



**Cynulliad Cenedlaethol Cymru
Y Pwyllgor Addysg a Dysgu Gydol Oes**

**The National Assembly for Wales
Education and Lifelong Learning Committee**

**Y Cyngor Cenedlaethol—ELWa: Fframwaith Cynllunio a
Chyllido**

**The National Council—ELWa: Planning and Funding
Framework**

**Cwestiynau 1-32
Questions 1-32**

**Dydd Mercher 10 Rhagfyr 2003
Wednesday 10 December 2003**

Aelodau o'r Cynulliad yn bresennol: Peter Black (Cadeirydd), Jane Davidson (Gweinidog dros Addysg a Dysgu Gydol Oes), Denise Idris Jones, Jeff Cuthbert, Irene James, Leighton Andrews, Janet Ryder, Owen John Thomas, Mark Isherwood, David Davies.

Tystion: Sheila Drury, Cadeirydd y Cyngor Cenedlaethol—ELWa; Richard Hart, Cyfarwyddwr Dysgu Dros Dro y Cyngor Cenedlaethol—ELWa; Elaine Allinson, Pennaeth Polisi Cyllido a Phrosiectau Arbennig y Cyngor Cenedlaethol—ELWa.

Assembly Members present: Peter Black (Chair), Jane Davidson (Minister for Education and Lifelong Learning), Denise Idris Jones, Jeff Cuthbert, Irene James, Leighton Andrews, Janet Ryder, Owen John Thomas, Mark Isherwood, David Davies.

Witnesses: Sheila Drury, Chair, the National Council—ELWa; Richard Hart, Interim Director of Learning, the National Council—ELWa; Elaine Allinson, Head of Funding Policy and Special Projects, the National Council—ELWa.

*Dechreuodd y sesiwn cymryd tystiolaeth am 10.16 a.m.
The evidence-taking session began at 10.16 a.m.*

[1] **Peter Black:** We now move on to the next item on the agenda, which is the National Council—ELWa's planning and funding framework. I invite the ELWa officials to come to the table. We have with us today Sheila Drury, the Chair of ELWa, Richard Hart, the interim Director of Learning, and Elaine Allinson, the Head of Funding Policy and Special Projects. I will ask ELWa to make its powerpoint presentation—we are using new technology today—for about 15 minutes, and I will then invite members to ask questions. I therefore invite Sheila to start the presentation.

Ms Drury: Thank you very much. Chairman, I am very pleased to be speaking to you again so soon after the scrutiny of ELWa's performance and management action plan, and I am pleased to report that everything on that score is on track. I found the meeting when I was still chairman-designate very useful, and you gave powerful messages that you want ELWa to succeed, that you want us to move forward in an open, transparent and accessible way, and that you want us to do this from the sound base of a robust organisation. Those messages remain very relevant.

There is a long history to the subject that we want to discuss today. I will not repeat the

[1] **Peter Black:** Symudwn ymlaen yn awr at yr eitem nesaf ar yr agenda, sef fframwaith cynllunio a chyllido'r Cyngor Cenedlaethol—ELWa. Yr wyf yn gwahodd swyddogion ELWa i ddod at y bwrdd. Yn gwmi i ni heddiw mae Sheila Drury, Cadeirydd ELWa, Richard Hart, y Cyfarwyddwr Dysgu dros dro, ac Elaine Allinson, Pennaeth Polisi Cyllido a Phrosiectau Arbennig. Byddaf yn gofyn i ELWa roi ei gyflwyniad 'powerpoint'—yr ydym yn defnyddio technoleg newydd heddiw—am rhyw 15 munud, ac wedyn byddaf yn gwahodd aelodau i ofyn cwestiynau. Felly yr wyf yn gwahodd Sheila i ddechrau'r cyflwyniad.

Ms Drury: Diolch yn fawr iawn. Gadeirydd, mae'n bleser gennyf fod yn siarad â chi unwaith eto mor fuan ar ôl y craffu ar gynllun gweithredu perfformiad a rheolaeth ELWa, ac mae'n bleser gennyf ddweud wrthyfch bod popeth i'r perwyl hwnnw yn mynd rhagddo'n hwylus. Yr oedd y cyfarfod a gawsom pan oeddwn yn dal i fod yn ddarpar gadeirydd yn ddefnyddiol iawn, a dangosoch yn glir eich bod eisiau i ELWa lwyddo, eich bod eisiau i ni symud ymlaen mewn ffordd agored, dryloyw a hygyrch, a'ch bod eisiau i ni wneud hyn o sylfaen gref sefydliad cadarn. Mae'r negeseuon hynny yn dal i fod yn berthnasol iawn.

Mae hanes hir i'r pwnc yr ydym am ei drafod heddiw. Nid wyf am ailadrodd y wybodaeth

information in our written report, except to say that the need for improved planning and a better way of funding post-16 learning are core to the creation and the success of ELWa. When I joined the council in 2001, I was asked to chair an external stakeholders' group on the development of a new funding system. This group has met regularly and it has informed ELWa's thinking. The group flagged up the many issues and anxieties that exist, and I am sure that these are issues that are probably shared by the Committee. We conducted a major consultation exercise last autumn, and there is consensus on the following issues. First, there is a need for a more integrated planning of learning provision at national, regional and local levels. There is consensus that effective planning must precede funding decisions. There is a need for an open and transparent funding system to all sectors and for the needs of learners and employers to be kept centre stage. We do not have the money or the time to spend on wasteful duplication of provision. We must recognise the importance of affordable learner choice, however, and changes to provision must be managed thoroughly and sensitively at the local level and on a transitional and phased basis. We are not advocating a sudden, single, big-bang approach for the introduction of the new system.

I hope that you can share these broad principles, and I look forward to your comments later. Principles, however, are fine. Why, essentially, are we going forward with this? Clearly, all in ELWa and all in the Committee believe that learning in itself is a good thing, when it is conducted in an inspiring, supportive and engaging way. It is vital to the development of the individual, vital to people preparing for employment, and vital to the economy of Wales and so on. Of course, we have a defined but finite budget, so we have to make the very best use of that in order to fulfil all of these major obligations.

So, how are we aiming to attack this? First, we believe that it is absolutely essential that there is up-to-date intelligence available on learner and employer needs, and that that is

sydd yn ein hadroddiad ysgrifenedig, dim ond dweud bod yr angen am ffordd well o gynllunio a ffordd well o gyllido dysgu ôl-16 wrth galon creu a llwyddiant ELWa. Pan ymunais â'r cyngor yn 2001, gofynnwyd i mi gadeirio grŵp rhanddeiliaid allanol ar ddatblygu system gyllido newydd. Mae'r grŵp hwn wedi cwrdd yn rheolaidd ac wedi goleuo meddylfryd ELWa. Tynnodd y grŵp sylw at nifer o faterion a phryderon sy'n bodoli, ac yr wyf yn sicr bod y materion hyn yn poeni'r Pwyllgor hefyd yn ôl pob tebyg. Cynhaliwyd ymarfer ymgynghori mawr gennym hydref diwethaf, a cheir consensws ar y materion canlynol. Yn gyntaf, mae angen cynllunio darpariaeth dysgu mewn ffordd fwy integredig ar lefelau cenedlaethol, rhanbarthol a lleol. Ceir consensws bod rhaid cael cynllunio effeithiol cyn penderfynu ar gyllid. Mae angen system gyllido agored a thryloyw ar gyfer pob sector ac mae angen rhoi anghenion dysgwyr a chyflogwyr wrth galon hyn oll. Nid yw'r arian na'r amser gennym ar gyfer dyblygu darpariaeth yn wastraffus. Rhaid inni gydnabod pwysigrwydd rhoi dewis fforddiadwy i ddysgwyr, fodd bynnag, a rhaid rheoli newidiadau i ddarpariaeth yn drylwyr ac yn sensitif ar lefel leol ac ar sail drosiannol a graddol. Nid ydym yn eirioli mynd ati ar unwaith ag un ergyd fawr i gyflwyno'r system newydd.

Gobeithiaf y gallwch rannu'r egwyddorion cyffredin hyn, ac edrychaf ymlaen at eich sylwadau yn nes ymlaen. Mae egwyddorion, fodd bynnag, yn ddigon teg. Pam, yn ei hanfod, yr ydym yn mynd yn ein blaenau gyda hyn? Yn amlwg, mae pawb yn ELWa a phawb yn y Pwyllgor yn credu bod dysgu ei hun yn beth da, pan gaiff ei gynnal mewn ffordd ysbrydoledig, cefnogol a chyfranogol. Mae'n hollbwysig i ddatblygiad yr unigolyn, yn hollbwysig i bobl sy'n paratoi am gyflogaeth, ac yn hollbwysig i economi Cymru ac yn y blaen. Wrth reswm, mae gennym gyllideb ddiffiniedig ond mae terfyn iddi, felly rhaid inni wneud y gorau ohoni er mwyn cyflawni'r holl rwymedigaethau pwysig hyn.

Felly, sut yr ydym yn bwriadu mynd i'r afael â hyn? Yn gyntaf, credwn ei bod yn gwbl hanfodol bod gwybodaeth ddiweddar ar gael am anghenion dysgwyr a chyflogwyr, a bod y

equally available to all providers. Then we need more effective, long-term, linked-up planning processes, which will guide the use of resources and delivery. We need an open and transparent funding system with weights, so that more money is allocated where, for example, population is scarce, where we want to teach through the medium of Welsh, and where there is a background of deprivation and so on and so forth. My colleagues will be talking further about that.

We believe that our proposals will increase and improve opportunities for Welsh learners, and will provide them with more choice and more accessibility. Members will be concerned about how our proposals are going to play out in their local areas, how it is going to benefit their learners and improve their choice, and how it is going to impact, perhaps, on different learning providers. It is clear to ELWa that the shape of learning provision must be arrived at through shared decision making locally, within the overall framework of the national planning and funding system.

What are the benefits that we are going to bring? What is the reason for going through this process of change? Well, we are aiming to invest further in quality across the board. We are aiming to provide a new management information system, which is going to let us know much more quickly about who is participating in learning, how many people are doing so, where they are progressing to, and what they are achieving. We aim to make the four existing and different regional approaches to pricing and allocating work-based learning budgets more coherent and equitable. We are also going to put in place longer-term contracts for providers. We hope to give them the certainty and the forward look that they need to plan their operations more effectively. We are looking at simplified, new delivery arrangements for business support, and we have started a major in-depth review of skills for employment provision. We are working towards being able to offer, in August 2005, a relevant range of learning services and support to go with the better planning arrangements and the transparent, equitable funding system. Now I would like Richard and Elaine to go into

wybodaeth hon ar gael yn deg i'r holl ddarparwyr. Wedyn mae angen prosesau cynllunio arnom sy'n fwy effeithiol, tymor hir a chysylltiedig, a fydd yn arwain defnyddio'r adnoddau a'u cyflwyno. Mae angen system gyllido agored a thryloyw arnom gyda phwysiaidau, er mwyn dyrannu'r arian lle, er enghraifft, mae'r boblogaeth yn denau, lle yr ydym am ddysgu drwy gyfrwng y Gymraeg, a lle ceir cefndir o amddifadedd ac yn y blaen ac yn y blaen. Bydd fy nghydweithwyr yn siarad rhagor am hynny.

Credwn y bydd ein cynigion yn cynyddu ac yn gwella cyfleoedd i ddysgwyr Cymru, ac y byddant yn rhoi rhagor o ddewis a mynediad iddynt. Bydd Aelodau yn poeni am effaith ein cynigion ar eu hardaloedd lleol, sut y byddant o fudd i'w dysgwyr ac yn gwella eu dewis a sut y byddant yn effeithio, efallai, ar wahanol ddarparwyr dysgu. Mae'n amlwg i ELWa bod rhaid cyrraedd siâp darpariaeth dysgu drwy lunio penderfyniadau ar y cyd yn lleol, o fewn fframwaith cyffredinol y system gynllunio a chyllido genedlaethol.

Beth yw'r manteision y byddwn yn eu cyflwyno? Beth yw'r rheswm dros fynd drwy'r broses newid hon? Wel, ein nod yw buddsoddi rhagor mewn ansawdd yn gyffredinol. Ein nod yw darparu system gwybodaeth reoli newydd, a fydd yn rhoi gwybodaeth i ni lawer cynt ynghylch pwy sy'n cymryd rhan mewn dysgu, faint o bobl sy'n gwneud hynny, lle maent yn symud ymlaen iddo, a beth maent yn ei gyflawni. Ein nod yw gwneud y pedair ffordd gyfredol a rhanbarthol wahanol o brisio a dyrannu cyllidebau dysgu yn y gwaith yn fwy cydlynol a theg. Yr ydym hefyd am sefydlu contractau tymor hwy i ddarparwyr. Gobeithiwn roi sicrwydd iddynt er mwyn iddynt allu edrych tua'r dyfodol yn well i gynllunio eu gwaith yn fwy effeithiol. Yr ydym yn edrych ar drefniadau cyflwyno newydd symlach ar gyfer cefnogaeth i fusnesau, ac yr ydym wedi dechrau adolygiad manwl sylweddol o sgiliau ar gyfer darpariaeth cyflogaeth. Yr ydym yn gweithio tuag at allu cynnig, ym mis Awst 2005, amrywiaeth perthnasol o gefnogaeth a gwasanaethau dysgu i fynd law yn llaw â'r trefniadau cynllunio gwell a'r system gyllido

some of the aspects of our system in a little more detail.

Mr Hart: Principally, ELWa inherited four funding streams for learning provision: programmes for further education, work-based learning, adult continuing education—which we now call community learning—and school sixth forms. As you will see from the powerpoint slide, this year we are spending more than £430 million in direct learning provision. The next slide shows the respective size of the learner cohort for the four learning strands. This is a head count, and it shows the relative amount of full-time learners and part-time learners, and you will see from the slide that the overwhelming numbers are in the further education sector.

Most learners, however, only learn on a part-time basis, perhaps only for a few hours a week. So a more representative way of showing the volume of learning activity is to convert the part-time learners into full-time equivalents. On the screen, we are looking at just over 69,000 full-time equivalents in further education, 26,500 in schools, nearly 29,000 in work-based learning and about 1,100 full-time equivalents in community learning. Currently, each sector has its own funding mechanism and no two are the same. This renders comparative levels of funding imprecise. Nevertheless, we have attempted to show a comparison. Schools and work-based learning fund on a per learner basis, but our review shows significant variations on spend within, as well as between, those sectors. For example, the funding for secondary school pupils in Wales this year, by local education authority, ranges from between £3,185 to £4,119, while work-based learning ranges from nearly £2,200 to just over £4,600 per trainee. All further education colleges are funded at the same unit rate, not on a per-learner basis. However, we have calculated an average rate per full-time equivalent learner for the purposes of comparison.

deg, dryloyw. Yn awr carwn i Richard ac Elaine ymhelaethu ar rai agweddau ar ein system.

Mr Hart: Yn bennaf, etifeddodd ELWa bedair ffrwd cyllido ar gyfer darpariaeth dysgu: rhaglenni ar gyfer addysg bellach, dysgu yn y gwaith, addysg barhaus oedolion—yr ydym yn awr yn ei alw yn ddysgu cymunedol—a chweched dosbarth ysgolion. Fel a welwch o'r sleid 'powerpoint', eleni yr ydym yn gwario dros £430 miliwn ar ddarpariaeth dysgu uniongyrchol. Dengys y sleid nesaf nifer y dysgwyr yn y pedair ffrwd dysgu. Dyma'r niferoedd, ac mae'n dangos y nifer cymharol o ddysgwyr amser llawn a dysgwyr rhan amser, a gwelwch o'r sleid mai yn y sector addysg bellach y mae'r nifer fwyaf o bell ffordd.

Fodd bynnag, dim ond ar sail ran amser y mae'r rhan fwyaf o ddysgwyr yn dysgu, efallai am ddim ond ychydig o oriau bob wythnos. Felly byddai'n fwy cynrychioladol dangos maint y gweithgarwch dysgu pe baem yn trosi'r dysgwyr rhan amser i ddysgwyr cyfwerth ag amser llawn. Ar y sgrîn yr ydym yn edrych ar ychydig dros 69,000 o ddysgwyr cyfwerth ag amser llawn mewn addysg bellach, 26,500 mewn ysgolion, bron i 29,000 yn dysgu yn y gwaith ac oddeutu 1,100 o ddysgwyr cyfwerth ag amser llawn mewn dysgu cymunedol. Ar hyn o bryd mae gan bob sector ei fecanwaith cyllido ei hun ac nid oes dau yr un fath. Mae hyn yn golygu bod lefelau cymharol cyllido yn amwys. Er gwaethaf hynny, yr ydym wedi ceisio dangos cymhariaeth. Mae ysgolion a dysgu yn y gwaith yn cyllido fesul dysgwr, ond mae ein hadolygiad yn dangos amrywiadau sylweddol ar faint sy'n cael ei wario o fewn, yn ogystal â rhwng, y sectorau hynny. Er enghraifft, mae'r cyllid ar gyfer disgyblion ysgol uwchradd Cymru eleni, fesul awdurdod addysg lleol, yn amrywio rhwng £3,185 a £4,119, tra bod dysgu yn y gwaith yn amrywio rhwng bron i £2,200 ac ychydig dros £4,600 yr hyfforddai. Caiff pob coleg addysg bellach ei gyllido ar yr un raddfa uned, ac nid fesul dysgwr. Fodd bynnag, yr ydym wedi cyfrifo graddfa gyfartalog fesul dysgwr cyfwerth ag amser llawn at ddibenion cymharu.

In the light of reviewing this inheritance, ELWa believes that there is a compelling case to change the funding arrangements. A rationalising of the funding arrangements would be the logical next step to the vision outlined in the education and training action plan for Wales. Any funds released through rationalisation will enable targeting of investment where learners, rather than providers, are the focus, irrespective of the funding stream. A level playing field between sectors will also assist in the goal of attaining parity of esteem between academic, vocational and informal learning, especially if it is underpinned by universal credit qualifications and quality frameworks.

