

**y ganolfan cynllunio iaith**  
*welsh centre for language planning*



**Llechi, Glo a Chefn Gwlad:**

**Beth ydym wedi ei ddysgu yn yr ail flwyddyn?**

***What have we learnt in the second year?***

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## Rhagarweiniad / Introduction

### Bwriad yr adroddiad / Purpose of the report

Ar ddiwedd ail flwyddyn prosiect Llechi, Glo a Chefn Gwlad, ac yn unol â'r comisiwn a roddwyd, mae IAITH am barhau i gydweithio â'r partneriaid i adnabod y dysgu a gyflawnwyd hyd yn hyn, a hynny yng ngoleuni'r Ddamcaniaeth Newid a gyd-ddatblygwyd gan y partneriaid.

Nid cofnod cynhwysfawr a 'gwerthusiad' o weithgaredd y prosiect a gyflwynir yma. Yn hytrach, mae'r adroddiad hwn yn cynnig gwerthfawrogiad o'r elfennau hynny wrth wraidd esblygiad parhaus dysgu'r prosiect yng nghyd-destun...

- yr arweinwyr dan hyfforddiant
- y cymunedau
- y bartneriaeth.

Ar sail y gwerthfawrogiad cynigir cynllun gweithredu a fydd yn fodd i ystyried cwestiynau a heriau allweddol yn ystod blwyddyn derfynol y prosiect.

At the end of Llechi, Glo a Chefn Gwlad's second year, and in keeping with the initial commission, IAITH continues to collaborate with the partners to recognize and appreciate the learning achieved as well as the project's wider impact. The Theory of Change developed by the partners will be a central frame of reference.

This report does not present a comprehensive record and 'evaluation' of the project's activities. Instead, the report offers an appreciation of elements at the core of the project's continued involvement in its learning in the context of...

- the trainee leaders
- the communities
- the partnership.

The appreciation forms a basis of a proposed action plan as a means of considering key questions and challenges during the project's final year.

### Hyd a lled ein dealltwriaeth / The extent of our understanding

Mae'r sylwadau yr ydym yn eu cynnig yn y ddogfen hon yn seiliedig ar hyd a lled ein hadnabyddiaeth o'r prosiect o ganlyniad i:

- bori gwefannau a dogfennaeth prosiect
- bori cynnwys y ffilmiau crisialu profiad a baratowyd gan yr arweinyddion dan hyfforddiant
- mynychu'r all-daith prosiect i Banwen (15 Medi 2021)
- cynnal sgysiau ymchwil unigol gyda saith o'r naw arweinydd cymunedol dan hyfforddiant
- cynnal sgwrs ymchwil grŵp gyda tri o arweinyddion cymunedol blwyddyn gyntaf y prosiect
- cynnal cyfarfod 'cymanfa' prosiect cyfan a gynhaliwyd trwy Zoom (25 Tachwedd 2021)
- mynychu seminar Zoom diwedd blwyddyn Llechi, Glo a Chefn Gwlad 2021 (10 Rhagfyr 2021).

The comments we make in this report are based upon the extent of our understanding of the project which has been gained from:

- reviewing project websites and documentation
- reviewing the films each trainee leader produced to capture their project experience
- attend the project fieldtrip to Banwen (15 September 2021)
- individual research conversations with seven of the nine trainee community leaders
- group research conversation with three of the first years' trainee community leaders
- holding a whole project 'cymanfa' meeting held on Zoom (25 November 2020)
- attending the end of year Llechi Glo a Chefn Gwlad project seminar on Zoom (10 December 2021).

## Ymagwedd ac egwyddorion / Mindset and Guiding Principles

Cwestiwn sylfaenol ein hadroddiad ar ail flwyddyn weithredol y prosiect yw 'Beth ydym wedi'i ddysgu?'.

Mae'r 'ydym' yn benodol. Megis y bartneriaeth yn ei chyfanrwydd a'r naw menter gyfrannog mae'r gweithredu oll ar sail adnabod ein hangen a'n potensial cydymaddysgol, h.y. cwestiynu a dysgu gyda'n gilydd, drwy gyfrwng ein gilydd ac ar ran ac er budd ein gilydd.

Wrth lunio'r adroddiad ein braint yw ymuno â siwrne ddarganfod yr ail flwyddyn hon gan nodi cwrs y cydymdeithio, yr heriau a'r rhwystrau a wynebwyd a'r tiroedd caregog a ffrwythlon a gyrhaeddwyd.

Drwy werthfawrogi (mapio, dehongli a deall) ein nod yw sicrhau y bydd i'r cydymaddysgu barhau i fod yn ffynhonnell egni a hyder er cyflawni cenhadaeth newid Llechi, Glo a Chefn Gwlad.

The fundamental question of our report on the second year of the project's implementation is 'What have we learned?'.

The 'we' is specific. Just as with the partnership in its entirety, and each of the nine participating partners, the action is all based on identifying our mutual co-learning need and potential, i.e. questioning and learning together, through each other and on behalf of and for the benefit of each other.

In forming the report, it is our privilege to join this second year's journey of discovery noting the course of the shared travelling, the challenges and obstacles faced and the stony as well as fertile lands reached.

By mapping, interpreting and understanding, our aim is to ensure that our collective learning continues to be a source of energy and confidence towards the fulfillment of the project's mission of change.

## Gweithredu'r ail flwyddyn / The second year's activity

Os mai ymffurfio'n bartneriaeth wirioneddol gynhwysfawr, gyfartal a chydweithredol oedd camp sylfaenol y flwyddyn gyntaf bu cynnal y berthynas gyd-greadigol i'r ail flwyddyn yn llawn cymaint o gamp.

If forming a truly comprehensive, equal and collaborative partnership was the principal achievement of the first year, maintaining the co-creative relationship into the second year has been just as much of an achievement.

Aelodau'r bartneriaeth : DOVE, Partneriaeth Ogwen, Tir Coed, Partneriaeth Adfywio Ynysybwll, Tir Dewi, Siop Griffiths, Cwmni Bro Ffestiniog, Credu Carers, Pobl a Gwaith



Partnership members: DOVE, Ogwen Partnership, Tir Coed, Ynysybwll Regeneration Partnership, Tir Dewi, Siop Griffiths, Cwmni Bro Ffestiniog, Credu Carers, People and Work

Yn allweddol i'r llwyddiant hwn yw'r tyndra creadigol rhwng ddynmegau ffurfiol ac anffurfiol y bartneriaeth: rhwng pwnc-drafod a disgyblaeth y rhaglen sesiynau (rhwydwaith ffurfiol y prosiect) a rhannu, cefnogi a rhydd-drafod y cysylltiadau personol (cymdeithas anffurfiol yr arweinwyr).

