

Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad: I gael rhagor o wybodaeth cysylltwch a:
Hybrid – Ystafell Bwyllgora 4 Tŷ Hywel a Naomi Stocks
fideogynadledda drwy Zoom Clerc y Pwyllgor
Dyddiad: Dydd Iau, 1 Chwefror 2024 0300 200 6565
Amser: 09.30 SeneddPlant@senedd.cymru

Hybrid

Rhag-gyfarfod preifat

(09.15)

1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau

(09.30)

2 Bil Addysg Awyr Agored Breswyl (Cymru) – sesiwn dystiolaeth 8

(09.30 – 10.45)

(Tudalennau 1 – 44)

Sam Rowlands AS, Aelod sy'n Gyfrifol

Dr Dave Harvey, Aelod o Staff Cymorth y Senedd

Micheal Dauncey, Ymchwilydd y Senedd

Manon Huws, Gwasanaethau Cyfreithiol y Senedd

Dogfennau atodol:

Briff Ymchwil

Bil Addysg Awyr Agored Breswyl (Cymru) – Canfyddiadau'r gwaith ymgysylltu

3 Papurau i'w nodi

(10.45)

3.1 Cyllideb Ddrafft Llywodraeth Cymru 2024–25

(Tudalennau 45 – 46)

Dogfennau atodol:

Llythyr gan Gadeirydd y Pwyllgor Llywodraeth Leol a Thai



3.2 Cyllideb Ddrafft Llywodraeth Cymru 2024–25

(Tudalen 47)

Dogfennau atodol:

Llythyr gan y Gweinidog Iechyd a Gwasanaethau Cymdeithasol

3.3 Cyllideb Ddrafft Llywodraeth Cymru 2024–25

(Tudalennau 48 – 49)

Dogfennau atodol:

Llythyr gan Weinidog y Gymraeg ac Addysg

3.4 Cyllideb Ddrafft Llywodraeth Cymru 2024–25

(Tudalennau 50 – 54)

Dogfennau atodol:

Nodyn briffio gan Grŵp Cyllideb Menywod Cymru a Rhwydwaith

Cydraddoldeb Menywod Cymru (WEN) (Saesneg yn unig)

3.5 Bil Addysg Awyr Agored Breswyl (Cymru)

(Tudalennau 55 – 60)

Dogfennau atodol:

Llythyr gan Sam Rowlands AS, yr Aelod Cyfrifol (Saesneg yn unig)

3.6 Gwybodaeth gan Randdeiliaid

(Tudalennau 61 – 62)

Dogfennau atodol:

Llythyr gan Brif Weithredwr Auditory Verbal UK (Saesneg yn unig)

3.7 Craffu cyffredinol ar waith Gweinidog y Gymraeg ac Addysg

(Tudalennau 63 – 67)

Dogfennau atodol:

Llythyr gan Weinidog y Gymraeg ac Addysg

3.8 Craffu cyffredinol ar waith Gweinidog y Gymraeg ac Addysg

(Tudalennau 68 – 69)

Dogfennau atodol:

Llythyr gan Weinidog y Gymraeg ac Addysg

4 Cynnig o dan Reol Sefydlog 17.42(ix) i benderfynu gwahardd y cyhoedd o weddill y cyfarfod hwn

(10.45)

Egwyl

(10.45 – 11.00)

5 Bil Addysg Awyr Agored Breswyl (Cymru) – trafod y dystiolaeth a materion allweddol

(11.00 – 11.45)

6 Cyllideb Ddrafft 2024–2025 Llywodraeth Cymru: ystyried yr adroddiad drafft

(11.45 – 12.10)

(Tudalennau 70 – 127)

Dogfennau atodol:

DRAFFT – adroddiad y gyllideb [dim ond ar gael yn Saesneg]

7 A yw plant a phobl ifanc anabl yn cael mynediad cyfartal at addysg a gofal plant? – trafod y materion allweddol

(12.10 – 13.00)

(Tudalennau 128 – 147)

Dogfennau atodol:

Materion allweddol

Eitem 2

Mae cyfyngiadau ar y ddogfen hon

Bil Addysg Awyr Agored Breswyl (Cymru)

Canfyddiadau'r gwaith ymgysylltu

Ionawr 2024

Fel rhan o ymchwiliad y Pwyllgor Plant, Pobl Ifanc ac Addysg i'r Bil Addysg Awyr Agored Breswyl (Cymru), trefnodd y Tîm Ymgysylltu â Dinasyddion gyfres o gyfarfodydd grwpiau ffocws, i gasglu barn rhieni a gofalwyr ar y cynigion yn y Bil. Mae'r papur hwn yn cyfleu canfyddiadau'r gwaith ymgysylltu hwnnw.

1. Ymgysylltu

- Cynhaliodd y Tîm Ymgysylltu â Dinasyddion ddau gyfarfod grŵp ffocws a saith cyfweiliad rhwng 6 Rhagfyr a 20 Rhagfyr gyda nifer o rieni mewn gwahanol rannau o Gymru. Cafwyd sylwadau drwy e-bost hefyd gan un unigolyn.
- Roedd y dasg o gynnull pobl yn heriol yn sgil yr amserlen dynn ar gyfer ymgysylltu cyn gwyliau'r Nadolig, felly cynigiwyd cyfweiliadau i'r rhai nad oeddent yn gallu bod yn bresennol mewn cyfarfod grŵp ffocws wedi'i amserlennu.

Cyfranogwyr

- Yn ystod yr ymgynghoriad ar ddatblygiad y Bil, rhoddwyd cyfle i weithwyr proffesiynol, unigolion a phlant a phobl ifanc ymateb i arolwg ar y cynigion. Bu Tîm Ymgysylltu â Phobl Ifanc y Senedd hefyd yn ymgysylltu â phobl ifanc yn ystod sesiynau a drefnwyd eisoes yn y Senedd.



4. Fodd bynnag, dim ond nifer fach o ymatebwyr i'r ymgynghoriad a nododd eu bod yn rhieni/gofalwyr. Felly, canolbwyntiodd y Tîm Ymgysylltu â Dinasyddion ar gasglu barn rhieni a gofalwyr ar y Bil.
5. Cafwyd y cyfranogwyr drwy sefydliadau sy'n cefnogi teuluoedd, ac yn cefnogi rhieni a gofalwyr yn arbennig. Hefyd gofynnwyd i nifer o'r rhai a gyfrannodd at yr ymchwiliad ar Fynediad Plant Anabl at addysg a gofal plant a hoffent gyfrannu at yr ymchwiliad hwn yn seiliedig ar ba mor berthnasol oedd y sylwadau a ddarparwyd ganddynt.
6. Cymerodd cyfanswm o 20 o rieni ran. Mae gan 6 o'r cyfranogwyr blant ag anghenion dysgu ychwanegol neu anabledd ac mae 14 o'r cyfranogwyr yn aelodau o grŵp sy'n cefnogi cymunedau ethnig amrywiol dan anfantais.
7. Daeth y cyfranogwyr o 6 ardal awdurdod lleol yng ngogledd a de Cymru.
8. Hoffai'r Tîm Ymgysylltu â Dinasyddion ddiolch i bawb a gyfrannodd at y rhaglen ymgysylltu.

Methodoleg

9. Roedd gwaith y Tîm Ymgysylltu â Dinasyddion yn cynnwys sôn am y cylch gorchwyl a ganlyn ar gyfer yr ymchwiliad:
 - *Egwyddorion cyffredinol y Bil Addysg Awyr Agored Breswyl (Cymru) a'r angen am ddeddfwriaeth i gyflawni'r bwriad polisi a nodir;*
 - *A oes unrhyw ganlyniadau anfwriadol yn deillio o'r Bil ai peidio;*
 - *A oes unrhyw rwystrau posibl i weithredu darpariaethau'r Bil ac a yw'r Bil a'r Memorandwm Esboniadol a'r Asesiad Effaith Rheoleiddiol sy'n cyd-fynd ag ef yn rhoi ystyriaeth iddynt (gan gynnwys cychwyn y Bil a Deddf Marchnad Fewnol y Deyrnas Unedig);*

Gofynnwyd y cwestiynau a ganlyn i'r cyfranogwyr:

1. Pa mor bwysig yw addysg awyr agored breswyl i ddatblygiad plant a phobl ifanc?
2. Beth yw'r prif fanteision i blant a phobl ifanc o gael profiad o gwrs addysg awyr agored breswyl?
3. Beth yw'r prif rwystrau i blant a phobl ifanc rhag mynd ar ymweliad addysg awyr agored breswyl?

4. A ddylai plant a phobl ifanc gael y cyfle i gymryd rhan mewn cwrs addysg awyr agored breswyl ac, os felly, a ddylai fod yn rhad ac am ddim i bawb?
 5. Pe bai addysg awyr agored breswyl am ddim i bob plentyn, a oes unrhyw beth arall a fyddai'n eich atal rhag anfon eich plentyn ar yr ymweliad? Er enghraifft, cost dillad neu esgidiau.
 6. Canfu ymgynghoriadau ar y Bil drafft, ar ôl cyfyngiadau ariannol, mai'r rhwystrau mwyaf i blant a phobl ifanc o ran cael mynediad at addysg awyr agored breswyl yw pryder ac ansicrwydd plant a rhieni fel ei gilydd. A yw hyn yn rhywbeth y byddech yn cytuno ag ef? Os felly, a allech ymhelaethu ar eich pryderon, ac a oes unrhyw beth y gellid ei wneud i'w lleddfu?
 7. A oes unrhyw beth arall yr hoffech ei ddweud wrthym?
- 10.** Roedd y fformat ymgysylltu yn debyg i raddau helaeth ar draws y cyfweliadau a'r grwpiau ffocws, ond roeddent yn amrywio ychydig er mwyn ymateb i'r safbwyntiau, y profiadau a'r syniadau oedd yn cael eu rhannu gan gyfranogwyr.

2. Canfyddiadau'r gwaith ymgysylltu: Pa mor bwysig yw addysg awyr agored breswyl i ddatblygiad plant a phobl ifanc?

Cadarnhaol

- 11.** Yn gyffredinol, cytunodd y cyfranogwyr y byddai'r cyfle i gael addysg awyr agored breswyl yn cyfrannu'n gadarnhaol at ddatblygiad plant a phobl ifanc.