By addressing the disparate nature and disproportionate levels of funding and the incompatible funding mechanisms, ELWa believes that it will become more effective in taking forward council and National Assembly priorities, such as the 14 to 19 agenda, which transcends sector divides. However, ELWa is operating within a finite budget, and there are tough funding decisions to be made as ELWa prioritises its expenditure. This will be the more effective if funding is on a like-for-like basis.

At present, providers are subject to different planning regimes and, as with funding, some providers are subject to more than one system simultaneously. Furthermore, there are two funding years. One is based on the academic year, which commences on 1 August, and the other is based on the financial year, which commences on 1 April, even though the provision is organised on an academic year basis. This multiplicity of factors and the lack of a comprehensive planning and funding regime is reflected in unproductive duplication and competition between providers.

ELWa believes that neither the status quo nor more of the same are viable options if Wales is to look to post-16 learning to raise skill levels and contribute to the vision of 'The Learning Country'. Rather, ELWa is proposing an integrated planning and funding system, which will result in real benefits for learners through the most efficient, effective and economic management of the resources

Yn sgîl adolygu'r etifeddiaeth hon, cred ELWa fod dadl gref o blaid newid y trefniadau cyllido. Rhesymoli'r trefniadau cyllido fyddai'r cam rhesymegol nesaf i'r weledigaeth a amlinellir yng nghynllun gweithredu addysg a hyfforddiant Cymru. Bydd unrhyw gronfeydd a ryddheir drwy resymoli yn ein galluogi i dargedu buddsoddiad gan ganolbwyntio ar ddysgwyr yn hytrach na darparwyr, waeth beth yw'r ffrwd gyllido. Bydd tegwch rhwng sectorau hefyd yn cynorthwyo gyda'r nod o sicrhau gwerth cyfartal rhwng dysgu academiaidd, galwedigaethol ac anffurfiol, yn enwedig os yw'n seiliedig ar gymwysterau credyd cyffredinol a fframweithiau ansawdd.

Drwy roi sylw i natur anghyfartal a lefelau anghymesur y cyllid a'r mecanweithiau cyllido anghydawns, cred ELWa y bydd yn fwy effeithiol wrth fynd â blaenoriaethau'r cyngor a'r Cynulliad Cenedlaethol ymlaen, fel yr agenda 14 i 19, sy'n mynd y tu hwnt i ffiniau sector. Fodd bynnag, mae ELWa yn gweithio o fewn cyllideb sydd â therfyn iddi, ac mae angen gwneud penderfyniadau cyllido anodd wrth i ELWa flaenoriaethu ei wariant. Bydd hyn yn fwy effeithiol byth os bydd y cyllido ar sail tebyg am debyg.

Ar hyn o bryd, mae darparwyr yn rhwym wrth drefniadau cynllunio gwahanol ac, yn yr un modd â chyllid, mae rhai darparwyr yn rhwym wrth fwy nag un system ar yr un pryd. Yn ogystal, ceir dwy flwyddyn gyllido. Mae un yn seiliedig ar y flwyddyn academiaidd, sy'n dechrau ar 1 Awst, ac mae'r llall yn seiliedig ar y flwyddyn ariannol, sy'n dechrau ar 1 Ebrill, er bod y ddarpariaeth yn cael ei threfnu ar sail y flwyddyn academiaidd. Mae'r amryfal ffactorau hyn a diffyg trefn gynllunio a chyllido gynhwysfawr yn cael eu hadlewyrchu drwy ddyblygu di-fudd a chystadleuaeth rhwng darparwyr.

Cred ELWa nad yw'r status quo na rhagor o'r un peth yn opsiynau ymarferol os yw Cymru am i ddysgu ôl-16 godi lefelau sgiliau a chyfrannu at weledigaeth 'Y Wlad sy'n Dysgu'. Yn hytrach, mae ELWa yn cynnig system gynllunio a chyllido integredig, a fydd yn arwain at fanteision gwirioneddol i ddysgwyr drwy reoli'r adnoddau a roddir i ELWa yn y ffordd fwyaf effeithlon, effeithiol

entrusted to ELWa. A single planning and funding system will tackle the existing complexities and inequities and establish an open and transparent approach, which will provide value for money. The introduction of the new system will be on the basis of a managed transition. This will ensure that providers will not be inadvertently destabilised, but will be moved via cushioning and dampening techniques to new levels of funding during a transition period. Ultimately, the new system will ensure that funding follows strategy and planning to ensure real benefits to learners, such as investing in improving the learning environment, shared staff and curriculum development, and enhanced access to a full and comprehensive curriculum.

Although the 2001 remit letter asked us to propose a funding system only, ELWa feels that to do so in isolation from a related planning system would not result in the most intelligent or targeted deployment of resources, and that neither would it address the challenges identified in the case for change. The chart on the screen is a simplified version of that in Members' prior papers. It shows that ELWa wants to move forward to an integrated planning and funding arrangement on a three-year cycle, and the screen shows a typical one-year cycle—subject, of course, to the agreement of the Assembly Government—which will enable a holistic assessment of need and demands and the long-term development of responsive high-quality learning networks. This planning approach will not replicate the former Manpower planning, which led to major distortions of education and training provision. The main feature of provision would be the relationship between learners and learning providers, but this would need to be guided through the identification of critical needs and priorities and the development of strategic plans using a range of information, taking account of skills needs and employment opportunities. Planning will take its lead from Assembly Government policy as expressed in the remit letter and other relevant strategies, and ELWa's long-term vision as outlined in our corporate strategy. Planning will draw heavily upon qualitative and quantitative information about the learning preferences of individuals,

ac economaidd. Bydd un system gynllunio a chyllido yn mynd i'r afael â'r cymhlethdodau a'r annhegwch a geir ar hyn o bryd ac yn llunio dull gweithredu agored a thryloyw, a fydd yn darparu gwerth am arian. Cyflwynir y system newydd ar sail cyfnod pontio wedi'i reoli. Bydd hyn yn sicrhau na fydd darparwyr yn cael eu hansefydlogi'n anfwriadol, ond fe'i symudir drwy dechnegau lliniaru a lleddfu at lefelau cyllido newydd yn ystod cyfnod pontio. Yn y pen draw, bydd y system newydd yn sicrhau bod cyllido'n dilyn strategaeth a chynllunio i sicrhau manteision gwirioneddol i ddysgwyr, fel buddsoddi i wella'r amgylchedd dysgu, rhannu staff a datblygu cwricwlwm, a mynediad gwell at gwricwlwm llawn a chynhwysfawr.

Er mai dim ond gofyn i ni gynnig system gyllido oedd llythyr cylch gwaith 2001, teimla ELWa na fyddai gwneud hynny ar ei ben ei hun heb system gynllunio gysylltiedig yn arwain at ddefnyddio adnoddau yn y ffordd ddoethaf. Ni fyddai hynny ychwaith yn targedu adnoddau ac ni fyddai'n rhoi sylw i'r sialensiau a nodwyd yn y ddadl o blaid newid. Mae'r siart ar y sgrîn yn fersiwn wedi'i symleiddio o'r hyn sydd yn y papurau a dderbyniodd Aelodau ymlaen llaw. Mae'n dangos bod ELWa eisiau symud ymlaen at drefniant cynllunio a chyllido integredig ar gylch tair blynedd, ac mae'r sgrîn yn dangos cylch blwyddyn nodweddiadol—yn amodol, wrth gwrs, ar gytundeb Llywodraeth y Cynulliad—a fydd yn galluogi asesiad cyfannol o angen a galw a datblygiad tymor hir rhwydweithiau dysgu ymatebol o ansawdd da. Ni fydd y dull cynllunio hwn yn ailadrodd y cynllunio blaenorol gan Manpower, a arweiniodd at afluniadau sylweddol mewn darpariaeth addysg a hyfforddiant. Y brif nodwedd fyddai'r berthynas rhwng dysgwyr a darparwyr dysgu, ond byddai angen arwain hyn drwy nodi blaenoriaethau ac anghenion critigol a datblygu cynlluniau strategol drwy ddefnyddio amrywiaeth o wybodaeth, gan ystyried anghenion sgiliau a chyfluoedd cyflogaeth. Bydd cynllunio'n cael ei arwain gan bolisi Llywodraeth y Cynulliad fel a fynegir yn y llythyr cylch gwaith a strategaethau perthnasol eraill, a gweledigaeth tymor hir ELWa fel amlinellir yn ein strategaeth gorfforaethol. Bydd

businesses and communities at local, regional and national levels. This information, encapsulated in a major, three-year, national and regional learning assessment, will enable ELWa's regional committees to produce the regional statements of needs and priorities, shown on the chart as RSNPs, to which community consortia for education and training will respond via their annual recommendations. RSNPs and CCET recommendations will inform ELWa's three-year corporate plan and the annual delivery of learning specified in the learning network provider delivery plans—those are the plans where individual providers contribute to the whole—thus creating an inclusive, demand-led approach, which is evidence-based and responsive to learners.

cynllunio'n dibynnu'n drwm ar wybodaeth ansoddol a meintiol am hoffterau dysgu unigolion, busnesau a chymunedau ar lefelau lleol, rhanbarthol a chenedlaethol. Bydd y wybodaeth hon, a grynhoir mewn asesiad dysgu cenedlaethol a rhanbarthol, tair blynedd, sylweddol, yn galluogi pwyllgorau rhanbarthol ELWa i gynhyrchu'r datganiadau rhanbarthol o anghenion a blaenoriaethau, a ddangosir ar y siart fel RSNPs, y bydd consortia cymunedol dros addysg a hyfforddiant yn ymateb iddynt drwy eu hargymhellion blynyddol. Bydd RSNPs ac argymhellion CCET yn goleuo cynllun corfforaethol tair blynedd ELWa a chyflwyno'n flynyddol y dysgu a nodir yng nghynlluniau cyflwyno'r darparwr rhwydwaith dysgu—y cynlluniau lle mae darparwyr unigol yn cyfrannu at y cyfan—a drwy hynny yn creu dull gweithredu cynhwysol wedi'i arwain gan alw, yn seiliedig ar dystiolaeth ac yn ymatebol i ddysgwyr.

The next part of the presentation reports on the development of the proposed funding system itself. Following extensive consultation, ELWa proposes to adopt four funding streams for learning. These fundamentally reflect the key elements of learners' interests. The learner provision strand is designed to secure the main learning programmes in work-based learning, further education, schools and community learning. Access to some learning is commissioned by learners themselves, with funds from such initiatives as individual, company and learning community accounts and redundancy action. Support is needed to remove barriers to participation for some learners to access learning or for providers to render their provision accessible. This includes learners with learning difficulties and/or disabilities, financial and travel support needs, training allowances and childcare. Finally, we believe that there should be a funding stream for investing in and developing the learning network. This would contribute to improving the quality of learning experience for the learner, the curriculum offer and its delivery, and development and innovation in the provider network.

Mae rhan nesaf y cyflwyniad yn ymhelaethu ar ddatblygiad y system gyllido arfaethedig ei hun. Yn dilyn ymgynghoriad helaeth, mae ELWa yn cynnig mabwysiadu pedair ffrwd gyllido ar gyfer dysgu. Yn eu hanfod, mae'r rhain yn adlewyrchu elfennau allweddol buddiannau dysgwyr. Cynllunnir y ffrwd darpariaeth dysgwr i sicrhau'r prif raglenni dysgu mewn dysgu yn y gwaith, addysg bellach, ysgolion a dysgu cymunedol. Comisiynir mynediad at rywfaifaint o ddysgu gan y dysgwyr eu hunain, gyda chronfeydd o gynlluniau fel cyfrifon dysgu unigol, cwmni a chymunedol a gweithredu ar golli swyddi. Mae angen cefnogaeth i chwalu rhwystrau at gyfranogiad er mwyn i rai dysgwyr gael gafael ar ddysgu neu i ddarparwyr sicrhau bod eu darpariaeth o fewn cyrraedd. Mae hyn yn cynnwys dysgwyr gydag anawsterau dysgu a/neu anabledau, anghenion cefnogaeth teithio ac ariannol, lwfansau hyfforddi a gofal plant. Yn olaf, credwn y dylid cael ffrwd gyllido ar gyfer buddsoddi yn y rhwydwaith dysgu a'i ddatblygu. Byddai hyn yn cyfrannu at wella ansawdd y profiad dysgu i'r dysgwr, y cwriewlwm a gynigir ac a gyflwynir, a datblygu ac arloesi yn y rhwydwaith darparwyr.

Learner provision is the largest stream of Darpariaeth i ddysgwr yw'r ffrwd gyllido

funding and the one that purchases most learning opportunities. ELWa wishes to move to a common funding year, where funding is directed at learners and at the planned volume of learning activity rather than funding the cost of maintaining institutions per se. It is this stream for which it is most appropriate to have a common formula-based methodology, a single pricing formula which levels the proverbial playing field. This can be achieved best by relating funding to a single unit of currency, applied equitably to a common pricing model that reflects relative differentials inherent in providing learning opportunities. The basis of the single unit of currency that is proposed should be the credit or its equivalent as defined by the credit and qualifications framework for Wales. The credit and qualifications framework for Wales seeks to apply a credit rating to all learning that leads to an education outcome. This is explained more fully in Members' prior papers. Having determined a common currency, we have sought to arrive at a common pricing model. The new funding system envisages a pricing structure for learning provision based on the number of credit equivalent units per learner, thus creating a volume of learning that will be adjusted with weightings, each of equal monetary value, for costs associated with a range of factors, such as the subject area, additional learning support needs such as special educational needs, sparsity, educational deprivation, bilingualism and Welsh-medium provision, learner development for 16 to 18-year-olds, and achievements and attainment. A model of this approach is also included in Members' papers. Our current modelling is centred on the relative costs of these factors, and research is still being undertaken on the costs of making learning available. For example, we have a project looking at the relative cost of delivery through the medium of Welsh or bilingually.

Nevertheless, we have applied the formula to the data available at present and arrived at illustrative sector averages for the three larger sectors. It is essential to note that the powerpoint graphs that follow are illustrative only. Members will recognise that, in each sector, there will be providers above and

fwyaf a'r un sy'n prynu'r mwyaf o gyfleoedd dysgu. Dymuna ELWa symud at flwyddyn gyllido gyffredin, lle cyfeirir y cyllid at ddysgwyr ac at swmp y gweithgarwch dysgu sydd wedi'i gynllunio yn hytrach na chyllido cost cynnal y sefydliadau eu hunain. Y ffrwd hon yw'r fwyaf priodol ar gyfer cael methodoleg gyffredin ar sail fformiwla, un fformiwla brisio sy'n sicrhau tegwch i bawb. Gellir cyflawni hyn orau drwy gysylltu cyllid ag un uned o arian cyfred, a ddefnyddir yn gyfartal gyda model prisio cyffredin sy'n adlewyrchu'r gwahaniaethau cymharol sy'n amlwg wrth ddarparu cyfleoedd dysgu. Dylid defnyddio'r credyd neu'r uned gyfwerth fel a ddiffinnir gan fframwaith credyd a chymwysterau Cymru, yn sail i'r un uned arfaethedig o arian cyfred. Mae fframwaith credyd a chymwysterau Cymru yn ceisio gosod sgôr credyd i'r holl ddysgu sy'n arwain at ganlyniad addysg. Eglurir hyn yn llawnach yn y papurau a dderbyniodd yr Aelodau ymlaen llaw. Ar ôl penderfynu ar arian cyfred cyffredin, rydym wedi ceisio llunio model prisio cyffredin. Mae'r system gyllido newydd yn rhagweld strwythur prisio ar gyfer darpariaeth dysgu yn seiliedig ar nifer yr unedau credyd cyfwerth fesul dysgwr, gan greu swmp o ddysgu a newidir gyda phwysiaid, pob un â gwerth ariannol cyfartal, ar gyfer costau sy'n ymwneud ag amrywiaeth o ffactorau, fel y maes pwnc, anghenion cefnogaeth dysgu ychwanegol fel anghenion addysgol arbennig, ardaloedd tenau eu poblogaeth, amddifadedd addysgol, dwyieithrwydd a darpariaeth drwy gyfrwng y Gymraeg, datblygiad dysgwyr ar gyfer pobl ifanc rhwng 16 a 18 oed, a chyflwyniadau a chyrrhaeddiad. Mae model o'r dull gweithredu hwn hefyd wedi'i gynnwys ym mhapurau'r Aelodau. Mae ein modelu ar hyn o bryd yn canolbwyntio ar gostau cymharol y ffactorau hyn, ac mae ymchwil yn dal i fynd rhagddi i gostau sicrhau bod dysgu ar gael. Er enghraifft, mae gennym brosiect yn edrych ar gost cymharol cyflwyno drwy gyfrwng y Gymraeg neu'n ddwyieithog.

Er hynny, rydym wedi defnyddio'r fformiwla gyda'r data sydd ar gael ar hyn o bryd ac wedi cael cyfartaleddau sector eglurhaol ar gyfer y tri sector mwyaf. Mae'n hanfodol nodi mai dim ond eglurhaol yw'r graffiau 'powerpoint' sy'n dilyn. Bydd Aelodau yn ymwybodol y ceir darparwyr, ym mhob

below these sector averages. There are numerous questions about the unevenness of the funding playing field within and between the provider sectors, in particular the inequity felt by the lower-funded sectors. Our proposed single-priced formula and common pricing model are being developed to address this.

There are several funding options—and I emphasise that they are funding options at this stage—available to achieve funding equity. These range from models that would require the injection of additional resources, to those that are cost-neutral, through to those that would release funds currently locked into maintaining price differentials. The option chosen will, of course, need to have regard to the size of the budget available. The most obvious option is that of maintaining the status quo, or at least harmonising prices to the sector averages to remove the ranges referred to earlier. Both approaches would be cost-neutral overall, but neither would present the opportunities for improvements being sought or apply equity. Migrating providers down or up to the average unit rate would also be cost-neutral and would clearly level the playing field. However, only adopting a standard figure below the average would unlock funds for reinvestment.

