

Gweithgareddau Hyfforddi ar  
Gyfranogiad Disgyblion i Athrawon,  
Llywodraethwyr a Disgyblion

Training Activities in  
Pupil Participation for Teachers,  
Governors and Pupils



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

Cymru Ifanc  
Young Wales

[www.cymru.gov.uk](http://www.cymru.gov.uk)

# Thema 1

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Cymru Ifanc  
Young Wales



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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## Theme 1

## What is Pupil Participation?

### Activity 1(a)

### United Nations Convention on the Rights of the Child (UNCRC) Balloon-activity

#### Purpose

To help participants become familiar with the Articles of the United Nations Convention on the Rights of the Child (UNCRC) as the basis for children and young people's participation, and to start to explore their significance for children and young people.

#### Resources

A set of cards with the [42 Articles of the UNCRC](#). Two versions of these are provided, one in more adult language and one in child-friendly language. Choose whichever set is most appropriate for your participants.

[Balloon-planning templates - A3 size.](#)

#### Preparation

Make sure that you have a set of 42 UNCRC Articles - you may wish to laminate them so you can use them more than once.

Prepare enough A3 Balloon-planning sheets so that there is one sheet per group.

#### Timings

20 - 30 minutes.

#### Participants

Participants work in groups of 3-5 depending on numbers.

## Outline of Activity

- Explain that the United Nations Convention on the Rights of the Child is an international agreement, stating what rights all children throughout the world are entitled to.
- Say that this is an activity to help us to become more familiar with the UNCRC as the basis for children and young people's participation, and to explore its significance for children and young people.
- Divide the group into 3 - 6 smaller groups.
- Distribute the laminated Articles evenly between the groups.
- Ask the groups to share the Articles they have in their group, by reading out what they have on their cards.
- Now give out an A3 sheet with a balloon on to each group.
- Explain that their balloon is losing air, so they are going to have to make a group decision which one of their Articles to keep (i.e. the most 'important' one!). The rest need to be 'thrown overboard'.
- The groups now have 5 - 10 minutes to negotiate, and agree as a group which Article is the most important one. They can use any method they choose (e.g. voting, consensus...)
- The groups now reconvene as a larger group, and each group shares the Article they chose as the most important one - saying why they made that choice.
- Imagine now that the whole group is in one balloon and it's still losing air. If they could only keep one Article, which one would that be? Why?

## Follow-up

This activity could lead on to **Activity 1b): UNCRC Article 12: Assumptions and Implications**. Participants might also like to consider why rights are important, and why children and young people might need to have a special set of rights. Whose responsibility is it to ensure that children and young people know about their rights, and are supported in accessing them?

For more information, participants can visit the UNCRC 'Let's Get it Right' website at: <http://www.uncrcletsgetitright.co.uk/>

## Thema 1

## Beth yw Cyfranogiad y Disgybl?

Gweithgaredd 1(a)	Gweithgaredd balŵn Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CCUHP)
Pwrpas	Helpu'r cyfranogwyr i ddod yn gyfarwydd ag Erthyglau Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CCUHP) fel sail i gyfranogiad plant a phobl ifanc, a dechrau archwilio eu harwyddocâd i blant a phobl ifanc.
Adnoddau	Set o gardiau gyda <a href="#">42 Erthygl Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn</a> . Darperir dau fersiwn o'r rhain, un mewn iaith fwy addas ar gyfer oedolion, ac un mewn iaith hawdd i blant. Dewiswch ba set bynnag sydd mwyaf addas i'ch cyfranogwyr. <a href="#">Templedi cynllunio balwnau - maint A3.</a>
Gwaith paratoi	Sicrhau bod gennych set o 42 Erthygl Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn - efallai yr hoffech eu lamineiddio fel y gallwch eu defnyddio fwy nag unwaith. Paratoi digon o daflenni cynllunio-balwnau A3 fel bod un daflen i bob grŵp.
Amser	20 - 30 munud.
Cyfranogwyr	Cyfranogwyr yn gweithio mewn grwpiau o 3-5 yn ddibynnol ar niferoedd.

Amlinelliad o'r  
Gweithgaredd

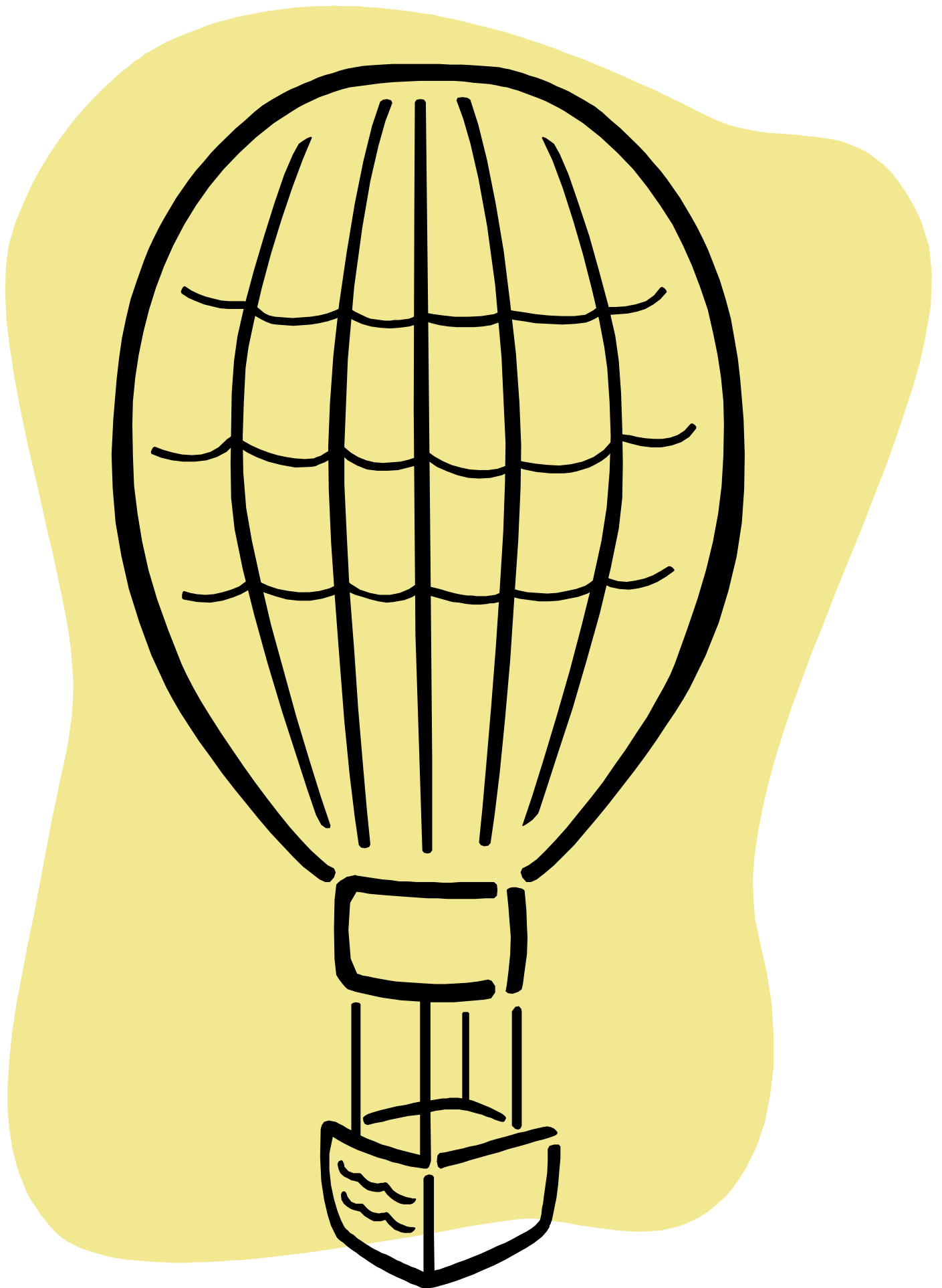
- Esbonio bod Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn yn gytundeb rhyngwladol, sy'n datgan beth yw hawliau pob plentyn ledled y byd.
- Dweud bod hwn yn weithgaredd i'n helpu ni i ddod yn fwy cyfarwydd â'r Confensiwn fel sail i gyfranogiad plant a phobl ifanc, ac archwilio ei arwyddocâd i blant a phobl ifanc.
- Rhannu'r grŵp yn 3 - 6 o grwpiau llai.
- Dosbarthu'r Erthyglau wedi eu lamineiddio yn gyfartal rhwng y grwpiau.
- Gofyn i'r grwpiau rannu'r Erthyglau sydd ganddynt yn eu grŵp, trwy ddarllen yn uchel yr hyn sydd ganddynt ar eu cardiau.
- Wedyn rhoi taflen A3 gyda balŵn i bob grŵp.
- Esbonio bod eu balŵn yn colli awyr, felly fe fydd yn rhaid iddynt benderfynu fel grŵp pa un o'r Erthyglau y maent am ei chadw (h.y. yr un 'bwysicaf'!). Mae angen taflu'r gweddill ymaith.
- Mae gan y grwpiau bellach 5 - 10 munud i drafod, a chytuno fel grŵp pa Erthygl yw'r un bwysicaf. Gallant ddefnyddio unrhyw ddull a ddewisant (ee pleidleisio, consensws...)
- Mae'r grwpiau bellach yn ailymgynnull fel grŵp mwy, ac mae pob grŵp yn rhannu'r Erthygl y gwnaethant ei dewis fel yr un bwysicaf - gan ddweud pam iddynt wneud y dewis hwnnw.
- Dychmygu'n awr fod y grŵp cyfan mewn un balŵn a'i bod yn dal i golli awyr. Os na allant ond cadw un Erthygl, pa un fyddai honno? Pam?

## Gwaith dilynol

Gallai'r gweithgaredd hwn arwain at **Weithgaredd 1b) Erthygl 12 Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn: Tybiaethau a Goblygiadau**. Efallai yr hoffai cyfranogwyr hefyd ystyried pam fod hawliau'n bwysig, a pham y gallai fod angen set arbennig o hawliau ar blant a phobl ifanc. Cyfrifoldeb pwy yw hi i sicrhau bod plant a phobl ifanc yn gwybod am eu hawliau, a'u bod yn cael eu cefnogi i fanteisio arnynt?

Am wybodaeth bellach, gall y cyfranogwyr fynd at wefan 'CCUHP - Gwneud Pethau'n Iawn':

<http://www.ccuhpgwneudpethauniawn.co.uk/default.aspx>



## CCUHP - fersiwn cyfeillgar i blant / UNCRC - child-friendly version

### Erthygl 1

Mae gan bawb o dan 18 oed  
yr hawliau hyn.

### Article 1

Everyone under 18 has these rights.

### Erthygl 2

Mae gan bob plentyn yr hawliau hyn.  
Does dim ots pwy ydyn nhw, lle maen  
nhw'n byw, beth mae eu rhieni nhw'n  
wneud, pa iaith maen nhw'n siarad,  
beth yw eu crefydd, p'un a ydyn nhw'n  
fechgyn neu'n ferched neu'n dlawd neu'n  
gyfoethog, beth yw eu ffordd o fyw, a ydyn  
nhw'n anabl. Ddylai'r un plentyn gael ei  
drin yn annheg am unrhyw reswm.

### Article 2

All children have these rights, no matter  
who they are, where they live, what their  
parents do, what language they speak,  
what their religion is, whether they are a  
boy or girl, what their culture is, whether  
they have a disability, whether they are rich  
or poor. No child should be treated unfairly  
on any basis.

### Erthygl 3

Dylai pob oedolyn wneud yr hyn sy' orau  
i ti. Pan fydd oedolyn yn penderfynu  
rhywbeth, dylai feddwl bob tro beth fydd  
effaith ei benderfyniad arnot ti.

### Article 3

All adults should do what is best for you.  
When adults make decisions, they should  
think about how their decisions will  
affect children.

### Erthygl 4

Mae cyfrifoldeb ar y llywodraeth i amddiffyn  
dy hawliau. Rhaid iddi helpu dy deulu i  
amddiffyn dy hawliau a chreu'r amodau i ti  
allu tyfu a gwneud popeth y medri di.

### Article 4

The government has a responsibility to  
make sure your rights are protected. They  
must help your family to protect your rights  
and create an environment where you can  
grow and reach your potential.



