

Education and Lifelong Learning Committee

Date: 25 February 2004
Title : Minister's Report

1. This report updates the Committee on specific issues raised by members and on issues of current interest. There have been no specific areas identified by members for this report. Annex A sets out major engagements since the last report.

2. PE AND SCHOOL SPORT

I was pleased to have had the opportunity recently to meet staff and pupils from the secondary and primary schools involved in the Llanrumney PE and School Sport Development Centre. The excellent work being undertaken to extend the range and quality of opportunities provided for pupils was testimony to the good progress being made across Wales to implement the PE and School Action Plan – including the commitment to work towards 2 hours curriculum time each week for PE and school sport.

I have made £1m available to the Sports Council for Wales to support this work and by March 2004, 30 Development Centres will be in place across Wales with at least one in every local authority area. Each Centre has its own approach, based on local circumstances, local partners and expertise. But all Centres are charged with helping schools to raise standards through better links with local partners, including colleges, sports clubs and leisure centres, so that facilities and expertise are used to best effect. In addition, schools are making the important link with the health agenda through a commitment to an "active lifestyles policy" - underpinned by involvement in the Healthy School Initiative. With the assistance of the Sports Council for Wales, PE and School Sport Co-ordinators have been appointed in each local authority and they are playing a central role in supporting the Centres.

Initial feedback from Estyn confirmed that the initiative is having a positive impact and good progress is also being made in a number of associated specialist projects including professional development for teachers, health and fitness, gymnastics and dance. I was particularly pleased to note that as part of the work on Health Related Exercise, resources and materials for use in all Key Stages will be piloted from March 2004 with training for teachers scheduled for the summer term. This work is extremely important and supports the Assembly's wider strategies for sport and healthy and active lifestyles.

NOF funding for PE and School Sport

This work is complemented by the NOF Programme for PE and School Sport with £48m being made available, over 4 years, to improve sports facilities in schools. The NOF resources will be used, primarily, to modernise existing, and build new, indoor and outdoor sport facilities for schools. The

main beneficiaries of the programme will be children and young people. All projects must demonstrate that the facilities will be used by children aged 5-16 as part of school or out of hours activities alongside wider community use.

All local authorities have submitted stage 1 outline bids and have been invited to bring forward stage 2 applications by end March. Such approval provides the green light for work to begin.

The NOF programme provides an opportunity to promote a step change in the provision and use of school sports facilities both by young people and the wider community. My officials have therefore worked alongside NOF to look at what needs to be done to support local authorities to bring proposals forward to the required timescale. The WLGA has been asked to continue to work with the Fund to encourage all involved to take the necessary steps to ensure that the projects, developed by local partnerships, are delivered to schedule to the benefit of young people and communities across Wales.

EYES (European year of Education through Sport)

I was pleased to attend the launch of the European Year of Education through Sport (EYES) in Cardiff on 10 February 2004.

EYES is a Europe wide initiative for 2004 sponsored by the European Commission. It is based on the belief that sport can play educational, social and cultural functions; act as a vehicle for social integration; lead to improved health and improve standards of formal and informal education. The EYES programme aims to bring together education and sport for the benefit of all young people and to encourage them to engage in learning. With its strapline of "Move your Body and Stretch your Mind", the initiative links with and complements the Assembly's strategies to improve health and promote active and healthy lifestyles. Events and projects to run throughout the year will help reinforce messages about sport and learning.

The UK budget of approximately £450,000 is being administered by the Youth Sport Trust. The Sports Council for Wales represents Welsh interests on the National Steering Council for EYES. Four community wide and 5 UK projects have been agreed to date. Bids for the current round of funding are to be submitted by 30 March 2004 for projects to run from 30 June.

I very much hope that all those involved with sport in Wales – working with partners in schools, local authority teams and the youth service - will consider opportunities to tap into this resource either as stand alone projects or through collaborative ventures with partners across the UK.

3. 14-19 Learning Pathways

The Progress Report on 'Learning Pathways 14-19' forms part of the papers for this meeting. . Liz Williams from the Youth and Pupil Participation Division will be giving committee an update later.

Since the publication of the '14-19 Action Plan' (April 2003) the Youth and Pupil Participation Division has taken Learning Pathways developments forward.

- Stakeholders from education, training and employers all across Wales have contributed to developments through their involvement in the various task and finish groups, the Learning Pathways Group and the Overarching Group.
- A 14-19 Project Leader has been in post since September 2003 to take the Action Plan forward.
- Examples of good practice have been gathered to enable us to identify the range of activities already taking place all over Wales. We are working towards these being available on the internet.
- Local 14-19 Networks have been developing and these are supported by the YAPP team through a regular series of meetings.
- Funding of £1.1 million (£50,000 per network) will be available in 2004-5 to each 14-19 Network to support local developments.
- £140,000, to be match funded, will be available in 2004-5 for pilot developments in the Learning Pathways areas of learning coach and personal support.
- Preliminary work will be undertaken in 2004-5 with respect to capacity development in work-focused experience and community and voluntary experience.
- Young People's Advisory Groups are meeting providing the opportunity for some 300 young people from all areas of Wales to comment on the proposals.
- A review conference was held on 13 February 2004 before the task and finish groups/Learning Pathways Group enter the final stages of their work.

