

Education and Lifelong Learning Committee

PROGRESS REPORT ON 14-19 LEARNING IN WALES

Purpose

1 To update the Committee on the progress made on developing a distinctive strategy for Wales and to provide the Committee with the opportunity to comment on the emerging themes from the current debate stage of the process.

Timing

2. The Minister for Education and Lifelong Learning announced the start of the debate in plenary on 28 May 2002. She promised a consultation document making specific proposals for development will be produced at the end of October 2002, and that a formal consultation period will run during November and December. An action plan, taking account of the responses, will be produced in March 2003.

Background

3. In "*The Learning Country*" published in September 2001, a commitment was made to consult with all stakeholders. This commitment will be realised with the publication of the consultation document in the autumn.

4. The Youth Policy Team has been given the lead responsibility for this development, but is working as part of a cross cutting team including the Department for Training and Education and a range of other Assembly policy areas, and with representatives from all sectors involved with education, training and employment for young people in Wales.

5. Nominations from a wide range of organisations were received for members of the Project Team, detailed at Annex B, and the External Reference Group, listed at Annex C. John Williams, Headteacher of Pen-y-dre High School in Merthyr was nominated by his LEA and has been willing and able to take on the demanding role of leading the Project Team. He is seconded to the Youth Policy Team for 6 months from May-October 2002.

6. The Project Team, in collaboration with colleagues in their sector has been developing ideas for discussion and debate throughout Wales. The intention is to try and involve interested parties throughout the country in contributing to the development of the proposals which will be detailed in the forthcoming consultation document in October. This is a genuine opportunity for those working with young people, and young people themselves, to help shape the future of 14-19 learning in Wales.

7. The role of the External Reference Group is to test and challenge the emerging ideas as well as to make their own important contributions. The result should be strong proposals, which will work in Wales and which have the support of those who will deliver and who will be on the receiving end of these changes.

Sustainable Development

8. The 14-19 Project will impact, directly and indirectly, on policy areas across the Assembly. It is therefore essential that appropriate policy linkages are made and maintained, at an early stage, and that the Project is seen as having implications for policy development and delivery outside of education and training, complementing and supporting the vision set out in "Plan for Wales 2001". The Project Team is currently working with the Strategic Policy Unit to ensure this happens. The Project has been included as one of the pilots for the Assembly's sustainable development appraisal tool. The tool was used on the Project for the first time on 19 June, where it stimulated much useful debate, and will be used again throughout the process to test the emerging proposals and the shape of the report.

Financial implications

9. The financial implications for the debate and the consultation were the subject of SF/JD00177/02 and can be met from existing commitments. Financial implications for future years will be developed as part of the project, and will feature in the BPR for 2003-4 and future years.

10. Some of the emerging suggestions involve the redistribution of existing resources as well as those which would need additional funding.

Compliance

11. This submission raises no issues of regularity or compliance. The Assembly has a duty under Section 10 of the Education Act 1996 to promote the education of people in Wales. Sections 40 and 85 of the Government of Wales Act facilitate the exercise of that function. These powers are delegated to the Minister for Education and Lifelong Learning. In accordance with Finance Notice 1/01, this submission does not require prior ACO clearance but has been copied to the Assembly Compliance Office Mailbox for monitoring purposes.

Contact Person

Elizabeth Williams
Youth Policy Team
029 2082 6523
email : elizabeth.williams@wales.gsi.gov.uk

PROGRESS ON 14-19 LEARNING IN WALES July 2002

Introduction

14-19 learning in Wales begins with a basis that is already distinctive. Progress is already in hand in important areas such as a Credit and Qualification Framework, the Welsh Bac and our approach to Personal and Social Education and Work Related Education.

The positive response to the initial suggestions for this age group in *"The Learning Country"* gave a kick start to this part of the process.

Now, the involvement of so many of the key players, including young people themselves, in the initial debate about the way forward will ensure the proposals are innovative, ambitious, achievable, sustainable and relevant - and that those who will be expected to implement them are signed up from the beginning.

This approach has been warmly welcomed by all sectors and there has been enthusiastic collaboration with the project team, external reference group and in the wider discussion.

The Project Team

The Project Team (list of members included in Annex B) has now met on a number of occasions to pool their considerable experience and expertise to look into the future and envisage what skills, knowledge and competencies young people will need for the very different lives they will lead in the 21st century. All acknowledge that there is an urgent need to do things in a different way to meet the needs of all our learners in Wales.

