

# Agenda – Children, Young People and Education Committee

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Meeting Venue:	For further information contact:
<b>Committee Room 1 – Senedd</b>	<b>Marc Wyn Jones</b>
Meeting date: Thursday, 24 November 2016	Committee Clerk 0300 200 6565
Meeting time: 09.15	<a href="mailto:SeneddCYPE@assembly.wales">SeneddCYPE@assembly.wales</a>

## 09.15 – 09.30 – Informal meeting

Previous meeting held on 16 November the Committee agreed to go into Private for the following item.

### 1 Update on Child and Adolescent Mental Health Services

(09.30 – 10.30)

(Pages 1 – 14)

Carol Shillabeer, Chief Executive - Powys teaching Health Board  
Sian Stewart, National Director - Mental Health NHS

#### Attached Documents:

Research Brief

CYPE(5)-12-16 – Papur | Paper 1 – preifat | private

### 2 Introductions, apologies, substitutions and declarations of interest

(10.30)



### **3 The implementation of the Review Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales – evidence session 3**

(10.30 – 11.15)

(Pages 15 – 41)

Barbara Lund, Field Officer – ASCL Cymru  
Mair Herbert from Ysgol Bryn Elan, Conwy  
Rob Williams, Policy Director – NAHT Cymru  
Huw Jones, Headteacher – Albert Primary School, Penarth

#### **Attached Documents:**

Research Brief

CYPE(5)-12-16 – Papur | Paper 2 – Association of School and College Leaders  
(ASCL Cymru)

CYPE(5)-12-16 – Papur | Paper 3 – National Association of Head Teachers (NAHT  
Cymru)

### **4 The implementation of the Review Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales – evidence session 4**

(11.15 – 12.00)

(Pages 42 – 45)

Alan Edwards, Head of Teaching and Learning – Education through Regional  
Working  
Steven Richards-Downes, Senior Strategic Adviser – Central South Consortium  
Joint Education Service  
Rhys Howard Hughes, Assistant Director (Support and Brokerage) – GWE  
Dr Kevin Palmer, Assistant Director, Brokerage, Intervention and Support –  
Education Achievement Service for South East Wales

#### **Attached Documents:**

CYPE(5)-12-16 – Papur | Paper 4 – Regional School Improvement Consortia

**Lunch Break – 12.00 – 13.00**

**5 Inquiry into Statutory Advocacy Provision – evidence session 2**

(13.00 – 14.00)

(Pages 46 – 62)

Sally Holland, Children Commissioner for Wales  
Hywel Dafydd, Policy and Public Affairs Manager  
Rachel Thomas, Policy Adviser

**Attached Documents:**

Research Brief

CYPE(5)-12-16 – Papur | Paper 5 – Children's Commissioner for Wales

**6 Paper(s) to note**

(14.00)

**Inquiry into Youth Work – Additional information from the Minister for Lifelong Learning & Welsh Language following the meeting on 12 October**

(Pages 63 – 97)

**Attached Documents:**

CYPE(5)-12-16 – Papur | Paper 6 – i'w nodi | to note

**Letter from the Cabinet Secretary for Education – Review of Higher Education Funding and Student Finance in Wales**

(Pages 98 – 99)

**Attached Documents:**

CYPE(5)-12-16 – Papur | Paper 7 – i'w nodi | to note

**Letter to the Cabinet Secretary for Communities and Children – Draft Budget  
2017/18**

(Pages 100 – 105)

**Attached Documents:**

CYPE(5)-12-16 – Papur | Paper 8 – i'w nodi | to note

**Letter to the Cabinet Secretary for Education and Minister for Lifelong Learning &  
Welsh Language – Draft Budget 2017-18**

(Pages 106 – 113)

**Attached Documents:**

CYPE(5)-12-16 – Papur | Paper 9 – i'w nodi | to note

**Letter from the Minister for Lifelong Learning & Welsh Language – Update on  
Welsh in Education Strategic Plans (WESPs)**

(Pages 114 – 118)

**Attached Documents:**

CYPE(5)-12-16 – Papur | Paper 10 – i'w nodi | to note

**Letter from the Chair of Health, Social Care and Sport Committee to the Cabinet  
Secretary for Health, Well-being and Sport and the Minister for Social Services and  
Public Health – Draft Budget 2017-18**

(Pages 119 – 128)

**Attached Documents:**

CYPE(5)-12-16 – Papur | Paper 11 – i'w nodi | to note

**7 Motion under Standing Order 17.42(ix) to resolve to exclude the  
public from the meeting for the remainder of the meeting.**

(14.00)

## **8 Inquiry into Youth Work – Consideration of draft report**

(14.00 – 14.30)

(Pages 129 – 162)

### **Attached Documents:**

CYPE(5)-12-16 – Papur | Paper 12 -- preifat | private

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CYPE(5)-12-16 – Papur | Paper 2

Ymateb gan : Cymdeithas Arweinwyr Ysgolion a Cholegau (ASCL Cymru)  
Response from : Association of School and College Leaders (ASCL Cymru)

1. The work of the Pioneer schools network in designing and developing the new curriculum

*Schools are putting significant time and resource into their efforts as pioneer Schools. There are many examples of really exciting and innovative approaches being developed. We applaud the moral purposes contained in Successful Futures and feel these should be guiding principles.*

*We have some concerns that there does not appear to be a coherent strategy to ensure a co-ordination of the work of all the Pioneer Schools. This would appear to be due in part to the differing approaches of the regional Consortia that are directing the work. This becomes particularly apparent when some schools are being encouraged to develop curriculum content before there is a clear direction established in terms of pedagogy.*

*There does not appear to be an explicit requirement for schools to adopt a research based approach to their work, meaning that there is significant danger of schools expending time, energy and resources in “re-inventing the wheel”.*

*There is, however, a danger that constraints imposed by the qualifications framework, hard line accountability models, including the narrow Estyn judgements, are stifling this agenda of innovation.*