There are numerous other permutations of course, but other than funding fewer learners or reducing learning opportunities, they would all require additional funds to those already determined for ELWa's grant in aid. Therefore, if we are to optimise the finite budget by releasing funds to invest in quality-raising initiatives, increasing participation and meeting increased demands, such as all-age work-based learning, and to satisfy the principle of equity, we need to look to harmonise funding at the most cost-effective level. In terms of implementation, there are several models, depending on the target timescale. For example, should we migrate sectors towards each other at one percentage point per annum, it would take between 12 and 15 years to achieve. However, that rate of

sector, a fydd yn uwch ac yn is na'r cyfartaleddau sector hyn. Ceir nifer o gwestiynau ynghylch yr annhegwch o fewn a rhwng sectorau'r darparwyr, yn enwedig yr annhegwch a deimlir gan y sectorau sy'n cael llai o gyllid. Mae ein fformiwla un pris arfaethedig a'n model prisio cyffredin yn cael eu datblygu i roi sylw i hyn.

Mae sawl opsiwn cyllido—ac yr wyf yn pwysleisio mai opsiynau cyllido ydynt ar hyn o bryd—ar gael i sicrhau tegwch wrth gyllido. Mae'r rhain yn amrywio o fodolau a fyddai'n galw am chwistrelliad o adnoddau ychwanegol i'r rheini nad oes cost yn gysylltiedig â hwy, a'r rheini a fyddai'n rhyddhau cronfeydd sydd ar hyn o bryd wedi'u cloi i gynnal gwahaniaethau rhwng prisiau. Wrth reswm bydd yr opsiwn a ddewisir yn gorfod ystyried maint y gyllideb sydd ar gael. Yr opsiwn amlycaf yw cynnal y status quo, neu o leiaf harmonieiddio prisiau i gyfartaleddau sector er mwyn cael gwared ar yr amrywiaethau y cyfeiriwyd atynt yn flaenorol. Yn gyffredinol, nid oes cost yn gysylltiedig â'r naill opsiwn na'r llall, ond ni fyddai'r un ohonynt yn cyflwyno'r cyfleoedd i wella a geisir ac ni fyddent ychwaith yn sicrhau tegwch. Ni fyddai cost yn gysylltiedig ychwaith â symud darparwyr i lawr neu i fyny at y gyfradd uned gyfartalog ac, yn amlwg, byddai hyn yn gwneud pethau'n decach. Fodd bynnag, dim ond mabwysiadu ffigur safonol yn is na'r cyfartaledd fyddai'n datgloi cronfeydd ar gyfer ail-fuddsoddi.

Ceir sawl amrywiad arall wrth gwrs, ond heb gyllido llai o ddysgwyr neu gwtogi ar y cyfleoedd dysgu, byddai'r rhain i gyd yn galw am gronfeydd ychwanegol ar ben y rheini a bennwyd eisoes ar gyfer cymorth grant ELWa. Felly, os ydym am fanteisio i'r eithaf ar y gyllideb benodol drwy ryddhau cronfeydd i fuddsoddi mewn cynlluniau codi ansawdd, cynyddu'r niferoedd sy'n cymryd rhan a bodloni'r cynnydd mewn galw, fel dysgu yn y gwaith ar gyfer pob oed, a bodloni egwyddor tegwch, mae angen inni edrych ar harmonieiddio cyllido ar y lefel fwyaf gost-effeithiol. Gyda golwg ar weithredu, ceir sawl model, yn dibynnu ar yr amserlen darged. Er enghraifft, pe baem yn symud sectorau tuag at ei gilydd fesul un pwynt y cant y flwyddyn, byddai'n cymryd

progress would not release funding in worthwhile proportions to effect step changes.

In order to ensure that the impact on providers is managed, a timetable incorporating a dual running year in 2004-05 has been identified. This will allow time to test out the systems, processes and the financial impact on providers. From August 2005, it is envisaged that all providers will operate under the national funding system. The dual running year will finalise the need for, and the means of, migrating providers by a cushioning and dampening approach to avoid inadvertent destabilisation, and attempt to remove the perception of 'losers'.

I will now hand back to Sheila.

Ms Drury: In summary then, ELWa is developing what will be an open and transparent national planning and funding system that simplifies the various existing funding streams and initiatives while remaining sensitive to special features such as educational disadvantage. In addition to purely funding options, ELWa feels that a more radical planning-based approach to resource allocation could be triggered by a policy decision to achieve a level playing field for funding. For example, a provider learning network, which effectively pools resources in order to restructure the learning infrastructure and to use resources to optimum effect, could well present longer-term reinvestment opportunities and could include elements to provide incentives to partners to participate constructively and adopt best practice. In other words, the combination of planning to meet needs in the context of the new funding system could prove to be the catalyst to benefit learners and providers. This will present a significant challenge to CCETs to recommend appropriate local reconfiguration proposals and a challenge to those vested interests that will resist change. Nevertheless, we believe that, given the will to put the interests of learners first, the staged implementation of our proposals will ultimately benefit learners, their communities, their providers and the Welsh economy. ELWa takes the view that

rhwng 12 a 15 mlynedd i ni gyflawni hynny. Fodd bynnag, ni fyddai cyfradd y cynnydd yn datgloi cyllid mewn cyfrannau buddiol i esgor ar newidiadau sylweddol.

Er mwyn sicrhau bod yr effaith ar ddarparwyr yn cael ei reoli, nodwyd amserlen sy'n cynnwys blwyddyn weithredu ddeuol yn 2004-05. Bydd hyn yn rhoi amser ar gyfer rhoi'r systemau, y prosesau a'r effaith ariannol ar ddarparwyr ar brawf. O fis Awst 2005 ymlaen, rhagwelir y bydd pob darparwr yn gweithredu dan y system gyllido genedlaethol. Bydd y flwyddyn weithredu ddeuol yn rhoi diwedd ar yr angen i symud darparwyr drwy ddull lliniaru a lleddfu, a'r ffordd o wneud hynny, i osgoi ansefydlogi anfwriadol ac yn ceisio cael gwared ar y syniad o 'gollwyr'.

Trosglwyddaf yn ôl i Sheila yn awr.

Ms Drury: I grynhoi felly, mae ELWa yn datblygu system gynllunio a chyllido genedlaethol agored a thryloyw sy'n symleiddio'r gwahanol gynlluniau a ffrydiau cyllido sy'n bodoli ar hyn o bryd tra'n aros yn sensitif i nodweddion arbennig fel anfantais addysgol. Yn ogystal ag opsiynau sy'n edrych ar gyllid yn unig, teimla ELWa y gellid defnyddio dull gweithredu cynllunio sy'n fwy radical i ddyrannu adnoddau drwy benderfyniad polisi i gyflawni tegwch wrth gyllido. Er enghraifft, byddai rhwydwaith darparwyr dysgu, sy'n dod ag adnoddau at ei gilydd i bob pwrpas er mwyn ailstrwythuro'r seilwaith dysgu, a defnyddio adnoddau yn y ffordd fwyaf effeithiol, yn gallu cyflwyno cyfleoedd ail-fuddsoddi tymor hwy, a gallai gynnwys elfennau i ddarparu cymhellion i bartneriaid gymryd rhan adeiladol a mabwysiadu arfer gorau. Mewn geiriau eraill, gallai'r cyfuniad o gynllunio i fodloni anghenion yng nghyd-destun y system gyllido newydd ddarparu'r catalydd i fod o fudd i ddysgwyr a darparwyr. Bydd hyn yn cyflwyno her sylweddol i CCETs ar gyfer argymhell cynigion ailgyflunio lleol ynghyd â her i'r buddiannau personol hynny a fydd yn gwrthsefyll newid. Er hynny, ac o ystyried yr ewyllys i roi buddiannau dysgwyr yn gyntaf, credwn y bydd gweithredu ein cynigion yn raddol o fudd i ddysgwyr yn y pen draw ynghyd â'u cymunedau, eu darparwyr ac economi Cymru. Mae ELWa o'r farn bod

planned needs and demand-led learning opportunities, secured through provider learning networks, which involve key provider stakeholders and are funded in an open, objective and equitable manner, will assist learners who will benefit from a joined-up approach to planning and funding, which eliminates nugatory competition between providers, drives up the quality of learning and increases and widens participation. We look forward, Chair, to hearing from the Committee its views on the broad principles and the benefits of change in our proposed approach to implementing a new national planning and funding system.

[2] **Peter Black:** Thank you very much indeed. David, you have some questions?

[3] **David Davies:** What you have not really spelled out are the likely effects of these changes. It seems quite obvious to me that, if you start to fund further education colleges at the same rate as sixth forms by reducing the amount of money going into sixth forms, clearly they will close. I would like you to confirm that that is an obvious outcome of what you suggest. That is the main question, but I have two further questions for you. Can you tell us a bit more about informal learning? I gather that it involves providing educational facilities without any sort of examinations or anything afterwards. It would seem to me that, if you are suggesting that we commit large sums of money to this, there is an argument for saying that this is not a terribly good idea and that if the state is going to commit large sums of taxpayers' money to providing education, which I think it should be doing, then those participating should show a certain commitment. Frankly, to put it rather simplistically, having a load of people sitting around twiddling on the internet in a cafe somewhere might constitute informal learning, but it might not be a good use of money, especially if we are having to close sixth forms. Finally, and this is a straightforward question, why does it cost more money to provide education in what you refer to as deprived areas? The word 'deprivation' implies that something has been taken away. There are many areas of low social and economic groups in which there was nothing very much there in the first

cyfleoedd dysgu sydd wedi'u harwain gan alw ac anghenion wedi'u cynllunio, wedi'u sicrhau drwy rwydweithiau dysgu darparwyr, sy'n cynnwys rhanddeiliaid darparwyr allweddol ac wedi'u cyllido mewn ffordd agored, wrthrychol a theg, yn cynorthwyo dysgwyr a fydd yn elwa ar ddull gweithredu cydlynol tuag at gynllunio a chyllido sy'n cael gwared ar gystadleuaeth ddibwys rhwng darparwyr, yn codi ansawdd dysgu ac yn ehangu cyfranogiad. Edrychwn ymlaen, Gadeirydd, at glywed sylwadau'r Pwyllgor ar egwyddorion eang a manteision newid yn ein dull gweithredu arfaethedig i roi system gynllunio a chyllido genedlaethol newydd ar waith.

[2] **Peter Black:** Diolch yn fawr iawn. David, mae gennych rai cwestiynau?

[3] **David Davies:** Prin ydych chi wedi manylu ar effeithiau tebygol y newidiadau hyn. Mae'n ymddangos yn eithaf amlwg i mi, pe baech yn dechrau cyllido colegau addysg bellach ar yr un gyfradd â chweched dosbarth ysgolion drwy leihau faint o arian sy'n mynd i'r chweched dosbarth, yn amlwg byddant yn cau. Carwn i chi gadarnhau fod hyn yn ganlyniad amlwg o'r hyn yr ydych yn ei awgrymu. Dyna'r prif gwestiwn, ond mae gennyf ddau gwestiwn arall i chi. A allwch ddweud rhagor wrthym am ddysgu anffurfiol? Tybiaf ei fod yn golygu darparu cyfleusterau addysgol heb unrhyw fath o arholiad nac unrhyw beth ar ei ôl. Ymddengys i mi, os ydych yn awgrymu ein bod yn ymrwymo arian mawr i hyn, bod dadl dros ddweud nad yw hyn yn syniad da iawn ac os yw'r wladwriaeth am ymrwymo llawer o arian trethdalwyr i ddarparu addysg, rhywbeth y credaf y dylai fod yn ei wneud, wedyn dylai'r rheini sy'n cymryd rhan ddangos rhywfaint o ymrwymiad. A bod yn onest, a'i roi yn eithaf syml, gallai nifer o bobl yn eistedd o gwmpas yn chwarae ar y rhyngwyd mewn caffi yn rhywle gael ei gyfrif yn ddysgu anffurfiol, ond efallai nad yw hynny'n ddefnydd da o arian, yn enwedig os oes yn rhaid i ni gau chweched dosbarth ysgolion. Yn olaf, ac mae hwn yn gwestiwn syml, pam ei bod yn ddrutach darparu addysg mewn ardaloedd yr ydych yn eu disgrifio fel ardaloedd o amddifadedd? Mae'r gair 'amddifadedd' yn awgrymu bod rhywbeth wedi cael ei dynnu oddi yno. Ceir sawl ardal

place. So, I am not sure that 'deprived' is the correct word, but words change over the years. Why is it more costly to provide education in one place than in another? Teachers' salaries and the cost of the school buildings will be roughly the same wherever you go, I would have thought.

[4] **Peter Black:** We will ask questions in groups of two and then come back to Sheila. Leighton, you are next.

[5] **Leighton Andrews:** I am all for putting learners first, but my test for this, for the outcome here, is whether or not these proposals will serve learners in Maerdy as well as they will serve learners in Monmouth. I start from the perspective of having three sixth forms in Communities First wards, two other sixth forms serving catchment areas in Communities First wards and an FE college in a Communities First ward. So my interest is in the areas of deprivation. I want to look at the circular that you have produced on the implementation of the national funding system. First, could you explain why, when it comes to determining deprivation, you only use the definition of educational deprivation rather than the several different elements of deprivation contained in the Welsh index of multiple deprivation? Can you also tell me what measurement you have made of the impact of your current plans on the funding of school sixth forms, particularly small sixth forms in Communities First areas? Can you also tell me how the different weightings to be awarded for sparsely populated and educationally deprived areas, described in paragraph 14 of your circular, will work? Will sparsely populated areas receive a more favourable weighting than educationally deprived areas? Will areas that are both sparse and deprived receive two weightings? When will the further work to which you referred in paragraph 17 of your circular, looking at the detail of the weightings for sparsity, deprivation and so on, be completed?

o grwpiau cymdeithasol ac economaidd isel lle nad oedd llawer yno yn y lle cyntaf. Felly, nid wyf yn sicr mai 'amddifadedd' yw'r gair cywir, ond mae geiriau yn newid dros y blynyddoedd. Pam ei bod yn ddrutach darparu addysg mewn un lle o gymharu â lle arall? Bydd cyflogau athrawon a chost adeiladau ysgol yr un faint fwy neu lai lle bynnag yr ewch, dybiwn i.

[4] **Peter Black:** Gofynnwn gwestiynau fesul dau ac wedyn fel ddown yn ôl at Sheila. Leighton, chi sydd nesaf.

[5] **Leighton Andrews:** Yr wyf o blaid rhoi dysgwyr yn gyntaf, ond fy mhrawf ar gyfer hyn, ar gyfer y canlyniad yma, yw a fydd y cynigion hyn yn gwasanaethu dysgwyr ym Maerdy gystal â dysgwyr yn sir Fynwy. Dechreuaf o'r safbwynt bod gennym dri chweched dosbarth mewn wardiau Cymunedau yn Gyntaf, dau chweched dosbarth arall yn gwasanaethu dalgylchoedd mewn wardiau Cymunedau yn Gyntaf, ac un coleg AB mewn ward Cymunedau yn Gyntaf. Felly yn yr ardaloedd o amddifadedd y mae fy niddordeb i. Yr wyf eisiau edrych ar y cylchlythyr yr ydych wedi'i lunio ar roi'r system gyllido genedlaethol ar waith. Yn gyntaf, a allech egluro, pan ddaw i benderfynu ar amddifadedd, pam mai dim ond y diffiniad o amddifadedd addysgol a ddefnyddiwyd yn hytrach na'r nifer o elfennau gwahanol o amddifadedd sydd ym mynegai amlamddifadedd Cymru? A allwch ddweud wrthyf hefyd sut yr ydych chi wedi mesur effaith eich cynlluniau cyfredol ar gyllid chweched dosbarth ysgolion, yn enwedig rhai bach mewn ardaloedd Cymunedau yn Gyntaf? Allwch chi ddweud wrthyf hefyd sut y bydd dyrannu'r pwysladau gwahanol ar gyfer ardaloedd tenau eu poblogaeth ac ardaloedd sydd ag amddifadedd addysgol, a ddisgrifir ym mharagraff 14 eich cylchlythyr, yn gweithio? A fydd ardaloedd tenau eu poblogaeth yn derbyn pwysladau sy'n fwy ffafriol nag ardaloedd sydd ag amddifadedd addysgol? A fydd ardaloedd tenau eu poblogaeth lle ceir amddifadedd hefyd yn cael dau bwysiad? Pryd gwblheir y gwaith yr ydych yn cyfeirio ato ym mharagraff 17 eich cylchlythyr, yn edrych ar fanylion y pwysladau ar gyfer ardaloedd tenau eu poblogaeth, amddifadedd ac yn y blaen?

Finally, what research have you actually undertaken on the options that people take at the age of 16 in terms of where they go, whether that is dropping out of education altogether, continuing at school, moving into further education, community learning, or other opportunities, and what measurement have you made of the impact of your proposals on choices at 16?

[6] **Peter Black:** Sheila.

Ms Drury: Thank you. If I do not cover parts of the question, just remind me once again, and I will draw in my colleagues who will give you a lot more detail. I will just take David's point first of all on the effect of changes on sixth forms. Sixth forms are one important element of provision. They are one element. Now, we have talked about the importance of local plans headed or formulated by CCET groupings to look at the local needs and the local provision, and we are not, as an initial stage of our thinking, aiming to close anything. We are looking at what the best options and proposals are for the local area. Now, that may absolutely mean some changes. However, we do not set out with the objective to close this provider or that provider, and I want to emphasise again that we are not seeking to sort of orchestrate all of this from somewhere in Bedwas; we very much want to devolve a number of the planning processes to the local areas, so that they see what is best for all of the individuals, and, of course, we remember that we are responsible not just for 16 to 18-year-olds, but for lifelong learning, apart from higher education.

[7] **David Davies:** But if you fund sixth forms at the same level as further education colleges, then they may not close down overnight but, obviously, it is death by starvation, is it not? There will be less funding going in and fewer courses for them to offer, and so, slowly but surely, their numbers will reduce, and it is quite likely that they will close. Surely, you can see that that is a likely outcome of what you are suggesting? I do not think that you should be coy about it. If you think that the way

Yn olaf, pa ymchwil a wnaed gennych mewn gwirionedd i'r opsiynau y mae pobl yn eu cymryd pan fônt yn 16 oed o ran ble yr ânt, boed hynny'n golygu gadael addysg yn gyfan gwbl, parhau yn yr ysgol, symud ymlaen at addysg bellach, dysgu cymunedol neu gyfleoedd eraill, a sut ydych chi wedi mesur effaith eich cynigion ar ddewisiadau i bobl ifanc 16 oed?

