

10 March 2006

John Howells  
Head of Higher Education Division  
Welsh Assembly Government  
Cathays Park  
CARDIFF  
CF10 3NQ

Dear John

**STEERING GROUP FOR WELSH MEDIUM PROVISION IN HIGHER EDUCATION:  
FURLONG REPORT**

The Welsh Medium Steering Group discussed the Furlong Report at its meeting on 27 February. The members have asked that I write to you to make some points about the potential effects of the report's recommendations as far as Welsh medium provision is concerned and that these views are brought to the attention of the Minister.

The Group welcomed many aspects of the report, recognising that it tackled difficult issues and proposed some positive action for the future to provide initial teacher training and continuing professional development which would better meet the needs of Welsh schools. It supported the recommendation that the research base in education in Wales should be strengthened.

The Group's main concerns centre on the proposal to end undergraduate BA Education provision completely. It welcomed the emphasis in the report on protecting the current Welsh medium numbers on these courses within the pre-professional degree schemes. However, in terms of the numbers of Welsh medium teachers who come through the BA Education route, members considered it highly unlikely that the various pre-professional degrees proposed would be able to match the ITT provision both in terms of the number of Welsh medium enrolments and the volume of Welsh medium provision delivered. This would have a major adverse impact on the *Reaching Higher* target for Welsh medium provision as undergraduate ITT provision accounts for some 31 per cent of all Welsh medium provision.

The BA Education courses are also an important Welsh medium access route to higher education. If these courses were discontinued, there is concern that, in future, many students from similar backgrounds to those currently on these courses, would not experience HE at all.

In terms of the quality of teachers, the undergraduate courses allow the time to provide language enhancement support to Welsh medium students as well as enabling English language students, through the Cynllun Colegau Cymru, to develop the competence and pedagogy to teach Welsh second language in primary schools.

Members were also concerned that, where there were students whose ultimate aim remained to become a teacher, they were not encouraged to enter on a pre-professional degree without fully understanding that there might not be a PGCE place for them afterwards.

This was not to say that the Group did not see potential in developing Welsh medium routes within pre-professional degree programmes, with providers being able to build on their experience of these types of degrees. For some areas, for example, youth work, there will be difficulties in recruiting sufficient numbers of suitably qualified Welsh medium staff to teach the courses, unless action is taken to address the issue, possibly by strengthening the proposed staffing initiative in vocational subjects being supported by the HEFCW Reconfiguration and Collaboration Fund. There would,

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however, be scope for collaboration. Members also recognised the potential to adapt the Cynllun Colegau Cymru to provide a certain level of second language competency amongst students.

There was also concern over whether the PGCE route would be able to meet fully the demand for Welsh medium/Welsh second language teachers. Members of the Group from ITT institutions were of the view that, compared with English medium teachers, there was less evidence of over-production of Welsh medium teachers with higher employment rates as teachers amongst students. The Group considered that any future workforce planning should include a specific Welsh medium dimension and it welcomed the recommendation in the report for a further review to consider the supply and training needs of all teachers able to teach through the medium of Welsh.

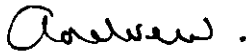
There are therefore two main elements to the Group's concerns:

- the immediate impact which the changes could have on the Welsh medium target and
- that developments are taken forward in such a way as to secure a sufficient and suitably-trained supply of Welsh medium and Welsh language teachers. This is essential to meet the needs of the school sector in Wales and will also have a longer term influence on the numbers of students coming through to HE who have the capacity to study through the medium of Welsh.

I hope that these comments are helpful to you as you consider your response to the Furlong Report.

The Group has also asked that this letter be brought to the attention of the Education and Lifelong Learning Committee.

Yours sincerely

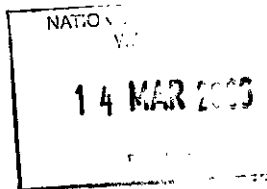


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2006/PWYLL/DCCAU/JH-1A/SLB

10 Mawrth 2006

John Howells  
Pennaeth Adran Addysg Uwch  
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Annwyl John

**Y GRŴP LLYWIO DARPARIAETH CYFRWNG CYMRAEG: ADRODDIAD FURLONG**

Bu'r Grŵp Llywio Cyfrwng Cymraeg yn trafod Adroddiad Furlong yn ei gyfarfod ar 27 Chwefror. Mae'r aelodau wedi gofyn i mi ysgrifennu atoch i wneud rhai pwyntiau am effeithiau posibl argymhellion yr adroddiad cyn belled ag y mae darpariaeth cyfrwng Cymraeg yn y cwestiwn ac i ofyn i chi gyflwyno'r sylwadau hyn i'r Gweinidog.

Croesawodd y Grŵp lawer agwedd ar yr adroddiad, gan gydnabod ei fod yn mynd i'r afael â materion anodd ac yn cynnig gweithredu cadarnhaol at y dyfodol i ddarparu hyfforddiant cychwynnol athrawon a datblygiad proffesiynol parhaus a fyddai'n cwrdd yn well ag anghenion ysgolion Cymru. Cefnogodd yr argymhelliad y dylid cryfhau'r sylfaen ymchwil ym maes addysg yng Nghymru.