"Rwy'n meddwl ei fod yn beth da iawn i blant, rwy'n meddwl ei fod yn gadarnhaol iawn."

Anabledd

- 12.** Teimlai nifer o gyfranogwyr fod y cyfle hyd yn oed yn bwysicach i'r rhai ag anghenion ychwanegol neu anableddau, gan eu bod efallai'n gyfyngedig o ran y cyfleoedd sydd ar gael iddynt o gymharu â phlant a phobl ifanc eraill.

"Yn fwy felly, byddwn i'n dweud, ar gyfer plant ag anghenion arbennig a'r rheswm...cyfyngedig yw'r mynediad i'r byd ar eu cyfer eisoes."

"Nid yw'r cyfleoedd yno mewn gwirionedd pan ystyriwch y graddau y mae plentyn ag anabledd ar ei golled o gymharu â phlentyn niwronodweddiadol."

Gwahaniaethau diwylliannol

- 13.** Teimlai'r rhai a gymerodd ran mewn un grŵp y byddai mynd ar deithiau yn cynnig manteision ond roeddent hefyd yn gwerthfawrogi cyfleoedd teithio fel teulu a bod *"amser teulu"* yn hynod bwysig iddynt yn ddiwylliannol.
- 14.** O ganlyniad, roedd yn ymddangos bod y rhan fwyaf o'r cyfranogwyr yn y grŵp hwn o blaid gallu teithio rhagor fel teulu yn hytrach nag anfon eu plant ar gyfnodau preswyl gyda'r ysgol, a chyfeiriodd un cyfranogwr at gynllun yn Amsterdam, ble mae'r llywodraeth yn rhoi €500 i'r teuluoedd i fynd ar daith gyda'i gilydd dros yr haf.

3. Canfyddiadau'r gwaith ymgysylltu: y prif fanteision i blant a phobl ifanc o gael profiad o gwrs addysg awyr agored breswyl?

Annibyniaeth

15. Soniodd yr holl gyfranogwyr am fanteision datblygu rhywfaint o annibyniaeth yn ystod cwrs addysg awyr agored breswyl a *"dysgu sut i fod oddi cartref"*.
16. Teimlai cyfranogwyr y gallai fod yn gyfle da i helpu plant i ddysgu sgiliau bywyd ac y byddai *"gwneud rhywbeth anarferol a chyffrous"* yn rhoi annibyniaeth i'r plant.

"Yn yr ysgol rydych chi yng nghwmni pobl yr ydych yn gyfarwydd â nhw yn unig, sy'n wych ar gyfer teimlad o sicrwydd a pharhad. Ond dylai fy mhlentyn ddysgu sut i oroesi yn y byd hefyd."

Sgiliau cymdeithasol

17. Soniodd y rhan fwyaf o'r cyfranogwyr am fantais y cyfle i gymdeithasu y tu allan i'r ysgol ac y gall hyn fod o gymorth i ddatblygu perthnasoedd.
18. Soniodd un cyfranogwr am y manteision i ddatblygiad cymdeithasol plant o'r cyfle i *"brofi pethau heblaw pethau bob dydd yn yr ysgol a gartref"*.
19. Dywedodd nifer o gyfranogwyr mai'r math hwn o daith oedd un o'r unig gyfleoedd y mae plant ag anableddau yn eu cael i fod i ffwrdd oddi wrth eu rhieni a chymysgu â'u cyfoedion.

"Daeth fy mab adref ac roedd wedi gwneud ffrind ac fe gafodd wahoddiad i de, ac mae'n dal yn ffrindiau ag ef nawr, 6 mlynedd yn ddiweddarach. Ac mae'r person hwnnw wedi dod yn eiriolwr go iawn iddo."

Natur

20. Soniodd un cyfranogwr am bwysigrwydd helpu i ddatblygu diddordeb yn yr awyr agored a meithrin cenhedlaeth o blant sydd wedi ymrwymo i warchod byd natur.
21. Soniodd am ddatblygu pobl ifanc sy'n *"unfryd â natur"* a rhoi'r cyfle i blant a phobl ifanc ddatblygu sgiliau goroesi.

Iechyd meddwl

- 22.** Soniodd un cyfranogwr am fanteision taith fel hon i iechyd meddwl plant. Teimlai y gallai cael y cyfle i fod y tu allan ac annog rhagor o weithgarwch fel hyn gefnogi iechyd meddwl cadarnhaol yn ein pobl ifanc.

4. Canfyddiadau'r gwaith ymgysylltu: Beth yw'r prif rwystrau i blant a phobl ifanc rhag mynd ar ymweliad addysg awyr agored breswyl?

Costau

- 23.** Teimlai'r cyfranogwyr fod costau teithiau preswyl yn rhwystr i'r rhan fwyaf o deuluoedd ar hyn o bryd, yn enwedig i'r rhai â mwy nag un plentyn. Roedd y rhan fwyaf o'r cyfranogwyr felly yn cefnogi cynigion y Bil y byddai'r costau yn cael eu talu.

"Rwy'n meddwl bod y gost yn beth enfawr, enfawr i bobl."

"Efeilliaid - wel maen nhw ddwywaith y gost."

Hygyrchedd

- 24.** Teimlai'r cyfranogwyr fod angen sicrhau y byddai'r cyfleuster a ddewiswyd yn darparu ar gyfer unrhyw anabledau neu anghenion ychwanegol, a bod cynllunio, a chyfathrebu â rhieni yn allweddol. Teimlwyd nad yw llawer o safleoedd a ddefnyddir ar hyn o bryd yn gwbl hygyrch.

"Mae'n rhaid iddyn nhw asesu'r lle'n iawn ac mae'n rhaid iddyn nhw gydgysylltu â rhieni i'w wireddu."

"Mae gwir angen i'r Ddeddf hon, yn rhywle, ddweud bod yn rhaid i ysgolion ddewis lleoedd sydd â digon o ddewis ac opsiynau. ac na ddylent wahanu plant ar sail gallu."

- 25.** Ymhellach i'r pwynt hwnnw, nodwyd y dylai'r gweithgareddau eu hunain fod yn hygyrch hefyd, nid y cyfleuster ei hun yn unig.

"...i'r rhan fwyaf o blant, fe fydden nhw eisiau cymryd rhan mewn rhyw ffordd, a dwi'n meddwl ei bod hi'n ofnadwy iddyn nhw eistedd yno ac eisiau bod yn rhan o weithgaredd a methu â gwneud hynny."

26. Gwnaeth un cyfranogwr y pwynt bod ysgol ei phlentyn wedi gweithio gydag elusen anabledd sy'n sicrhau bod y gweithgareddau'n gynhwysol. Felly er nad oedd pob un o'r plant a fynychodd y daith yn anabl, roedd yr elusen yn gallu darparu ar gyfer pawb o'r cychwyn cyntaf, yn hytrach na gorfod meddwl am ba gymorth ychwanegol oedd ei angen ar rai plant yn y grŵp.

Cefnogaeth ddigonol

27. Roedd cymarebau o ran athrawon neu gynorthwyr addysgu i blant yn cael eu gweld fel rhwystr, gan y byddai angen rhagor ohonynt wrth ystyried plant anabl yn y grŵp. Teimlwyd y byddai angen ariannu'r cyfleoedd yn ddigonol er mwyn goresgyn y rhwystrau hyn.

28. Awgrymodd cyfranogwr arall greu cronfa o gynorthwyr yn lleol i'w defnyddio fel ffynhonnell cymorth, wedi'u lleoli yn yr awdurdod lleol efallai. Gan fod cydnabyddiaeth ei bod eisoes yn anodd ar yr ysgol gyda chynifer o blant i ofalu amdanynt.

"Fyddwn i ddim eisiau rhoi unrhyw bwysau ychwanegol ar yr ysgol."

29. Roedd rhai o rieni plant ag anableddau yn cael cais i fynd gyda'u plant i wneud yn siŵr bod eu hanghenion yn cael eu diwallu. Teimlai'r cyfranogwr nad oedd hwn yn gyfle teg gan y dylid cynnig y cyfle i ddysgwyr fod i ffwrdd oddi wrth eu rhieni, fel eu cyfoedion, er mwyn cael cynnig cyfle cyfartal. Teimlent eto mai costau a staffio'r ymweliad oedd wrth wraidd y mater hwn.

"Ni ddylai rhieni plant ddatrys yr angen am gymorth i blant, gan y byddai mynd i ffwrdd ar gwrs preswyl ar sail cyfartal yn golygu y byddai'r holl blant eraill yn cael eu rhieni gyda hwy – mae'r amser rhydd hwnnw oddi wrth y rhieni yn rhan o'r profiad!"

30. Ymhellach i hyn, soniodd un cyfranogwr am y rhwystrau a brofwyd o ran yr athrawon a'r ysgol a'u dealltwriaeth o gydraddoldeb. Teimlent fod yr ysgol wedi gwahaniaethu yn erbyn eu plentyn drwy beidio â rhoi'r cyfle iddo fynychu cwrs preswyl yn llawn.

"Un o'r rhwystrau mwyaf yw athrawon ac ysgolion, a dealltwriaeth am gydraddoldeb a thegwch. Cymerodd gryn amser i mi ddod dros hyn, ac nid ydynt yn sylweddoli hynny. Mae'r gwahaniaethu yn brifo'n fawr."

Sensitifrwydd diwylliannol

31. Teimlai llawer o gyfranogwyr y byddai angen i'r cyrsiau preswyl fod yn sensitif yn ddiwylliannol. Byddai hyn yn cynnwys cynllunio ar gyfer y bwyd cywir a dylunio gweithgareddau priodol.

"Anfonais fy mab ar daith yn ddiweddar a doedd ganddo ddim i'w fwyta oherwydd doedd dim cig halal ar gael, a dim ond llysiau a gynigwyd iddo, ac ni fyddai'n bwyta'r rhain."

32. Roedd rhai cyfranogwyr yn pryderu am reoli ymddygiad.

33. Roeddent hefyd yn teimlo ei bod yn bwysig sicrhau bod trefn arferol yn cael ei chynnal.

34. Mynegodd nifer o gyfranogwyr bryderon ynghylch *"merched a bechgyn yn cymysgu"*.

Hyd y cwrs preswyl

35. Teimlai un aelod o'r grŵp y gallai hyd yr amser ddod yn rhwystr. Er enghraifft, pe bai taith yn para'r 4 noson a 5 diwrnod llawn, mae'n debygol na fyddai ei phlentyn yn para'r daith llawn ac yna byddent yn cael eu hystyried yn wahanol i'r plant eraill.