[6] **Peter Black:** Sheila.

Ms Drury: Diolch. Oni fyddaf yn sôn am unrhyw ran o'r cwestiwn a fyddech gystal â'm hatgoffa unwaith eto a byddaf yn troi at fy nghydweithwyr a fydd yn gallu rhoi llawer mwy o fanylion i chi. Edrychaf ar bwnt David i ddechrau ar effaith y newidiadau ar y chweched dosbarth. Un elfen bwysig o ddarpariaeth yw chweched dosbarth. Un elfen ydynt. Yn awr, yr ydym wedi siarad am bwysigrwydd cynlluniau lleol a arweinir neu a lunnir gan grŵpiau CCET i edrych ar yr anghenion lleol a'r ddarpariaeth leol, ac nid ydym, fel cam cychwynol o'n meddylfryd, yn anelu at gau unrhyw beth. Yr ydym yn chwilio am yr opsiynau a'r cynigion gorau ar gyfer yr ardal leol. Yn awr, efallai y bydd hynny yn sicr yn golygu rhai newidiadau. Fodd bynnag, nid cau'r darparwr hwn neu'r darparwr arall yw ein hamcan cychwynol, ac yr wyf eisiau pwysleisio unwaith eto nad ydym yn ceisio trefnu hyn oll o rywle ym Medwas; yr ydym yn awyddus iawn i ddatganoli nifer o'r prosesau cynllunio i'r ardaloedd lleol, er mwyn iddynt weld beth sydd orau i'r holl unigolion, ac, wrth gwrs, yr ydym yn cofio mai nid dim ond pobl ifanc rhwng 16 a 18 oed yr ydym yn gyfrifol amdanynt ond am ddysgu gydol oes, ac eithrio addysg uwch.

[7] **David Davies:** Ond os ydych yn cyllido chweched dosbarth ar yr un lefel â cholegau addysg bellach, efallai na fyddant yn cau dros nos, yn amlwg, ond onid marwolaeth drwy newynu yw hyn? Bydd llai o gyllid yn mynd i mewn a llai o gyrsiau'n cael eu cynnig, ac felly, gan bwyll bach, bydd niferoedd yn gostwng, ac mae'n eithaf tebygol y byddant yn cau. Oni allwch weld bod hwn yn ganlyniad tebygol o'r hyn yr ydych yn ei awgrymu? Ni chredaf y dylech fod yn swil am hyn. Os ydych yn credu mai'r ffordd

forward is further education colleges, rather than sixth forms, I think that we would like to hear that, and hear a good defence of it.

Ms Drury: I want to re-emphasise that we do not have one prescribed approach for the best way forward, and when we consider the investment what we must bear in mind is that we are seeking to achieve a level funding playing field and, therefore, that the funding is not coming out of the system totally. The funding is there to provide greater opportunities and better quality opportunities for the local area, however that local area seeks to advise us that those resources are best deployed.

[8] **David Davies:** That is not really answering the question.

[9] **Peter Black:** David, rather than having a dialogue, please let Sheila answer the question, and then we will move on.

Ms Drury: I will move on to another part of your question. You talked about informal learning and, certainly, we do not envisage putting funding behind, I think that you said, people twiddling in an internet cafe. The importance of informal learning has been drawn to our attention by many sectors of the learning community. The business community, for example, is one such sector, and there are people who are just on the lower slopes who are wanting to re-engage in learning, but do not necessarily want to go through a complete qualification, at least not the first time. You will know that a number of businesses increasingly want engagement with learning, but they want to sup on learning rather than having a three-course dinner. When we are talking about informal learning, it is informal in the sense that it does not lead necessarily to a specific qualification. However, we cannot fund it unless there is some monitoring of defined outcomes. I do not know whether my colleagues want to add to that.

Mr Hart: The main advantage of informal learning, I think, is because it is an entrée into a mainstream programme. Many, many

ymlaen yw colegau addysg bellach, yn hytrach na chweched dosbarth, yr wyf yn meddwl y caredd glywed hynny, a chlywed hynny'n cael ei amddiffyn yn dda.

Ms Drury: Yr wyf eisiau pwysleisio unwaith yn rhagor nad oes gennym un dull gweithredu rhagnodedig ar gyfer y ffordd orau ymlaen, a phan fyddwn yn ystyried y buddsoddiad, yr hyn y mae angen i ni ei gofio yw ein bod yn ceisio sicrhau lefel gyllido deg ac, felly, nad yw'r cyllid yn dod allan o'r system yn gyfan gwbl. Mae'r cyllid yno i ddarparu mwy o gyfleoedd a chyfleoedd o ansawdd gwell ar gyfer yr ardal leol, sut bynnag y bydd yr ardal leol honno yn ceisio ein cynghori ynghylch y ffordd orau o ddefnyddio'r adnoddau hynny.

[8] **David Davies:** Nid yw hynny'n ateb y cwestiwn mewn gwirionedd.

[9] **Peter Black:** David, yn hytrach na chael deialog, a fyddech chi gystal â gadael i Sheila ateb y cwestiwn, ac wedyn gallwn symud ymlaen?

Ms Drury: Symudaf ymlaen at ran arall o'ch cwestiwn. Yr oeddech yn siarad am ddysgu anffurfiol ac, yn sicr, nid ydym yn rhagweld cyllido, credaf i chi ddweud, pobl yn chwarae mewn caffî rhyngwrwyd. Mae sawl sector o'r gymuned ddysgu wedi tynnu ein sylw at bwysigrwydd dysgu anffurfiol. Mae'r sector busnes, er enghraifft, yn un sector o'r fath, a cheir pobl sydd ar yr haenau isaf sy'n awyddus i ailgydio mewn dysgu, ond nad ydynt o reidrwydd eisiau mynd drwy gymhwyster cyflawn, o leiaf ddim y tro cyntaf. Gwyddoch fod nifer o fusnesau eisiau ymwneud mwy a mwy â dysgu, ond maent eisiau cael blas bach ar ddysgu yn hytrach na swper tri chwrs. Pan fyddwn yn sôn am ddysgu anffurfiol, mae'n anffurfiol gan nad yw o reidrwydd yn arwain at gymhwyster penodol. Fodd bynnag, ni allwn ei gyllido oni fydd canlyniadau diffiniedig yn cael eu monitro. Ni wn a yw fy nghydweithwyr am ychwanegu at hynny.

Mr Hart: Credaf mai prif fantais dysgu anffurfiol yw ei fod yn fynediad at raglen prif ffrwd. Mae nifer fawr iawn o ddysgwyr, a

learners, who perhaps had an unhappy experience at school, find it very difficult to come back into formal mainstream learning as adults. We do find that many do succeed in getting back into mainstream programmes via informal learning groups, for example, return-to-learn, return-to-study-skills, and confidence-building programmes, which are not necessarily certificated, but which do act as a ladder back into mainstream programmes. Even where we have programmes of that nature, we are trying, in fact, to bring them within the scope of the credit and qualifications framework, so that people can have their knowledge, skills, competence, achievements and attainments recognised within a national framework. So, it is not perhaps as *laissez-faire* as the question might have intimated; we are trying to provide a structure without actually repeating some of those off-putting facades that have often been a switch-off or a barrier to participation in the past. University for Industry, for example, has been an excellent example of electronic distance learning, where people have gone into suites where they have access to the internet in order to learn using keyboards. I actually think that this is possibly a sign of the future, rather than something that might be deemed to be not worthy of public support.

If I may, Chairman, I will just return to add a little to the sixth-form question—not directly to the issue of whether this would affect their viability, but to add two dimensions. One is to do with the economic part of funding small sixth forms and the other is to do with the educational advantages to learners. The unit cost of small sixth forms is often deemed to be very high and this is because of the attempt to maintain a comprehensive curriculum offer for a very small cohort. We have found that it can be educationally much more advantageous to group sixth forms together and link them to further education colleges to maintain viable numbers of groups of learners. For example, we have invested in a video suite at Fishguard Secondary School and we plan to link this to another small sixth form, also in north Pembrokeshire, and link it into the college, so that learners can access areas of the curriculum that would otherwise be denied to them.

gafodd brofiad anhapus yn yr ysgol efallai, yn ei chael yn anodd iawn dychwelyd at ddysgu prif ffrwd ffurfiol fel oedolion. Yr ydym yn gweld bod nifer yn llwyddo i ddychwelyd i raglenni prif ffrwd drwy grwpiau dysgu anffurfiol, er enghraifft, dychwelyd i ddysgu, sgiliau dychwelyd i astudio a rhaglenni codi hyder, nad oes tystysgrif ynghlwm wrthynt o reidrwydd, ond sydd yn ffordd yn ôl at raglenni prif ffrwd. Hyd yn oed pan fo gennym raglenni o'r math hwn, yr ydym, mewn gwirionedd, yn ceisio eu cynnwys o fewn cwmpas y fframwaith credyd a chymwysterau, er mwyn i wybodaeth, sgiliau, cymhwysedd, cyflawniadau a chyraeddiadau pobl gael eu cydnabod o fewn fframwaith cenedlaethol. Felly, nid yw efallai mor *laissez-faire* ag y gallai'r cwestiwn fod wedi'i awgrymu; yr ydym yn ceisio darparu strwythur heb ailadrodd rhai o'r ffasadau annymunol sydd yn aml wedi bod yn rhwystr at gyfranogiad yn y gorffennol. Mae Prifysgol Diwydiant, er enghraifft, wedi bod yn enghraifft wych o ddysgu electronig o bell, lle mae pobl wedi mynd i ystafelloedd lle gallant ddefnyddio'r rhyngwyd er mwyn dysgu drwy ddefnyddio bysellfyrddau. A dweud y gwir, credaf fod hyn o bosibl yn arwydd o'r dyfodol, yn hytrach na rhywbeth y gellid ei ystyried yn annheilwng o gefnogaeth gyhoeddus.

Os caf fi, Gadeirydd, ychwanegaf ychydig at y cwestiwn ar y chweched dosbarth—nid yn uniongyrchol ar y mater pa un ai a allai hyn effeithio ar eu hymarferoldeb ai peidio, ond i ychwanegu dau ddimensiwn. Mae un yn ymwneud ag ochr economaidd cyllido chweched dosbarth a'r llall yn ymwneud â'r manteision addysgol i ddysgwyr. Pennir yn aml bod cost uned chweched dosbarth bach yn uchel iawn ac mae hyn o ganlyniad i'r ymdrech i gynnal cwricwlwm cynhwysfawr i nifer fach iawn o ddisgyblion. Yr ydym wedi canfod yn addysgol y gall fod llawer mwy manteisiol grwpio sawl chweched dosbarth gyda'i gilydd a'u cysylltu â cholegau addysg bellach i gynnal niferoedd ymarferol o grwpiau o ddysgwyr. Er enghraifft, yr ydym wedi buddsoddi mewn ystafell fideo yn Ysgol Uwchradd Abergwaun ac yr ydym yn bwriadu cysylltu hon â chweched dosbarth bach arall, hefyd yng ngogledd sir Benfro, a chysylltu hyn â'r coleg, er mwyn i ddysgwyr allu cael gafael ar rannau o'r cwricwlwm na

fyddai modd iddynt gael gafael arnynt fel arall.

On the issue of funding, I think that there is a question here about whether we wish to see parity and equity between the levels of funding for all of our post-16 learners. In all sixth forms, on the per learner basis of funding, a learner will attract the same level of funding to do three A-levels or one A-level, whereas in an FE college, the one A-level student would only get a third of the funding that a three A-level student would attract. In the school system, if a sixth-form pupil were to leave the school after the census date—whenever that is, perhaps in January—the level of funding is maintained for the whole year. If that happens in an FE college, the level of funding is reduced because the learner is no longer there. If the learner in a sixth form fails to complete successfully the programme on which they have embarked, the level of funding remains the same. That is not the case in a sixth form if the student does not attain the qualification being sought, there is no final stage of payment. So, there is a question to be asked about whether, as a point of principle, one would wish to see equity in the application.

I will move on to the issue of why provision for providers who serve areas of economic and social disadvantage is more expensive. There is a high correlation between levels of post-compulsory education participation and those indices of economic and social disadvantage. If colleges, in particular, at this stage are to attract more learners to raise those levels of participation, they are going to, and indeed do, incur higher costs. First, there are promotional marketing activities to try to attract people in and, secondly, there is a lot of outreach work. We know that many people are reluctant to travel, and, therefore, quite frequently, we take the educational opportunities to the learners, and this obviously costs money to establish annexes, mobile learning units, and so on. There is, therefore, a high correlation between that and participation. There is also an equally high correlation between those same economic and social indices and levels of literacy and numeracy.

O ran cyllid, credaf fod cwestiwn yma ynghylch a ydym yn dymuno gweld tegwch a chydaddoldeb rhwng lefelau'r cyllid ar gyfer ein holl ddysgwyr ôl-16. Ym mhob chweched dosbarth, bydd dysgwr yn denu'r un faint o gyllid i wneud tri Lefel A ag un Lefel A, ond mewn coleg AB, byddai myfyriwr sy'n astudio un Lefel A yn denu dim ond traean y cyllid y byddai myfyriwr sy'n astudio tri Lefel A yn ei ddenu. Yn y system ysgol, pe bai disgybl chweched dosbarth yn gadael yr ysgol ar ôl dyddiad y cyfrifiad—pryd bynnag y bo hynny, efallai ym mis Ionawr—cynhelir lefel y cyllid ar gyfer y flwyddyn gyfan. Pe bai hynny yn digwydd mewn coleg AB, byddai lefel y cyllid yn gostwng gan nad yw'r dysgwr yno bellach. Os yw'r dysgwr mewn chweched dosbarth yn methu â chwblhau rhaglen yn llwyddiannus, nid yw lefel y cyllid yn newid. Nid yw hynny yn wir mewn chweched dosbarth os nad yw'r myfyriwr yn ennill y cymhwyster a geisir, ni cheir cam terfynol y taliad. Felly, rhaid gofyn cwestiwn, fel pwynt egwyddorol, a fyddai rhywun yn dymuno gweld tegwch yn hyn beth.

Symudaf ymlaen at y rheswm bod darpariaeth ar gyfer darparwyr sy'n gwasanaethu ardaloedd sydd ag anfantais economaidd a chymdeithasol yn ddrutach. Ceir cydberthynas uchel rhwng lefelau cyfranogiad mewn addysg ôl-orfodol a'r mynegai hynny o anfantais economaidd a chymdeithasol. Os yw colegau, yn benodol, yn mynd i ddenu rhagor o ddysgwyr ar y cam hwn er mwyn codi lefelau'r cyfranogiad, byddant yn ennyn costau uwch, ac maent yn gwneud hynny. Yn gyntaf oll, ceir gweithgareddau hyrwyddo marchnata i geisio denu pobl i mewn ac, yn ail, ceir llawer o waith maes. Gwyddom fod nifer o bobl yn amharod i deithio, ac, felly, yn eithaf aml, byddwn yn mynd â'r cyfleoedd addysgol at y dysgwyr, ac yn amlwg mae hyn yn costio er mwyn sefydlu canolfannau cyswllt, unedau dysgu symudol ac yn y blaen. Felly ceir cydberthynas uchel rhwng hynny a chyfranogiad. Mae cydberthynas sydd yr un mor uchel rhwng yr un mynegeion economaidd a chymdeithasol a lefelau llythrennedd a rhifedd hefyd.

If learners are to be helped through their mainstream programmes with support in functional literacy and numeracy, this too must be supported, and that costs money. The third correlation has to do with retention. A correlation also exists between those same deprivation indices and the successful completion of programmes. Learners from deprived areas are less likely to complete a programme on which they have enrolled than other learners are. Therefore, support mechanisms to do with pastoral and welfare support actually cost more money in those areas. That is why the further education recurrent funding methodology has had a widening participation factor, which will, obviously, be replaced by the element of deprivation that we are proposing for the new methodology.

Ms Drury: Moving on to the question that Leighton asked, perhaps Elaine could take that.

[10] **Peter Black:** I ask for more succinct answers please, because we have a lot of questions and we need to get a move on, if that is okay.

[11] **Leighton Andrews:** We need thorough answers.

[12] **Peter Black:** I know that you need thorough answers, but we do need to move on. Thanks.

Ms Drury: Right, okay. Elaine, if you could answer succinctly then. Just leading on from the last answer on sparsity and deprivation, one of the questions asked was whether they would get both.

Ms Allinson: Yes, potentially, providers could get both. I think that part of the question was also about what were the factors that made up the deprivation and sparsity weightings. In terms of deprivation, we have moved to include educational deprivation, but not solely educational deprivation, using the Welsh index of multiple deprivation and taking socio-economic indicators from there, and because educational deprivation is now a

Os ydym am helpu dysgwyr drwy eu rhaglenni prif ffrwd gyda chefnogaeth mewn llythrennedd a rhifedd gweithredol, rhaid cefnogi hyn hefyd, ac mae hynny yn costio arian. Mae'r drydedd gydberthynas yn ymwneud â chadw dysgwyr. Mae cydberthynas hefyd yn bodoli rhwng yr un mynegeion amddifadedd a chwblhau rhaglenni'n llwyddiannus. Mae dysgwyr o ardaloedd o amddifadedd yn llai tebygol o gwblhau rhaglen y maent yn ei dilyn na dysgwyr eraill. Felly, mae mecanweithiau cefnogaeth sy'n ymwneud â chefnogaeth fugeiliol a lles yn costio mwy o arian yn yr ardaloedd hynny. Dyna pam fod methodoleg cyllido cylchol addysg bellach yn cynnwys ffactor ehangu cyfranogiad, a fydd, yn amlwg, yn cael ei ddisodli gan yr elfen amddifadedd yr ydym yn ei chynnig ar gyfer y fethodoleg newydd.

Ms Drury: Gan symud ymlaen at gwestiwn Leighton, efallai y gallai Elaine ateb hwnnw.

[10] **Peter Black:** Gofynnaf am atebion mwy cryno os gwelwch yn dda, gan fod gennym nifer o gwestiynau ac mae angen inni symud ymlaen, os yw hynny yn iawn.

[11] **Leighton Andrews:** Mae angen atebion manwl arnom ni.

