

Agenda – Culture, Communications, Welsh Language, Sport, and International Relations Committee

Meeting Venue:	For further information contact:
Video Conference via Zoom	Lleu Williams
Meeting date: 8 December 2021	Committee Clerk
Meeting time: 09.30	0300 200 6565
	SeneddCulture@senedd.wales

In accordance with Standing Order 34.19, the Chair has determined that the public are excluded from attending the Committee's meeting in order to protect public health. This meeting will be broadcast live on www.senedd.tv

Pre-meeting registration

(09.00–09.30)

1 Introductions, apologies and substitutions

(09.30)

2 One day inquiry on Welsh Language: Welsh medium education

(09.30–10.15)

(Pages 1 – 41)

Dr Ioan Matthews, Chief Executive, Coleg Cymraeg Cenedlaethol

Gwenllian Lansdown Davies, Chief Executive, Mudiad Meithrin

Iestyn Davies, Chief Executive, CollegesWales

Mabon Dafydd, Llywydd, Undeb Bangor Students' Union

Research brief

Written evidence from Coleg Cymraeg Cenedlaethol

Written evidence from Mudiad Meithrin

Written evidence from CollegesWales



Break

(10.15–10.25)

3 One day inquiry on Welsh Language: Welsh language civic organisations

(10.25–11.10)

(Pages 42 – 49)

Sian Lewis, Chief Executive, Urdd Gobaith Cymru

Betsan Moses, Chief Executive, National Eisteddfod

Tegwen Morris, National Director, Merched y Wawr

Caryl Hâf, Council Chairman, Young Farmers Club Federation

Written evidence from Urdd Gobaith Cymru

Written evidence from National Eisteddfod

Break

(11.10–11.20)

4 One day inquiry on Welsh Language: Welsh language civic organisations

(11.20–12.05)

(Pages 50 – 63)

Ruth Richards, Chief Executive, Dyfodol i'r Iaith

Mabli Jones, Chair, Cymdeithas yr Iaith

Efa Gruffudd Jones, Chief Executive, National Centre for Learning Welsh

Dewi Snelson, Chair, Mentrau Iaith Cymru

[Written evidence from Cymdeithas yr Iaith](#)

Written evidence from National Centre for Learning Welsh

Written evidence from Mentrau Iaith Cymru

5 Papers to note

(12.05)

5.1 Additional information from Cardiff University following the one day inquiry on arts and creative industries

(Page 64)

- 5.2 Letter from the First Minister to the Chair of the Legislation, Justice and Constitution Committee regarding the Inter-Institutional Relations Agreement: British-Irish Council Summit in Wales**
(Page 65)
- 5.3 Welsh Government response to the Culture, Welsh Language and Communications Committee's Report 'Set in Stone? A report on who gets remembered in public spaces'**
(Pages 66 – 70)
- 5.4 Additional information from Royal Commission on the Ancient and Historical Monuments of Wales following the one day inquiry on heritage, museums and archives**
(Pages 71 – 78)
- 6 Motion under Standing Order 17.42 to resolve to exclude the public from the remainder of this meeting and for the meeting on 15 December 2021**
(12.05)
- 7 Private Debrief**
(12.05–12.10)
- 8 Draft strategy and priorities for the Sixth Senedd**
(12.10–12.20) (Pages 79 – 95)
- 9 Draft agenda for strategic planning event**
(12.20–12.25) (Pages 96 – 100)
- 10 Visit to north Wales for Committee business**
(12.25–12.30) (Pages 101 – 103)

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Culture, Communications, Welsh Language, Sport and International Relations Committee

Via e-mail: SeneddCulture@senedd.wales

29 November 2021

Dear Chair and Committee Members

Written evidence from the Coleg Cymraeg Cenedlaethol (the Coleg) for the Culture, Communications, Welsh Language, Sport and International Relations Committee's one day inquiry

Thank you for the invitation to give oral evidence to the Culture Committee on 8 December and for the opportunity to submit written evidence prior to the session. I would like to submit a response on behalf of the Coleg regarding the challenges facing organizations that support and promote the Welsh language, including:

- the immediate and long-term impact of the COVID-19 pandemic on the sector;
- the sector's plans to ensure recovery;
- our priorities in the context of the Committee's work in the Sixth Senedd; and
- our priorities in the context of the Welsh Government's Draft Budget for 2022-23.

Our response will focus on the main factors relating to the Coleg's remit that affect the Welsh Government's language strategy to create a million people who speak and use the Welsh language by 2050. The Coleg's work in the post-compulsory sector, which includes further education, apprenticeships and higher education, contributes directly to the aims of the Government's language strategy, and the Coleg has the potential to make an even more substantial contribution over the next five years if it receives the necessary support and investment to do so.

Cymraeg 2050: the Government's new plan for 2021-26

The Coleg has welcomed the [new plan](#) announced by the Government in July this year that outlines what the Government will do during 2021-26 to achieve a million Welsh speakers and double the daily use of Welsh by 2050. The recognition within the document of the key role of the post-compulsory sector, and of the Coleg's role as one of the Government's core partners, is very welcome.

We further welcome the commitments in the [Co-operation Agreement](#) between the Welsh Government and Plaid Cymru to invest in the Coleg to increase the proportion of further education provision and apprenticeships provided through the medium of Welsh, and to set new ambitions to expand the Welsh-medium education workforce.

- **Training Welsh language teachers**

Given the importance to the national language strategy of ensuring an adequate supply of teachers, the shortfall of over 300 primary and 500 secondary teachers is of great concern to the Coleg and a number of other individuals and organizations, including the Welsh Language Commissioner, pressure group Dyfodol i'r Iaith and teachers' union UCAC. While the Government's new plan recognizes that ensuring an adequate supply has been a challenge, the Coleg is not confident that the interventions currently in place are sufficient to transform the situation.

We very much welcome the reference to the Government's development of a 10-year plan to increase the number of teachers of Welsh and Welsh-medium teachers and improve the language skills of the education workforce so that local needs can be met in line with each county's WESP (Welsh in Education Strategic Plan). Although no further details on this have yet been announced, we welcome the reference to "expanding the Coleg's role". Several papers have been submitted to the Government over the last eighteen months in relation to our concerns about the teacher training sector and our desire to take on a more significant role in planning for the training of Welsh language teachers. We are currently discussing with the Government how our responsibilities in this area can be developed as we have the experience, the expertise and the will to support them and the Education Workforce Council in carrying out their statutory duties in this area. While we remain keen to take on an expanded role to lead on planning in this area, a bid was submitted to the Government in September for a budget of £150,000 to implement two specific projects during 2022-23 which will contribute to its strategy to attract and support more students to qualify as Welsh-medium teachers. The projects involve engaging with students studying outside Wales to persuade and attract them to return to Wales to train as teachers, and a mentoring scheme to support students who are less confident in their Welsh language skills to make the choice to train as Welsh language teachers.

- **Welsh-medium Education Bill**

We look forward to discussions with the Government in due course regarding the Welsh-medium Education Bill and issues relating to the Coleg. Strengthening the Coleg's statutory status through legislation would place the Coleg on a firm footing to continue and extend its influence over the sectors concerned in the coming years.

- **The Coleg's budget**

Another development that we welcome in the Government's new plan is the commitment to provide additional funding to the Coleg over five years to expand provision in further education, apprenticeships and higher education, and this is reinforced in the Co-operation Agreement with Plaid Cymru.

To date, the Coleg's budget to operate in the post-16 sector has been very limited, and there is an urgent need to invest in this area if we are serious about seeing a change at grassroots level where there has been no tradition of Welsh-medium and bilingual teaching. The Government found £810,000 for the 2021-22 financial year to begin work on increasing the number of staff and tutors who can teach through the medium of Welsh and bilingually in colleges in the priority areas, namely health and care, public services and childcare. The additional funding for further education colleges was welcomed, but in order to continue investing in these areas, to expand into other areas such as agriculture, tourism and leisure, construction, business and performing arts, and to develop Welsh-medium and bilingual apprenticeships, the Coleg submitted a bid to the Government in September

for an additional budget of £1,090,000 for the post-16 sector in 2022-23. Further increases will be required in 2023-24 to maintain and add to these developments.

The Coleg has been active in higher education for a decade, and the position of the Welsh language in the sector has been transformed as a result. The provision available to students is now extensive and the number of lecturers teaching through the medium of Welsh has increased significantly. The first five years of the Coleg saw a significant increase in the number of students studying part of their degree through the medium of Welsh, but following a budget cut in 2016, and an increase in the number of Welsh students choosing to study at universities outside Wales, we have not seen the same progress since. Initial evidence also suggests that the pandemic period has had some effect on the number of Welsh speakers choosing to study a proportion of their degree through the medium of Welsh with so many students (especially those whose home language is not Welsh) losing the habit of using Welsh daily while studying from home. The lack of face-to-face contact with lecturers has also limited the ability of staff to influence student choices and encourage them to choose Welsh-medium pathways.

The Coleg believes that new audiences can be attracted to the Welsh language in the higher education sector and we are currently developing exciting plans to this end. Due to the challenging financial situation of the universities, additional Government investment will be key to making progress while, at the same time, protecting existing Welsh-medium subjects and provision. We have submitted a bid to the Government for an additional budget of £213,168 for 2022-23 to implement our higher education plans.

- **Developing a bilingual health and care workforce**

The recently published [evaluation](#) of *More than Just Words* (the Welsh Government's strategy to ensure Welsh language services in health, social services and social care) highlights the scale of the challenge facing the Government and Health Boards in making services freely available to the public in Wales in the language of their choice. While the report shows that some progress has been made since the publication of the strategy in 2012, particularly in higher education as a result of investment by the Coleg Cymraeg, the report also notes that a considerable amount of work and focus locally and nationally is needed in order to deliver the original seven goals.

Health Boards across Wales report that recruiting a bilingual workforce is a challenge, and developing more bilingual training opportunities in the post-16 and higher education sectors is therefore a priority for the Coleg over the coming years.

Health Education and Improvement Wales (HEIW) is the body responsible for planning and developing the NHS workforce in Wales, and it has a substantial budget for this purpose. The Coleg already works with HEIW, but the Coleg would like to develop a strategic relationship with HEIW in order to agree appropriate targets and goals and develop bespoke plans to increase the Welsh language and bilingual skills of the health service workforce in Wales. The Coleg wishes to see such a plan incorporating a commitment to include language awareness as a core and standard part of the training of all prospective health and care practitioners in Wales, with clear targets being set for the number of trainees enrolling on bilingual provision across all health courses each year. HEIW would need to identify an appropriate budget to support universities to deliver this. This fits in with Social Care Wales and HEIW's [Health and Social Care Workforce Strategy](#) published by the Welsh Government in 2020.

- **Tertiary Education and Research (Wales) Bill**

The Coleg has submitted an initial written response to the Children, Young People and Education Committee outlining our response to the Tertiary Education and Research Bill and we will be presenting oral evidence to the Committee on 2 December.

Context:

The decision to establish the Coleg was made by the then Welsh Government in 2007, in view of the need for an independent planning body in the higher education sector to focus specifically on Welsh-medium and bilingual provision. The decision to extend its responsibilities to further education and apprenticeships in 2017/18 was further recognition of the need for a specific body with expertise in the field to have strategic responsibility in relation to the Welsh language, given that organizations with other varied and important duties cannot carry out this role and do not have the expertise or experience to do so. This identified need for the Coleg's work in higher education continues, and our work in further education and apprenticeships is only just beginning.

The Coleg is an independent organization and a registered charity. It has a strong governance structure, and has a board consisting of a chair and up to twelve members appointed through a process of open advertisement.

Generally:

The Coleg supports the proposal to establish a Commission for Tertiary Education and Research and looks forward to supporting the establishment and embedding of the new body in a way that will have a positive impact on Welsh-medium and bilingual provision in the post-compulsory sector.

While recognizing that some disruption is inevitable in dissolving an existing body and moving other Government responsibilities into a new body, every possible effort should be made to avoid an indefinite period of uncertainty, which could hinder progress in the areas concerned.

Responsibilities in relation to the Welsh language and the Commission's relationship with the Coleg:

We note that the Bill has placed responsibilities on the Commission in relation to the Welsh language and that further details are set out in the [Welsh Language Impact Assessment](#), including the fact that the Commission, in conjunction with the Coleg, will be responsible for Welsh-medium developments in tertiary education. We believe that consideration should be given to including some of the points made in the impact assessment on the face of the bill in order to emphasize the expectation that the Commission should act proactively, rather than passively, to deliver the Welsh Government's Cymraeg 2050 strategy, and collaborate with the Coleg at a strategic level to achieve this.

Pages 126-29 of the [Explanatory Memorandum](#) outline the Commission's full responsibilities in relation to the Welsh language. While welcoming the fact that this is explicitly included,

most of these duties are already part of the Coleg's responsibilities, and increasingly so since the Coleg's responsibilities were extended to include the post-16 sector. The need for a dedicated body with the necessary expertise to act for the Welsh language and bilingualism in the fields of higher education, further education and apprenticeships remains as vital as ever, therefore the extent to which the Bill and the accompanying documentation reflects this unequivocally should be given careful consideration.

The Coleg works effectively with a range of bodies who have statutory duties, including the Education Workforce Council, Health Education and Improvement Wales, Qualifications Wales and Estyn, as well as the Higher Education Funding Council for Wales (HEFCW). In the case of HEFCW, it has an MoU with the Coleg to facilitate effective collaboration. We trust that the effective ways of working that are already in place will provide a strong basis to build an effective relationship with the new Commission, but in developing the new working relationship, it is suggested that the Coleg should have more direct involvement in planning processes, and that relevant funding responsibilities should be delegated to the Coleg, in line with current arrangements for higher education and the evolving model for further education and apprenticeships.

