydd â’i hanfod yn natblygiad ieithyddol pob unigolyn o ddisgybl) yn gonglfaen ein rhaglenni addysgol yn yr Awdurdod. Dyma’r maes y rhoddais fri arno gydol y blynyddoedd hyn, a phan ddaeth y cyfle i gydied yn y dasg o fanylu ar ddefnydd disgyblion ein hysgolion o’r Gymraeg fel iaith gymdeithasol a hynny bellach yn fy rôl fel Pennaeth Addysg, roedd yr her a’r cyfle i arwain y drafodaeth a’r gweithredu yn yr Awdurdod a’r holl ysgolion yn un cwbl arbennig.

Heb amlhau geiriau ymhellach, fe es ati i sefydlu gweithgor a gynhwysai’r Aelod Cabinet dros Addysg (Liz Saville Roberts ar y pryd), swyddogion o’r Awdurdod, cynrychiolwyr o ‘Hunaniaith’ a chynrychiolwyr o blith penaethiaid ysgolion cynradd y Sir. Bu’n Weithgor prysur ag iddo gyfeiriad a phwrpas clir i’w drafodaethau. Dyma pryd y sefydlwyd y **Siarter Iaith Gymraeg**. Ei bwriad yn gryno oedd cynnig arweiniad manwl i’r ysgolion sut i fynd ati i gryfhau’r defnydd o’r Gymraeg fel iaith gymdeithasol y plant yn yr ysgolion yn ogystal â newid arferion lle bo angen hynny.

Hyrwyddwyd y gwaith yn yr ysgolion gennym fel Awdurdod, trafodid y maes yn gyson fanwl gennym efo’r holl bennaethiaid, penodwyd Cydlynnydd i’r Siarter i weithio’n uniongyrchol efo’r ysgolion a maes o law datblygwyd rhaglen gyfrifiadurol a elwid yn ‘GWE

Iaith' i gasglu data gan yr ysgolion am gynnydd plant yn eu defnydd o'r Gymraeg ac i adnabod meysydd i weithio ymhellach arnynt.

Wedi i mi ymddeol (ychydig o flynyddoedd ar ôl sefydlu'r Siarter a'r rhaglenni gwaith cysylltiedig) gofynnwyd i mi lunio adroddiad i Lywodraeth Cymru ar y Siarter. Fe wnes hynny. Un argymhelliad clir a nodais ynddo oedd yr angen i holl randdeiliaid y maes a'r asiantaethau perthnasol **gydweithio** fel bo'r negeseuon a dderbyniai'r ysgolion yn tarddu o'r un cyfeiriad gyda'r un nod a phwrpas iddynt sef gyrru'r gwaith o geisio sicrhau bod y plant yn **siarad y Gymraeg fel iaith-bob-dydd** yn eu hysgolion. Dydi hynny ddim yn digwydd ar hyn o bryd.

Dyma'r rhanddeiliaid a oedd gen i mewn golwg:

Y Llywodraeth, yr awdurdodau, y consortia addysg, yr ysgolion, ac yn bennaf oll Estyn.

Ers pum mlynedd bellach rwy'n aelod o Gorff Llywodraethol yr ysgol gynradd leol a byddaf yn gyson yn holi am weithrediad y Siarter gan sicrhau yr adroddir arni yn ein cyfarfodydd. Mae llawer o'r hyn a gyflawnir yn ein hysgolion i gyd yn ddigon clodwiw ond rwy'n credu'n gydwytbodol erbyn hyn bod angen cryfhau'r arweiniad a'r disgwyliad yn sylweddol neu wêl Cymru mo'r miliwn o 'siaradwyr' a ddeisyfir erbyn 2050.

Y rheswm dros hynny yw amharodrwydd y **gyfundrefn gyflawn** i berchnogi'r weledigaeth a'r angen i **gynllunio'r** defnydd o'r Gymraeg fel iaith gymdeithasol a hynny am nad ydi'r gofyn i wneud hynny yn un statudol. **Rwyf o'r farn bod angen i lwybrau'r iaith yn y cwricwlwm ffurfiol a'r defnydd ohoni fel iaith-bob-dydd fod efo'i gilydd yn faes statudol a arolygir yn ffurfiol gan Estyn**. Does gen i ddim amheuaeth o gwbl nad arweiniai hynny at **godi safonau** cyrhaeddiad a pherfformiad plant ein holl ysgolion. Ar hyn o bryd yr ydym yn bodloni ar safonau eilradd o safbwynt cyrhaeddiad yn Y Gymraeg a'r defnydd ohoni fel iaith gymdeithasol a siaredir go iawn gan ein plant. Nid yw ein disgwyliadau yn ddigon uchel.

Yn gryno, gobeithiaf y medrwch chithau berchnogi'r angen hwn i weld y defnydd o'r Gymraeg fel iaith gymdeithasol yn cael ei **gynllunio'n fwriadus** gan ddod yn elfen statudol yn ein hysgolion a arolygir yn ofalus gan Estyn. Dyna fyddai gosod carreg sylfaen gadarn i ddyfodol Y Gymraeg fel iaith fyw a siaredir bob dydd yn ein hysgolion a'n cymunedau.

Hyderaf y cewch gyfle i drafod cynnwys y llythyr byr hwn, a phetai angen hynny arnoch fe fyddwn yn fwy na bodlon dod i'ch cyfarfod i drafod y maes hwn yn fanylach efo chi.

Yn gywir

Dewi R Jones

Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (os yw'n berthnasol):

e-bost/rhif ffôn:

Eich cyfeiriad:

Dylid dychwelyd ymatebion erbyn 16 Mehefin 2023 i:

Adran Cymraeg 2050
Llywodraeth Cymru
Parc Cathays
Caerdydd
CF10 3NQ

neu ei gwblhau'n electronig a'i anfon i:

e-bost: Cymraeg2050@llyw.cymru

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Cwestiwn 1 – A ydych yn cytuno y dylid cynnwys darpariaeth ar y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050 mewn Bil?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydym, croesewir cynnwys y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050 yn darged statudol ac mae'n ddatganiad clir o fwriad gan Lywodraeth Cymru, gan ddarparu gweledigaeth eglur i'r holl randdeiliaid. Mae'n darged uchelgeisiol a bydd angen cynllunio strategol a chymorth ariannol sylweddol.

Cwestiwn 2 - A ydych yn credu y dylai fod rôl glir i awdurdodau lleol weithio tuag at y canlyniad sy'n gyfystyr â lefel B2 erbyn 2050? Os felly, beth dylai'r rôl honno fod?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Yn sefydliad arweiniol ym maes darparu AGA yn ogystal ag un o dri darparwr Cynllun Sabothol Llywodraeth Cymru ar gyfer athrawon, croesewir canlyniad pob dysgwr sy'n gadael yr ysgol gyda chanlyniad sy'n gyfystyr â lefel B2 erbyn 2050, ond gyda gofal. Yn seiliedig ar brofiad presennol o weithio mewn partneriaeth agos ag ysgolion, byddai'r canlyniad hwn yn gofyn am newid radical yn y ffordd y cyflwynir y Gymraeg mewn ysgolion, ynghyd ag ymagwedd strategol a thrawsnewidiol lefel uchel tuag at uwchsgilio'r gweithlu addysgol yng Nghymru.

Dylai fod gan awdurdodau lleol rôl glir yn y broses hon. Fodd bynnag, mae awdurdodau wedi'u strwythuro a'u staffio'n wahanol ac efallai na fydd gan bob un ohonynt y gweithlu a'r adnoddau ar hyn o bryd i gyflawni rôl mor strategol.

Wrth gefnogi canlyniad sy'n gyfystyr â B2 erbyn 2050 yn y sector cyfrwng Saesneg, byddem hefyd yn pwysleisio y dylid gosod disgwyliadau ar ysgolion cyfrwng Cymraeg i sicrhau bod safonau'n parhau'n uchel. Mae ganddynt rôl allweddol wrth greu'r genhedlaeth nesaf o siaradwyr Cymraeg sy'n gallu ymuno â'r proffesiwn addysgu yn ogystal â thiworiaid arbenigol Cymraeg y dyfodol. Mae hyn yn allweddol i gynaliadwyedd y weledigaeth a amlinellwyd.

Cwestiwn 3 - A ydych yn credu y dylai fod rôl glir i Weinidogion Cymru wrth weithio tuag at y canlyniad sy'n gyfystyr â lefel B2 erbyn 2050? Os felly, beth ddylai'r rôl honno fod?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydym. Dylid rhoi Gweinidogion Cymru gael mewn sefyllfa i gryfhau atebolrwydd awdurdodau lleol.

Cwestiwn 4 – A ydych yn cytuno â'r cynnig y dylai fod dyletswydd ar Weinidogion Cymru i gyhoeddi'r continwwm sgiliau Cymraeg?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Cytunir yn llawn y dylai fod yn ddyletswydd ar Weinidogion Cymru i gyhoeddi'r continwwm sgiliau Cymraeg a hynny yn unig er eglurder i bawb. Bydd sicrhau dealltwriaeth gyffredin o ganlyniad ieithyddol yn her ond yn ddatblygiad gwerth chweil i sicrhau bod dysgwyr, athrawon, rhieni a chyflogwyr yn ymwybodol o'r cysyniad, ei lefelau a'r ffordd y cyflawnir pob lefel. Heb os, bydd hyn yn hwyluso darpariaeth a gwaith dysgu mewn ysgolion.

Dylai Fframwaith Cymwyseddau Iaith Gymraeg Ymarferwyr Addysg (WLCF) a gomisiynwyd gan Lywodraeth Cymru gynnig man cychwyn i'r gwaith hwn a byddai'r Brifysgol yn hapus i drafod ymhellach.

Dylid nodi hefyd fod angen defnyddio lefelau'r continwwm yn ffurfiol wrth recriwtio athrawon i swyddi. Yn wir, hon oedd un o swyddogaethau arfaethedig lefelau WLCF a ddyfernir i ANGoN wrth ymuno â'r proffesiwn.

Cwestiwn 5 – A ydych yn cytuno y dylid creu system statudol ar gyfer categoriaddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydym, dylid creu system statudol ar gyfer categoriaddio ysgolion a gynhelir yn ôl cyfrwng, gyda'r nod o greu dull sy'n gwbl dryloyw i ddysgwyr, staff a rhieni. Mae'r cynnig i gynyddu'r oriau a sicrhau gwelliant yn y ddarpariaeth hefyd i'w gymeradwyo.