## CCUHP - fersiwn cyfeillgar i blant / UNCRC - child-friendly version

### Erthygl 5

Mae cyfrifoldeb ar dy teulu i dy ddysgu sut i ddefnyddio dy hawliau, ac i wneud yn siwr does dim yn bygwth dy hawliau.

### Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

### Erthygl 6

Mae gen ti'r hawl i fod yn fyw.

### Article 6

You have the right to be alive.

### Erthygl 7

Mae gen ti'r hawl i enw, a dylai'r llywodraeth gydnabod dy enw'n swyddogol. Mae gen ti hawl i berthyn i wlad.

### Article 7

You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

### Erthygl 8

Mae gen ti'r hawl i dy hunaniaeth - sef cofnod swyddogol o bwy wyt ti. Does gan neb yr hawl i fynd â hwn oddi arnot ti.

### Article 8

You have the right to an identity - an official record of who you are. No one should take this away from you.

### Erthygl 9

Mae gen ti'r hawl i fyw gyda dy rieni, os nad yw hynny'n ddrwg i ti. Mae gen ti'r hawl i fyw gyda theulu sy'n gofalu ac yn poeni amdanot ti.

### Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

### Erthygl 10

Os wyt ti a dy rieni yn byw mewn gwledydd gwahanol, mae gennych chi'r hawl i fod gyda'ch gilydd yn yr un lle.

### Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

## CCUHP - fersiwn cyfeillgar i blant / UNCRC - child-friendly version

### Erthygl 11

Mae gen ti'r hawl i gael dy amddiffyn rhag cael dy herwgipio.

### Article 11

You have the right to be protected from kidnapping.

### Erthygl 12

Mae gen ti'r hawl i ddweud dy farn, ac i oedolion wrando a chymryd dy farn o ddifrif.

### Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

### Erthygl 13

Mae gen ti'r hawl i ddysgu am bethau ac i rannu beth wyt ti'n feddwl trwy siarad, tynnu lluniau, ysgrifennu ac mewn unrhyw ffordd arall, cyn belled nad wyt ti'n gwneud drwg i deimladau neu'n anafu pobl eraill.

### Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

### Erthygl 14

Mae gen ti'r hawl i ddewis dy grefydd a dy gredoau. Dylai dy rieni dy helpu i benderfynu i wybod y gwahaniaeth rhwng y cywir a'r anghywir, a beth sydd orau i ti.

### Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

### Erthygl 15

Mae gen ti'r hawl i ddewis dy ffrindiau ac i ymuno â grwpiau ac i sefydlu grwpiau, cyn belled nad ydyn nhw ddim yn gwneud drwg i bobl eraill.

### Article 15

You have the right to choose your own friends and join or set up groups, as long as they aren't harmful to others.

### Erthygl 16

Mae gen ti'r hawl i fywyd preifat.

### Article 16

You have the right to privacy.

## CCUHP - fersiwn cyfeillgar i blant / UNCRC - child-friendly version

### Erthygl 17

Mae gen ti'r hawl i gael gwybodaeth sy'n bwysig i dy les, oddi ar y radio, papurau newydd, llyfrau, cyfrifiaduron ac o lefydd eraill. Dylai oedolion wneud yn siwr nad yw'r wybodaeth rwyt ti'n ei chael yn gwneud drwg i ti, a dy helpu i gael hyd i'r wybodaeth sydd ei hangen arnot ti a'i deall.

### Article 17

You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

### Erthygl 19

Mae gen ti'r hawl i gael dy amddiffyn rhag cael dy anafu a dy gam-drin, yn dy gorff ac yn dy feddwl.

### Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

### Erthygl 18

Mae gen ti'r hawl i gael dy fagu gan dy rieni os ydy hynny'n bosibl.

### Article 18

You have the right to be raised by your parent(s) if possible.

### Erthygl 20

Mae gen ti'r hawl i gael gofal a help arbennig os dwyt ti ddim yn gallu byw gyda dy rieni.

### Article 20

You have the right to special care and help if you cannot live with your parents.

## CCUHP - fersiwn cyfeillgar i blant / UNCRC - child-friendly version

### Erthygl 21

Mae gen ti'r hawl i gael gofal a chael dy amddiffyn os wyt ti wedi dy fabwysiadu neu'n byw gyda rhieni maeth.

### Article 21

You have the right to care and protection if you are adopted or in foster care.

### Erthygl 22

Mae gen ti'r hawl i gael dy amddiffyn a help arbennig os wyt ti'n ffoadur (os wyt ti'n cael dy orfodi i adael dy gartre' a byw mewn gwlad arall), yn ogystal â'r hawl i holl hawliau'r Confensiwn.

### Article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as the right to all the rights in this Convention.

### Erthygl 23

Mae gen ti'r hawl i addysg a gofal arbennig os oes gen ti nabledd, yn ogystal ag i holl hawliau'r Confensiwn hwn, er mwyn i ti allu byw bywyd llawn.

### Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

### Erthygl 24

Mae gen ti'r hawl i gael y gofal iechyd gorau sydd ar gael, dŵr glân i'w yfed, bwyd maethlon, amgylchedd glân a diogel, a gwybod sut i gadw'n iach.

### Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

## CCUHP - fersiwn cyfeillgar i blant / UNCRC - child-friendly version

### Erthygl 25

Os wyt ti'n byw mewn cartref gofal neu rywle oddi cartref, dylai rhywun gadw golwg ar y lle hwnnw i wneud yn siwr ei fod yn addas i ti.

### Article 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

### Erthygl 26

Os wyt ti'n dlawd neu'n anghenus, mae gen ti'r hawl i help gan y llywodraeth.

### Article 26

You have the right to help from the government if you are poor or in need.

### Erthygl 27

Mae gen ti'r hawl i fwyd, dillad, lle diogel i fyw a'r hyn sydd ei angen arnot i fyw. Ddylai dim anfantais dy rwystro rhag gwneud y pethau y mae plant eraill yn eu gwneud.

### Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

### Erthygl 28

Mae gen ti'r hawl i addysg dda. Dylet ti gael dy annog i fynd i'r ysgol at y lefel uchaf sy'n addas i ti.

### Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

## CCUHP - fersiwn cyfeillgar i blant / UNCRC - child-friendly version

### Erthygl 29

Dylai dy addysg dy helpu i ddefnyddio a gwella dy dalentau a dy alluoedd. Dylai dy helpu hefyd i ddysgu sut i fyw mewn heddwch, i warchod yr amgylchedd ac i barchu pobl eraill.

### Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

### Erthygl 30

Mae gen ti'r hawl i dy ddiwylliant, iaith a dy grefydd dy hun - neu i'w dewis. Mae angen amddiffyn lleiafrifoedd a grwpiau brodorol yn arbennig.

### Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

### Erthygl 31

Mae gen ti'r hawl i chwarae a gorffwys.

### Article 31

You have the right to play and rest.

### Erthygl 32

Mae gen ti'r hawl i beidio â gorfod gwneud gwaith sy'n gwneud drwg i ti, dy iechyd a dy addysg. Os wyt ti'n gweithio, mae gen ti'r hawl i fod yn sâff ac i gael cyflog teg.

### Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

### Erthygl 33

Mae gen ti'r hawl i gael dy amddiffyn rhag cyffuriau all wneud niwed i ti.

### Article 33

You have the right to protection from harmful drugs and from the drug trade.

### Erthygl 34

Mae gen ti'r hawl i beidio â chael dy gam-drin yn rhywiol.

### Article 34

You have the right to be free from sexual abuse.

## CCUHP - fersiwn cyfeillgar i blant / UNCRC - child-friendly version



### Erthygl 35

Does gan neb yr hawl i dy herwgipio di na dy werthu.

### Article 35

No one is allowed to kidnap or sell you.



### Erthygl 37

Does gan neb yr hawl i dy gosbi di mewn ffordd greulon neu niweidiol.

### Article 37

No one is allowed to punish you in a cruel or harmful way.



### Erthygl 39

Mae gen ti'r hawl i gael help os wyt ti wedi cael dy anafu, dy esgeuluso neu dy drin yn wael.

### Article 39

You have the right to help if you have been hurt, neglected or badly treated.



### Erthygl 36

Mae gen ti'r hawl i beidio â chael rhywun yn cymryd mantais arnot ti.

### Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).



### Erthygl 38

Mae gen ti'r hawl i gael dy amddiffyn rhag rhyfel ac i fyw heb ryfel. Does gan neb yr hawl i orfodi plentyn dan 15 i fynd yn filwr neu i ryfel.

### Article 38

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.



### Erthygl 40

Mae gen ti'r hawl i help cyfreithiwr ac i gael dy drin yn deg gan system gyfreithiol sy'n parchu dy hawliau.

### Article 40

You have the right to legal help and fair treatment in the justice system that respects your rights.



## CCUHP - fersiwn cyfeillgar i blant / UNCRC - child-friendly version



### Erthygl 41

Os ydy dy wlad di yn rhoi hawliau i ti sy'n dy amddiffyn yn well na'r hawliau hyn, hawliau dy wlad sy'n dod gyntaf.

### Article 41

If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.



### Erthygl 42

Mae gen ti'r hawl i wybod beth yw dy hawliau! Dylai oedolion wybod am yr hawliau hyn a dy helpu i ddysgu amdanynt hefyd.

### Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.





## CCUHP - ar gyfer Cyfranogwyr sydd yn Oedolion / UNCRC - for Adult Participants

### Erthygl 1

Mae gan bob un dan ddeunaw oed yr hawliau sydd yn y Confensiwn hwn.

### Article 1

Everyone under 18 years of age has all the rights in this Convention.

### Erthygl 2

Mae'r Confensiwn yn gymwys i bob un, beth bynnag fo'i hil, crefydd, galluoedd, beth bynnag a feddylia neu a ddywed a pha fath bynnag o deulu y daw ohono.

### Article 2

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.

### Erthygl 3

Dylai pob sefydliad sy'n ymwneud â phlant weithio at yr hyn sydd orau i bob plentyn.

### Article 3

All organisations concerned with children should work towards what is best for each child.

### Erthygl 4

Dylai llywodraethau ofalu bod yr hawliau hyn ar gael i blant.

### Article 4

Governments should make these rights available to children.

### Erthygl 5

Dylai llywodraethau barchu hawliau a chyfrifoldebau teuluoedd i gyfeirio ac arwain eu plant fel eu bod, wrth dyfu, yn dysgu sut i ddefnyddio'u hawliau'n briodol.

### Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

### Erthygl 6

Mae gan bob plentyn hawl i fyw. Dylai llywodraethau ofalu fod plant yn goroesi ac yn datblygu'n iach.

### Article 6

All children have the right of life. Governments should ensure that children survive and develop healthily.

## CCUHP - ar gyfer Cyfranogwyr sydd yn Oedolion / UNCRC - for Adult Participants

### Erthygl 7

Mae gan bob plentyn hawl i enw a gofrestrwyd yn gyfreithiol, hawl i genedligrwydd a hawl i wybod am a, chyhyd ag y bo modd, i dderbyn gofal gan ei rhieni.

### Article 7

All children have the right to a legally registered name, the right to a nationality and the right to know and, as far as possible, to be cared for by their parents.

### Erthygl 8

Dylai llywodraethau barchu hawl plant i enw, cenedligrwydd a chlymau teulu.

### Article 8

Governments should respect children's right to a name, a nationality and family ties.

### Erthygl 9

Ni ddylid gwahanu plant oddi wrth eu rhieni onid yw hyn er eu lles nhw'u hunain, er enghraifft os yw rhiant yn cam-drin neu'n esgeuluso plentyn. Mae gan blant y mae eu rhieni wedi gwahanu hawl i gadw mewn cyswllt â'r ddau riant, oni fyddai hyn yn niweidio'r plentyn.

### Article 9

Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

### Erthygl 10

Dylai teuluoedd sy'n byw mewn gwledydd gwahanol gael yr hawl i symud rhwng y gwledydd hynny fel y gall y rhieni a'r plant gadw mewn cysylltiad neu ddod at ei gilydd fel teulu.

### Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

## CCUHP - ar gyfer Cyfranogwyr sydd yn Oedolion / UNCRC - for Adult Participants

### Erthygl 11

Dylai llywodraethau gymryd camau i gadw plant rhag cael eu cymryd allan o'u gwledydd nhw'u hunain yn anghyfreithlon.