Mae'r ail flwyddyn hon wedi cynnig tystiolaeth gref o bwysigrwydd cyfartal y naill ddeinameg a'r llall wrth gyflawni uchelgais y project. Wrth weithredu ar ran y Lles Cymdeithasol (cyd-ymdrech a chyd-weithred er budd y gymdeithas gyfan) nid sgil-ffaith, ystyriaeth eilradd neu wrthbwynt yw'r anffurfiol ond croesffordd le daw 'gwybod' yn 'adnabod'. Drwy gyfrwng yr anffurfiol y gwreiddia addysg a gwybodaeth yn nhir cyd-fyw a chyd-berthyn.

Mae pum man cychwyn Damcaniaeth Newid prosiect Llechi, Glo a Chefn Gwlad yn nodi prif ddiffygion y drefn sydd ohoni...

- diffyg cyswllt rhwng anghenion lleol a chyflenwadau'r farchnad a'r asiantaethau allanol;
- diffyg ymddiriedaeth cynllunwyr canolog yng ngallu llawr gwlad i adnabod anghenion lleol;
- diffyg statws anghenion 'cymunedol' a 'difreintiedig' o fewn hierarchaeth y status quo;
- diffyg hyder a hunan-werth ar lawr gwlad, a...
- diffyg traweffaith lleisiau lleol ar y drefn ddemocrataidd sydd ohoni.

Ffactor gweithredol yn y diffygion hyn oll yw anallu, ynteu amharodrwydd, rheolwyr a gwarchodwyr y Lles Corfforaethol (hierarchaethau sy'n rheoli o ganolbwyntiau o rym) i na weld na chydabod angen a photensial cymdogaethau'r Lles Cymdeithasol.

Gan gydnabod yr heriau a'r rhwystredigaethau a dardd yn barhaus o ddallineb systemig y Lles Corfforaethol, canolbwynt Damcaniaeth Newid Llechi, Glo a Chefn Gwlad yw'r gymdogaeth leol – amgylchedd y Lles Cymdeithasol. Trwy weithredu ar sail egwyddorion egalitariaidd (yn hytrach na blaenoriaethau gwahaniaethol y Lles Corfforaethol)

Key to this success is the creative tension between the formal and informal dynamics of the partnership: between the purposed discussion and discipline of the programmed sessions (the project's formal network) and the sharing, support and free-discussion of the personal contacts (the leaders' informal association).

This second year has presented strong evidence of the equal importance of both dynamics in implementing the project's ambition. Working in the context of the Common Good (mutual effort and co-operation for the benefit of society as a whole) the informal is neither a side-effect, secondary consideration nor counterpoint, but a nexus where 'knowledge' becomes 'understanding'. It is by means of the informal that education and knowledge become rooted in lived lands of relationships and interdependence.

Five starting points of the Llechi, Glo a Chefn Gwlad project's Theory of Change are predicated on systemic deficiencies...

- little or no connection between local needs and what is supplied by the market and other external agencies;
- little or no trust on behalf of central planners in the ability of local communities to identify their local needs;
- low status within an hierarchical status quo to needs labelled as 'community' or 'disenfranchised';
- low confidence and self-worth within grassroots communities, and...
- the inaudibility of local voices within the current democratic order.

An active factor in all these shortcomings is the inability, or unwillingness, on the part of the managers and custodians of the Corporate Good (hierarchies that control from centres of power) to see or recognize the need and potential of Common Good communities.

Recognizing the challenges and frustrations that constantly arise from the Corporate Good's systemic blindness, Llechi, Glo a Chefn Gwlad's Theory of Change is centred on localized communities – natural habitat of the Common Good. Operating on an egalitarian basis (in preference to the Corporate Good's priorities of

a buddsoddi yn unol ag anghenion a photensial y budd cymdeithasol y mae newid yn bosib.

Wrth gamu'n ôl ac edrych ar weithredu'r ail flwyddyn mae i'r cwestiwn 'Beth ydym wedi'i ddysgu?' bwysigrwydd mawr nid yn unig o ran sicrhau fod newid yn parhau i ddigwydd ond hefyd o ran deall sut mae'n digwydd. Yn Gymraeg, mae disgwrs y Lles Cymdeithasol yn gwneud defnydd helaeth ar iaith trin y tir (e.e. 'suddo' - plannu'n ddwfn - yw ystyr ail elfen y gair 'buddsoddi'). Ecoleg yw cymdogaeth. Wrth hybu twf, braint yr arweinydd yw ymyrryd yn yr amgylchedd mor ddryslyd ac eto mor gyfoethog hwn. Gyda'r braint daw'r cyfrifoldeb o geisio deall natur yn ogystal a chanlyniad yr ymyrraeth – proses, fel a nodwyd eisoes, y mae cynnal tyndra creadigol rhwng moddau ffurfiol ac anffurfiol yn holl bwysig iddi.

Felly, mae'r cwestiwn 'Beth ydym wedi dysgu?' wrth galon y broses organig hon o newid a holl haenau cyd-berthnasol ei phrifiant...

- y personol (yr arweinyddion a'r cyfranogion);
- y cymdeithasol (y mentrau a'u cymdogaethau); a'r
- genedlaethol (y bartneriaeth a'i chenhadaeth gyhoeddus).

hierarchy) and investing according to the needs and potential of the common good change is possible.

Stepping back from the activities of this second year the question 'What have we learnt?' is of great importance not only so as to ascertain that the process of change is still active but also to understand how change is being achieved. In Welsh, the discourse within the Common Good is indebted to the vocabulary of cultivation (eg, 'soddi', the second element of 'buddsoddi' - to invest – is synonymous with 'suddo' - to bury/plant deep). Community is an ecology. In order to promote growth the community leader is 'licensed' to intervene in this so confusing yet so rich environment. With that license comes a responsibility to understand the nature of the intervention's effectiveness as well as its outcomes. As noted earlier, having a creative tension between a formal and informal modes is key to this process.

Thus, the question 'What have we learnt?' is at the heart of this organic process of change and the whole inter-related ecology of growth...

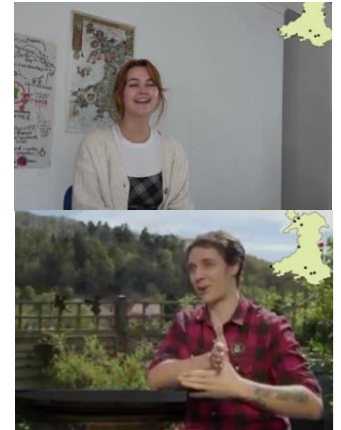
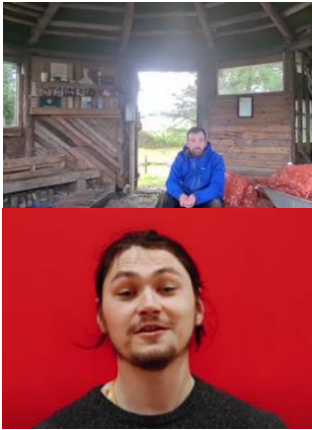
- personal (leaders and participants);
- communitarian (projects and communities); and
- national (the partnership and its public mission).