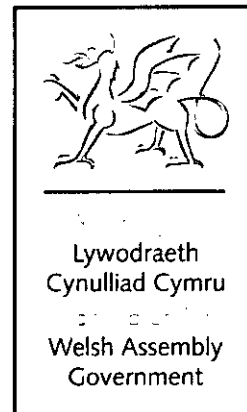
Mae prif bryderon y Grŵp yn ymwneud â'r cynnig i ddod â darpariaeth BA Addysg i ben yn gyfan gwbl. Roedd yn croesawu'r pwyslais yn yr adroddiad ar ddiogelu'r niferoedd cyfrwng Cymraeg presennol ar y cyrsiau hyn o fewn y cynlluniau gradd cyn-broffesiynol. Ond o ran y niferoedd o athrawon cyfrwng Cymraeg sy'n dilyn y llwybr BA Addysg, roedd yr aelodau o'r farn ei bod hi'n annhebygol iawn y byddai'r gwahanol raddau cyn-broffesiynol a oedd yn cael eu cynnig yn dod yn agos i ddarpariaeth HCA o ran nifer y cofrestrïadau cyfrwng Cymraeg a maint y ddarpariaeth cyfrwng Cymraeg a gâi ei gyflwyno. Byddai hyn yn cael effaith andwyol iawn ar y targed yn *Ymgeisio'n Uwch* ar gyfer darpariaeth cyfrwng Cymraeg gan fod darpariaeth HCA israddedig yn cyfrif am oddeutu 31 y cant o'r holl ddarpariaeth cyfrwng Cymraeg.

Hefyd mae'r cyrsiau BA Addysg yn llwybr pwysig i addysg uwch i fyfyrwyr cyfrwng Cymraeg. Pe rhoid y gorau i'r cyrsiau hyn, mae pryder na fyddai llawer o fyfyrwyr yn y dyfodol, o gefndiroedd tebyg i'r rheiny sy'n dilyn y cyrsiau hyn ar hyn o bryd, yn cael unrhyw brofiad o AU.

O ran ansawdd athrawon, mae'r cyrsiau israddedig yn caniatáu digon o amser i ddarparu cymorth gloywi iaith i fyfyrwyr cyfrwng Cymraeg yn ogystal â galluogi myfyrwyr Saesneg eu hiaith, drwy Gynllun Colegau Cymru, i feithrin y cymhwysedd ac addysgeg angenrheidiol i ddysgu'r Gymraeg fel ail iaith mewn ysgolion cynradd.

Roedd yr aelodau'n bryderus hefyd, yn achos myfyrwyr yr oedd dod yn athro yn unig nod ganddynt, y gallent gael eu hannog i ymgymryd â gradd gyn-broffesiynol heb lwyfr ddeall ei bod hi'n bosibl na fyddai lle iddynt wedyn ar gwrs TAR.

Nid oedd hyn yn golygu nad oedd y Grŵp yn ystyried bod lle i ddatblygu llwybrau cyfrwng Cymraeg o fewn rhaglenni gradd cyn-broffesiynol, gyda darparwyr yn gallu adeiladu ar eu profiad o'r mathau hyn o raddau. Ond mewn rhai meysydd, er enghraifft, gwaith ieuencid, bydd yn anodd recriwtio digon o staff cyfrwng Cymraeg â chymwysterau addas i ddysgu'r cyrsiau, oni chymerir camau i fynd i'r afael â'r broblem hon, o bosibl drwy gryfhau'r cynllun staffio arfaethedig mewn pynciau galwedigaethol a gefnogir gan Gronfa Ailgyflunio a Chydweithio CCAUC. Serch hynny, byddai lle i



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gydweithio. Roedd yr aelodau hefyd yn cydnabod bod modd addasu Cynllun Colegau Cymru i sicrhau bod gan fyfyrwyr beth cymhwysedd ail iaith.

Roedd pryder hefyd ynghylch a fyddai'r llwybr TAR yn gallu cwrdd yn llawn â'r galw am athrawon cyfrwng Cymraeg/Cymraeg ail iaith. Roedd aelodau'r Grŵp Llywio sy'n gweithio mewn sefydliadau HCA o'r farn bod llai o dystiolaeth o or-gynhyrchu athrawon cyfrwng Cymraeg o'u cymharu ag athrawon cyfrwng Saesneg, a bod canran uwch o fyfyrwyr cyfrwng Cymraeg yn cael eu cyflogi fel athrawon. Ystyriai'r Grŵp y dylai unrhyw gynllunio gweithlu yn y dyfodol gynnwys dimensiwn cyfrwng Cymraeg penodol ac roedd yn croesawu'r argymhelliad yn yr adroddiad am adolygiad pellach i ystyried y cyflenwad o athrawon cyfrwng Cymraeg ac anghenion hyfforddi pob athro sy'n gallu dysgu drwy gyfrwng y Gymraeg.


Felly mae dwy brif elfen i bryderon y Grŵp:

- effaith y newidiadau ar unwaith ar y targed cyfrwng Cymraeg a
- dylai datblygiadau gael eu cyflwyno mewn ffordd a fydd yn sicrhau cyflenwad digonol o athrawon cyfrwng Cymraeg ac iaith Gymraeg â hyfforddiant addas. Mae hyn yn hanfodol er mwyn cwrdd ag anghenion y sector ysgolion yng Nghymru a bydd hefyd yn cael dylanwad tymor-hir ar y niferoedd o fyfyrwyr yn dod drwodd i AU sy'n gallu astudio drwy gyfrwng y Gymraeg.

Gobeithiaf y bydd y sylwadau hyn yn ddefnyddiol wrth i chi ystyried eich ymateb i Adroddiad Furlong.

Mae'r Grŵp wedi gofyn hefyd i'r llythyr hwn gael ei ddwyn i sylw'r Pwyllgor Addysg a Dysgu Gydol Oes.

Yr eiddoch yn gywir



**Andrew M W Green**  
**Llyfrgellydd**  
**Cadeirydd**  
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