Cwestiwn 6 – A ydych yn cytuno y dylid gosod dyletswydd ar Weinidogion Cymru i ddiffinio'r disgrifiadau categori mewn rheoliadau?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydym, i sicrhau bod yr uchod unwaith eto yn dryloyw, yn gadarn ac yn weithredol.

Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ddarpariaeth Gymraeg? Beth yw eich barn am effeithiau gosod isafswm darpariaeth ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

Bydd rhaid gosod isafswm o ddarpariaeth ar ysgolion, dysgwyr a staff os am gyrraedd y nod o sicrhau bod pob un sy'n gadael yr ysgol yn cyrraedd B2 fel y nodir uchod. Mae'n anochel y bydd hyn yn cynyddu'r pwysau sylweddol ar ysgolion a staff ar hyn o bryd. Bydd hefyd angen buddsoddi mewn uwchsgilio'r gweithlu presennol o safbwynt ieithyddol ac addysgeg.

Dylid nodi hefyd y dylid rhoi sylw dyledus i ddiogelu'r Gymraeg yn bwnc yn ei rinwedd ei hun, yn enwedig yng ngoleuni'r nifer isel sy'n ei astudio i lefel A ar hyn o bryd.

Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 mewn perthynas â gosod ysgolion mewn categori iaith, a rhoi rôl gymeradwyaeth i'r awdurdod lleol yn y broses?

Sylwadau ategol

Cefnogir y cynigion y dylid rhoi ysgolion mewn categori iaith i'w gymeradwyo gan yr awdurdod lleol. Fel y nodwyd, mae'r strwythur hwn yn hanfodol er mwyn creu darlun clir o sefyllfa ieithyddol pob ysgol yn ardal yr awdurdod lleol a bydd yn gofyn bod gan bob awdurdod ddealltwriaeth gynhwysfawr o'r sefyllfa. Bydd hyn yn gofyn am gynnydd yng ngallu rhai awdurdodau lleol i gyflawni'r dasg. Gwnaed cyfrif am hyn yn amlinelliad y costau a'r effaith ond efallai na fydd yn adlewyrchu realiti'r gwaith dan sylw.

Cwestiwn 9 – A ydych yn cytuno â'r egwyddor y dylai pob ysgol gynyddu eu darpariaeth Gymraeg dros amser?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Rydym yn cytuno'n gryf iawn y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser. Egwyddor hollol resymol yw hon ond bydd angen cynllunio strategol a newid radical yn y ffordd y mae'r gweithlu'n cael ei baratoi a'i uwchsgilio i gyflwyno'r Gymraeg yn y cwricwlwm ar bob lefel.

Cwestiwn 10 – Beth yw eich barn ar y cynigion ym mharagraffau 57 i 60 ar y broses o gynyddu darpariaeth Gymraeg mewn ysgolion?

Sylwadau ategol

Bydd cynllun cyflawni sy'n cynnwys gwersi CC dynodedig, eu hamlder, diffiniad o natur ieithyddol gwersi (dull a methodoleg) ac amserlen ar gyfer cynnydd yn gofyn am gynllunio strategol gofalus, dros gyfnod rhesymol o amser. Gallai methu â chynllunio'n ofalus oherwydd pennu targedau afrealistig fod yn niweidiol iawn i nod sylfaenol y cynigion craidd hyn. Bydd y cymorth a gynigir gan awdurdodau lleol yn allweddol ochr yn ochr â llwybr clir a fydd yn galluogi ymarferwyr i uwchsgilio'n ddigonol i gyflawni'r dasg dan sylw. Dylid cynllunio hyn ochr yn ochr â'r continwwm a amlinellir uchod.

Cwestiwn 11 – A ydych yn cytuno â'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mewn egwyddor, ydym, ond nodir yn ofalus mai un o ofynion craidd y Cynlluniau Strategol Cymraeg mewn Addysg oedd hwn. Bydd angen llunio cynlluniau cyflawni ysgolion gyda chanllawiau clir i ddechrau ac wedyn dull monitro tryloyw.

Cwestiwn 12 – Beth yw eich barn ar sut y dylai awdurdod lleol benderfynu a yw ysgol newydd i fod yn ysgol Gymraeg?

Sylwadau ategol

Mae'r dull a nodwyd yn ymddangos yn gynnig tryloyw a theg. Fodd bynnag, dylid ystyried natur ieithyddol amrywiol pob awdurdod a'r ffordd y derbyniwyd ac y cynhaliwyd prosesau trawsnewidiol yn y gorffennol.

Cwestiwn 13 - A ydych yn cytuno â'r cynnig yn yr adran hon ynghylch gosod dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (gan ddarparu cyfarwyddyd ar gyfer cynlluniau gweithredu lleol statudol)?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae'r cynnig i osod dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg i'w groesawu yn bendant. Bydd hyn yn sicrhau dilyniant ieithyddol drwy'r system ac eglurder gweledigaeth a disgwyliad.

Cwestiwn 14 – A ydych yn cytuno â'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ar gyfer y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Rydym yn llwyr gefnogi'r cynnig i bennu targedau cenedlaethol. Yn yr un modd, rydym hefyd yn cytuno â'r disgwyliad i awdurdodau lleol bennu targedau lleol ar gyfer cynyddu nifer yr athrawon Cymraeg a'r athrawon cyfrwng Cymraeg, a chynyddu nifer yr athrawon a chynorthwywyr sydd â sgiliau iaith ar lefel briodol i addysgu ac arwain darpariaeth Gymraeg ar draws pob categori ysgol. Yn brif ddarparwr dwy raglen allweddol yn natblygiad hyfforddiant Cymraeg ar gyfer y gweithlu addysg (hyfforddiant AGA a'r Cynllun Sabothol), rydym yn ymwybodol o'r heriau sy'n gysylltiedig â sicrhau bod gennym ddigon o unigolion i gyrraedd y targedau a bennwyd.

Mae gweledigaeth Cymraeg 2050, fel y nodwyd eisoes, yn cynnwys targedau a fydd, fel y mae hi ar hyn o bryd, yn gofyn am newid sylweddol yn y gweithlu. Trwy wneud y targedau statudol hyn yn unig, nid yw'n glir a fydd modd cyflawni'r newid hwn yn o fewn yr amserlen a nodwyd. Bydd angen dull unedig ar draws Adran Addysg Llywodraeth Cymru.

Byddai gennym ddiddordeb hefyd yn y broses sydd ar waith i ymdrin ag unrhyw ddiffygion o ran cyrraedd y targed.

Cwestiwn 15 – A ydych yn cytuno bod y canlyniadau a nodir ym mharagraff 82 yn parhau i ddarparu ffocws clir ar gyfer cynllunio cenedlaethol a lleol?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydym, cefnogir pob canlyniad yn llawn ond mae amheuan ynghylch y ffordd y gall y dulliau cynllunio cenedlaethol a lleol addasu i sicrhau bod y gweithlu'n gallu ymateb yn ddigonol.

Cwestiwn 16 – A ydych yn cytuno â'r cynnig i gyflwyno dyletswydd i awdurdodau lleol adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (WEIP) ar ôl 5 mlynedd i gyd-fynd ag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydym. Nodwn hefyd fod angen gwahaniaethu rhwng y swyddogaethau a briodolir i WEIP ac i WESP. Mae'r newid a nodwyd yn gofyn am newid sylweddol o ran meddylfryd a fydd, yn amlwg, yn cael ei yrru gan newid deddfwriaethol, ac mae hyn i'w groesawu.

Cwestiwn 17 – A ydych yn cytuno â'r egwyddor y dylai Gweinidogion Cymru osod targedau Cymraeg mewn addysg ar awdurdodau lleol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydym, yn unol â'r statws sy'n ofynnol ar gyfer y gofyniad statudol hwn ac i wireddu'r polisi cenedlaethol. Cytunir hefyd y dylid ystyried demograffeg ieithyddol awdurdodau lleol yn rhan o'r broses hon.

Cwestiwn 18 – A ydych yn cytuno â'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (WEIP) drafft pan fo'n briodol?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Nid oes gennym wrthwynebiad a gallwn weld y gwerth yn y cynnig hwn ond rydym yn pwysleisio bod angen i allanoldeb y broses fod mor dryloyw â phosibl.

Cwestiwn 19 – A ydych yn cytuno â'r cynigion i osod dyletswyddau ar awdurdodau lleol wrth gynllunio eu gweithlu?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Rydym yn cytuno nad yw gwaith dadansoddi a chynllunio yn cael ei wneud mewn ffordd gyson ledled Cymru ar hyn o bryd a bod angen cryfhau'r disgwyliadau a gosod dyletswyddau ar awdurdodau lleol. Fodd bynnag, byddem yn nodi, yn ein rôl bresennol yn ddarparwr y Cynllun Sabothol Cenedlaethol ar gyfer Ymarferwyr Addysg i chwe awdurdod lleol, fod ein profiad yn dangos bod y gallu i gynllunio yn amrywio'n sylweddol. Dylid cynnal adolygiad o'r strwythurau a'r lefelau staffio presennol i gyflawni'r gwaith hwn yn gam cyntaf. Yn rhan o'r broses hon, mae angen egluro union natur y dyletswyddau sydd i'w gosod. Mae awdurdodau lleol mewn sefyllfa dda i bennu targedau ond mae'r dulliau ar gyfer hyfforddi athrawon digon medrus i gyflawni'r targedau hyn yn dasg sy'n perthyn i rywle arall.

Cwestiwn 20 – A ydych yn cytuno â'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (WEIP), a'r cynnydd a wnaed o ran targedau'r Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydym. Byddai hyn yn rhan annatod o fonitro cynnydd a sicrhau tryloywder ac atebolrwydd.

Cwestiwn 21 – A ydych yn cytuno â'r cynnig i roi rôl i Estyn gynnal adolygiad cyflym a darparu argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn cyrraedd ei dargedau?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Byddem hefyd yn cefnogi rôl fwy adeiladol a fyddai'n cynnwys lleu arfer da a strwythur adolygiad cymheiriaid.