The Coleg's funding arrangements:

We note that the Bill recognizes that the Coleg should continue to be funded by the Welsh Government and very much welcome this commitment. Receiving a budget directly from the Government underlines the importance of the post-compulsory field to the long-term national language strategy, and this should not be undermined in any way. It is unclear at this point why a short to medium term period is specified for this model of funding in the related Memorandum, given that the Government's language strategy aims for the long term targets of creating a million Welsh speakers and doubling the daily use of Welsh by 2050.

Research and the Welsh Language:

We welcome the expectation that the Commission would be required to comply with the Welsh Language Standards, and would therefore need to consider the Welsh language in all its activities. We note that this would extend to areas not directly related to provision, such as academic research.

Other related matters:

In supporting the Welsh Government's vision in establishing the Commission, we are aware that this does raise some matters that need to be addressed. Following the extension of the Coleg's responsibilities to the post-16 sector, for example, we are aware of matters raised by colleagues in the sector that relate to the relationship between schools and colleges in the context of A level provision. This is a complex and sensitive issue in relation to the Welsh language and we would like reassurance that every effort will be made to ensure that decisions are not taken that could lead to unforeseen consequences. The Coleg is already supporting the Government to promote Welsh as a subject. We would be prepared to expand on this work, if given sufficient resources to do so.

Consideration should also be given at this point to the relationship between the Tertiary Education and Research Bill and the proposed Welsh-medium Education Bill which is

another important element of this Government's programme. The Minister for Education and Welsh Language has stated publicly that consideration will be given to placing the Coleg's role on a statutory footing in that bill; it is important therefore to ensure that the Tertiary Education Bill does not limit the potential to achieve this.

We have kept our comments quite broad and brief in this letter, but a manifesto document was developed before the election detailing our policy and funding proposals for the new Government, which can be found on our [website](#).

Thank you for the opportunity to submit written evidence to this important one day inquiry. We look forward to our oral evidence session on 8 December. If you have any questions in the meantime, please do not hesitate to contact Gwenllian Griffiths at g.griffiths@colegcymraeg.ac.uk.

Yours,

A handwritten signature in black ink that reads "Ioan Matthews". The signature is written in a cursive, slightly slanted style.

Dr Ioan Matthews

Chief Executive

Ymateb Mudiad Meithrin i weithdy un-dydd Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon, a Chysylltiadau Rhyngwladol

Yr hyn sy'n gwneud Mudiad Meithrin yn wahanol ac unigryw yw ein bod yn angerddol am ddarparu a hwyluso gofal plant ac addysg gynnar o ansawdd yn Gymraeg – dyma yw ein priod waith a'n pennaf gymhellant.

Ers 1971, bu Mudiad Meithrin yn gweithio'n galed i ddylanwadu a gweithredu'n ymarferol er mwyn gwireddu ei egwyddorion craidd a sicrhau fod plant bach Cymru yn gallu dod yn siaradwyr Cymraeg hyderus.

Erbyn heddiw, mae gennym 1000 o leoliadau cymunedol: Cylchoedd Meithrin, meithrinfeydd dydd, Cylchoedd Ti a Fi, grwpiau amrywiol 'Cymraeg i Blant' a grwpiau 'Clwb Cwtsh' yn perthyn i deulu'r Mudiad oll yn darparu gwasanaethau allweddol ym maes Gofal Plant, addysg gynnar a throsglwyddo iaith i blant a theuluoedd.

•effaith uniongyrchol ac effaith tymor hir pandemig COVID-19 ar y sector;

Atodir gyhoeddiad Mudiad Meithrin am effaith y pandemig ar y sector gofal plant cyfrwng Cymraeg sef Strategaeth Adnewyddu ac Ailadeiladu yng nghyd-destun pandemig Covid-19 gyhoeddwyd ym mis Tachwedd 2020: [Strategaeth-Adnewyddu-ac-Ailadeiladu-Terfynol.pdf \(meithrin.cymru\)](#).

Credwn fod y Gymraeg yn perthyn i bawb a'i bod yn gyfrwng i uno'n cenedl amrywiol. Rhaid i ni weithio'n galetach er mwyn sicrhau fod pob plentyn yn gallu cael profiad Cylch Meithrin ac addysg Gymraeg gan fod rhwystrau anfwriadol ac ymarferol yn parhau i wynebu pobl mewn rhai cymunedau. Mae'r pandemig wedi amlygu lluo o rwystredigaethau gyda gwahanol gyfundrefnau, traddodiadau a systemau.

Mae wedi amlygu pa mor fregus yw nifer o wasanaethau amrywiol ac nid yw darpariaeth gofal plant yn eithriad. Mae hefyd wedi amlygu beth sydd wir yn bwysig i ni. Gyda hyn, mae mwy fyth o her yn wynebu darparu gwasanaethau cyfrwng Cymraeg mewn modd hwylus, hawdd a hygyrch i bobl yn amrywiol gymunedau Cymru er mwyn cyrraedd targed miliwn o siaradwyr Cymraeg erbyn 2050.

Fe fydd Mudiad Meithrin yn:

- Parhau gyda'r gwaith o gefnogi Cylchoedd Meithrin a meithrinfeydd dydd i ddehongli a gweithredu rheoliadau perthnasol i'r pandemig er mwyn codi hyder y gweithlu, rhieni a phlant yn y trefniadau newydd
- Parhau gyda'r gwaith o sefydlu Cylchoedd Meithrin newydd mewn cymunedau amrywiol drwy raglen arloesol 'Sefydlu a Symud' er mwyn sicrhau darpariaeth cyfrwng Cymraeg mewn mwy o gymunedau
- Cyngori Cylchoedd Ti a Fi ar sut a phryd i ail-agor yn ddiogel er mwyn denu teuluoedd at wasanaeth cymunedol allweddol a chynnig awyrgylch Gymreig gefnogol gan ddarparu grantiau ail-agor gwerth £1000 yr un
- Buddsoddi mewn darpariaeth ar-lein yn y blynyddoedd cynnar gyda rhaglenni a chynlluniau gwahanol fel 'Cymraeg i Blant', Clwb Cylch a Miri Meithrin er mwyn sicrhau fod darpariaeth Gymraeg yn cyrraedd cartrefi ble na chlywir y Gymraeg
- Parhau gyda'r gwaith o greu adnoddau ar-lein a darparu cefnogaeth sawl-dull i Gylchoedd 'Croesi'r Bont' (ein cynllun trochi iaith) er mwyn sicrhau fod y cynllun yn parhau i gael ei weithredu o dan drefniadau newydd
- Cyd-weithio gyda phartneriaid amrywiol er mwyn cynyddu darpariaeth cyfrwng Cymraeg ar bob cyfrwng
- Adolygu ein strategaeth Amrywiaeth a Chydraddoldeb er mwyn adolygu'r deilliannau a'r nodau i sicrhau fod ein gwaith yn cyrraedd pob plentyn.
- Gweithredu - trwy ddarpariaeth hyfforddiant, awdit polisïau a gweithredu cadarnhaol - i fod yn fwy na mudiad sy'n gynhwysol ond mudiad sy'n gweithredu egwyddorion gwrth-hiliaeth er mwyn sicrhau fod y nod o gynnig y Gymraeg i bawb o bob cefndir yn un sydd wedi ei gwreiddio yn ein harferion
- Buddsoddi mewn ystod ehangach o adnoddau dysgu a chwarae sy'n dathlu amrywiaeth y plant yn ein gofal a'u teuluoedd cf. Nodau Natur, Nodau Natur 2, Cylch i Bawb, 'Dewch i Ddathlu' ac adnoddau buan ar hanes Cymru Ddu
- Gweithio gyda'r Ganolfan Dysgu Cymraeg Cenedlaethol ar raglen 'Cymraeg yn y Cartref' er mwyn sicrhau fod cyfleoedd dysgu Cymraeg ffurfiol ac anffurfiol ar gael i deuluoedd y plant yn ein gofal
- Parhau i weithio gyda'r Ganolfan Dysgu Cymraeg Genedlaethol ar ddwysau darpariaeth 'Cymraeg Gwaith' sef cynllun 'Camau' ar gyfer y gweithlu blynyddoedd cynnar

- Cynnal darpariaeth 'Clwb Cwtsh' yn rhithiol tra bo cyfyngiadau'n parhau cyn symud at ail-gynnal y ddarpariaeth yn gymunedol er mwyn denu dysgwyr newydd at y Gymraeg
- Lansio cynllun prentisiaeth Mudiad Meithrin er mwyn annog gyrfa yn gweithio yn y sector blynyddoedd cynnar Cymraeg heb fod mewn Cylch neu feithrinfa gan dargedu unigolion Du, Asiaidd a Lleiafrifol Ethnig
- Parhau i greu a chomisiynu adnoddau newydd er budd y gweithlu: o bolisïau i ddogfennau asesu risg, o restrau gwirio a gweithdrefnau glanhau, o bosteri marchnata i bosteri hylendid personol, o becynnau fel 'Dwylo Diogel' i lyfrau bach piws ar amryw bynciau gwahanol
- Cefnogi staff o safbwynt emosiynol gyda chynghor ar sut i ddelio gyda thrawma ac hefyd sut i ymdrin â phlant sy'n mynegi neu'n dangos arwyddion o bryder
- Parhau i ddylanwadu ar gyrff cyhoeddus perthnasol i ail-ddechrau grantiau o fudd i'r sector fel y Cynnig Gofal Plant, addysg gynnar a Dechrau'n Deg gan ddadlau am well setliad ariannol fesul awr i allu talu gwell cyflogau i weithwyr gofal plant
- Hyrwyddo cyfleoedd i fwrw prentisiaeth ym maes gofal plant gyda chynlluniau'r Mudiad, partneriaid amrywiol a chynllun ysgolion 'Cam wrth Gam'
- Annog gwirfoddolwyr i gynorthwyo mewn Cylchoedd Meithrin tra'n meddu ar gymwysterau ac ar wiriad GDG addas
- Cyfrannu at waith ar fframweithiau hyfforddiant Gofal Cymdeithasol Cymru
- Parhau i ddathlu a dyrchafu gwaith y gweithlu blynyddoedd cynnar trwy gynnal seremoni ddathlu flynyddol gydag amryw gategorïau gwahanol
- Rhannu arfer da ymysg staff Cylchoedd Meithrin trwy gynnal Pwyllgorau Sir rhithiol
- Cyhoeddi prosiectws ôl-Covid 'Academi' gan ddarparu cyfleon Datblygiad Proffesiynol Parhaus ar gyfer y gweithlu

Mae nifer o'r materion hyn eisoes ar waith.

Ers cyfnodau clo'r pandemig, ceir consensws mai'r isod sydd wedi eu heffeithio waethaf ymysg plant:

- Plant sydd wedi dioddef profedigaeth o ganlyniad i COVID
- Plant ag ADY, anabledd dysgu,

- Plant o deuluoedd incwm isel/tlodi
- Plant efo rhiant yn dioddef COVID hir

Ceir consensws mai'r ymyraethau isod ydy'r rhai y dylid eu mabwysiadu:

- Amgylchedd sy'n annog chwarae - cyfleoedd, gofod, amser a lle, tu allan. Pwyslais cymhleth ac aml ddimensiwn ar bwysigrwydd chwarae.
- Cefnogaeth a mynediad i bawb
- Cefnogaeth ac adnoddau gyrfaoedd a chefnogaeth ac adnoddau i rieni o safon uchel

Dylid nodi fod gan sawl ffynhonnell (Cenhedloedd Unedig, elusennau fel 'Achub y Plant ac astudiaethau amrywiol) bryder am effaith y pandemig ar ddatblygiad plant. Er fod pryder hefyd am impact y pandemig ar y Gymraeg (a chaffael plant o'r Gymraeg) noder mai fy mhrif ffocws fydd ar faterion isadeiledd h.y. dylanwad hyfforddi/cymhwyso a recriwtio ar ein gwaith bara menyn h.y. cynnal, ehangu ac agor Cylchoedd Meithrin ac ail-agor Cylchoedd Ti a Fi fel pont i'r Cylchoedd Meithrin (ac felly i Addysg Gymraeg sef y brif ffordd o greu siaradwyr Cymraeg newydd).

•cynlluniau'r sector ar gyfer sicrhau adferiad;

Wele gopi o'n strategaeth Adnewyddu ac Ailadeiladu (gyda nifer o ddyfyniadau uchod): [Strategaeth-Adnewyddu-ac-Ailadeiladu-Terfynol.pdf \(meithrin.cymru\)](#).

Noder ymateb y Gweinidog Jeremy Miles AS i gwestiwn diweddar gan Siân Gwenllian AS am y gweithlu addysg:

Roedd y cwestiwn olaf wnaeth yr Aelod ei ofyn ynglŷn â chynyddu'r gweithlu addysg. Mae hwn, wrth gwrs, yn flaenoriaeth i ni, fel rŷn ni wedi trafod ar y cyd ac yma yn y Siambr eisoes—o ran athrawon, ond hefyd o ran cynorthwywyr yn yr ystafell ddosbarth, i sicrhau bod gennym ni weithlu sy'n siarad Cymraeg ymhob rhan o'r gweithlu. Mae hynny'n bwysig. Rŷn ni'n gweithio ar gynllun drafft ar hyn o bryd; rŷn ni wrthi'n paratoi hynny ar gyfer ei rannu gyda'n rhanddeiliaid. Rŷn ni wedi cael trafodaethau gydag amryw o'r rheini, gan gynnwys Cyngor y Gweithlu Addysg ac eraill, ond mae angen trafodaethau pellach gyda rhanddeiliaid eraill, sy'n cynnwys y comisiynydd ac eraill. Mae hwn yn rhywbeth rŷn ni'n gorfod gwneud cynnydd cynnar arno fe, ond gallwn ni wneud hynny yn unig drwy gydweithio gyda'r partneriaid eraill sydd gennym ni yn y system addysg.