Guidance on 14-19 Learning Pathways will be available in spring 2004.

4. ACCAC 2004-05 remit letter

I sent the 2004-05 remit letter for the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) to the authority on 31 January. A copy of the letter and annexes has been placed on <http://www.learning.wales.gov.uk/>.

The remit for the Authority is wide-ranging. It is backed by an increase of 6.1% in ACCAC's baseline from £12.060m in the current year to £12.797m for 2004-05. In addition, ACCAC will receive a ring-fenced allocation of £0.4m from the Iaith Pawb action plan to enhance support for Welsh-medium qualifications and classroom materials.

The remit letter follows an approach agreed across the Cabinet based on the strategic agenda set out in Wales: A Better Country. ACCAC is well placed to help support that agenda. The letter also highlights some key tasks for the Authority. In relation to qualifications, our top priority is for ACCAC to ensure the secure delivery of public examinations in 2004 by WJEC and other awarding bodies operating in Wales. In curriculum development, the letter highlights the work we require of ACCAC on Iaith Pawb, 14-19 Learning Pathways and the Foundation Phase. Also highlighted in the letter is the need for ACCAC to take forward action resulting from the Quinquennial Review that is currently underway.

The remit letter notes that we will issue ACCAC with supplementary remits in two areas later in the year. These are the Curriculum Review and the future arrangements for Statutory Assessment. I expect to receive both ACCAC's consolidated advice on its review of the school curriculum and assessment and the final report from the Daugherty Review in April. I am looking forward to considering these and deciding the way forward on these issues. ACCAC will be a key partner in taking forward whatever action we require and this is why we are proposing supplementary remits in these areas.

The full range of outputs and targets we are looking to ACCAC to achieve in 2004-05 are set out in Annex 2 to the letter.

The remit letter is intended to help shape ACCAC's Operational Plan for 2004-05, which I expect to receive for my approval in March.

5. Letter to 6th Forms

The joint letter that was issued to 6th forms on 5th February is attached in English and Welsh at Annex C

6. ICT Task Force

I have today released a statement on the future of the ICT Task Force contract, a copy of which is attached below.

W S Atkins have provided a noteworthy contribution to the Assembly's work to develop a strategic plan for ICT in schools in Wales. The Atkins Task Force team carried out substantial research into ICT in schools in Wales. Last year they produced best practice reviews in the sector, and their reports covered the areas of: -

- funding,
- procurement and options for a National Procurement Scheme,
- technical support,
- collaboration,
- private sector initiatives,
- ICT equipment recycling, and
- equity of access to ICT

These papers formed the basis of discussions amongst the members of the Assembly's Advisory panel on ICT. The ICT in Education agenda has moved forward as a result of this work.

The ICT Task Force produced a database of ICT assets in schools. The development was a considerable undertaking which involved the production of an interactive website where schools and local education authorities could log data about their hardware, software, internet connections, and included detailed

questions on issues such as how, where and by whom ICT is used in schools. The database was well used, with over 95% of local education authorities, and over 59% of schools providing the required information. This data will prove powerful in informing decisions on the future strategic direction of ICT procurement.

At present, the W S Atkins ICT Task Force team are concentrating their efforts on analysing the data collected onto the database of ICT assets in schools. I expect them to complete that work by 31st March 2004.

The Atkins team has carried out research into the issues affecting ICT provision in schools, and the resulting evidence base is being passed to Assembly officials as a basis for informing future work.

The Advisory Panel on ICT will continue to oversee the development of a holistic ICT strategy, and I reaffirm my commitment to ensure that the work which has until now been covered by the remit of the Task Force will continue.

Statement

The Minister for Education and Lifelong Learning, Jane Davidson AM, today announced changes to the contract for the ICT Task Force, which will bring the work of the Task Force to a close in March 2004.

The £1.02m contract was awarded to Atkins Education in June 2002 and was intended to run for three years. Following discussions with Atkins, however, it has been agreed that the project will now be brought to a close in March, following completion of ongoing work to analyse data provided for the ICT Asset database for schools.

The Minister said, "The Task Force has carried out substantial research into issues affecting the effective deployment of ICT in schools, with a particular focus on sustainable funding and procurement. It is presently completing a major exercise to map out current patterns of ICT provision and use in schools. I am very grateful to the Atkins team for this evidence which will make a valuable contribution to the future development of an ICT strategy for schools in Wales."

"The recent annual report from Her Majesty's Chief Inspector of Schools highlighted improving ICT standards in schools but it is clear that there is still more to be done to ensure that we are fully exploiting the potential of technology to help raise standards of teaching and learning.