2. The interface with effective professional learning for the education workforce and initial teacher education and training

*We are concerned that there appears to be a limited amount a “sharing of best practice” between Pioneer Schools and those schools that are not part of the programme. There is a real danger that non-Pioneers will feel disenfranchised, and uncertain about what is going on. This is leading to a feeling of “being done to”, and will mean that many schools will be placed in a position of having to “catch up” in one of the periods of most significant changes in education of recent times.*

*At present we are not seeing a great deal of evidence to suggest that ITE providers are contributing to this; however, there is yet time, and the emphasis to date has very much been on the work of the Pioneer Schools. We would support any initiative to ensure that new entrants to the profession are properly prepared for implementing the new curriculum.*

3. Governance arrangements for implementation and the role of the Independent Advisory Board, Change Board and Strategic Stakeholder Group

*These appear to be well established, and operating well. We are concerned that a range of academics are only involved at a strategic level and would have important contributions to make if encouraged to work with Pioneer Schools to support a research-based approach.*

4. Other issues of concern and/or importance regarding the development of the new Curriculum for Wales.

*We feel that there is not yet a clear enough grasp on the overall direction of all those involved in the work of Pioneer Schools. Some schools report that whilst being encouraged to develop new ideas they also feel the need to know what else is happening across the project. We would recommend even more effort needs to be put into clear co-ordination and also in communication not only between Pioneer Schools but also to all other schools in Wales. With a project of such significance for all schools in Wales, it is essential that everyone understands what is going on and their place in helping to develop the new curriculum.*

*There are some concerns regarding assessment, and how Welsh Government proposes to track pupil progress nationally. Schools are uncertain whether they are just going to rely on the national literacy and numeracy tests and what would be the implications for GCSE.*

*In 2015 we published our Blueprint for a Self-Improving System in Wales that deals with many of the issues mentioned above. It challenges us all, government, school leaders, governors and professional associations to have a clear vision for where education should be by 2020. We would see this concept as critical to the success of the new curriculum.*

**Cynulliad Cenedlaethol Cymru | National Assembly for Wales  
Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and  
Education  
Committee**

**CYPE(5)-12-16 – Papur | Paper 3**

**Ymateb gan : Cymdeithas Genedlaethol y Prifathrawon (NAHT)**

**Response from : National Association of Head Teachers (NAHT Cymru)  
Implementation of Professor Graham Donaldson's Review Successful Futures:  
Independent Review of Curriculum and Assessment Arrangements in Wales.**

**NAHT welcomes the opportunity to submit evidence to the Children, Young People and Education committee.**

**NAHT represents more than 29,000 school leaders in early years, primary, secondary and special schools, making us the largest association for school leaders in the UK.**

**We represent, advise and train school leaders in Wales, England and Northern Ireland. We use our voice at the highest levels of government to influence policy for the benefit of leaders and learners everywhere.**

**Our new section, NAHT Edge, supports, develops and represents middle leaders in schools.**

**The work of the Pioneer schools network in designing and developing the new curriculum;**

NAHT Cymru and our members were heavily involved in the evidence that fed into Professor Graham Donaldson's review and in the shaping of the recommendations in Successful Futures.

Indeed, following the announcement of the acceptance of all 68 recommendations in late June 2015, NAHT Cymru stated,

*“Successful Futures’ provides permission for the profession to take the lead and is the blueprint that should now shape the work of all interested parties - schools, Local Authorities, Regional Consortia, Estyn and the Welsh Government.*

*“NAHT Cymru are also pleased that there have been more realistic timescales indicated by the Minister. Lessons have to be learnt from less successful implementation of past initiatives. It's not about getting a new curriculum and assessment in place by a short term, specific date or time. It's actually more about getting it right, at the right time and keeping the needs of all learners at the heart of all we do.”*

The examples of developments emerging from individual pioneer schools have appeared exciting and innovative and the schools and staff within them have made use of the time and space provided in order to begin devising outstanding practice.

The mechanism for wider communication of their work across Wales has been more challenging. NAHT Cymru have sought to assist via our own communications systems, but this method simply does not reach everyone. There is some suggestion that the sheer volume of initiatives and the 'business as usual' work at school level does not allow for easy dissemination.

Currently, many school leaders of settings not leading on curriculum and assessment development (non-pioneer schools) are struggling to understand how work in the pioneer schools is going to feed into their own school and impact upon the Wales-wide policy change that will be required. There appears to be a fundamental difference between 'encouraging' school-to-school working and actually constructing opportunities in order to 'facilitate' constructive school collaboration. NAHT Cymru hold the view that, for the greatest systemic-level of change, the greatest gains will be in those schools NOT directly involved in developing the new curriculum as without them on-board any inertia in the system will be exacerbated.

There is a sense that the high level vision, as expressed in 'Successful Futures', remains a useful yardstick for any new approaches but that there is now a need for greater clarity as to what the new curriculum and assessment system will actually look like to individual school leaders, teachers and the wider workforce. It should also be borne in mind that any staff employed since 1988 in schools in Wales will have known nothing other than a National Curriculum. The legacy of a prescribed curriculum will require a huge cultural shift within the profession – not insurmountable but a huge challenge nonetheless.

The aim now should be to better co-ordinate the overall shape and structure of the curriculum so that it can be articulated to schools, HTs, teachers, support staff and pupils and parents – 'Where are we now?' 'What will the overall structure look like?' 'How will schools be able to use the new structure?' 'What will be expected of schools and the workforce from now on?'

School leaders want to know how the various pieces of development currently under way will be brought together into a clear, structured and understandable curriculum for Wales. How will the desired learning continuum, from our youngest to our oldest pupils, function so that children and young people are supported to maximise their progress from pre-school to formal qualifications and beyond?