A gaiff y gweithlu Gofal Plant ei gynnwys?

Bydd Mudiad Meithrin yn cyhoeddi dogfen yn cynnwys awgrymiadau i daclo recriwtio a chadw staff yn y gweithlu Gofal Plant yn fuan.

Dyma rai syniadau yn y cyfamser:

1. Cynyddu cyfradd cyllido'r Cynnig Gofal Plant i, o leiaf, £5.00 yr awr fesul plentyn (gan y bu ar £4.50 yr awr ers 2017) er mwyn galluogi Cylchoedd Meithrin i gynnig gwell cyflogau (i ddenu a chadw staff)]
2. Cymhwyso unigolion dros gyfnod o flynyddoedd yn lle dros 18 mis (er mwyn galluogi'r sawl sydd methu gwneud 16 awr o brofiad gwaith yr wythnos) a sicrhau fod y rheoliadau'n galluogi hynny
3. "Fast track" i bobl sydd yn meddu ar gymwysterau dysgu, nyrsio ayyb gan gynnwys modiwlau craidd yn unig
4. Tyfu y cynllun ysgolion sef cynllun Mudiad Meithrin i gymhwyso myfyrwyr ysgol blynyddoedd 10-13
5. Meddwl am opsiynau amgen i brentisiaethau i bobl sydd ar ganol neu ddiwedd gyrfa
6. Newid y gofyniad am "supernumerary" *notional* pan fo 19 neu fwy o blant (ond pan nad oes 19)
7. "Golden helo" fel sy'n digwydd yn y sector addysg statudol er mwyn denu staff newydd mewn meysydd wedi eu gwasgu

•unrhyw effaith gan Brexit ar hyn o bryd ac yn y dyfodol;

Bu her o ran sefyllfa recriwtio a chadw yn y gweithlu Blynyddoedd Cynnar cyfrwng Cymraeg ers degawdau (wele bwysigrwydd ein Cynllun Hyfforddiant Cenedlaethol a 'Cam wrth Gam' sef ein cynllun ysgolion i gymhwyso myfyrwyr ysgol blynyddoedd 10-13 gyda chymhwyster Gofal Plant) ond mae'r wasgfa'n waeth oherwydd fod mwy o bwysau ar y sector Saesneg yn sgil colli staff o'r sector Gofal Plant (canlyniad i Brexit). Bydd angen syniadau radical a chreadigol i gynyddu a chyflymu'r momentwm o ran denu a chadw staff i'r sector Gofal Plant cyfrwng Gymraeg (sef y brif bont neu lwybr i mewn i Addysg Gymraeg).

•eich blaenoriaethau chi yng nghyd-destun gwaith y Pwyllgor yn y Chweched Senedd;

Wele gynnwys Maniffesto Mudiad Meithrin sy'n manylu ein prif flaenoriaethau: [Maniffesto-MM-CS-Terfynol.2020.pdf \(meithrin.cymru\)](#). Mae pob un o rhain yn cyffwrdd ar waith y Pwyllgor.

Hefyd byddwn yn awyddus i wireddu cynnwys cyhoeddiad diweddar Llafur a Phlaid Cymru ar ymestyn gofal plant am ddim i bob plentyn dwy flwydd ac ehangu'r cynnig cyfrwng Cymraeg gan weld cynllun 'Sefydlu a Symud' (sef sefydlu Cylchoedd Meithrin newydd ac ehangu rhai sefydledig) i greu'r galw ac ymateb i'r CSGAau.

Maniffesto Meithrin Miliwn: Maniffesto Mudiad Meithrin ar gyfer Etholiad Cyffredinol Cymru 2021

Nod Mudiad Meithrin yw rhoi cyfle i bob plentyn ifanc yng Nghymru fanteisio ar wasanaethau a phrofiadau blynyddoedd cynnar trwy gyfrwng y Gymraeg gan y gwyddom fod y blynyddoedd cynnar yn allweddol i gaffael iaith.

Egwyddorion Mudiad Meithrin

Mae Mudiad Meithrin yn credu fod gan bob plentyn hawl i ddarpariaeth gynnar o safon ac fod ganddynt hawl ymarferol i ddarpariaeth cyfrwng Cymraeg. Credwn:

- **bod caffael yr iaith Gymraeg o fantais i blant.**
- **y dylid sicrhau cyfle cyfartal i bob plentyn gael mynediad i wasanaethau cyfrwng Cymraeg yn y blynyddoedd cynnar o fewn cyrraedd hwylus i'w gartref.**
- **bod dilyniant addysg Gymraeg yn hanfodol i bob plentyn sy'n mynychu ein darpariaethau.**
- **bod chwarae yn sylfaenol i ddatblygiad plant yn gorfforol, yn emosiynol yn ieithyddol, yn gymdeithasol, ac yn ddeallusol.**
- **bod plant, waeth beth fo'u hangen, yn elwa o brofiadau blynyddoedd cynnar o ansawdd dda.**
- **bod y teulu yn sylfaen i ddatblygiad plant.**
- **bod hawliau plant yn unol â Chonfensiwn y Cenhedloedd Unedig ar Hawliau Plant a Deddf Plant 1989 yn holl bwysig.**

Tri Maes Blaenoriaeth sydd angen buddsoddiad yn ystod tymor Senedd 2021-26

1. Sicrhau darpariaeth gofal ac addysg gynnar o ansawdd
2. Codi hyder, gwybodaeth a sgiliau o fewn y gweithlu blynyddoedd cynnar, y corff gwirfoddolwyr a rhieni/gofalwyr
3. Cynllunio darpariaeth gofal plant ac addysg gynnar sy'n creu'r galw am addysg Gymraeg gan gyfrannu at greu miliwn o siaradwyr Cymraeg erbyn 2050

1. Sicrhau darpariaeth gofal ac addysg gynnar o ansawdd

- Gweithio at un gyfundrefn genedlaethol gofal plant ac addysg gynnar o ran cyllido, arolygu ac ansawdd
- Buddsoddi yn nghynllun trochi 'Croesi'r Bont' a'i addasu i'w gynig fel pecyn hyfforddiant i'r sector statudol cynradd
- Sicrhau bod chwarae yn ganolog i ethos pob darpariaeth
- Cefnogi'r sector i alluogi dehongli a gwireddu amcanion Cwricwlwm Cymru 2022 gyda chefnogaeth wedi'i deilwra i'r sector nas gynhelir

2. Codi hyder, gwybodaeth a sgiliau o fewn y gweithlu blynyddoedd cynnar, y corff gwirfoddolwyr a rhieni/gofalwyr

- Parhau i fuddsoddi yng ngallu ieithyddol y gweithlu trwy gynllun Cymraeg Gwaith 'Camau' ar y cyd gyda'r GDCG

- Sicrhau fframwaith prentisiaethau cyfrwng Cymraeg ar gyfer cymwysterau lefelau 1 i 6 ynghyd ag opsiynau amgen i ddysgwyr profiadol neu hŷn
- Cefnogi Datblygiad Proffesiynol Parhaus y gweithlu blynyddoedd cynnar trwy hyfforddiant addas gan sicrhau cyfran ariannol o gronfeydd hyfforddi lleol a rhanbarthol gan wybod fod safon y ddarpariaeth yn dibynnu ar darpariaeth hyfforddiant a chymwysterau
- Dyfnhau gweithgarwch ym maes trosglwyddo iaith gan gefnogi rhieni a'r teulu estynedig trwy amryfal rieni fel 'Cymraeg i Blant', 'Clwb Cwtsh' a 'Cymraeg yn y Cartref'

3. Cynllunio darpariaeth gofal plant ac addysg gynnar sy'n creu'r galw am addysg Gymraeg gan gyfrannu at greu miliwn o siaradwyr Cymraeg erbyn 2050

- Agor 60 Cylch Meithrin newydd yn ystod tymor y Senedd gan barhau i gefnogi pob Cylch Meithrin i aros ar agor fel adnodd pwysig
- Gwireddu amcanion 'Prosiect 2050' gan gydlynu gweithgareddau y CSGAau gyda chorff goruchwylio cenedlaethol
- Sbarduno darpariaeth gofal plant cyfrwng Cymraeg gydag "uplift" ariannol i leoliadau Cymraeg
- Darparu newidiadau 'Anghenion Dysgu Ychwanegol' gyda'r egwyddor sylfaenol fod gan bob plentyn hawl i'r un gwasanaethau sylfaenol a'r angen am gymorth ychwanegol
- Darparu y cynnig gofal plant i blant 2 flwydd gyda chyfradd cyllido uwch gan anelu at ehangu i blant 12 mis+ o 2026 ymlaen

Maniffesto Meithrin Miliwn

Maniffesto Mudiad Meithrin ar gyfer Etholiad Cyffredinol Cymru 2021



Nod Mudiad Meithrin yw rhoi cyfle i bob plentyn ifanc yng Nghymru fanteisio ar wasanaethau a phrofiadau blynyddoedd cynnar trwy gyfrwng y Gymraeg gan y gwyddom fod y blynyddoedd cynnar - gan gynnwys annog a chefnogi rhieni i gyflwyno a defnyddio'r Gymraeg - yn allweddol i gaffael iaith.

Egwyddorion Mudiad Meithrin

Mae Mudiad Meithrin yn credu fod gan bob plentyn hawl i ddarpariaeth gofal ac addysg gynnar o safon ac fod ganddynt hawl ymarferol i ddarpariaeth cyfrwng Cymraeg.

Credwn:



Tri Maes Blaenoriaeth sydd angen buddsoddiad yn ystod tymor Senedd 2021-26

1 Sicrhau darpariaeth gofal ac addysg gynnar o ansawdd

- Gweithio at un gyfndrefn genedlaethol gofal plant ac addysg gynnar o ran cyllido, arolygu ac ansawdd gan sicrhau fod rhaglenni trechu tiodi wedi eu hanelu at blant ar gael yn Gymraeg
- Buddsoddi yn nghynllun trachi 'Croesi'r Bont' a'i addasu i'w gynnyg fel pecyn hyfforddiant i'r sector statudol cynradd
 - Sicrhau bod chwarae yn ganolog i ethos pob darpariaeth gan gydnabod bod chwarae plant bach yn allweddol i'w datblygiad
 - Cefnogi'r sector i alluogi dehongli a gwireddu amcanion Cwricwlwm Cymru 2022 gyda chefnogaeth wedi'i deilwra i'r sector nas gynhelir

2 Codi hyder, gwybodaeth a sgiliau o fewn y gweithlu blynyddoedd cynnar, y corff gwirfoddolwyr a rhieni/gofalwyr

- Parhau i fuddsoddi yng ngallu ieithyddol y gweithlu trwy gynllun Cymraeg Gwaith 'Camau'
- Sicrhau fframwaith prentisiaethau cyfrwng Cymraeg ar gyfer cymwysterau lefelau 1 i 6
- Cefnogi Datblygiad Profesiynol Parhaus y gweithlu blynyddoedd cynnar trwy hyfforddiant addas gan sicrhau cyfran ariannol o grantfeydd hyfforddi lleol a rhanbarthol gan wybod fod safon y sector yn dibynnu ar ddarpariaeth hyfforddiant a chymwysterau
- Dynhau gweithgarwch ym maes trosglwyddo iaith gan gefnogi rhieni a'r teulu estynedig trwy raglenni amrywiol fel 'Cymraeg i Blant', 'Clwb Cwtsh' a 'Cymraeg yn y Cartref'

3 Cynllunio darpariaeth gofal plant ac addysg gynnar sy'n creu'r galw am addysg Gymraeg gan gyfrannu at greu miliwn o siaradwyr Cymraeg erbyn 2050

- Agor 60 Cylch Meithrin newydd yn ystod tymor y Senedd gan barhau i gefnogi pob Cylch Meithrin i aros ar agor fel adnodd pwysig
- Gwireddu amcanion 'Prosiect 2050' Llywodraeth Cymru gan gydlyn gweithgareddau y CSGAau gyda chorff goruchwyllo cenedlaethol
- Sbarduno darpariaeth gofal plant cyfrwng Cymraeg gyda chyfraniad ariannol ychwanegol i leoliadau Cymraeg
- Darpariaeth 'Anghenion Dysgu Ychwanegol' gyda'r egwyddor sylfaenol a gydraddoldeb fel fod gan bob plentyn hawl i'r un gwasanaethau sylfaenol a'r angen am gymorth a chefnogaeth ychwanegol i'r un safon
- Darparu y Cynnyg Gofal Plant (30 awr) i blant 2 flwydd gyda chyfradd cyllido uwch er mwyn ystyried graddfa cyflogau staff gan anelu at ehangu i blant 12 mis+ o 2026 ymlaen



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Senedd Culture, Communications, Welsh Language, Sport, and International Relations Committee inquiry:

Challenges facing organisations that support and promote the Welsh language

29 November 2021

ColegauCymru is a post-compulsory education charity; we promote the public benefit of post-compulsory education and learning. We also convene the further education (FE) Principals' Forum, which represents Further Education colleges and FE institutions (FEIs) in Wales. ColegauCymru also undertakes research, policy development and provides practical support to FE colleges in Wales, including on work-based learning (WBL) which is a key part of FE college activity.

ColegauCymru manages the Cymraeg Gwaith Addysg Bellach Programme on behalf of the Coleg Cymraeg Cenedlaethol with funding from the Y Ganolfan Dysgu Cymraeg Genedlaethol. Under the programme ColegauCymru has strengthened use of Welsh language skills in the workplace incorporating 11 FE colleges and exceeding the target of 210 individuals undertaking 120 hours of Welsh during the 2019/20 year. This year's newly introduced self-study scheme, already with over 800 learners, is a successful way of offering a more flexible learning scheme.

FE Colleges fall under Section 44 of the Welsh Language (Wales) Measure 2011 and both the individual institutions, as well as the sector, are supportive of the aims of reaching 1 million Welsh Speakers by 2050.