In between meetings of the team, each individual has cascaded and tested the emerging ideas with colleagues in their sector, broadening the evidence base of the Project Team and making use of an even wider cross section of expertise.

Already the team has begun to take account of developments in other parts of the UK and in Europe to see what we can learn from successful models elsewhere, and has been keen to connect to new thinking and innovative ideas in the field. The composition of the team will continue to be flexible to involve individuals and institutions which are already forging innovative paths in a variety of areas. This is an inclusive and open approach and all contributions are welcome.

Young people have been involved in a number of the Project Team workshops as full participants in the discussion and debate. Their contribution has been thoughtful and considered and has been much appreciated by the team.

The External Reference Group

The External Reference Group (Annex C) has met once to date to test the emerging ideas and has made a very constructive contribution to the process. Their comments have been incorporated into the latest version of the discussion paper now on the website. They will

meet again at the end of July to challenge the latest version of the emerging ideas at that time, which will take account of the responses from the widest possible number of contributors.

Learners at the centre

One of the fundamental principles adopted by the Project Team in their approach has been that of putting learners first, not systems, structures or organisations.

The debate is about what will work best for learners of the future, not how we maintain things as they are. The team has concentrated on building up a picture of where we might want to go, as well as working out how we might get there.

There has also been widespread recognition that in order for learners to access the range of provision they might need, boundaries and barriers between institutions will need to be broken down.

Ultimate Learner Profiles

A series of exemplar case studies has been created to illustrate the emerging ideas, stimulate debate and fire the imagination. These have received a very positive response, but they are only a beginning, and it is hoped that staff, groups of young people, parents and other organisations will add to this developing picture by creating additional profiles to reflect differing real life situations. The range of possible learner profiles will ultimately depend upon the resources that can be made available, although it should be possible to introduce substantial improvements to 14-19 learning by better targeting of currently planned budgets.

Involvement of young people

Young people have been involved at each stage of the discussion, but there is also an expectation that all adults involved in the debate should involve the learners in their setting in testing the emerging ideas and in adding their own. The team is making it clear that this should include children with special needs, those in care, young people who are disaffected and those from ethnic minorities.

Llais Ifanc is ensuring that youth forums contribute to the debate, and *Canllaw Online* is including information about the debate on their website. There is an open invitation for young people, wherever they are, to make their views and aspirations known to the Project Team by the end of August, so that the specific proposals can take account of the most extensive base of ideas.

How people can get involved in the debate

The latest version of the discussion paper produced by the Project Team and taking account of responses to date can be found on the Welsh Assembly Government's website on www.learning.wales.gov.uk. This will be updated right up until the publication of the report, although the more specific proposals in the latter will have to reflect the outcome of this summer's budget planning round.

In order to inform the consultation proposals, responses to the 'open ended' paper will need to be received by the end of August, but the debate will carry on throughout the consultation period till the end of December and later responses will inform the resulting action plan.

The challenge is for all interested parties to be pro-active in participating in this important area of development, showing that Wales is mature enough to develop its own distinctive approach to 14-19 learning.

Emerging themes

There are already some distinct ideas emerging which have received the strong support of all sectors. They have not yet been brought together as a coherent whole, but are forming the basis of the developing discussion and debate. Some of these suggestions would extend and build upon existing Assembly policies, and others would require new thinking. The ideas include:

- establishing a comprehensive Credit and Qualification Framework which would allow learners to build up their portfolio of accredited learning at a pace appropriate to their potential
- establishing Learning Pathways taking more young people through to 19 and beyond, by developing “packages” which might involve learning at more than one place and combine “academic” and “vocational” routes and allow learners to take courses at different levels at the same time, as part of their individual learning pathway
- looking at the compulsory elements of the curriculum, and the range of optional elements, to ensure all young people follow a learning pathway that provides the relevance, breadth and challenge to meet their needs, including PSE and work related education
- learning from the Welsh Bac pilots to consider its application at all levels
- the importance of strong, embedded advice and guidance systems for all young people
- providing experiences that meet the ten entitlements set out in *Extending Entitlement* as part of the holistic development of young people, and recognising and accrediting a wide range of experience, including non-formal learning
- achieving equality of access to the curriculum, experiences, study support, facilities and resources for homework and self-study for all young people

There are also messages that we would need to take forward in partnership with UK government, such as the structure of qualifications.