## **Esblygiad y prosiect o ran anghenion a photensial yr arweinwyr dan hyfforddiant/ *The project's evolvement regarding the trainee leaders' needs and potential***

### **Yr arweinwyr dan hyfforddiant / *The trainee leaders***

Yn yr ail flwyddyn, pump menyw a phedwar dyn manteisiodd ar y cyfle i fod yn arweinydd cymunedol dan hyfforddiant gyda phrosiect Llechi, Glo a Chefn Gwlad. Denwyd unigolion gydag amrediad eang o brofiadau bywyd i'r cynllun. Roedd y mwyafrif wedi cymryd y cam hwn yn fuan wedi cwblhau gradd israddedig neu gradd(au) ôl-radd yn un o brifysgolion dinesig Cymru a rhai yn hŷn gyda phrofiadau helaeth o fywyd a gwaith amrywiol a magu teuluoedd mewn sawl man yng Nghymru.

In the second year, five women and four men took advantage of the opportunity to become a trainee community leader with the Slate, Coal and Countryside project. Individuals with a wide range of life experiences were attracted to the scheme. The majority had taken this step shortly after completing an undergraduate degree or postgraduate degree(s) at a Welsh university and some older with extensive experiences of diverse life and work and raising families in several places in Wales.



Roedd gan bob arweinydd berthynas agos â'r 'gymuned' yr oeddent yn gweithio ynddi/gyda hi, naill ai o fyw a gweithredu'n lleol; trwy rannu nodweddion a phrofiadau byw fel gofalydd ac o fewn teulu sy'n ffermio yng Nghymru; neu rannu diddordeb byw mewn coetiroedd a llesiant.



Each leader had a close relationship with the 'community' in which they worked, either from living and working locally; by sharing the characteristics and experiences of living as a carer and within a farming family in Wales; or sharing a keen interest in woodlands and well-being.

Roedd gan nifer ohonynt gysylltiadau â'r gymuned ddaearyddol yr ydynt yn trigo ynddi sy'n ymestyn dros un neu ragor o genedlaethau ac felly gydag ymdeimlad o berthyn i ardal sy'n elfen gryf o'u hunaniaeth. Roedd eraill wedi symud i'w hardaloedd presennol o fannau eraill yng Nghymru neu thu hwnt i'r wlad ond serch hynny wedi bwrw gwreiddiau yn eu hardaloedd dros nifer o flynyddoedd. I dri ohonynt, Cymraeg oedd eu prif iaith, roedd dau gyda rhywfaint o Gymraeg ac yn dysgu'r iaith a tri arall ond gydag ychydig iawn o Gymraeg. I'r mwyafrif, blwyddyn o brofiad cyn symud mlaen i gwblhau neu dilyn gradd ymchwil uwch neu gweithio tramor oedd eu blwyddyn gyda Llechi, Glo a Chefn Gwlad. Ond i bedwar ohonynt roedd y profiad blwyddyn wedi arwain at newid cyfeiriad eu bywyd i barhau i weithio yn y sector Mudiad Cymunedol.

Many of them had links with the geographical community in which they live which extend over one or more generations and therefore have a sense of belonging to an area that is a strong element of their identity. Others had moved to their current abodes from elsewhere in Wales or beyond but had nevertheless become embedded in their localities over several years. For three of them, Welsh was their main language, there were two with some Welsh and who were learning the language and three others with very little Welsh. For the majority, their work with Llechi, Glo a Chefn Gwlad provided a year's experience before moving on to complete or pursue an advanced research degree or working overseas. But for four of them this one-year experience had led to a change in the direction of their life to continue working in the Community Movement sector.

### Beth ddysgodd yr arweinwyr?

Megis ym mlwyddyn gyntaf y prosiect, bu'r deuddeg mis o brofiad gyda Llechi, Glo a Chefn Gwlad yn brofiad o drawsnewid i'r holl arweinwyr cymunedol dan hyfforddiant. I'r mwyafrif, bu'n drawsnewid annisgwyl wrth iddynt gamu i bennod newydd o ran gyrfa heb ddeall, yn aml, union natur y gwaith o'u blaenau a'i oblygiadau iddynt bob yn un.

### What have the leaders learned?

As in the first year of the project, their twelve months' experience with Slate, Coal and Countryside has been a transformative experience for all the trainee community leaders. For the majority, it has been an unexpected transformation as they embarked on a new chapter in their careers without understanding, often, the exact nature of the work ahead and its implications for each of them.

Mae mesur effaith y prosiect ar deithiau unigol yr arweinwyr yn flaenllaw yn y dangosyddion llwyddiant. Ond sut mae mesur effaith o'r fath? Mae dulliau meintiol yn annigonol ar gyfer cofnodi prifiant personol. Yn hytrach, rhaid talu sylw manwl i'r naratifau personol - gwrando'n astud ar fynegiant y barn a'r atgof, teimlo emosiwn y dweud a synhwyro dyfnder y profiad na allant (na ellir) ei enwi ac, ar ben hynny, arsylwi deinameg yr ymbresenoli, y cyd-ymwneud a'r cyd-drafod.

O wneud hynny, un o lwyddiannau mwyaf amlwg ail flwyddyn Llechi, Glo a Chefn Gwlad o ran profiad a phrifiant personol yr arweinwyr yw cryfder y berthynas a ffurfiwyd ymhlith y naw ohonynt. Tyfodd hynny'n organig o'r cyfarfodydd wythnosol rhithiol, anffurfiol a gawsant yn annibynnol o strwythur a deinameg y cyfarfodydd prosiect wythnosol. Daeth y sbardun i ymgysylltu a'i gilydd gan un o'r arweinwyr a bu'r berthynas o ryngweithio, cyd-ysbrydoli, cefnogi a chyd-ofalu a ddatblygwyd gan y grŵp yn gyd-gynhaliath na brofodd rhai moi debyg ac a fu'n brif uchafbwynt y gwaith i nifer ohonynt. Yma, yng nghesail cyfeillgarwch, y bu'r diogelwch a'r cynhaliath sy'n bwydo prifiant.

Llwyddiant amlwg arall y prosiect yw parhad ac esblygiad yr arferion a sefydlwyd ac a arddelir gan y bartneriaeth gyfan (ac i wahanol raddau o fewn y partneriaid unigol) sy'n hyrwyddo a dathlu deinameg taith cydymaddysgu'r arweinwyr - taith a fu'n drwsogl, cymhleth, rhwystredig, poenus, cyffrous a phleserus iddynt.

Yn unol â'i hamcanion i ddatblygu rhaglen hyfforddiant a chymorth ddwyieithog newydd, mae'r prosiect Llechi, Glo a Chefn Gwlad wedi esblygu ymhellach eleni y cyfleoedd hyfforddiant ffurfiol trwy gyrsiau achredig gan ddarparwyr allanol ac 'action-learning sets' Sefydliad Rank; yn ogystal â phrofiadau cyd-ymaddysgu anffurfiol yr ymweliadau prosiect gyfan i waith rhai o brosiectau'r bartneriaeth; cyfrannu i ddigwyddiadau Sefydliad Rank; cynnal Cymanfa prosiect rhithiol i fyfyrion ar brofiadau'r arweinwyr; a chynnal Seminar Gyhoeddus rhithiol gyda rhai cyfranogwyr allanol a drefnwyd gan yr arweinwyr.