"We are therefore taking work forward with the Advisory Panel on ICT to develop a holistic ICT strategy which aims to address issues relating to teacher and learner support, as well as the funding, procurement and infrastructure issues which have previously been remitted to the Task Force. The strategy will draw on the experience of the roll out of the Broadband Network for Lifelong Learning into schools, as well as integrating with the wider elearning framework on which ELWa consulted in 2003."

Notes

1. The ICT Asset database was launched in September 2003. The website on which schools and LEAs were invited to enter their ICT data was formally closed on 31 January 2004. The ICT Task Force is presently analysing the data responses and will make its report to the Assembly before 31 March 2004.
2. The Advisory Panel on ICT was established in October 2001 and includes representatives from local education authorities, teacher and headteacher associations, CBI Wales, IOD Wales, NAACE, Becta, Estyn and ACCAC.
7. Work life balance.

Since 2000 the Welsh Assembly Government has been actively involved in a number of work life balance initiatives as part of the UK wide campaign and through "made in Wales" developments in partnership with Chwarae Teg, Wales TUC and the WDA.

The package of measures to sustain the work life balance agenda in Wales includes:

- Developing good practice models in the public sector through work life balance pilot projects;
- Working with the Private/Voluntary sector to develop innovative work life balance policies and practices;
- Improving dissemination by developing a work life balance website for Welsh employers, employees and the general public.
- Providing advice and guidance for employers in Wales.

Good progress is being made:

- The Assembly has made funding available since 2002 to enable Chwarae Teg to employ pilot project officers to work with 3 Local Authorities, 2 Assembly Sponsored Public Bodies and 2 Universities/Colleges.
- A Work Life Balance Challenge Fund for SMEs was established in 2000. This year (2003-04) 16 organisations are receiving a share of £150,000. Applications for projects for 2004-05 have been assessed by an independent panel, whose recommendations will shortly be forwarded to me for approval.
- Work is nearing completion on the development of a work life balance website for Wales to be launched later this year.

- A Work Life Balance Strategy Group assists in driving forward the work life balance initiative in Wales. It includes officials from partner organisations such as WDA, Chwarae Teg, ELWa, ACAS and the TUC.

A bilingual guide for employers was issued in 2002 and has been widely distributed throughout Wales. Chwarae Teg and TSCP frequently give presentations on work life balance and have recently completed a series of presentations to Business Eye offices and managers in Wales.

8. Consultation and guidance documents recently issued by Schools Management Division:

Consultation documents

Pupil Involvement in Decisions that Affect them and Establishment of School Councils in Primary, Secondary and Special Schools

I am determined to ensure that the experiences and views of children and young people are heard by decision-makers in all public services, including schools. We are committed to equipping children and young people with the knowledge and skills they need to be active citizens. Provisions in the Education Act 2002 facilitate this.

This document consults on:

- guidance to be issued to LEAs and governing bodies under section 176 of the Education Act 2002, which places a duty on LEAs and governing bodies to have regard to any guidance issued by the Assembly about the consultation of pupils in connection with decisions that affect them; and
- proposed regulations under section 21 of the Education Act 2002 requiring governing bodies of maintained primary, secondary and special schools to set up school councils and supporting guidance.

The intention is that sections 21 and 176 will commence in September 2004 and the regulations related to section 21 should come into force in January 2005, although schools would have until July 2005 to establish their school councils.

The consultation document was issued for comment on 24 October 2003 with responses requested by 19 December 2003. Two consultation events for pupils were held in West and North Wales on 24 and 28 November. The responses received and the report on the pupil consultation events are currently being considered preparatory to drawing up draft regulations and guidance.

Guidance on School Uniform

There is no education legislation specifically covering the wearing of school uniform. As part of its responsibility for the conduct of the school, a governing body can specify a uniform which pupils are required to wear.

This document invites views on proposed guidance on school uniform for school governing bodies which focuses on:

- equality issues - ensuring that due regard is given to securing equality of treatment between boys and girls and for pupils from different ethnic and religious backgrounds;
- cost;
- practical considerations involved in introducing or changing a school uniform; and
- consultation with parents on school uniform policy.

In response to the Standing Order 29 Motion by Huw Lewis AM in June 2003 calling for the introduction of an all-Wales minimum grant scheme to assist low income parents with the costs of school uniform, the document also sets out the current position on financial assistance for parents and seeks views on what forms of support with the costs of school uniform are, or would be most beneficial.

The consultation document was issued for comment on 10 December 2003 with responses requested by 18 February 2004. Final guidance will be prepared in light of the responses received and consideration given to the possible introduction of a grant scheme. Both the practical issues of introducing and running a scheme and the full extent of the costs will need to be resolved first.

Implementation of the New School Governance Provisions in the Education Act 2002

The Education Act 2002 contains new provisions relating to school governance. When these provisions are brought into effect they will replace existing provisions in the School Standards and Framework Act 1998 and the Assembly will need to make new regulations under the 2002 Act (these are already included in the ELL secondary legislation table). It is anticipated that that the various provisions in the 2002 Act and related Assembly regulations will come into force on a staged basis from September 2004 with governing bodies having until January 2005 to make any necessary changes.