The way that schools are measured and held to account directly influences the work they undertake and certainly the areas that occupy their greatest focus. One of our members stated that they were excited about the review's potential to provide much needed re-invigoration to our system and place values back at the heart of education. However, they feared the whole process will fall apart because of the accountability measures that will be implemented alongside the curriculum. In the current climate and culture, they saw little value in designing curricula without knowing the assessment and subsequent accountability model that will underpin it.

School leaders welcome well structured, purposeful accountability.

Robust, fair and well-planned measures can steer the improvement pathway for an organisation and energise the workforce to strive for what matters. When it is well planned it develops the types of activities that focus on the right things and encourages the workforce to concentrate efforts on areas over which they have direct influence.

There is a real danger at present that some of the current ways of measuring school performance could actually stifle the pioneer school work and the other ways of working we wish to see in order to facilitate curriculum development. Unless accountability, and the assessment system that runs throughout the curriculum, are both updated and developed at the same time as the curriculum review, they will prove to be a serious obstacle in achieving the overall aims of 'Successful Futures'. Accountability arrangements shape school-level behaviour – Estyn have appeared to understand this in their new inspection arrangements for 2017 onwards, which maintain a robust edge whilst acknowledging their role in improving schools and supporting and encouraging a cultural change for staff.

For example, our members believe that School Categorisation, in the current form, narrows the focus of schools, school leaders and teachers and inhibits the type of school-level developments required to implement a world class curriculum. Despite the best intentions of Welsh Government, categorisation also continues to be shared with wider stakeholders in a format that allows the media to produce crude league-tables, and this unintended ranking of schools via colour-code perpetuates a system that does not encourage school-to-school collaboration. It is facilitated school-to-school collaboration that can spread the impact across Wales for pioneer schools.

If the disconnect between some settings, an unwanted bi-product of unintended school versus school accountability measures, grows and is also allowed to creep into the pioneer / non-pioneer school relationship, the success of the curriculum plans are under threat. It is critical to the success of any roll out that every school, across the whole of Wales, has a keen sense of their role and responsibility in implementing the new curriculum and assessment system.

### **The interface with effective professional learning for the education workforce and initial teacher education and training;**

Effective professional learning can be a key driver of change and improvement. For example, a teaching professional who has an intrinsic sense of their value, is able to experience a tangible investment in their own professional development and is provided with the resources and responsibility for their own improvement, is far more likely to be highly motivated and productive.

Currently, the pressures of an often limited training resource available for many schools, the range and type of professional learning on offer and the sheer scale of policy change for schools to manage and implement, has resulted in a very mixed picture in terms of the interface with effective professional learning for the education workforce.

The traditional training course has been shown to have less of an impact on school-based practice than some of the peer-model activities. Some of the 'excellence in teaching' programmes, for example, develop exactly the type of in-school reflective pedagogy approaches that have been evidenced to impact most upon the progress and learning of children and young people. However, such programmes are intensive and require funding and austerity pressures have reduced the ability of the workforce to access the best programmes via school budgets.

Quality assurance of professional learning programmes can also be challenging for schools. It is sometimes difficult for providers to fully appreciate the specific school or individual professional context and tailor the professional learning for maximum impact. This is a difficult challenge for providers because it requires a bespoke approach that, in turn, requires significant information gathering and planning prior to

any training. The National Literacy and Numeracy Framework support programme, for example, sometimes failed to have the desired impact in schools as each setting was in a very different position and the approach was not necessarily tailored effectively or quickly enough to be able to impact on class-based activities even for settings who were well placed early on in the roll out.

Initial teacher education and training providers also need to be completely involved at the outset of the curriculum and assessment policy changes. Providers, with the assistance of the profession and particularly school leaders, need to be shaping courses to ensure new teaching staff are fully up to speed and able to develop a reflective pedagogy throughout their career from the very beginning. As new teachers enter the profession, schools will be expecting that newly qualified staff start fully aware of the principles and recommendations in 'Successful Futures'. School leaders take the responsibility for induction very seriously and will support new teachers within their settings. However, external professional learning can only become effective if developed within school during in-class experience – theory into continually refined practice. If we have well prepared newly qualified staff, they too can be a lever for cultural change in the system.

The 'excellence in teaching' programmes, previously referred to, require a specific reflective approach – almost like a 'teaching-hospital' approach – peers working together, collaboratively in school, observing, reflecting and refining their knowledge, attitudes and skills. In order for this to succeed it must lie outside existing performance management processes as a separate approach – for the teachers, led by the teachers.

A similar peer-led approach would be of great benefit to school leaders, particularly headteachers, who often remain in some isolation when trying to develop leadership skills. Many experienced Headteachers lament the loss of the LPSH programme for a similar reason. This model of peer-led professional learning is also more likely to produce the school-to-school working that could facilitate the roll out of the recommendations in the curriculum review. For school leaders to influence the level of change required for Successful Futures recommendations to be realised, they have to have strong peer-relationships, have a high degree of resilience and fully understand and buy-in to the vision that expects a mutual responsibility for all pupils, not just those in their own schools.

As a result of the recognised financial pressures of austerity, Welsh Government provided greater flexibility to school leaders in the use of certain grants included in the Education Improvement Grant. This was a welcome degree of support but has now inadvertently resulted in many cases where there is little if anything left for professional learning in school budgets, as the funds have been used up merely sustaining staffing levels.

If we are all committed to investing in the world class staff who will need to deliver the world class curriculum, we will need to commit funds to schools specifying that this additional allocated professional learning budget be ring-fenced for professional learning on top of existing school budgets.

#### **Governance arrangements for implementation and the role of the Independent Advisory Board, Change Board and Strategic Stakeholder Group;**

As Director of Policy – NAHT Cymru, I sit on the Strategic Stakeholder Group. The work of the group has been interesting and has shown the type of developments coming to fruition in a number of pioneer schools. We have also viewed the Digital

Competence Framework and other relevant developments within 'Successful Futures'..