[12] **Peter Black:** Gwn fod angen atebion manwl arnoch, ond mae angen inni symud ymlaen. Diolch.

Ms Drury: Iawn. Elaine, pe baech yn gallu ateb yn gryno felly. Gan arwain ymlaen o'r ateb diwethaf ar ardaloedd tenau eu poblogaeth ac amddifadedd, yr oedd un o'r cwestiynau yn gofyn a fyddent yn derbyn y ddau.

Ms Allinson: Gallai darparwyr, o bosibl, gael y naill a'r llall. Credaf fod rhan o'r cwestiwn hefyd yn holi ynghylch y ffactorau a oedd yn cynrychioli'r pwysiadau ardaloedd tenau eu poblogaeth a'r pwysiadau amddifadedd. Gyda golwg ar amddifadedd, yr ydym wedi symud i gynnwys amddifadedd addysgol, ond nid dim ond amddifadedd addysgol, gan ddefnyddio mynegai amlamddifadedd Cymru a chan gymryd dangosyddion economaidd-

factor within the Welsh index, we have been able to use that as well, so it is in addition. We have also checked back and we have looked at the Community First rankings for wards and we have noticed that there is a good correlation between the areas that we are targeting and the communities served, so we are reasonably comfortable about that. With sparsity as well, we are looking at the level of population in an area, plus access to facilities, because we think that that is an important element in learners being able to get to a point of learning. Those are the two elements that we have looked at there. I do not know whether there is anything else that you want to know.

[13] **Leighton Andrews:** There are a couple of things, some of which were covered in the letter that I sent to you three weeks ago. The one that is not covered concerns the question of research into the options that people take at 16.

Ms Allinson: Right, yes. There is research going on at the moment into customer satisfaction, there is research looking at what learners are learning and, as part of the planning process, we are looking at what is available and what the uptake is across the board.

[14] **Peter Black:** Okay. That is it, thanks. Janet and Owen will ask the next questions. Janet?

[15] **Janet Ryder:** May I say that—if Leighton will allow me—you do not seem to me to have quite answered the question that he asked you satisfactorily. Outcomes, yes, and results, yes, but I believe that the question was why those people took that decision in the first place. Can you confirm that you are undertaking research into how people arrive at their choices in the first place? You set yourself a very challenging timetable of bringing this in by 2005. Now, I very much support the idea of offering learners a variety of choices of courses that they can study, and the idea that college lecturers will go into schools to provide courses is very good. However, can you tell

gymdeithasol o'r fan honno, ac oherwydd bod amddifadedd cymdeithasol bellach yn ffactor ym mynegai Cymru, yr ydym wedi gallu ei ddefnyddio hefyd, felly mae'n elfen ychwanegol. Yr ydym hefyd wedi edrych yn ôl ar raddfeydd Cymunedau yn Gyntaf wardiau ac yr ydym wedi sylwi bod cydberthynas dda rhwng yr ardaloedd yr ydym yn eu targedu a'r cymunedau a wasanaethir, felly yr ydym yn weddol gyfforddus ynghylch hynny. Gyda golwg ar ardaloedd tenau eu poblogaeth hefyd, yr ydym yn edrych ar lefel y boblogaeth mewn ardal, a mynediad at gyfleusterau, oherwydd y credwn fod gallu dysgwyr i gyrraedd man dysgu yn elfen bwysig. Dyna'r ddwy elfen yr ydym wedi edrych arnynt. Ni wn os ydych eisiau gwybod unrhyw beth arall.

[13] **Leighton Andrews:** Mae cwpl o bethau, mae rhai ohonynt wedi'u cynnwys yn y llythyr a anfonais atoch dair wythnos yn ôl. Mae'r pwynt na roddwyd sylw iddo yn ymwneud â'r cwestiwn ynghylch ymchwil i'r opsiynau y mae pobl yn eu cymryd pan fônt yn 16 oed.

Ms Allinson: Iawn, ie. Mae ymchwil yn mynd rhagddi ar hyn o bryd i foddhad cwsmeriaid, ceir ymchwil sy'n edrych ar yr hyn y mae dysgwyr yn ei ddysgu ac, fel rhan o'r broses gynllunio, yr ydym yn edrych ar yr hyn sydd ar gael a faint sy'n manteisio ar hynny yn gyffredinol.

[14] **Peter Black:** Iawn. Dyna ni, diolch. Janet ac Owen fydd yn gofyn y cwestiynau nesaf. Janet?

[15] **Janet Ryder:** A allaf ddweud—os yw Leighton yn fodlon—nad yw'n ymddangos eich bod wedi ateb ei gwestiwn yn foddhaol. Deilliannau, do, a chanlyniadau, do, ond credaf fod y cwestiwn yn gofyn pam yr oedd y bobl hynny'n gwneud y penderfyniad hwnnw yn y lle cyntaf. A allwch gadarnhau eich bod yn cynnal ymchwil i ganfod sut y mae pobl yn penderfynu ar hyn yn y lle cyntaf? Yr ydych yn gosod amserlen anodd iawn i chi'ch hun i roi hyn ar waith erbyn 2005. Yn awr, yr wyf yn gefnogol iawn o'r syniad o gynnig amrywiaeth o ddewisiadau o gyrsgiau i ddysgwyr eu hastudio, ac mae'r syniad y bydd darlithwyr coleg yn mynd i ysgolion i ddarparu cyrsiau yn dda iawn.

me whether you are satisfied that, by 2005, you will have squared the circle whereby you will have two people teaching possibly the same person on differing salary scales and working under different terms and conditions, because lecturers and teachers differ in that regard? Are you satisfied that, by 2005, you will have squared that circle, and how do you envisage that happening? Also, what research have you done on the effect—to return to the point that both Leighton and David raised—on school sixth forms?

It seems to me that you are looking at school sixth forms in isolation. You cannot look at a sixth form in isolation from the rest of the school body. If the headteacher and governors are setting their salary profile for the year, they could possibly anticipate that perhaps a quarter of a staff member's time would be spent in the sixth form. Usually, that staff tends to be the higher-qualified, therefore higher-paid, more senior teachers on the staff who are teaching the sixth form, and costs therefore go along with that. The differing in costs between providing education in a sixth form and in a college came through very clearly. However, you cannot just work out the unit costs for the sixth form; I would like to know what research you have done as to the implications that would have for the lower part of the school. It does have major implications on how schools set their staffing levels and how they can attract and retain staff, and how they can actually manage the whole thing. So it is not perhaps even just the sixth forms that may be in danger here. I would like to know what thorough work you have done into the implications this has for all schools.

I would also like to know how you will encourage a higher level of Welsh-medium teaching and education coming through in colleges of further education. How do you intend to arrive at a situation where you have a level playing field, given the differences in salaries and terms and conditions between lecturers and teachers, but also given the fact that colleges can set their own fees levels and agendas as independent bodies? How will you bring all of that together into a single

Fodd bynnag, allwch chi ddweud wrthyf fi a ydych yn fodlon y byddwch, erbyn 2005, wedi sgwario'r cylch drwy gael dau berson o bosibl yn dysgu'r un dysgwr ar raddfeydd cyflog gwahanol ac yn gweithio dan delerau ac amodau gwahanol, oherwydd bod gwahaniaethau rhwng darlithwyr ac athrawon i'r perwyl hwn? A ydych yn fodlon y byddwch, erbyn 2005, wedi sgwario'r cylch hwnnw, a sut ydych chi'n rhagweld hynny'n digwydd? Hefyd, pa ymchwil ydych chi wedi'i chynnal i'r effaith—a dychwelyd at bwynt Leighton a David—ar chweched dosbarth ysgolion?

Mae'n ymddangos i mi eich bod yn edrych ar chweched dosbarth ysgolion yn ddigyswllt. Ni allwch chi edrych ar y chweched dosbarth heb ystyried gweddill yr ysgol. Os yw'r pennaeth a'r llywodraethwyr yn pennu eu proffil cyflog ar gyfer y flwyddyn, gallent ddisgwyl, o bosibl, y byddai chwarter amser aelod o staff yn cael ei dreulio yn y chweched dosbarth. Fel arfer, mae gan yr aelodau hynny o staff fwy o gymwysterau, felly mae eu cyflogau yn uwch, ac maent yn uwch athrawon ar y staff sy'n dysgu'r chweched dosbarth, ac felly mae costau ynghlwm wrth hynny. Amlygwyd y gwahaniaethau cost rhwng darparu addysg mewn chweched dosbarth ac mewn coleg yn glir iawn. Fodd bynnag, ni allwch gyfrifo costau'r uned ar gyfer y chweched dosbarth yn unig; hoffwn wybod pa ymchwil yr ydych wedi ei chynnal i oblygiadau hynny i ran isaf yr ysgol. Mae gan hyn oblygiadau sylweddol i'r ffordd y mae ysgolion yn pennu eu lefelau staffio a sut y gallant ddenu a chadw staff, a sut y gallant reoli'r holl beth. Felly efallai mai nid dim ond y chweched dosbarth sydd mewn perygl yma hyd yn oed. Hoffwn wybod pa waith manwl yr ydych wedi ei wneud ar oblygiadau hyn i bob ysgol.

Carwn wybod hefyd sut y byddwch yn hybu lefel uwch o ddysgu ac addysg drwy gyfrwng y Gymraeg mewn colegau addysg bellach. Sut yr ydych yn bwriadu dod i sefyllfa lle mae gennych degwch, o gofio'r gwahaniaethau mewn cyflogau a thelerau ac amodau rhwng darlithwyr ac athrawon, ond hefyd o gofio'r ffaith bod colegau yn gosod eu lefelau ffioedd a'u hagendâu eu hunain fel cyrff annibynnol? Sut y byddwch yn dod â hynny i gyd at ei gilydd mewn un system

national planning system for post-16 education, as you note in annex 1 of your report, under the planning framework? How will you square all that off by 2005?

[16] **Peter Black:** Thank you, Janet. I will ask Owen to ask his questions before the ELWa officials answer.

[17] **Owen John Thomas:** Ymddengys i mi, Gadeirydd, fod y dadansoddiad a welsom y bore yma yn anghytwys. Mae'n dilyn rhyw gwrs tuag at arbed cyllid ac yn ceisio hyrwyddo un ochr i'r system a lleihau'r chweched dosbarth. Felly, mae diffyg ymchwil yma. Nid ydych yn dangos, er enghraifft, beth yw anfanteision—cyfeiriodd Janet at hyn ac fe'm tarodd wrth wyllo'r cyflwyniad PowerPoint—colli'r chweched dosbarth o ysgolion. Yn sicr, caiff ethos ysgol gyfan ei ddylanwadu'n fawr iawn gan y chweched dosbarth, ac mae ysgolion lle ceir chweched dosbarth yn llwyddo ac yn parhau i lwyddo.

Derbyniaf fod problem fawr fan hyn. Rhaid inni ddenu mwy a mwy o bobl i addysg bellach, a bydd yn rhaid inni wneud darpariaethau gwell i ddenu pobl ifanc nad ydynt yn llwyddo mewn ysgolion lle nad oes chweched dosbarth. Ni chewch ateb i hyn drwy daflu llwyddiant allan a chael rhyw fath o gyffredinedd, fel petai, drwy gael colegau addysg enfawr lle nad yw'r athrawon yn adnabod chwarter y plant. Unwaith y collwch yr agosatrwydd hwnnw, sy'n bosibl ei gyflawni mewn cenedl fach, collwch rywbeth mawr iawn. Yr wyf yn ofidus iawn bod hwn yn edrych fel ymarferiad cyllidol noeth. Nid oedd teimlad o agosatrwydd at addysg yn y peth o gwbl. Mae'n flin gen i ddweud hynny, ond yr wyf yn siarad o'r galon ac o'r pen.

[18] **Peter Black:** Sheila, would you like to answer those questions?

Ms Drury: Thank you very much. Let us go back to Janet's first question. You were linking in again to the educational deprivation, or that—

[19] **Janet Ryder:** My first question was a continuation of Leighton's question—are you

gynllunio genedlaethol ar gyfer addysg ôl-16, fel y nodir gennych yn atodiad 1 eich adroddiad, dan y fframwaith cynllunio? Sut y byddwch yn sgwario hynny i gyd erbyn 2005?

[16] **Peter Black:** Diolch, Janet. Gofynnaf i Owen ofyn ei gwestiynau yn awr cyn i swyddogion ELWa ateb.

[17] **Owen John Thomas:** It appears to me, Chair, that the analysis that we have seen this morning is unbalanced. It follows some course towards saving money and tries to promote one side of the system and cut back on the sixth form. Therefore, there is a lack of research here. You do not show, for example, what the disadvantages are—Janet referred to this and it struck me while watching the PowerPoint presentation—of losing a sixth form from schools. Certainly, the ethos of a whole school is influenced greatly by the sixth form, and schools where there is a sixth form succeed and continue to succeed.

I accept that there is a big problem here. We must attract more and more people to further education, and we must make better provision to attract young people who do not succeed in schools where there is no sixth form. You will not get an answer to this by throwing out success in exchange for some sort of mediocrity, as it were, by having enormous education colleges where the teachers do not know a quarter of the children. Once you lose that intimacy, which is possible to achieve in a small nation, you lose something very large indeed. I am very concerned that this looks like a bare financial exercise. There was no feeling of intimacy towards education in the thing at all. I am sorry to say that, but I am speaking from the heart and from the head.

[18] **Peter Black:** Sheila, a garech chi ateb y cwestiynau hynny?

Ms Drury: Diolch yn fawr iawn. Af yn ôl at gwestiwn cyntaf Janet. Yr oeddech yn cyfeirio yn ôl eto at yr amddifadedd addysgol, neu fod—

[19] **Janet Ryder:** Yr oedd fy nghwestiwn cyntaf yn ddilyniant i gwestiwn Leighton—a

carrying out research into why people choose the kind of education that they do post-16?

Mr Hart: The short answer is, ‘yes’. Not only are we going to be conducting our own—or starting to conduct our own—surveys, but we will also be working with Careers Wales, because it actually is central to the decision-making process that young people go through themselves as they approach the crossroads of 16 plus, to see where they go.

I suppose that I would offer a general point in response to a lot of the questions: we have entitled our presentation ‘A Progress Report’, because we are still 19 months away from the actual implementation. It would be erroneous of us, I think, to create an impression that we have all the dotted ‘i’s and dotted ‘j’s at this stage; we do not have that, because we still have, as I mentioned earlier, a number of areas of research, which are ongoing. Nevertheless, that is one of those ongoing areas. The whole point of doing this is not to present a blueprint where one size fits all; it is, in fact, to enhance the opportunities and choices that young people can make at 16. As we are institutionally biased in the way in which funding is managed at the moment, quite often young people perhaps do not get the full, comprehensive choice of whether to go down an academic route, a vocational route, or indeed, a mix of the two, that we would envisage coming out of an integrated planning and funding system in the future. We are genuinely optimistic that we can achieve a much greater spread of options so that we do not have young people disenfranchised because they are locked into an institutionally based form of funding.

One of the lessons that we hope now to evaluate, and see how we can move forward, is the pilot, which has been conducted in Cardiff for a number of years recently. It is to do with offering, particularly in the schools for 11 to 16-year-olds, on-site learning opportunities, which, otherwise, would not be available to young people. Some of the schools are, perhaps, five miles away from their nearest further education college, and, therefore, the college is reaching out to put

ydych yn cynnal ymchwil ar pam fod pobl yn dewis y math o addysg y maent yn ei ddewis pan fônt dros 16 oed?

Mr Hart: Yr ateb byr yw ‘ydym’. Yn ogystal â chynnal—neu ddechrau cynnal—ein harolygon ein hunain, byddwn hefyd yn gweithio gyda Gyrfa Cymru, oherwydd ei fod wrth galon y broses benderfynu y mae pobl ifanc yn mynd drwyddi eu hunain wrth iddynt ddod at gyffordd bod yn 16 oed neu’n hŷn, i weld ble yr ânt.

Mae’n debyg y byddwn yn cynnig pwynt cyffredinol i ymateb i nifer o’r cwestiynau: ‘A Progress Report’ y bu inni alw ein cyflwyniad, oherwydd ein bod yn dal i fod 19 mis i ffwrdd o roi hyn ar waith. Credaf y byddai’n anghywir i ni greu argraff bod popeth yn ei le gennym ar y cam hwn; nid yw hynny’n wir, oherwydd, fel y crybwyllais ynghynt, mae gennym sawl maes ymchwil sy’n dal i fynd rhagddynt. Er hynny, dyna un o’r meysydd parhaus hynny. Nid cyflwyno glasbrint lle mae un ateb yn briodol i bawb yw holl bwrpas gwneud hyn; mewn gwirionedd, y bwriad yw gwella’r cyfleoedd a’r dewisiadau sydd gan bobl ifanc 16 oed. Gan fod gennym ogwydd at sefydliadau mewn perthynas â’r ffordd y rheolir cyllid ar hyn o bryd, yn aml iawn efallai nad yw pobl ifanc yn cael dewis llawn, cynhwysfawr o ran naill ai i ddilyn llwybr academiaidd, llwybr galwedigaethol, neu gyfuniad o’r naill a’r llall, y rhagwelwn fydd yn digwydd gyda’r system gynllunio a chyllido integredig yn y dyfodol. Yr ydym yn wirioneddol optimistaidd y gallwn gyflawni ystod llawer gwell o opsiynau fel nad yw pobl ifanc yn cael eu difreinio oherwydd eu bod wedi’u cloi i mewn i ffordd o gyllido sy’n canolbwyntio ar sefydliadau.

Un o’r gwersi y gobeithiwn ei werthuso yn awr, a gweld sut y gallwn symud ymlaen, yw’r cynllun peilot a gynhaliwyd yng Nghaerdydd am nifer o flynyddoedd yn ddiweddar. Mae’n ymwneud â chynnig cyfleoedd dysgu ar y safle, yn enwedig yn yr ysgolion ar gyfer pobl ifanc rhwng 11 a 16 oed, na fyddai, fel arall, ar gael i bobl ifanc. Efallai fod rhai o’r ysgolion bum milltir i ffwrdd o’u coleg addysg bellach agosaf ac, felly, mae’r coleg yn estyn allan i ddarparu

on provision in school premises so that young people who are used to going to school at 16, but perhaps have been reluctant to go to the college five miles away, can actually return to their old premises and undertake another post-compulsory programme. So, this obviously addresses some of the questions that you mentioned about the different types of tutors who are engaged. We would hope to draw on the lessons learned from how that is operating at the moment. It is known as the 'collegium approach', and that is something that we will be evaluating and learning lessons from. I suppose that I should point out, at this stage, that ELWa is not the employer of any of these staff, and it is not our intention to micromanage at that level of operation.