5. Canfyddiadau'r gwaith ymgysylltu: A ddylai plant a phobl ifanc gael y cyfle i gymryd rhan mewn cwrs addysg awyr agored breswyl ac a ddylai fod am ddim i bawb?

Cytundeb

36. Roedd mwyafrif y cyfranogwyr yn cytuno y dylai pobl ifanc gael y cyfle i fynychu ac y dylai fod am ddim i bawb. Dywedodd grŵp bach o gyfranogwyr eu bod yn cefnogi'r syniad, pe bai'r rhwystrau a drafodwyd yn ystod eu sesiwn yn cael sylw.

Yn erbyn

37. Roedd un cyfranogwr yn gwrthwynebu'r cynnig yn llwyr.

Cyfleoedd i rai ag anableddau

38. Teimlai rhai cyfranogwyr yn gryf y dylai plant gael y cyfle i wneud cwrs preswyl fel hwn, ac yn fwy byth o ran plant ag anableddau.

39. Teimlai nifer o gyfranogwyr y gallai deddfwriaeth helpu i sicrhau bod eu plant yn cael cynnig yr un cyfleoedd â gweddi eu cyfoedion, cyn belled â bod canllawiau i gefnogi ysgolion a darparwyr ar sut i gyflwyno'r cyfleoedd hyn.

"I mi mae'n ymwneud â fy mab anabl, nad oes ganddo fynediad at y pethau arferol y mae plant eraill yn eu gwneud, felly dylai'r cyfle hwn ddod yn flaenoriaeth i'r rhai nad oes ganddynt y clwb brechwast, y clwb ar ôl ysgol a gweithgareddau allgyrsiol tebyg oherwydd eu hanabledd....Rwy'n meddwl ei fod yn fwy o flaenoriaeth iddynt hwy nag ydyw i fy merch."

"Maen nhw'n haeddu cael cymaint o hwyl ag unrhyw un arall."

"Nid oes angen unrhyw esgusodion dros gynhwysiant a chefnogaeth lawn gyda digon o amser i gynllunio, ac adnoddau i alluogi hyn gael ei wireddu mewn cydweithrediad â theuluoedd."

"Mae angen i'r model cymdeithasol o anabledd gael ei gynnwys yn y gyfraith hon, ac hefyd Confensiwn y Cenhedloedd Unedig ar Hawliau Pobl Anabl."

6. Canfyddiadau'r gwaith ymgysylltu: A oes unrhyw beth arall a fyddai'n eich atal rhag anfon eich plentyn ar gwrs addysg awyr agored breswyl?

Gofynnwyd i rai a oedd yn cymryd rhan, pe bai addysg awyr agored breswyl am ddim i bob plentyn, a oes unrhyw beth arall a fyddai'n eu hatal rhag anfon eu plentyn ar yr ymweliad? Er enghraifft, cost dillad neu esgidiau.

Costau ychwanegol

40. Teimlai'r cyfranogwyr fod angen ystyried yn ofalus beth yn union sy'n cael ei gynnwys o ran costau, gan y gallai eitemau ychwanegol olygu na fyddai rhai teuluoedd yn gallu cymryd rhan o hyd.

"Mae angen iddyn nhw fod yn wirioneddol ymwybodol o beth yw eu disgwyliadau o rieni, oherwydd er eu bod nhw'n dweud ei fod am ddim, os ydyn nhw'n disgwyl cymaint gan rieni, i'r rhieni ei ddarparu, nid yw'n realistig i rai."

"Rwy'n poeni am y gwir gostau."

41. Yn yr un modd, roedd rhai yn gwerthfawrogi y gallai costau ychwanegol fod yn rhwystr, ond roeddent yn teimlo bod y manteision cyffredinol yn fwy na'r rhwystrau.

"Felly cael esgidiau ychwanegol a phethau felly, mae'n fach iawn yn y cynllun - o ran yr hyn y bydd eich plentyn yn elwa ohono yn sgil y cyfle hwn."

"Allwn ni ddim disgwyl gormod gan y llywodraeth."

42. Gwnaeth nifer o gyfranogwyr awgrymiadau ynghylch sut i fynd i'r afael â'r costau ychwanegol hyn. Er enghraifft, y gellid prynu offer fel sachau cysgu a'u defnyddio ar gylchdro pe bai'r teithiau'n amrywio, er mwyn lleddfu'r costau i'r teuluoedd.

43. Awgrym arall oedd y gallai costau ychwanegol fod yn seiliedig ar incwm, neu y gellid defnyddio taliadau uniongyrchol i helpu i ariannu'r cymorth ychwanegol y gallai fod ei angen ar rai pobl ifanc i sicrhau ei fod yn gwbl gynhwysol.

7. Canfyddiadau'r gwaith ymgysylltu: pryder ac ansicrwydd

Canfu ymgynghoriadau ar y Bil drafft, ar ôl cyfyngiadau ariannol, mai'r rhwystrau mwyaf i blant a phobl ifanc o ran cael mynediad at addysg awyr agored breswyl yw pryder ac ansicrwydd plant a rhieni fel ei gilydd. Gofynnwyd i'r cyfranogwyr a oedd hyn yn rhywbeth yr oeddent yn cytuno ag ef, ac os oeddent, beth oedd eu pryderon, a'u hawgrymiadau ar gyfer eu lleddfu.

Gorbryder

44. Dywedodd sawl cyfranogwr eu bod yn teimlo y byddent yn bryderus pe bai eu plant i ffwrdd oddi wrthynt am sawl noson:

"Fyddwn i ddim yn gallu cysgu pe baen nhw i ffwrdd dros nos."

"Byddwn i'n cael trafferth gadael iddyn nhw fynd, oherwydd rydyn ni bob amser yn mynd i lefydd fel teulu. Rydyn ni'n mynd ar deithiau ond rydyn ni'n mynd gyda'n gilydd fel teulu."

45. Dywedodd rhai cyfranogwyr eu bod yn meddwl y gallai eu plant fod yn bryderus i ddechrau ond *"Unwaith y byddan nhw yno, dwi'n amau a fydden nhw'n gweld ein heisiau ni o gwbl! Ond efallai y byddai angen cefnogaeth arnyd nhw i fod yn hapus i fynd i ffwrdd dros nos."*

Hyder yn y cyfle

46. Cytunodd mwyafrif y cyfranogwyr y gallai pobl ifanc a rhieni deimlo'n bryderus am daith fel hon. Teimlai'r rhan fwyaf, fodd bynnag, gyda hyder yn yr ysgol a chyda phobl yr ymddiriedir ynddynt yn rhan o'r gwaith cynllunio, eu bod yn gweld bod y manteision yn fwy nag unrhyw bryder posibl.

47. Cytunodd y cyfranogwyr fod rhagor o bryder i rieni plant ag anabledau neu'r rhai ag anghenion ychwanegol, gan fod angen iddynt gael sicrwydd y byddai eu plant yn cael y gofal sydd ei angen arnynt.

48. Cafodd un cyfranogwr brofiadau cadarnhaol iawn, gyda thri o'i phlant yn mynychu cyrsiau preswyl, ac roedd hynny wedi deillio o gyfathrebu da gyda'r ysgol cyn ac yn ystod y daith.

49. Mae plentyn cyfranogwr arall wedi bod yn yr ysgol ers ei fod yn deirblwydd oed, ac felly mae hi'n teimlo bod ganddynt ddealltwriaeth dda o'i anghenion a beth fyddai angen ei roi

yn ei le ar gyfer taith fel hon. Teimlai hi felly na fyddai pryder yn broblem fawr ac roedd yr hyder oedd ganddi yn yr ysgol a'r ddealltwriaeth sydd ganddynt o anghenion ei phlentyn yn golygu ei bod yn gyfforddus iawn gyda'r posibilrwydd o daith breswyl.

"Yr hyn a helpodd oedd cael llawer o gyfarfodydd gyda'r ysgol ynghylch beth sydd angen ei drefnu ymlaen llaw, fel bod rhieni yn gwbl ymwybodol o'r hyn sy'n digwydd."

50. Teimlai llawer o gyfranogwyr pe bai hyder ar gyfer y teulu cyfan yn cael ei godi, na fyddai pryder yn gymaint o rwystr.

"Ni fyddai fy ysgol i yn caniatáu i'n plant gael eu ffonau, ac roedd hynny yn wir yn cynyddu ein pryder yn aruthrol, oherwydd, oni bai bod ein plant yn rhoi rhywbeth ar Twitter, nid oedd gennym unrhyw syniad beth oeddent yn ei wneud."

"Nid yw ein plant yn cael yr un cyfleoedd i fynd i ffwrdd oddi wrth eu teulu, gan fod y rhieni'n gallu bod yn ofnus o gymryd y cam o adael iddyn nhw fynd i ffwrdd – mae rhieni angen gwybodaeth a sicrwydd i wneud iddyn nhw deimlo'n dawel eu meddwl."

"Mae fy merch yn 15 mlwydd oed ac nid yw hi erioed wedi cael noson i ffwrdd oddi wrthyf. Does dim digon o wybodaeth i roi'r hyder i rieni adael i'w plant fynd i ffwrdd dros nos."

51. Dywedodd cyfranogwr arall y byddai asesiad risg ymlaen llaw ar gyfer eu plentyn wedi bod yn ddefnyddiol, a gwybod beth fyddai'r ysgol yn ei wneud mewn rhai sefyllfaoedd.

52. Roedd mab un cyfranogwr wedi mynychu taith dros nos yn ddiweddar lle nad oedd wedi bwyta nac yfed dim. Er mai taith fer oedd hi, roedd hyn wrth gwrs wedi achosi peth pryder a phe bai hon yn daith hirach, byddai wedi bod yn broblem fawr. Teimlai y byddai cael rhagor o staff cymorth wedi helpu gyda'r pryder hwn. Bydd hi hefyd yn cael cyfarfod gyda'r ysgol y tro nesaf y bydd yn mynd ar daith o'r fath, i wneud yn siŵr bod y pethau angenrheidiol yn cael eu rhoi ar waith i'w gefnogi.