We are grateful for the opportunity to contribute to the Senedd Culture, Communications, Welsh Language, Sport and International Relations Committee's one-day inquiry on the challenges facing organisations that support and promote the Welsh language.

1. The immediate and long-term impact of the Covid-19 pandemic

1.1 The immediate impact in March 2020 was to ensure colleges focused on urgent priorities such as implementing health and safety measures and putting in place the capacity to continue teaching online rather than face to face.

1.2 This was not necessarily done at the expense of developing Welsh medium provision for learners or improving the Welsh language skills of staff - but it did mean that staff, ranging from Senior Management to classroom teachers, had less time available to devote to other areas. There was also a lack of Welsh in some digital resources with the interface available in English only.

1.3 Efforts were made to maintain opportunities for staff to continue to use their Welsh language skills: staff in some colleges held online meetings for Welsh speakers to maintain opportunities to use the language.

1.4 With many staff working from home during significant parts of the pandemic, maintaining and deepening Welsh language and cultural awareness through informal interaction became more of a challenge. This activity often depends on engendering understanding, empathy, and trust through face-to-face contact with individuals and groups.

1.5 This made it more difficult for staff to build an effective rapport with learners: online learning platforms can be more difficult than the classroom environment. Likewise, relevant staff who support the Welsh language have not been able to introduce themselves to groups of learners and some colleges reported that the lack of 'drop in' for discussion and support in Welsh was problematic.

1.6 Colleges reported that often learners' response in language awareness sessions/developing Welsh language skills is better face to face in the classroom than online: learners are more ready and willing to practice their spoken Welsh skills than on an online platform and Welsh conversation is more natural and fluid in person.

1.7 Learners also missed out on educational and extra-curricular opportunities, including trips. This has affected the learners' experience and engagement with the Welsh language

1.8 As a result of disrupted teaching, many pupils entering college demonstrated less confidence in their linguistic skills.

2. Plans for recovery

2.1 In terms of the long-term impact and plans for recovery in 2021 and 2022, some colleges reported that Covid-19 has actually created opportunities to think imaginatively in relation to staff development and expanding bilingual and Welsh medium teaching. As more and more staff and learners have had to adapt to online teaching via Teams, Zoom and other virtual solutions, they have becoming familiar with – and less intimidated by - video conferencing as a concept and an experience.

2.2 Multicampus colleges and those covering a large geographical area (one college noted it has 10 campuses, up to 100 miles apart) have previously found it difficult to identify sufficient numbers of staff and students to be grouped together as a subject class or level for the purposes of face-to-face teaching. Continued online or hybrid teaching in the post-Covid-19 era, however, holds out the potential to develop more virtual teaching of Welsh lessons for staff as well as bringing geographically disparate groups of learners together for course teaching through the medium of Welsh. The additional investment for developing hybrid teaching received from Welsh Government is very much welcome in this respect.

2.3 Other colleges welcomed interaction and working with the Coleg Cymraeg Cenedlaethol, including funding to support bilingual development tutors. This helps to develop capacity and resources to support the learners. There has been increased interest in the Cymraeg Gwaith scheme as staff have become more familiar with online learning and are more receptive to digital learning.

2.4 On a different note, more research is needed on the experiences of young people and their opportunities to use Welsh outside of the classroom and formal education. FE colleges are able to see which learners have come from Welsh medium schools and better use should be made of this information.

2.5 A greater focus on young people 16-25 from both the Urdd and Mentrau Iaith, including specific posts where necessary, would be welcome. This should include targeting young people outside of Welsh medium education provision and focusing on second language learners and those from English medium schools.

2.6 Likewise, the Welsh language needs to be mainstreamed across the wider community activities available to young people – activities should not be seen “Welsh” or “English” wherever possible.

2.7 College leaders are aware that even before Covid-19 impacted their operations, the number of Welsh Language learning opportunities across academic, vocational, and technical programmes was at a low base. The reasons for this are multifaceted and represent a complex challenge to overcome. For this to improve, a significant investment of time, effort and of course money is required across a number of fronts. It will also require a change in culture and

values from across a wide range of stakeholders as well as from learners and their parents, particularly those who are Welsh speaking. It is easy to overestimate the challenge that colleges face based on the impact of Covid-19 and to ignore more fundamental long-term challenges that were apparent before the pandemic.

3. Priorities for the Sixth Senedd

3.1 In addition, we would like to reiterate the points made in relation to the Welsh language made in our response to the Committee consultation which closed in September 2021:

3.2 The legacy report of the previous Culture, Welsh Language and Communications Committee highlighted the need for its successor Committee to assess progress against targets in the Cymraeg 2050 strategy, prioritising the targets for Welsh medium teachers and education.

3.3 Colegau Cymru is supportive of this suggestion. However, focusing on the targets set for primary and secondary teachers should be part of a wider focus on bilingual and Welsh medium teaching across the whole of the education system, including Further Education.

3.4 The Cymraeg Gwaith scheme, for instance, has had a positive impact on upskilling staff in FE to develop their Welsh language skills to be able to deliver at least part of their teaching in Welsh. However, funding is only granted on an annual basis and this is in line with financial years (April to March), rather than academic years, which is problematic. A Committee inquiry could consider how improvements could be made to the schemes and support provided to the education sector to enable more lecturers or teachers to be able to deliver through the medium of Welsh.

3.5 Similarly, the Coleg Cymraeg Cenedlaethol's vision for the further education sector – and reflected in the Further Education and Apprenticeship Welsh-medium Action Plan – is to ensure that the Welsh language is accessible to all, utilising a skills development model to increase levels of awareness, understanding, confidence and fluency, which will lead to the upskilling of everyone in the sector. The extent to which progress has been made, especially on the base levels of the pyramid – awareness and understanding – should be part of a Committee inquiry into progress on Cymraeg 2050 more broadly. Key to this will be an investigation of whether the Coleg actually has sufficient funding to achieve this element of its vision and support the skills development model.

3.6 Such an inquiry might benefit from joint sessions with the Children, Young People and Education Committee.

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Agenda Item 3

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Direct and long-term impact on the sector due to the COVID-19 pandemic

The events sector was one of the first sectors to be affected by the pandemic, and we were the last to reopen as a result of restrictions. And whilst the events industry is beginning to re-open, this comes with significantly higher costs not to mention uncertainty regarding further future waves and audience response.

Covid hit the industry at a very crucial time of year, as we and many other festivals, completed the arrangements and contracts for 2020. This is the most expensive and busy period of the year for us as an organisation, and having to postponing the festival had significant financial implications for the charity. With our income stream disappearing overnight we had to carry out a staff restructure, creating a short-term smaller core team to realise an alternative programme.

We were very aware of our responsibilities as a content provider for audiences throughout the pandemic. The lockout had a negative impact on the well-being of our communities and giving everyone a taste of the Eisteddfod, sharing some of the familiar in unfamiliar times, was vital.

AmGen was launched, primarily for streaming on digital platforms, and our intention was to make elements of the Eisteddfod available for people to enjoy during these difficult times, but over a period of months as appose to the usual Eisteddfod week.

We used the Eisteddfod archive, collaborated with a large number of partners and created original projects from scratch. We had to think about our work in a completely different way and ensure audiences came on this new journey with us.

As not everyone has access to technology, we worked with the press and media across Wales, to ensure that everyone could experience AmGen. Working regularly with programmes such as Heno and Prynhawn Da, traditional audiences were given the opportunity to participate.

After two years of creating digital content, and successfully developing new audiences for the Eisteddfod within Wales and across the world, the work of re-planning a live/hybrid event began.

We, like other festivals, are currently planning a live event within the new normal. Costs are currently significantly affected by three major factors,- inflation, transport and crewing. Fuel prices and the lack of lorry drivers mean that almost all estimates have increased significantly. In addition, due to a significant number of technical freelancers leaving the events industry during Covid, crewing costs are much higher. There are also the additional costs of safely realising an event during Covid and our site has to be re-designed to ensure we following current guidance and advice.

Although the UK Government introduced the Covid Assurance Scheme for events, full standard cancellation insurance, which is expensive, must be purchased to take advantage of the scheme. Most in the sector feel that the scheme, because of this requirement, remains beyond its reach.

Another issue of concern is our sources of income. As an entrepreneurial body that receives only 12% from the public purse, it is difficult to predict the implications of Covid on our income. Current research

indicates that the older generation is less willing to venture to large scale events in the medium term, while the younger generation is hungry for the sector to reopen. A number of events currently indicate that ticket income has fallen by 20%. Sponsorship is expected to be significantly lower for at least the next two years as businesses rebuild.

Sector plans for recovery

Collaboration between the sector and the Welsh Government has been crucial over the past two years and remains vital as the sector recovers. As a member of the Government Sector Advisory Group for the Events Sector, we were given the opportunity to feed the views of the events industry to Government and its agencies whilst dealing with the pandemic and working on recovery planning efforts. These meetings provided a voice for the sector and ensured that the Government truly understood the industry's position.

The pandemic has seen greater collaboration across the sector and it is vital that this collaboration continues. The National Eisteddfod has assisted the Llangollen International Musical Eisteddfod over the past year and a half by steering the body through the pandemic to ensure its longevity.

Similarly, we collaborated with partners to create content for AmGen, e.g. exemplar projects were created with Tŷ Cerdd and the BBCNow developing opportunities for a range of artists and distinct opportunities for learners were programmed with the National Centre for Learning Welsh. These partnerships will continue into the future and reap further results.

Again, it must be noted that realising the new normal isn't an easy task. There are a range of obstacles ahead, including rising costs and uncertainty over income. But there is a real desire within the broader public for events to restart to provide that much needed opportunity to come together and celebrate.

Any impact from Brexit now and in the future

We do not believe the true impact of Brexit has been felt to date. The impact of the pandemic is still being addressed by the sector. We believe the impact of Brexit will become more and more apparent in the medium term.

Your priorities in the context of the Committee's work in the Sixth Senedd

The National Eisteddfod's priority is to promote the Welsh language and culture. Reaching the one million speakers and doubling the daily use of Welsh is central to our strategy, as well as creating opportunities for people to use whatever Welsh they have, confidently and in a welcoming, friendly and inclusive environment. The Committee's work in verifying processes for achieving this is crucial. It is

imperative that all public bodies in Wales have a clear programme of work in place to deliver the 2050 Strategy.

Your priorities in the context of the Welsh Government's Draft Budget for 2022-23

The Eisteddfod needs to rebuild in order to deepen our community involvement across Wales. The National Eisteddfod is the largest community project in Britain and the development of this work is central to the delivery of the 2050 Strategy.

The Eisteddfod, as a national body, has proven its role in assisting the sector to withstand the pandemic, introduce alternative content and rebuild. To continue this work, it is important that we are properly funded.

We firmly believe that affordable access to the Eisteddfod should be a priority in the Welsh Government's new Cultural Strategy, which was mentioned in the recent agreement between the Government and Plaid Cymru. It is imperative to normalise language use and to present Welsh in a relevant, modern way. The Cardiff Eisteddfod proved that culture can bridge linguistic barriers and break down stereotypes. And we want to do this across Wales, as we travel from area to area, reaching new communities and audiences as we celebrate our culture and language for years to come.

Agenda Item 4

Tystiolaeth at sylw'r Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon, a Chysylltiadau Rhyngwladol

Y Ganolfan Dysgu Cymraeg Genedlaethol

29 Tachwedd 2021

1. Effaith uniongyrchol ac effaith tymor hir pandemig COVID-19 ar y sector

[Y Ganolfan Dysgu Cymraeg Genedlaethol](#) sy'n gyfrifol am bob agwedd ar y sector Dysgu Cymraeg – o'r cwricwlwm ac adnoddau ar gyfer tiwtoriaid i ymchwil, marchnata, cyfathrebu a dysgu digidol. Rydym yn darparu gwersi i gynulleidfaoedd amrywiol gan gynnwys rhieni a gweithwyr. Bwriadwn ddatblygu cynlluniau newydd addas i bobl ifanc yn fuan.

Sefydlwyd y Ganolfan mewn ymateb i'r adroddiad Codi Golygon: adolygiad o Gymraeg i Oedolion. Mae'r Ganolfan yn gweithredu fel corff hyd braich oddi wrth Lywodraeth Cymru, sy'n ei hariannu, a Phrifysgol Cymru Y Drindod Dewi Sant, a enillodd y tendr i'w sefydlu.

Rhoi'r dysgwyr yn gyntaf yw prif nod y Ganolfan. Mae dysgwyr yn talu ffi cyson ar gyfer derbyn gwersi, oni bai bod gostyngiadau neu gynigion penodol yn cael eu cynnig. Mae cyrsiau ar gael ar bum lefel: Mynediad (ar gyfer dechreuwyr); Sylfaen; Canolradd; Uwch a Gloywi. Gellir gweld ein Cynllun Strategol ar gyfer 2021 ymlaen [yma](#).

Roedd sefydlu'r Ganolfan fel Canolfan Genedlaethol i roi arweiniad i'r sector Dysgu Cymraeg wedi galluogi gweithredu cyflym ar lefel genedlaethol yn syth ar ddechrau'r argyfwng. Ers ei sefydlu, roedd datblygu adnoddau dysgu digidol yn flaenoriaeth, er mwyn rhoi hyblygrwydd a dewis i'r dysgwyr. Gyda seiliau cadarn mewn lle, roedd yn bosib cyflwyno adnoddau newydd yn gyflym er mwyn rhoi digon o ddewis i oedolion ddysgu ac ymarfer y Gymraeg adref.

Cynhaliodd Estyn [arolwg](#) o'r Ganolfan yn Ionawr 2021 sy'n cadarnhau bod y Ganolfan wedi addasu'n 'effeithiol a chwim' i'r sefyllfa iechyd cyhoeddus.