However, there can be a sense that the stakeholder group feels quite removed from the process of developing an overall system. There is a fear that the pioneer school work has yet to be articulated into an overall curriculum plan and as a stakeholder, our influence is somewhat blunted. There is also a need to be clear about implementation, particularly how to manage changes so that it is clear to schools when new curriculum plans come in, exactly what they will replace so that certain current activities can stop to create the space for the new work to come into play. Current workload leaves no room for anything additional, only something that replaces existing practice.

NAHT Cymru have been committed to communicating to our members any updates regarding the curriculum plans and to request their feedback for the Strategic Stakeholder Group. Our aim has been to support this Welsh Government policy change and yet communication channels only seem to be received and understood by a proportion of schools. Some exploration of the most effective means for communication is required, a joint strategy between Welsh Government and the wider profession.

Although the Independent Advisory Board, Change Board and Strategic Stakeholder Group structure appears to make sense and align behind the pioneer school activity, it is not always clear how they interrelate and support the overall work of curriculum and assessment development at school-level. Many NAHT Cymru members at school-level would not really understand the role of the above groups or who sits on each group, or how each group is supporting the overall curriculum developments. A legitimate question might be, do all school staff need to know? However, it would make sense to provide a schematic for use in communications, particularly for school leaders but accessible to all, in order to establish the structures supporting the work at school level.

It is also unclear, at present, how much influence the above groups are having within schools. There is an argument that the expert academics involved in the governance arrangements would have a greater influence and support school leaders, teachers and other staff in pioneer schools if they were working more directly with them – is there a need or direct benefit in academics working directly with schools? We believe that their world-class knowledge and research-rich experiences would enhance the current work and further enhance the skills and knowledge of the Welsh education workforce as they shape the new curriculum.

### **Other issues of concern and/or importance regarding the development of the new Curriculum for Wales.**

One of the key areas that was welcomed when the then Minister for Education, Huw Lewis AM, announced the acceptance of all 68 recommendations in 'Successful Futures', was the ambitious but pragmatic and realistic planning and timescales set.

Subsequently, there has been a bringing forward of certain deadlines.

The initial indications, gained from the Scottish experience of curriculum change, were that Wales would be looking at a timescale of at least 8 to 10 years. We welcomed this sensible and proportionate approach. However, the new arrangements are now due to be available from September 2018 – a mere three years from the start of the pioneer school work and well under two academic years



away. It is critical that the implementation is well managed and pragmatic – it must be about getting this right for pupils and not rushing in change to meet a deadline. There are implications for schools in terms of professional learning prior to roll out, ensuring the profession is ready and able to meet the challenges of the new and exciting curriculum and assessment arrangements.

Schools need to understand the overall timetable - what policy comes into practice and when, what teachers can then stop doing to allow the new approaches to be implemented effectively and who is responsible for gate-keeping to ensure the overall structure is coherent, that workloads are manageable and the profession is well prepared?

The current plans are exciting and ambitious but the profession and wider stakeholders require an overall blueprint with greater coherence to see how each element – curriculum, assessment and accountability – fits together and encourages the right, constructive ways of working. A clear strategy for pragmatic implementation, including a resourced duty upon every school to be involved in the pioneer work (directly or indirectly) clearly communicated to all settings and staff members would also provide the pathway expected for curriculum change.

In previous years, for example, when rolling out large educational policy, the Welsh Government have provided for two additional In-service Training days to schools, specifying exactly what the schools should do on those specific occasions. If this were to be repeated during the roll out of the new curriculum and assessment over the next few years, facilitated by government, consistent communication is more likely, professional learning related to curriculum and assessment changes could be relatively efficiently delivered and no school could say that they had no opportunity to get involved.

Finally, the assessment system could be a key element in levering the right type of change. The high level vision for assessment has been articulated but the current line of travel remains somewhat unclear. We welcomed the principles of enabling the profession to lead the changes, but school leaders are telling us that they need more detail so that accountability does not distort the purpose of in-class assessment.

We continue to emphasise the recommendation in Donaldson's 'Successful Futures' review to school leaders, about enabling assessment to fulfil its core purpose, by releasing it from the non-progress accountability measure that it appears to be at present. In Professor Donaldson's review, the recommendations concerning assessment, accepted in full by the Welsh Government, were unequivocal. Two are of particular note:

- Assessment arrangements should give priority to their formative role in teaching and learning.
- Local and national policies and practices for assessment should be carefully designed to be as light touch as possible, while giving sufficient information to assess progress, and avoid unnecessary bureaucracy.

Unfortunately, the widely accepted integral role of assessment in the learning process, as explained above, has been somewhat skewed by the over reliance by national, regional and local government on accountability measures that focus purely on pupil outcomes.

School leaders believe that there is a need to disconnect accountability from an outcome-only obsessed assessment framework and, instead, fully implement a system that adheres to the key principles in the review recommendations. We want a system which enables all schools, and those working directly with our children and young people, to focus upon their core purpose, maximising pupil progress and, as a result, achieving the best possible outcomes.

School leaders would be keen to work with government at every level in order to create a system where assessment is accurate and trusted, works to accelerate pupil progress and improves outcomes for every child and young person in Wales.

The main purpose of education is to prepare children and young people for a world we do not yet know and cannot fully anticipate. 'Successful Futures' recognised this and articulated it through the long-term vision.

Preparing for this unknown future means that for our children and young people core skills in communication, numeracy and digital competence are likely to remain important, but the most critical skill of all is likely to be being an outstanding learner.

By ensuring that we produce individuals well prepared and with the attributes, skills and perseverance to learn throughout their lives, resilient enough to withstand and overcome challenges and comfortable to innovate and explore creative solutions to problems, we will be placing pupils in Wales in a position of strength.