Current evidence is that governing bodies and LEAs do not see a need for significant change to the existing school government legislation. Our starting assumption is therefore that there should be minimal change. The consultation document which was issued on 30 January 2004 seeks to test that assumption and seeks views on a limited number of changes which we believe would be beneficial to the work of governing bodies. Responses are invited by 26 March 2004.

Guidance Documents

NAW Circular No: 34/03 Community Focused Schools

On 15 December 2003 Welsh Assembly Government published guidance for schools and their partners on the new powers under Sections 27 and 28 of the Education Act 2002 which enable governing bodies to provide services to help meet the needs of their pupils, their families and the wider community.

The guidance covers:

- what is meant by a community focused school and the benefits involved;
- the legal background to the provision of community services and activities;
- the key types of activities and services a school may wish to provide;
- the key partners that need to be involved and consulted;
- the practicalities involved in providing community services and activities;
- the financial issues involved in providing community services and activities; and
- the key steps schools may find helpful in taking this forward.

Sections 27 and 28 of the 2002 Act came into force on 1 September 2003 in Wales. The status of the guidance is non-statutory except for Sections 3.2 to 3.8 (childcare) and all of Section 4 (Consultation and Planning). In exercising the power under Section 27(1) or consulting under Section 28(4) of the Education Act 2002, schools must have regard to these parts of the guidance.

Many schools are already providing some services to their communities. The aim of the guidance is to encourage and advise schools and their partners on how they can build on these and develop a community focus suitable for the circumstances of their community.

The guidance takes account of the responses received following consultation in Spring 2003.

NAW Circular No: 44/03 School Standard and Framework Act 1998: Preparation of Supplementary Education Plans 2004-2005

This document, which was published on 23 December 2003, provides local education authorities with guidance for preparing Supplementary Education Strategic Plans (SESPs) for 2004-2005, in accordance with the Education Development Plans (Wales) Regulations 2002 (SI 2002/1187).

The guidance covers:

- matters to be covered in the statement of proposals;
- the supplementary material as required by the Regulations;
- additional information relating to matters covered by ESPs which authorities are not required by

- the Regulations to provide, but which the Assembly Government would find helpful; and
- the arrangements for submission, approval and publication of plans.

Plans have to be submitted to the Welsh Assembly Government by 30 April 2004 so that they can be approved in time for the start of the 2004-05 school year.

The statement of proposals for raising standards of education and improving the performance of schools in a SESP requires the approval of the Assembly Minister for Education and Lifelong Learning.

NAW Circular No: 09/04 Freedom of Information Act 2000: Model Publication Scheme for Schools

Section 19 of the Freedom of Information Act 2000 places a requirement on all public authorities to produce a publication scheme, to publish the existence of the publication scheme and to publish the classes of information contained in the scheme. All maintained schools in England and Wales are classed as public authorities under paragraph 52 of Schedule 1 to the Act and are required to comply with the requirements of the Act.

All maintained primary, secondary and special schools are required to have a publication scheme in place by 29 February 2004. Maintained nursery schools have a later date for compliance of 30 June 2004.

In order to reduce the burden on schools to produce individual publication schemes, the Welsh Assembly Government has worked with the Office of the Information Commissioner and the Department of Education and Skills to produce a model publication scheme for maintained primary and secondary schools that they can adopt with minimum effort.

The guidance document:

- explains the background to the Freedom of Information Act 2000 requirements and the implications for schools;
- provides schools with a model publication scheme they can adopt with the minimum of work; and
- provides schools with explanatory guidance to assist them with adopting the model scheme and understanding what further action is required to comply with the requirements of the Act.

The guidance document was issued on 30 January 2004 and takes account of responses received following consultation in September 2003.

9. Secondary Legislation

The programme of potential forthcoming secondary legislation is provided at annex B.

Responses to the Consultation on The School Organisation Proposals by the National Council for Education and Training for Wales Regulations 2004.

The consultation invited comments on the content of proposed draft regulations to be made under section 113A of the Learning and Skills Act 2000, as inserted by the Education Act 2002. The regulations set out the arrangements whereby the National Council for Education and Training for Wales (ELWa) would be able to propose the establishment, alteration or closure of school sixth forms or 16-19 schools. They would ensure that ELWa could take the lead, in collaboration with other partners, in local planning across the range of different 16-19 providers in line with its strategic remit for the planning of all post-16 non-HE provision in Wales.

The consultation exercise was conducted electronically, with proposals placed on learning.wales and also traditionally, with a number (over 350) of hard copies sent to interested organisations. The consultation period extended from 8 December 2003 to 2 February 2004.

A total of 32 responses were received of which the majority offered favourable comment on one or more aspects of the draft as consulted on. Issues that have been noted include the nature of the relationship between LEAs and ELWa, the length and timing of consultations, and the role of CCETs. In the light of the responses to the consultation, I shall be considering further the detailed drafting of the regulations and the associated guidance.