"Rwy'n teimlo'n gyfforddus ynghylch yr ysgol, ond rwy'n meddwl bod rhagor o waith i'w wneud o hyd."

"Dw i ond yn meddwl ei fod yn drueni bod yn rhaid i chi gael y straen ychwanegol yna arnoch chi fel rhiant pan rydych eisoed yn poeni amdanynt yn mynd i ffwrdd."

53. Teimlai un cyfranogwr, pe bai cysylltiad diwylliannol, y byddai hyn yn help mawr i gefnogi teuluoedd.

Jayne Bryant AS
Cadeirydd
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

25 Ionawr 2024

Annwyl Jayne,


Cyllideb Ddrafft 2024-25

Fel y gwyddoch, ar 18 Ionawr 2024 cynhaliwyd sesiwn dystiolaeth gyda Chymdeithas Llywodraeth Leol Cymru (CLILC) fel rhan o'n gwaith craffu ar Gyllideb Ddrafft Llywodraeth Cymru ar gyfer 2024-25. Roedd cynrychiolwyr CLILC yn glir bod toriadau i wasanaethau addysg yn anochel, a hynny ar adeg o bwysau cyllidebol dwys. Hoffem dynnu eich sylw at nifer o faterion penodol o bryder a godwyd yn ystod y sesiwn, gan y gallent fod yn berthnasol at ddibenion eich gwaith craffu chi:

- toriadau i gyllidebau ysgolion a'r canlyniadau posibl, gan gynnwys cymorth i'r rhai sydd ag anghenion dysgu ychwanegol;
- diffyg eglurder ynghylch trefniadau pensiwn ar gyfer athrawon, ac a fydd Llywodraeth Cymru yn eu hariannu;
- cymhlethdod anghenion mewn ysgolion o ganlyniad i'r pandemig COVID, gan arwain at bwysau cost cyfleusterau ac adnoddau ychwanegol na ellir ond eu hariannu'n rhannol;
- yr angen i flaenoriaethu diogelu dros ymyrraeth gynnar ac atal; a
- nifer yr ysgolion sy'n rhagweld diffygion cyllidebol "anadferadwy".

Mae rhagor o wybodaeth am y trafodaethau ar gael yn [nhrawsgrifiad](#) y Pwyllgor.

Yn gywir,



John Griffiths AS

Cadeirydd

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.





Eluned Morgan AS/MS
Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol
Minister for Health and Social Services

Jayne Bryant AS
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

SeneddPlant@senedd.cymru

Llywodraeth Cymru
Welsh Government

23 Ionawr 2024

Annwyl Jayne

Yn dilyn sesiwn graffu ddrafft cyllideb y Pwyllgor Plant, Pobl Ifanc ac Addysg ar 11 Ionawr, ysgrifennaf atoch i roi ychydig o gywiriadau i chi i drawsgrifiad y sesiwn.

Hoffwn ychwanegu'r cywiriad canlynol at y trawsgrifiad ar gyfer fy nghyfraniad ym mharagraff 164:

Er bod y cynnydd canrannol mewn lleoedd hyfforddi Therapydd Iaith a Lleferydd yn gywir ar 'tua 11%' (ffigwr gwirioneddol 11.4%) ni ddylai hyn fod wedi'i nodi ar gyfer y flwyddyn diwethaf. Mae'r ffigur hwn yn ymwneud â'r cynnydd canrannol mewn lleoedd hyfforddi Therapydd Iaith a Lleferydd ers 2018.

Yn ychwanegol, ym mharagraff 8 o'r trawsgrifiad, defnyddiais derminoleg a oedd yn nodi bod gwasanaethau plant wedi'u 'clustnodi' o fewn y fframwaith cynllunio. Cafodd hyn ei godi gennych chi eich hun mewn crynodeb ym mharagraff 166 ac mae wedi arwain at gamau penodol yn dilyn y cyfarfod, fel a ganlyn:

Cytunodd y Gweinidog Iechyd a Gwasanaethau Cymdeithasol i ddarparu rhagor o wybodaeth am sut mae fframwaith cynllunio'r GIG yn cefnogi neilltuo cyllid ar gyfer plant a phobl ifanc.

Er mwyn egluro, nid yw dyraniadau ar gyfer plant a phobl ifanc wedi'u neilltuo o safbwynt cyllido. Roeddwn yn ceisio cyfleu bod disgwyliadau penodol o fewn y fframwaith cynllunio sy'n ymwneud ag ansawdd ac ecwiti gwasanaethau a sut y maent yn effeithio ar wasanaethau plant. Rwy'n awyddus i weld tystiolaeth o'r dulliau sy'n cael eu defnyddio ar draws y meysydd hyn wedi'i nodi yn naratif y cynlluniau tair blynedd.

Yr eiddoch yn gywir

Eluned Morgan AS/MS
Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1SN

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Eluned.Morgan@llyw.cymru
Correspondence.Eluned.Morgan@gov.wales

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Eitem 3.3

Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref MA/JMEWL/3106/23

Jayne Bryant AS
Cadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg
Senedd Cymru

23 Ionawr 2024

Annwyl Jayne

Diolch am y cyfle i drafod cynigion cyllideb ddrafft 2024-25 ar gyfer Prif Grŵp Gwariant Addysg a'r Gymraeg yn ein sesiwn dystiolaeth ar 17 Ionawr. Dyma'r wybodaeth bellach i chi ar ddau gam gweithredu er mwyn llywio eich gwaith craffu parhaus ar y gyllideb.

Dadansoddiad o'r gostyngiadau mewn adnoddau yn 2023-24

Mae Atodiad A yn rhoi dadansoddiad yn ôl Llinell Wariant y Gyllideb o'r cyfanswm o £74.7m o ostyngiadau mewn adnoddau a gyhoeddwyd gan y Gweinidog Cyllid a Llywodraeth Leol ar 17 Hydref 2023, a fydd yn cael eu ffurfioli fel rhan o'r Ail Gyllideb Atodol 2023-24 ar 20 Chwefror. Rhoddais gadarnhad i'r Pwyllgor fod arbedion wedi'u nodi trwy adolygiad o'r gwariant heb ei ymrwymo ac ailbroffilio cyllidebau a arweinir gan gan alw.

Gradd-brentisiaethau

Fel y gwyddoch, rwy'n rhannu'r cyfrifoldeb am radd-brentisiaethau gyda Gweinidog yr Economi ac rwy'n cydweithio ag ef i gefnogi'r gwaith o ddarparu a chynllunio ar gyfer y gyllideb brentisiaeth. Bydd y Comisiwn Addysg Drydyddol ac Ymchwil yn gyfrifol am reoli prentisiaethau o 1 Ebrill ymlaen. Er nad oes modd cadarnhau faint o gyllid a fydd yn cael ei neilltuo ar gyfer gradd-brentisiaethau ar hyn o bryd, gallaf gadarnhau y bydd y gyllideb briodol yn cael ei throsglwyddo o Brif Grŵp Gwariant Economi yn y gyllideb atodol ar gyfer 2024-25.

Byddaf yn darparu ymateb i'r ddau gam gweithredu sy'n weddill o'n sesiwn dystiolaeth pan fyddaf wedi cael fy hysbysu.

Yn gywir

Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

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CF99 1SN

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Gohebiaeth.Jeremy.Miles@llyw.cymru
Correspondence.Jeremy.Miles@gov.wales

Rydym yn croesawu derbyn gohebiaeth yn y Gymraeg. Byddwn yn ateb gohebiaeth Gymraeg sy'n dod i law yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

Tudalen y pecyn 48
We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Atodiad A – Dadansoddiad o £74.7m o ostyngiadau mewn adnoddau ar gyfer 2023-24

Enw'r Llinell Wariant yn y Gyllideb	Ailflaenoriaethu 2023-24 i Gronfeydd wrth gefn £000
Y Cwricwlwm ac Asesu	-489
Datblygiad a Chymorth i Athrawon	-2,340
Cymwysterau Cymru	0
Darpariaeth Ôl-16	-8,498
Y Rhaglen Gyfnewid Ryngwladol ar gyfer Dysgu	0
Y Comisiwn Addysg Drydyddol ac Ymchwil	-200
CCAUC – Gwariant ar Raglenni	-670
Y Grant Gwella Ysgolion	-2,155
Cymorth Safonau Ysgolion	0
Mynd i'r Afael â Rhwystrau i Gyrhaeddiad	0
Cefnogi Dysgu Digidol mewn Addysg	-450
Anghenion Dysgu Ychwanegol	0
Bwyd a Maeth mewn Ysgolion	-12,340
Lleoliadau Arbenigol Ôl-16	0
Dull Gweithredu Ysgol Gyfan ar gyfer Llesiant	-1,630
Grwpiau Agored i Niwed	-200
Grantiau Cymorth i Fyfirwyr ¹	-44,636
Gweinyddol CMC/CTheF	0
Mynd i'r Afael â Dadrithiad	0
Ysgolion Bro	-270
Dysgu ar gyfer Troseddwyd	0
Ymgysylltu â Phobl Ifanc a Chyflogaeth	-850
Cyfathrebu ym maes Addysg	0
Y Rhaglen Addysg Ryngwladol	0
Cymraeg mewn Addysg	0
Y Gymraeg	0
Comisiynydd y Gymraeg	0
Seilwaith Addysg	0
Cyfanswm	-74,728

¹ Y gostyngiad llawn i'r Llinell Wariant hon yn y Gyllideb a gaiff ei ffurfioli yn Ail Gyllideb Atodol 2023-24 yw £53.4m, ac mae £44.6m ohono'n cael ei ddychwelyd i gronfeydd wrth gefn gyda'r balans o £8.8m yn cael ei ddefnyddio yn y Prif Grŵp Gwariant.

Eitem 3.4



Briefing: Welsh Government Draft Budget 2024-25

January 2024

Introduction

The Wales Women's Budget Group and the Women's Equality Network (WEN) Wales have jointly analysed the Welsh Government Draft Budget 2024-25 from a gender equality perspective. This briefing highlights some key points and recommendations. Further detail and background information can be found in our [joint written response](#), which was produced prior to the publication of the draft budget.

1. Childcare

While we welcome the Welsh Government's commitment to protect frontline services in the 2024-25 Draft Budget, we are extremely disappointed that childcare is not included amongst the services to be protected. We are particularly alarmed that alongside this omission, childcare funding in Wales is being cut. In addition to the £16million of cuts announced in the Welsh Government's in-year spending changes in October 2023, last month's Draft Budget included a further £11.2million of cuts to childcare.