Rob Williams

NAHT – Policy Director Cymru

# Agenda Item 4

**Cynulliad Cenedlaethol Cymru | National Assembly for Wales**  
**Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee**

**CYPE(5)-12-16 – Papur | Paper 4**

**Ymateb gan : Consortia Gwella Ysgolion Rhanbarthol**  
**Response from : Regional School Improvement Consortia**

**Successful Futures evidence**

**09.11.2016**

By 2021, all schools in Wales will be planning and delivering a curriculum defined as including all of the learning experiences and assessment activities focused on creating

- ambitious, capable learners who are ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

In order to achieve this goal, we will have a teaching profession working to a set of professional standards which develop outstanding pedagogy through professional learning, innovation, leadership and collaboration. Schools will be vibrant learning organisations working together within a self-improving system to the benefit of all. Learners will benefit from an all age learning continuum. We will need to focus on how we teach and not just the what. Finally, all schools will be moving towards being engaged in a Successful Futures network

As part of Successful Futures the network of schools are responsible for developing and creating a new curriculum for Wales in response the Donaldson report. The project is a national project where schools from across Wales are working collaboratively to research and implement the required changes.

The project is led by Welsh Government. The four regional consortia are increasingly working with with Welsh Government to support the implementation. To ensure this remains a national project, the four regions have maintained their position as an enabler for schools.

## **Pioneer schools.**

Selected schools from across Wales have been working with WG:

- to develop an approach for the curriculum for Wales;
- to lead on the strategic design of a new curriculum for Wales;
- to identify and implement the changes required to improve the curriculum for the future;
- to develop an approach to support workforce development across Wales;

- to develop the support and training for the implementation of a new curriculum;
- to work with their cluster schools and other schools to begin the process of workforce development and to develop professional learning organisations;
- to provide information to all schools on progress of the Digital Framework;
- to consider training implications and support requirements for schools in implementing the Digital Competence Framework.

Expectations for schools and regions were not always clear at the outset. This initially led to confusion. Nevertheless, a number of schools have engaged well with the process and are keen to develop a new curriculum for Wales.

Many Pioneer schools and other schools outside the scheme have developed exciting and innovative practices. They are working well to interpret the vision of Successful Futures.

### **Regional Consortia**

The four regions have:

- enabled Pioneer schools to investigate, develop and implement change;
- worked with their Pioneer schools to ensure there are sufficient opportunities for all schools to keep up-to-date with developments;
- provided subject specific support where necessary to allow Curriculum Pioneers to develop and test new ideas;
- supported Welsh Government to monitor progress against the strategic timeline;
- allocated resources internally to develop this work and support schools across the regions;
- attended regular planning sessions with WG and Estyn to feedback on progress;
- facilitated communications between WG and schools.

### **Update on progress from September 2015 – September 2016.**

- Progress has been made in identifying and selecting schools. Some Pioneer Schools were initially frustrated with the lack of direction and had difficulty understanding their roles.
- All four consortia worked on a joint presentation to define roles to develop clarity nationally
- Roles for Pioneers are now clearer and a small amount of progress has been made.
- A strategic implementation group of schools has been created and they meet regularly with the consortia and WG to provide updates on progress. However, the

work of the four groups is not always shared well across the network. It has been identified that there was an overlap in elements of work across the work strands.

- The national meetings of Pioneer Schools have been of mixed quality. Feedback from schools has been varied
- There have been a few occasions where there has been risk of schools disengaging in the programme.
- A few schools have indicated that funding provided may not cover the release required in order to fullfill current expectations

#### **From September 2016**

- Responding to feedback, WG have now brought together all 3 workstreams to create one overall network. This has been positively received by schools.
- All Pioneer Schools have identified a preferred area of focus and WG are currently mapping this to requirements. WG and consortia have identified additional schools to support development of AoLEs and ensure representation across all phases in all regions.
- WG meeting with four consortia to identify potential additional schools to support development.
- It was timely for WG to review current progress and plan a way to accelerate developments.

#### **Strengths and areas for development to date.**

- All schools have been able to pilot and trial new strategies to improve standards and engagement.
- All regional consortia and schools have a positive mindset and are committed to implementing Successful Futures effectively. However, lack of clarity over the past twelve months may have prevented quicker progress. But working relationships between WG and consortia are developing well to provide solutions.
- Regional Consortia are keen to offer guidance to Welsh Government to support the implementation of Successful Futures. However, this has not always been responded to effectively over the past twelve months. This has improved recently.
- All schools recognise the importance of the development of a new curriculum. However, non-pioneer schools do not feel fully updated. Moving towards a whole Wales Successful Futures network would support this. It is important that we faciliate engagement for all schools in this process.

#### **Recent developments since October 2016**

- The four consortia have jointly developed a proposal to support WG in moving forward with the SF work. This plan outlines key strategic priorties and provides an accountability structure along with levels of planning to ensure goals are met.
- WG are beginning to work well with consortia and this plan should support this work further.

- There is a significant risk that Pioneer schools are used to support programmes outside the development of the curriculum. Considering the workload and current pressures on schools, it is key that schools are resourced well and allowed to focus on this important work.
- The four consortia joint proposal to Welsh Government offers a strong, focused and detailed structure for realising the recommendations of the Donaldson Review. It will set out the outcomes we seek and provide milestones and a clear timeline for achieving them. It will address issues around assessment, qualifications and accountability with the four purposes acting centrally to all activity. All regions are committed to the delivery of this plan.

# Agenda Item 5

By virtue of paragraph(s) vi of Standing Order 17.42

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# Comisiynydd Plant Cymru Children's Commissioner for Wales

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## Ymateb i Ymgynghoriad / Consultation Response

Date / Dyddiad: 15<sup>th</sup> November 2016

Subject / Pwnc: National Assembly for Wales' Children, Young People and Education Committee Inquiry into Statutory Advocacy Provision

### Background information about the Children's Commissioner for Wales

The Children's Commissioner for Wales is an independent children's rights institution established in 2001. The Commissioner's principal aim, under the Care Standards Act 2000, is to safeguard and promote the rights and welfare of children. In exercising their functions, the Commissioner must have regard to the United Nations Convention on the Rights of the Child (UNCRC), as stipulated in regulation 22 of the Children's Commissioner for Wales Regulations 2001. The Commissioner's remit covers all areas of the devolved powers of the National Assembly for Wales insofar as they affect children's rights and welfare.