A full summary of the responses, and the proposed regulations and guidance, will be provided to Members ahead of the 17 March meeting of ELL Committee.

Annex A

Minister's Engagements – 28th January 2004 to 24th February 2004

29th January

VISIT – Gelli Primary School to present Basic Skills Agency Quality mark

MTG – Daniel Wincott from the University of Birmingham

SPCH – Present accreditation plaques to Bridgend Healthy Schools

1st February

INTVW – BBC Politics Show

2nd February

VISIT – Launch of Mudiad Ysgolion Meithrin’ a Integrated Centre

SPCH – SCEW Conference 2004

MTG – Local Government & Partnership Council

MTG – TUC Wales

3rd February

INTVW – Times Educational Supplement

MTG – ELL Cttee Party spokesperson

4th February

SPCH – Launch of the Electronic Forum Strategy

MTG – Professor Tomlinson, Prof Janet Finch, Sir Martin Harris and Jane Hutt re: UUK/NHSU interface

5th February

SPCH – Opening of the North West Wales Secondary Headteachers Conference 2004

MTG – ELWa North Wales Regional Committee

VISIT – Ysgol Rhiwabon, Wrexham

VISIT – Victoria Junior School, Wrexham to launch water coolers in schools

VISIT – Yale College, Wrexham

SPCH – People’s Network for Learning Launch, Rhyl

7th February

SPCH – 2nd Brian Simon Memorial Lecture, Institute of Education, London

9th February

SPCH – New Headteacher’s Conference, Llandrindod Wells

10th February

SPCH – Recording of video message for EARLALL meeting

SPCH – Launch of European Year of Education through Sport

11th February

SPCH – Open the new Early Years Department at Cwmrhydceirw Primary School, Swansea

MTG – Trinity College, Carmarthen

SPCH – Present IiP plaque to Ysgol Ton Pentre

12th February

SPCH – Launch the Canllaw online ‘Entitlement’ project, Builth Wells

MTG – ELWa South East Wales Regional Committee

SPCH – Maths in Motion Grand Final, Techniquet, Cardiff

13th January

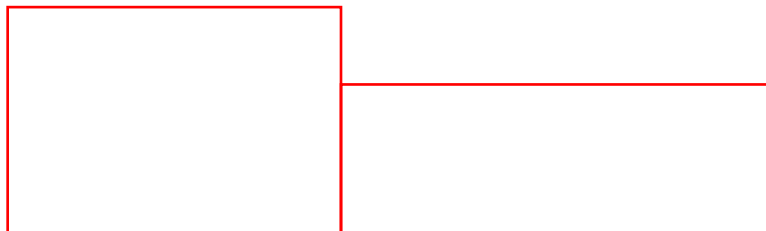
SPCH – Present Quality Mark status to Grangetown Nursery School, Cardiff

SPCH – Towards a Higher Education Credit Framework – The Impact for Wales Conference, Cardiff

23rd February

SPCH – Welsh Launch of Energy and Utility Skills Ltd, City Hall, Cardiff

24th February



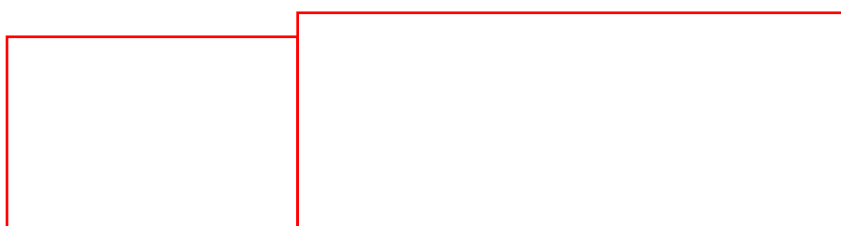
5 February 2004

To: All Post-16 School Headteachers

OUR AMBITIONS FOR SIXTH FORMS IN POST 16 LEARNING

In view of the many inaccuracies that have gained some currency recently in the media and elsewhere, we are writing directly to all schools in Wales with sixth forms to put firmly on record our ambitions for sixth forms as part of the reform and delivery of post 16 learning.

On 1 February 2000 the Assembly voted in plenary to endorse the overall principles of the Education and Training Action Plan (ETAP). At the heart of the ETAP proposals was bringing together the diverse parts of the post-16 sector, including school sixth forms, colleges, independent providers of work based learning, and adult community learning. Central to that is the creation of a common planning and funding system for all post-16 learning based on fairness and transparency – and one which puts the interests of learners centre-stage.



ELWa is now firmly engaged in developing and rolling out its new planning and funding system. ELWa will be sharing the

details of proposed arrangements with schools and other providers over the coming months. To ease the transition, ELWa will run the new funding arrangements side by side with extant systems from August this year. For 2004-05, funding will still be based on current funding systems, so that schools and others will be able to make comparisons. This will help all providers understand the implications for them, and become familiar with the new arrangements that will begin to apply in earnest from August 2005.