Cwestiwn 22 – A oes gennych awgrymiadau eraill ynglŷn â sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (WEIP)?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Dylai pob awdurdod lleol sicrhau eu bod yn gallu cyngori a chynorthwyo'r gweithlu presennol i fanteisio ar raglenni hyfforddi wedi'u diffinio'n glir a fydd yn bodloni eu gofynion. Bydd hyn yn cynnwys cael darlun clir o'r hyfforddiant sydd ar gael a chynnig cyngor strategol i ysgolion ar addasrwydd cyrsiau ar gyfer eu hanghenion. Dylai awdurdodau hefyd sicrhau trosolwg clir o'r lefelau ieithyddol gofynnol (e.e. B1/B2) gan athrawon i allu cyflawni'r canlyniadau a nodwyd sydd wedi'u cynnwys yng nghynlluniau cyflenwi ysgolion.

Cwestiwn 23 – A ydych yn credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg Gymraeg ymhlith rhieni a gofawyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Rydym yn cytuno mewn theori ond hefyd yn gweld y sensitifrwydd posibl oddi mewn i rai meysydd. Gall cysondeb negeseuon hefyd beri problem ynghyd â set sgiliau a chapasiti awdurdodau lleol i ymgymryd â'r ddyletswydd hon. Er y gellir cynnwys hyn yn rhan o gyfrifoldeb awdurdod lleol, byddem yn dadlau mai'r flaenoriaeth yw datblygu'r gweithlu.

Cwestiwn 24 – Pa gymorth dylai Gweinidogion Cymru ei gynnig o ran hyrwyddo addysg Gymraeg?

Sylwadau ategol

Fel y nodwyd uchod, credwn mai agenda genedlaethol yw hon yn hytrach na blaenoriaeth awdurdod lleol. Byddai cysondeb negeseuon ar draws y bwrdd yn sicrhau bod addysg Gymraeg yn cael ei derbyn. Ochr yn ochr â hyn, byddai dull cadarnhaol o arddangos y gwahaniaeth y gall athrawon o ansawdd ei gyfrannu at yr agenda arwain at ragor o unigolion yn ymuno â'r gweithlu, gan godi proffil y proffesiwn.

Cwestiwn 25 – A ydych yn credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr ymhlith rhieni, gofawyr a dysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Does dim dwywaith am lwyddiant darpariaeth trochi hwyr. Unwaith eto, mae arddangos canlyniadau ieithyddol y ddarpariaeth yn allweddol a dylai fod gan awdurdodau y dulliau priodol i hyrwyddo ymhellach a chynyddu'r ddarpariaeth, pan fo angen.

Cwestiwn 26 – A ydych yn credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu sesiynau trochi hwyr i ddysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Fel uchod. Mae hyn yn allweddol i agenda Cymru 2050: miliwn o siaradwyr.

Cwestiwn 27 – A ydych yn cytuno â'r egwyddor y dylid canoli cymorth arbenigol ar gyfer dysgu Cymraeg gydol oes, gan gynnwys ysgolion, o fewn un corff?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ar hyn o bryd mae'r [ENW' SEFYDLIAD] mewn sefyllfa anodd i wneud sylwadau ar yr egwyddor hon. Fodd bynnag, mae'n cyfaddef bod pwysigrwydd yr agenda hon a maint y dasg yn gofyn am arweiniad strategol gan gorff cryf a chanolog.

Cwestiwn 28 – A ydych yn cytuno y dylid ehangu rôl y Ganolfan Dysgu Cymraeg Genedlaethol i ymgymryd â'r rôl neu a oes model arall y dylid ei ystyried?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Fel uchod.

Yn ogystal, bydd angen strwythur staffio cadarn ar unrhyw gorff sengl canolog a set sgiliau arbenigol nad yw ar gael ar hyn o bryd mewn unrhyw gorff sengl. Ar

gyfer hyn, bydd angen gwaith cynllunio a chyllid ychwanegol wedi'u gyrru gan swyddogaethau sydd wedi'u diffinio'n glir. Dylid nodi, hyd yma, nad yw darparu hyfforddiant iaith i'r gweithlu addysg presennol yn rhan o gylch gwaith y Ganolfan. Mae tair canolfan, gan gynnwys[ENW'R SEFYDLIAD], wedi cael y dasg o wneud hyn drwy'r Cynllun Sabothol Cymraeg ac wedi magu cryn dipyn o brofiad dros gyfnod o fwy na 15 mlynedd. Dylid diogelu'r profiad a'r arbenigedd hwn yn rhan o unrhyw broses arfaethedig.

Cwestiwn 29 – A ydych yn cytuno â'r egwyddor y dylid gwarantu digon o ddarpariaeth dysgu Cymraeg, ac y dylai strwythurau addas fod ar waith i gefnogi dysgwyr o bob oed?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydym, mae hyn yn hanfodol i lwyddiant y weledigaeth a nodir yn y papur hwn. Ochr yn ochr â'r WEIP arfaethedig, mae gwaith sylweddol i'w wneud wrth fapio'r hyfforddiant ieithyddol a ddarperir yn rhan o ddarpariaeth AGA, yn ogystal â hyfforddiant a ddarperir i'r gweithlu presennol gan gynlluniau a ariennir gan Lywodraeth Cymru, mentrau consortia, a mwy o ddarpariaeth ad hoc ar lefel awdurdod lleol. Bydd hyn yn dileu'r ddarpariaeth a ddyblygir ac yn arwain hefyd at ddarparu continwwm mwy diffiniedig o hyfforddiant ieithyddol ar gyfer y proffesiwn a'r sector cyfan.

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg'

Cwestiwn 30 – A ydych yn cytuno â'n dehongliad o'r grwpiau a'r cyrff y mae'r newidiadau'n effeithio arnynt? A oes unrhyw grwpiau neu gyrff eraill sy'n dod o fewn cwmpas y newidiadau ar wahân i'r rhai a nodwyd yn amlinelliad y costau a'r effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydym, ond efallai y bydd costau ymgynghori ychwanegol ynghlwm â rhai meysydd, e.e. grwpiau cynghori neu aelodau tasglu ar gyfer creu'r continwwm arfaethedig.

Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodwyd yn yr amlinelliad o'r costau a'r effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg, pa grwpiau neu gyrff fyddai'n gorfod talu'r costau?

Sylwadau ategol

Mae'n bosibl y byddai'r cynnydd mewn hyfforddiant sydd ei angen i uwchsgilio'r gweithlu yn gofyn am arbenigedd arbenigol gan ddarparwyr Addysg Sabothol Cymraeg ac AGA. Gallai hyn arwain at gostau staffio ychwanegol.

Cwestiwn 32 - Pa effeithiau eraill (ariannol ac anariannol) sydd yno ynghylch y ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o'r costau a'r effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol

Fel y nodwyd, mae'r costau anhysbys yn ymwneud â natur a ffurf y corff a fyddai'n cael ei ddatblygu i gynyddu'r cymorth arbenigol o ran caffael a dysgu'r Gymraeg. Yn ogystal â'r costau uniongyrchol sy'n gysylltiedig â'r ddarpariaeth, bydd creu un corff yn gofyn am gostau staffio cychwynnol a chostau TUPE o bosibl. Bydd ehangu corff arall megis y Ganolfan Dysgu Cymraeg Genedlaethol sydd ar hyn o bryd o fewn strwythur cymorth staffio (AD, Cyflogres) sefydliad presennol hefyd yn ysgwyddo'r costau sy'n gysylltiedig â chreu systemau a strwythurau newydd.

Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol

Mae'r ffordd y nodwyd costau staffio yn glir iawn ac o bosibl ychydig yn uchelgeisiol o ystyried y newid mewn meddylfryd sydd ei angen a graddfa'r gwaith gweithredu. Mae'n ddigon posibl y bydd costau ychwanegol annisgwyl yn ogystal â gofyn am fewnbwn staffio ar lefel uwch, strategol.

Cwestiynau gorfodol

Cwestiwn 34 – Hoffem wybod eich barn am yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar y Gymraeg, yn benodol ar gyfleoedd pobl i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau fyddai, yn eich barn chi? Sut y gellid cynyddu effeithiau cadarnhaol, neu liniaru effeithiau negyddol?

Sylwadau ategol

Heb os, bydd effeithiau'r cynnig ar y Gymraeg yn gadarnhaol. Y prif air o rybudd yw y gwneir pob ymdrech i sicrhau bod pob agwedd ar y Bil yn gyraeddadwy. Wrth groesawu'r ymrwymiad a'r uchelgais a amlinellir, bydd methu â chyflawni yn niweidiol i'r achos i gefnogwyr a'r rhai sy'n amheus o'i fwriadau.

Cwestiwn 35 – Esboniwch hefyd sut rydych yn credu y gellid llunio'r polisi arfaethedig neu ei newid er mwyn sicrhau effeithiau cadarnhaol neu effeithiau mwy cadarnhaol ar gyfleoedd i bobl ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg, heb effeithiau andwyol ar gyfleoedd i bobl ddefnyddio'r Gymraeg ac ar ymdrechion i beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Gall cydnabod y gofyniad i uwchsgilio fod yn anodd o fewn unrhyw gyd-destun ond mae sensitifrwydd uwchsgilio ieithyddol yn fwy diriaethol ac yn cael effaith ehangach bosibl sy'n ymwneud â hunaniaeth gymdeithasol a chenedlaethol. Felly, dylid ymgymryd â'r dull o uwchsgilio'r gweithlu presennol mewn modd cynhwysol gyda chyfleoedd yn cael eu cynnig i bawb, ar bob lefel. Dylai'r dull hwn hefyd fod yn seiliedig ar resymu strategol ar draws yr holl randdeiliaid, a fydd yn ei yrru yn ogystal.

Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os oes gennych unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw'n benodol, defnyddiwch y lle hwn i roi gwybod amdanynt:

Nodyn o werthfawrogiad am y cyfle i gyfrannu a hefyd i gydnabod uchelgais y weledigaeth a fynegwyd yn y papur hwn. Mae'r [ENW'R SEFYDLIAD] yn fwy na pharod i gyfrannu mewn unrhyw ffordd at y broses a'r daith sydd o'n blaenau.

Diolch yn fawr

Mae'n debygol y cyhoeddir ymatebion i ymgynghoriadau, ar y rhyngwyd neu mewn adroddiad. Pe bai'n well gennych fod eich ymateb yn parhau'n ddiennw, ticiwch yma:



Proposals for a Welsh Language Education Bill

Consultation response form

Your name:

Organisation (if applicable):

email/telephone number:

Your address:

Responses should be returned by 16 June 2023 to:

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: Cymraeg2050@gov.wales

Questions from the document ‘Proposals for a Welsh Language Education Bill’

Question 1 – Do you agree that a provision on the national target of one million Welsh speakers by 2050 should be included in a Bill?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes, the inclusion of the national target of one million Welsh speakers by 2050 as a statutory target is welcomed and is a clear statement of intent by the Welsh Government, providing clarity of vision for all stakeholders. It is an ambitious target and will require significant strategic planning and financial support.