Welsh Assembly Government Objectives

The 14-19 Project will impact, directly and indirectly, on policy areas across the Assembly. It is therefore essential that appropriate policy linkages are made and maintained, at an

early stage, and that the Project is seen as having implications for policy development and delivery outside of education and training, complementing and supporting the vision set out in "*Plan for Wales 2001*". The Project Team is currently working with the Strategic Policy Unit to ensure this happens. The Project has been included as one of the pilots for the Assembly's sustainable development appraisal tool. The tool was used on the Project for the first time on 19 June, where it stimulated much useful debate on the extent to which these early developments meet the Welsh Assembly Government's objectives, and how many other policy areas impact on these developments. The tool will be used again throughout the process to test the emerging proposals and the shape of the report.

Next steps

The open invitation to participate in the debate to inform the consultation proposals will extend till the end of August, but there will be opportunity for comment until the end of December as part of the formal consultation.

Meanwhile the Project Team will continue to shape the emerging ideas to be tested by the External Reference Group and to inform the eventual consultation proposals. The aim will be to create a coherent strategy, reflecting the outcome of the budget planning round, which provides the widest possible choice of quality provision which will enable young people to enjoy personal, cultural, economic and creative prosperity and to maximise their contribution to the future of Wales, Europe and beyond.

Young people will be involved at each stage in the process, as demonstrated in the video evidence provided, through their schools, colleges and training providers and through the range of organisations that represent the interests of young people.

The resulting proposals, and the action plan produced as a result of the formal consultation, will reflect the best and most imaginative ideas, and most importantly will work for young people, because they will have the support and commitment of those who took part in formulating them.

“Wales-The Learning Country” **14-19 Learning in Wales**

“Wales – The Learning Country” contained the promise to “consult in 2002 on the development of policy in the 14-19 field with all stakeholders” (page 33).

A project team was set up in May 2002 to fulfil this promise.

Members of the project team are listed below. It is the intention that the project team contains representatives of all stakeholder groups; we want to know if any are not represented, so we can include them.

We have talked to some young people about this paper already. We know we have not talked to enough young people. We want to involve Llais Ifanc in the consultation process proper, but we encourage you to discuss this paper with young people yourselves. It is our intention to construct an on-line consultation tool.

The aim is to produce a consultation paper by the end of October 2002.

However, we want to talk to people from now to October about some of the emerging themes.

This will help us put together the consultation paper.

There is nothing confidential about this, the work in progress towards the consultation paper.

We hope it will be widely discussed.

Please bear in mind, though, that this is not the consultation paper.

Nothing is ruled in or out at the moment.

It is a work in progress, going through a series of drafts as it moves to the final consultation paper.

Please contact us with your comments on the work in progress. An e-mail address is given below.

At the end of this paper are dates of project team meetings. Also included are agendas. If you would like more information about these meetings, please contact John Williams on protem59@wales.gsi.gov.uk or Russell Dobbins on russell.dobbins@wales.gsi.gov.uk.

Project Team Members

John Williams (Project leader)

Leslie Rees (Careers Wales)

Christine Major (ELWa)

Gavin Thomas (Fforwm)

Allan Carter (Queen Elizabeth Cambria School, Carmarthen)

Bridget Smith (ACCAC)

Heather Lewis (Ysgol Bro Myrddin Carmarthen)

Eithne Hughes (Ysgol Bryn Elian)

Ted Rowlands (Tydfil Training)

John Rose (Wales Youth Agency) *Brian Williams will stand in for John during June*

Humie Webb (Council of Wales for Voluntary Youth Services)

Alison Godolphin (Cardiff Collegiate)

Jonathan Martin (Merthyr College)

Gareth Lewis (Higher Education Wales)

Philip Drakeford (Education Business Partnership)

John Grove (Education Consultant)

Dawn Price (Classroom teacher)

[others will join, and leave, as the project proceeds; this list will be updated]

Support

Russell Dobbins (Youth Policy Team, Welsh Assembly Government)

Ashmita Raval (Youth Policy Team, Welsh Assembly Government)

Establishing a way of working

The project team will:

- hold periodic whole team meetings to test emerging recommendations and to generate further recommendations;
- consult as widely as possible with stakeholders in focus groups, by e-mail and through personal networks to test emerging recommendations and to generate further recommendations;
- investigate good practice not only in Wales but beyond its borders, with particular regard to developments in and initiatives by other nations in the UK;
- connect to new thinking and innovative ideas in the field.