Measuring the impact of the project on the leaders' individual journeys is one of the project's key indicators of success. But how do we measure this kind of impact? Quantitative methods are inadequate for recording personal growth. Instead, close attention must be paid to the personal narratives - listening carefully to the expression of opinion and recollection, feeling the emotion of the telling and sensing the depth of experience that they cannot name (that cannot be named) and, moreover, observing the dynamics of their presence, and the shared interaction and discussion.

By doing this, one of the most notable successes of the second year of the Llechi, Glo a Chefn Gwlad project, in terms of the leaders' experience and personal growth, is the strength of the relationship formed among the nine of them. This grew organically from the virtual, informal weekly meetings they had independently of the structure and dynamics of the weekly project meetings. The impetus for this engagement with each other came from one of the leaders and the relationship of interaction, co-inspiration, support, and co-caring that was developed by the group became a mutual subsistence that some had not experienced before, and which had been the main highlight of the year for many of them. Here, in the embrace of friendship, there has been the security and support that has fed their growth.

Another obvious success of the project is the continuity and evolution of the practices established and practiced by the whole partnership (and to varying degrees within the individual partners) that promote and celebrate the dynamics of the leaders' mutual learning journey - a journey that has been clumsy, complex, frustrating, painful, exciting, and enjoyable for them.

In line with its objectives to develop a new bilingual training and support programme, the Llechi, Glo a Chefn Gwlad project has further evolved this year the formal training opportunities through accredited courses from external providers and the Rank Foundation's action-learning sets; as well as the informal co-learning experiences of the whole project visits to the work of some of the partnership's projects; contributing to Rank Foundation events; holding a virtual project Cymanfa to reflect on the experiences of the leaders; and holding a virtual Public Seminar with some external participants organised by the leaders.

Mae'n amlwg, o frwdfrydedd yr arweinwyr, y bu'r *Cwrs Cyflwyniad i Arweinwyr Cymunedol* - a'r cyfres o bump Gweithdy Cyfoedion ychwanegol a drefnwyd yn gatalydd allweddol i lywio a thywys eu teithiau cydymaddysgu, gan arwain rhai ohonynt i gofleidio datblygu gyrfa newydd gyda'r Mudiad Cymdeithasol. Y profiad arall a greodd argraff ddofn ar yr arweinwyr oedd yr ymweliad prosiect gyfan dros ddeuddydd i brosiectau Pobl a Gwaith yn Y Rhondda, Partneriaeth Adfywio Ynysybwl yn Nyffryn Cynon a DOVE ym Manwen. Yma bu'r cyfle i 'allu gweld gyda'n llygaid ein hunain' yn brofiad cydymaddysgu bwerus iddynt.

Eto eleni, mae'n yn amlwg bod yr arweiniad a'r gefnogaeth mentora a gafodd y mwyafrif o'r arweinwyr gan y partner a'i cyflogwyd yn gadarn, effeithiol ac yn rywbeth yr oeddynt yn ei werthfawrogi. Ond nid profiad dieithriad ydoedd. Mae arferion mentora arweinwyr dan hyfforddiant yn greiddiol i daith eu prifant personol ac felly byddai ystyried drachefn, fel rhwydwaith, sut mae adnabod, diffinio a chrynhoi arferion y mentoriaid unigol o ran cefnogi, herio a datblygu'r arweinyddion dan hyfforddiant yn agwedd bwysig ar yr uchelgais i 'gryfhau datblygu economaidd cymunedol yng Nghymru drwy raglen hyfforddi a chymorth ddwyieithog newydd ar gyfer arweinyddiaeth gymunedol'.

Yn yr un modd ag arweinyddion blwyddyn gyntaf y prosiect, datblygodd arweinyddion yr ail flwyddyn hunan ymwybyddiaeth o'r plethiad rhwng eu hunaniaeth personol a'u gwaith fel arweinydd. Daethant i adnabod eu hunain yn well a deall '*Gorau adnabod, adnabod dy hun*'. Maent wedi cael ymdeimlad dyfnach o berthyn i gymuned a ddiffiniwyd yn ddaearyddol ac fel chymunedau o ddiddordeb neu brofiad cyffredin. Maent wedi dod i ddeall heriau ymgysylltu'n helaeth a chynhwysol ag aelodau o gymuned a throedio tensiynau cymunedol/grŵp. Maent wedi dod i wybod bod rôl arweinydd yn golygu estyn allan i gynnwys eraill ac '*A bo ben, bydd bont*'. Maent hefyd wedi dod i wybod bod gweithio i harneisio'r potensial a'r egni creadigol o fewn aelodau'r gymuned i sicrhau newid yn broses araf, hirdymor o '*Dyfal donc a dyr y garreg*' ac '*Araf bach mae mynd ymhell*'.

It is clear from the leaders' enthusiasm that the *Introductory Course to Community Leadership* and the series of five additional Peer Workshops have been a key catalyst in informing and guiding their co-learning journeys, leading some of them to embrace new careers within the Community Movement. The other experience that particularly impressed the leaders was the two-day whole project visit to the People and Work project in the Rhondda, Ynysybwl Regeneration Partnership in the Cynon Valley and DOVE in Banwen. Here the opportunity to 'be able to see with our own eyes' was a powerful co-learning experience for them.

Again this year, it is evident that the majority of the leaders received guidance and mentoring support that was robust, effective and valued from the project partner who employed them. But this was not the case in all instances. The ways in which trainee leaders are mentored are integral to their personal growth journeys and therefore it will be important for the network to reflect on their collective and separate mentoring / trainee leader support practices. This will be an important aspect of realising the project's ambition 'to strengthen community economic development in Wales through a new bilingual training and support programme for community leadership'.

As did the project's first year leaders, so too have the second year's leaders developed a self-awareness of the interconnection between their personal selves and their work as a leader. They have come to know themselves better and that '*Gorau adnabod, adnabod dy hun*' [the best knowledge is self-knowledge]. They have acquired a deeper sense of belonging to a geographically defined community and communities of interest or shared experience. They have gained an understanding of the challenges of engaging extensively and inclusively with members of a community and negotiating community/group tensions. They have come to know that a leader's role involves reaching out to involve others and '*A bo ben, bydd bont*' (to be a leader you must be a bridge). They have also come to know that working to harness the potential and creative energy within the members of a community to bring about change is a slow, long-term process of '*Dyfal donc a dyr y garreg*' (Tapping persistently breaks the



Mae ffrwyth eu holl hunan-ymaddysgu a cyd-ymaddysgu yn amlwg yn hunan-sicrwydd ymbresenoldeb yr arweinwyr. Dyma'r hunan-sicrwydd sy'n deillio o hyder hunan-adnabyddiaeth, hunanhyder yn eu dealltwriaeth ymarferol a deallusol am eu maes gwaith a gwybod bod cydweithwyr dibynadwy yn eu cefnogi a gofalu amdanynt. Mae hyn yn arbennig o amlwg gydag arweinwyr y flwyddyn gyntaf sydd wedi parhau i weithio gyda phartneriaid Llechi, Glo a Chefn Gwlad. Mae eu twf personol parhaus dros y deuddeg mis diwethaf yn drawiadol o eglur yn eu hymddygiad, eu mynegiant a'u llawenydd a balchder amlwg yn y prifant hwnnw, yn allanol ac yn fewnol.