- 1.1. In both cases, cuts to the childcare budget have been justified on the basis of lower-than-expected uptake forecasts of the Welsh Childcare Offer. It is well-evidenced that the need for affordable and accessible childcare remains critical in Wales, as high childcare costs are compounding financial pressures and pushing families into debt and poverty. A recent report published by Oxfam Cymru highlighted that 43% of parents and guardians in Wales have not been able to pay other essential costs after paying for childcare, and that over two-thirds had to reduce their working hours due to a lack of childcare.¹ These pressures are being felt most acutely by single parents – 86% of whom are women – who face the highest risk of relative income poverty in Wales.²
- 1.2. As rising costs of childcare continue to push women into unemployment and their families into poverty, lower-than-expected uptake forecasts are likely indicative of a mismatch between what families need and what is available through the Offer. There are several possible reasons for this, for example, the Offer is only available to parents of three and four-year-olds, and its eligibility criteria excludes families on the lowest incomes. There are also significant gaps in provisions for parents working atypical hours, for disabled children and for those living in rural areas.
- 1.3. In this context, the Welsh Government's decision to reprioritise childcare funding, instead of using it to accelerate work towards ensuring childcare is available to those who need it most, is highly regrettable. We would urge the Welsh Government to thoroughly investigate the reasons for lower uptake levels and consider whether any aspect of the design or operation of the Offer prevents families who would benefit most from funded childcare from accessing it. These issues should be tackled and resolved before any financial reprioritizations or cuts are made to the childcare budget.

¹ Oxfam Cymru (2023), Little steps, big struggles: Childcare in Wales
<https://oxfamapps.org/cymru/wp-content/uploads/2023/11/Little-Steps-Big-Struggles.pdf>

² WEN Wales (2023), Make Care Fair Briefing <https://wenwales.org.uk/wp-content/uploads/2023/09/Make-Care-Fair-WenWales.3.pdf>

Recommendations:

- (1) The Welsh Government should refrain from making any cuts to the childcare budget until the reasons for lower uptake levels of the Childcare Offer are fully understood.
- (2) If this analysis identifies any aspects of the design or operation of the Childcare Offer that prevents parents from accessing it, any savings from lower forecast demand should be put toward resolving these issues, starting with those that would have the biggest impact on families on the lowest incomes.

2. Public Services

Rising costs have put unprecedented pressure on Wales' public services, endangering their quality of provision and ability to meet demand. This will disproportionately impact women, who are more likely to work in public services, to rely on public services and to become providers of last resort when services are cut.³ While we welcome the Welsh Government's commitment to protect frontline public services in its in-year spending changes and in the 2024-25 Draft Budget, we are concerned that the allocated funding is not sufficient to keep pace with the cost pressures. We are particularly concerned that the public services most critical to women, such as social care, childcare, and housing, will face real-term and actual funding cuts as a result.

2.1. Local Government: Local authorities in Wales provide many of the vital public services that women use and need, including childcare, social care, and housing support. As noted by Wales Fiscal Analysis, Wales' local authorities are facing a £354million shortfall in 2024-2025⁴, which will require difficult decisions regarding service provision cuts. To avoid exacerbating gender inequality, these decisions must be informed by robust equalities evaluation and impact assessment using gender disaggregated data to understand their impact on women in Wales. These evaluations should be reported to and monitored by the Welsh Government who must take necessary action to mitigate any inequitable impacts. By embedding gender budgeting into their budgetary processes, both the Welsh Government and local authorities can ensure that their spending decisions and cuts are not disproportionately impacting the most vulnerable in society. The Gender Equality Review, *Deeds Not Words* (2019) provides a clear, well-evidenced framework through which to do this.⁵ The Welsh Government should expediate the full implementation of the review recommendations as a matter of urgency. The Wales Women's Budget Group would be pleased to work with officials in progressing this important piece of work.

2.2. Council Tax: In the absence of additional funding, local authorities in Wales are likely to resort to council tax rises to meet cost pressures. As council tax is not based on income, it can have inequitable effects on low-earning tenants and homeowners, especially in the context of other cost pressures. Rises in regressive council taxes are therefore likely to disproportionately impact single parents in Wales – 86% of whom are women⁶ – who

³ UK Women's Budget Group (2022), The gendered impact of the cost-of-living crisis on public services <https://wbg.org.uk/wp-content/uploads/2022/11/Gendered-impact-of-cost-of-living-crisis-on-public-services1.pdf>.

⁴ Wales Fiscal Analysis (2023), The medium-term fiscal outlook for local government in Wales, https://www.cardiff.ac.uk/data/assets/pdf_file/0007/2779342/The-medium-term-fiscal-outlook-for-local.pdf

⁵ Chwarae Teg (2019), *Deeds Not Words, Review of Gender Equality in Wales*.

⁶ Oxfam Cymru (2023), *Little steps, big struggles: Childcare in Wales*.

rely on a single income. To mitigate these inequitable impacts, the Welsh Government must accelerate its current work to establish a more fair and progressive council tax system in Wales.

Recommendations

- (1) Funding cuts to public services must be informed by robust equalities evaluation and impact assessment using gender disaggregated data to understand their impact on women in Wales. The Welsh Government should monitor these impacts and take necessary action to mitigate any inequitable consequences.
- (2) To avoid further entrenching gender inequality through spending decisions, the Welsh Government should progress the full implementation of the Gender Equality Review and roll out gender budgeting approaches across Government.
- (3) The Welsh Government should accelerate its ongoing work to establish a more fair and progressive council tax system in Wales as a matter of urgency.

3. Cost of Living Support

The Covid-19 pandemic and ensuing cost of living crisis have not impacted all households in Wales equally. Due to deep-rooted gender inequality and a disproportionate share of caring responsibilities, women in Wales – particularly ethnic minority, racialised, disabled women and single mothers – occupy an unequal position in the Welsh economy and are being hit hardest by the impacts of the crisis. In this context, we are concerned that government support measures do not go far enough to protect women from falling deeper into debt and poverty.

3.1. Hardship Payments: Support measures such as the Discretionary Assistance Fund (DAF), are welcome interventions which can help to reduce pressure on women's incomes as the costs of essentials remain high. We therefore welcome the Welsh Government's continued funding of the DAF in the 2024-25 Draft Budget. However, a lack of gender disaggregated data and analysis makes it difficult to ascertain the impact of this support on women in Wales. The Welsh Government should produce a disaggregated DAF analysis to better understand the demographics of those accessing the fund.

3.1.1. From a gendered perspective, the fact that hardship payments are made at household level can undermine women's access to an independent income and increases the opportunities for financial abuse and financial dependency on an abuser.⁷ The Welsh Government should therefore consider splitting DAF payments for households with more than one individual.

3.2. Winter Fuel Support Scheme: In the context of rising energy costs and colder weather, current levels of governmental fuel support are insufficient. While some emergency support is available through the Fuel Bank Foundation, this does not go far enough to protect the numerous households in Wales facing fuel poverty this Winter. To do so, the Welsh Government must progress the implementation of the delayed Warm Homes Programme as a matter of urgency.

3.3. Long-term measures: While hardship payments and support schemes are essential, they are short-term measures that do little to address the underlying causes of the crisis and help households cope in the longer term. It is therefore vital that these measures go

⁷ Chwarae Teg (2019), *Trapped: Poverty amongst Women in Wales today*.

hand in hand with the longer-term work to tackle the structural causes of poverty and inequality in Wales. This should include full implementation of the recommendations of the Gender Equality Review, including gender budgeting.

Recommendations:

- (1) The Welsh Government should provide a breakdown of the Discretionary Assistance Fund analysis by gender and other protected characteristics.
- (2) The Welsh Government should consider splitting DAF payments for households with more than one individual to safeguard women's access to hardship payments.
- (3) The Welsh Government should progress the implementation of the Warm Homes Programme without further delay.
- (4) The Welsh Government should tackle gender inequality at its root by progressing the full implementation of the Gender Equality Review recommendations as a matter of urgency.

4. Gender Budgeting

In the current context of unprecedented budgetary pressures, gender budgeting remains a key tool at the Welsh Government's disposal to both safeguard and advance equality in Wales. It provides the tools to restructure spending decisions by taking account of their gendered impacts and redistributing resources in a way that eliminates inequitable outcomes. We welcome the Welsh Government's commitment and ongoing work to implement gender budgeting but are concerned that the pace of progress remains slow.

4.1. Gender Budgeting Pilots: Each of the Welsh Government's gender budgeting pilots – Personal Learning Accounts, Young Persons Guarantee and E-Move – were scheduled to conclude by 2022-23. After some delay, the external evaluation of the Personal Learning Accounts pilot was published in June 2023. The evaluation identified several important learnings and recommendations on how to apply gender budgeting in a practical context, including the timing of the implementation and building up staff expertise. However, it remains unclear if and how these findings were used to inform the development of the other two pilots and how the implementation of gender budgeting has been refined throughout.

4.1.1. To prevent pilots becoming siloed and to ensure steady progress towards the wider rollout of gender budgeting, information on progress throughout the pilots must be clarified without delay. It can then be used to inform plans for mainstreaming gender budgeting across the Welsh Government, in order support better policymaking and budget allocation. The Wales Women's Budget Group would be pleased to work with officials to progress this important piece of work.

Recommendations

- (1) The Welsh Government should provide without delay a progress update on the Young Persons Guarantee and E-Move gender budgeting pilots, and, if the pilots have concluded, publish their evaluations. This information should then be used to developing plans to mainstream gender budgeting tools across the Welsh Government.

5. Social Justice and Third Sector Funding

5.1. Precarity of the Welsh third sector: Third sector organisations in Wales play an indispensable role in scrutinising policies and advocating for the most disadvantaged in our society. The Welsh third sector is facing unprecedented challenges due to the loss of

EU funding and rising costs pressures. Recent research published by the Wales Council of Voluntary Action showed that 43% of the over 300 organisations surveyed had to actively reduce staff numbers.⁸ The impact on the women's sector is especially severe, as it is already seriously underfunded. Research by the Rosa Foundation showed that only 1.8% of the total grants awarded to charities in the UK in 2021 went to women and girls focused activity.⁹ The incredibly sad loss of Chwarae Teg is symptomatic of these pressures and representative of an alarming loss of capacity and expertise in the Welsh third sector, whose workforce is predominantly female.