Question 2 – Do you think there should be a clear role for local authorities to work towards the outcome that’s synonymous to level B2 by 2050? If so, what should that role be?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

As a lead institution in ITE provision as well one of three providers of the WG Sabbatical Scheme for teachers, the outcome of all learners leaving school with an outcome synonymous to level B2 by 2050 is welcomed, but with caution. Based on current experience of working in close partnership with schools, this outcome would require a radical shift in the way in which Welsh is introduced in schools along with a high level strategic and transformational approach to upskilling the educational workforce in Wales.

Local authorities should have a clear role in this process. However, authorities are structured and staffed differently and all may not currently be equipped with the workforce and resources to undertake such a strategic role.

In supporting an outcome synonymous to B2 by 2050 within the English medium sector, we would also emphasise that expectations should be placed upon Welsh medium schools to ensure that standards remain high. They have a key role in producing the next generation of Welsh speakers able to enter the teaching profession as well as future Welsh language specialist tutors. This is key to the sustainability of the vision outlined.

Question 3 – Do you think there should be a clear role for Welsh Ministers to work towards the outcome that’s synonymous to level B2 by 2050? If so, what should that role be?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes. Welsh Ministers should be placed in a position to strengthen the accountability of local authorities.

Question 4 – Do you agree with the proposal that the Welsh Ministers should have a duty to publish the Welsh language skills continuum?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

It is fully agreed that Welsh Ministers should have a duty to publish the Welsh language skills continuum for the sole purpose of clarity for all. Ensuring a common understanding of linguistic outcome will be a challenge but a worthwhile development to ensure that learners, teachers, parents and employers are aware of the concept, its levels and the way in which each level is achieved. This will undoubtedly facilitate provision and learning in schools.

The Welsh Language Competency Framework for Education Practitioners (WLCF) commissioned by the Welsh Government should provide a starting point for this work and the University would be happy to discuss further.

It should also be noted that the continuum levels should be formally used in the process of recruiting teachers to posts. This indeed was one of the intended functions of the WLCF levels awarded to NQTs when entering the profession.

Question 5 – Do you agree that a statutory system should be created for categorising maintained schools according to language medium?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes, a statutory system should be created for categorising maintained schools according to medium, with the aim of creating a method which is completely transparent to learners, staff and parents. The proposal to increase the hours and ensure improvement in provision is also commended.

Question 6 – Do you agree that a duty should be placed on the Welsh Ministers to define the category descriptions in regulations?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes, to ensure that the above is again transparent, robust and operational.

Question 7 – What are your views about including a minimum amount of Welsh language provision? What are your views on the effects of setting a minimum amount of provision on schools, learners and staff? Do you foresee any other effects?

Supporting comments

Setting a minimum amount of provision on schools, learners and staff will be a necessity if the goal of ensuring all school leavers attain B2 as noted above. This will inevitably increase the significant pressures currently faced by schools and staff. It will also require investment in upskilling the current workforce both from a linguistic and pedagogic viewpoint.

It should also be noted that safeguarding Welsh as a subject in its own right should be given due attention, especially in light of the current low uptake at A level.

Question 8 – What is your opinion about the proposals in paragraphs 51 to 56 in relation to placing schools in a language category, and giving the local authority an approval role in the process?

Supporting comments

The proposals that schools be placed in a language category to be approved by the local authority is supported. As noted, this structure is crucial in creating a clear picture of each school's linguistic situation in the local authority area and will require that each authority has a comprehensive understanding of the situation. This will require an increase in some local authorities' capacity to undertake the task. This has been accounted for within the outline of costs and impact but may not reflect the reality of the work involved.

Question 9 – Do you agree with the principle that all schools should increase their Welsh language provision over time?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We very strongly agree that all schools should increase their Welsh provision over time. This is a perfectly reasonable principle but will require strategic planning and a radical change in the way in which the workforce is prepared and upskilled to introduce Welsh in the curriculum at all levels.

Question 10 – What are your views on the proposals in paragraphs 57 to 60 on the process of increasing Welsh language provision in schools?

Supporting comments

A delivery plan which includes designated WM lessons, their frequency, a definition of the linguistic nature of lessons (approach and methodology) and a timetable for increase will require careful, strategic planning over a reasonably set period of time. Failure to plan carefully due to unrealistic setting of targets could be very detrimental to the fundamental aim of these core proposals. Support offered by local authorities will be key alongside a clearly defined pathway which will enable practitioners to upskill sufficiently to undertake the task in hand. This should be planned alongside the continuum outlined above.

Question 11 – Do you agree with the proposals in paragraphs 62 to 64 about monitoring school progress?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

In principle, yes, but it is cautiously noted that this was a core requirement of the Welsh in Education Strategic Plans. School delivery plans will need to be formulated with clear guidance in the first instance and followed up with a transparent monitoring approach.

Question 12 – What are your thoughts on how a local authority should decide whether a new school is to be a Welsh-medium school?

Supporting comments

The approach noted seems a transparent and fair proposal. There should, however, be consideration to the varying linguistic nature of each authority and the way in which transformational processes have been received and steered in the past.

Question 13 – Do you agree with the proposal in this section about placing a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and

learning of the Welsh language (providing direction for statutory local implementation plans)?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

The proposal to place a duty on the Welsh Ministers to produce a statutory National Plan for the acquisition and learning of the Welsh language is most certainly welcomed. This will ensure linguistic continuity throughout the system and clarity of vision and expectation.

Question 14 – Do you agree with the proposals in paragraphs 73 and 74 to set national targets for the education workforce and to include them in the National Plan?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We are fully supportive of the proposal to set national targets. Similarly, we also agree with the expectation for local authorities to set local targets for increasing the number of Welsh teachers and Welsh-medium teachers, and increasing the number of teachers and assistants with language skills at an appropriate level to teach and lead Welsh language provision across all school categories. As a lead provider of two key programmes in the development of Welsh language training for the education workforce (ITE training and Sabbatical Scheme), we are however mindful of the challenges involved in ensuring that we have sufficient numbers of individuals to meet the targets set.

The Cymraeg 2050 vision, as already noted, consists of targets which, as things stand, will require a significant change in the workforce. By making these statutory targets alone, it is unclear whether this change is attainable within the noted timeframe. It will require a unified approach across the Welsh Government's Education Department.

We would also be interested in the process in place to deal with any shortcomings in reaching the target.

Question 15 – Do you agree that the outcomes set out in paragraph 82 continue to provide a clear focus for both national and local planning?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes, all outcomes are fully supported but there are reservations as to the way in which the national and local planning mechanisms can adjust to sufficiently ensure that the workforce can respond adequately.

Question 16 – Do you agree with the proposal to introduce a duty for local authorities to review their Welsh in Education Implementation Plan (WEIP) after 5 years to align with the National Plan's 5-year progress report?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes. We note also that the difference between the functions attributed to the WEIPs need to be differentiated to the WESPs. The change noted requires a significant shift in mindset which will obviously be driven by legislative change, and this is to be welcomed.

Question 17 – Do you agree with the principle that Welsh in education targets should be imposed on local authorities by the Welsh Ministers?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes, in line with the status required for this statutory requirement and to realise national policy. It is also agreed that the linguistic demographics of local authorities should be taken into consideration as part of this process.

Question 18 – Do you agree with the proposal for the Welsh Ministers to commission an external review of the content of a draft Welsh in Education Implementation Plan (WEIP) when appropriate?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We have no objection and can see the value in this proposal but stress that the externality of the process needs to be as transparent as possible.

Question 19 – Do you agree with the proposals to impose duties on local authorities in planning their workforce?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We agree that analysis and planning is not being carried out in a consistent way across Wales at present and that expectations need to be strengthened and duties placed on local authorities. We would, however, note, in our current role as provider of the National Sabbatical Scheme for Education Practitioners to six local authorities, that our experience shows that the capacity for planning varies significantly. A review of current structures and staffing levels to undertake this work should be undertaken as an initial step. As part of this process, the exact nature of the duties to be imposed needs to be clarified. Local authorities are well placed to set targets but the mechanism for training sufficiently skilled teachers to deliver these targets is a task that lies elsewhere.

Question 20 – Do you agree with the proposals in paragraphs 100 to 102 about publishing reports on the implementation of the Welsh in Education Implementation Plans (WEIPs), and the progress made against National Plan targets?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes. This would be an integral part of monitoring on progress and ensuring transparency and accountability.

Question 21 – Do you agree with the proposal to give Estyn a role to conduct a rapid review and provide recommendations in situations where it appears there is a risk that an authority will not meet its targets?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We would also support a more constructive role which would include the dissemination of good practice and a peer review structure.

Question 22 – Do you have any other suggestions as to how to ensure that local authorities take reasonable steps to implement their Welsh in Education Implementation Plans (WEIPs)?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

All local authorities should ensure they can advise and assist the current workforce to access clearly defined training programmes which will meet their requirements. This will involve gaining a clear picture of training available and offering strategic advice to schools on the suitability of courses for their needs. Authorities should also ensure a clear overview of the linguistic levels required (e.g. B1/B2) of teachers to be able to deliver the identified outcomes included in school delivery plans.

Question 23 – Do you think a duty should be placed on local authorities to promote Welsh-medium education among parents and carers?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

We agree in theory but also see the potential sensitivity within certain areas. Consistency of messaging may also pose a problem along with the skillset and capacity of local authorities to undertake this duty. Whilst this may be included as part of a local authority's responsibility, we would argue that workforce development is the priority.

Question 24 – What support should the Welsh Ministers offer in terms of promoting Welsh-medium education?

Supporting comments

As noted above, we believe this to be a national agenda rather than a local authority priority. Consistency of messaging across the board would ensure an uptake in Welsh-medium education. In tandem with this, a positive approach to showcasing the difference quality teachers can contribute to the agenda would result in a higher intake of individuals entering the workforce, thus raising the profession's profile.