Rhan o daith prifant yr arweinwyr gyda rhwydwaith Llechi, Glo a Chefn Gwlad (yn hytrach na'u gwaith gyda'r partneriaid unigol) yw eu dealltwriaeth gynyddol o'u Cymreictod – hunaniaeth a byd-olwg sydd wedi ei wreiddio yn eu profiadau o gael eu magu a / neu byw yng Nghymru. Daeth hyn yn drawiadol o amlwg iddynt, meddent, wrth sylwi ar y gwahaniaethau rhyngddynt â'r arweinwyr *Time to Shine* eraill yn nigwyddiadau'r Sefydliad Rank.

Cyfyngwyd ar ddealltwriaeth yr arweinwyr o Gymreictod gan ddealltwriaeth y partneriaid Llechi, Glo a Chefn Gwlad eu hunain o'r hyn y mae'n ei olygu i fod yn Gymreig (amlyieithog ac amlddiwylliannol) i gymunedau ac unigolion. Mae llawer o daith datganoli Cymru yn brofiad sy'n gyffredin â chenedl wladwriaethau a rhanbarthau ôl-drefedigaethol ledled y byd, yn enwedig o ran statws a'r defnydd cymdeithasol o ieithoedd a chafodd eu hisraddoli gan wladychiaeth.

Cafodd deinameg hanes, cydberthnasau pŵer, cyfalaf, gwleidyddiaeth dosbarth, ac athroniaeth gymdeithasegol sylw cwbl briodol yn y cyfleoedd ymaddysgu deallusol ac ymarferol a roddwyd i'r arweinwyr. Yn yr ail flwyddyn, rhoddwyd rhywfaint o sylw elfennol i'r Gymraeg fel sgil i'w datblygu, gyda dau o'r arweinwyr yn cael eu hannog i fynychu cyrsiau dysgu Cymraeg. Yr hyn sydd ar goll o fewn cyfoeth cydymaddysgu yr arweinwyr a'u 'rheolwyr' yw gwell dealltwriaeth o'r berthynas syml ond cymhleth rhwng iaith, ideoleg a grym, a thrwy hynny, iaith a hunaniaeth, iaith a chymuned, iaith ac economi, iaith a hunanfynegeiant sydd hefyd yn rhan annatod o ddealltwriaeth o Gymreictod. Golyga hyn

stone) and '*Araf bach mae mynd ymhell*' (go slowly and go far).

The fruits of all their personal and shared learning are explicit in the self-assuredness the leaders embody. This is the self-assuredness that comes from the confidence of self-knowledge, self-confidence in their practical and intellectual understanding about their area of work and knowing they have dependable colleagues who can support and care for them. This is particularly obvious in the first year's leaders who have continued to work with the Llechi, Glo a Chefn Gwlad partners. Their continued personal growth over the past twelve months is strikingly observable in their demeanour, their expression and their obvious delight and pride in that growth, both outwardly and internally.

Part of the leaders' journey of personal growth with the Llechi, Glo a Chefn Gwlad network (rather than their work with the individual partners) is a growing understanding of their Welshness – an identity and worldview rooted in their experiences of growing up and/or living in Wales. This, they said, became strikingly evident as they observed differences between themselves and the other Time to Shine leaders they met through the Rank Foundation events.

The leaders' understanding of Welshness has been limited by the Llechi, Glo a Chefn Gwlad partners' own extent of understanding of what it means to be (multilingually and multiculturally) Welsh for communities and individuals. Much of Wales' ongoing devolution journey is an experience shared with post-colonial nation states and regions worldwide, particularly in relation to the status and social use of languages minoritised by colonialism.

The dynamics of history, power relationships, capital, class politics, and sociological theory have been given entirely appropriate attention in the intellectual and practical learning opportunities provided for the leaders. In the second year, some rudimentary attention has been given to the Welsh language as a skill to be developed, with two of the leaders being encouraged to attend Welsh language learning courses. What is missing within the wealth of the mutual learning the leaders and their 'managers' have achieved is a better understanding of the simple yet complex relationship between language, ideology and power, and thereby, language and identity, language and community,

newid o feddwl am iaith fel sgil i feddwl am y defnydd o iaith fel arfer cymdeithasol.

language and economy, language and self-expression which are also integral to an understanding of Welshness. This involves a shift from thinking of language as a skill to thinking about the use of language as a social practice.

## Beth ddysgodd y cymunedau? / What have the communities learned?

Nid cwestiwn y gellir ei gyfyngu i un flwyddyn benodol yw 'Beth ddysgodd y cymunedau?'. Pe bai Llechi, Glo a Chefn Gwlad yn brosiect dan arweiniad sefydliad hierarchaidd mi fyddai adroddiad o'r ail flwyddyn hon o weithredu ar sail cofnodi ac asesu meintiol y meddylfryd hwnnw yn bosib (ac yn ddisgwyliedig, wrth gwrs). Ond ni fyddai'n fwy na darlun arwynebol; cyfres o luniau statig o'r hyn sydd, mewn gwirionedd, yn endid byw, aflonydd a pharhaus; yn broses organig.

Disgrifiad go amrwd yw'r term 'Datblygu Cymunedol'. Wrth edrych ar gynnwys a ffurf y dysgu a ddigwyddodd hyd yma yng nghymunedau Llechi, Glo a Chefn Gwlad gwelwn mai esblygiad yw'r ddeinameg lywodraethol. Nid cyfres esgynnol o ddigwyddiadau sydd yma ond proses organig o brifant. Fel y gwyddom oll o brofiad ein prifant personol, gall fod yn broses ddigon anodd; yn broses lawn heriau a rhwystrau a phryder a diffyg llewyrch. Yng nghyd-destun cymdeithas a chymdogaeth, os gall 'datblygu' fod yn ddim byd mwy na gosod a chyrraedd nod ni all 'esblygu' fod yn ddim byd llai na meithrin a chynnal perthynas. Os gall nodau 'datblygu' gael eu cynllunio a'u rheoli o'r tu fas ni all anghenion 'esblygu' gael eu hadnabod ond o'r tu fewn.