The UNCRC is an international human rights treaty that applies to all children and young people up to the age of 18. It is the most widely ratified international human rights instrument and gives children and young people a wide range of civil, political, economic, social and cultural rights which State Parties to the Convention are expected to implement. In 2004, the Welsh Assembly Government adopted the UNCRC as the basis of all policy making for children and young people and in 2011, Welsh Government passed the Rights of Children and Young Persons (Wales) Measure, which places a duty on Welsh Ministers, in exercising their functions, to have 'due regard' to the UNCRC.

This response is not confidential.



## 1. Introduction

The statutory remit of the Children's Commissioner for Wales includes the review and monitoring of arrangements for safeguarding and promoting the rights and welfare of children, which includes the provision of statutory advocacy<sup>1</sup>. Reviews of advocacy arrangements have been undertaken by the office on a number of occasions. Advocacy provision remains a key theme of our core work as the realisation of Article 12 of the UN Convention on the Rights of the Child (UNCRC) enables the full involvement of children and young people in the decisions and processes that affect them directly. The Children, Young People and Education Committee has been provided with the previous reports of my office in relation to Advocacy as follows:

Telling Concerns (February 2003)<sup>2</sup>

Missing Voices (March 2012)<sup>3</sup>

Missing Voices, Missing Progress (May 2013)<sup>4</sup>

Missing Voices: Right to be Heard (July 2014)<sup>5</sup>

I do not intend to repeat all of the recommendations made in those reports, or the reports that have been undertaken by several other groups during the same time period. Across all of the written reports, evidence provided and inquiries undertaken to date however, there are some key themes that are still of relevance but remain to be addressed, as follows:

- Maintaining a fully independent and high quality service for all those entitled to it;
- Promoting awareness and universal access to advocacy provision, including self-referrals;
- Instilling confidence and consistency in service provision across Wales;
- Difficulties with commissioning arrangements, stability of funding and the content of contracts.

My vision as Children's Commissioner is for a Wales where all children and young people have an equal chance to be the best that they can be. Advocacy can be an important tool to redress the imbalance faced by children and young people who are experiencing barriers to full participation in decisions about their lives. It is important for services to be consistently offered and accessible across Wales to enable all children and young people to achieve the best possible

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<sup>1</sup> <http://www.legislation.gov.uk/ukpga/2000/14/part/V> Section 73 Care Standards Act 2000

<sup>2</sup> <http://www.childcomwales.org.uk/wp-content/uploads/2016/04/Telling-Concerns.pdf>

<sup>3</sup> [http://www.childcomwales.org.uk/wp-content/uploads/2016/04/Missing-Voices\\_E.pdf](http://www.childcomwales.org.uk/wp-content/uploads/2016/04/Missing-Voices_E.pdf)

<sup>4</sup> <http://www.childcomwales.org.uk/wp-content/uploads/2016/04/missing-voices-missing-progress-2013-draft04.pdf>

<sup>5</sup> [http://www.childcomwales.org.uk/wp-content/uploads/2016/04/MV\\_FINAL\\_E.pdf](http://www.childcomwales.org.uk/wp-content/uploads/2016/04/MV_FINAL_E.pdf)

outcomes. Advocacy is a fundamental safeguard to ensure that children and young people's concerns are listened to and acted upon in a fair and transparent manner.

From as far back as the Waterhouse Report "Lost in Care"<sup>6</sup> in 2000, advocacy has featured as an area of concern in reports and inquiries on many separate occasions but I regret to say that meaningful and lasting change for children and young people has yet to be achieved. The opportunity presented by the implementation of the national approach is one that should be grasped, to improve children's outcomes. However I am frustrated by the lack of progress despite sustained efforts by my office and others to ensure this essential safeguarding service is available to everyone who is entitled to it. I welcome the Committee's involvement in this policy making process.

**2. What are your views on the effectiveness of the Welsh Government's approach to the delivery of statutory advocacy provision? If this is a concern to you, how should this be addressed?**

The collaboration between the Welsh Government and local government has taken a lot of time and resource to get to the present position. Since an agreement being made to implement the national approach and active offer in late 2015, the work has reached a stalemate as the Association of Directors of Social Services (ADSS Cymru) and the Welsh Local Government Association (WLGA) have not matched the resource allocated for implementation by the Welsh Government, nor do they have a robust implementation plan in place.

That said, it should be recognised that a lot of work has been undertaken around statutory advocacy in the last few years, culminating in Part 10 of the Social Services and Well-being (Wales) Act 2014 ("the SSWB Act") specifically relating to advocacy and the regulation of advocacy services through the Regulation and Inspection of Social Care (Wales) Act 2015. These two 'sister' Acts emphasise the importance of voice, choice and control for all citizens including children and young people and advocacy is an important tool to enable people to participate in decision making about their care and support needs.

Alongside these Acts, there have been a number of different groups convened by the Welsh Government, tasked with developing guidance and addressing practice issues in relation to advocacy, partly in response to the recommendations contained within my office's reports. My office has been part of these groups including the Ministerial Expert Group on Advocacy (MEGA), the Strategic Leadership Group and Task and Finish Groups undertaken from 2014-15 and the Technical Group on Advocacy under Part 10 of the SSWB Act.