### Article 11

Governments should take steps to stop children being taken out of their own country illegally.

### Erthygl 12

Mae gan blant yr hawl i ddweud eu barn ynghylch yr hyn a ddylai ddigwydd pan fo oedolion yn gwneud penderfyniadau sy'n effeithio arnyn nhw, ac i'w barn gael ei hystyried.

### Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

### Erthygl 13

Mae gan blant yr hawl i gael a rhannu gwybodaeth onid yw'r wybodaeth yn niweidiol iddyn nhw ac i eraill.

### Article 13

Children have the right to get and to share information as long as the information is not damaging to them or to others.

### Erthygl 14

Mae gan blant yr hawl i feddwl a chredu'r hyn a fyddant ac i arfer eu crefydd, cyhyd ag nad ydynt yn cadw pobl eraill rhag mwynhau eu hawliau. Dylai rhieni arwain eu plant yn y materion hyn.

### Article 14

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

## CCUHP - ar gyfer Cyfranogwyr sydd yn Oedolion / UNCRC - for Adult Participants

### Erthygl 15

Mae gan blant yr hawl i gydgyfarfod ac ymuno gyda grwpiau a sefydliadau, onid yw hyn yn cadw pobl eraill rhag mwynhau eu hawlau.

### Article 15

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

### Erthygl 16

Mae gan blant yr hawl i breifatrwydd. Dylai'r gyfraith eu cadw rhag ymosodiadau ar eu ffordd o fyw, eu henw da, eu teuluoedd a'u cartrefi.

### Article 16

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

### Erthygl 17

Mae gan blant yr hawl i wybodaeth ddibynadwy gan y cyfryngau torfol. Dylai teledu, radio a phapurau newydd roi gwybodaeth y gall plant ei deall ac ni ddylent hybu deunyddiau a allai niweidio plant.

### Article 17

Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children can understand, and should not promote materials that could harm children.

### Erthygl 18

Dylai'r ddau riant rannu cyfrifoldeb dros godi eu plant, a dylent ystyried yr hyn sydd orau i bob plentyn bob amser. Dylai llywodraethau helpu rhieni trwy ddarparu gwasanaethau i'w cefnogi, yn enwedig os yw'r ddau riant yn gweithio.

### Article 18

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

## CCUHP - ar gyfer Cyfranogwyr sydd yn Oedolion / UNCRC - for Adult Participants

### Erthygl 19

Dylai llywodraethau ofalu bod plant yn cael y gofal priodol, a'u cadw rhag trais, camdriniaeth ac esgeulustod gan eu rhieni neu unrhyw un arall sy'n edrych ar eu hôl.

### Article 19

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

### Erthygl 20

Rhaid i bobl sy'n parchu eu crefydd, eu diwylliant a'u hiaith edrych ar ôl plant na all eu rhieni ofalu amdanyh nhw.

### Article 20

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

### Erthygl 21

Pan fo plant yn cael eu mabwysiadu yr ystyriaeth gyntaf yw'r hyn sydd orau iddyn nhw. Dylai'r un rheolau gael eu cymhwyso os yw'r plant yn cael eu mabwysiadu yn y wlad lle ganed nhw neu'n cael eu cymryd i fyw mewn gwlad arall.

### Article 21

When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born or taken to live in another country.

### Erthygl 22

Dylai plant sy'n dod i wlad fel ffoaduriaid gael yr un hawliau â phlant a anwyd yn y wlad honno.

### Article 22

Children who come into a country as refugees should have the same rights as children born in that country.

## CCUHP - ar gyfer Cyfranogwyr sydd yn Oedolion / UNCRC - for Adult Participants

### Erthygl 23

Dylai plant sydd ag anabledd o unrhyw fath gael gofal arbennig a chefnogaeth fel y gallant fyw bywyd llawn ac annibynnol.

### Article 23

Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

### Erthygl 24

Mae gan blant yr hawl i ofal iechyd o ansawdd da ac i ddw'r glân, bwyd maethlon ac amgylchedd glân iddyn nhw gadw'n iach. Dylai gwledydd cyfoethog helpu gwledydd tlotach i gyflawni hyn.

### Article 24

Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.

### Erthygl 25

Dylai sefyllfa plant y mae eu hawdurdod lleol yn hytrach na'u rhieni yn gofalu amdanynt gael ei hadolygu'n rheolaidd

### Article 25

Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

### Erthygl 26

Dylai'r Llywodraeth roi mwy o arian ar gyfer plant teuluoedd mewn angen.

### Article 26

The Government should provide extra money for the children of families in need.

## CCUHP - ar gyfer Cyfranogwyr sydd yn Oedolion / UNCRC - for Adult Participants



### Erthygl 27

Mae gan blant yr hawl i safon bywyd sy'n ddigon da i ymateb i'w hanghenion corfforol a meddyliol. Dylai'r Llywodraeth helpu rhieni na allant fforddio i ddarparu hyn.

### Article 27

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.visit



### Erthygl 29

Dylai addysg ddatblygu personoliaeth a thalent pob plentyn yn gyflawn. Dylai annog plant i barchu eu rhieni, a'u diwylliant nhw ac eraill.

### Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.



### Erthygl 28

Mae gan blant yr hawl i addysg. Dylai disgyblaeth mewn ysgolion barchu hunan-barch dynol plant. Dylai addysg gynradd fod am ddim. Dylai gwledydd cyfoethog helpu gwledydd tlotach i gyflawni hyn.

### Article 28

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.



### Erthygl 30

Mae gan blant yr hawl i ddefnyddio iaith ac arferion eu teuluoedd, boed y rhain yn cael eu rhannu gan fwyafrif y bobl neu beidio.

### Article 30

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.



## CCUHP - ar gyfer Cyfranogwyr sydd yn Oedolion / UNCRC - for Adult Participants

### Erthygl 31

Mae gan blant yr hawl i ymlacio a chwarae ac ymuno mewn ystod eang o weithgareddau.

### Article 31

All children have a right to relax and play, and to join in a wide range of activities.

### Erthygl 32

Dylai'r Llywodraeth gadw plant rhag gwaith sy'n beryglus neu a allai amharu ar eu hiechyd neu eu haddysg.

### Article 32

The Government should protect children from work that is dangerous or might harm their health or their education.

### Erthygl 33

Dylai'r Llywodraeth ddarparu ffyrdd o gadw plant rhag cyffuriau niweidiol.

### Article 33

The Government should provide ways of protecting children from dangerous drugs.

### Erthygl 34

Dylai'r Llywodraeth gadw plant rhag camdriniaeth rywiol.

### Article 34

The Government should protect children from sexual abuse.

### Erthygl 35

Dylai'r Llywodraeth ofalu na chaiff plant eu cipio neu eu gwerthu.

### Article 35

The Government should make sure that children are not abducted or sold.

### Erthygl 36

Dylai plant gael eu gwarchod rhag gweithgarwch a allai amharu ar eu datblygiad.

### Article 36

Children should be protected from any activities that could harm their development.



## CCUHP - ar gyfer Cyfranogwyr sydd yn Oedolion / UNCRC - for Adult Participants

### Erthygl 37

Ni ddylid trin plant sy'n torri'r gyfraith yn greulon. Ni ddylid eu rhoi mewn carchar gydag oedolion a dylid eu cadw mewn cysylltiad â'u rhieni.

### Article 37

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

### Erthygl 38

Ni ddylai llywodraethau adael i blant dan bymtheg oed ymuno â'r fyddin. Dylai plant mewn parthau rhyfel gael gwarchodaeth arbennig.

### Article 38

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

### Erthygl 39

Dylai plant sydd wedi cael eu hesgeuluso neu eu cam-drin gael help arbennig i adfer eu hunan barch.

### Article 39

Children who have been neglected or abused should receive special help to restore their self respect.

### Erthygl 40

Dylai plant a gyhuddir o dorri'r gyfraith dderbyn help cyfreithiol. Dylid defnyddio dedfrydau o garchar i blant ar gyfer y troseddau mwyaf difrifol yn unig.

### Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

### Erthygl 41

Os yw cyfreithiau gwlad arbennig yn gwarchod plant yn well nag erthyglau'r Confensiwn, yna dylai'r cyfreithiau hynny aros.

### Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

### Erthygl 42

Dylai'r Llywodraeth wneud y Confensiwn yn hysbys i bob rhiant a phlentyn.

### Article 42

The Government should make the Convention known to all parents and children.

## Theme 1

## What is Pupil Participation?

### Activity 1(b)

### Article 12 of the UNCRC: Assumptions and Implications

#### Purpose

To give participants the opportunity to explore the UNCRC statements on [Slides 2-4](#) of the Powerpoint presentation to gain an understanding of the implications of the UNCRC for practice in schools.

#### Resources

Flipchart or whiteboard.

[Powerpoint slides 2-4](#).

Post-it notes in two different colours, one of each colour for each participant.

[UNCRC leaflet for each participant](#). - downloadable from <http://www.uncrcletsgetitright.co.uk/>

[Brief Introduction to the United Nations Convention on the Rights of the Child \(UNCRC\) - Power Point](#).

#### Preparation

Designate one colour post-it note for Assumptions, and the other one for Implications.

Draw a line down the middle of the flip chart and attach a post-it note with **A** for Assumptions on one side and **I** for Implications on the other.

#### Timings

20 - 30 minutes (depending on numbers of participants).

#### Participants

Participants sit in a horseshoe without desks. They work individually as this is essentially a reflective exercise.

## Outline of Activity

Show [Powerpoint Slides 2-4](#) and explain them.

The slides show three different versions of the UNCRC.

Focus the group's attention on Slide 4 - Article 12 of the UNCRC.

Explain to participants that they will be given time to reflect individually on Article 12.

Give out the post-it notes, one of each colour to each participant. Ask them to reflect on what the **ASSUMPTIONS** and **IMPLICATIONS** of the statement on Slide 4 are for schools. They should write down **ONE** point for each on the post-it notes.

Allow participants 5 minutes for reflection and writing and then collect the post-it notes for display on the board or flipchart. Group similar ones together.

Read out the content of the post-its, starting with ASSUMPTIONS and moving on to IMPLICATIONS. Discuss and comment on statements as they are read out.

## Follow-up

This activity helps set the scene for understanding pupil participation and ensures participants understand the UNCRC Article 12. Give out the UNCRC leaflet so participants can see how Article 12 fits with the UNCRC.

Show the link to the website -  
<http://www.uncrcletsgetitright.co.uk>

## Follow up

To understand how the UNCRC fits with 'The Participation Story' use [Activity 2a](#) 'Matching Headings and Definitions' from Theme 2: What does Pupil Participation Look Like?

## Thema 1

## Beth yw Cyfranogiad y Disgybl?

## Gweithgaredd 1(b)

Erthygl 12 o Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn: Tybiaethau a Goblygiadau

## Pwrpas

Rhoi cyfle i'r cyfranogwyr archwilio datganiadau Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn ar [Sleidiau 2-4](#) y cyflwyniad Powerpoint i ennill dealltwriaeth o oblygiadau'r Confensiwn i arferion gwaith mewn ysgolion.

## Adnoddau

Siart troi neu fwrdd gwyn.

[Sleidiau Powerpoint 2-4.](#)

Nodiadau gludiog (post-its) mewn dau wahanol liw, un o bob liw ar gyfer pob cyfranogwr.

[Taflen Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn](#) i bob cyfranogwr - ar gael i'w lawrlwytho o <http://www.ccuhpwgneudpethauniawn.co.uk/>

[Cyflwyniad Byr i Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn \(y Confensiwn\) - Powerpoint](#)

## Gwaith paratoi

Neilltuo nodiadau gludiog o un lliw ar gyfer Tybiaethau, a'r lliw arall ar gyfer Goblygiadau.

Tynnu llinell i lawr canol y siart troi a glynu nodyn gludiog gyda **T** (tybiaethau) ar un ochr a **G** (goblygiadau) ar yr ochr arall.

## Amser

20 - 30 munud (gan ddibynnu ar nifer y cyfranogwyr).

## Cyfranogwyr

Y cyfranogwyr yn eistedd ar ffurf pedol heb ddesgiau. Maent yn gweithio'n unigol gan mai ymarferiad myfyriol yw hwn yn ei hanfod.

Amlinelliad o'r  
Gweithgaredd

Dangos **Sleidiau Powerpoint 2-4** a'u hesbonio.