Geiriau mewn perthynas symbiotig â'i gilydd yw 'esblygu' a 'cydymaddysgu'. Wrth galon y naill a'r llall y mae ymyrraeth greadigol y broses o gyd-gwestiynu. Swyddogaeth y sawl sy'n adnabod ei hunan yn 'Arweinydd Cymunedol' yw ysgogi a chynnal yr ymyrraeth hanfodol hon.

O fewn gweithdrefn organig y Lles Cymdeithasol nid gweithred ysbeidiol yw cyd-gwestiynu ond cyflwr parhaus. Mae'n gynnwys sydd wrth galon Damcaniaeth Newid y prosiect hon ac a amlygir yn y nod sylfaenol i adnabod anghenion a photensial y gymdogaeth a cheisio ymateb iddynt.

The question 'What was learnt by the communities?' cannot be restricted to one specific year. Were the Llechi, Glo a Chefn Gwlad project accountable to a hierarchical establishment a report on this second year of activity on that mindset's basis of quantitative and statistical recording would be possible (and expected, of course). However, it would provide but a superficial overview; a series of static representations of what is, in reality, a live, restless and on-going entity; an organic process.

'Community Development' is a rather imprecise term. Looking at the content and form of learning that has happened up until now in the Llechi, Glo a Chefn Gwlad communities we see that the principal dynamic is evolution. What's at work is not a series of graded practices but a process of organic growth. As we all know from our own personal experience, this can be a difficult process; one that is full of obstacles and challenges, anxieties and lack of progress. If 'development' is often no more than setting and achieving targets 'evolvment' can be no less than fostering and maintaining relationships. If development targets can be set and managed from without, the needs of 'evolvment' can only be recognised from within.

'Evolvment' and 'Collaborative Learning' are symbiotically linked. At their core is the creative intervention of the collaborative question. A key responsibility of the 'Community Leader' is to activate and maintain this essential dynamic.

Within the organic system of the Common Good, questioning together is not a periodic event but a permanent condition. It is an instinct that is at the heart of this project's Theory of Change and is made evident in the foundational aim of recognising a

Gair sydd â'r potensial i ddrysu'n persbectif ar y berthynas gyd-ymaddysgol yw 'gwasanaeth'. Yn ei hanfod gair sy'n gwahaniaethu yw 'gwasanaeth'; gair sy'n cyfodod 'ni' y rhai sy'n gwasanaethu a 'nhw' y rhai a wasanaethir; gair sydd - waeth pa mor ddidwyll-lesol y cymhelliant – yn sefydlu hierarchaeth, h.y. gwahaniaeth o statws a phŵer.

Noda'r Ddamcaniaeth Newid fod '...dod o hyd i ffyrdd o fesur yr effaith y mae'r prosiect yn ei chael ar y gymuned leol ac ar deithiau unigol' yn flaenoriaeth o ran 'dangosyddion llwyddiant' y gwaith. Ond, o gofio nod holistaidd (pawb a phopeth yn perthyn i bawb a phopeth) y mentrau oll tybed ai 'adnabod' ac nid 'mesur' yw'r ymdrech angenrheidiol? Tybed nad trwy fesur (cymharu a gwahaniaethu) ond trwy adnabod (cwestiynu, deall a pherthyn) y mae cyfoethogi'n gallu i ddangos i eraill tra'n dyfnhau ein gallu i hunan-gwestiynu; i sicrhau mai cyd-drafod, cydweithio a chydymaddysgu ydym, nid gwasanaethu?

Yn ddi-os mi fu ail flwyddyn prosiect Llechi, Glo a Chefn Gwlad yn gyfnod o ddyfnhau ac ehangu ar yr hyn y mae'r cymunedau a'u pobl wedi profi a dysgu; yn wir, ddysgu trwy brofi. Cofnodwyd gwaith y prosiectau yn feintiol a chafwyd rhywfaint o ddadansoddi ar ddata. Ond ni chyflawnwyd y nod o greu modd adnabod, crynhoi a dehongli effaith y gweithredu. O ganlyniad nid yw'n bosib i'r mentrau ateb y cwestiwn 'Beth a ddysgwyd gan y cymunedau' yn gyflawn ac a llymder.

Yn ei lyfr seminal 'Can threatened languages be saved?' mae Joshua Fishman yn rhoi pwys mawr ar adnabod '...gwir gymhlethdod yr hunaniaeth ddynol leol'. Nid yw'r Ddamcaniaeth Newid yn trafod ystyriaethau iaith. Efallai mai hynny sydd i gyfrif am y driniaeth hap-a-damwain sydd i anghenion a photensial dwyieithrwydd o fewn y bartneriaeth ac ym mlaenoriaethau gweithredu'r arweinwyr-danhyfforddiant. Fel a ddengys eu penderfyniad i ddefnyddio diarhebion Cymraeg ('Welsh words of wisdom') yn benawdau ar gyfer eu cyflwyniad Rank

community's needs and potential and endeavouring to respond to them.

'Service' is a word that has the capacity to confuse our view of the co-learning relationship. In essence 'service' is a word that differentiates; a word that juxtaposes 'us' (those who are serving) and 'them' (those who receive the service). Irrespective of benevolence and sincerity it is a word that establishes hierarchy, i.e., a difference of status and power.

The Theory of Change notes that '...finding ways of measuring the effect the project is having on the local community and on individual journeys' should be a key success indicator. But, with every enterprise's holistic (all and everything belonging to all and everything) approach in mind should not the quest be for ways of 'recognising' rather than 'measuring the effect'? Is it not through recognising (questioning, understanding, and relating) rather than measuring (comparing and differentiating) that we cultivate our ability to show others, simultaneously strengthening our agency to self-question; to ensure that we are working and learning collaboratively; that we are not serving?

Without doubt, the Llechi, Glo a Chefn Gwlad project's second year has seen continued broadening and deepening of experience and learning within the communities; indeed, of learning through experience. The projects have recorded their work quantitatively and some data-analysis has taken place. But the aim of developing a meaningful method of recognising, capturing and interpreting the activity's effect has not been achieved. Consequently, the enterprises cannot answer the question 'What has been learnt by the communities?' with rigour and substance.

In his seminal work 'Can threatened languages be saved?' Joshua Fishman emphasises the need to recognise '...the true complexity of local human identity'. In Llechi, Glo a Chefn Gwlad's Theory of Change considerations of language are not discussed. Perhaps this accounts for the benign but haphazard treatment of bilingualism's needs and potential within the partnership and the trainee leaders' programme priorities. As is made evident by their decision to use specifically Welsh proverbs ('Welsh words of wisdom') as headings for their final

mae yna ymwybyddiaeth o fewn yr arweinwyr fod i'r Gymraeg berthnasedd y tu hwnt i fod yn adnodd cyfathrebu yn unig. Ond beth yw hyd a lled a dyfnder y berthnasedd honno? Dyma gwestiwn sydd angen ei godi ym mhob un o'r naw menter unigol – yn y cymunedau ble mae ymwybyddiaeth gynhenid ddofn o'i pherthnasedd lawn cymaint a'r ardaloedd hynny ble mae'r Gymraeg yn llai amlwg o fewn y ddisgwrs ddydd-i-ddydd. Canys y mae adnabod '...gwir gymhlethdod yr hunaniaeth ddynol leol' yn greiddiol i bob agwedd o uchelgais newid Llechi, Glo a Chefn Gwlad.