Question 25 – Do you think a duty should be placed on local authorities to promote late immersion provision among parents, carers and learners?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

The success of late immersion provision is unquestionable. Once again, showcasing the linguistic outcomes of the provision is key and authorities should be equipped with the appropriate methods to promote further and increase provision, where required.

Question 26 – Do you think a duty should be placed on local authorities to provide late immersion for learners?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

As above. This is key to the Wales 2050: one million speakers agenda.

Question 27 – Do you agree with the principle that specialist support for lifelong Welsh language learning, including schools, should be centralised within a single body?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

[NAME OF ORGANISATION] is at present in a difficult position to comment on this principle. It concedes, however, that the importance of this agenda and the magnitude of the task requires strategic guidance from a strong, centralised body.

Question 28 – Do you agree that the role of the National Centre for Learning Welsh should be expanded to undertake the role or is there another model that should be considered?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

As above.

In addition, any centralized, single body will require a robust staffing structure and a specialised skillset which is not presently available in any current single body. This will ask for additional planning and funding driven by clearly defined functions.

It should be noted that, to date, the provision of language training to the current education workforce is not part of the Centre's remit. Three centres, including [NAME OF ORGANISATION], have been tasked with this via the Welsh Language Sabbatical Scheme and have amassed a great deal of experience over a period of more than 15 years. This experience should be safeguarded as part of any proposed process, thus ensuring an amalgamation of expertise.

Question 29 – Do you agree with the principle that sufficient Welsh language learning provision should be guaranteed, and that suitable structures should be in place to support learners of all ages?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes, this is crucial to the success of the vision outlined in this paper. In tandem with the proposed WEIPs, there is significant work to be undertaken in mapping the linguistic training provided as part of ITA provision, as well as training provided to the current workforce by WG funded schemes, Consortia initiatives, and more ad hoc provision at local authority level. This will eradicate duplication of provision and lead also to a more defined continuum provision of linguistic training for the profession and sector as a whole.

Questions from the 'Outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill' document

Question 30 – Do you agree with our interpretation of the groups and bodies affected by the changes? Are there any other groups or bodies that fall within the scope of the changes apart from those identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments

Yes, but there may be additional consultancy costs involved in certain areas, e.g. advisory groups or taskforce members for creating the proposed continuum.

Question 31 – Apart from the groups and bodies identified in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill, which groups or bodies would have to pick up the costs?

Supporting comments

It is possible that the increase in training required to upskill the workforce would require specialist expertise from both ITE and Welsh Language Sabbatical providers. This could incur additional staffing costs.

Question 32 – What other impacts (both financial and non-financial) are there relating to the proposed legislation that are not outlined in the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

As noted, the unknown costs relate to the nature and form of the body that would be developed to increase the specialist support in acquiring and learning Welsh. In addition to the direct costs associated with provision, the creation of a single body will require start-up staffing costs and potentially TUPE costs. Expanding another body such as the National Centre for Learning Welsh which currently sits within the staffing support structure (HR, Payroll) of an existing institution will also incur the costs associated with creating new systems and structures.

Question 33 – Are there any other comments on the outline of costs and impacts that will form the basis of a Regulatory Impact Assessment for a Welsh Language Education Bill?

Supporting comments

The way in which staffing costs have been identified is very clear and possibly a little ambitious in line with the change in mindset required and scale of implementation. There may well be unforeseen additional costs as well as requirement for staffing input at a more senior, strategic level.

Mandatory questions

Question 34 – We would like to know your views on the effects that the proposals in the White Paper would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

The effects of the proposal on the Welsh language will undoubtedly be positive. The main word of caution is that every effort is made to ensure that all aspects of the Bill are attainable. Whilst welcoming the commitment and ambition outlined, failure to deliver will be detrimental to the cause for both supporters and those sceptical of its intentions.

Question 35 – Please also explain how you believe the proposed policy could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

Recognising the requirement to upskill can be difficult within any context but the sensitivity of linguistic upskilling is more tangible and carries a potential wider impact relating to social and national identity. The approach to upskilling the current workforce should therefore be undertaken in an inclusive manner with opportunities offered to all, at all levels. This approach should also be underpinned and driven by strategic reasoning across all stakeholders.

Question 36 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

A note of appreciation for the opportunity to contribute and also to acknowledge the ambition of the vision which has been articulated in this paper. [NAME OF ORGANISATION] is more than willing to contribute in any way to the process and the journey that lies ahead.

Diolch yn fawr

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:



Cynigion ar gyfer Bil Addysg Gymraeg

Ffurflen ymateb i'r ymgynghoriad

Eich enw:

Sefydliad (lle bo'n berthnasol):

e-bost/rhif ffôn:

Eich cyfeiriad:

Dylid dychwelyd ymatebion erbyn **16 Mehefin 2023** i:

Is-adran Cymraeg 2050
Llywodraeth Cymru
Parc Cathays
Caerdydd
CF10 3NQ

neu gellir cwblhau'r ffurflen yn electronig a'i hanfon i'r cyfeiriad isod:

e-bost: Cymraeg2050@llyw.cymru

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
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Sylwadau ategol

- Gall fod yn beryglus
1. O gael ei weld mewn goleuni negyddol
 2. Beth os yn methu â chyrraedd y nod?
 3. Beth os yn mynd y tu hwnt i'r nod?

Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Dylai rôl yr awdurdodau lleol fod yn un o gefnogaeth yn bennaf, yn enwedig i'r ymarferwyr addysg y bydd disgwyl iddynt, a chyfrifoldeb arnynt i geisio cyrraedd y nod.

Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod ?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
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Sylwadau ategol

Yn gyntaf, gan ddibynnu ar bwy fydd 'Gweinidogion Cymru ar unrhyw adeg a beth fydd eu harbenigeddau a ddealltwriaeth o'r byd addysg oni ddylent ddatblygu gweithdrefn a fydd yn hwyluso gwranddo ar brofiadau a anghenion y gweithlu addysg er mwyn gallu cefnogi eu gwaith yn effeithiol, a hwyluso'r broses i'r ymarferwyr.
Yn ail, datblygu ffordd o allu gwranddo ar y dysgwyr.
Yn drydydd, edrych hefyd ar anghenion siaradwyr Cymraeg brodorol.

Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwmm sgiliau Cymraeg?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae angen mwy o gysondeb, felly byddai hynny'n gam pwysig.

Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categorïeddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Unwaith eto, cysondeb, Byddai categorïeddio yn gadarnhaol cyhyd â bod y broses o symud categori yn ddigon syml ac eglur.

Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno	<input type="checkbox"/>	Anghytuno	<input checked="" type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Rhaid holi faint o brofiad yn y maes sydd gan 'Weinidogion Cymru' i allu bennu'r disgrifiadau categorïau. Onid arbenigwyr iaith ac addysg ddylai wneud y gwaith hyn? Croeso i'r Gweinidogion fabwysiadu'r argymhellion/disgrifiadau wedyn fel rheoliadau.

Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol

A fyddai bennu isafswm yn lleihau'r cyswllt â'r Gymraeg mewn rhai ysgolion? Ar gyfer pa gategori ysgol fyddai'r isafswm? A fyddai isafsymiau cynyddol gan ddibynnu ar gategori'r ysgol?

Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol

Mae angen cyd-weithio goflaus iawn. Dylid cofion Machynlleth...

Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input checked="" type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae hyn yn dibynnu. Ysgolion Cyfrwng Saesneg – Cytuno. Ysgolion cyfrwng Cymraeg – sut?

Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

57 a 58 – cytuno. 59 – angen ystyried cyfleoedd i siarad Cymraeg yn y gymuned yn ogystal â demograffeg. 60 – mae'r paragraff fel petai'n canolbwyntio ar ysgolion cyfrwng Saesneg. A oed modd bod yn benodol. Beth yw ystyr 'ar bob ysgol'?

Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Cytunaf y dylai'r monitro gan Estyn fod yn rhan o'r cylch arolygu presennol. Hoffwn ychwanegu y dylai'r monitro fod yn gefnogol i'r ymarferwyr ac yn agored i'r ymarferwyr allu mynegi barn ynghylch pa gefnogaeth ychwanegol y maen nhw eu hunain yn credu sydd eu hangen arnynt – a hynny heb fod yr ysgol yn cae eu gweld mewn goleuni negyddol oherwydd e.e. diffyg adnoddau neu brinder staff.

Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol

Dysgwch wersi o sefyllfa Machynlleth! Rhaid ceisio cefnogaeth rhieni, llywodraethwyr, staff a disgyblion ysgol newydd megis 'ysgolion bro'. Mae angen cydweithio hefyd gyda'r Mudiad Meithrin, Rhieni Dros Addysg Gymraeg a'r Mentrau Iaith.

Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno	<input type="checkbox"/>	Anghytuno	<input checked="" type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Onid arbenigwyr iaith ac addysg ddylai fod yn gwneud y gwaith hwn? Croeso i'r Gweinidogion fabwysiadu cynllun yr arbenigwyr wedyn.

Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae angen pennu targedau – ond beth yw bwriad y Gweinidogion o ran gwella amodau a lleihau baich gwaith athrawon er mwyn cadw'r gweithlu a gallu denu ymarferwyr ifanc a brwdfrydig i weithio yn yr ysgolion?

Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig ffocws clir i'r cynllunio cenedlaethol a lleol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydyn – OND, mae hefyd angen datblygu cyfleodd tu allan i'r ysgol lle y gall plant a phobl ifanc ddefnyddio'r Gymraeg yn gymdeithasol. Mae angen meddwl yn ofalus ynglŷn â sut mae gwreiddu'r deilliannau- yn enwedig o ran annog myfyrwyr i wneud cwrs TAR i hyfforddi fe athrawon. Fel arall, o ble y daw'r gweithlu fydd ei angen i wireddu'r deilliannau?

Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Gall demograffeg newid yn sylweddol o fewn ychydig o amser, felly byddai adolygu#r GCA yn gyson o gymorth i 'gadw'r bys ar y pyls ieithyddol'.

Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno	<input type="checkbox"/>	Anghytuno	<input checked="" type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Nac ydw. Teimlaf y dylai fod mwy o fewnbwn gan gymunedau ysgolion i osod targedau ac i adolygu hynny'n gyson. gyda chefnogaeth a monitro gan yr awdurdodau lleol – a'r awdurdodau lleol yn adrodd i'r Gweinidog. Rôl y Gweinidog fyddai derbyn yr adroddiadau a rhoi adborth ac argymhellion yn ôl i'r awdurdod lleol a fyddai'n gallu rhaeadru negeseuon y Gweinidog i'w hysgolion.

Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Beth fyddai pwrrpas hynny? Pwy fyddai'n penderfynu ar yr amser 'pa fo'n briodol'?

Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynnig i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Ydw – cyhyd â bod hynny'n digwydd mewn cydweithrediad â rhanddeiliad eraill – yn enwedig penaethiaid a llywodraethwyr ysgolion.

Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
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Sylwadau ategol

Mae cyhoeddi'r adroddiadau yn gallu ychwanegu at dryloywder – ond hefyd yn gallu arwain at greu 'cynghrair' ysgolion ac ychwanegu at straen ar y gymuned ysgol oherwydd 'cymharu ysgolion'.

Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno	<input type="checkbox"/>	Anghytuno	<input checked="" type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Nid yn y lle cyntaf. Dylai fod modd i'r awdurdodau ofyn am gymorth os byddant yn teimlo bod risg iddynt beidio â gwireddu eu targedau. Mae anfon estyn i mewn ar yr amheuaeth gyntaf yn ymddangos fel 'plismona' yn hytrach na chyd-weithio at y nod.

Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Dim ond bod llwyddiant y fenter yn mynd i ddibynnu ar gyd-weithio parod ar ran pawb.

Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofawyr?

Cytuno	<input type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input checked="" type="checkbox"/>
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Sylwadau ategol

Yn sicr dylai fod dyletswydd arnynt i roi gwybod i rieni a gofalwyr cyfreithiol am y cyfleoedd addysg Gymraeg a dysgu Cymraeg sydd ar gael yn eu hysgolion.

Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Mae angen adnoddau a hyfforddiant sgiliau defnyddio'r adnoddau ar yr ymarferwyr – yn arbennig athrawon a chynorthwywyr dosbarth.

Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

O wneud hyn mewn ffordd gyfeillgar ac adeiladol, bydd o gymorth i'r teuluoedd allu cyfranogi'n llawnach yn eu cymunedau.

Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Dysgwch oddi wrth arbenigwyr y canolfannau iaith llwyddiannus yng Ngwynedd- ond sylwch hefyd a y gefnogaeth a roddir i'r disgyblion wedi'r cyfnod mewn canolfan iaith.

Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae angen cysondeb – yn arbennig o ran lefelau'r deilliannau a'r math o adnoddau sydd ar gael, ond ni ddylai'r gefnogaeth hon dynnu i ffwrdd o'r ddarpariaeth leol, ond yn hytrach, bod yn fodd i'w chefnogi, ei chynnal a'i hestyn.

Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Mae'r Ganolfan Dysgu Cymraeg Cenedlaethol â'r arbenigedd a'r profiad i allu llwyddo cyhyd â'u bod hefyd yn cydweithio â'r ymarferwyr gan fod yna wahaniaeth rhwng addysg statudol ac ôl-statudol.

Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno	<input checked="" type="checkbox"/>	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

Yn sicr!

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwrmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno	✓	Anghytuno	<input type="checkbox"/>	Ddim yn cytuno nac yn anghytuno	<input type="checkbox"/>
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Sylwadau ategol

OND, peth peryglus yw talu sylw i'r dygsgwyr heb roi digon o sylw i siaradwyr iaith gyntaf a'u hanghenion nhw yn y byd addysg, Mae gwneud hynny'n gallu esgor ar anfodlonrwydd a all droi'n wrthwynebiad.

Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

Sylwadau ategol

Mae angen cyfleodd tu allan i'r ysgol i siarad Cymraeg. A gaiff y gweithgareddau hynny eu noddi, neu a fydd cost ar y teuluoedd/ysgolion?

Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Sylwadau ategol

Yr angen i drin pawb yn deg – y rhai sy'n dysgu Cymraeg a'r rhai sydd eisoes yn siaradwyr. H.y. mae angen meddwl sut mae 'marchnata'r' polisi i garfannau gwahanol o'r gymdeithas. Mae'n bwysig bod pawb yn deall bod rhan iddyn nhw o fewn cynlluniau'r polisi hwn.

Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cwestiynau gorfodol

Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol

Os am enghraifft o lwyddiant, gwylwch fideo Dafydd Iwan a chefnogwyr Cymru (o bob cefndir ieithyddol) yn morio canu 'Yma o Hyd'. Ni welaf fawr o sôn yn y cynigion am gyfleoedd (penodol e.e. tîm chwaraeon/technolegau/ weithgareddau hamdden) lle y byddai modd siarad Cymraeg tu allan i'r ysgol. Mae angen cydweithio â'r mentrau iaith i ddarparu cyfleoedd

Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol

Yn gyntaf, rhaid cyflwyno'r cynigion fel 'cyfle gwych' yn hytrach na 'gorfodaeth (negyddol)'. Yn ail, byddai'n helpu yn seicolegol i beidio â chyfeirio at drin y Gymraeg yn 'llai -ffafriol na'r Saesneg' – ond yn hytrach, i gyfeirio at y ddwy iaith ,mewn ffordd gadarnhaol, fel ieithoedd a drinir yn gyfartal.

Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

1. Cyfleoedd siarad Cymraeg y tu allan i'r ysgol (cydweithio â'r Mentrau Iaith).
2. Technolegau/apiau/gemau cyfrifiadur/gwahanol ddefnydd o u yn Gymraeg
3. Labeli bwydydd a losin (un o'r dylanwadau iaith cryfaf ar blant sy'n dysgu darllen)
4. Mapiau rhyngweithiol i hyrwyddo ynganu enwau lleoedd Cymraeg.
5. Dulliau o gynnwys a chrosawu rhieni a gwarcheidwaid cyfreithiol i'r 'byd Cymraeg'
6. Clustnodi'r Gymraeg fe cymhwyster, gyda thâl ychwanegol (i athrawon a chynorthwyr) am gymwysterau a phrofiad.

Mae ymatebion i ymgynghoriadau yn debygol o gael eu gwneud yn gyhoeddus, ar y rhyngwyd neu mewn adroddiad. Os byddai'n well gennych i'ch ymateb aros yn ddiennw, ticiwch yma:



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Cyngor Cyllido Addysg
Uwch Cymru
Higher Education Funding
Council for Wales

hefcw

www.hefcw.ac.uk

18 Mai 2023
Is-adran Cymraeg 2050
Llywodraeth Cymru
Parc Cathays
Caerdydd
CF10 3QN

Annwyl Gydweithiwr,

Ymateb i gynigion Bil Addysg y Gymraeg

Mae Cyngor Cyllido Addysg Uwch Cymru (CCAUC) yn ddarostyngedig i Reoliadau Safonau'r Gymraeg (Rhif 6) 2017. Rydym yn cydnabod rôl bwysig addysg uwch (AU) o ran cyfrannu at weledigaeth Llywodraeth Cymru ar gyfer Cymru ddwyieithog. Gan nad yw llawer o'r cwestiynau yn y cynigion yn berthnasol i'n cylch gwaith ni mewn AU, rydym yn darparu ymateb cryno trwy lythyr.

Fel rhan o'n proses asesiad effaith integredig, rydym yn craffu ar ein polisiau a'n cynlluniau i nodi sut y maent yn cefnogi addysg uwch cyfrwng Cymraeg a dwyieithog, ac i ystyried yr effaith ar ddefnyddio'r Gymraeg. Mae ein Hasesiadau Effaith yn cynnwys asesu i ba raddau y mae ein penderfyniadau ynglŷn â chyllid a pholisiau'n ystyried y nodau yn Neddf Llesiant Cenedlaethau'r Dyfodol, gan gynnwys 'Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu'.

Mae gennym bolisi sy'n nodi sut y byddwn yn ystyried materion penodol mewn perthynas â'r effeithiau ar y Gymraeg wrth wneud penderfyniadau ynglŷn â dyfarnu grantiau a rhoi cymorth ariannol. Fodd bynnag, nid oes gennym rôl i graffu ar berfformiad sefydliadau addysg uwch yn erbyn eu safonau hwy eu hunain o ran y Gymraeg, er ein bod yn monitro niferoedd y myfyrwyr sy'n gwneud o leiaf ran o'u rhaglen trwy gyfrwng y Gymraeg yn ein Mesurau Cenedlaethol.

Er mwyn cyrraedd targed 'Cymraeg 2050' a chyrraedd y nod bod o leiaf 40% o ddysgwyr cyn-16 yn cael addysg cyfrwng Cymraeg, bydd angen i bob rhan o'r gyfundrefn addysg wneud ei rhan. Rydym felly'n croesawu'r gydnabyddiaeth bod angen system gydgyssylltiedig, a ddylai gynnwys pob rhan o ddarpariaeth ôl-16.

Mae darparu addysg cyfrwng Cymraeg mewn ysgolion yn pennu i ba raddau y gall darpariaeth ôl-16 gyfrannu at dargedau cyfrwng Cymraeg. Byddem yn croesawu gweledigaeth o ran sut y gall addysg gyn-orfodol ac ôl-orfodol gydweithio, gan gydnabod rôl statudol y Comisiwn Addysg Drydyddol ac Ymchwil (CADY) sydd wrthi'n

Mr Rob Humphreys
Cadeirydd | Chair

Dr David Blaney
Prif Weithredwr | Chief Executive



cael ei sefydlu i hyrwyddo addysg drydyddol trwy gyfrwng y Gymraeg, a rôl y Coleg Cymraeg Cenedlaethol fel corff arweiniol sy'n gwreiddio'r Gymraeg fel rhan o ddysgu ar gyfer pobl Cymru. Gallai hyn gynnwys deall sut y mae targedau awdurdodau lleol ar gyfer darpariaeth orfodol yn cysylltu â lleoliadau 6ed dosbarth a darpariaeth ôl-16 y mae ganddynt hwythau gyfrifoldeb amdani, megis dysgu seiliedig-ar-waith a dysgu oedolion yn y gymuned.