Mae'r sleidiau'n dangos tair gwahanol fersiwn o Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn.

Canolbwyntio sylw'r grŵp ar sleid 4 - Erthygl 12 o'r Confensiwn.

Esbonio i'r cyfranogwyr y byddant yn cael amser i fyfyrion unigol ar Erthygl 12.

Dosbarthu'r nodiadau gludiog, un o bob lliw i bob cyfranogwr. Gofyn iddynt fyfyrion ynghylch beth yw **TYBIAETHAU** a **GOBLYGIADAU'R** datganiad ar Sleid 4 i ysgolion. Dylent ysgrifennu **UN** pwynt ar gyfer pob un ar y nodiadau gludiog.

Caniatáu 5 munud i'r cyfranogwyr fyfyrion ac ysgrifennu ac yna gasglu'r nodiadau gludiog i'w harddangos ar y bwrdd neu'r siart troi. Grwpio rhai tebyg at ei gilydd.

Darllen cynnwys y nodiadau, gan ddechrau gyda THYBIAETHAU a symud ymlaen i'r GOBLYGIADAU. Trafod a rhoi sylwadau ar ddatganiadau wrth iddynt gael eu darllen.

## Gwaith dilynol

Mae'r gweithgaredd hwn yn helpu i osod y cyd-destun ar gyfer deall cyfranogiad disgyblion ac yn sicrhau bod cyfranogwyr yn deall Erthygl 12 o Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn. Dosbarthu taflen y Cenhedloedd Unedig fel y gall cyfranogwyr weld rhan Erthygl 12 yn y Confensiwn.


Dangos y ddolen i'r wefan -  
<http://www.uncrcletsgetitright.co.uk>

## Gwaith dilynol

Er mwyn deall perthnasedd Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn i 'Stori'r Cyfranogiad', defnyddio **Gweithgaredd 2a) 'Cyfateb Penawdau a Diffiniadau'** o Thema 2: Sut beth yw Cyfranogiad y Disgybl?


## Handout for Activity 1b

1.



**Brief Introduction to the United Nations Convention on the Rights of the Child (UNCRC)**

Children, Young People and Families Division  
Welsh Assembly Government



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2.



**Background to the United Nations Convention on the Rights of the Child (UNCRC)**

- The UNCRC is an international agreement across the world which sets out rights of children between the age of 0 and 18.
- It has been in existence for 21 years following the adoption by the UN General Committee in 1989 and it is the most widely adopted of all international agreements.
- The UNCRC itself consists of 54 articles. There are two optional protocols which cover specific issues and rights



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3.



**What is a right?**

- Human rights are the basic things that all human beings are entitled to in order to survive and to develop. Every single person regardless of their age has human rights, and the Government has a responsibility to make sure that people's rights can be accessed, are respected can be enjoyed.
- Children and young people need special rights because they are relatively more vulnerable compared to adults. The UNCRC brings together children's human rights into one international convention.
- The Government has a responsibility to ensure that all people understand and respect Children's Rights - this includes children and young people, parents, families, carers, teachers etc.



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4.

### Rights within the UNCRC are:-

**Universal** - The same for everyone regardless of race, sex religion politics etc

**Indivisible** - They are equally important and interdependent

**Inalienable** - All human beings have rights and they cannot be taken away

It is also important to remember that they are **unconditional** - You do not have to behave in a certain way or qualify for them. You get them by simply being alive!




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5.

### What type of Rights are in the UNCRC?

*Protection, Provision and Participation*

- a) General Principles
- b) Civil Rights and Freedoms
- c) Family Environment and Alternative Care
- d) Basic Health and Welfare
- e) Education, Leisure and Cultural Activities
- f) Protection and Safety




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6.

### Rights Holders and Duty Bearers




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7.

### Welsh Assembly's Commitment to the UNCRC

- The Welsh Assembly Government formally adopted the United Nations Convention on the Rights of the Child as the basis for policy making for children and young people (0-25) in Wales in January 2004 and it received strong cross-party support from the National Assembly for Wales.
- WAG's Seven Core Aims for children and young people were developed to summarise the UNCRC to help with national and local planning and delivery of services for children and young people.




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8.

### Concluding Observations of the UN Committee

- In October 2008, the UN committee issued their 'Concluding Observations' which pointed out that despite some successes, the UK Government and the Welsh Assembly Government still has a long way to go.
- The concluding observations drew particular attention to:
  - the gap between policy and practice
  - the low levels of awareness of the UNCRC
  - the need for legislation
- In July 2009, the former First Minister announced that he would explore the possibility of introducing a Measure to embed the principles of the UNCRC into Welsh law. In November 2009, Getting it Right, the first ever UNCRC action plan for Wales was launched. This identified 16 priority areas and 90 actions




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9.

### Priorities In Getting it Right

- 1) Tackling child poverty
- 2) Delivering positive outcomes for the most vulnerable
- 3) Raising Awareness of the UNCRC
- 4) Reducing gap between policy and outcomes
- 5) Improving learning achievement
- 6) Supporting emotional wellbeing
- 7) Improving opportunities to play in safety
- 8) Increasing opportunities for participation in decision making
- 9) Eliminating discrimination against those with disabilities




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10.

### Priorities In Getting it Right cont....

- 10) Making physical punishment illegal
- 11) Eliminating all forms of bullying
- 12) Ensuring refugee and asylum seekers can claim their rights
- 13) Eliminating discrimination and age based inequality
- 14) Ensuring those in the most deprived areas can enjoy their rights
- 15) Improving the transparency of budgeting
- 16) Ensuring those in the criminal justice system can claim their rights




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11.

### How Rights Can Stimulate Change




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12.

### Proposed Rights of Children and Young Person's (Wales) Measure




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13.

### What does the Measure Contain?

#### In Summary

1. A Duty placed on Welsh Ministers to Have *Due Regard* to the UNCRC - Section 1
2. The Children's Scheme - Section 2
3. Preparing the Scheme and Reporting on it - Sections 3 and 4
4. Duty to Promote Knowledge of the UNCRC - Section 5
5. A Power to Amend Current Legislation and bring it into line with the UNCRC - Section 6
6. Applying to Young People (aged 18-24) - Section 7
7. The UNCRC - Section 8 and the Schedule




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14.

### Key Dates to Remember

#### May 2011

Measure becomes law and all duties take effect with exception of the Section 1 *Due Regard* duty

#### 31<sup>st</sup> March 2012

First Draft Scheme laid before National Assembly for Wales

#### 1<sup>st</sup> May 2012

Welsh Ministers must have *Due Regard* to UNCRC when making decision about developing policy and legislation

#### 1<sup>st</sup> May 2014

Welsh Ministers must have *Due Regard* to UNCRC when exercising their functions using a legal power or duty




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## Taflen am Weithgaredd 1b

1.

### Cyflwyniad Byr i Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (y Confensiwn)



Yr Is-adran Plant, Pobl Ifanc a Theuluoedd  
Llywodraeth Cynulliad Cymru




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2.

### Y Cefndir i Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn



- Cytundeb rhwyngwladol byd-eang yw'r Confensiwn sy'n nodi hawliau plant rhwng 0 ac 18 oed.
- Mae wedi bodoli ers 21 mlynedd ar ôl i Bwyllgor Cyffredinol y Cenhedloedd Unedig ei fabwysiadu ym 1989. O bob cytundeb rhwyngwladol, hwn sydd wedi'i fabwysiadu'n fwyaf eang.
- Mae 54 erthygl i'r Confensiwn ei hun. Mae dau brotocol opsiynol sy'n ymwneud â materion a hawliau penodol.




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3.

### Beth yw hawl?



- Mae hawliau dynol yn sylfaenol i bobl er mwyn goroesi a datblygu. Mae gan bob person hawliau dynol, beth bynnag ei oed, ac mae cyfrifoldeb ar y Llywodraeth i wneud yn siŵr bod pobl yn gallu mwynhau a manteisio ar eu hawliau a bod pobl yn parchu'r hawliau hynny.
- Mae angen hawliau arbennig ar blant a phobl ifanc gan eu bod yn fwy agored i niwed nag oedolion. Mae'r Confensiwn yn tynnu ymghyd hawliau dynol yn un confensiwn rhwyngwladol.
- Mae cyfrifoldeb ar y Llywodraeth i sicrhau bod pawb yn deall ac yn parchu Hawliau Plant - mae hyn yn cynnwys plant a phobl ifanc, rhieni, teuluoedd, gofaliwyr, athrawon etc.




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4.

#### O fewn y Confensiwn, mae hawliau yn:-

**Cyffredinol** – Yr un peth i bawb, ni waeth beth fo'u hll, rhyw, crefydd, gwleidyddiaeth etc

**Anwahanadwy** – Maent yr un mor bwysig ac yn ddibynnol ar ei gilydd

**Anhrosglwyddadwy** – Mae gan bawb hawliau dynol ac ni ellir eu cymryd oddi amoch

Mae'n bwysig cofio hefyd eu bod yn **ddiamod** - nid oes rhaid i chi ymddwyn mewn ffordd benodol neu gymhwyso. Mae bod yn fyw yn ddigon!




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5.

#### Pa fath o Hawliau sydd yn y Confensiwn?

*Amddiffyn, Darparu a Chyfranogi*

- a) Egwyddorion Cyffredinol
- b) Hawliau a Rhyddid Sifil
- c) Amgylchedd Teuluol a Gofal Argen
- ch) Iechyd a Lles Sylfaenol
- d) Addysg, Hamdden a Gweithgareddau Diwylliannol
- f) Amddiffyn a Diogelwch




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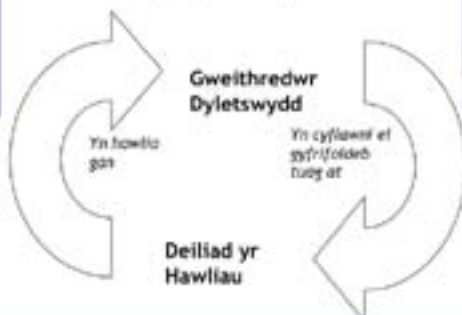
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6.

#### Deiliaid yr Hawliau a Gweithredwyr Dyletswydd




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7.

**Ymrwymiad Cynulliad Cymru i'r Confensiwn**

- Mabwysiadodd Llywodraeth Cynulliad Cymru Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn fel sail ar gyfer llunio polisi ar gyfer plant a phobl ifanc (0-25 oed) yng Nghymru ym mis Ionawr 2004 yn swyddogol a chafodd gefnogaeth gref gan bob un o bleidiau Cynulliad Cenedlaethol Cymru.
- Datblygwyd Saith Nod Craidd Llywodraeth y Cynulliad ar gyfer plant a phobl ifanc i gynhoi'r Confensiwn, i helpu gyda gwaith cynllunio cenedlaethol a lleol a gwaith darparu gwasanaethau i blant a phobl ifanc.




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8.

**Sylwadau Clo Pwyllog y CU**

- Ym mis Hydref 2008, cyhoeddodd pwyllog y CU eu 'Sylwadau Clo' a oedd yn tynnu sylw at y ffaith bod gan Lywodraeth y DU a Llywodraeth y Cynulliad ddyrn o waith i'w wneud o hyd, er gwaethaf rhai llwyddiannau.
- Tynnodd y sylwadau clo sylw penodol at:
  - y bwlch rhwng polisi ac arfer
  - y lefelau isel o ymwybyddiaeth o'r Confensiwn
  - yr angen am ddeddfwriaeth
- Ym mis Gorffennaf 2009, cyhoeddodd cyn-Brif Weinidog Cymru y byddai'n ystyried y posibilrwydd o gyflwyno Mesur i wneud egwyddorion y Confensiwn yn rhan o gyfraith Cymru. Ym mis Tachwedd 2009, lansiwyd Gwneud Pethau'n lawn, y cynllun gweithredu cyntaf erioed i'w lansio ar gyfer Cymru mewn perthynas â'r Confensiwn. Nododd hwn 16 maes blaenoriaeth a 90 cam gweithredu.




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9.

