

## OE-007 - Dyfodol i'r laith

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Senedd Cymru | Welsh Parliament

Bil arfaethedig – Bil Addysg Awyr Agored (Cymru) | Proposed Outdoor Education (Wales) Bill

Ymateb gan Dyfodol i'r laith | Evidence from Dyfodol i'r laith

Are you (your organisation) currently a provider of outdoor education?: No

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# Ymgynghoriad ar y Bil arfaethedig – Bil Addysg Awyr Agored (Cymru): Ffurflen ymateb

**Enw:** Cliciwch neu dapio yma i roi testun.

**E-bost:** Cliciwch neu dapio yma i roi testun.

## Ydych chi'n cyflwyno'r ymateb hwn ar sail broffesiynol neu bersonol?:

<input type="checkbox"/> <b>Sail broffesiynol (gan gynnwys ar ran sefydliad)</b>	<input type="checkbox"/> <b>Sail bersonol</b>
Os ydych yn ymateb ar sail broffesiynol, a ydych yn ymateb ar ran sefydliad?  <input type="checkbox"/> <b>Ydw</b>  <input type="checkbox"/> Nac ydw	Age:  <input type="checkbox"/> Rwyf o dan 13 oed  <input type="checkbox"/> Rwyf rhwng 13 a 17 oed  <input type="checkbox"/> Rwy'n 18 oed neu'n hŷn ac am if y nghyfraniad fod yn ddienw  <input type="checkbox"/> Rwy'n 18 oed neu'n hŷn ac yn hapus if y new gael ei gyhoeddi gan fy nghyfraniad
A ydych chi (eich sefydliad) yn ddarparwr addysg awyr agored ar hyn o bryd?  <input type="checkbox"/> Ydw  <input type="checkbox"/> <b>Nac ydw</b>	Ym mha rhinwedd ydych chi'n ymateb?  <input type="checkbox"/> Plentyn / Person ifanc  <input type="checkbox"/> Rhiant ./ Gofalwr  <input type="checkbox"/> Arall

**Os ar sail broffesiynol, neu eich bod chi'n ddarparwr addysg awyr agored, rhowch eich rôl ac enw'r sefydliad yr ydych yn ymateb iddo:**

Dyfodol i'r laith

## Cwestiynau'r ymgynghoriad

1. Pa mor bwysig yw addysg awyr agored i addysg a datblygiad cyffredinol plant a phobl ifanc?

- Pwysig iawn
- Eithaf pwysig
- Ddim yn gwybod
- Nid yw'n bwysig iawn
- Ddim yn bwysig o gwbl

2. Beth yw'r prif fanteision i blant a phobl ifanc o gael profiad o addysg breswyl yn yr awyr agored? Rhestrwch eich tri phrif fantais:

**1. Worthwhile experiences that are good for mind and body.**

**2. Increase awareness and understanding of one's square mile, one's region and Wales.**

**3. Increase Welsh identity and awareness.**

3. A ddylai plant a phobl ifanc gael cyfle sicr i gymryd rhan mewn profiad addysg breswyl yn yr awyr agored ar ryw adeg yn ystod eu blynyddoedd ysgol, os dymunant?

- Dylent
- Na ddylent
- Ddim yn gwybod

4. A ddylai cyfle i gymryd rhan mewn profiad addysg breswyl yn yr awyr agored, ar ryw adeg yn ystod eu blynyddoedd ysgol, fod yn rhad ac am ddim ar un achlysur i ddisgyblion?

- Dylai
- Na ddylai
- Ddim yn gwybod

5. Beth yw'r prif rwystrau sydd, yn eich barn chi, yn bodoli ar hyn o bryd i blant a phobl ifanc rhag cael mynediad i brofiadau addysg breswyl yn yr awyr agored? (ticiwch bob un sy'n berthnasol)

- Cyfyngiadau ariannol
- Rhesymau iechyd
- Anableddau
- Anghenion Dysgu Ychwanegol
- Pryder/ansicrwydd rhieni
- Pryder/ansicrwydd plant
- Arall (nodwch) – diffyg amser yn amserlen ysgol.
- Dim

6. Ystyriaethau cydraddoldeb:

A allai'r Bil arfaethedig gael unrhyw effaith cadarnhaol ar rai plant a phobl ifanc yn arbennig? Os felly, pwy a pham?

**It could strengthen children's and young people's identity and sense of Welshness and increase comprehension of the ancient relationship between the language and the land, in the names for land features, plantlife and animals, mythology, history, and key individuals in local and national history**

A allai'r Bil arfaethedig gael unrhyw effaith negyddol ar rai plant a phobl ifanc yn arbennig? Os felly, pwy a pham? Beth allai'r Bil hwn ei wneud i liniaru unrhyw effeithiau negyddol?