Ms Drury: So, when you asked us how many circles we were going to square by August 2005, I would like to reiterate the point that we see August 2005 as the start of the formal implementation. It is not within ELWa's powers to ensure that the levels of staff salaries in the different sectors are on exactly the same scales—that is outwith our specific responsibilities.

You then asked about us looking at sixth forms in isolation, rather than holistically with the rest of the school. You raise an interesting point. Our remit, of course, is to look at post-16, which is why the emphasis of our presentation was exactly there. We recognise, from the work that we did in order to acquire information on the sixth-form costs, how linked those costs were with the rest of the school budget. I want to emphasise, yet again, that there needs to be a close involvement with local authorities in the determination of our development of the learning networks of the future. That is absolutely critical, because we realise that you cannot just look at the sixth forms alone. However, it is not within our powers to have a real impact on pre-16 education as such. I do not know whether there is anything that my colleagues want to add to that.

Mr Hart: One of the points that I wanted to make was that it is that kind of consideration, Chair, that underpins our desire to have three-year funding, not necessarily in terms of allocations, but if we can move to a one-year

yn yr ysgol er mwyn i bobl ifanc sydd wedi arfer mynd i'r ysgol pan fônt yn 16 oed, ond efallai nad ydynt yn barod i deithio pum milltir, allu dychwelyd i'w hen safle a dilyn rhaglen ôl-orfodol arall. Felly, yn amlwg mae hyn yn rhoi sylw i rai o'r cwestiynau a ofynnwyd gennych ynghylch y gwahanol fathau o diwtoriaid sy'n cymryd rhan. Byddem yn gobeithio defnyddio'r gwersi a ddysgwyd ynghylch sut y mae hyn yn gweithio ar hyn o bryd. Y 'dull colegiwm' yw'r enw ar hyn, ac mae'n rhywbeth y byddwn yn ei werthuso ac yn dysgu gwersi oddi wrtho. Mae'n debyg y dylwn dynnu sylw, ar y cam hwn, at y ffaith nad ELWa sy'n cyflogi'r staff hyn, ac nad ein bwriad yw meicroreoli ar y lefel hon.

Ms Drury: Felly, pan ofynnoch chi sawl cylch y byddwn yn ei sgwario erbyn Awst 2005, carwn ailadrodd y pwynt ein bod yn gweld Awst 2005 fel man cychwyn y broses weithredu ffurfiol. Nid oes gan ELWa'r pwerau i sicrhau bod lefelau cyflog staff yn y gwahanol sectorau ar union yr un graddfeydd—nid yw hynny o fewn ein cyfrifoldebau penodol.

Wedyn aethoch ymlaen i holi a oeddem yn edrych ar chweched dosbarth yn ddigyswllt, yn hytrach na chyda gweddill yr ysgol. Yr ydych yn codi pwynt diddorol. Ein cylch gwaith, wrth gwrs, yw edrych ar ôl-16, sef yr union bwyslais yn ein cyflwyniad. Yr ydym yn cydnabod, o'r gwaith a wnaethom er mwyn cael gwybodaeth am gostau chweched dosbarth, sut yr oedd y costau hyn yn plethu â gweddill cyllideb yr ysgol. Yr wyf eisiau pwysleisio, unwaith eto, bod angen gweithio'n agos ag awdurdodau lleol wrth benderfynu ar ddatblygiad rhwydweithiau dysgu'r dyfodol. Mae hynny'n hollbwysig, gan ein bod yn gwybod na ellir edrych ar y chweched dosbarth ar ei ben ei hun. Fodd bynnag, nid yw'r pwerau gennym i gael effaith wirioneddol ar addysg cyn-16. Ni wn os oes gan fy nghydweithwyr rywbeth i'w ychwanegu at hynny.

Mr Hart: Un o'r pwyntiau yr oeddwn am ei wneud oedd mai dyma'r math o ystyriaeth, Gadeirydd, sy'n sail i'n dymuniad i gael cyllid tair blynedd, nid o reidrydd gyda golwg ar ddyraniadau, ond os gallwn symud

allocation with two indicative years and to institutions so that they actually have the surety that this, given volumes of learning, if that is delivered according to plan, would give governors, local education authorities and corporations the wherewithal to plan much more effectively because we would be moving away from the annual cycle of wondering what is happening next if we can actually go forward with that three-year planning and funding cycle. Also, to add to Sheila's point, we are working increasingly with schools on their 14 to 19 developments, and this is not just restricted to tertiary areas, where all pupils leave at 16, but also working alongside 11 to 18 schools. So, we do have an interest, with a small 'i', in the pre-16 side of schools.

Ms Drury: On the higher level of Welsh-medium education, which you want to see, Elaine, could you take that?

Ms Allinson: Just to say that we are doing research at the moment into the costs of bilingual and Welsh-medium provision throughout Wales in all sectors, because we recognise that there are relatively higher costs within those sectors than within delivery purely through the medium of English. We are expecting some results this week and next week, in fact, on those areas of work and, within our formula funding, we have the capacity for weightings to recognise that the relative costs are higher. So, we will be putting the money in on the funding model side to recognise those additional costs.

Ms Drury: In relation to the next set of questions, I would just like to pick up the point that there was a reference to large colleges lacking closeness, and the closeness of the individual disappearing and getting lost perhaps within a much larger system. I think that it is very easy to start conceptualising colleges and schools in, forgive me, a certain stereotype. I do not believe that that necessarily holds water. I think that the colleges are increasingly aware of the importance of devoting time to focusing their pastoral care on the individual. I was just at the opening of what Coleg Llandrillo in north

at ddyraniad blwyddyn gyda dwy flynedd fynegol ac at sefydliadau er mwyn iddynt gael y sicrwydd y byddai hyn, ac ystyried lefelau'r dysgu, pe cyflwynir hyn yn unol â'r cynllun, yn rhoi'r modd i lywodraethwyr, awdurdodau addysg lleol a chorfforaethau gynllunio'n llawer mwy effeithiol gan y byddem yn symud i ffwrdd o'r cylch blynyddol o bendroni beth sy'n digwydd nesaf os gallwn symud ymlaen gyda'r cylch cynllunio a chyllido tair blynedd. Hefyd, i ychwanegu at bwynt Sheila, yr ydym yn gweithio mwy a mwy ag ysgolion ar eu datblygiadau 14 i 19, ac nid dim ond mewn meysydd trydyddol, lle mae pob disgybl yn gadael yn 16, ond hefyd drwy weithio gydag ysgolion 11 i 18. Felly, mae gennym ddiddordeb, gydag 'dd' fach, yn ochr cyn-16 ysgolion.

Ms Drury: Ar lefel uwch addysg drwy gyfrwng y Gymraeg, yr ydych eisiau ei weld, Elaine, allech chi ateb hwnnw?

Ms Allinson: Dim ond dweud ein bod yn gwneud ymchwil ar hyn o bryd i gostau darpariaeth ddwyieithog a darpariaeth drwy gyfrwng y Gymraeg ym mhob sector ledled Cymru, oherwydd ein bod yn cydnabod bod costau cymharol uwch yn y sectorau hynny o'i gymharu â chyflwyno'n gyfan gwbl drwy gyfrwng y Saesneg. Yr ydym yn disgwyl rhai canlyniadau yr wythnos yma a'r wythnos nesaf, mewn gwirionedd, ar y meysydd gwaith hynny ac, o fewn ein cyllid fformiwla, gallwn gynnwys pwysidiadau i gydnabod bod y costau cymharol yn uwch. Felly byddwn yn rhoi'r arian i mewn ar yr ochr model cynllunio i gydnabod y costau ychwanegol hynny.

Ms Drury: Mewn perthynas â'r set nesaf o gwestiynau, carwn fynd ar drywydd y pwynt bod cyfeiriad at golegau mawr nad oeddent yn agos atoch chi, ac agosatrwydd yr unigolyn yn diflannu ac yn mynd ar goll efallai mewn system lawer mwy. Credaf ei bod yn hawdd iawn dechrau cysyniadu colegau ac ysgolion mewn, maddeuwch i mi, rhyw fath o stereoteip. Nid wyf yn credu bod hynny o reidrwydd yn dal dŵr. Credaf fod colegau yn fwyfwy ymwybodol o bwysigrwydd neilltuo amser i ganolbwyntio eu gofal bugeiliol ar yr unigolyn. Yr oeddwn yn agoriad yr hyn y mae Coleg Llandrillo yn

Wales is calling its 'heart space' area last Friday morning, where there are fantastic individual student learning facilities and individual facilities for working with students on all manner of issues that affect them. That, of course, is in addition to the relationship that those students would have necessarily and in the course of their learning. Now, I accept the point that in a school the individual is known to the staff for a long period of time, but I think that colleges increasingly understand the importance of providing that kind of support and care so that there really is a holistic learning experience. We are seeking to recognise the costs of that within some of the weightings of our system.

[20] **Owen John Thomas:** What—

[21] **Peter Black:** Owen, I do not have time for a dialogue. You have had your answer and I am going to move on to Jeff and then Mark.

[22] **Jeff Cuthbert:** Thank you, Chair. I am broadly supportive of the proposals that we have heard today. I have some concerns, but my starting point is page 2 of your briefing, 'The Case for Change', which has been issued to us, and point 10 where it says very clearly that fewer people in Wales have formal qualifications than the average for the UK as a whole; 28 per cent of Welsh adults have low literacy levels, 32 per cent have poor numeracy skills and research has demonstrated a correlation between participation in learning and success in work and in life generally. That is my starting point, but whatever system we move towards must help to eradicate that, and take young people, particularly, forward so that they are better equipped for meaningful employment. I take a very simplistic view of learning in Wales, and I believe very clearly that it is right, as far as we can achieve, to have a level playing field in terms of funding arrangements, and that the FE sector in particular, which is pivotal to our agenda, and which has also been called a cinderella service, is funded adequately. If we move in that direction, as you have indicated, that is to be welcomed.

y Gogledd yn ei alw yn ei 'fan calon' fore Gwener diwethaf, lle ceir cyfleusterau dysgu myfyrwyr unigol gwych a chyfleusterau unigol ar gyfer gweithio gyda myfyrwyr ar bob math o faterion sy'n effeithio arnynt. Mae hynny, wrth gwrs, yn ychwanegol at y berthynas a fyddai gan y myfyrwyr hynny o anghenraid yn ystod eu cyfnod o ddysgu. Yr wyf yn derbyn y pwynt bod y staff mewn ysgol yn adnabod yr unigolyn am gyfnod hir o amser, ond credaf fod colegau yn deall yn gynyddol bwysigrwydd darparu'r math hwnnw o gefnogaeth a gofal er mwyn sicrhau bod profiad dysgu cyfannol. Yr ydym yn ceisio cydnabod costau hynny o fewn rhai o'r pwysladau yn ein system.

[20] **Owen John Thomas:** Beth—

[21] **Peter Black:** Owen, nid oes gennyf amser am ddeialog. Yr ydych wedi derbyn eich ateb ac yr wyf am symud ymlaen at Jeff ac wedyn Mark.

[22] **Jeff Cuthbert:** Diolch, Gadeirydd. Yn gyffredinol yr wyf yn cefnogi'r cynigion yr ydym wedi'u clywed heddiw. Mae gennyf rai pryderon, ond fy man cychwyn yw tudalen 2 eich dogfen friffio, 'The Case for Change', a roddwyd i ni, a phwynt 10 lle dywedir yn glir iawn bod gan lai o bobl yng Nghymru gymwysterau ffurfiol na chyfartaledd y DU yn gyffredinol; mae gan 28 y cant o oedolion Cymru lefelau llythrennedd isel, mae gan 32 y cant sgiliau rhifedd gwael ac mae ymchwil wedi dangos bod cydberthynas rhwng cymryd rhan mewn dysgu a llwyddiant mewn gwaith a bywyd yn gyffredinol. Dyna fy man cychwyn, ond rhaid i ba system bynnag y byddwn yn symud ymlaen tuag ati helpu i gael gwared ar hynny, a mynd â phobl ifanc, yn arbennig, ymlaen er mwyn sicrhau eu bod wedi'u harfogi'n well ar gyfer cyflogaeth ystyrllon. Yr wyf yn edrych ar ddysgu yng Nghymru mewn ffordd syml iawn, a chredaf yn glir iawn ei bod yn iawn, cyn belled ag y gallwn ei gyflawni, cael tegwch o ran trefniadau cyllido, a bod y sector AB, yn benodol, sy'n ganolog i'n hagenda, ac sydd wedi cael ei alw hefyd yn wasanaeth sinderela, yn cael ei gyllido'n ddigonol. Os symudwn ymlaen yn y cyfeiriad hwnnw, fel y bu ichi sôn, dylid croesawu hynny.

I also share David's concern—call it what you want—that if a sixth form closes, it is seen as a backward step. It is bound to be viewed in that way, and I would be reluctant to support any measure that just saw that, full stop. However, I accept that perhaps the sixth form closing is not necessarily the right way to view it. Caerphilly County Borough Council earlier this year proposed a series of measures, which would have had just that effect within the mid-Rhumney valley and the Caerphilly basin, where all the English-medium schools were to lose their sixth forms, move to the college at Ystrad Mynach for the mid-Rhumney valley, and to a new lifelong learning centre in the St Ilan school in Caerphilly for the Caerphilly basin. That caused absolute uproar, and I have complete sympathy with those parents because they did not believe that the consultation was adequate—they just saw the system as an attack against the sixth form, and the whole policy had to be shelved. That is not to say that there were not aspects of the policy that were sound in principle.

I have made it my business, obviously, to talk to headteachers of schools, and we need to move to a system where, in some areas, far greater collaboration with the FE colleges, and schools working together for sixth form education, is the best way forward to ensure a broader curriculum, so that pupils are more likely to be able to learn subjects that they want and that are useful to them. There are practical problems to be overcome, which has been made absolutely clear to me, not least of which is transport arrangements between schools, which in some parts of my constituency, and other parts of Wales, is a massive problem, and may well lead schools to say, well perhaps it is better to centre it in one place, where there is an FE college or whatever, so that at least pupils know where they are going to have to go, rather than spend much of the school day travelling from one building to another, perhaps several miles apart. All these are issues that I would urge those in authority to consider very carefully, in terms of developing a

Yr wyf hefyd yn rhannu pryder David—beth bynnag y dymunwch ei alw—ynglŷn â'r ffaith y gwelir colli cyfleusterau chweched dosbarth mewn ysgol fel cam am yn ôl. Mae'n anochel y caiff ei weld felly, a byddwn yn amharod i gefnogi unrhyw fesur a fyddai ond yn gweld hynny, a hynny'n unig. Fodd bynnag, yr wyf yn derbyn efallai nad cael gwared ar gyfleusterau chweched dosbarth yw'r ffordd iawn o edrych arni o anghenraid. Yn gynharach eleni cynigodd Cyngor Bwrdeistref Sirol Caerffili gyfres o fesurau, a fyddai wedi cael yr union effaith hwnnw o fewn canol cwm Rhymni a basn Caerffili, lle yr oedd yr holl ysgolion cyfrwng Saesneg yn mynd i golli eu cyfleusterau chweched dosbarth. Byddai disgyblion canol cwm Rhymni yn symud i'r coleg yn Ystrad Mynach a byddai rhai basn Caerffili yn symud i ganolfan dysgu gydol oes newydd yn ysgol St Ilan yng Nghaerffili. Achosodd hynny gynnwrf ofnadwy, ac yr wyf yn cydymdeimlo'n llwyr â'r rhieni hynny gan nad oeddent yn credu y bu'r ymgynghoriad yn ddigonol—yr oeddent yn gweld y system fel dim mwy nag ymosodiad yn erbyn y chweched dosbarth, a bu'n rhaid cael gwared ar y polisi yn ei gyfanrwydd. Nid yw hynny'n dweud nad oedd egwyddorion cadarn yn perthyn i rai agweddau ar y polisi.

Yr wyf wedi mynd ati yn fy ngwaith, yn amlwg, i siarad â phenaethiaid ysgolion, ac mae angen i ni symud at system lle, mewn rhai ardaloedd, mwy o gydweithrediad gyda'r colegau AB, ac ysgolion yn cydweithio ar gyfer addysg chweched dosbarth, yw'r ffordd orau ymlaen ar gyfer sicrhau cwricwlwm ehangach fel bod disgyblion yn fwy tebygol o ddysgu pynciau sydd o ddiddordeb ac o ddefnydd iddynt. Mae rhai problemau ymarferol y mae angen eu goresgyn, ac eglurwyd y rhain i mi. Mae trefniadau trafniadaeth rhwng ysgolion yn un o'r rhai amlycaf, sydd yn broblem anferth mewn rhai rhannau o'm hetholaeth, ac mewn rhannau eraill o Gymru, a gallai arwain ysgolion i ddweud, wel efallai ei bod yn well ei ganoli mewn un lle, lle ceir coleg AB neu beth bynnag, fel bod y disgyblion o leiaf yn gwybod lle y bydd rhaid iddynt fynd, yn hytrach na threulio rhan helaeth o'u diwrnod ysgol yn teithio rhwng un adeilad a'r llall, efallai gyda nifer o filltiroedd rhyngddynt. Byddwn yn annog y rheini sydd mewn

collaborative approach. I am sure that most people around this table would support that.

Likewise, in work-based learning which, again, is an important part of our provision, I want to see the position where more and more employers get involved in work-based learning and perhaps one day in the future, take responsibility for work-based learning. However, at the moment, it is fair to say that in the new tendering process there will be winners and losers. What we need to ensure is that the quality providers continue with that work and work, again, in collaboration with the other two key sectors to ensure that the best service is delivered for younger people, and for people whom we do not call younger people, but adults, if you like.