**Blaenoriaethau Gwneud Pethau'n lawn**

- 1) Mynd i'r afael â thlodi plant
- 2) Sicrhau canlyniadau da i'r rhai mwyaf agored i niwed
- 3) Codi ymwybyddiaeth o'r Confensiwn
- 4) Lleihau'r bwlch rhwng polisi a chanlyniadau
- 5) Gwellu cyrhaeddad o ran dysgu
- 6) Helpu o ran lles emosiynol
- 7) Gwellu cyfleoedd i chwarae'n ddiogel
- 8) Cynyddu'r cyfleoedd i gymryd rhan mewn penderfyniadau
- 9) Rhoi terfyn ar wahaniaethu yn erbyn y rhai sydd ag anableddau




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10.

### Blaenoriaethau Gwneud Pethau'n lawn (parhad)

- 10) Ei gwneud yn anghyfreithlon cosbi'n gorffonol
- 11) Cael gwared â phob math o fwllo
- 12) Sicrhau bod ffioedariad a cheitwyr Bloches yn gallu mantetio ar eu hawltau
- 13) Rhai terfyn ar wahaniaethu ac anghydraddoldeb ar sail oedran
- 14) Sicrhau bod y rhai sy'n byw yn yr ardaloedd mwyaf difreintiedig yn mantetio ar eu hawltau
- 15) Gwneud y broses gyllidebu yn fwy tryloyw
- 16) Sicrhau bod y rhai yn y system cyflawnder troseddol yn gallu mantetio ar eu hawltau




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11.

### Sut Gall Hawliau Ysgogi Newid




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12.

### Mesur Arfaethedig ynghylch Hawltau Plant a Phobl Ifanc (Cymru)




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13.

### Beth sydd yn y Mesur?

#### Yn fras

1. Dyletswydd ar Weinidogion Cymru i roi Sylw Dyledus i'r Confensiwn - Adran 1
2. Cynllun y Plant - Adran 2
3. Llunio'r Cynllun ac Adrodd arno - Adrannau 3 a 4
4. Dyletswydd i Hybu Gwybodaeth o'r Confensiwn - Adran 5
5. Pwr i Ddiwygio'r Ddeddfwriaeth Gyfredol a'i hailmio â'r Confensiwn - Adran 6
6. Cynhywso i Bobl Ifanc (18-24 oed) - Adran 7
7. Y Confensiwn - Adran 8 a'r Atodienn




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14.

### Dyddiadau Allweddol i'w Cofio

#### Mai 2011

Y Mesur yn dod yn ddeddf a phob dyletswydd yn dod yn weithredol ac eithrio Adran 1 y ddyletswydd i roi Sylw Dyledus

#### 31 Mawrth 2012

Gosod y Cynllun Drafft cyntaf gerbron Cynulliad Cenedlaethol Cymru

#### 1 Mai 2012

Rhaid i Weinidogion Cymru roi Sylw Dyledus i'r Confensiwn wrth wneud penderfyniad am ddatblygu polisi a deddfwriaeth

#### 1 Mai 2014

Rhaid i Weinidogion Cymru roi Sylw Dyledus i'r Confensiwn wrth arfer eu swyddogaethau gan ddefnyddio dyletswydd neu bwr cyfreithiol




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## Theme 1

## What is Pupil Participation?

## Activity 1(c)

## Defining Participation

## Purpose of the Activity

To share definitions of participation at the beginning of a training session, to provide a basis for evaluation.

## Resources

Flipchart, pens and post-its [Powerpoint slide 5](#).

## Preparation

Ensure adequate post-it notes, pens and flipchart paper.

## Timings

20 minutes.

## Participants

Participants sit in a horseshoe without desks. They work individually as this is a reflective exercise and then in small groups.

## Outline of Activity

- Individuals draw up a definition of participation on post-its, share it with a partner and agree on a definition.
- Ask pairs to join other pairs to form groups of four. Pairs should share their agreed definitions and together as a group agree on a common definition.
- These definitions can be posted around the room and used as a basis for evaluating learning at the end of the day.
- Show [Powerpoint slide 5](#), the Welsh Assembly Government's definition of participation, whilst emphasising that this is not necessarily a better or **the** correct one.
- This activity can lead into a consideration around possibilities for developing participation more widely in particular settings.



Follow-up

Activity 1d) Defining Pupil Participation.

For participants to **mind map** what Pupil Participation looks like in their educational context. Suitable for staff at the same school or staff from a range of schools where they can compare and contrast experience. Also useful for Governors to get an overview of Pupil Participation in their schools.

Thanks to Judith Roberts, Gwynedd for contributing this activity.

## Thema 1

## Beth yw Cyfranogiad y Disgybl?

## Gweithgaredd 1(c)

## Diffinio Cyfranogiad

## Pwrpas y Gweithgaredd

Rhannu diffiniadau o gyfranogiad ar ddechrau sesiwn hyfforddi, i roi sail ar gyfer gwerthuso.

## Adnoddau

Siart troi, ysgrifbinnau, a nodiadau gludiog (post-it)  
[Sleid Powerpoint rhif 5.](#)

## Gwaith paratoi

Sicrhau bod digon o nodiadau gludiog, ysgrifbinnau a phapur siart troi.

## Amser

20 munud.

## Cyfranogwyr

Y cyfranogwyr yn eistedd ar ffurf pedol heb ddesgiau. Maent yn gweithio'n unigol gan mai ymarferiad myfyriol yw hwn, ac wedyn mewn grwpiau bach.

## Amlinelliad o'r Gweithgaredd

- Unigolion i ysgrifennu diffiniad o gyfranogiad ar nodiadau gludiog, ei rannu â phartner a chytuno ar ddiffiniad.
- Gofyn i barau ymuno â pharau eraill i ffurfio grwpiau o bedwar. Dylai grwpiau rannu'r diffiniadau y cytunasant arnynt a chytuno fel grŵp ar ddiffiniad cyffredin.
- Gellir arddangos y diffiniadau hyn o gwmpas yr ystafell a'u defnyddio fel sail ar gyfer gwerthuso dysgu ar ddiwedd y dydd.
- Dangos [Sleid Powerpoint 5](#), diffiniad Llywodraeth Cynulliad Cymru o gyfranogi, gan bwysleisio nad hwn o angenrheidrwydd yw'r diffiniad gorau na'r **unig** un cywir.
- Gall y gweithgaredd hwn arwain at ystyriaeth o'r posibilrwydd ar gyfer datblygu cyfranogiad yn ehangach mewn lleoliadau penodol.

Gwaith dilynol

**Gweithgaredd 1d: Diffinio Cyfranogiad Disgyblion.**

Y cyfranogwyr i greu **map meddwl** o'r ffordd mae Cyfranogiad Disgyblion yn edrych yn eu cyd-destun addysgol. Addas ar gyfer staff yn yr un ysgol neu staff o amrywiaeth o ysgolion lle gallant gymharu a chyferbynnu profiad. Mae'n ddefnyddiol hefyd i Lywodraethwyr fel y gallant gael darlun cyffredinol o Gyfranogiad Disgyblion yn eu hysgolion.

Diolch i Judith Roberts, Gwynedd am gyfrannu'r gweithgaredd hwn.

## Theme 1

## What is Pupil Participation?

### Activity 1(d)

### Defining Pupil Participation

#### Purpose

To give participants the opportunity to share their own understanding of the term pupil participation with others and collate their knowledge and experiences.

#### Resources

[Powerpoint slide 5.](#)

One post-it note each.

Flip chart paper and large felts for groups.

#### Preparation

Powerpoint, projector and white board.

#### Timings

35 minutes.

#### Participants

Stage 1. Participants are seated in a horseshoe and work initially individually and subsequently in pairs to discuss participation.

Stage 2. Participants work in groups of 4 to collate their ideas.

#### Outline of Activity

Show [Powerpoint Slide 5](#)

'Participation means that it is my right to be involved in making decisions, planning and reviewing any action that might affect me.'

'Having a voice, having a choice.' (Welsh Assembly Government 'sound bite').

#### Stage 1

Give each person a post-it note and ask them to write down ONE example of participation in a school they are familiar with (allow about 2 minutes for this activity).

## The Cocktail Party

Once they have done this, invite them to a 'cocktail party'.

Ask everyone to stand and 'meet' people. Each person should make contact with at least one person and share the example of participation which they have written on their post-it note. They then **SWAP** post-it notes and continue circulating the room to meet another person and introduce their first partner's example of participation to their new partner. They then **SWAP** again and carry on until they have met at least four other people. Allow 10 minutes for this activity.

## Stage 2

Organise the group into groups of four. This can be done by numbering the participants, e.g if there are 28 participants, number everyone 1-7. Then all of the "1"s sit together, all of the "2"s and so on. Make sure that no group has less than four or more than five people in it. Give out the flip chart paper and pens and ask them to create **Mind Maps** of participation from the ideas they have discussed at the cocktail party and add as many more as they can think of. Allow 15 minutes for this activity.

## Stage 3

Ensure that every group gets the opportunity to see all of the mind maps. Five minutes.

## Follow-up

**Activity 1e): Estyn and Pupil Participation.**

This activity is designed to explore sections of Estyn's 2010 Common Inspection Framework which are relevant to pupil voice. It indicates questions which Estyn inspectors may use to look at the role of pupil participation in a school.

## Thema 1

## Beth yw Cyfranogiad Disgyblion?

## Gweithgaredd 1(d)

## Diffinio Cyfranogiad Disgyblion

## Pwrpas

Rhoi cyfle i'r cyfranogwyr rannu eu dealltwriaeth o'r term cyfranogiad disgyblion gydag eraill a chasglu eu gwybodaeth a'u profiadau.

## Adnoddau

[Sleid Powerpoint rhif 5.](#)

Un nodyn gludiog (post-it) yr un.

Papur siart troi ac ysgrifbinnau ffelt mawr i'r grwpiau.

## Gwaith paratoi

Powerpoint, taflunydd a bwrdd gwyn.

## Amser

35 munud.

## Cyfranogwyr

Cam 1. Y cyfranogwyr i eistedd ar ffurf pedol a gweithio'n unigol i ddechrau ac wedyn mewn parau i drafod cyfranogi.

Cam 2. Y cyfranogwyr yn gweithio mewn grwpiau o 4 i gasglu eu syniadau.

## Amlinelliad o'r Gweithgaredd

Dangos [Sleid Powerpoint 5.](#)

'Mae Cyfranogiad yn golygu bod gen i'r hawl i gymryd rhan wrth wneud penderfyniadau, i gynllunio ac adolygu gweithred a allai effeithio arna i.

'Cael llais, cael dewis.' (Dyfyniad swyddogol Llywodraeth Cynulliad Cymru).

## Cam 1

Rhoi nodyn gludiog i bob person a gofyn iddynt nodi UN enghraifft o gyfranogi mewn ysgol y maent yn gyfarwydd â hi (caniatáu tua 2 funud ar gyfer y gweithgaredd hwn).

## Y Parti Coctel

Unwaith y byddant wedi gwneud hyn, eu gwahodd i 'barti coctel'.

Gofyn i bawb sefyll a 'chyfarfod' pobl. Dylai pawb wneud cysylltiad ag o leiaf un person a rhannu'r enghraifft o gyfranogi y maent wedi ei hysgrifennu ar eu nodyn gludiog. Yna maent yn **CYFNEWID** y nodiadau gludiog ac yn parhau i fynd o gwmpas yr ystafell i gyfarfod person arall a chyflwyno enghraifft eu partner cyntaf o gyfranogi i'w partner newydd. Maent wedyn yn **CYFNEWID** unwaith eto ac yn parhau nes eu bod wedi cyfarfod o leiaf bedwar person arall. Caniatáu 10 munud ar gyfer y gweithgaredd hwn.

## Cam 2

Trefnu'r grŵp yn grwpiau o bedwar. Gellir gwneud hyn trwy rifo'r cyfranogwyr, e.e. os oes 28 o gyfranogwyr, rhifo pawb 1-7. Wedyn mae pob "1" yn eistedd gyda'i gilydd, a phob "2" ac yn y blaen. Sicrhau nad oes llai na phedwar na mwy na phump o bobl ym mhob grŵp. Dosbarthu'r papur siart troi a'r ysgrifbinnau a gofyn iddynt greu **Mapiau Meddwl** o gyfranogi o'r syniadau y maent wedi eu trafod yn y parti coctel ac ychwanegu cymaint ag y gallant feddwl amdanynt. Caniatáu 15 munud ar gyfer y gweithgaredd hwn.