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<sup>6</sup> <http://tna.europarchive.org/20040216040105/http://www.doh.gov.uk/lostincare/20102a.htm>

In general there has been an overarching acceptance of our recommendations and the need to take action in order to ensure consistent and high quality provision of advocacy across Wales. It has however required a lot of input and follow up from my office and others due to fluctuations in the momentum of this work. The overall pace of progress has been slow to date and despite looked after children and those in need of care and support being eligible for statutory independent professional advocacy, I still do not think there is consistency with regard to the availability and access to advocacy for all eligible children across Wales.

### **3. What are your views on the latest position in relation to the implementation of the National Approach to Advocacy Services?**

I am frustrated at the length of time it has taken for this work to be undertaken and the resultant standstill in the progress of the National Approach.

The Task and Finish Group referred to above undertook work during 2014-15 around a National Approach to Children's Statutory Advocacy, including analysis of the likely numbers of children being eligible for a service and the likely costs of delivering such a service based on those projections. There was also work on monitoring commissioning arrangements and reporting outcomes for children against agreed standards. Scotland and Northern Ireland also monitor their advocacy arrangements against agreed principles, standards and outcomes, although the delivery models do vary slightly. The final business case which was produced in November 2015 included the Service Specification, the Range and Level Mechanism, the Standards and Outcomes Framework and the Management and Performance Reporting Templates. Despite the efforts of my office and the other group members, the national approach still has not been implemented.

An implementation plan is awaited from WLGA and ADSS in order to understand how the national approach is to be taken forward and when. WLGA and ADSS were part of the Task and Finish Group throughout but at the time of submission have yet to produce the necessary plan to move towards implementation. I wrote to the WLGA and ADSS representatives on 12th October 2016 to request that the implementation plan be made available in advance of the next meeting of the Senior Leadership Group. I have not received any acknowledgment or response to this letter at the time of submission. Throughout the work of developing a national approach, it has been reiterated that the approach has to be considered to be a single overarching entity, made up of the component parts as above. To pick and choose from the available tools would not be following a consistent National Approach and would not result in the delivery and monitoring of the Active Offer of advocacy that we have repeatedly called for, most recently in my annual report published in October 2016<sup>7</sup>. The Active Offer is an important part of the national approach as it is designed to make sure all eligible children are informed about statutory advocacy provision and how to access it, whether now or in the future.

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<sup>7</sup> <http://www.childcomwales.org.uk/wp-content/uploads/2016/10/Annual-Report-1516-Adroddiad-Blynyddol.pdf> Page 55

The Task and Finish group produced costings in their business case for either regional commissioning or national commissioning arrangements. Neither option has been successfully taken forward yet, due to a lack of agreement at a local government level over how the commissioning arrangements might operate in practice. The Welsh Government has promoted the regional approach as the first option in recent months but so far neither model has progressed to a clear implementation plan and timetable.

I understand there is also funding available from the Welsh Government to support the implementation of new commissioning arrangements but this has not to date been accessed due to the lack of progress in agreeing the approach. Without delivery of the Active Offer and the National Approach, I am concerned that advocacy will continue to be viewed as something of an 'optional extra' to aid participation, rather than a fundamental safeguarding provision and enabling mechanism for realising rights and entitlements.

**What impact has Part 10 of the Social Services and Well-being (Wales) Act 2014 had on advocacy provision?**

As noted in response to question 2, I recognise the work that has been undertaken to ensure the visibility and importance of Advocacy within the SSWB Act. Paragraph 100 of the Part 10 Code of Practice states in clear terms the importance of Advocacy for entitled children as follows:

*“Advocacy empowers entitled children and ensures their rights are respected and that their views and wishes are fully reflected in decision making about what is happening in their lives. Advocacy is also an additional safeguard to protect from the risk of abuse. Advocacy can ensure assistance and support is provided enabling concerns to be listened to and dealt with effectively. Advocacy supports active participation in the decision-making processes and ensures views and wishes are heard at all times.”*

Section 22 of the Code of Practice refers to commissioning arrangements under the heading “Securing an effective service”. The original draft of the Code referred to parallel work that was being undertaken specifically in relation to children’s statutory advocacy and a National Approach. My response to the draft Code encouraged the Welsh Government to align the work streams so that the ongoing work on a national approach could be reflected in the final wording of the Code. The business case was concluded by the Task and Finish Group in November 2015 and approved by the Senior Leadership Group in December 2015. There followed a period of inactivity and the Code of Practice was subsequently finalised without any details of a National Approach or the Active Offer of advocacy to entitled children.

The National Approach includes the tools to measure the making and acceptance of the Active Offer of advocacy as part of the overall monitoring package. Implementation of the National Approach would allow for the impact of Part 10 for

children to be monitored and assessed directly and to inform the funding levels and strategic direction for children's statutory advocacy in the coming years. Without these tools it will not be possible to directly monitor the take up of Advocacy and the Active Offer for these children and, perhaps more importantly, the outcomes sought and achieved.

**4. Which priority areas in relation to advocacy provision for children and young people do you believe the Welsh Government should address? What do you think is needed to achieve that progress?**

The Welsh Government needs to show strong leadership for the National Approach and the Active Offer to be implemented. Whether this is achieved by regional commissioning or a national commissioning framework, the delivery of the Active Offer on the ground and improved involvement and outcomes for children are what is important.

I am reminded of the words of Dr Mike Shooter in a letter to the Welsh Government dated 11th September 2013, in his role as Chair of MEGA, in which he said: *"the important issue is whether the LAs are discharging their statutory duties satisfactorily, whatever the model of commissioning-provision."*

At the time of writing, an implementation plan for regional commissioning arrangements is awaited from WLGA and ADSS. Should this plan not be forthcoming or not satisfactory in putting into practice the full National Approach, the Welsh Government will need to move swiftly to implement a national commissioning model. Establishing a national co-ordinating service, such as the National Adoption Service, provides a successful precedent to deliver the necessary changes for children and young people.