Rank presentation, the leaders are aware that Welsh has a relevance beyond that of being merely a tool of communication. But what are the dimensions of that relevance? This is a question that needs to be asked in each and every one of the partnership's nine projects – in the communities where there's an instinctive understanding of its relevance just as much as in those areas where the language is less audible within the day-to-day discourse. For recognising '...the true complexity of local human identity' is surely at the very root of all aspects of Llechi, Glo a Chefn Gwlad's mission to change.

## Beth ddysgodd y bartneriaeth? / What did the partnership learn?

Y peth pwysicaf i'r bartneriaeth ddysgu yn ystod yr ail flwyddyn oedd ei bod hi yn bartneriaeth. Drwy gydol y flwyddyn gyntaf ymwybyddiaeth ar brifant oedd hon. Roedd dod â naw menter gwahanol eu cyd-destunau daearyddol, ieithyddol, diwylliannol a gweithredol ynghyd yn fenter go iawn. Ond er gwaethaf y gwahaniaethau ymfurfiodd y gwerthoedd craidd oedd yn gyffredin iddynt yn gwllwm perthynas.

Yn ddi-os, bu ymyrraeth Covid-19 yn ysgogiad i'r broses hon. Gan fanteisio ar y cyfryngau digidol trodd y bwriad o gyfarfod yn dymhorol yn arfer wythnosol. Yn wyneb bygythiad y pandemig i allu'r prosiectau llawr gwlad i gyflawni daeth man cyfarfod y bartneriaeth yn bwerdy egni cynhaliol. Wrth i'r arweinwyr dan hyfforddiant a'u mentoriaid geisio adnabod ac ymateb i wir anghenion eu cymunedau daeth sesiynau wythnosol y bartneriaeth yn goleg cyd-ymaddysgu: cyd-drafod, cyd-gwestiynu, cyd-rannu, cyd-gefnogi a chroes-ffrwythloni.

Fel y gwelsom eisoes, yn yr ail flwyddyn parhau i esblygu a wnaeth y cydymaddysgu. Bu rôl drefniadol y bartneriaeth o ran parhad y sesiynau wythnosol, y cwrs Datblygu Cymunedol a'r seminarau achlysurol eraill yn ganolog bwysig i'r prifant hwn, wrth gwrs. Yr un mor bwysig bu'r drefniadaeth gyd-gysylltiol anffurfiol a grëwyd gan yr arweinwyr eu hunain.

The most important thing learnt by the partnership during the second year was that it was – is – a partnership. Throughout the first year this was a growing consciousness. Bringing together nine enterprises - very different in terms of geography, language, culture and active interests - was a true venture. But despite the differences the core values that were common to them enabled a tie of relationship to be formed.

Without doubt, the disruption caused by Covid-19 aided this process. Taking advantage of digital technology the intended programme of occasional meetings metamorphized into regular weekly events. With the pandemic threatening the individual enterprises' ability to work effectively in their communities the weekly gathering became a powerhouse of sustaining energy. As the trainee leaders and their mentors sought to recognize and respond to their communities' real needs, the regular sessions grew to be an academy of collaborative learning: collaborative discussion, questioning, sharing, support and cross-fertilisation.

As we have already seen, this dynamic of shared learning continued to evolve throughout the second year. Of course, the partnership's organizational role - ensuring the continuation of the weekly sessions, the provision of the Community Development course and the occasional seminars – was of central importance to this sustained growth. Of equal importance was the informal network of inter-relationship created by the trainee leaders themselves.

Un o brif ragoriaethau cyfarfodydd wythnosol y flwyddyn gyntaf oedd cynwysoldeb y cydymaddysgu. Cwmpasai bawb: yn gymunedau, yn arweinwyr dan hyfforddiant ac yn fentoriaid. Yn yr ail flwyddyn, er bod y rheolwyr yn dal i gyfrannu at y cydymaddysgu nid yw'n ymddangos iddynt gyfranogi ohono i'r un graddau. Gyda ffurf a threfn y bartneriaeth wedi'i sefydlu'n llwyddiannus a heriau'r pandemig bellach yn ffurfio 'norm newydd' nid anodd yw deall y duedd i flaenoriaethu agweddau eraill ar eu cyfrifoldebau rheoli dros ymroi yn gyson i sesiynau cyd-drafod y bartneriaeth.

Wrth galon prosiect Llechi, Glo a Chefn Gwlad y mae'r uchelgais o newid. Mae'r newid a gynlluniwyd ar ei gyfer o fewn y Ddamcaniaeth Newid yn un radical. Nid newid dros dro mohono ond newid parhaol. Nid tymor byr ond hir dymor. Newid sylfaenol. Newid sy'n gwneud gwahaniaeth go iawn i unigolion, i gymunedau ac i dirwedd Datblygu Cymunedol drwy Gymru gyfan.

Dichon mai wrth edrych yn ôl y daeth y bartneriaeth i weld ei bod yn bartneriaeth ystyrllon: fod cydymaddysgu'r naw menter gwahanol hyn yn meddu ar y gallu ddoe a heddiw i gyd-ysgogi, cyd-alluogi a chyd-gefnogi newid. Yn ystod y flwyddyn olaf hon, gyda'r mentrau yn amlwg esgor ar wahaniaethau go iawn o fewn unigolion a chymunedau, rhagdybiwn y bydd sesiynau cyd-drafod a chydymaddysgu'r bartneriaeth o'r pwys mwyaf o ran...

- adnabod egwyddorion craidd dulliau amrywiol y bartneriaeth o fentora
- creu, taenu a chyfathrebu eiriolaeth dreiddgar, drwyadl a phwerus yn waddol i'r prosiect
- adnabod pethnasedd ac, felly, potensial dwyieithrwydd / amlieithrwydd o fewn ein hunain a'n cymdogaethau.
- gwerthfawrogi'r gwahaniaeth mae'r prosiect yn gwneud trwy gyfrwng beirniadaeth benodol a thrylwyr.
- sicrhau fod cenhadaeth newid y Ddamcaniaeth Newid yn parhau i wreiddio

Throughout the first year, the inclusiveness of the process of collaborative learning was a principal feature of excellence. It encompassed one and all: the communities, the trainee leaders and the mentors. In the second year, although the project managers were still contributing to the collaborative learning they were not participating in it to the same degree. With the partnership's organizational form successfully established and the challenges posed by the pandemic now becoming part of a 'new norm' it is not difficult to understand the tendency for other aspects of the manager's workload to take precedence over their commitment to the partnership's weekly discussion sessions.