## Cam 3

Sicrhau bod pob grŵp yn cael y cyfle i weld pob un o'r mapiau meddwl. Pum munud.

## Gwaith dilynol

**Gweithgaredd 1e): Estyn a Chyfranogiad Disgyblion.**

Mae'r gweithgaredd hwn wedi ei gynllunio i archwilio rhannau o Fframwaith Arolygu Cyffredin Estyn 2010 sydd yn berthnasol i lais y disgybl. Mae'n dangos y cwestiynau y gall Arolygwyr eu defnyddio i edrych ar rôl cyfranogiad disgyblion mewn ysgol.

## Theme 1 What is Pupil Participation?

### Activity 1(d) Handout - Defining Pupil Participation

#### Task Create a Mind Map

#### Guidelines on MIND MAPPING

In this activity participants are asked to create a **MIND MAP** of Pupil Participation.

If participants are unfamiliar with mind-mapping the following guidelines should be helpful.

Resources: large sheets of paper, coloured pens.

Groupings: work in groups of 3-5.

- 1) Give the participants a large sheet of paper and 3 different coloured pens. Whatever the size of the paper they should turn it to landscape. Ask them to write **PUPIL PARTICIPATION** or draw an image to represent the words in the middle of the paper and draw a circle around it. Some people might prefer to use images rather than words - encourage both.
- 2) Ask them to identify words or images they connect with the main topic and draw lines out from the circle to these subheadings and write key words. They may decide on 5 or 6 subheadings, e.g. school council, pupil SEF committee, eco-committee, involvement in staff appointments etc.
- 3) Ask participants to consider each of their subheadings in turn. As they discuss these they should uncover another level of information (further subheadings, or individual facts) which belonging to each of the subheadings, they should then draw lines from the subheadings to this information.
- 4) As they come across new information, they should link it in to the Mind Map appropriately.

A complete Mind Map may have main topic lines radiating in all directions from the center. Sub-topics and facts will branch off these, like branches and twigs from the trunk of a tree. Tell participants they don't need to worry about the structure produced, as this will evolve as they develop their mind maps. Encourage them to use colour and images as well as words.

Once they have created their MIND MAPS put them on display for others to view.

NB There are lots of examples of mind maps on the web - simply google MIND MAPS.



## Thema 1 Beth yw Cyfranogiad Disgyblion?

Gweithgaredd 1(d) Taflen - Diffinio Cyfranogiad Disgyblion

Tasg

Creu Map Meddwl

### Canllawiau ar gyfer MAPIO MEDDWL

Yn y gweithgaredd hwn gofynnir i'r cyfranogwyr greu **MAP MEDDWL** o Gyfranogiad Disgyblion. Os nad yw'r cyfranogwyr wedu arfer â mapio meddwl, dylai'r canllawiau sy'n dilyn fod yn ddefnyddiol.

Adnoddau : dalenni mawr o bapur, ysgrifbinnau lliw.

Grwpiau: gweithio mewn grwpiau o 3-5.

- 1) Rhowch ddalen fawr o bapur i'r cyfranogwyr a 3 ysgrifbin gwahanol liw. Beth bynnag yw maint y papur, dylent ei droi i siâp tirlun (landscape). Gofynnwch iddynt ysgrifennu **CYFRANOGIAD DISGYBLION** neu dynnu llun i gynrychioli'r geiriau hyn yng nghanol y papur a thynnu cylch o'i gwmpas. Mae'n bosibl y bydd yn well gan rai ddefnyddio lluniau na geiriau - dylech annog y ddau.
- 2) Gofynnwch iddynt nodi geiriau neu luniau y maen nhw'n eu cysylltu â'r prif bwnc a thynnu llinellau o'r cylch at yr is-benawdau hyn ac ysgrifennu geiriau allweddol. Mae'n bosibl y byddant yn penderfynu ar 5 neu 6 is-bennawd, e.e. cyngor ysgol, Pwyllgor disgyblion Fframwaith Effeithiolrwydd Ysgolion, eco-bwyllgor, ymwneud â phenodiadau staff etc.
- 3) Gofynnwch i'r cyfranogwyr ystyried pob un o'u his-benawdau fesul un. Wrth iddynt drafod y rhain dylent ddatgelu haen arall o wybodaeth (is-benawdau pellach, neu ffeithiau unigol) sy'n perthyn i bob un o'r is-benawdau, dylent wedyn dynnu llinellau o'r is-benawdau hyn at yr wybodaeth hon.
- 4) Wrth iddynt ddod ar draws gwybodaeth newydd, dylent ei chysylltu'n briodol â'r Map Meddwl.

Gallai Map Meddwl cyflawn gael llinellau prif bynciau yn estyn allan i bob cyfeiriad o'r canol. Bydd is-bynciau a ffeithiau yn estyn allan oddi wrth y rhain, fel canghennau a brigau o foncyff coeden. Dywedwch wrth y cyfranogwyr nad oes angen iddynt boeni am y strwythur a gynhyrchir, gan y bydd hyn yn esblygu wrth iddynt ddatblygu eu mapiau meddwl. Cofiwch eu hannog i ddefnyddio lliw a lluniau yn ogystal â geiriau.

Unwaith y maent wedi creu eu MAPIAU MEDDWL dylech eu harddangos i eraill eu gweld.

DS Mae llawer o esiamplau o fapiau meddwl ar y we - teipiwch MIND MAPS yn Google.

## Theme 1

## What is Pupil Participation?

### Activity 1(e)

### School Self-evaluation, Estyn and Effective Pupil Participation

#### Purpose

To give participants the opportunity to explore questions which Estyn inspectors may ask about pupil participation during school inspections, and which may be part of annual school self-evaluation processes.

#### Resources

[Powerpoint slides 6-8](#).

[‘Estyn and Effective Pupil Participation’](#) sheets.

Red, orange and green sticky dots.

5 different [‘Traffic Lights sheets’](#).

[‘Pupil Participation: Planning the Way Forward’](#) sheets.

#### Preparation

Photocopy enough [‘Estyn and Effective Pupil Participation’](#) and [‘Pupil Participation: Planning the Way Forward’](#) sheets so that there is one of each for each participant.

Photocopy the 5 different [‘Traffic Lights sheets’](#) onto coloured card - a different colour for each question. Laminate the cards if possible. Each card focuses on a different self-evaluation question and provides examples of evidence.

Make sure you have enough red, orange and green sticky dots for all participants.

#### Timings

30 minutes.

#### Participants

Participants work in groups of 2-3.

#### Outline of Activity

Show [Powerpoint slides 6-8](#), extracts from the Estyn’s Common Inspection Framework (2010).

**Stage 1**

Give out an '[Estyn and Effective Pupil Participation](#)' sheet to each participant. Ask people to get into groups of 2 - 3, and give out a Traffic Light card and sticky dots to each group. Each group should focus on a different question.

**Where are we now?**

Ask participants to work in groups of 2 -3 and, using their own schools as an example, use the traffic lights system to assess their schools against the question they have on their card:

**Red:** On stop - nothing planned.

**Orange:** Preparing for this / inconsistent practice.

**Green:** All systems go.

(10 minutes)

**Stage 2**

Once they have completed this part of the activity, ask each group to explain the question they considered and how they responded. (10 minutes)

**Where do we want to go?**

Put the five cards on display. Groups to view the cards and reflect on where they want to go next.

**Stage 3****Individual reflection**

Give out the 'Pupil Participation: Planning the Way Forward' sheets - one for each participant - and give them time to jot down their own reflections.

Where are we now?

Where do we want to go?

How are we going to get there?

(5 mins)

## Follow-up

It might be useful to look at the [Estyn Pupil Questionnaire](#) as a follow-up to this activity. This is an indication of the kinds of indicators Estyn will be looking for when assessing practice around pupil voice in a school. Pupils will be asked to fill in these questionnaires in the lead-up to inspection under the 2010 Common Inspection Framework.

Two other activities in these materials also link to Estyn's inspection processes:

- **Activity 2d): 'Analysing Estyn's Pupil survey'** - takes a closer look at the survey and its underlying concerns around pupil learning and welfare.
- **Activity 3d): 'Estyn and the National Participation Standards'** - looks at how the National Participation Standards can be used as part of a schools self-evaluation process.

## Thema 1

## Beth yw Cyfranogiad Disgyblion?

Gweithgaredd 1(e)	Hunan-arfarniad Ysgol, Estyn a Chyfranogiad Disgyblion Effeithiol
Pwrpas	Rhoi cyfle i'r cyfranogwyr archwilio cwestiynau y gall arolygwyr Estyn eu defnyddio i holi ynghylch cyfranogiad disgyblion yn ystod arolygiadau ysgolion, ac y gellir eu cynnwys fel rhan o broses hunan-arfarnu ysgol blynyddol.
Adnoddau	<p>Sleidiau Powerpoint 6-8.</p> <p>Taflenni 'Estyn a Chyfranogiad Disgyblion Effeithiol'.</p> <p>Smotiau gludog coch, oren a gwyrdd.</p> <p>5 taflen wahanol 'Goleuadau Traffig'.</p> <p>Taflenni: 'Cyfranogiad y Disgybl - Cynllunio'r Ffordd Ymlaen'.</p>
Gwaith paratoi	<p>Llungopïo digon o daflenni 'Estyn a Chyfranogiad Disgyblion Effeithiol' a 'Cyfranogiad y Disgybl - Cynllunio'r Ffordd Ymlaen' fel bod un ar gyfer pob cyfranogwr.</p> <p>Llungopïo'r 5 taflen wahanol 'Goleuadau Traffig' ar gerdyn lliw - gyda lliw gwahanol ar gyfer pob cwestiwn. Lamineiddio'r cardiau os yn bosibl. Mae pob taflen yn canolbwyntio ar gwestiwn hunan-werthuso gwahanol ac yn rhoi enghreifftiau o dystiolaeth.</p> <p>Gwneud yn siwr bod gennych ddigon o smotiau gludog coch, oren a gwyrdd i bob cyfranogwr.</p>
Amser	30 munud.
Cyfranogwyr	Y cyfranogwyr i weithio mewn grwpiau o 2-3.
Amlinelliad o'r Gweithgaredd	Dangos <a href="#">sleidiau Powerpoint 6-8</a> , detholiadau o Fframwaith Arolygu Cyffredin Estyn (2010).

## Cam 1

Dosbarthu taflen 'Estyn a Chyfranogiad Disgyblion Effeithiol' i bob cyfranogwr. Gofyn i bobl fynd i grwpiau o 2 - 3, a rhoi allan cerdyn Goleuadau Traffic a smotiau gludog i bob grŵp. Dylai pob grŵp ffocysu ar gwestiwn gwahanol.

**Ymhle'r ydym yn awr?**

Gofyn i'r cyfranogwyr weithio mewn grwpiau o 2-3, a chan ddefnyddio'u hysgolion eu hunain fel enghraifft, ddefnyddio'r system goleuadau traffig i asesu eu hysgolion eu hunain yng ngoleunu'r cwestiwn sydd ganddyn ar eu cerdyn:

**Coch:** dim cynlluniau i wneud hyn ar hyn o bryd.

**Oren:** paratoi i ddatblygu hyn / arfer anghyson.

**Gwyrdd:** popeth eisoes ar waith.

(10 munud)

## Cam 2

Unwaith y byddant wedi cwblhau'r rhan hon o'r gweithgaredd, gofyn i bob grŵp esbonio'r cwestiwn y maent wedi ei ystyried a sut y maent wedi ymateb. (10 munud)

**I ble mae arnom eisiau mynd?**

Arddangos y pum cerdyn. Grwpiau i edrych ar y cardiau a myfyrion ynghylch i ble mae arnynt eisiau mynd nesaf.

## Cam 3

**Myfyrion unigol**

Dosbarthu taflenni: 'Cyfranogiad y Disgybl - Cynllunio'r Ffordd Ymlaen' - un i bob cyfranogwr - a rhoi amser i'r cyfranogwyr ysgrifennu eu myfyrdodau eu hunain i lawr.

Ymhle'r ydym yn awr?

I ble mae arnom eisiau mynd?

Sut ydym am gyrraedd yno?