Cynhaliwyd [Adolygiad Cyflym](#) o'r Ganolfan yn Haf 2021, a cheir ymateb Llywodraeth Cymru iddo [yma](#). Gellir gweld ein hadroddiadau blynyddol yma am y cyfnod [2019-2020](#) a [2020-2021](#).

Dyma brif effeithiau Covid-19 ar y sector:

a) Datblygu darpariaeth ddysgu digidol

Daeth yn amlwg erbyn 16 Mawrth 2020 fod cyfyngiadau yn debygol. Erbyn 23 Mawrth roedd yr holl addysgu wyneb yn wyneb yn yr ystafell ddosbarth wedi dod i ben a symudodd yr holl addysgu i ddysgu o bell, gan ddefnyddio pa bynnag dechnoleg oedd wrth law, gan gynnwys Zoom a Teams.

Roedd hynny'n golygu symud oddeutu 1,500 o ddosbarthiadau i fod yn rhithiol, hwyluso 500 o diwtoriaid i weithio o adref a pharhau i ddysgu 13,000 o ddysgwyr o bell. Ail-gynlluniodd y Ganolfan ei rhaglen waith gan flaenoriaethu ei Chynllun Dysgu Digidol a chreu adnoddau

newydd i gynorthwyo'r ymdrech i ddysgu'r Gymraeg yn rhithiol i oedolion. Sefydlwyd hefyd grŵp llywio arbenigol i gwrdd yn wythnosol gyda chynrychiolwyr darparwyr er mwyn rhannu arfer dda, heriau, monitro'r gweithgareddau, rhannu adnoddau rhwng darparwyr, ac i rannu arfer dda o ran technolegau.

Diweddarwyd plattform dysgucymraeg.cymru yn rheolaidd – bob dydd ar y dechrau. Cyhoeddwyd ein [cwrslyfrau](#) ar y safle am y tro cyntaf a gweddnewidiwyd yr hafan i gyd-fynd â'r blaenoriaethau newydd. Cynhaliwyd hefyd sesiynau byw dyddiol dysgu Cymraeg ar Facebook a ddenodd 30,000 o wylwyr.

Yn ychwanegol at y 1,500 o adnoddau digidol oedd eisoes ar gael gennym, crëwyd cyrsiau 'cyfunol' digidol newydd. Cyrsiau yw'r rhain sy'n caniatáu i ddysgwyr ddysgu am gyfran o'u cwrs yn annibynnol ar-lein. Mabwysiadwyd dull y dosbarth 'fflip' lle mae'r dysgwyr yn astudio canran o waith yr uned cyn yr amser cyswllt yng nghwmni tiwtor a dysgwyr eraill (25% hunan-astudio/75% gyda thiwtor).

Cynhaliwyd ymgyrch i ddenu dysgwyr i'r cyrsiau cyfunol newydd ym mis Mai 2020 a chofrestrodd 880 o ddysgwyr ar y cyrsiau newydd lefel Mynediad. Mae gwaith yn dal i fynd rhagddo ar raglen dreigl sy'n datblygu adnoddau ar gyfer creu cyrsiau cyfunol ar bob lefel o ddysgu.

Yn ogystal â pharhau i gynnig gwersi, aeth y Ganolfan a'i darparwyr ati i gynnal cyfleoedd rhithiol niferus i'r dysgwyr ymarfer eu Cymraeg mewn digwyddiadau Cefnogi Dysgwyr ar-lein. Roedd y gymuned gynhaliol hon yn holl-bwysig i'n dysgwyr ni pan oedd agweddau eraill ar fywyd mor ansicr ac mae nifer wedi dweud bod dysgu Cymraeg wedi cadw patrwm yn eu bywydau.

b) Toriadau Cyllid – yn arbennig i'r Cynllun 'Cymraeg Gwaith'

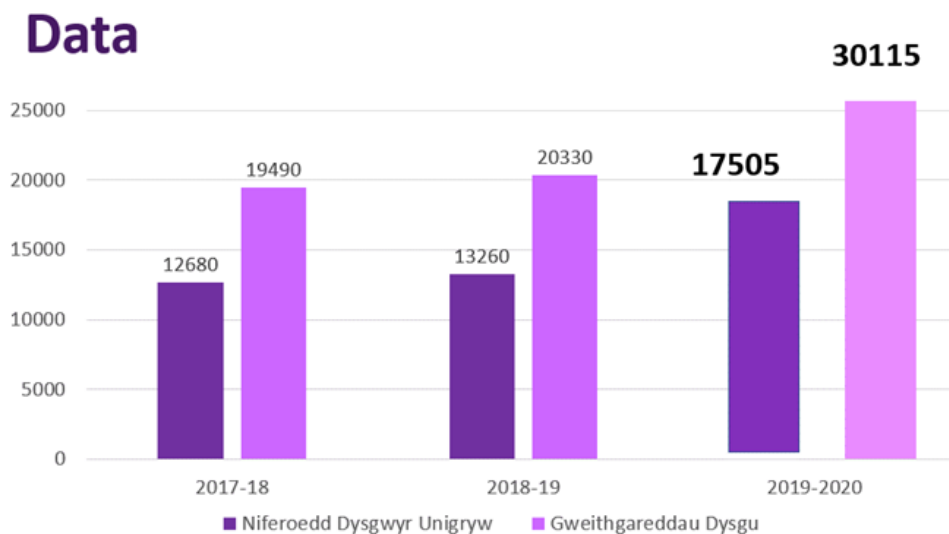
Cafwyd toriadau i gyllideb y Ganolfan o £1.7 miliwn rhwng Ebrill 2020 a Gorffennaf 2021, gyda 40% (£1.02m) wedi ei dorri oddi ar gyllideb cynllun [Cymraeg Gwaith](#). Bu'n rhaid ail gynllunio Cymraeg Gwaith yn llwyr a newidiwyd ffocws y Cynllun i ganolbwyntio ar sut y gellid cynnig y gwasanaethau dysgu dwys i gyflogwyr mewn modd digidol. Yn sgil y galw uchel gan gyflogwyr am [y cyrsiau blasu ar-lein](#), penderfynwyd symud i'r model darparu hwn, gan adleoli'r dysgu traddodiadol gyda thiwtor, i fodel o gyrsiau hunan-astudio ar-lein. Mae'r gwaith hwn yn torri tir newydd i ddysgu Cymraeg. Erbyn hyn mae cwrs ar gael ar lefel Mynediad (120 awr o ddysgu) ac ail gwrs ar lefel Sylfaen (120 awr). Mae'r cyrsiau hyn yn cynnwys cefnogaeth gan diwtor, sy'n gallu cynnal sesiynau adolygu, tracio cynnydd drwy cyfres o dasgau sy'n cael eu gosod fel rhan o'r cwrs gan roi adborth wedi ei deilwra, a chynnal sesiynau cymdeithasu i gynorthwyo gyda defnydd o'r Gymraeg. Mae cyrsiau hunan astudio hefyd wedi eu creu yn benodol i'r sector Blynyddoedd Cynnar o dan y cynllun ['Camau'](#)

Rydym yn falch iawn o adrodd bod y cyllid ar gyfer y cynllun 'Cymraeg Gwaith' wedi ei adfer ers Mawrth 2021, ac erbyn hyn mae rhaglen lawn o gyrsiau ar gael i gyflogwyr. Mae cyrsiau

penodol wyneb yn wyneb wedi ail-ddechrau yng Nghanolfan Iaith Genedlaethol Nant Gwrtheyrn.

c) Cynnydd yn nifer y dysgwyr

Mae'r [data](#) yn dangos bod cynnydd wedi bod yn nifer y dysgwyr yn ystod cyfnod Pandemig Covid-19. Trodd llawer at ddysgu fel gweithgaredd buddiol tra eu bod adref, ac mae dysgu rhithiol wedi galluogi pobl ar draws y byd i ymuno mewn gwersi. Serch hyn, mae angen cydnabod bod dysgwyr brwd hefyd wedi cael eu colli o'r system wrthi iddynt fethu ymdopi gyda'r dechnoleg, neu bod gofynion gofal plant yn ystod y cyfnod yn ormodol, er enghraifft. Rydym yn mynd ati ar hyn o bryd i ail gysylltu gyda'r dysgwyr hyn.



2. Cynlluniau'r sector ar gyfer sicrhau adferiad:

Mae ein cynlluniau ar gyfer sicrhau ein bod yn manteisio ar brofiadau'r cyfnod diwethaf yn cynnwys:

a) Cynnig dewis o ddulliau dysgu i'r dysgwr i'r dyfodol

Gall hyn gynnwys cyrsiau hunan-astudio, cyrsiau cyfunol (cyfuniad o hunan-astudio a dysgu mewn dosbarth neu ddosbarth rhithiol), cyrsiau mewn dosbarth neu ddosbarth rhithiol, neu gyrsiau preswyl. Ar hyn o bryd, mae'r mwyafrif (85%) o'n cyrsiau yn cael eu cynnal mewn dosbarthiadau rhithiol - mae hyn yn golygu dysgu gyda dysgwyr a thiwtor, gan ddefnyddio platfformau digidol fel Zoom neu Teams ar gyfrifiadur.

Mae manteision, gan gynnwys manteision penodol i ddysgwyr ag anableddau ac anawsterau dysgu, o gynnig cyrsiau rhithiol i ddysgwyr. Ar y llaw arall, gall fod anfanteision gan gynnwys diffyg cyfle i sgwrsio yn naturiol fel sydd mewn gwर्स 'wyneb yn wyneb'. I'r dyfodol byddwn am weld gwर्स yn cael eu cynnig wyneb yn

wyneb, yn arbennig mewn lleoliadau cymunedol Cymraeg, gan gynnwys Canolfannau Iaith Lleol, er mwyn rhoi'r cyfle gorau i ddysgwyr ymarfer a defnyddio eu Cymraeg.

Rydym yn darparu hyfforddiant i'n tiwtoriaid ar dechnegau 'dysgu o bell', ac mae lluo o gyfleoedd rhithiol wedi eu trefnu gan ein darparwyr fel cyfleoedd sgwrsio ategol i'n dysgwyr. Canlyniad hyn oll yn y tymor hir fydd dibyniaeth ar dechnoleg ac felly mae angen i ni sicrhau buddsoddiad wrth ddatblygu adnoddau digidol i'r dyfodol.

Nod y Ganolfan o'i gychwyn oedd cynnig dewis i ddysgwyr. Mae'r pandemig wedi cyflymu'r gwaith digidol ac unwaith y bydd dysgu wyneb yn wyneb yn bosib eto, bydd gwir ddewis ar gael i bob dysgwr.

b) Datblygu cynlluniau i ddenu dysgwyr newydd

Mae'r Ganolfan yn gweithio ar gynlluniau i sicrhau bod dysgwyr newydd yn cael eu denu i ddysgu Cymraeg, gan gynnwys yn y categorïau/sectorau canlynol:

- Rhieni – buddsoddi mewn cyrsiau 'Clwb Cwtsh' mewn partneriaeth â Mudiad Meithrin; datblygu cyrsiau 'Cymraeg yn y Cartref' – byddwn yn marchnata cyrsiau newydd yn nhyrnor y Gwanwyn 2022
- Gweithleoedd – datblygu partneriaethau sectorol i ddysgu Cymraeg i weithwyr drwy'r cynllun 'Cymraeg Gwaith', gan gynnwys gweithwyr yn y sector blynyddoedd cynnar, y sector gofal, y sector addysg bellach ac uwch, y sector iechyd, y sector gelfyddydol ac awdurdodau lleol.
- Dysgwyr 16-18 a 18-25 – byddwn yn cynnig cyrsiau am ddim i'r oedran hwn o fis Medi 2022 ymlaen, ac yn cynllunio darpariaeth benodol iddynt. Rydym hefyd yn awyddus i rannu ein harbenigedd a'n hadnoddau gyda'r sector addysg statudol, ac wedi cydweithio gyda'r consortia addysg ar yr adnoddau [yma](#) eisoes. Mae hwn yn faes darparu eang y byddwn am gynllunio yn iawn ar ei gyfer mewn partneriaeth gyda darparwyr addysg eraill. Byddwn am sicrhau y bydd y Comisiwn Addysg Drydyddol ac Ymchwil yn gweithio gyda'r Ganolfan i sicrhau bod cynlluniau synhwyrol yn eu lle i ddatblygu sgiliau pob myfyriwr ar hyd y Continwmm iaith.

c) Gweithio mewn partneriaeth ag eraill

Rydym yn awyddus i gynnig cymaint o gyfleoedd â phosibl i ddysgwyr ymarfer a defnyddio eu Cymraeg. Mae ein cynlluniau felly yn cynnwys y canlynol:

- Gweithio mewn partneriaeth â sefydliadau eraill, gan gynnwys Mentrau Iaith Cymru, Eisteddfod Genedlaethol Cymru, Merched y Wawr, Cyngor Llyfrau Cymru, BBC Radio Cymru, SaySomethinginWelsh a Duolingo i ddatblygu'r 'cynnig cyflawn i ddysgwyr' a sicrhau bod cyfleoedd 'mewn person' mewn cymunedau wrth i'r sefyllfa iechyd cyhoeddus wella.

- Trefnu llu o weithgareddau i 'Gefnogi Dysgwyr' yn rhithiol yn bennaf ar hyn o bryd gan gynnwys sesiynau trafod, cyflwyno dramâu, sesiynau ymarferol, sesiynau rhyngweithiol a rhai sy'n rhoi llwyfan i ddysgwyr sy'n cynnal busnesau.
- Cynnal ein cynllun [Siarad](#) sy'n paru dysgwyr a siaradwyr ar draws Cymru
- Sicrhau bod cyfleoedd i bawb o bob cefndir ddysgu Cymraeg, gan ddatblygu ein cynlluniau 'Croeso i Bawb' sy'n ein galluogi i ddysgu Cymraeg heb ddefnyddio'r Saesneg i geiswyr lloches a ffoaduriaid, er enghraifft.