5.2. Equalities, Inclusion and Human Rights: In this context, the Welsh Government's decision to rationalise funding for Equalities, Inclusion and Human budget within the draft budget is deeply concerning.

5.2.1. This decision follows an in-year spending change to cut the Social Justice budget by £7million. Despite making up just 13% of the total Social Justice Budget, 60% (£4.2 million) of these savings fall under the Equality, Inclusion and Human Rights expenditure group, which funds a number of important equality and human rights programmes and third sector organisations in Wales. Since the announcement in October 2023, it remains unclear which particular programmes will be postponed or downgraded as part of this savings exercise. To facilitate proper scrutiny of these impacts, the Welsh Government must clarify the details of the in-year re-prioritisation without delay.

5.2.2. The cuts to the Equality, Inclusion and Human Rights budget come at a time when we need to be especially vigilant about protecting equality and human rights. To prevent further loss of expertise, safeguard the delivery of long-term equality and human rights objectives, and protect disadvantaged groups, the Welsh Government should take urgent action to protect the sustainability of a rapidly contracting third sector in Wales.

Recommendations

- (1) The Welsh Government should clarify without delay what programmes will be affected by the in-year spending change to the Equality, Inclusion and Human Rights.
- (2) The Welsh Government should take urgent action to protect the sustainability of the third sector in Wales to prevent further loss of expertise, safeguard the delivery of long-term equality and human rights objectives, and protect disadvantaged groups.

For more information please contact:

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⁸ WCVA (2023), The Aftermath of an afterthought, <https://wcva.cymru/views/the-aftermath-of-an-afterthought/>

⁹ Rosa (2023), Mapping the UK Women and Girls Sector and its Funding: Where Does the Money Go? <https://rosauk.org/wp-content/uploads/2023/04/Women-and-Girls-Sector-Research-Mapping-ReportAmended.pdf>

Sam Rowlands

Member of the Welsh Parliament for
North Wales

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Jayne Bryant
Chair of Children, Young People and Education Committee
Senedd Cymru

23 January 2024

Dear Jayne,

Residential Outdoor Education (Wales) Bill

I am writing with regard to the recent written evidence paper that was provided to the Committee by the Minister for Education and Welsh Language.

It is worth noting at the outset that I fully respect the Minister's entitlement to have a view on the Bill, and the purpose of me writing today is not to question the Minister's overall position on the Bill. However, I have read the Minister's paper in detail and there are, I believe, some factual inaccuracies or misrepresentations of what the intention of the Bill is and what it does.

I thought it would therefore be helpful to write to the Committee ahead of the session with the Minister to help clarify some of those issues, and to hopefully help the scrutiny process. I am, of course, attending CYPE Committee myself on 1 February, and would be happy to explore these areas further at that time.

The need for legislation

Consideration of whether the Bill is required to deliver its stated aims is a vital piece of the scrutiny process. Unfortunately, the Minister's assertions on whether there is a need for the Bill seems to miss the core aim of the Bill, which is to make the provision of residential outdoor education a statutory requirement.

The Minister states that ‘The Bill is unnecessary as schools already have the legal powers to provide residential outdoor education if they wish’. However, the Minister also concedes in the paper that ‘It is a matter for schools as to whether they chose to provide residential outdoor education (ROE) or not. There is nothing in legislation that prevents or requires it’.

As clearly set out in the Explanatory Memorandum (EM) that accompanies the Bill, the intention of the Bill is to move ROE away from being an enrichment to the curriculum, which is often viewed as a ‘nice to have’, to being an entitlement of the education offer. The effect of the Bill is to make ROE part of the curriculum and whether primary legislation is needed must focus on this, but this does not seem to be reflected in the Minister’s paper.

Furthermore, during the Minister’s oral evidence session with the Legislation, Justice and Constitution Committee on 22 January, a specific question was asked on whether the legislation was required. The Minister’s response was unclear. At the outset of the meeting he indicated that making ROE itself compulsory could be done using existing regulation making powers, whereas making it compulsory to offer the opportunity would require legislation. At the conclusion of the meeting, when asked if he believed there is a non-statutory means of delivering the objectives of the Member in charge, he stated “not on the compulsory side of things”. There appears to be a contradiction during the course of the Minister’s evidence in Committee and a lack of consistency with what is included in the evidence paper to CYPE Committee.

As this is such a fundamental question, it is vital that there is clarity on the Minister’s position here.

The Minister’s paper also questions the Bill’s approach as to whether pupils will be compelled to attend ROE. I know that there was some discussion of this in the LJC Committee regarding whether the Bill’s purpose is to require that an offer of ROE is made to pupils or to make it a requirement of the Curriculum for Wales. The Bill does both. Pupils will be entitled to ROE and schools must provide it as part of the curriculum. However, the Bill requires that the guidance the Welsh Government issues must provide that it is not compulsory for pupils to attend ROE, for example if they really do not want to do so or it is not in their best interests.

Section 42 of the Curriculum and Assessment (Wales) Act 2021 and the associated regulations also assist in this area. I appreciate that the Minister referred to this as a “blunt instrument” so it may assist the Committee to have further information as to why the Minister makes this assessment of his own regulation making power. I

realise that cumulatively this provides pupils with a right to opt out from that aspect of the Curriculum for Wales and that may have caused some confusion but I believe the legal effect of this is clear.

Placing a statutory duty on local authorities or the Minister?

The Minister's paper, on several occasions, states that the intention of the Bill was to place a statutory duty on **local authorities** to ensure that young people receiving maintained education are provided with the opportunity to experience ROE. The paper states that because the Bill doesn't place any duties on local authorities (and instead places them on Welsh Ministers) it does not meet the purpose as set out in the EM.

I am particularly concerned that in making this assertion, the Minister has clearly based his thinking on the information contained in the original explanatory memorandum tabled at the start of the process (August 2022) and not on the Bill or the detailed Explanatory Memorandum introduced by me on 24 November 2023. At paragraph 6.3 of his paper, the Minister quotes from paragraph 3 of the EM upon introduction, which describes what my proposal was at the time of the 'leave to proceed' debate in October 2022. Upon reading the EM further, however, it would have been apparent that this changed as the Bill was developed, as I explain below.

When I entered the Ballot, my proposal had intended that the duties would be placed on local authorities. However, during the development of the Bill, and in designing the best method to deliver the main policy objectives, it was decided that the Bill should instead place a duty on the Welsh Ministers to **'ensure pupils in maintained schools are provided with residential outdoor education'** rather than on local authorities directly.

This change in how the policy objectives would be delivered is explained in the detailed EM that accompanies the Bill (see para 8 and para 117 as examples of where this is mentioned). In particular, footnote 140 on page 58 specifically explains the change in thinking. Footnote 140 states:

"Whilst not directly resulting from the consultation, a significant change to the proposals consulted is that the Bill places the duty on the Welsh Ministers to ensure pupils in maintained schools are provided with residential outdoor education rather than on local authorities as was originally set out in the consultation document. This was due to the level of detail that will need to be considered for the Bill's implementation."



Another concern is that paragraph 6.9 of the Minister's paper states that it is not appropriate to place a duty on the Welsh Ministers to provide residential outdoor education. Again, I believe this misreads / misrepresents the intention of the Bill, which actually places a duty on Welsh Ministers to **ensure it is provided**, not to provide it themselves. However, in paragraph 6.14 of the Minister's paper, there does seem to be an acknowledgement that the intention is for the Welsh Ministers to use their powers to facilitate other bodies to deliver ROE.

It is disappointing that the Minister does not seem to understand the important change in how the policy objectives are being delivered through the Bill (i.e. the deliberate intention to not place duties directly on local authorities). It is also concerning that the Minister has read the Bill as placing a duty on Welsh Ministers to deliver ROE, which it clearly does not do. To be clear, when the Welsh Ministers carry out their duty under the Bill, ROE would be included on the curriculum so at that point there would be a duty upon schools to provide ROE as part of the curriculum.

Effectiveness of the Bill

The Minister's paper makes a clear statement that the Bill is drafted in such a way that its legal effect is defective, but does not give any clear explanation as to why that is the case. If there are areas of the Bill that the Minister considers to be defective, it would be better for that to be clearly explained, so that those areas can be considered during the scrutiny process.

The paper also states that the amendments the Bill seeks to make to the Curriculum and Assessment (Wales) Act 2021 are not appropriate as they do not fit with the legislative scheme or the principles of that Act. Again, there is no explanation of why that is considered to be the case.

Guidance making powers

The Minister states that he does not consider it appropriate to use the same guidance making power which is used to issue discretionary guidance on the Curriculum for Wales (section 71 of that Act) to put a duty on the Welsh Ministers to issue guidance on Residential Outdoor Education.

In drafting the Bill, this has been considered and my understanding is that there is no legal difficulty with the Bill including a power to issue guidance on some matters (i.e. Welsh Ministers may issue guidance), and a duty to issue guidance on other matters (i.e. Welsh Ministers must issue guidance). This is not an inconsistent approach, it is simply taking a different approach for different things.

As an additional point, paragraph 6.25 of the Minister's paper makes reference to the "4-day requirement" in the context of guidance. A previous draft of the Bill that was published for consultation included reference to the course of ROE being comprised of at least 4 nights and 5 days in guidance. However, the Bill as introduced makes the duration clear on the face of the Bill and does not refer to it as part of the guidance. I am particularly concerned that in making this reference, the Minister has clearly based his thinking on a previous draft of the Bill and not the Bill as introduced.

Finance

The paper from the Minister states that the Bill will add to the financial burden on schools and local authorities. What the paper seems to omit is that one of the key aims of the Bill, as set out in Section 2, is to provide for the Welsh Ministers to pay local authorities an amount sufficient to enable the functions relating to ROE to be carried out. The intention, therefore, is that there should not be any additional financial burden on schools or local authorities.

I fully acknowledge that there may be additional costs to be met from the Welsh Government budget. The Minister has raised this in the Plenary statement following the Bill's introduction on 29 November, in LJC Committee on 22 January, and in the written paper to CYPE Committee. The Minister has continually asserted that any additional costs arising from the Bill, would need to be taken from the existing Education and Welsh Language portfolio budget.