(5 munud)

## Gwaith dilynol

Gallai fod yn ddefnyddiol edrych ar [Holiadur Disgyblion Estyn](#) fel dilyniant i'r gweithgaredd hwn. Mae hwn yn arwydd o'r mathau o ddangosyddion y bydd Estyn yn chwilio amdanynt pan yn asesu arfer ynghylch llais y disgybl mewn ysgol. Gofynnir i ddisgyblion lenwi'r holiaduron hyn wrth arwain at arolygiad o dan Fframwaith Arolygu Cyffredin 2010.

Y mae dau weithgaredd arall yn y deunyddiau hyn yn ymwneud â phrosesau arolygu Estyn:

- Y mae [Gweithgaredd 2d](#): 'Dadansoddi Arolwg Disgyblion Estyn' yn edrych ar yr arolwg a'i bryderon gwaelodol am ddysgu a lles disgyblion yn fwy manwl.
- Y mae [Gweithgaredd 3d](#): 'Estyn a Safonau Cyfranogiad Cenedlaethol' yn ystyried sut y gellir defnyddio'r Safonau Cyfranogiad Cenedlaethol fel rhan o brosesau hunan-werthuso ysgol.

## HANDOUT : ESTYN AND EFFECTIVE PUPIL PARTICIPATION

Some possible questions which Estyn inspectors may ask about pupil participation during school inspections.

### **1) What opportunities are there for pupils to have a voice and actively participate in all levels of school life?**

- a) Are pupils involved in decisions about teaching and learning?
- b) Are they involved in the school council/year council/eco/anti-bullying/fund-raising groups etc?
- c) Are they involved in policy planning and implementation and school improvement planning?
- d) Do pupils have opportunities to share ideas with pupils from other schools about how they can be involved in working with staff to improve the school community?
- e) Do pupils have strong links with and representation on the governing body?

### **2) Are pupils and staff aware of the National Participation Standards for Children and Young People in Wales?**

- a) Are pupils and staff aware of the National Participation Standards?
- b) How does the school use the National Participation Standards for self-evaluation purposes?
- c) How are the increased confidence and skills which come from participation evidenced?

### **3) In what ways does the school consult with pupils and take on board their experience and needs?**

- a) Suggestion boxes, questionnaires, focus groups?
- b) Teaching methodology, assessment for learning?
- c) Through interactive technology - e.g. school web-site, email, text, phone?
- d) Methods for feedback, so that pupils can see their input has made a difference?

### **4) How inclusive and representative is the school council?**

- a) Are all sections of the school community represented?
- b) What is the council doing to further the needs of **all** pupils?
- c) Is the council properly resourced in terms of time and resources?



**5) Do staff and pupils have the necessary knowledge, attitudes and skills to promote a participative environment and do they understand the benefits of pupil participation and how it can help the school?**

- a) Training for staff?
- b) Training for pupils?
- c) Awareness-raising across the school?

**Adapted from Estyn Inspectors' Handbook, 2010.**

## TAFLEN : ESTYN A CHYFRANOGIAD DISGYBLION EFFEITHIOL

Rhai cwestiynau posibl y gall arolygwyr Estyn eu gofyn ynghylch cyfranogiad disgyblion yn ystod arolygiadau ysgolion.

### 1) Pa gyfleoedd sydd yna i ddisgyblion gael llais a chwarae rhan weithredol ym mhob agwedd ar fywyd ysgol?

- a) A ydy disgyblion yn rhan o benderfyniadau am ddysgu ac addysgu?
- b) A ydynt yn cymryd rhan yng nghyngor yr ysgol y cyngor blwyddyn/cyngor eco/cyngor gwrth-fwlio/grwpiau codi arian ayb?
- c) A ydynt yn cyfranogi mewn cynllunio a gweithredu polisiau a chynllun gwella'r ysgol?
- d) A oes gan ddisgyblion gyfleoedd i rannu syniadau gyda disgyblion o ysgolion eraill am sut y gallant gyd-weithio gyda staff i wella eu cymuned ysgol?
- e) A oes gan ddisgyblion gysylltiadau cryf gyda a chynrychiolaeth ar y corff llywodraethol?

### 2) A yw disgyblion a staff yn ymwybodol o Safonau Cyfranogi Cenedlaethol Plant a Phobl Ifanc yng Nghymru?

- a) A ydy'r disgyblion a'r staff yn ymwybodol o'r Safonau Cyfranogiad Cenedlaethol?
- b) Sut mae'r ysgol yn defnyddio'r Safonau fel rhan o'r broses hunan-arfarnu?
- c) Sut y cesglir tystiolaeth am yr hyder a'r sgiliau cynyddol sy'n deillio o gyfranogiad?

### 3) Ym mha ffyrdd y mae'r ysgol yn ymgynghori gyda disgyblion ac yn rhoi sylw i'w profiad a'u hanghenion?

- a) Blychau awgrymiadau, holiaduron, grwpiau ffocws?
- b) Methodoleg dysgu, asesiad ar gyfer dysgu?
- c) Trwy dechnoleg ryngweithiol - e.g. gwefan yr ysgol, e-bost, testun, ffôn?
- d) Dulliau adborthi, fel y gall disgyblion weld bod eu mewnbwn wedi gwneud gwahaniaeth?

### 4) Pa mor gynhwysol a chynrychioliadol yw cyngor yr ysgol?

- a) A oes'na gynrychiolaeth gan bob rhan o gymuned yr ysgol?
- b) Beth mae'r cyngor yn ei wneud i hyrwyddo anghenion yr holl ddisgyblion?
- c) A oes gan y cyngor ddigon o adnoddau yn nhermau amser ac adnoddau?

**5) A oes gan y staff a'r disgyblion yr wybodaeth, yr agweddau a'r sgiliau angenrheidiol i hyrwyddo amgylchedd cyfranogol ac a ydynt yn deall manteision cyfranogiad disgyblion a sut y gall helpu'r ysgol?**

- a) Hyfforddiant ar gyfer staff?
- b) Hyfforddiant ar gyfer disgyblion?
- c) Codi ymwybyddiaeth ar draws yr ysgol?

**Wedi'i addasu o Lawlyfr Arolygwyr Estyn, 2010.**

## Pupil Participation and School Self-Evaluation

### Traffic Lights sheet 1

#### 1. What opportunities are there for pupils to have a voice and actively participate in all levels of school life?

How is your school or a school you know well doing in terms of developing and implementing effective pupil participation? The above question can be considered as part of your school's self-evaluation process or in preparing for an Estyn Inspection under the 2010 Common Inspection Framework.

Use coloured sticky dots or pens to show how your school is doing on each aspect below as follows:

**Red:** On stop - nothing happening.

**Orange:** Preparing for this/inconsistent practice.

**Green:** All systems go

- a) Are pupils involved in decisions about teaching and learning?
- b) Are they involved in the school council/year council/eco/anti-bullying/fund-raising groups etc?
- c) Are they involved in policy planning and implementation and school improvement planning?
- d) Do pupils have opportunities to share ideas with pupils from other schools about how they can be involved in working with staff to improve the school community?
- e) Do pupils have strong links with and representation on the governing body?

Think about how you would clarify your scorings to others in your group.

## Cyfranogiad y Disgybl a Hunan-arfarniad Ysgol

### Taflen Goleuadau Traffig 1

#### 1. Pa gyfleoedd sydd i ddisgyblion gael llais a chwarae rhan weithredol ym bob lefel o fywyd yr ysgol?

Sut mae'ch ysgol neu ysgol rydych yn ei adnabod yn dda yn dod ymlaen yn nhermau datblygu a gweithredu cyfranogiad y disgybl effeithiol? Gellir ystyried y cwestiwn uchod fel rhan o broses hunan-arfarnu'r ysgol neu wrth baratoi ar gyfer Archwiliad Estyn o dan Fframwaith Arolygu Cyffredin 2010.

Defnyddiwch smotiau gludog lliwgar neu peniau i ddangos sut mae'ch ysgol yn dod ymlaen ar bob agwedd isod fel a ganlyn:

**Coch:** Ar stop - dim byd yn digwydd

**Oren:** Yn paratoi i weithredu/arfer anghyson.

**Gwyrth:** Yn gweithredu yn llawn.

- a) A ydy disgyblion yn rhan o benderfyniadau am ddysgu ac addysgu?
- b) A ydynt yn cymryd rhan yng nghyngor yr ysgol y cyngor blwyddyn/cyngor eco/cyngor gwrth-fwlio/grwpiau codi arian ayb?
- c) A ydynt yn cyfranogi mewn cynllunio a gweithredu polisiau a chynllun gwella'r ysgol?
- d) A oes gan ddisgyblion gyfleoedd i rannu syniadau gyda disgyblion o ysgolion eraill am sut y gallant gyd-weithio gyda staff i wella eu cymuned ysgol?
- e) A oes gan ddisgyblion gysylltiadau cryf gyda a chynrychiolaeth ar y corff llywodraethol?

Meddyliwch am sut y byddech yn egluro eich sgôr i eraill yn eich grŵp.

## Pupil Participation and School Self-Evaluation

### Traffic Lights sheet 2

#### 2. Are pupils and staff aware of the National Participation Standards for Children and Young People in Wales?

How is your school or a school you know well doing in terms of developing and implementing effective pupil participation? The above question can be considered as part of your school's self-evaluation process or in preparing for an Estyn Inspection under the 2010 Common Inspection Framework.

Use coloured sticky dots or pens to show how your school is doing on each aspect below as follows:

- Red:** On stop - nothing happening.
- Orange:** Preparing for this/inconsistent practice.
- Green:** All systems go

- a) Are pupils and staff aware of the National Participation Standards?
- b) How does the school use the Standards for self-evaluation purposes?
- c) How are the increased confidence and skills which come from participation evidenced?

Think about how you would clarify your scorings to others in your group.

## Cyfranogiad y Disgybl a Hunan-arfarniad Ysgol

### Taflen Goleuadau Traffig 2

#### 2. A yw disgyblion a staff yn ymwybodol o Safonau Cyfranogi Cenedlaethol Plant a Phobl Ifanc yng Nghymru?

Sut mae'ch ysgol neu ysgol rydych yn ei adnabod yn dda yn dod ymlaen yn nhermau datblygu a gweithredu cyfranogiad y disgybl effeithiol? Gellir ystyried y cwestiwn uchod fel rhan o broses hunan-arfarnu'r ysgol neu wrth baratoi ar gyfer Archwiliad Estyn o dan Fframwaith Arolygu Cyffredin 2010.

Defnyddiwch smotiau gludog lliwgar neu peniau i ddangos sut mae'ch ysgol yn dod ymlaen ar bob agwedd isod fel a ganlyn:

**Coch:** Ar stop - dim byd yn digwydd.

**Oren:** Yn paratoi i weithredu / arfer anghyson.

**Gwyrth:** Yn gweithredu yn llawn.

- a) A ydy'r disgyblion a'r staff yn ymwybodol o'r Safonau Cyfranogiad Cenedlaethol?
- b) Sut mae'r ysgol yn defnyddio'r Safonau fel rhan o'r broses hunan-arfarnu?
- c) Sut y cesglir tystiolaeth am yr hyder a'r sgiliau cynyddol sy'n deillio o gyfranogiad?

Meddyliwch am sut y byddech yn egluro eich sgôr i eraill yn eich grŵp.

## Pupil Participation and School Self-Evaluation

### Traffic Lights sheet 3

#### 3. In what ways does the school consult with pupils and take on board their experience and needs?

How is your school or a school you know well doing in terms of developing and implementing effective pupil participation? The above question can be considered as part of your school's self-evaluation process or in preparing for an Estyn Inspection under the 2010 Common Inspection Framework.

Use coloured sticky dots or pens to show how your school is doing on each aspect below as follows:

- Red:** On stop - nothing happening.
- Orange:** Preparing for this/inconsistent practice.
- Green:** All systems go

- a) Suggestion boxes, questionnaires, focus groups?
- b) Teaching methodology, assessment for learning?
- c) Through interactive technology - e.g. school web-site, email, text, phone?
- d) Methods for feedback, so that pupils can see their input has made a difference?

Think about how you would clarify your scorings to others in your group.



## Cyfranogiad y Disgybl a Hunan-arfarniad Ysgol

### Taflen Goleuadau Traffig 3

#### 3. Ym mha ffyrdd y mae'r ysgol yn ymgynghori gyda disgyblion ac yn rhoi sylw i'w profiad a'u hanghenion?

Sut mae'ch ysgol neu ysgol rydych yn ei adnabod yn dda yn dod ymlaen yn nhermau datblygu a gweithredu cyfranogiad y disgybl effeithiol? Gellir ystyried y cwestiwn uchod fel rhan o broses hunan-arfarnu'r ysgol neu wrth baratoi ar gyfer Archwiliad Estyn o dan Fframwaith Arolygu Cyffredin 2010.