3. Unrhyw effaith gan Brexit ar hyn o bryd ac yn y dyfodol

Nid oes effaith uniongyrchol gan Brexit arnom ar hyn o bryd.

4. Ein blaenoriaethau yng nghyd-destun gwaith y Pwyllgor yn y Chweched Senedd

- Sicrhau bod digon yn cael ei wneud i ddiogelu'r iaith fel iaith gweithgareddau cymunedol fel gall dysgwyr gymryd rhan yn naturiol ynddynt. Mae hyn yn ein barn ni yn cynnwys sicrhau cyllid digonol i fudiadau diwylliannol a chymunedol a sicrhau bod gweithgaredd cymunedol, a gwyliau cenedlaethol, yn cael eu hailadeiladu wrth fyw gyda Covid.
- Rhoi ystyriaeth i sut y gellir cynyddu'r defnydd o'r Gymraeg mewn amrywiol beuoedd, gan gynnwys wrth wirfoddoli ac mewn gweithleoedd. Mae ein cynlluniau, er enghraifft y cynllun 'Cymraeg Gwaith' yn gallu cynorthwyo gweithwyr i ddysgu Cymraeg, ac mae angen sicrhau bod gweithleoedd yn rhoi amser ac adnoddau i'w gweithwyr allu dysgu yn ystyrlon.
- Rydym am sicrhau ein bod yn parhau i arloesi yn ddigidol wrth greu adnoddau i gynorthwyo pobl i ddysgu Cymraeg. Er mwyn gallu rhoi mynediad llawn i bawb ar draws Cymru mae angen sicrhau cysylltedd gwych ym mhobman, a ffordd o roi mynediad at yr offer priodol i bawb sydd ei angen.

5. Ein blaenoriaethau yng nghyd-destun Cyllideb Ddrafft Llywodraeth Cymru ar gyfer 2022-23

- Sicrhau cyllid digonol i ehangu'r ddarpariaeth fel gallwn gynnig gwersi am ddim i ddysgwyr 18-25 oed.
- Sicrhau cyllid digonol i ddatblygu darpariaeth addas i ddysgwyr 16-18 oed.
- Sicrhau cyllid digonol i barhau i wasanaethu 17,000 o ddysgwyr yn gymunedol ac mewn gweithleoedd, gan barhau i arloesi yn ddigidol.
- Sicrhau cyllid digonol i fudiadau eraill allu cynnig gwasanaethau trwy'r Gymraeg y gall dysgwyr gymryd rhan ynddynt.

Document is Restricted



MENTRAU IAITH

30/11/2021

Written response from Mentrau Iaith Cymru, on behalf of the network of local Mentrau Iaith, to the questions posed by the Culture, Communications, Welsh Language, Sport, and International Relations Committee before the one-day inquiry on the challenges facing organisations that support and promote the Welsh language on the 8th of December 2021.

The immediate and long-term impact of the COVID-19 pandemic on the sector

Immediate:

Furlough- at one point in 2020, 239 out of 354 staff that the Mentrau Iaith network employ were on the furlough scheme, thankfully only 4 posts were lost permanently during this initial period.

Many of the Mentrau lost significant income because of the pandemic, as companies and enterprises they run could not trade, these included childcare settings, shops, cafes, and translation companies. *national figures for 20/21 income and turnover yet to be compiled, hopefully available 8.12.21

Digital- this is one element where the pandemic helped improve services, the Mentrau, like others, had to move quickly to provide quality online services to engage with their audiences, elements of this provision will carry on in the long term.

More people started **learning Welsh** online and through various apps during this time, therefore more people want to engage with the opportunities the Mentrau offer to use the Welsh language, the Mentrau continued to offer these local opportunities which are so important to individuals and communities.

Long Term:

It is not yet clear what the long-term effects of this period has had on various Mentrau Iaith companies and enterprises, such as childcare services, shops, cafes, and translation companies, and whether they will return to pre covid turnover levels.

People buying second homes/ holiday homes and properties being turned into holiday accommodation in areas that have a large percentage of Welsh speakers, this is the biggest long-term effect the pandemic has had on the Welsh language, and therefore on the work of the Mentrau Iaith.

It is difficult to see a way in which the language can survive as a community language in these areas while local young people are priced out of the housing market.

We welcome the recent announcement by the Welsh Government re. a cap on the amount of holiday homes allowed in certain communities, but the measures announced need to be actioned immediately and further work needs to be done quickly on this subject.

More people are also moving to live permanently in communities with a large percentage of Welsh speakers, this means more work for entities like the Mentrau Iaith in these areas, but there is not the capacity at present to do this extra work.

Organising events has become a much more time-consuming matter during this period and this is foreseen to carry on for a fair while. Not only is there a need to offer the digital and in the flesh services side by side, but there is also much more work involved when organising events. Covid specific risk assessments, cancellation procedures, registers of attendees and so forth all take extra time, these things make it less likely that groups will organise events for themselves and put added pressure on the Mentrau Iaith to deliver.

Sector plans for recover;

Supporting local groups to re-start events when the covid restrictions allow, is the focus of the Mentrau Iaith now, and continue to offer opportunities for people to use the Welsh language, while adhering to any current guidelines.

Volunteers- for the Mentrau Iaith themselves and supporting other groups to engage with and support more volunteers, is a priority for us 2022.

Any current and future impact arising from Brexit;

Because of covid we believe the full long-term impact of Brexit is yet to come to the fore. But, obviously, with a network like the Mentrau, for whom finding additional funds from various sources is vital*, losing out on the opportunities that European funds offered is going to be a big blow, somehow the gap this has created as a funding opportunity for the third sector in Wales, will need to be filled from somewhere else.

*Before covid the Mentrau annually received about £2.5million in total as “Hybu and Hyrwyddo” grants from Welsh Government but created an annual combined turnover of over £6.9million and employ over 300 across Wales.

Your priorities for the Committee during the Sixth Senedd; and your priorities for the forthcoming Welsh Government Draft Budget 2022-23.

Our priority for the 2022-23 budget is to try and ensure the Mentrau Iaith network does not lose any current grants received from Welsh Government.

We are pragmatic and understand that it is a very difficult period regarding funding, and therefore we are not looking for additional funding, just to protect what we already receive.

Our aim, to increase the opportunities for people to use the Welsh language, will stay the same and we will be doing this through cooperation, working in partnership, being innovative and perseverance.

Agenda Item 5.1

From: Sara Popper

Sent: 24 November 2021 12:53

To: Culture, Communications, Welsh Language, Sport, and International Relations Committee | Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon, a Chysylltiadau Rhyngwladol

Dear Lleu,

Following on from the meeting this morning, please find attached two reports which were referenced during discussions.

I hope these are useful. Do let me know if you need any additional information.

Best wishes,

Sara

Clwstwr Policy Brief No 1 – The (Potential) Impact of BREXIT on Creative Businesses (2020) -

[https://clwstwr.org.uk/sites/default/files/2020-](https://clwstwr.org.uk/sites/default/files/2020-07/Clwstwr%20Policy%20Brief%20No%201_FINAL.pdf)

[07/Clwstwr%20Policy%20Brief%20No%201_FINAL.pdf](https://clwstwr.org.uk/sites/default/files/2020-07/Clwstwr%20Policy%20Brief%20No%201_FINAL.pdf)

Screen Work 2020 (2020) - [https://clwstwr.org.uk/sites/default/files/2021-](https://clwstwr.org.uk/sites/default/files/2021-01/Screen_Work_2020_ENG_0.pdf)

[01/Screen_Work_2020_ENG_0.pdf](https://clwstwr.org.uk/sites/default/files/2021-01/Screen_Work_2020_ENG_0.pdf)

Huw Irranca-Davies MS
Chair
Legislation, Justice and Constitution Committee
Senedd Cymru

SeneddLJC@senedd.wales

29 November 2021

Dear Huw,

Inter-Institutional Relations Agreement: British-Irish Council Summit in Wales

Further to my letter of 15 November regarding the inter-institutional relations agreement, the British-Irish Council Summit in Wales and the virtual Ministerial discussion of the Indigenous, Minority and Lesser-Used Languages worksector, I wish to draw your attention to my [statement](#) earlier this week, and to the BIC [communiqué](#) summarising the outcomes of the Summit and Ministerial discussion.

I am copying this letter to the Minister for Education and Welsh Language, Chair of the Children, Young People and Education Committee and Chair of the Culture, Communications, Welsh Language, Sport and International Relations Committee.

Yours sincerely,



MARK DRAKEFORD

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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.

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.

Agenda Item 5.3

Written response by the Welsh Government to the report of the former Culture, Welsh Language and Communications Committee of the Senedd entitled: 'Set in Stone? A report on who gets remembered in public spaces'

November 2021

I would like to thank the Chair and members of the former Culture, Welsh Language and Communications Committee for its considered report and recommendations. I agree with the Committee conclusions that more needs to be done to raise awareness of our history, including some of the more difficult and painful legacies of the past. The intention of the audit led by Gaynor Legall, 'The Slave Trade and the British Empire: An Audit of Commemoration in Wales' was to identify public monuments, street and building names in Wales associated with the slave trade and the British Empire. The draft goals and action plan for the Race Equality Action Plan make specific reference to address the findings of the Legall Audit and this is now a commitment within the Programme for Government.

I also agree with the conclusion of the Committee that local communities should have the final say on acts of commemoration in their area and that steps should be taken to facilitate this including through the development of new guidance.

Detailed responses to the report's recommendations are set out below.

Recommendation 1

The Welsh Government should publicise the work of the Legall Audit of Commemoration through a programme of community engagement and public awareness-raising.

Accept / Accept in principle / Reject

The report received – and continues to receive – extensive media coverage in both UK and Welsh national press.

The full Audit report has been published on the Welsh Government website. Cadw is also preparing a dedicated page on its website that will host both the Audit and other information relating to the history associated with Black, Asian and minority ethnic groups in Wales.

Cadw has published an article in Heritage in Wales – that was distributed to its 40,000 members – drawing attention to the audit and summarising its findings. Cadw will continue to explore further ways of publicising the work of the audit through community engagement and public awareness-raising. Awareness of the audit was frequently raised during the preparation and engagement with the culture and heritage section of the Race Equality Action Plan.

There will be extensive community engagement, with workshops planned, during the preparation of proposed new guidance on public commemoration.

Financial implications

None - part of existing Cadw budget.

Recommendation 2

The Welsh Government should leave ultimate authority for decisions relating to contentious statues, monuments or commemorations with local authorities and communities. However, there are some important processes and principles which should apply and which the Welsh Government should provide leadership and guidance to local authorities and other public bodies on, which are set out below.

Accept / Accept in principle / Reject

The Welsh Government accepts that, in the majority of cases, ultimate authority for decisions relating to contentious statues, monuments or commemorations rests with local authorities and communities. It is also recognised that Welsh Government should provide guidance to support this decision making process.

Financial implications

None – part of normal local government decision making process

Recommendation 3

The Welsh Government should create a comprehensive “one stop shop” guidance document for local authorities and public bodies relating to acts of commemoration in Wales. The guidance should include:

- advice on best practice for consulting local communities;
- advice on participative methods for engaging ‘harder to reach’ and minority groups;
- advice on involving specialist opinion, including local historians.

Accept / Accept in principle / Reject

Welsh Government agrees that there is a need to prepare guidance to support how local authorities and public bodies deal with public acts of commemoration. It is suggested that this is divided into two distinct parts:

Part 1 – to guide and support decisions relating to historical acts of commemoration.
Part 2 – to guide and support decisions relating to future acts of commemoration – in part to redress the imbalance that is currently evident in existing public commemorations.

The preparation of the guidance will be led by a small team, drawn from a number of government divisions.

Financial implications

The preparation of the guidance will be relatively modest and will be met from existing budgets.

Recommendation 4

The Welsh Government should agree criteria for inclusion in the guidance document which can be used as a “diagnostic checklist” by local authorities and relevant public

bodies in determining whether to consult on relocation or greater contextualisation of a statue or commemoration. This checklist of criteria should adapt existing examples of good practice and should include:

- Whether the person is of historical significance
- Whether the person has had a national impact or a significant positive impact on his or her field
- How was this person viewed at the time and how are they viewed today? Do they provide a good example to people?
- How is this person viewed across communities – including minority communities and groups?
- Has this person made a contribution to the well-being and happiness of the public?

Accept / Accept in principle / Reject

The proposed Welsh Government guidance will consider any criteria that might be needed when assessing or evaluating potential contentious historical commemorations. The intention is to engage with relevant stakeholder groups during the development of any such criteria.

Financial implications

Funding for the proposed Welsh Government guidance will be drawn from existing budgets.

Recommendation 5

In instances where contentious statues have been identified: local authorities and public bodies should engage local communities, experts, and historians to agree greater provision of information and contextualisation. The Welsh Government should set out a clear policy position with regard to this.

Accept / Accept in principle / Reject

The proposed Welsh Government guidance will stress the need for extensive consultation when considering contentious statues, including with communities and with experts. The guidance will set out the Welsh Government policy context with regards to this.

Financial implications

Funding for the proposed Welsh Government guidance will be drawn from existing budgets.

Recommendation 6

The Welsh Government should set out in its response to this report what assessment it has made of the financial implications of removing statues (in instances where local communities have earmarked a statue for removal) and how it will work with local authorities and heritage bodies to ensure they have the resources they need to undertake further work in this area.

Accept / **Accept in principle** / Reject

The financial implications and potential sources of financial support – for example re-interpretation, re-location – will be considered as part of the proposed Welsh Government guidance. It is likely that this might be complex and will be dependent on individual circumstances. For example costs might include engaging with local communities, dismantling, storing and finding a new home for a statue.