I roi cymorth i ehangu mynediad at, a thrwy addysg uwch, fe sefydlodd CCAUC y Rhaglen Ymgymrydd yn Ehangach. Menter gydweithredol pob oed mewn addysg bellach ac uwch yw'r Rhaglen Ymgymrydd yn Ehangach, a hithau'n cael ei harwain gan dair Partneriaeth ranbarthol. Mae'r Partneriaethau'n blaenoriaethu dysgwyr heb gynrychiolaeth ddigonol mewn addysg uwch, gan gynnwys dysgwyr cyfrwng Cymraeg, i'w hannog i drosglwyddo i addysg uwch. Trwy'r Rhaglen Ymgymrydd yn Ehangach rydym wrthi ar hyn o bryd yn treialu rhaglen fentora rhwng prifysgolion, colegau ac ysgolion ar gyfer dysgwyr ym mlwyddyn 12. Mae'r rhaglen fentora sy'n cael ei threialu ar gael yn Gymraeg ac yn Saesneg, gan alluogi dysgwyr i gysylltu ag israddedigion a chael eu cefnogi ganddynt gan ddefnyddio'u dewis iaith.

Mae sefydliadau addysg uwch yn profi anawsterau ar hyn o bryd o ran denu'r niferoedd targed o fyfyrwyr Cymraeg i ymgymryd ag addysg gychwynnol i athrawon (AGA). Mae hyn yn effeithio ar y gallu i gynyddu niferoedd yr athrawon sy'n gallu gweithio trwy gyfrwng y Gymraeg. Caiff yr anawsterau eu gwaethygu gan ddiffyg hyder llawer o fyfyrwyr Cymraeg yn eu sgiliau Cymraeg, yn aml am eu bod wedi astudio addysg uwch mewn gwledydd eraill yn y DU, gan arwain at fwch yn eu haddysg cyfrwng Cymraeg. Rydym yn croesawu'r gwaith y mae'r Coleg yn ei wneud i gadw mewn cysylltiad â siaradwyr Cymraeg sy'n astudio addysg uwch y tu allan i Gymru, i geisio â mynd i'r afael â'r mater yma.

Mae hyn yn golygu, er bod cynyddu targedau ar gyfer myfyrwyr AGA cyfrwng Cymraeg yn ddymunol, bod risgiau i lwyddiant. Felly bydd yn bwysig bod â ffocws ar uwchsgilio staff sydd eisoes yn y gweithlu, er mwyn galluogi mwy o ddarpariaeth cyfrwng Cymraeg mewn addysg orfodol. Dylai'r heriau hyn mewn perthynas â myfyrwyr Cymraeg gael eu deall hefyd yng nghyd-destun mater ehangach heriau recriwtio digon o fyfyrwyr AGA i ymgymryd â hyfforddiant AGA uwchradd yn Gymraeg neu yn Saesneg. Byddai o gymorth pe bai Llywodraeth Cymru'n gweithio gydag Addysgwyr Cymru i godi proffil addysgu fel gyrfa ddeniadol.

Rydym yn ystyried y bydd rôl Estyn o ran cynnal adolygiadau cyflym o Gynlluniau Strategol Cymraeg mewn Addysg (CSCA) awdurdodau lleol a chyflwyno argymhellion i'r awdurdod a/neu Weinidogion Cymru o gymorth lle mae patrwm o dangyflawni'n dod i'r amlwg dros gyfnod o amser. Bydd o gymorth bod y CADY yn ystyried sut y byddai gweithgarwch tebyg yn y ddarpariaeth ôl-16 y bydd yn gyfrifol amdani'n gallu sbarduno newid.

Yn gywir

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18 May 2023

Cymraeg 2050 Division
Welsh Government
Cathays Park
Cardiff
CF10 3QN

Dear Colleague,

Response to Welsh Language Education Bill proposals

The Higher Education Funding Council for Wales (HEFCW) is covered by the Welsh Language Standards (No 6) Regulations 2017. We recognise the important role higher education (HE) has in contributing to the Welsh Government's vision for a bilingual Wales. As many of the questions in the proposals do not relate to our remit in HE, we are providing a summary response by letter.

As part of our integrated impact assessment process, we scrutinise our policies and plans to identify how they support Welsh medium and bilingual higher education, and to consider the effect on using the Welsh language. Our Impact assessments include an assessment of the extent to which our funding and policies decisions take account of the Well-being of Future Generations Act's goals, including 'A Wales of vibrant culture and thriving Welsh language'.

We have a policy that sets out how we will consider specific issues in relation to the effects on the Welsh language when making decisions about awarding grants and providing financial assistance. We do not, however, have a role in scrutinising higher education institutions' own performance against their Welsh language standards, although we do monitor numbers of students taking at least part of their programme through Welsh in our National Measures.

In order to reach the target of 'Cymraeg 2050' and achieve the goal of at least 40% of all pre-16 learners' receiving Welsh medium education, all parts of the education system will need to play a role. We therefore welcome the recognition that there needs to be a joined-up system, which should include all parts of post-16 provision

The provision of Welsh medium education within schools determines the extent to which post-16 provision can contribute to Welsh medium targets. We would welcome a vision of how pre-and post-compulsory education can work together, recognising the statutory role of the incoming Commission for Tertiary Education and Research (CTER) to

Mr Rob Humphreys
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Dr David Blaney
Prif Weithredwr | Chief Executive



promote tertiary education through the medium of Welsh, and the Coleg Cymraeg Cenedlaethol's role as a leading body that embeds the Welsh language as part of learning for the people of Wales. This could include understanding how local authority targets for compulsory provision link with 6th forms and post-16 provision for which they also have responsibility, such as work based learning and adult community learning.

To support widening access to and through higher education, HEFCW established the Reaching Wider Programme. The Reaching Wider Programme is an all- age, further and higher education collaborative initiative, led by three regionally-based Partnerships. The Partnerships prioritise learners under-represented in higher education, including Welsh-medium learners, to encourage their transition to higher education. Through the Reaching Wider Programme we are currently piloting a universities, colleges and schools mentoring programme for year 12 learners. The mentoring pilot is available in Welsh and English, enabling learners to link with, and be supported by, undergraduates, using their language of choice.

Higher education institutions are currently experiencing difficulties in attracting the target numbers of Welsh speaking students to undertake initial teacher education (ITE). This impacts on the ability to increase the numbers of teachers who can work through the medium of Welsh. The difficulties are compounded by a lack of confidence of many Welsh speaking students regarding their Welsh language skills, often due to them having studied higher education in other countries of the UK, resulting in a gap in their Welsh medium education. We welcome the work the Coleg is doing to keep in contact with Welsh speakers studying higher education outside Wales, to try and address this issue.

This means that while increasing targets for Welsh medium ITE students is desirable, there are risks to success. Therefore it will be important to have a focus on upskilling staff already in the workforce, in order to enable more Welsh medium provision in compulsory education. These challenges relating to Welsh speaking students should also be understood in the context of the broader issue of the challenges in recruiting sufficient ITE students to undertake secondary ITE training through either English or Welsh. It would be helpful for the Welsh Government to work with Educators Wales to raise the profile of teaching as an attractive career.

We consider that the role of Estyn in undertaking rapid reviews of local authorities Welsh In Education Strategic Plans (WESP's) and making recommendations to the authority and/or the Welsh Ministers will be helpful where there is a pattern of underachievement becoming evident over a period of time. It will be helpful for CTER to consider how similar activity in the post-16 provision for which it will be responsible might be able to drive change.

Yours sincerely

Cynigion ar gyfer Bil Addysg Gymraeg

Cwestiynau o'r ddogfen 'Cynigion ar gyfer Bil Addysg Gymraeg'

Q1. Cwestiwn 1 – Ydych chi'n cytuno y dylid cynnwys mewn Bil ddarpariaeth ynghylch y targed cenedlaethol o filiwn o siaradwyr Cymraeg erbyn 2050?

Cytuno

Q2. Cwestiwn 2 – Ydych chi'n credu y dylai fod rôl bendant gan awdurdodau lleol i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Sylwadau ategol

Dwi'n teimlo bod cael pob plentyn i gyrraedd B2 erbyn diwedd addysg ysgol (yn 16 neu 18) yn uchelgeisiolbraidd - byddwn yn hpausach pe byddai cyrraedd B1 yn cael ei wireddu yn hytrach na gormestyn

Q3. Cwestiwn 3 – Ydych chi'n credu y dylai fod rôl bendant gan Weinidogion Cymru i weithio tuag at y deilliant sy'n gyfystyr â lefel B2 erbyn 2050? Ac os felly, beth ddylai'r rôl honno fod?

Cytuno

Sylwadau ategol

Gw. fy sylwad uchod ynglyn a B1/B2

Q4. Cwestiwn 4 – Ydych chi'n cytuno gyda'r cynnig y dylai dyletswydd fod ar Weinidogion Cymru i ddatgan y continwrm sgiliau Cymraeg?

Cytuno

Q5. Cwestiwn 5 – Ydych chi'n cytuno y dylid creu cyfundrefn statudol ar gyfer categoreiddio ysgolion a gynhelir yn ôl cyfrwng iaith?

Cytuno

Q6. Cwestiwn 6 – Ydych chi'n cytuno y dylid rhoi dyletswydd ar Weinidogion Cymru i bennu disgrifiadau'r categorïau mewn rheoliadau?

Cytuno

Q7. Cwestiwn 7 – Beth yw eich barn am gynnwys isafswm o ran amser a ddarperir yn Gymraeg? Beth yw eich barn am effeithiau isafswm o'r fath ar ysgolion, dysgwyr a staff? A ydych yn rhagweld unrhyw effeithiau eraill?

Sylwadau ategol Mae cynnwys isafswm yn bwysig ond rhaid sicrhau bod yn cael ei ddefnyddio'n effethiol a nid yn " ticio boc" . Bydd hi'n her cyflawni'r isafswm sydd ei angen efo'r gweithlu presennol

Q8. Cwestiwn 8 – Beth yw eich barn am y cynigion ym mharagraffau 51 i 56 ynghylch gosod ysgolion mewn categori ieithyddol a rôl gymeradwyo yr awdurdod lleol yn y broses?

Sylwadau ategol Cytuno

Q9. Cwestiwn 9 – Ydych chi'n cytuno gyda'r egwyddor y dylai pob ysgol gynyddu ei darpariaeth Gymraeg dros amser?

Cytuno

Q10. Cwestiwn 10 – Beth yw eich barn am y cynigion ym mharagraffau 57 i 60 ynghylch y broses o gynyddu darpariaeth Gymraeg ysgolion?

Sylwadau ategol Mae hyn yn bwysig gan fy mod yn aml yn clywed dysgwyr Cymraeg yn mynegi siom bod eu plant yn derbyn cyn lleied o Gymraeg yn eu hysgolion (cyfwrng Saesneg)

Q11. Cwestiwn 11 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 62 i 64 ynghylch monitro cynnydd ysgolion?