Defnyddiwch smotiau gludog lliwgar neu peniau i ddangos sut mae'ch ysgol yn dod ymlaen ar bob agwedd isod fel a ganlyn:

**Coch:** Ar stop - dim byd yn digwydd.

**Oren:** Yn paratoi i weithredu/arfer anghyson.

**Gwyrth:** Yn gweithredu yn llawn.

a) Blychau awgrymiadau, holiaduron, grwpiau ffocws?

b) Methodoleg dysgu, asesiad ar gyfer dysgu?

c) Trwy dechnoleg ryngweithiol - e.g. gwefan yr ysgol, e-bost, testun, ffôn?

d) Dulliau adborthi, fel y gall disgyblion weld bod eu mewnbwn wedi gwneud gwahaniaeth?

Meddyliwch am sut y byddech yn egluro eich sgôr i eraill yn eich grŵp.

## Pupil Participation and School Self-Evaluation

### Traffic Lights sheet 4

#### 4. How inclusive and representative is the school council?

How is your school or a school you know well doing in terms of developing and implementing effective pupil participation? The above question can be considered as part of your school's self evaluation process or in preparing for an Estyn Inspection under the 2010 Common Inspection Framework.

Use coloured sticky dots or pens to show how your school is doing on each aspect below as follows:

**Red:** On stop - nothing happening.

**Orange:** Preparing for this/inconsistent practice.

**Green:** All systems go

- a) Are all sections of the school community represented?
- b) What is the council doing to further the needs of all pupils?
- c) Is the council properly resourced in terms of time and resources?

Think about how you would clarify your scorings to others in your group.

## Cyfranogiad y Disgybl a Hunan-arfarniad Ysgol

### Taflen Goleuadau Traffig 4

#### 4. Pa mor gynhwysol a chynrychioliadol yw cyngor yr ysgol?

Sut mae'ch ysgol neu ysgol rydych yn ei adnabod yn dda yn dod ymlaen yn nhermau datblygu a gweithredu cyfranogiad y disgybl effeithiol? Gellir ystyried y cwestiwn uchod fel rhan o broses hunan-arfarnu'r ysgol neu wrth baratoi ar gyfer Archwiliad Estyn o dan Fframwaith Arolygu Cyffredin 2010.

Defnyddiwch smotiau gludog lliwgar neu peniau i ddangos sut mae'ch ysgol yn dod ymlaen ar bob agwedd isod fel a ganlyn:

**Coch:** Ar stop - dim byd yn digwydd.

**Oren:** Yn paratoi i weithredu/arfer anghyson.

**Gwyrth:** Yn gweithredu yn llawn.

- a) A oes'na gynrychiolaeth gan bob rhan o gymuned yr ysgol?
- b) Beth mae'r cyngor yn ei wneud i hyrwyddo anghenion yr holl ddisgyblion?
- c) A oes gan y cyngor ddigon o adnoddau yn nhermau amser ac adnoddau?

Meddyliwch am sut y byddech yn egluro eich sgôr i eraill yn eich grŵp.

## Pupil Participation and School Self-Evaluation

### Traffic Lights sheet 5

5. Do staff and pupils have the necessary knowledge, attitudes and skills to promote a participative environment and do they understand the benefits of pupil participation and how it can help the school?

How is your school or a school you know well doing in terms of developing and implementing effective pupil participation? The above question can be considered as part of your school's self-evaluation process or in preparing for an Estyn Inspection under the 2010 Common Inspection Framework.

Use coloured sticky dots or pens to show how your school is doing on each aspect below as follows:

- Red:** On stop - nothing happening.
- Orange:** Preparing for this/inconsistent practice.
- Green:** All systems go

- a) Training for staff?
- b) Training for pupils?
- c) Awareness-raising across the school?

Think about how you would clarify your scorings to others in your group.

## Cyfranogiad y Disgybl a Hunan-arfarniad Ysgol

### Taflen Goleuadau Traffig 5

5. A oes gan y staff a'r disgyblion yr wybodaeth, yr agweddau a'r sgiliau angenrheidiol i hyrwyddo amgylchedd cyfranogol ac a ydynt yn deall manteision cyfranogiad disgyblion a sut y gall helpu'r ysgol?

Sut mae'ch ysgol neu ysgol rydych yn ei adnabod yn dda yn dod ymlaen yn nhermau datblygu a gweithredu cyfranogiad y disgybl effeithiol? Gellir ystyried y cwestiwn uchod fel rhan o broses hunan-arfarnu'r ysgol neu wrth baratoi ar gyfer Archwiliad Estyn o dan Fframwaith Arolygu Cyffredin 2010.

Defnyddiwch smotiau gludog lliwgar neu peniau i ddangos sut mae'ch ysgol yn dod ymlaen ar bob agwedd isod fel a ganlyn:

- Coch:** Ar stop - dim byd yn digwydd.
- Oren:** Yn paratoi i weithredu/arfer anghyson.
- Gwyrth:** Yn gweithredu yn llawn.

- a) Hyfforddiant ar gyfer staff?
- b) Hyfforddiant ar gyfer disgyblion?
- c) Codi ymwybyddiaeth ar draws yr ysgol?

Meddyliwch am sut y byddech yn egluro eich sgôr i eraill yn eich grŵp.

## Annex 4: Pupils' survey

### Pupils' survey - primary

#### Tell us about your school

If you agree with the statement, please put a **tick (✓)** in the space next to it.

If you do not agree, please put a **cross (x)**.

If you cannot answer a question, please **leave it blank**.

**Your school name:**

Boy	Girl	Please circle one box
-----	------	-----------------------

Year Group	3	4	5	6	Please circle one box
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Questions		
1	I feel safe in my school.	
2	The school deals well with any bullying.	
3	I know who to talk to if I am worried or upset.	
4	The school teaches me how to keep healthy.	
5	There are lots of chances at school for me to get regular exercise.	
6	I am doing well at school.	
7	The teachers and other adults in the school help me to learn and make progress.	
8	I know what to do and who to ask if I find my work hard.	
9	My homework helps me to understand and improve my work in school.	
10	I have enough books, equipment, and computers to do my work.	
11	Other children behave well and I can get my work done.	
12	Nearly all children behave well at playtime and lunch time.	

## Pupils' survey - secondary

Your school name:

Male	Female	Please circle one box
------	--------	-----------------------

Year Group	7	8	9	10	11	12	13	Please circle one box
------------	---	---	---	----	----	----	----	-----------------------

Questions		Please tick one box			
		Strongly agree	Agree	Disagree	Strongly disagree
1	I feel safe in my school.				
2	The school deals well with any bullying.				
3	I have someone to talk to if I am worried.				
4	The school teaches me how to keep healthy.				
5	There are plenty of opportunities at school for me to get regular exercise.				
6	I am doing well at school.				
7	The teachers help me to learn and make progress and they help me when I have problems.				
8	I know what to do and who to ask if I find my work hard.				
9	My homework helps me to understand and improve my work in school.				
10	Pupils behave well and I can get my work done.				
11	Staff treat all pupils fairly and with respect.				
12	The school listens to our views and makes changes we suggest.				
13	I am encouraged to do things for myself and to take on responsibility.				
14	The school helps me to be ready for my next school, college or to start my working life.				

Questions		Please tick one box			
		Strongly agree	Agree	Disagree	Strongly disagree
15	The staff respect me and my background.				
16	The school helps me to understand and respect people from other backgrounds.				
17	<b>Please answer this question if you are in Year 10 or Year 11:</b> I was given good advice when choosing my courses in key stage 4.				
18	<b>Please answer this question if you are in the sixth form:</b> I was given good advice when choosing my courses in the sixth form.				



## Atodiad 4: Arolwg disgyblion

### Arolwg disgyblion - cynradd

#### Soniwch wrthym am eich ysgol

Os ydych chi'n cytuno â'r datganiad, **ticiwch** (✓) yn y gofod nesaf ato.

Os nad ydych chiu'n cytuno, rhowch **groes** (x).

Os nad ydych yn gallu ateb cwestiwn, **gadewch ef yn wag**. **Pupils' survey - secondary**

Enw eich ysgol:

Bachgen	Merch	Rhowch gylch o amgylch un blwch
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Grŵp Blwyddyn	3	4	5	6	Rhowch gylch o amgylch un blwch
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Cwestiynau					
1	Rwy'n teimlo'n ddiogel yn fy ysgol.				
2	Mae'r ysgol yn deilio'n dda ag unrhyw fwlio.				
3	Rydw i'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.				
4	Mae'r ysgol yn fy nysgu sut i gadw'n iach.				
5	Mae llawer o gyfleoedd yn yr ysgol i mi wneud ymarfer corff rheolaidd				
6	Rwy'n gwneud yn dda yn yr ysgol.				
7	Mae'r athrawon ac oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.				
8	Rwy'n gwybod beth i'w wneud a phwy i ofyn os ydw i'n gweld fy ngwaith yn anodd.				
9	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol				
10	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.				
11	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu mynd ati i wneud fy ngwaith.				
12	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.				

## Arolwg disgyblion - uwchradd

Enw eich ysgol:

Gwryw	Benyw	Rhowch gylch o amgylch un blwch
-------	-------	---------------------------------

Year Group	7	8	9	10	11	12	13	Rhowch gylch o amgylch un blwch
------------	---	---	---	----	----	----	----	---------------------------------

Cwestiynau		Ticiwch un blwch			
		Cytuno'n gryf	Cytuno	Anghytuno	anghytuno'n gryf
1	Rwy'n teimlo'n ddiogel yn fy ysgol.				
2	Mae'r ysgol yn deilio'n dda ag unrhyw fwlio.				
3	Mae gennyf rywun i siarad â nhw os oes gennyf bryder.				
4	Mae'r ysgol yn fy nysgu sut i gadw'n iach.				
5	Mae digon o gyfleoedd i mi yn yr ysgol i wneud ymarfer corff yn rheolaidd.				
6	Rwy'n gwneud yn dda yn yr ysgol.				
7	Mae'r athrawon yn fy helpu i ddysgu ac i wneud cynnydd, ac maent yn fy helpu pan fydd gennyf problemau.				
8	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.				
9	Mae gennyf ddigon o lyfrau ac offer, a chyfrifiaduron, i wneud fy ngwaith.				
10	Mae'r disgyblion yn ymddwyn yn dda ac rwy'n gallu mynd ati i wneud fy ngwaith.				

Cwestiynau		Ticiwch un blwch			
		Cytuno'n gryf	Cytuno	Anghytuno	anghytuno'n gryf
11	Mae'r staff yn trin pob disgybl yn deg ac yn dangos parch tuag atynt.				
12	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau a awgrymir gennym.				
13	Rwy'n cael fy annog i wneud pethau drosaf i fy hun ac i ysgwyddo cyfrifoldeb				
14	Mae'r ysgol yn fy helpu i fod yn barod ar gyfer fy ysgol nesaf, coleg neu i ddechrau ar fy mywyd gweithio				
15	Mae'r staff yn fy mharchu i ac yn parchu fy nghefnidir.				
16	Mae'r ysgol yn fy helpu i ddeall a pharch				
17	<b>Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11:</b> Cefais gyngor da pan oeddwn yn dewis fy nghysiau yng nghyfnod allweddol 4.				
18	<b>Atebwch y cwestiwn hwn os ydych yn y chweched dosbarth:</b> Cefais gyngor da pan oeddwn yn dewis fy nghysiau yn y chweched dosbarth.				

**CYFRANOGIAD Y DISGYBL - CYNLLUNIO'R FFORDD YMLAEN**  
**PUPIL PARTICIPATION - PLANNING THE WAY FORWARD**

Ble ydym ni nawr yn nhermau datblygu  
a gweithredu cyfranogiad y disgybl  
effeithiol?

Where are we now in terms of developing  
and implementing effective pupil  
participation?

Ble ydym ni eisiau mynd?

Where do we want to go?

Sut wnawn ni gyrraedd?  
(Cynllun Gweithredu)

How are we going to get there?  
(Action Plan)