Financial implications

There will be financial implication for any proposal to remove a statue. However, any assessment of the financial implications would have to be framed in very broad terms given the unknown nature of any potential future proposals. For example it would depend on the nature and size of the statue that is being proposed for removal and the plans for its future storage or contextualised display.

Recommendation 7

The Welsh Government should work in partnership with local authorities, charities, and the heritage sector to identify ways in which the current under-representation of particular groups can be addressed with a view to commissioning new statues or commemorative art works in Wales.

Accept / Accept in principle / Reject

A partnership of this kind, to identify ways in which the current under-representation of particular groups can be addressed, would appear to be entirely appropriate. The Legall Audit highlighted the under-representation of such groups. The proposed Welsh Government guidance will consider how this might be achieved by local government and public body decision makers. The new monument to Betty Campbell in central Cardiff provides a good, successful example of such a partnership.

Financial implications

The financial implications of addressing these issues will need to be considered as part of the proposed Welsh Government guidance.

Recommendation 8

The Welsh Government should work in partnership with local authorities, charities, and the heritage sector to identify suitable locations for future statues or commemorative art works of national significance in Wales to tackle the under-representation identified in this report.

Accept / Accept in principle / Reject

A partnership of this kind, to identify suitable locations for any such future commemorative structures or works, would appear to be entirely appropriate. The principles to consider will form part of the proposed Welsh Government guidance.

Financial implications

There will be financial implications for any proposal to commission new statues or commemorative art works in Wales. However, any assessment of the financial

implications would have to be framed in very broad terms in the proposed Welsh Government guidance given the unknown nature of any potential future proposals.

Recommendation 9

The Welsh Government should work in partnership with local authorities, charities, and the heritage sector to create a new, national plaque scheme of public commemoration in line with the principles and criteria outlined in this report.

Accept / Accept in principle / Reject

We are sympathetic to the idea of a national plaque scheme. However, careful thought would need to be given as to how this could be implemented in practice. For example, the majority of existing plaque schemes are run and managed at a local level, and we would not want to over-ride the importance of local decision making around commemoration. There is also a national purple plaque scheme already in place for commemorating the contribution of women to Welsh society. The introduction of a further national scheme, in addition to these existing schemes, will not be simple and it will also be important to consider approaches taken elsewhere in the United Kingdom. A more detailed appraisal of options will need to be undertaken.

Financial implications

There will be financial implications for establishing plaque schemes of this kind and this will need to be considered as part of the options appraisal proposed above.

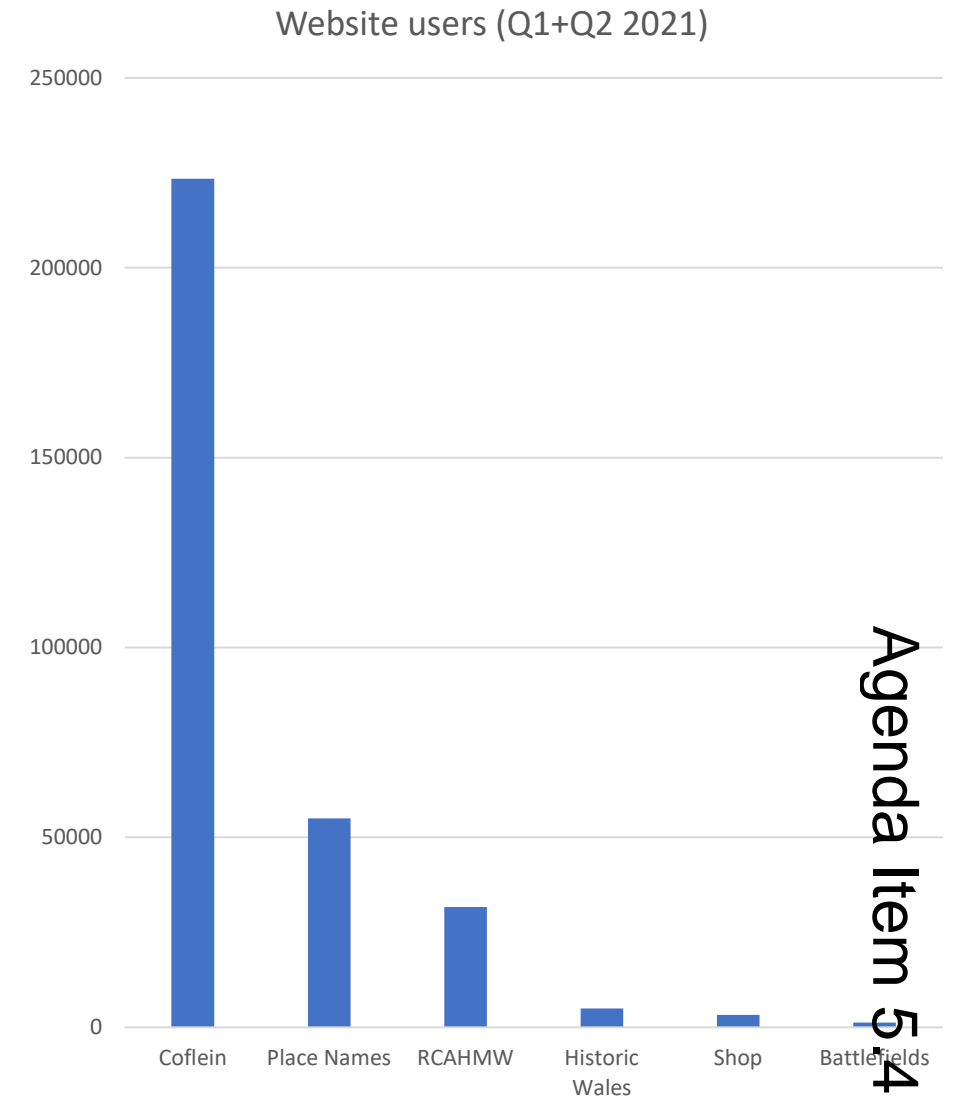
Digital Services

The Royal Commission promotes and shares historic environment information and resources through a number of websites and platforms:

- [Coflein](#)
- [RCAHMW website](#)
- [RCAHMW shop](#)
- [List of Historic Place Names of Wales](#)
- [Historic Wales](#)
- [Inventory of Historic Battlefields in Wales](#)

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On average 1,934 people using RCAHMW websites every day
Shop, Coflein, Place Names website all increasing user numbers in 2021



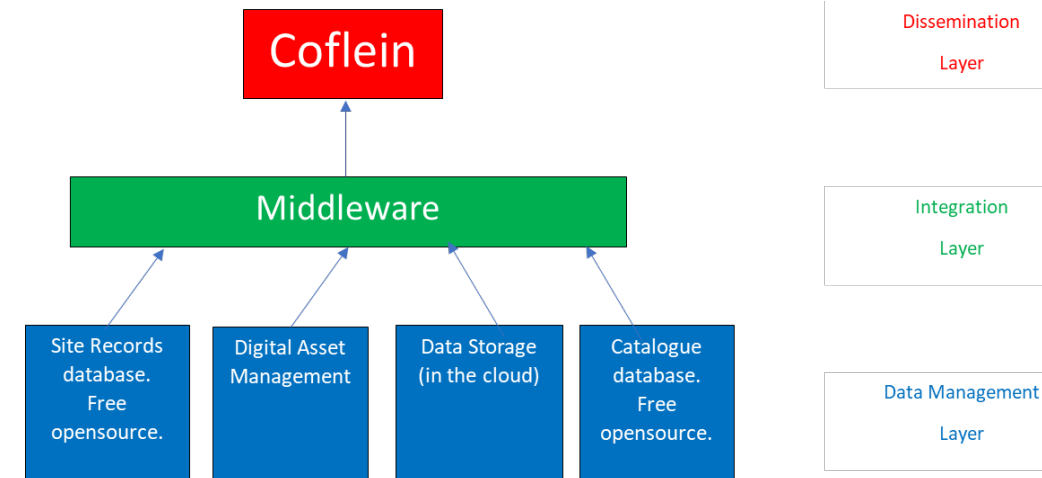
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Digital Delivery project – bring data management in-house

Our WG funded project to bring data management systems in-house was completed in the summer, and benefits anticipated at start of the project are all being demonstrated:

- **More control of development opportunities to allow development tailored to the needs of the organisation and sector.**
- **Allow growth of the digital archive in response to the increasingly digital nature of the organisation's work outputs and future collections.**
- **Lower annual maintenance costs.**
- **Development of an e-commerce facility will lead to increased revenue.**
- **Increased staff time efficiency because of better tools meaning more flexibility to target growing parts of the archive, particularly digital collections.**

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Coflein

Coflein contains details of many thousands of archaeological sites, monuments, buildings and maritime sites in Wales, together with an index to the drawings, manuscripts and photographs held in the NMRW archive collections.

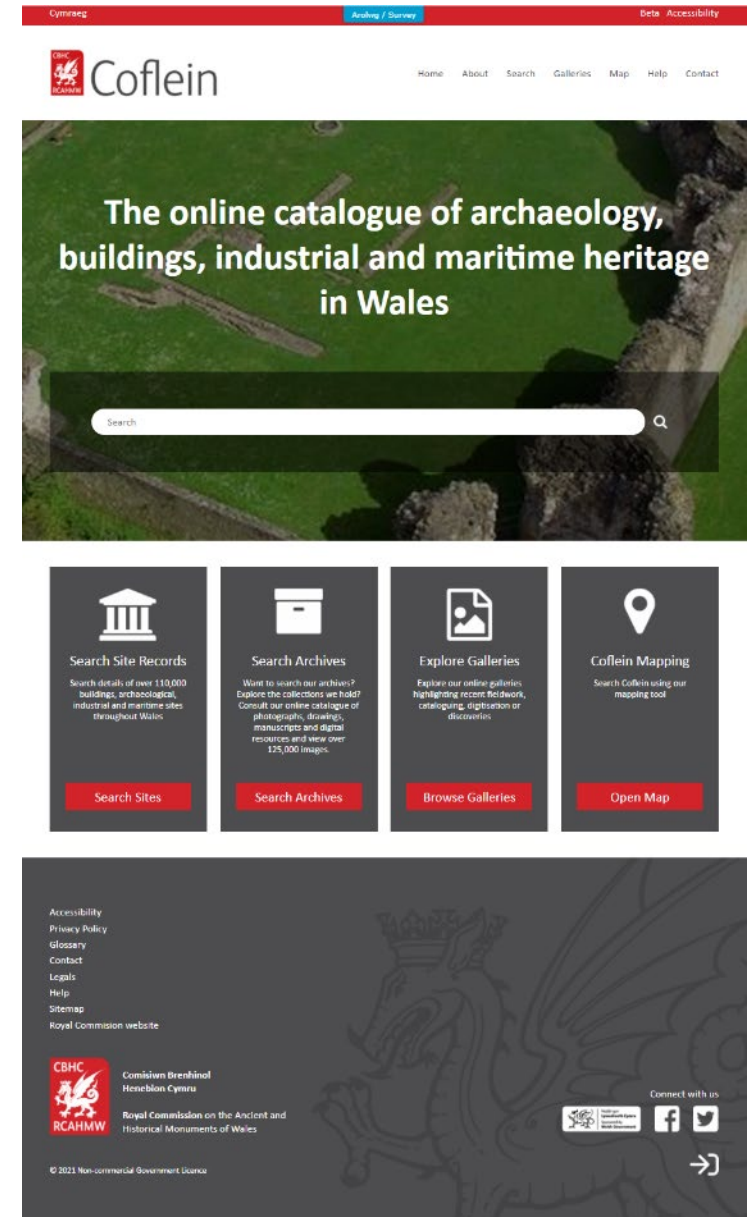
- New responsive website launched in February 2021
- Good levels of engagement vs comparable website (e.g. People’s Collection Wales) i.e. more pageviews and longer sessions.

Coflein:

Session Duration Bucket [?]	Sessions [?]	Pageviews [?]
0-30 seconds	125,027	127,026
31-60 seconds	4,258	9,231
61-180 seconds	3,944	9,372
181-600 seconds	7,423	20,115
601-1800 seconds	7,257	23,473
1801+ seconds	5,077	20,575
1801+ seconds	902	9,850

PCW:

Session Duration Bucket [?]	Sessions [?]	Pageviews [?]
0-10 seconds	232,926	241,290
11-30 seconds	10,125	13,091
31-60 seconds	4,303	5,593
61-180 seconds	2,971	4,777
181-600 seconds	1,259	3,655
601-1800 seconds	579	3,331
1801+ seconds	147	4,069



Coflein Digital Asset Management System (iBase)

Our new iBase system has hugely streamlined the process allowing users to access, download and licence over 185,000 high-resolution images for personal and commercial use.

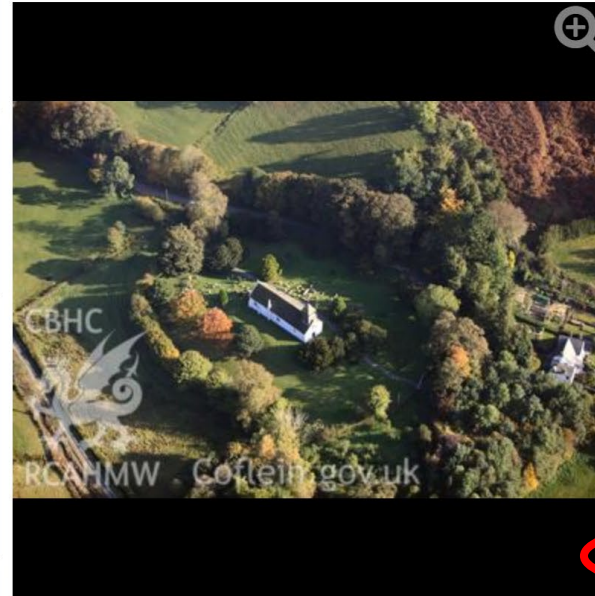
Pack Page 74

6,865 users (3%) have linked from Coflein records to iBase.