ELWa's new planning and funding system is designed to maximise opportunities for learning wherever it takes place, and in whatever settings are right for learners across Wales. It creates the potential to raise our game in Wales through encouraging the growth of exciting collaborative work between schools, colleges and other providers over the next few years, right across the curriculum. Learners across Wales will be able to see the results of enhancing the quality and breadth of post-16 learning for themselves.

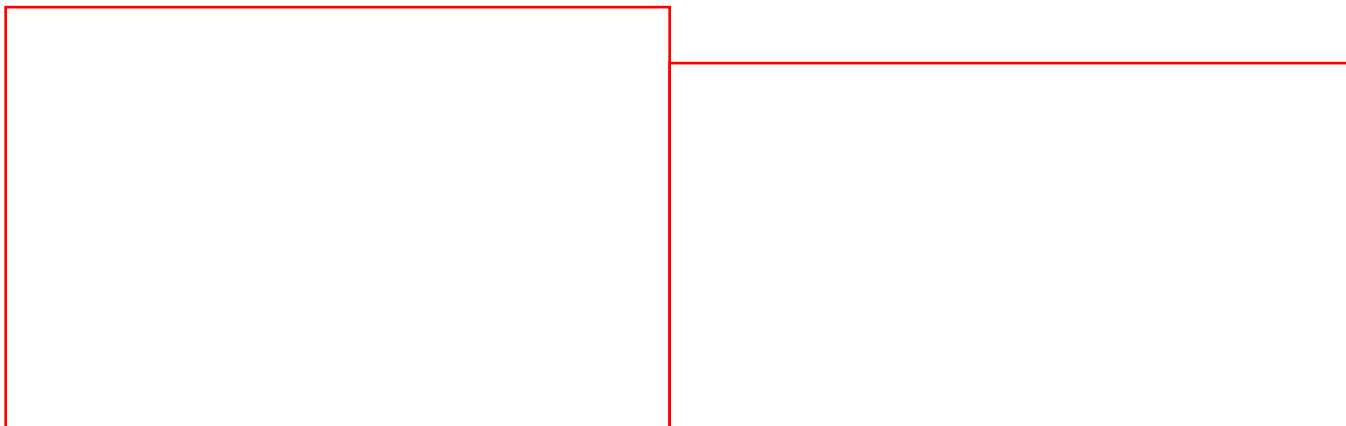
We want schools to be fully part of this process. There is no hidden agenda and we encourage schools to view the future in terms of greater opportunity delivered through strong local partnerships. Any current post-16 provision that is of high quality, relevant, value for money, and fully supported locally faces no threat to its future. Any change will be managed and not precipitate. And where Estyn considers that there is quality provision offering learners adequate curriculum choice that meets local aspirations, there will be no need for change. ELWa will ensure that we build on the best of our learning provision and that learners are not disrupted.

The Assembly Government's remit letter to ELWa this year emphasises the importance of a partnership approach to planning with local education authorities and other bodies. That includes maintaining an effective dialogue with representative bodies including the Welsh Local Government Association, the Secondary Heads Association and the National Association of Head Teachers. ELWa will approach change in a measured way, openly and in full consultation with stakeholders. It is also engaged with CCETs across Wales and will play a key role in fostering the Learning Networks, which are taking forward the Assembly Government's 14-19 agenda.

ELWa's relationships with all learning providers including sixth forms will be based on partnership, inclusion and consultation. The proposed regulations that were issued for consultation are geared to achieving positive outcomes for learners. ELWa has to be in a position to respond to Estyn area inspections which demonstrate how best to deliver quality educational provision in each area. This could, for example, involve opening new or expanding existing sixth forms in areas where provision needs to be improved or widened.

Powers available to ELWa will be subject to extensive safeguards. ELWa will be required to consult widely before it takes a decision to publish statutory proposals, and there will be opportunity for interested parties to make objections to the statutory proposals. The final decision will be made by the Minister for Education and Lifelong Learning. The powers that LEAs have to propose reorganising sixth forms in their area will be unaffected by the regulations. The proposals simply extend similar powers to ELWa in line with its responsibility for all post-16 education and training.

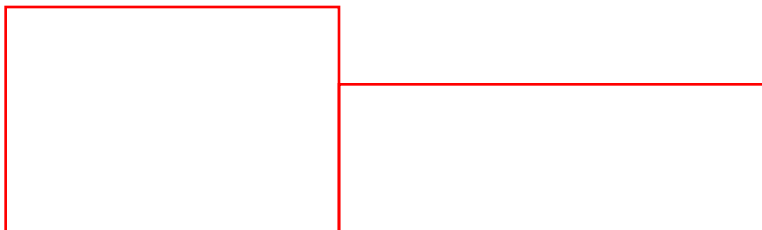
We have embarked on a learning revolution that will benefit people throughout Wales. Learners come first and their needs will be safeguarded. These are not empty words or patronising statements. They are our core principles. We confirm our intention to work in partnership with you to achieve our goals. The prize is too great for us to fail.