There will be three avenues of investigation, simultaneously pursued:

- an investigation of the concept of the ultimate learner: what, ideally, we would like our learner to be doing in 2010;
- an investigation of the things we might want to probe – the things in the present provision which are helping or hindering her progress, and which may need strengthening or eradicating; data gathering
- the emerging recommendations which will become ever firmer as the process of consultation and investigation continues.

Some Principles

- students first, not systems;
- no monolithic models; rather together establishing where we are going and how we are going to get there;
- porous borders (both geographical and learning) for learners.

What the future should look like - 2

We offer these profiles as the human faces of five of the many possible futures open to us. Each profile may be regarded as unique individual portraits (certainly each has a discrete identity) or as composite figures, incorporating many different experiences. Those are at least some of the experiences we would want for our future learners.

Ultimate Learners

Ceri is 18 and works part time as a junior receptionist for a local firm of solicitors. The money she earns enables her to support her six-month old baby boy. Because her local community school offers free creche facilities for learners (even while they are at work if they combine work with study) she is able to follow an advanced level course in law at a twilight session there. The educational allowance enables her to top up her meagre earnings from the firm of solicitors, though she knows that she may lose that allowance, and her exemption from national insurance payments, if she does not continue with the course. Her ICT skills are good, in part because she was able to lease a laptop while she was full time at school for a peppercorn rent. A lot of her courses were on line when she was in school, and she was able to take some of them at the end of year 10. This freed up time for her to take intermediate courses at the local FE college in year 11 in child care and business. These she is now converting to advanced level, and although it will take her longer than if she were still in full time education she still feels it is worth it. The educational allowance helps a lot, the free child care is a blessing – the local school is close to her home, so Gran can pop in to see the baby from time to time – and the free bus the college continues to provide makes juggling all the different elements of her life that much easier! The child care, law and business courses are stepping stones to her doing what she really wants: opening up her own child care business; she knows The Prince's Trust will help her when the time comes. She is even able gain experience of such a business because her vocational course is so practically based, and she's also done some volunteering at the local child and family centre. And it all counts towards her final qualification – there are no “dead” experiences; nothing is wasted! She is really pleased with the quality of advice she received: impartial, independent, informed, geared to her needs and sensitive to her situation – and it's been like that all along. She feels she's lucky to live in Merthyr because everything is geared there to the needs of the learners; the housing association even had to take her learning needs into account when arranging her accommodation. Life has a purpose and point now it didn't have before!

David was a serial truant when he was 16; his father had long gone and there had been several run-ins with the law, one of which had resulted in David spending some time at a youth offenders' institution. He had begun his last year of compulsory schooling in Rhyl virtually homeless; it seemed laughable even to think about any chance of qualifications. But David's personal development and learning coach, who had kept in touch with him even when he was locked up, had arranged a meeting between his head of year in school, the access tutor in the local college, the careers company and the local training provider. An individual learning programme was arranged for David, so that he could spend some time in school on an intensive catch up programme to enable him to get English and Maths at intermediate level (he was certainly capable of it) and some time with the training company. They set up some motivational courses for him, and put him on one of the construction industry's training programmes.

David was attached to one of the building contractor trainers who was able to draw down one of the new company learning accounts. On the first day there he met his role model: an old carpenter/ builder who transmitted the pride, pleasure and pay to be gained from quality workmanship. There were ups and downs at the beginning, but working with wood and stone weaved its magic and when he was 21 David qualified as a craftsman through the modern apprenticeship route.

Two years later David was encouraged by Business Connect and the WDA to establish a company with a small group of newly qualified apprentices who, like him, had gone through an unconventional route. They named it Valley Regeneration and were able to purchase a derelict commercial property with money from The Prince's Trust In Wales and a bank loan. They worked hard to convert it into quality residential accommodation: Top Of The Town Place. More work came in; their reputation grew; the Prince of Wales himself opened what was to be their last project before Redrow bought then out for £25 million. David went back to his old school and offered to fund a programme to excite disaffected young men and women about learning.