Cytuno

Q12. Cwestiwn 12 – Beth yw eich barn ynghylch sut ddylai awdurdod lleol benderfynu ai ysgol cyfrwng Cymraeg fyddai ysgol newydd a sefydlir?

Sylwadau ategol Dylid ystyried hyn fel opsiwn bob tro yn enwedig mewn sefyllfa lle mae prinder addysg Gymraeg (e.e. Sir y Fflint)

Q13. Cwestiwn 13 – Ydych chi'n cytuno gyda'r cynnig yn yr adran hon ynghylch rhoi dyletswydd ar Weinidogion Cymru i lunio Cynllun Cenedlaethol statudol ar gyfer caffael a dysgu'r Gymraeg (fydd yn gosod cyfeiriad i'r cynlluniau gweithredu lleol statudol)?

Cytuno

Q14. Cwestiwn 14 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 73 a 74 i bennu targedau cenedlaethol ynghylch y gweithlu addysg a'u cynnwys yn y Cynllun Cenedlaethol?

Cytuno

Q15. Cwestiwn 15 – Ydych chi'n cytuno bod y deilliannau a nodir ym mharagraff 82 yn parhau i gynnig focws clir i'r cynllunio cenedlaethol a lleol?

Cytuno

Q16. Cwestiwn 16 – Ydych chi'n cytuno gyda'r cynnig i gyflwyno dyletswydd ar awdurdodau lleol i adolygu eu Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) ar ôl 5 mlynedd i alinio gydag adroddiad cynnydd 5 mlynedd y Cynllun Cenedlaethol?

Cytuno

Q17. Cwestiwn 17 – Ydych chi'n cytuno gyda'r egwyddor y dylai targedau y Gymraeg mewn addysg gael eu gosod ar awdurdodau lleol gan Weinidogion Cymru?

Cytuno

Q18. Cwestiwn 18 – Ydych chi'n cytuno gyda'r cynnig i Weinidogion Cymru gomisiynu adolygiad allanol o gynnwys Cynllun Gweithredu Cymraeg mewn Addysg (CGCA) drafft pan fo'n briodol?

Cytuno

Q19. Cwestiwn 19 – Ydych chi'n cytuno gyda'r cynigion i roi dyletswyddau ar awdurdodau lleol i gynllunio eu gweithlu?

Cytuno

Sylwadau ategol

Mae angen mwy o gyfleoedd i staff presennol fanteisio ar gynlluniau fel y Cynllun Sabothol, ac lle mae'n bosib ei ddatblygu i fod yn opsiwn " rhan amser" lle mae staff presennol (neu staff sy'n cael eu penodi ar y dealltwriaeth eu bod am ddatblygu eu Cymraeg) yn cael eu rhyddhau am 2 ddiwrnod yr wythnos

Q20. Cwestiwn 20 – Ydych chi'n cytuno gyda'r cynigion ym mharagraffau 100 i 102 ynghylch cyhoeddi adroddiadau ar weithredu'r Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau) a chynnydd yn erbyn targedau'r Cynllun Cenedlaethol?

Cytuno

Q21. Cwestiwn 21 – Ydych chi'n cytuno gyda'r cynnig i roi swyddogaeth i Estyn i gynnal adolygiad chwim a chynnig argymhellion mewn sefyllfaoedd lle mae'n ymddangos bod risg na fydd awdurdod yn gwireddu ei dargedau?

Cytuno

Sylwadau ategol

Mae angen sicrhau bod awdurdodau yn cadw at eu targedau

Q22. Cwestiwn 22 – Oes gennych chi unrhyw awgrymiadau eraill ynghylch sut i sicrhau bod awdurdodau lleol yn cymryd camau rhesymol i weithredu eu Cynlluniau Gweithredu Cymraeg mewn Addysg (CGCAau)?

Ddim yn cytuno nac yn anghytuno

Q23. Cwestiwn 23 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo addysg cyfrwng Cymraeg i rieni a gofawyr?

Cytuno

Sylwadau ategol

Mae hyn yn hanfodol- dro ar ol tro rydym yn clywed bod rhieni newydd lleol a newydd-ddyfodiaid i Gymru ddim yn ymwybodol o'r opsiwn i gael addysg Gymraeg i'w plant a manteision hynny. Does dim digon o hyrwyddo'r posibilrwydd o gyrsiau trochi chwaith.

Q24. Cwestiwn 24 – Pa gefnogaeth y dylai Weinidogion Cymru ei chynnig o ran hyrwyddo addysg cyfrwng Cymraeg?

Sylwadau ategol

Gw. uchod - gosod targedau i awdurdodau fel Sir y Fflint lle nad oes unrhyw gynnydd wedi bod ers degawdau er gwaetha mewnllifiad o du hwnt i'r ffin lle mae'r rhieni yma ar y cyfan yn anfon eu plant i addysg cyfrwng Saesneg

Q25. Cwestiwn 25 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo ddarpariaeth trochi hwyr i rieni, gofawyr a dysgwyr?

Cytuno

Sylwadau ategol

Gweler fy ateb uchod. Mae angen pwysleisio manteisio yn ddarpariaeth trochi, a hysbysebu llwyddiannau'r cynlluniau trochi e.e yn 11 oed i ysgolion uwchradd. Hefyd eu cynnig i unrhyw newydd-ddyfodiaid fel opsiwn

Q26. Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Cytuno

Q26. Cwestiwn 26 – Ydych chi'n credu y dylid gosod dyletswydd ar awdurdodau lleol i ddarparu trochi hwyr i ddysgwyr?

Sylwadau ategol

Mae hyn yn hanfodol i lwyddiant y polisi yn gyffredinol

Q27. Cwestiwn 27 – Ydych chi'n cytuno â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad?

Cytuno

Sylwadau ategol

Er mwyn sicrhau cwricwlwm sy'n datblygu yn rhesymegol o 3 oed i oedolion, gan gynnwys be mae rhieni yn ei ddysgu.

Q28. Cwestiwn 28 – Ydych chi'n cytuno y dylai rôl y Ganolfan Dysgu Cymraeg Genedlaethol gael ei hehangu i ymgymryd â'r swyddogaeth neu oes model arall y dylid ei ystyried?

Cytuno

Sylwadau ategol

Fel cyd-lynnydd gan gymryd i ystyriaeth arbenigedd presennol sy'n bodoli yn y sector addysg ysgolion.

Q29. Cwestiwn 29 – Ydych chi'n cytuno gyda'r egwyddor y dylid gwarantu bod yna ddigon o ddarpariaeth dysgu Cymraeg a strwythurau addas mewn lle i gefnogi dysgwyr o bob oed yng Nghymru?

Cytuno

Cwestiynau o'r ddogfen 'Amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg

Q30. Cwestiwn 30 – Ydych chi'n cytuno gyda'n dehongliad ni o'r grwpiau a'r cyrff sy'n cael eu heffeithio gan y newidiadau? A oes grwpiau neu gyrff eraill yn dod o fewn cwmpas y newidiadau ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

Cytuno

Q31. Cwestiwn 31 – Ar wahân i'r grwpiau a'r cyrff a nodir yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Aseiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg ar ba grwpiau neu gyrff fyddai'r costau'n disgyn?

No Response

Q32. Cwestiwn 32 – Beth yw'r effeithiau eraill (ariannol ac anariannol) sy'n ymwneud â'r ddeddfwriaeth arfaethedig nad ydynt wedi'u hamlinellu yn yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Q33. Cwestiwn 33 – A oes unrhyw sylwadau eraill ar yr amlinelliad o gostau ac effeithiau a fydd yn sail i Asesiad Effaith Rheoleiddiol ar gyfer Bil Addysg Gymraeg?

No Response

Cwestiynau gorfodol

Q34. Cwestiwn 34 – Hoffem wybod eich barn ar yr effeithiau y byddai'r cynigion yn y Papur Gwyn yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Sylwadau ategol Gobeithio bydd y cynigion hyn, os gweithredir y cynigion, yn sicrhau bod pobl ifanc Cymru yn gadael eu haddysg statudol yn hyderus i ddefnyddio'r Gymraeg yn eu gwaith ac yn eu bywydau. Mae llawer iawn o waith i'w wneud i wireddu hyn, ond mae'r cynigion yma'n gam cyntaf cadarn. Ond rhaid darparu cyfleoedd i'r bobol ifanc hyn ddefnyddio'r iaith yn ymarferol wedi gorffen eu haddysg, yn arbennig yn y gweithle ond hefyd, yn ddefnyddol, yn gymdeithasol.

Q35. Cwestiwn 35 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gallai'r cynigion arfaethedig gael eu llunio neu eu haddasu er mwyn: cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg; a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Sylwadau ategol Mae'n hen bryd i addysg cyfrwng Cymraeg gael yr un cyfle ag addysg cyfrwng Saesneg i ddenu disgyblion, yn enwedig mewn ardaloedd fel Gogledd-ddwyrain Cymru lle nad ydy hynny wedi digwydd dros y degawdau diwetha. Hoffwn hefyd weld cryn hyrwyddo o fewn newydd-ddyfodiaid, y rhai sy'n siarad Saesneg fel iaith 1af a'r rhai sy ddim. Rwy'n credu byddai hyn yn gymorth i'r newydd-ddyfodiaid deimlo ymrwymiad i Gymru, yn hytrach na be sy'n digwydd ar y ffin lle mae rhai teuluoedd yn byw yma yn gwarafun addysgu eu plant yng Nghymru efo cyd-destun Cymreig. Mae angen pwysleisio manteision ymarferol dwyieithrwydd i rieni a disgyblion.

Q36. Cwestiwn 36 – Rydym wedi gofyn nifer o gwestiynau penodol. Os hoffech dynnu ein sylw at unrhyw faterion cysylltiedig nad ydym wedi mynd i'r afael â nhw, gallwch ddefnyddio'r blwch isod i wneud hynny:

Sylwadau ategol Fy marn i ydy byddai'n ddefnyddiol clymu darpariaeth 16-18 fel rhan sy'n cael eu hasesu yn y fagloriaeth Gymraeg a chyrtsiau galwedigaethol, fel bod angen i'r disgyblion yn y system addysg sy ddim yn astudio Cymraeg fel pwnc gymryd astudio'r iaith o ddifri. Eto bydd angen pwysleisio manteision ymarferol bod yn ddwyieithog i'r bobol ifanc, a chael cwricwlwm deniadol ac ymarferol.