**We do not anticipate negative effects if a qualified and experienced trainers is in charge.**

**In terms of equality, we must ensure that Welsh-medium provision is available and that it is no less accessible than English provision.**

**We would also recommend running Welsh language events/courses as a very appropriate way of introducing pupils at English medium schools to Welsh language activities and strengthening language development in the curriculum.**

7. Yn eich barn chi, pa oedran sydd fwyaf addas i blant a phobl ifanc gael cynnig cyfle i ymgymryd â phrofiad addysg breswyl yn yr awyr agored?

- Blwyddyn 6 (10–11 oed)
- Iau (nodwch)
- Hŷn (nodwch)
- Ddim ar unrhyw oed

8. Ai pedair noson/pum diwrnod yw'r hyd gorau ar gyfer profiad awyr agored preswyl?

- Ie
- Nage
- Ddim yn gwybod

Eglurwch eich ateb ac amlygwch unrhyw oblygiadau posibl o gael agwedd safonol o brofiadau pedwar noson/pum diwrnod (boed yn gadarnhaol neu'n negyddol).

**A shorter period than this would not be enough for individuals to get the most value and benefit from the experience, but it might be possible to offer two experiences of 2-3 nights rather than a single experience of 4-5 nights. The initial experience should be used as a trigger and means of motivating individuals to enjoy regular outdoor experiences as part of life; it should enrich their lives physically and mentally and increase their pride in their Welshness.**

**We need to ensure that the offer of these experiences does not exceed the ability of children from disadvantaged homes, and that sufficient funding is available.**

9. Ydych chi'n cytuno bod angen deddfwriaeth i sicrhau bod pob plentyn a pherson ifanc yn cael cyfle i gael profiad addysg breswyl yn yr awyr agored, ar ryw adeg yn ystod eu blynyddoedd ysgol?

- Cytuno'n gryf
- Cytuno

- Ddim yn cytuno nac yn anghytuno
- Anghytuno
- Anghytuno'n gryf

## 10. A oes unrhyw beth arall yr hoffech chi ei ddweud am y cynnig hwn?

We very much welcome this measure and are keen supporters of outdoor experiences for all, especially children and young people. The benefits are extremely broad and extend beyond physical and mental wellbeing alone. They create endless opportunities to educate and to understand more about our square mile, our area and our country and the relationship between the land and the people of Wales in the context of Britain, the European community and the world.

Reading through the content of the measure, we note the occasional reference to language and culture, but there is no specific reference to the Welsh language or to indigenous Welsh culture, place names, or the mythology of specific places etc. We provide detail below.

### **Background and Purpose of the draft Bill**

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#### **Current position**

10) "They also learn about language, culture and the environment through such visits, with the residential aspect playing an important role in this skill development."

We welcome the references above but believe they should be modified with 'learning about the Welsh and English languages, Welsh culture and the environment'.

#### **Relevance to the Curriculum for Wales and wider Welsh Government policy**

1) Outdoor education and its pedagogic approach of direct experience – together with reflection on learning through direct, real-world experience – aligns with and supports the four purposes of the Curriculum for Wales.<sup>1</sup>

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<sup>1</sup> Welsh Government (Hwb website), [Curriculum for Wales](#)

Furthermore, it helps to develop a sense of one's home area (broadly speaking, a sense of connection to place, land, culture, language and a specifically Welsh identity), which is critical to the Welsh Curriculum.

We very much welcome the specific references above. Like you, we know that it helps and deepens individuals' experience of their identity and their relationship to the land, as long as the person leading the outdoor experience is familiar with and aware of this context. We refer you specifically to CAMU which is "a campaign to increase, mainstream and promote a truly Welsh experience in the outdoor pursuit sector by Gwynedd, Anglesey and Conwy Welsh language Initiatives and a range of North West Wales based Outdoor Pursuit individuals/ companies. The aim is that everyone who gains outdoor pursuit experiences learn more about Wales' language and culture, history, geography, biology, botany, indigenous Welsh names, myths and legends." In seeking to establish a right to outdoor experiences, it is equally important to ensure that the instructors are linguistically and culturally competent to achieve these key dimensions for young people. We therefore believe it necessary to appraise and validate potential future trainers and to work with CAMU and an organisation such as the Urdd's Outdoor Activity Service to create a module or accreditation that ensures that trainers are aware of these linguistic, cultural, historical and geographical values. This will, no doubt, be a practical matter for after the measure has received its legislative seal of approval, but it is an element of key importance to be considered in practical planning in due course. This is also why the Bill needs to include specific references to ensure that the Welsh language and Welsh culture are given their proper place. This, in turn, will help to strengthen the development of language and history in Welsh-medium education, as will introducing these activities to those who are learning Welsh at English schools.