He went on to set up a network of companies dedicated to training skilled craftsmen in the construction industry. He was given the task by the First Minister of chairing a committee to advise that same First Minister on the promotion of entrepreneurship in schools and colleges; he was appointed Wales' first Entrepreneurial Role Model with the brief of convincing young people that there was an worthwhile alternative to staying on full time at school or college. He bought an acre of land in his home village and had a house built there; although he did not know it at the time, high honours were to come.

Sian is coming to the end of her last year of compulsory schooling, Bac2. It used to be called year 11 in her brother's day, but that was eight years ago when GCSEs kept everybody on the same track with few opportunities for individuals to follow their own pathways. She looked back on the two Bac years with some satisfaction. She'd been given impartial advice and so had been able to work out a learning programme which met her individual needs, and the new Wales Learning Internet had helped her plot her way through that programme. She was able to start the AS maths course in Bac1, alongside a combination of foundation and intermediate courses that were assessed when she and her personal tutor felt she as ready: there were three assessment points throughout the year now instead of the one every two years before. That enabled her to "cash in" her foundation history and intermediate English early, to continue with an AS English and to start an engineering course with a local training company. A short work-based training programme with a local engineering firm only served to strengthen an aspiration she'd had for some time now: she wanted to build bridges, and the third Severn crossing was due to start in two years' time.

She'd been enthused about engineering by the maths teacher at her school in Chepstow, who worked in the school a couple of mornings a week as part of a partnership programme with MacAlpine; indeed it was her maths teacher who had arranged the worked-based training programme. It was people like that maths teacher who had made the feel of the Bac years different from the earlier school key stages, as they were still known. Indeed, Sian was doing a paper for her Bac intermediate qualification on "the new learning", as it was called, and in philosophical mode she was trying to work out the reasons for this different feel to things. There was now a six term year, of course, but that applied to everybody. No, it was something about the greater collaboration between schools, colleges, training providers and employers; it was something about being able to take subjects that interested her after the "normal" school day had finished (she was really keen on drama and was in the school play, which experience she could now use for her key skills Bac qualification, and which she was going to use for her six-month internship in a community arts centre in Glasgow through a reciprocal agreement between the Welsh and Scottish executives); it was something about the way teachers now went out into industry (her brother, a teacher in Swansea, taught German to employees of a local internet company) and people from industry came into schools (like her maths teacher). The old boundaries were dissolving as learners and learning were more and more becoming the focus of all policies in Wales.

Rhys is 14 years old. He has just heard that he achieved level 7s in his KS3 SATs, and also that he has picked up foundation level qualifications in drama and French. Mum and dad would be pleased; they'd enjoy seeing him collect his key stage graduation certificate. He'd worked hard and the school had helped a lot. It offered a range of twilight courses, and he'd been able to top up drama and French – his favourite subjects – through that route; the after-school ICT sessions had also helped in his studies, especially since he had no access to the web at home. He'd been out of school for part of year 9 (a broken leg from a game of soccer, which had led to complications) and on top of that his maths teacher had been on maternity leave, but with help he had overcome the difficulties. Courses were now on-line, and he'd been able to go along to the local community house when he couldn't get to his school in Newton to access the web there. A teacher who worked part time at the community house and part time at the school had provided support and kept the link with school. It hadn't been easy, but he was determined and crucially he had the full support of his parents. If it were not for his enforced absence from school he would have been able to pick up foundation level qualifications in history, art and geography as well as drama and French, but never mind: he'd get a chance of an assessment in those subjects at Christmas.

But now was the time to take stock, and think of his baccalaureate years. The school had always encouraged its students to think about their learning (Rhys had taken part in one of their whole school self-evaluation projects) and had a very well developed reflection and review structure in place, based on progress file. The process came naturally to him now, in part because it was the same process in use in primary school and in his interviews with the careers service: thinking about what he had done, seeking guidance from his personal advisor, talking to his teachers in school, visiting the local college, contacting the informal learning manager at the local girls' and boys' club, planning the next stages and making sure that his courses fitted together into a coherent whole. At the moment he wanted to join the navy like his uncle, who was responsible for the electronic navigation systems on a nuclear submarine, but he knew that if he changed his mind, or his plans fell through for whatever reason, he had a way of coping with that change, and the education system was sufficiently flexible to accommodate that change without any of his learning being wasted.