On the issue of informal learning, this is an important sector, and anybody who has worked in youth work, or adult continuing education, or even, indeed, in trade unions, will know that there are many people who desperately want to learn, and are keen to do so, but are put off by a formal environment. We talked about the cyber cafes and other avenues, which are playing a very valuable role—and I have visited a number of them—and bringing people of all ages together, all over 16, to learn and, hopefully, to be encouraged to work towards a recognised qualification, whether it is an NVQ in IT, or key skills in IT, or some open college network awards. That does not matter too much, as long as it is some recognisable outcome that can be assessed. I agree entirely that it is good to move towards a stable process of a three-year agreement. I have received a great amount of criticism, justifiably, saying that people are not able to plan with these very short-term contracts. We must move away from that, so I welcome those statements. I have a question. I am meeting a headteacher next week from a school that was to keep its sixth form, by the way, and that is fine. My question relates to the unit of currency—the credit equivalence unit. You make the point that it is a notional 10-hour period and what can be achieved in

awdurdod i ystyried yr holl faterion hyn yn ofalus dros ben, o ran datblygu dull cydweithredol. Yr wyf yn ffyddiog y byddai'r rhan fwyaf o bobl o gylch y bwrdd hwn yn cefnogi hynny.

Yn yr un modd, mewn dysgu yn y gwaith sydd, unwaith eto, yn rhan bwysig o'n darpariaeth, yr wyf am weld y sefyllfa lle mae mwy a mwy o gyflogwyr yn ymwneud â dysgu yn y gwaith ac efallai un diwrnod yn y dyfodol, yn ysgwyddo'r cyfrifoldeb dros ddysgu yn y gwaith. Fodd bynnag, ar hyn o bryd, mae'n weddol deg dweud y bydd rhai ar eu hennill ac eraill ar eu colled yn y broses dendro newydd. Yr hyn y mae angen i ni ei sicrhau yw bod y darparwyr o ansawdd yn parhau gyda'r gwaith hwnnw a'u bod yn gweithio, eto, ar y cyd â'r ddau sector allweddol arall er mwyn sicrhau bod y gwasanaeth gorau yn cael ei gyflwyno i bobl ifanc, ac i bobl nad ydym yn eu galw yn bobl ifanc, ond oedolion, os hoffwch chi.

O ran dysgu anffurfiol, mae hwn yn sector pwysig, a bydd unrhyw un sydd wedi gweithio ym maes gwaith ieuencid, neu addysg barhaus i oedolion, neu hyd yn oed, yn wir, undebau llafur, yn gwybod bod nifer o bobl sydd wirioneddol eisiau dysgu, ac sy'n awyddus i wneud hynny, ond sy'n cael eu dychryn gan amgylchedd ffurfiol. Yr ydym wedi siarad am we gaffis a llwybrau eraill, sy'n chwarae rhan werthfawr iawn—ac yr wyf wedi ymweld â nifer ohonynt—ac yn dod â phobl o bob oed at ei gilydd, i gyd dros 16, i ddysgu a, gobeithio, i gael eu hannog i weithio tuag at gymhwyster cydnabyddedig, boed hynny yn NVQ mewn TG, neu sgiliau allweddol mewn TG, neu ryw ddyfarniadau rhwydwaith coleg agored. Nid yw hynny o bwys mawr, cyn belled ag y gellir asesu rhyw fath o ganlyniad. Cytunaf yn llwyr ei bod yn dda symud ymlaen at broses sefydlog cytundeb tair blynedd. Yr wyf wedi derbyn llawer iawn o feirniadaeth, ac mae cyfiawnhad dros hynny, yn dweud na all pobl gynllunio gyda'r contractau tymor byr hyn. Rhaid i ni symud i ffwrdd oddi wrth hynny, felly croesawaf y datganiadau hynny. Mae gennyf gwestiwn. Yr wyf yn cwrdd â phennaeth wythnos nesaf o ysgol a oedd i gadw ei chweched dosbarth, gyda llaw, ac mae hynny yn iawn. Mae fy nghwestiwn yn ymwneud â'r uned arian cyfred—yr uned

terms of skills and competence in that period. I understand how that can be assessed in an NVQ-type environment quite easily. However, in terms of the learning environment in schools, you do not mention the word 'knowledge'. How is it proposed to assess what has been learnt in a school environment in terms of a 10-hour period?

[23] **Peter Black:** Mark, you have some questions?

[24] **Mark Isherwood:** Thank you. Developing on what we have heard, we have to accept that there are causes and consequences, costs and benefits. Speaking as a parent, my oldest child is in a sixth form, while the next will go to a further education college. This is what is right for their individual needs. This choice was vital, and I think that it is their right and the right of future generations. We must also accept that, inevitably, the unit cost in an FE college will always be lower than in a sixth form on simple economies of scale. We need to broaden the analysis. It needs to be a detailed analysis that looks at the causes and the consequences rather than appearing to drive what I see as a predestined model because of the emphasis from the centre from the beginning. We need to look at the development of the whole person.

I move on to deprivation. It is not your fault, but you are required to tackle symptoms not causes. I am encouraged that you are able to target deprivation in a more effective manner than the wider education sector, where there is no attempt to ring-fence or target based on local needs analysis. The real problem with deprivation as I see it is that young people leave school socially excluded, disempowered or with missed special needs. Therefore we need to intervene at an early stage. I know that you do not have much that you can do yourselves in doing that, but it needs whole organisational change in schools, managed from within in order to deliver what the employers want, which is employable young people with the hard and soft skills that they need as team players.

credyd cyfwerth. Yr ydych yn gwneud y pwynt ei fod yn gyfnod tybiannol o 10 awr a'r hyn y gellir ei gyflawni o ran sgiliau a chymhwysedd yn ystod y cyfnod hwnnw. Yr wyf yn deall sut y gellir asesu hynny mewn amgylchedd o fath NVQ yn weddol hawdd. Fodd bynnag, o ran yr amgylchedd dysgu mewn ysgolion, nid ydych yn crybwyll y gair 'gwybodaeth'. Sut cynigir asesu'r hyn a ddysgwyd mewn amgylchedd ysgol mewn cyfnod o 10 awr?

[23] **Peter Black:** Mark, mae gennych chi rai cwestiynau?

[24] **Mark Isherwood:** Diolch. Gan ddatblygu'r hyn a glywsom eisoes, rhaid i ni dderbyn bod achosion a chanlyniadau, costau a manteision. Gan siarad fel rhiant, mae fy mhlentyn hynaf mewn chweched dosbarth, a bydd y nesaf yn mynd i goleg addysg bellach. Dyma sy'n iawn i'w hanghenion unigol hwy. Yr oedd y dewis hwn yn hanfodol, a chredaf fod ganddynt hwy, ynghyd â chenedlaethau yn y dyfodol, hawl i'r dewis hwn. Rhaid i ni hefyd dderbyn y bydd cost yr uned mewn coleg AB, yn anochel, bob amser yn is na mewn chweched dosbarth ar arbedion maint syml. Mae angen i ni ehangu'r dadansoddiad. Mae angen iddo fod yn ddadansoddiad manwl sy'n edrych ar yr achosion a'r canlyniadau yn hytrach nag ymddangos i yrru'r hyn a welaf fi fel model a ragdynghedwyd ymlaen oherwydd y pwyslais o'r canol o'r cychwyn cyntaf. Mae angen i ni edrych ar ddatblygiad y person cyfan.

Symudaf ymlaen at amddifadedd. Nid chi sydd ar fai am hyn, ond gofynnir i chi fynd i'r afael â symptomau yn hytrach nag achosion. Mae'n galonidid i mi y gallwch dargedu amddifadedd mewn ffordd fwy effeithiol na'r sector addysg ehangach, lle ni cheir ymdrech i glustnodi na thargedu ar sail dadansoddiad o anghenion lleol. Yn fy nhyb i, y broblem go iawn gydag amddifadedd yw bod pobl ifanc yn gadael ysgol wedi'u hallgáu'n gymdeithasol, wedi'u dirymu neu gydag anghenion arbennig a fethwyd. Felly mae angen i ni ymyrryd ar gam cynnar. Gwn nad oes gennych lawer y gallwch chi eich hunain ei wneud i gyflawni hynny, ond mae angen newid sefydliadol mewn ysgolion drwyddynt draw, wedi ei reoli o'r tu mewn er mwyn cyflawni'r hyn y mae'r cyflogwyr ei

They need to be able to show initiative, develop leadership skills where appropriate, and so on.

I have mentioned the Resolve scheme this morning and I will mention it again. I understand that this has the backing of the CBI, the Secondary Heads Association and the children's commissioner. I am encouraged that ELWa put funding in at the initial stage. I am also told that there are seven schools ready to pilot it now in areas of high unemployment and relative deprivation. I would be interested to know how you plan to support that in the future.

This leads me on to immediate funding needs. This is all well and good over time, but there are immediate funding needs because in this current financial year we have seen FE colleges lose staff, turn students away and lose 800 full-time and part-time courses. I would be interested to know how you will meet their immediate needs. On work-based training, the equivalent costs of training—I stress the word 'equivalent'—in Wales are over £800 less than in England and Scotland. However we play around with the figures, that is the bottom line funding for students. So, how will you be able to address that growing problem in the shorter term?

[25] **Peter Black:** Thank you. I know that there were a lot of questions there, but we are running out of time, Sheila, so I would appreciate it if you could be brief.

Ms Drury: Let us take the credit equivalence unit in schools first.

Mr Hart: Personally, I always add 'knowledge' to the list so it is knowledge, skills and competency in my book. But, you do not have to do this on a 10-hour basis. What you can do is take existing qualifications and deconstruct them into their 10-hour component parts and reconstruct them so that you have a credit value. So, if

eisiau, sef pobl ifanc cyflogadwy gyda'r sgiliau caled a meddal sydd eu hangen arnynt fel chwaraewyr tîm. Mae angen iddynt allu gweithio o'u pen a'u pastwn eu hunain, datblygu sgiliau arwain pan fo hynny'n briodol ac yn y blaen.

Yr wyf eisoes wedi sôn am y cynllun Resolve bore yma ac yr wyf am sôn amdano unwaith eto. Yr wyf yn deall iddo dderbyn cefnogaeth y CBI, Cymdeithas y Prifathrawon Uwchradd a'r comisiynydd plant. Fe'm calonogir gan y ffaith bod ELWa wedi darparu cyllid at hyn ar y cam cychwynnol. Dywedir wrthyf hefyd bod saith ysgol yn barod i dreialu hyn yn awr mewn ardaloedd sydd â diweithdra uchel ac amddifadedd cymharol. Carwn wybod sut yr ydych yn bwriadu cefnogi hynny yn y dyfodol.

Mae hyn yn fy arwain ymlaen at anghenion cyllido brys. Mae hyn yn ddigon teg dros amser, ond ceir anghenion cyllido brys oherwydd yr ydym wedi gweld colegau AB yn colli staff yn ystod y flwyddyn ariannol hon, yn troi myfyrwyr i ffwrdd ac yn colli 800 o gyrsiau amser llawn a rhan amser. Carwn wybod sut y byddwch yn bodloni eu hanghenion brys. Gyda golwg ar hyfforddiant yn y gwaith, mae costau cyfatebol hyfforddiant—pwysleisiaf y gair 'cyfatebol'—yng Nghymru dros £800 yn llai nag yn Lloegr a'r Alban. Sut bynnag yr ydym yn chwarae o gwmpas gyda'r ffigurau, dyna swm a sylwedd y cyllid ar gyfer myfyrwyr. Felly, sut y byddwch yn gallu rhoi sylw i'r broblem gynyddol hon yn y tymor byrrach?

[25] **Peter Black:** Diolch. Gwn fod sawl cwestiwn yn fan yna, ond mae amser yn mynd yn drech na ni, Sheila, felly byddwn yn gwerthfawrogi pe baech yn gryno.

Ms Drury: Gadewch inni edrych ar yr unedau credyd cyfwerth mewn ysgolion yn gyntaf.

Mr Hart: Yn bersonol, yr wyf bob amser yn ychwanegu 'gwybodaeth' at y rhestr felly gwybodaeth, sgiliau a chymhwysedd ydynt yn fy marn i. Ond, nid oes yn rhaid i chi wneud hyn ar sail 10 awr. Yr hyn allwch chi ei wneud yw cymryd cymwysterau sy'n bodoli ar hyn o bryd a'u rhannu'n rannau cyfansoddol o 10 awr a'u hailadeiladu er

you take an A-level, for example, if it is a 270-hour programme, it would have 27 units-worth. You would not assess each 10-hour block; you would assess the whole pot, unless it was modularised. So, with maths, whether you took trigonometry and geometry and did them separately, or whether you had a terminal examination at the end of the whole process, it would have 27 credits value; you would not do it in its component parts. You can do it in its component parts, and many of those components then lead up and once you have a portfolio of all of those credits, you can then claim a whole recognised qualification. One of the comments that I jotted down as well—

[26] **Jeff Cuthbert:** Can you issue some guidance on that? Do you have guidance on that?

Mr Hart: Yes, we can circulate that to all members via the appropriate channels, Chair.

[27] **Peter Black:** Yes please.

Mr Hart: On functional literacy and functional numeracy, we are about to expand on our basic skills strategy, where we basically undertake a screening, starting with further education, of functional literacy, numeracy and support needs, as people come into further education in order to do some form of diagnostic assessment of those support needs. There are two ways in which we can then try to address the outcome of that: one is discrete provision, where you have something like adult basic education, and the other is on-programme support. In the old days, for example, if you were poor at English, you were poor at history because you could not write the essays, so there would be on-programme support to help somebody through a programme of that kind. So, there will be discrete provision and on-programme support, all based on a screening exercise.

On the issue of the unit cost, in response to the question of the smaller organisation always having a higher unit cost, that is true, but it depends on what the unit is. If the unit

mwyn i chi gael gwerth credyd. Felly, os ydych yn cymryd Lefel A, er enghraifft, os yw'n rhaglen 270 awr, byddai'n werth 27 uned. Ni fyddech yn asesu bob bloc 10 awr; byddech yn asesu'r rhaglen yn ei chyfanrwydd, oni bai ei bod wedi'i rhannu'n fodiwlau. Felly, gyda mathemateg, pa un ai a fyddech yn cymryd trigonomeg a geometreg ac yn eu gwneud ar wahân, neu pe bai gennych arholiad terfynol ar ddiwedd yr holl broses, 27 credyd fyddai ei werth; ni fyddech yn ei wneud yn ei rannau cyfansoddol. Mae modd ei wneud yn ei rannau cyfansoddol, ac mae nifer o'r rhannau cyfansoddol hynny wedyn yn arwain i fyny ac ar ôl i chi gael portffolio o'r holl gredydau hynny, gallwch hawlio cymhwyster cydnabyddedig cyfan. Un o'r sylwadau eraill a nodais hefyd—

[26] **Jeff Cuthbert:** Allwch chi roi arweiniad ar hynny? Oes gennych chi arweiniad ar hynny?

Mr Hart: Oes, gallwn ei ddsbarthu i'r holl aelodau drwy'r sianelau priodol, Gadeirydd.

[27] **Peter Black:** Ie os gwelwch yn dda.

Mr Hart: Gyda golwg ar lythrennedd gweithredol a rhifedd gweithredol, yr ydym ar fin ymestyn ein strategaeth sgiliau sylfaenol, pan fyddwn yn ei hanfod yn sgrinio, gan ddechrau gydag addysg bellach, llythrennedd gweithredol, rhifedd ac anghenion cefnogaeth, wrth i bobl ddod i addysg bellach er mwyn gwneud rhyw fath o asesiad diagnostig o'r anghenion cefnogaeth hynny. Mae dwy ffordd y gallwn geisio mynd i'r afael â chanlyniad hynny: darpariaeth ar wahân yw'r cyntaf, lle mae gennych rywbeth fel addysg sylfaenol i oedolion, a chefnogaeth ar y rhaglen yw'r llall. Yn yr hen ddyddiau, er enghraifft, os oedd eich Saesneg yn wael, yr oedd eich hanes yn wael gan nad oeddech yn gallu ysgrifennu'r traethodau, felly byddai cefnogaeth ar gael ar y rhaglen i helpu rhywun drwy raglen o'r math honno. Felly, ceir darpariaeth ar wahân a chefnogaeth ar y rhaglen, i gyd yn seiliedig ar ymarfer sgrinio.

Gyda golwg ar gost yr uned, i ymateb i'r cwestiwn bod gan y sefydliadau llai gost uned uwch bob amser, mae hynny yn wir, ond mae'n dibynnu ar beth yw'r uned. Os

is on a per capita basis, then the answer to the question is: yes, it always will be, if it is more expensive. What we are seeking to do is to have a single-price unit. What you would then be looking for is how many units do you fund out of that same price. So, in further education, which has now been operating the same system for 10 years, every college is funded at the same unit price. It is just that some colleges get more units because they operate bilingually, more units because they operate in a sparsely populated rural area, and more units because they are serving areas of deprivation. So, at that level, the unit cost remains the same. If you were to look at it on a per capita basis, that is where you would get the diseconomies of scale. So, it is not just a presentational issue, but a real funding one, but what we are trying to do is to turn that on its side, so that we fund on a different unit basis, back to those 10-hour units and to their equivalencies of equal financial value.