Jane Davidson AM Sheila Drury

Minister for Education Chair of the National Council for
and Lifelong Learning Education and Training for Wales

Annex C



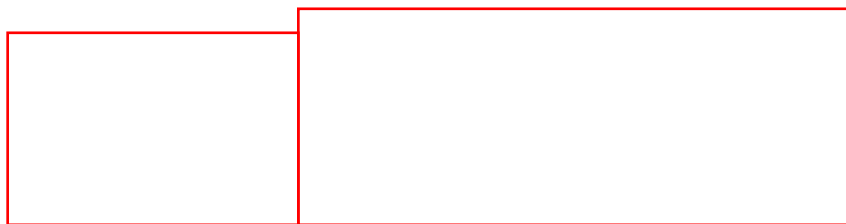
5 Chwefror 2004

I Bob Prifathro/Athrawes Ysgolion Ôl - 16

EIN HUCHELGEISIAU AR GYFER Y CHWECHED DOSBARTH MEWN ADDYSG ÔL-16

Yn wyneb llawer o'r camsyniadau sydd wedi codi rhyw sn ym mrig y morwydd yn ddiweddar yn y cyfryngau ac mewn llefydd eraill, rydym yn ysgrifennu'n uniongyrchol at bob ysgol yng Nghymru sydd â chweched dosbarth i nodi'n gadarn ein huchelgeisiau ar gyfer y chweched fel rhan o ddiwygio a chyflwyno dysgu ôl-16.

Ar Chwefror 1 2000 pleidleisiodd y Cynulliad mewn cyfarfod llawn i gefnogi egwyddorion cyffredinol y Cynllun Gweithredu Addysg a Hyfforddiant (ETAP). Craidd cynigion ETAP oedd crynhoi at ei gilydd agweddau gwahanol y sector ôl-16, gan gynnwys y chweched dosbarth mewn ysgolion, colegau, darparwyr annibynnol addysg yn y gweithle, a dysgu oedolion yn y gymuned. Mae creu system cynllunio a chyllido fydd yn gyffredin i bob dysgu ôl-16 yn ganolog i'r syniad hwn. Seilir y system ar degwch a didwylledd gan roi budd y dysgwyr ar y brig.



Mae ELWa bellach wrthi'n ddyfal yn datblygu ac yn bwrw ymlaen â'i system newydd ar gyfer cynllunio a chyllido. Bydd ELWa'n rhannu manylion y trefniadau arfaethedig ag ysgolion a darparwyr eraill yn ystod y misoedd nesaf. I hyrwyddo'r newid, bydd ELWa'n arddangos y trefniadau cyllido newydd ochr yn ochr â systemau presennol o fis Awst eleni. Ar gyfer 2004-05, bydd y cyllido'n cael ei seilio o hyd ar y systemau cyllido presennol, fel bod yr ysgolion ac eraill yn gallu cymharu. Bydd hyn yn gymorth i'r darparwyr i gyd ddeall y goblygiadau iddynt hwythau, ac iddynt ymgyswrtu â'r trefniadau newydd fydd yn gweithredu'n iawn o fis Awst 2005.

Lluniwyd system cynllunio a chyllido newydd ELWa' i fwyafu cyfleoedd dysgu lle bynnag y bônt, ac ym mha safleoedd bynnag sydd yn iawn i ddysgwyr ar draws Cymru. Mae'n creu posibilrwydd codi'n safonau ni yng Nghymru, dros y blynyddoedd nesaf, ar draws y cwricwlwm, drwy hybu twf gwaith ar y cyd cyffrous rhwng ysgolion, colegau a darparwyr eraill . Bydd dysgwyr trwy Gymru'n gallu gweld drostynt eu hunain ganlyniadau gwella ansawdd ac amrediad dysgu ôl-16.

Rydym am i'r ysgolion chwarae rhan llawn yn y broses. Nid oes agenda gudd o gwbl ac anogwn yr ysgolion i weld ar gyfer y dyfodol fwy o gyfle'n cael ei gyflwyno drwy bartneriaethau lleol, cadarn. Nid oes bygythiad i ddyfodol unrhyw ddarpariaeth ôl-16 gyfredol sydd o ansawdd uchel, yn berthnasol, yn werth yr arian, ac sydd â chefnogaeth lwyr yn lleol. Bydd unrhyw newid dan reolaeth ac nid yn ddisyfyd. A lle bydd Estyn o'r farn fod darpariaeth dda sy'n cynnig i ddysgwyr ddigon o ddewis cwricwlaidd ac sy'n cyflawni dyheadau'r bobl leol ar gael yn barod, ni fydd angen newid. Bydd ELWa'n sicrhau ein bod yn adeiladu ar ein darpariaeth orau ar gyfer dysgu ac na fydd y newidiadau hyn yn tarfu ar y dysgwyr.