Alun is 14 and is half way through year 9 in his local comprehensive. It's time for him to plan his learning pathway to start in September in year 10. His form tutor Mrs Pritchard, is his Learning Mentor and has arranged to meet Alun and his Mum and Dad to agree his Personal Learning Plan and his short and long term goals as part of his Progress File. He has already had some preliminary discussions with the Careers Adviser and with Mrs Pritchard and some PSE sessions have been given over to making sure the class has had time to think about what they need to do.

At the meeting, Mrs Pritchard shows Alun and his parents a range of possible Learning Pathways which would take him through the next 4 years. Before deciding, they discuss the short and long term goals Alun has been developing. He copes easily with his school work in most subjects, especially maths and ICT, and has been showing signs of restlessness and boredom, especially in ICT. His parents aren't well off but he has top quality equipment at home and has already earned some money designing games. He complains the kit in school is too slow and he isn't learning anything.

Alun's short term goals which he originates but which are agreed with Mrs Pritchard and his parents are recorded in his Progress File include pursuing a range of vocational qualifications in ICT, some of which he can do online. Because the school hasn't got the equipment he needs, he'll spend one day a week at the local FE college.

He's keen to progress in maths and will be able to join an AS class in year 11, as long as he is prepared to spend some personal study time doing additional maths work in an after school master class, and through online study – this will be available in the school's ICT suite.

The Learning Pathway that Alun eventually selects includes English, science, Welsh second language, geography, design technology, PE and music – he plays the trumpet. It's agreed that if he can pass enough modules to accumulate enough credits for an level 2 qualification (equivalent to an old GCSE A-C pass) in some of these subjects he will be able to free up time to take a work experience placement in a local IT firm which has a well established scheme for schools in the area.

His short term goals also include achieving the Duke of Edinburgh bronze award. The silver award is added to his long term goal wish list. He's also happy to consider some community project later on – he doesn't feel ready yet to deal with the demands this will place on his personal skills, but knows it will help in the long run. He's taken enough teasing as a nerd or anorak because of the amount of time he spends at his computer.

Alun's long term goals include a degree in computer science and earning a million before he's 25. He's already working out how he can fit a gap year into this schedule.

His Mum and Dad are quite amazed at how well Alun has been able to contribute to this discussion, and his determination. He'll have an annual review of his long and short term goals and will be able to amend his Personal Learning Plan according to his progress and his maturing needs. He'll have an annual review, but can discuss it at more frequent intervals as although she is a form tutor, Mrs Pritchard has responsibility as a Learning Mentor for only 10 students, and the timetable allows time for her to

undertake this important supportive role. The school places a high priority on personal support and counselling of its students.

Key issues

These are

- how we might ascertain and address the needs of the individual learner, given the social and cultural diversity of Wales;
- how we secure parity of esteem for the different pathways a learner might take;
- how we might promote parity of esteem between different providers;
- how we marry the delivery of specific academic or vocational programmes of study with the wider generic or key skills and personal skills, so necessary if we are to meet the aims stated above;
- what we mean by “entitlement” and/or “framework”;
- what we mean by choice within an overall framework;
- what we mean by flexibility within an overall framework;
- removing organisational barriers to learning;
- removing funding barriers to learning;
- removing the barriers to learning in learners themselves;
- how we might best support learners so that they might benefit fully from the range of opportunities available to them;
- how we might best promote the idea of lifelong learning in young people before they leave school;
- how we might best break down artificial barriers between different learning pathways;
- how we might encourage learners to take greater responsibility for their learning;
- how we might better accredit formal learning and non-formal learning to encourage more learning;
- how different learning providers might better work together in the interests of learners, and how funding streams might encourage such working together;
- how we might better promote lifelong learning in Wales;
- how we might shift the emphasis in Wales from teaching to learning;
- how we might better use the new technologies to make learning more learning friendly;
- what support and resources we might need to provide for teachers so that they can help deliver what is needed;
- how we establish more effective hooks for learners;
- how we make learning opportunities more accessible for learners;
- how we might provide impartial advice for learners when and where they need it;
- how we might use existing partnership structures to promote learning;
- how we might create more learning opportunities outside traditional institutions;
- how we might ascertain what are the hooks for learning in a community;
- how we might develop a workforce with appropriate skills to match the demands of the Welsh economy in the 21st century;
- how we might eliminate barriers to the accessing of provision.