The Bill itself, while requiring Welsh Ministers to pay local authorities a sufficient amount, does not require that to come directly through the Education and Welsh Language portfolio budget. The absolute intention of the Bill is that there should be no cut to existing education budgets, as I fully appreciate the importance of maintaining those budgets to meet the current priorities.



There are other matters raised in the Minister's paper that I do not necessarily agree with, and would be happy to explore those further with the Committee. What I have set out above are, I believe, more crucial to the Committee's scrutiny, and I hope some of the clarification I have provided will help that scrutiny.

Yours sincerely



Sam Rowlands MS

Member of the Welsh Parliament for North Wales

Copied to:

Huw Irranca-Davies, Chair of the Legislation, Justice and Constitution Committee
Peredur Owen Griffiths, Chair of the Finance Committee





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Jayne Bryant MS
Chair, Children, Young People and Education Committee
Welsh Parliament
Cardiff Bay
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25th January 2024

Re. Improving outcomes for deaf babies and children: provision of Auditory Verbal therapy

Dear Ms Bryant,

I am writing to you following our meeting on 15th January 2024 to thank you once again for your support for improving outcomes for deaf children. As you are aware, Auditory Verbal (AV) therapy is a highly specialist, evidence-based, early intervention approach which is transforming opportunities for deaf children in Wales whose families want them to learn to listen and speak. I wanted to share with you some further detail on the significant, long-term savings and clear health and social benefits achievable with this approach and ask whether the Children, Young People and Education Committee will formally consider this important issue.

As Chair of the Committee, I know that you appreciate the value of early intervention programmes in providing improved health, educational and social outcomes for children and the economic value of effective early intervention programmes which save vital resources through improved outcomes. We understand that AV therapy is being included in the new guidance for supporting deaf children that is currently being finalised. However, we were disappointed to see that there was no funding for its provision in the Welsh Government Draft Budget 2024-25 and there is an urgent need to invest in the training of the current workforce.

Working together to transform lives

With deaf children in Wales currently falling behind their hearing peers and at risk of lower academic achievement, lower employment prospects and higher risk of social exclusion, bullying and poor mental health, there has never been a more important time to invest in effective and early support to tackle the root cause of disadvantage.

There are around 270 deaf children under 5 in Wales. However, deaf children are not reaching their full potential and we are not currently maximising the investment being made in screening and technology. But it does not have to be this way. When deaf children have access to early and effective support, following early diagnosis and access to technology, outcomes are transformed. Early and effective support should be available for all deaf children whether their families choose to communicate with spoken language, sign language or both.

For those families who want their deaf children to learn to listen and talk, the benefits of AV therapy are clear. Around 80% of children who attend an AV therapy programme for at least two years achieve the same level of spoken language as their hearing peers, rising to 97% of children without additional needs. The



www.avuk.org
+44 (0)1869 325000
Auditory Verbal UK is a registered charity
(charity no: 1095133 in England & Wales and charity no: SC052499 in Scotland).
Registered company number: 4569764.
Auditory Verbal UK is the operating name of the Auditory Verbal Centre

majority of these children attend mainstream schools and they are attaining educational outcomes on a par with hearing children. The full return on government investment in diagnosis and hearing technology is being realised for these children. They are getting an equal start at school and the health and education benefits are lifelong. Further national and international research and evidence on the effectiveness of Auditory Verbal therapy can be found [here](#).

However, at present, over 90% of deaf children that could benefit from AV therapy are unable to access it and there are no qualified AV therapists working in the NHS and local services in Wales.

But with support and investment from the Welsh Government, we can change this. With an investment of only £800,000 over the next ten years, it is possible to train a small proportion of the current public sector workforce of speech and language therapists, audiologists and teachers of the deaf to embed 12 specialist therapists in the NHS and local services in Wales. We are urging the Welsh Government to consider taking the first steps towards making this a reality with the first tranche of funding being made available in the next financial year. By committing to one year's worth of funding, just £80,000, more deaf children can start to benefit from greater access to speech and language therapists and teachers of the deaf trained in this specialist approach.

We are currently working with a number of speech and language therapists and teachers of the deaf across Wales who have begun their training in this specialist approach, which has been funded by charitable trusts. Two teachers of the deaf, based in North Wales, are about to complete our foundation level training specialist approach but we need to expand the numbers in training to support all those who could benefit across Wales.

The economic case for investment

Analysis across the UK shows that investment in Auditory Verbal therapy for the families of deaf children can unlock £152 million of economic benefit, rising to £11.7 billion within the next 50 years through improved quality of life, employment prospects, lower costs of schooling and avoided injuries. Other developed countries like Australia, New Zealand and Denmark already provide state funding of AV therapy and Wales should strive to match this investment.

I appreciate the time you have taken to meet with us previously and the support you have shown in our mission to enable more deaf children to have the same opportunities in life as their hearing peers. I would ask that you and your Committee consider calling for the inclusion of funding for the provision of AV therapy across Wales in this year's Budget and that you raise the significant return on investment with relevant Ministerial colleagues.

Thank you for considering this submission to the Committee. I look forward to hearing from you soon.

Kind regards,
Anita Grover
Chief Executive



Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

Jane Bryant AS
Cadeirydd, y Pwyllgor Plant, Pobl Ifanc ac Addysg

Llywodraeth Cymru
Welsh Government

25 Ionawr 2024

Annwyl Jayne

Darparu Prydau Ysgol am Ddim yn y Gwyliau

Diolch am eich llythyr dyddiedig 18 Rhagfyr lle gwnaethoch ofyn cwestiynau penodol am Raglen Gwella Gwyliau'r Haf (SHEP) a'r ystyriaeth rydym yn ei rhoi i gynlluniau neu fesurau amgen i ddarparu prydau ysgol am ddim yn ystod y gwyliau.

Nid yw SHEP, sy'n cael ei frandio fel Bwyd a Hwyl, yn gynllun newydd ar gyfer darparu prydau ysgol am ddim yn ystod gwyliau ysgol. Dim ond yn ystod cyfnod gwyliau'r haf y mae'n gweithredu, a hynny am leiafswm o 12 diwrnod. Ar hyn o bryd does dim cynlluniau i ymestyn SHEP i gyfnodau gwyliau eraill. Galluogwyd cynlluniau i weithredu yn ystod Haf 2023 diolch i £4.85 miliwn a ddarparwyd gan Lywodraeth Cymru ar gyfer 2023-4.

Mae data ar faint gymerodd ran yn SHEP yn ystod Haf 2023 ar gael ac maent ynghlwm wrth y llythyr hwn. Mae CLILC yn casglu ac yn dadansoddi'r data (grŵp blwyddyn, rhyw, a gwybodaeth am brydau ysgol am ddim) ac mae wedi rhoi caniatâd i'r data gael eu rhannu â'r Pwyllgor.

Cafodd y penderfyniad i beidio ag adfer darpariaeth prydau ysgol am ddim yn ystod gwyliau'r ysgol ei lywio gan asesiad effaith integredig, a gyhoeddwyd [yma](#), ac roedd yn cydnabod effaith negyddol y penderfyniad hwn. Fodd bynnag, fel y dywedwyd o'r blaen, oherwydd y pwysau ariannol sylweddol sy'n wynebu cyllideb Cymru, roedd darparu prydau ysgol am ddim yn ystod y gwyliau yn anfforddiadwy, yn syml, ac mae wedi dod i ben am gyfnod amhenodol.

Mae gan Lywodraeth Cymru amryw o fesurau lliniaru ar waith, fel y nodwyd yn yr asesiad effaith integredig. Rydym hefyd wedi darparu £2 filiwn arall eleni i gefnogi sefydliadau bwyd cymunedol i helpu teuluoedd sy'n profi tloidi bwyd. Mae ein cefnogaeth i bartneriaethau bwyd hefyd wedi helpu i wella gweithgarwch ym mhob ardal awdurdod lleol, sy'n helpu i roi strwythurau ar waith i fynd i'r afael ag achosion sylfaenol tloidi bwyd a sicrhau bod adnoddau cyfyngedig yn cael eu cyfeirio tuag at yr ardaloedd â'r angen mwyaf.

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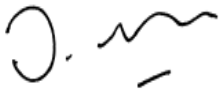
Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

Ymrwymais i gynyddu argaeledd prydau ysgol am ddim yn ystod y diwrnod ysgol. Gan weithio gyda'n partneriaid o dan y Cytundeb Cydweithio, Plaid Cymru, rydyn ni'n cyflwyno prydau ysgol am ddim i holl blant ysgolion cynradd. Hyd yma, mae mwy na 15 miliwn yn ychwanegol o brydau am ddim wedi'u gweini ledled Cymru, ac mae tua 145,000 yn rhagor o blant yn gymwys ers dechrau'r flwyddyn academaidd hon.

Fodd bynnag, rwy'n deall pa mor anodd yw hyn i deuluoedd ac mae fy swyddogion wedi ysgrifennu at awdurdodau lleol yn eu hatgoffa o'r disgresiwn sydd ganddynt i ddarparu prydau bwyd heb godi tâl, ac o'r disgwyliad na ddylid gwrthod cynnig pryd o fwyd i unrhyw blentyn os yw'n cyrraedd yr ysgol yn llwglyd.

Yn gywir,

A handwritten signature in black ink, consisting of a stylized 'J' followed by a wavy line and a short horizontal stroke.

Jeremy Miles AS/MS

Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language



Attendance

The WLGA provided an attendance sheet for schemes to take a log of all registered children and mark their attendance at Food and Fun. These sheets, which were anonymised, were then submitted to the WLGA.

In 2023, Food and Fun was delivered to 278.75 cohorts across 175 schemes, creating 11,150 places for children per operating day.