175 download transactions (many for multiple images).

- £1,635 image licensing fees (Q1+2).

AP_2010_3546



Item details

iBase ID	337863
Title	AP_2010_3546
Archive number	6465388
Original image ref	AP_2010_3546.TIF
Creator	Toby Driver
Capture device manufacturer	Digital Camera
Capture device model	Canon EOS-1Ds Mark III
Software type	UNKN
OS type	WIN32
Compression type	NONE
Image resolution	300
Bit depth	16
Colour space	RGB
Date last modified	13/10/2010

[To view this item in Coflein click here](#)

Commerce options

For sale

Purchase options

Use

By purchasing a personal use licence for this media you are bound by the [Personal Use Licence Agreement](#).

Media options

Digital File
Web use resolution, watermarked (400px
1MFC) FREE

Description [Original file details](#)

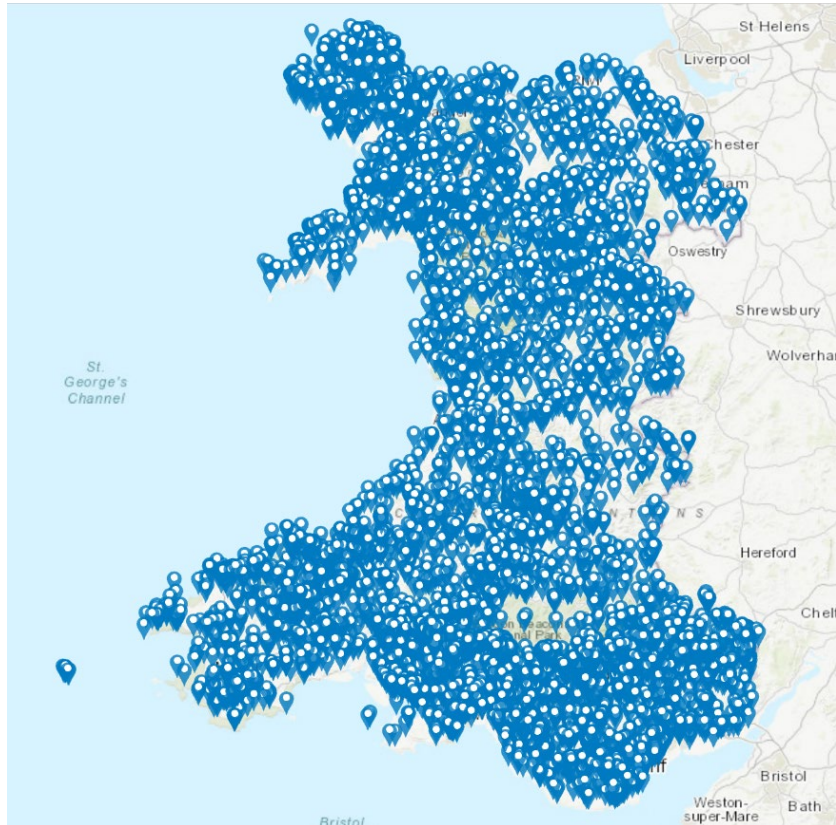
RCAHMW colour oblique photograph of St David's Church, Glaschw. Taken by Toby Driver on 13/10/2010.

Collections with this item [Other items like this](#)

Enwau Lleoedd Hanesyddol – Historic Place Names

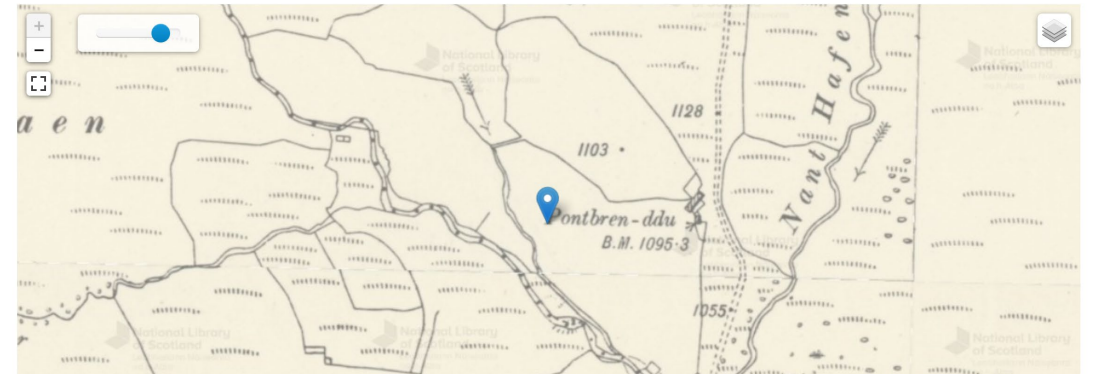
- 55% increase in Users in last year.
- Constantly increasing number of names in the List (over 23,000 added in the last 8 months).

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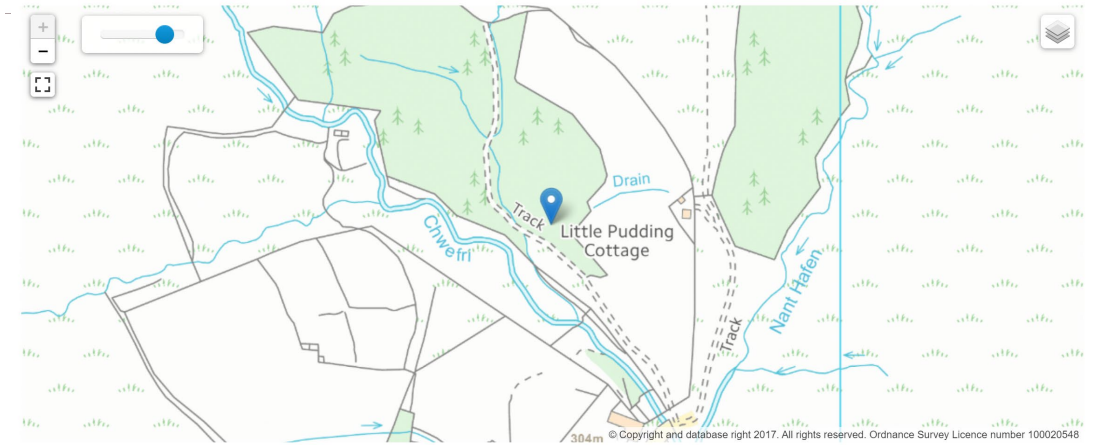
The screenshot shows the top navigation bar of the website. On the left is the logo for CBHC (Cymdeithas yr Iaith Gymraeg) and RCAHMW (Royal Commission on the Ancient and Historical Monuments of Wales). The main title is 'Rhestr o Enwau Lleoedd Hanesyddol' (List of Historic Place Names). On the right, there is a search bar with the placeholder text 'Enter all or part of name' and a search button. Below the search bar is a horizontal menu with links for Home, About, Help, Search, Map, Blog, and Contact.

Recorded name: Pontbren-ddu



This is an identical screenshot of the website header as shown above, featuring the CBHC/RCAHMW logo, the site title, a search bar, and a navigation menu.

Recorded name: Pontbren-ddu



Head Name	Undefined
Type	Settlement
Grid Reference	SN 94689 59481

Social Media - Twitter

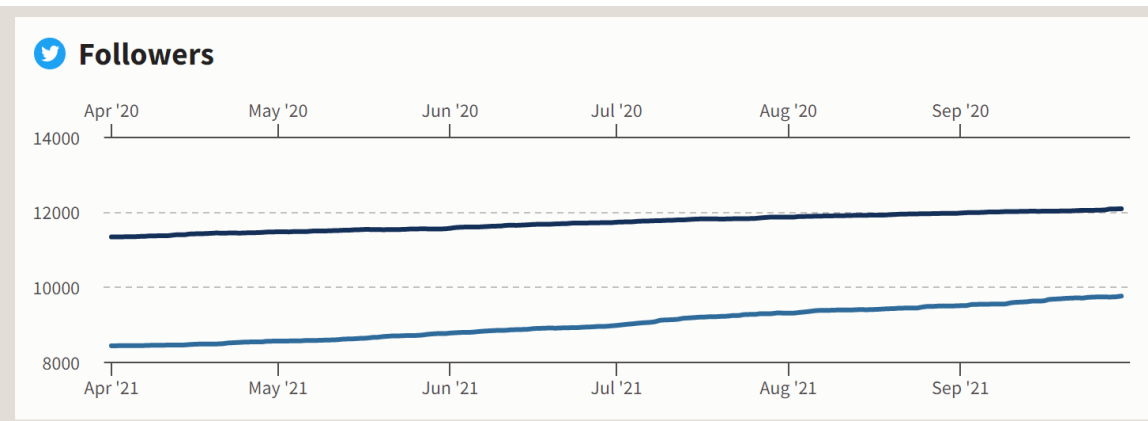
- 4 twitter accounts (1 corporate account and 3 specialist interest accounts).
- Over 12,000 followers (2,300 added since 2020).
- Use of topical (e.g. #COP26) and regular (e.g. #standingstonesunday) hashtags has helped us reach wider audiences.

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Followers > Account

@RCAHMWales	↗ 521	6.8K
@RC_Survey	↗ 1K	2.5K
@RC_Archive	↗ 638	2.2K
@RC_EnwauLle...	↗ 122	575



Social Media - Facebook

- 1 Facebook account.
- Nearly 10,000 fans.
- Programme of talks being broadcast as events on Facebook has been incredibly successful. Often hundreds watch live, with many more catching up later (e.g. Toby Driver's "Bronze Glass and Gold" talk has now been viewed over 4,000 times).

Facebook post from the Royal Commission on the Ancient and Historical Monuments of Wales, dated July 15, 2020. The post features a video player with a landscape background and several inset images of archaeological artifacts. The video title is "Yr Oes Efydd gynnar-canol: 2500 – 1200 CC The early-middle Bronze Age: 2500 – 1200 BC". The post text reads "Bronze, Glass and Gold: Prehistoric and Roman Treasures from..." and "Darlith Toby Driver ar Bronze, Glass and Gold: Prehistoric and Roman Treasures from Ceredigion...". The post has 97 likes, 57 comments, and 4.1K views. Below the post are recommendations for other videos like "Count Arthur Strong: Two Teas" and "Jonathan Pie - Lockdown #1".



Social Media - YouTube

- All talks, demos and reconstruction animations are published on our YouTube channel.
- Nearly 20,000 views this year so far.
- Growing number of subscribers.
- Gives ongoing access to our videos when they fall out of view on Facebook or Twitter.

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HOME VIDEOS PLAYLISTS CHANNELS ABOUT

Uploads ▶ PLAY ALL

Exploring The Slate Landscape of Northwest...

279 views · 1 month ago

CC

Mapping the Maps & Bounding the Boundaries by...

179 views · 1 month ago

CC

Taith Tywys Rhithiol o Llyfrgell CBHC

32 views · 1 month ago

CC

RCAHMW Library Virtual Tour

49 views · 1 month ago

CC

The View From Above: One hundred years of aerial...

246 views · 3 months ago

CC

Popular uploads ▶ PLAY ALL

The Pontcysyllte Aqueduct, Trefor, Wrexham - Royal...

25K views · 8 years ago

Maenofferen Slate Quarry, Blaenau Ffestiniog, North...

15K views · 7 years ago

Land of Forges and fire: Merthyr Tydfil in the 1800s

8.2K views · 3 years ago

Hafod Copper Works, Swansea - Royal Commissi...

5.5K views · 8 years ago

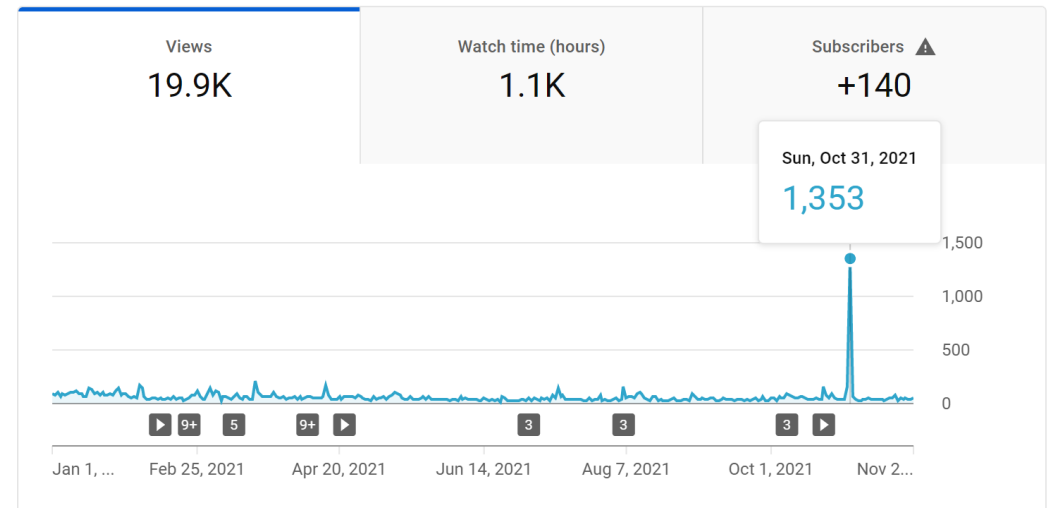
Ynys Enlli / Bardsey Island

3.9K views · 3 years ago

Reconstruction Animations of Historic Welsh House Types ▶ PLAY ALL

Six reconstruction animations of historic Welsh house types created by RCAHMW and See3D Ltd for the S4C television series 'Cartrefi Cefn Gwlad Cymru' (Ffilm productions).

Your videos got 19,901 views in 2021



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Agenda Item 9

By virtue of paragraph(s) vi of Standing Order 17.42

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