Key Dates

May 2002

Establish project team; agree terms of reference; develop procedure for consultation, including identification of key issues; raise awareness.

May – July 2002

Team meetings, evidence gathering and consultations including market testing of emerging proposals as above; drafting the report; first stab at costing proposals.

July 2002

Interim conclusions to minister.

August – September 2002

Team meetings, evidence gathering and consultations including market testing of proposals which are now becoming firmer; re-drafting the report; firming up costing proposals; consideration of design, printing, translation and distribution (DfTE gatekeeper) of the final report

October 2002

Fine tuning; writing the final report.

After October 2002

(though not in the remit of the project team)

Consultation period; detailed and costed action plan developed based on responses received scheduled for Spring 2003; implementation starts September 2003.

Work Plan
End May – End July 2002

Wednesday 15 May
Writing Team Meeting

Talking to people and evidence gathering start

Friday 24 May
Writing Team Meeting

Talking to people and evidence gathering continue; feedback by e-mail

Thursday 30 May
14-19 Team Meeting

Talking to people and evidence gathering continue; feedback by e-mail

Monday 10 June
Writing Team Meeting *to update paper after the 30 May meeting and re-issue*

Friday 14 June
Internal Working Group Meeting

Talking to people and evidence gathering continue; feedback by e-mail

Monday 17 June
External Reference Group Meeting

Wednesday 19 June
14-19 Team Meeting

Talking to people and evidence gathering continue; feedback by e-mail

Monday 21 June
Supplementary Writing Team Meeting with Bridget Smith

Friday 28 June
Writing Team Meeting

Monday 1 July
morning – 14-19 Whole Team Meeting
afternoon – Writing Team Meeting

First two weeks in July
First draft of the report written
Meeting with Minister to discuss draft report

Wednesday 10 July

Initial project proposals to Education and Lifelong Learning Committee

Monday 15 July

Writing Team Meeting (*follow-up to meeting with Minister and 10 July*)

Tuesday 16 July

Internal Working Group Meeting

Friday 19 July

14-19 Team Meeting

Friday 26 July

External Reference Group Meeting

External Reference Group

Elizabeth Williams	Welsh Assembly Government, Youth Policy Team
Miriam Griffiths	ELWa
Jan Jones	Careers Association
John Valentine Williams	ACCAC
Chris Llewelyn	Welsh Local Government Association
Keith Davies	WJEC
Sandra Skinner	Council of Wales for Voluntary Youth Services
Tom Davies	The Prince's Trust
Jacqui Weatherburn	Fforwm
Terry Garner	Association of Directors of Education in Wales
Liz Kidd	Estyn
Geraint Davies	NASUWT
Gethin Lewis	NUT
Moelwyn Gwyndaf	UCAC
Vaughan Richards	ATL
John Till	PAT
Brian Rowlands	SHA
Karl Davies	NAHT
Margaret Phelan	NATFHE
Tony Powell	UNISON
Rudi Plaut	Chairman, Northmace Limited
Nicola Crews	RNIB
Jeff Robinson	Association of College Managers
	Higher Education Wales ^①
	National Training Federation ^①
	CBI Education Committee ^①
	Wales Social Partners Unit ^①
	Welsh Language Board ^①
	Institute of Directors ^①
	Federation of Small Businesses ^①
Derek Adams	Welsh Assembly Government, Higher Education
Keith Davies	Welsh Assembly Government, Standards and Performance

Mike Harper	Welsh Assembly Government, Teaching and Leadership
Richard Keveren	Welsh Assembly Government, Training, Skills and Careers Policy
Alan Lansdown	Welsh Assembly Government, Pupil Support
Michael Moss	Welsh Assembly Government, Training, Skills and Careers Policy
Michael Parkinson	Welsh Assembly Government, Standards and Performance
Stuart Rees	Welsh Assembly Government, Training, Skills and Careers Policy
Elizabeth Taylor	Welsh Assembly Government, Schools Management
Neil Thomas	Welsh Assembly Government, Lifelong Learning
Bob Waller	Welsh Assembly Government, Lifelong Learning

① **these organisations have been invited to nominate a representative to the group**

[others will join, and leave, as the project proceeds; this list will be updated]