At the core of the Llechi, Glo a Chefn Gwlad project is the commitment to change. The planned-for change within the Theory of Change is radical. It is not temporary but permanent. Not short-term but long-term. A foundational change. Change that aims to make a real difference to individuals, to communities and to Wales' Community Development landscape as a whole.

It is probably by looking back that the partnership has realized how justified it is in calling itself a partnership: that the nine different enterprises' shared learning has the ability to collaboratively instigate, enable and support change. During this last year, in light of the partnership's tangible propensity to effect change within individuals and communities, we anticipate that the partnership's sessions of discussion and collaborative learning will be of prime importance regarding...

- identifying core principles within the partnership's varying methods of mentoring
- creating, disseminating and communicating an insightful, robust and powerful praxis-based advocacy.
- identifying bilingualism's / multilingualism's relevance and, therefore, potential within ourselves and our communities.
- appreciating the difference the partnership is making by means of a specific and robust critique.
- ensuring that the agenda of change, as defined in its own Theory of Change, continues to root and grow and bear fruit

a phrifio a ffrwythloni y tu hwnt i oes fer Llechi, Glo a Chefn Gwlad.

after Llechi, Glo a Chefn Gwlad's short life comes to an end.

## Cwestiynau i ysgogi'r ddeinameg gydymaddysgu yn ystod y flwyddyn olaf / *Questions to stimulate the collaborative learning dynamics during the final year*

Mae Damcaniaeth Newid prosiect Llechi, Glo a Chefn Gwlad yn cario uchelgais fawr. Mae'r adroddiad hwn yn cynnig gwerthfawrogiad o'r ffaith fod radicaliaeth yr uchelgais ar waith: fod newid a phrifiant yn digwydd o fewn unigolion, ar lawr gwlad y cymdogaethau ac yn nhrefodaeth y bartneriaeth.

Ym mlwyddyn olaf y prosiect mae her ddeublyg yn wynebu'r bartneriaeth, sef (i) sicrhau parhad yr esblygiad sydd ohoni o fewn y mentrau a'u cymdogaethau, a (ii) ysgogi ymlediad pellach y cydymaddysgu y tu hwnt i ffiniau'r bartneriaeth.

Mae cwrdd a'r heriau hyn yn greiddiol i allu prosiect Llechi, Glo a Chefn Gwlad i greu gwaddol grymus, gwaddol a wna anghenion a photensial y Lles Cymdeithasol yn 'norm newydd' cynllunio sosio-economaidd yng nghymunedau Cymru.

I'r perwyl hwn, awgrymw'n y cynllun gweithredu dilynol.

At the centre of the Llechi, Glo a Chefn Gwlad project's Theory of Change is a high ambition. This report is an appreciation of the fact that that ambition's essential radicalism is tangibly active: that change and growth is taking place within individuals, the project's communities and the partnership's discussions.

In this, the project's final year, a two-fold challenge awaits the partnership: (i) to maintain the on-going involvement within the enterprises and their communities, and (ii) to further promote that which has been learnt collaboratively beyond the partnership boundaries.

Meeting these challenges is core to the Llechi, Glo a Chefn Gwlad project's ability to create a powerful legacy, a legacy that will make the needs and potential of the Common Good the 'new norm' of socio-economic planning for Wales' communities.

To this end, we propose the following action plan.

## Elfennau ar gyfer cynllun gweithredu Blwyddyn 3 (drafft)/ *Aspects to include in an Action Plan for Year 3 (draft)*

<b>Agweddau posib</b>	<b>Gweithgaredd / Activity</b>	<b>Possible aspects</b>
Ysgogi'r ddeinameg cydymaddysgu barhaus: Ymateb i adroddiad BI2 a chynllunio ar gyfer BI3	Gweithdy rheolwyr / <i>Managers' Workshop</i>	<i>Promoting a continued dynamic of collaborative learning: Response to Y2 report and planning for Y3</i>
Gafael, cofnodi a dehongli tystiolaeth o newid* – Gweithdy 1	Gweithdy prosiect cyfan / <i>Whole Project Workshop</i>	<i>Capture, record and interpret evidence of change* - Workshop 1</i>

Gafael, cofnodi a dehongli tystiolaeth o newid* – Gweithdy 2	Gweithdy prosiect cyfan / <i>Whole Project Workshop</i>	<i>Capture, record and interpret evidence of change* - Workshop 2</i>
Mentora – adnabod egwyddorion craidd	Gweithdy rheolwyr / <i>Managers' Workshop</i>	<i>Mentoring – identifying key principles</i>
Adnabod perthynas iaith, grym, hunaniaeth a chymuned* - cysyniadau a phrofiadau cymunedol* Gweithdy 1	Gweithdy prosiect cyfan / <i>Whole Project Workshop</i>	<i>Knowing the relationship between language, power, identity and community – concepts and community experiences* Workshop 1</i>
Adnabod perthynas iaith, grym, hunaniaeth a chymuned* - cysyniadau a phrofiadau unigol* Gweithdy 2	Gweithdy prosiect cyfan / <i>Whole Project Workshop</i>	<i>Knowing the relationship between language, power, identity and community – concepts and individual experiences* Workshop 2</i>
Datblygu Cymunedol mewn cyd-destun Dwyieithog/ Amlieithog – Heriau a Chyfleoedd Gweithredu Cynhwysol*	Gweithdy prosiect cyfan / <i>Whole Project Workshop</i>	<i>Community Development in bilingual / multilingual contexts – challenges and opportunities for inclusive practice*</i>
Rhannu a darlledu 1: Gweithredu cynhwysol a chenhadaeth* – Gweithdy 1 (Cyflwyniad)	Gweithdy prosiect cyfan / <i>Whole Project Workshop</i>	<i>Sharing and broadcasting: Inclusive practice and mission – Workshop 1 (Introduction)</i>
Rhannu a darlledu 2: Rhoi'r Gweithredu Cynhwysol a chenhadaeth ar waith* – rhannu profiad	Gweithdy prosiect cyfan / <i>Whole Project Workshop</i>	<i>Sharing and broadcasting: Putting inclusive action into practice – Workshop 2 (Sharing experience)</i>
Ehangu'r seiliau damcaniaethol a deallusol – ychwanegu at y llyfryddiaeth prosiect*, cyflwyniadau gan bobl gydag arbenigedd, penodau/llyfrau i ddarllen a chyd-drafod	Cyfres o gyflwyniadau a sesiynau cyd-drafod yn rhan o'r cyfarfodydd wythnosol – rheolwyr ac arweinwyr <i>A series of presentations and co-discussions held as part of the managers' and leaders' weekly meetings.</i>	<i>Expanding the theoretical and intellectual foundations – add to the project reading list*, presentations by people with expertise, chapters and books to read and discuss</i>

### **Allwedd / Key**

\*Sesiynau sy'n ran o ddatblygu cynnwys ychwanegol ar gyfer y cwrs Datblygu Cymunedol diwygiedig / *Sessions that are part of developing additional content for the revised Community Development course.*