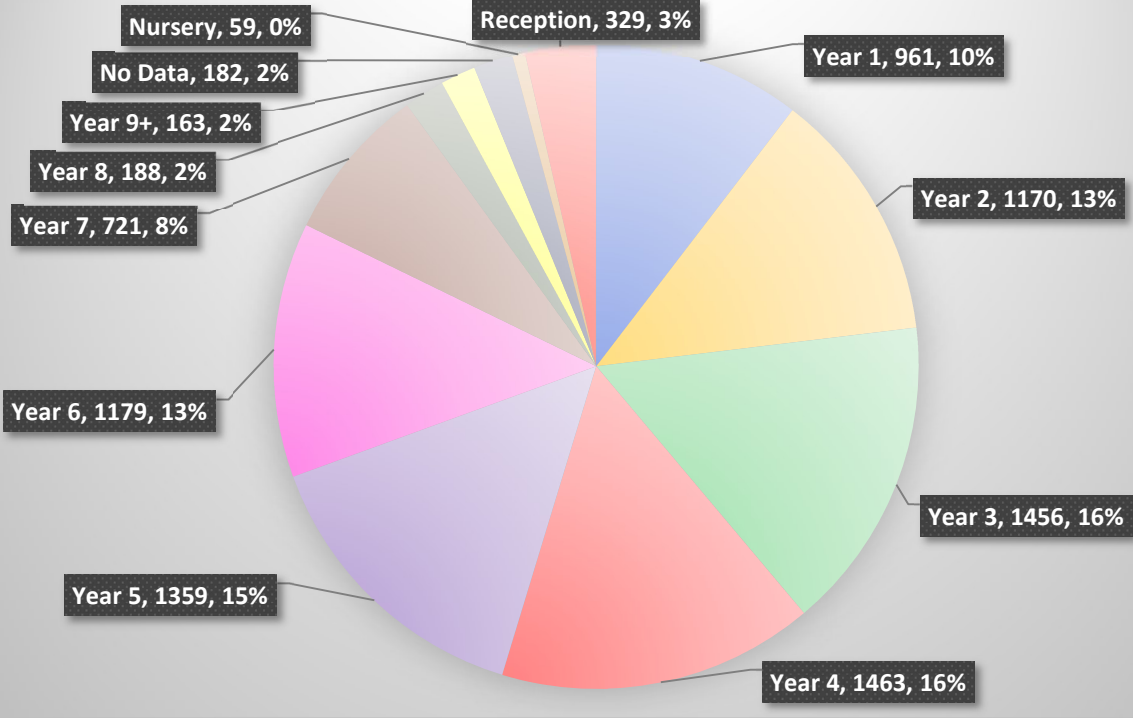
WLGA received attendance data from 154 schemes and one special school was exempt from this analysis due to utilising a different timetable model. Therefore, this analysis represents those 153 schemes (88%) delivering Food and Fun in 2023.

Based on returns from 153 schemes	2022	2023
Number of funded places for children	7,740	9,770
Potential Attendances	101,469	128,810
Total Actual Attendances	67,907 (67%)	82,241 (64%)
Number of children who attended at least once	6884	8546
...of which eFSM	2906 (42%)	3793 (44%)
Average number of days attended per registered child	8.8	8.9

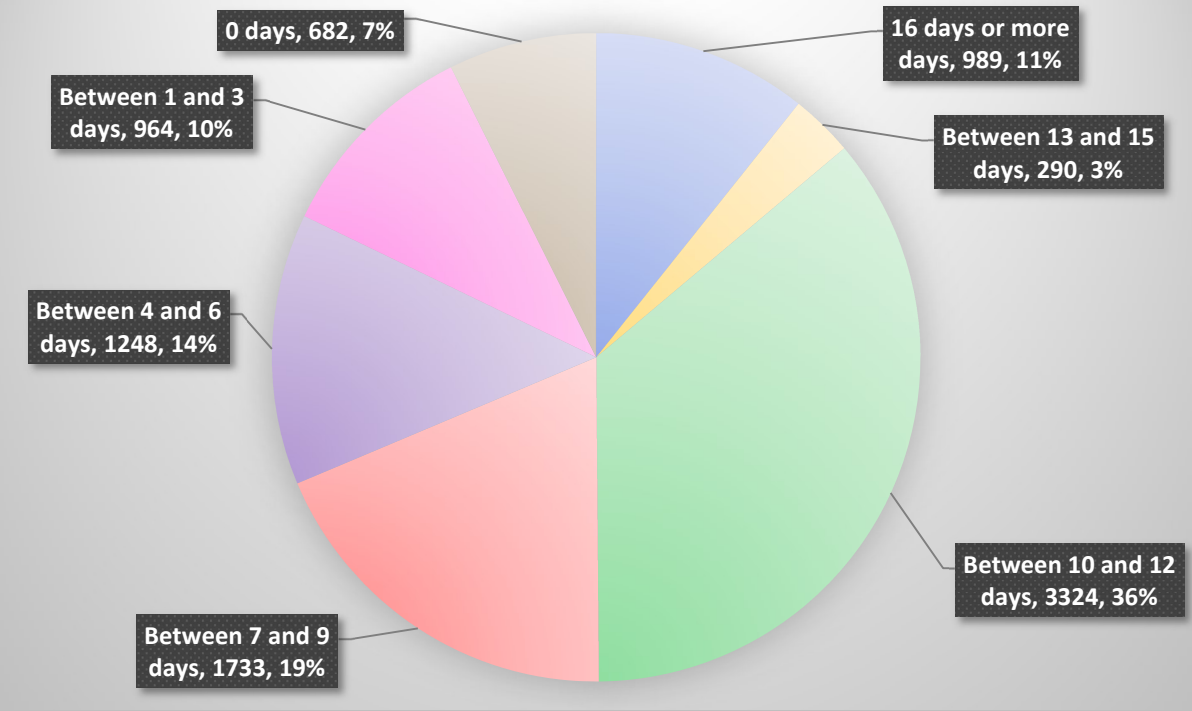




Year Group Split



Days Attended Per Child





Gender Split		
Gender	Count	%
M	4603	50%
F	4525	49%
Non-Binary	4	0.04%
No Data	98	1.1%

Please note that Year Group Split chart and Gender Split table above are inclusive of all registered children and therefore includes the 776 children who were registered for the scheme but did not attend.



Eitem 3.8

Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language



Llywodraeth Cymru
Welsh Government

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26 Ionawr 2024

Annwyl Jayne

Diolch am eich llythyr dyddiedig 21 Rhagfyr 2023 ynghylch adroddiad Comisiynydd y Gymraeg ar Addysg ôl-orfodol a'r Gymraeg: Llais y dysgwyr. Mae Llywodraeth Cymru'n croesawi'r ymchwil yma gan Gomisiynydd y Gymraeg sy'n cynnig gwybodaeth werthfawr am farn a phrofiadau dysgwyr yn y sector ôl-16.

Braf yw gweld bod mwyafrif helaeth y dysgwyr yn nodi bod eu profiad o addysg cyfrwng Cymraeg neu ddwyieithog yn dda neu'n dda iawn. Braff hefyd yw nodi bod y mwyafrif helaeth o ddysgwyr sy'n gallu siarad Cymraeg yn falch eu bod yn gallu siarad Cymraeg, ac yn ystyried yr iaith yn fantais ar gyfer eu rhagolygon gyrfao.

Rydym yn derbyn yr angen i ddeall yn well resymau dysgwyr dros beidio â dewis astudio trwy gyfrwng y Gymraeg. Rydym yn nodi hefyd pryderon y Comisiynydd am y gwahaniaeth rhwng argaeledd cyrsiau yn ein colegau o'i gymharu â'n hysgolion a'r angen i'r sector ôl-16 fynd i'r afael â'r prinder darpariaeth cyfrwng Cymraeg mewn meysydd mwy galwedigaethol.

Mae'n wir dweud bod gwahaniaethau rhwng ysgolion a cholegau o ran natur y ddarpariaeth a'r categorïau sy'n cael eu defnyddio i gofnodi cyfrwng y ddarpariaeth. Mae colegau hefyd yn wynebu heriau sylweddol wrth ddarparu ar gyfer dysgwyr â gwahanol lefelau gallu a rhuglder ar draws ystod eang iawn o bynciau.

Rydym wedi buddsoddi'n sylweddol yn y Coleg Cymraeg Cenedlaethol er mwyn cynyddu capasiti. Bellach mae 18% o weithgareddau dysgu mewn colegau yn cynnwys elfen o Gymraeg, gyda'r rhan helaeth o'r ddarpariaeth yn weithgareddau dwyieithog. Rydym yn gweithio gyda'r Coleg ac yn gobeithio gweld y ffigwr hwn yn parhau i gynyddu.

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

Tudalen y pecyn 68

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

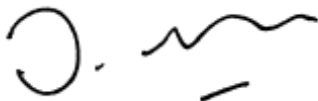
Er gwaethaf yr heriau a nodir uchod, rydym yn siomedig nad oes mwy o gynnydd wedi bod yn y niferoedd myfyrwyr sy'n astudio trwy gyfrwng y Gymraeg yn ein colegau. Rydym yn deall bod angen i ni greu mwy o gyfleodd i bobl ifanc i ddysgu drwy'r Gymraeg a gwella eu sgiliau Cymraeg a byddwn yn parhau i fuddsoddi yng ngwaith y Coleg Cymraeg.

Mae canlyniadau'r ymchwil yn amserol wrth i ni sefydlu'r Comisiwn Addysg Drydyddol ac Ymchwil newydd a bydd angen i'r Comisiwn weithio'n effeithiol â'r Coleg Cymraeg, y Ganolfan Dysgu Cymraeg Genedlaethol, darparwyr ôl-16, ag eraill er mwyn sicrhau fod darpariaeth ddigonol ar gael a chynyddu nifer y dysgwyr ôl-16 sy'n astudio drwy gyfrwng y Gymraeg.

Wrth sefydlu'r Comisiwn rydym yn dwyn ynghyd y cyfrifoldeb am strategaeth, cynllunio a goruchwyllo addysg drydyddol o fewn un corff. Bydd hwn yn cryfhau'r fframwaith ar gyfer cynllunio a chyllido'r ddarpariaeth ol-16, gan sicrhau dull mwy cydlynol ar gyfer datblygu a chynnal darpariaeth cyfrwng-Cymraeg.

Y nod yw y bydd y Comisiwn yn gwneud mwy na dim ond bodloni'r galw presennol am ddarpariaeth cyfrwng Cymraeg; bydd hefyd yn adeiladu'r galw am addysg drydyddol Gymraeg ac yn annog unigolion i gymryd rhan mewn addysg Gymraeg.

Yn gywir,



Jeremy Miles AS/MS

Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

Eitem 6

Yn rhinwedd paragraff(au) vi o Reol Sefydlog 17.42

Mae cyfyngiadau ar y ddogfen hon

Eitem 7

Yn rhinwedd paragraff(au) vi o Reol Sefydlog 17.42

Mae cyfyngiadau ar y ddogfen hon