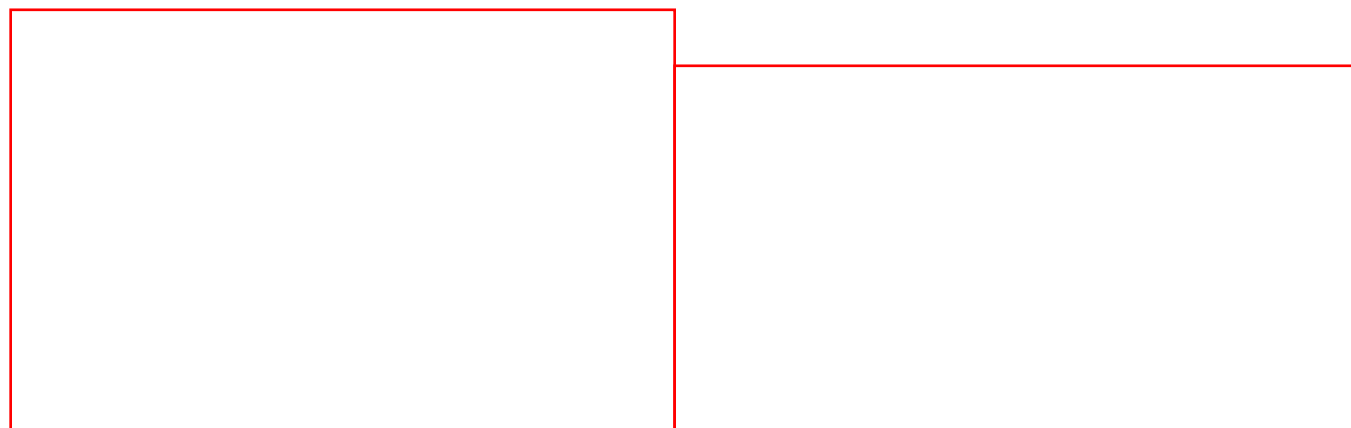
Mae llythyr cylch gwaith Llywodraeth y Cynulliad at ELWa eleni yn tanlinellu pwysigrwydd y dull partneriaeth wrth gynllunio gydag awdurdodau addysg lleol a chyrrff eraill. Mae hynny'n cynnwys trafod

yn effeithiol â chyrrff cynrychioladol gan gynnwys Cymdeithas Llywodraeth Leol Cymru, Cymdeithas Penaethiaid Ysgolion Uwchradd a Chymdeithas Genedlaethol y Prifathrawon. Bydd ELWa'n mynd at y newid yn bwylllog, yn agored ac wrth drafod yn llawn â'r rhanddeiliaid. Mae hefyd yn ymwneud â Chynghorau Addysg a Hyfforddiant trwy Gymru a bydd yn chwarae rhan allweddol wrth feithrin y Rhwydweithiau Dysgu, sydd yn gyrru agenda 14-19 Llywodraeth y Cynulliad yn ei blaen.

Bydd perthynas ELWa â phob darparwr dysgu gan gynnwys y chweched dosbarth yn cael ei seilio ar bartneriaeth, cynhwysiant ac ymgynghori. Mae'r rheoliadau arfaethedig sy'n destun ymgynghori wedi'u hanelu at wella byd y dysgwyr. Mae'n rhaid i ELWa fod mewn sefyllfa i ymateb i arolygiadau rhanbarthol Estyn sydd yn dangos sut mae cyflwyno'r ddarpariaeth addysgol er y gorau ym mhob rhanbarth. Er enghraifft, gallai hyn olygu agor dosbarthiadau chwech newydd neu chwyddo rhai presennol mewn ardaloedd lle mae angen gwella neu ehangu'r ddarpariaeth.

Bydd y pwerau sydd gan ELWa dan amodau diogelu lluosog. Bydd gofyn i ELWa ymgynghori'n eang cyn penderfynu cyhoeddi cynigion statudol, a bydd cyfle i'r rhai sy'n gysylltiedig wrthwynebu'r cynigion statudol. Bydd y penderfyniad terfynol yn cael ei wneud gan y Gweinidog dros Addysg a Dysgu Gydol Oes. Ni fydd y rheoliadau'n effeithio ar y pwerau sydd gan yr AAL i gynnig ad-drefnu dosbarthiadau chwech yn eu rhanbarth. Dim ond rhoi pwerau tebyg i ELWa y mae'r cynigion, yn unol â chyfrifoldeb y corff hwnnw dros addysg a hyfforddiant ôl-16 yn gyfan-gwbl.

Rydym wedi cychwyn chwyldro ym myd dysgu fydd o fudd i bobl trwy Nghymru benbaladr. Y dysgwyr sy'n dod flaenaf a bydd eu hanghenion nhw yn cael eu diogelu. Nid geiriau gwag na datganiadau nawddoglyd mo'r rhain. Dyma graidd ein hegwyddorion. Rydym yn cadarnhau ein bwriad i weithio mewn partneriaeth â chi i gyrraedd y nod. A'r wobwr mor fawr gwae inni fethu.



Jane Davidson AM Sheila Drury

Minister for Education Chair of the National Council for
and Lifelong Learning Education and Training for Wales