As far as the Resolve issue is concerned, we are delighted to be associated with it and the work that it has undertaken and the resulting outcomes. We will work with it to try to address strategies to overcome the disengaged people. It is not the only interest group in this area, but we have to be careful about our vires in dealing with pre-16 issues. As part of our team Wales approach, we genuinely want to work with all interested parties to try to develop a continuum of learning opportunities. For example, we have a pilot scheme running in Pembrokeshire at the moment, which is a tri-partheid approach between the local education authority, the local Pembrokeshire college and the Prince's Trust. The Prince's Trust provides all of the—if you like—soft key skills to do with partnership working, team development and problem solving. The local authority and the schools are dealing with the harder key skills to do with functional literacy and numeracy. The college is then providing a vocational dimension so that students can use that underpinning knowledge in a practical sense and learn welding and so on and come out with a practical skill. That is known as the apex programme. So, there are examples of that across Wales, where we are trying to—

yw'r uned ar sail cost y pen, yr ateb i'r cwestiwn yw: ydy, ac felly y bydd hi bob amser, os yw'n ddrutach. Yr hyn yr ydym yn ceisio ei wneud yw cael uned un pris. Byddech chi wedyn yn chwilio i weld sawl uned yr ydych eisiau eu cyllido allan o'r un pris hwnnw. Felly, mewn addysg bellach, sydd bellach wedi bod yn defnyddio'r un system ers 10 mlynedd, cyllidir pob coleg ar yr un pris uned. Ond mae rhai colegau yn cael mwy o unedau oherwydd eu bod yn gweithredu'n ddwyieithog, mwy o unedau oherwydd eu bod yn gweithio mewn ardal wledig denau ei phoblogaeth, a mwy o unedau oherwydd eu bod yn gwasanaethu ardaloedd lle ceir amddifadedd. Felly, ar y lefel honno, mae cost yr uned yn aros yr un fath. Pe baech yn edrych arno ar sail cost y pen, dyna lle y caech ddiffyg arbedion maint. Felly nid dim ond mater cyflwyniadol yw hwn; mae'n fater cyllido go iawn, ond yr hyn yr ydym yn ceisio ei wneud yw troi hynny ar ei ochr, fel ein bod yn cyllido ar sail uned wahanol, yn ôl i'r unedau 10 awr hynny a'u helfennau cyfwerth o werth ariannol cyfartal.

O ran Resolve, yr ydym wrth ein bodd ein bod yn ymwneud â hwn a'r gwaith y mae wedi'i wneud a'r canlyniadau a ddeilliodd o hynny. Byddwn yn gweithio gydag ef i geisio ymdrin â'r strategaethau i helpu'r rhai sydd wedi ymddieithrio. Nid dyma'r unig grŵp perthnasol yn fan hyn, ond rhaid i ni fod yn ofalus ynghylch ein pwerau wrth ddelio â materion cyn-16. Fel rhan o'n dull gweithredu tîm Cymru, yr ydym o ddiffrif yn awyddus i weithio gyda phawb sydd â buddiant i geisio datblygu continwwm o gyfleoedd dysgu. Er enghraifft, mae gennym gynllun peilot ar waith yn sir Benfro ar hyn o bryd, sy'n ddull gweithredu teiran rhwng yr awdurdod addysg lleol, coleg lleol sir Benfro ac Ymddiriedolaeth y Tywysog. Ymddiriedolaeth y Tywysog sy'n darparu'r holl—os hoffwch chi—sgiliau allweddol meddal sy'n ymwneud â gweithio mewn partneriaeth, datblygu tîm a datrys problemau. Yr awdurdod lleol a'r ysgolion sy'n ymdrin â'r sgiliau allweddol caletach sy'n ymwneud â llythrennedd a rhifedd gweithredol. Y coleg sydd wedyn yn darparu dimensiwn galwedigaethol er mwyn i fyfyrwyr allu defnyddio'r wybodaeth sylfaen honno mewn ffordd ymarferol a dysgu sut i weldio ac yn y blaen a dod allan gyda sgil

and I should have mentioned that the clientele for that group are those who might otherwise have been excluded from school, because they have psychological, emotional, behavioural problems or whatever. It is a way of getting them back into learning. So, the short answer is that we want to play our part, but we have to be careful about our vires in the pre-16 arena.

[28] **Peter Black:** Thank you. I have a very short question: in terms of supported housing, where you have training and education looking at life skills and that sort of thing—I know that you have been doing a project on foyers—if you were to fund that sort of training, how would that fit into this training framework? I think that the Minister also has a question and then we will wrap up.

[29] **Jane Davidson:** Sheila rightly said that there are aspects that are not in the control of ELWa in terms of the delivery of this agenda. Earlier, we discussed the parity of pay in terms of FE and teaching staff. Work is proceeding well on that, and there is money in ELWa's budget to deliver that, but that is an Assembly Government agenda, working with the unions and the forum on the delivery. There are also issues around the formulae that local authorities use at local level. You saw from the slides the huge variation in the amount of money allocated to sixth forms. Historically, there have been all sorts of ways in which schools have either propped up sixth forms or the rest of the secondary sector, in terms of issues around sixth forms. We were consulting earlier, as all Members know, on issues around the over-arching formula for schools. Local authorities need to actually look at their own formulae for delivering in their local area, in anticipation of the national planning and funding framework coming into place. A third component is the fact that, from September 2004, local authorities will have the responsibility for co-ordinating transport planning, which is very important in terms of looking at delivery longer term. That means that one of those issues that are about at the moment about transport, and young people

ymarferol. Y rhaglen frig yw'r enw ar honno. Felly, ceir enghreifftiau o hynny o Fôn i Fynwy, lle yr ydym yn ceisio—a dylwn fod wedi sôn mai'r cleientiaid ar gyfer y grŵp hwnnw yw'r rhai a fyddai fel arall, o bosibl, wedi'u hallgáu o'r ysgol, oherwydd bod ganddynt broblemau seicolegol, emosiynol, ymddygiad neu beth bynnag. Mae'n ffordd o'u cael yn ôl i ddysgu, Felly, yr ateb byr yw ein bod eisiau chware ein rhan, ond rhaid i ni fod yn ofalus ynglŷn â'n pwerau yn y maes cyn-16.

[28] **Peter Black:** Diolch. Mae gennyf gwestiwn byr iawn: o ran tai â chymorth, lle mae gennyf hyfforddiant ac addysg yn edrych ar sgiliau bywyd a'r math hwnnw o beth—gwn i chi gynnal prosiect ar foyers—pe baech yn cyllido'r math hwnnw o hyfforddiant, sut byddech yn gosod hynny yn y fframwaith hyfforddiant hwn? Credaf fod gan y Gweinidog gwestiwn hefyd ac wedyn gallwn gau pen y mwdwl.

[29] **Jane Davidson:** Yr oedd Sheila yn llygad ei lle pan ddywedodd bod rhai agweddau na all ELWa eu rheoli o ran cyflwyno'r agenda hon. Yn gynharach, yr oeddem yn trafod tegwch tâl rhwng staff dysgu a staff AB. Mae gwaith yn mynd rhagddo'n dda ar hynny, ac mae arian ar gael yng nghyllideb ELWa i ddarparu hynny, ond agenda Llywodraeth y Cynulliad yw honno, gan weithio gyda'r undebau a'r fforwm ar y ddarpariaeth. Ceir nifer o faterion hefyd sy'n ymwneud â'r fformiwlâu y mae awdurdodau lleol yn eu defnyddio ar lefel leol. Gwelsoch o'r sleidiau yr amrywiaeth anferth yn yr arian a ddyrannwyd ar gyfer cyfleusterau chweched dosbarth. Yn hanesyddol, bu i ysgolion ddefnyddio pob math o ffyrdd i gynnal cyfleusterau chweched dosbarth neu weddill y sector uwchradd, o ran materion sy'n ymwneud â chyfleusterau chweched dosbarth. Yr oeddem yn ymgynghori yn gynt, fel y gŵyr yr holl Aelodau, ar faterion yn ymwneud â'r fformiwlâu trosfwaol ar gyfer ysgolion. Mae angen i awdurdodau lleol edrych ar eu fformiwlâu eu hunain ar gyfer y ddarpariaeth yn eu hardal leol, wrth ddisgwyl i'r fframwaith cynllunio a chyllido cenedlaethol ddod i rym. Trydedd elfen yw'r ffaith mai awdurdodau lleol fydd yn gyfrifol am gydlynu cynllunio trafniadaeth o Fedi 2004, sy'n bwysig iawn o ran edrych ar

on an individual basis not being able to get to places, could be resolved in more strategic initiatives from local authorities.

I just wanted to say two other brief things. The first is that Members should have a look at the regional statements of need that are being published by all the regional committees of ELWa. What I found very interesting when I was with the mid-Wales committee last week, is that there was full acceptance by members that although they were, in a sense, in the most sparsely populated part of Wales, they still had duplication of provision in some areas, which they needed to address—and they saw it as nugatory competition—and they had big gaps in others. The point about getting a planning and funding framework in to working together is about ensuring that we can tackle those issues of nugatory competition, that is, when it is not beneficial to anybody, but therefore create more. It is not about a savings agenda, we have put more and more investment into ELWa—there is a £10 million increase in work-based training, for example, this year. So, it is not about savings, it is about getting the most effective use of the money, and actually, taking Mark's example, it is exactly about young people being able to choose whether they go to a sixth form, whether they go to a college, or whether in their sixth form they are also taught from somewhere else in Wales. I think that ELWa has just about got a final agreement with Cymdeithas Ysgolion Dros Addysg Gymraeg, which represents all the interests of the Welsh-medium secondary schools, to put video conferencing facilities in all the schools, so that they can access teaching and learning opportunities elsewhere. That is the excitement of this agenda and a lot of it has been happening in the year since this has been discussed. When I first became Minister, colleges and schools were in direct competition. Now you would find it hard to find a school or a college that does not have any links at all with each other in any context, because the local learning planning is actually already starting to deliver better opportunities. There is a need for a national planning and funding framework to

ddarpariaeth yn y tymor hwy. Mae hyn yn golygu y byddai modd datrys un o'r materion cyfredol hynny yn ymwneud â thrafnidiaeth, a'r ffaith nad ydy pobl ifanc, yn unigol, yn gallu cyrraedd llefydd, drwy gynlluniau mwy strategol gan awdurdodau lleol.

Yr oeddwn eisiau dweud dau beth arall yn fyr. Y cyntaf yw y dylai Aelodau daro golwg ar y datganiadau rhanbarthol o angen a gyhoeddir gan holl bwyllgorau rhanbarthol ELWa. Yr hyn a oedd yn ddiddorol iawn i mi pan fynychais gyfarfod pwyllgor y Canolbarth wythnos diwethaf oedd bod yr aelodau yn llwyr dderbyn, er eu bod, i bob pwrpas, yn yr ardal deneuaf ei phoblogaeth yng Nghymru, eu bod yn dal i ddyblygu darpariaeth mewn rhai ardaloedd, ac mae angen iddynt roi sylw i hynny—ac yr oeddent yn gweld hyn fel cystadleuaeth ddibwys—ac yr oedd ganddynt fylchau mawr mewn rhai eraill. Y pwynt ynghylch llunio fframwaith cynllunio a chyllido i gydweithio yw sicrhau y gallwn fynd i'r afael â'r materion hynny ynghylch cystadleuaeth ddibwys, hynny yw, pan nad yw o fudd i unrhyw un, ond bod mwy yn cael ei greu drwy hynny. Nid yw hyn ynghylch agenda arbedion, yr ydym wedi buddsoddi mwy a mwy yn ELWa—mae cynnydd o £10 miliwn mewn hyfforddiant yn y gwaith, er enghraifft, eleni. Felly, nid yw hyn yn ymwneud ag arbedion, ond defnyddio'r arian yn y ffordd fwyaf effeithiol, ac mewn gwirionedd, a chymryd enghraifft Mark, mae'n ymwneud â gallu pobl ifanc i ddewis pa un ai a ydynt am fynd i'r chweched dosbarth, a ydynt am fynd i'r coleg, neu a ydynt yn eu chweched dosbarth yn cael eu dysgu o rywle arall yng Nghymru hefyd. Credaf fod ELWa bron â chael cytundeb terfynol gyda Chymdeithas Ysgolion Dros Addysg Gymraeg, sy'n cynrychioli holl fuddiannau ysgolion uwchradd cyfrwng Cymraeg, i osod cyfleusterau fideo gynadleda ym mhob ysgol, er mwyn iddynt allu manteisio ar gyfleoedd addysgu a dysgu o fannau eraill. Dyna gyffro yr agenda hon ac mae llawer ohoni wedi bod yn digwydd yn ystod y flwyddyn ers trafod hyn. Pan benodwyd fi'n Weinidog gyntaf, yr oedd colegau ac ysgolion yn cystadlu'n uniongyrchol yn erbyn ei gilydd. Erbyn hyn byddai'n eithaf anodd i chi ddod o hyd i ysgol neu goleg heb unrhyw gysylltiadau â'i gilydd mewn unrhyw

take those to a higher level. So that was a set of comments that I hope will help in terms of answering some of the questions that people were also raising about how you look at some of the aspects that are outside ELWa's control, in terms of how we take this agenda forward.

Ms Drury: You were just asking about the foyer project and how we would support learning for that kind of context, Chair.

[30] **Peter Black:** Yes.

Mr Hart: The type of activity that the foyer initiative is involved with is very similar in fact to other approaches from organisations with which we are also working—the YMCA, for example, and the Prince's Trust—where we have a range of activities dealing with supported and informal learning for young people. Some of it is education for pre- and post-release offenders, some of it is to do with preparing mentors to work with young people who are leaving social care as they become independent young adults. They deal with a lot of valuable and, in many cases, unaccredited learning on how to deal with solvent, drug or alcohol abuse, how to deal with bereavement, how to deal with managing money, and how to help people out of the spiral of decline that many of these people experience—from drug abuse into petty crime and unemployment—and how that downward spiral expands, and to try to reverse all of that. However, we also try to work with providers to bring many of the skills and competencies back into the credit framework. It is now possible for people to gain these 10-hour credits—actually they are based on 30-hour credits, and they get fractions of them at the moment; we will convert to 10 hours shortly—in dealing with some of those, so that people can actually have recognised the competence that they have gained. We are addressing a whole range of activities in relation to how the organisers can deal with young people. It is very similar to the training that youth club managers undergo, for example, and we are

gyd-destun, oherwydd bod y cynllunio dysgu lleol eisoes yn dechrau cyflwyno cyfleoedd gwell. Mae angen fframwaith cynllunio a chyllido cenedlaethol er mwyn mynd â'r rheini i lefel uwch. Felly yr oedd y rheini yn gyfres o sylwadau a fydd o gymorth gobeithio wrth ateb rai o'r cwestiynau yr oedd pobl yn eu gofyn ynghylch sut yr ydych yn edrych ar rai o'r agweddau sydd y tu hwnt i reolaeth ELWa, o ran sut yr ydym yn mynd â'r agenda hon rhagddi.

Ms Drury: Yr oeddech yn holi ynghylch y prosiect foyer a sut y byddem yn cefnogi dysgu ar gyfer y math hwnnw o gyd-destun, Gadeirydd.

[30] **Peter Black:** Oeddw'n.

Mr Hart: Mae'r math o weithgarwch y mae'r cynllun foyer yn ymwneud ag ef yn debyg iawn mewn gwirionedd i ddulliau gweithredu eraill sefydliadau yr ydym hefyd yn gweithio gyda hwy—y YMCA, er enghraifft, ac Ymddiriedolaeth y Tywysog—lle mae gennym amrywiaeth o weithgareddau sy'n delio â dysgu wedi'i gefnogi a dysgu anffurfiol ar gyfer pobl ifanc. Mae rhywfaint ohono yn addysg ar gyfer troseddwr cyn ac ar ôl iddynt gael eu rhyddhau, mae rhywfaint ohono yn ymwneud â pharatoi mentoriaid i weithio gyda phobl ifanc sy'n gadael gofal cymdeithasol wrth iddynt ddod yn oedolion ifanc annibynnol. Maent yn delio â llawer o ddysgu gwerthfawr, ac yn aml dysgu nas achredwyd, ar sut i ddelio â chamdefnyddio sylweddau, cyffuriau neu alcohol, sut i ddelio â cholled, sut i ddelio â rheoli arian, a sut i helpu pobl i ddod allan o'r twll y mae nifer o'r bobl hyn yn ei wynebu—o gamdefnyddio cyffuriau i fân droseddau a diweithdra—a sut y mae'r twll hwnnw yn mynd yn ddyfnach ac yn ddyfnach, a cheisio newid hynny. Fodd bynnag, yr ydym hefyd yn ceisio gweithio gyda darparwyr i ddod â nifer o'r sgiliau a'r cymwyseddau yn ôl i'r fframwaith credyd. Mae hi bellach yn bosibl i bobl ennill y credydau 10 awr hyn—a dweud y gwir maent yn seiliedig ar gredydau 30 awr, ac maent yn cael ffraciynau ohonynt ar hyn o bryd; byddwn yn newid i 10 awr cyn bo hir—wrth ddelio â rhai o'r rheini, er mwyn i bobl gael cydnabyddiaeth am y cymhwysedd y maent wedi'i ennill. Yr ydym yn rhoi sylw i amrywiaeth eang o

working with people in housing associations, where they are working with a similar client group, on how to cope with young people. To be perfectly honest, the tried and trusted ways of the past have not worked—if they had, we would not have the problems that we have now—and that is why we are trying to address these with new, revolutionary approaches.

weithgareddau mewn perthynas â sut gall y trefnwyr ddelio â phobl ifanc. Mae'n debyg iawn i'r hyfforddiant a dderbynia rheolwyr clybiau ieuenctid, er enghraifft, ac yr ydym yn gweithio gyda phobl mewn cymdeithasau tai lle maent yn gweithio gyda grŵp cleientiaid tebyg, ar sut i ddelio â phobl ifanc. A bod yn hollol onest, nid yw'r hen ffyrdd o wneud pethau wedi gweithio—pe baent wedi gweithio, ni fyddai'r problemau sy'n ein hwynebu ni yn awr yn bodoli—a dyma pam yr ydym yn ceisio rhoi sylw iddynt gyda'r dulliau gweithredu newydd chwyldroadol hyn.

[31] **Peter Black:** And that fits into this framework?

[31] **Peter Black:** Ac mae hynny'n dod i mewn i'r fframwaith hwn?

Mr Hart: Yes, indeed.

Mr Hart: Ydy wir.

[32] **Peter Black:** Right, that is what I wanted to know. Thank you very much.

[32] **Peter Black:** Iawn, dyna yr oeddwn i am ei wybod. Diolch yn fawr iawn i chi.

Thank you very much indeed for your presentation. I am sorry that the session was a bit longer than anticipated, so thank you for that.

Diolch yn fawr iawn yn wir am eich cyflwyniad. Mae'n ddrwg gennyf fod y sesiwn wedi para ychydig yn hwy na'r hyn yr oeddwn wedi ei ddisgwyl, felly diolch am hynny.

*Daeth y sesiwn cymryd tystiolaeth i ben am 11.35 a.m.
The evidence-taking session ended at 11.35 a.m.*