The implementation plan, whilst an important document, will not in itself achieve the National Approach coming into effect. What will be needed alongside this is continued support and buy-in from the regions, their component local authorities and the Welsh Government to drive it forward and bring it into force. The Committee's inquiry is likely to focus the minds of all those involved at the current time but ongoing follow up and monitoring will be necessary to ensure that full implementation is achieved in the coming months.

**5. If you could recommend one thing to the Welsh Government that it could do to improve statutory advocacy services provision, what would it be?**

Following the extensive series of reviews conducted by my office and others, I am absolutely certain that the consistent delivery of statutory advocacy services across Wales will not be achieved without an agreed national approach to delivery and service provision. The Welsh Government should show further leadership in delivering the national approach as soon as possible. I acknowledge that the national approach will require time to fully implement due to the complexities of

moving across from the existing commissioning arrangements in each local authority. The Business Case anticipated implementation over a period of 15 months to March 2017 to align with existing commissioning cycles. This reinforces the need for leadership and urgent action in agreeing the approach to be taken, as there are existing contractual and commissioning arrangements that will need to be dealt with before the national approach can be implemented properly.

**6. Finally, are there any other issues relating to the terms of reference that you would like to draw to the Committee's attention?**

I would also like to see progress on advocacy in other areas that affect children and young people, particularly where it is clearly identifiable that they are likely to face barriers to full involvement in decision making and in representing their views directly to professionals. Two clear areas that would benefit from consistent advocacy provision would be mental health and children with additional learning needs. In my submission in respect of the Additional Learning Needs and Education Tribunal (Wales) Bill in December 2015 I highlighted this issue and I await with interest the revised Bill which is due to be published in December 2016. Children under the age of 18 who are detained or received into guardianship under the Mental Health Act 1983 also have a statutory right to an Independent Mental Health Advocate (IMHA)<sup>8</sup> but there may be many other situations where children, by virtue of their age, require additional assistance to understand and engage with treatment plans and decision making in health matters.

The National Assembly for Wales' inquiry into Advocacy Provision in 2008 also noted in recommendation 1 that "in addition to standard locally commissioned advocacy services, there should also be national commissioning of the more specialist types of advocacy such as asylum seeking children." This is something that I would also support given the current situation faced by many unaccompanied asylum seeking children from across the world.

Submitted by:



**Professor Sally Holland**

**Children's Commissioner for Wales**

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<sup>8</sup> <http://www.legislation.gov.uk/ukpga/1983/20/part/X/crossheading/miscellaneous-provisions> Section 130A Mental Health Act 1983.

Ein cyf/Our ref MAP/ARD/6906/16

Lynne Neagle AM  
Chair of the Committee  
Children, Young People & Education Committee

9 November 2016

Dear Lynne,

Further to my 12 October appearance before the Children and Young People Education Committee to give evidence at their Youth Work Inquiry, I am pleased to provide further information on the actions recorded by the Committee Clerk.

### **The results of the current mapping exercise of the voluntary sector provision of youth work**

The Cordis Bright project to identify suitable national and local voluntary sector provision to support young people aged 14-18 to engage or remain engaged with education, training and employment has now been completed. I am not planning to publish the maps, but officials have sent an e-mail to each local authority Engagement & Progression Coordinator (EPC) last week which included:

- A spreadsheet detailing the information gathered during the exercise about voluntary sector provision in their local authority area. The spreadsheet is intended for use by EPCs in the first instance. The intention is for the information to be incorporated into existing local provision maps that support the Youth Engagement and Progression Framework (either to expand on information already held about providers/programmes or to introduce new providers/programmes into the maps).
- A short report summarising the methodology, the results of the research and the format of the spreadsheet, copies of which I attach for your information.

Bae Caerdydd • Cardiff Bay  
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CF99 1NA

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:  
0300 0604400

[Gohebiaeth.Alun.Davies@llyw.cymru](mailto:Gohebiaeth.Alun.Davies@llyw.cymru)  
[Correspondence.Alun.Davies@gov.wales](mailto:Correspondence.Alun.Davies@gov.wales)

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.



- A template presenting the questions posed to voluntary sector providers in the online survey. Local authorities may wish to use this in the future when reviewing the information on the spreadsheet, or if they wish to approach providers who have not yet completed the survey.



My Officials also sent via e-mail a copy of the report and template to umbrella organisations (CWVYS, WCVA, Race Council Cymru, Inter-Faith Council for Wales). They have also been sent a spreadsheet including the name and generic contact details of all providers/programmes about which the survey was completed, including the local authority area(s) in which providers indicated they were available.



Cordis Bright have also written to all organisations invited to take part in the survey enclosing a copy of the report, a copy of the template has been provided to those who have not to date responded in case they would like to have their details included in the maps in the future.

### **Case studies of where youth work and local authorities are working well together and examples of where further support is needed**

Three youth work organisations have achieved the Bronze Quality Mark in Youth Work: Conwy Youth Service; the Cwmbran Centre for Young People; and Rhondda Cynon Taf Youth Engagement and Participation Service. They have all been externally assessed against the four quality standards: Performance Management; Quality of Youth Work Practice; Young People's Learning and Development; and Legal Requirements.

My Officials are currently procuring a review which will capture information around partnership working that will be useful to both the statutory and the voluntary youth work sector. This will ensure we are able to share full details of where organisations are working well together and why. It will also highlight where it isn't working so well and the barriers that are being faced. I will be happy to share the outcome of this review with the Committee in due course.

### **All published information on the provision of statutory youth work provision including information on funding streams**

Our 2015-16 youth work audit has now been published and can be found here;

<http://gov.wales/statistics-and-research/youth-services/?lang=en/>

<http://gov.wales/statistics-and-research/youth-services/?skip=1&lang=cy>



Information showing detailed income per local authority including funding sources can be found here:

<https://statswales.gov.wales/Catalogue/Education-and-Skills/Youth-Service/Finance/incomesummary-by-localauthority>

<https://statscymru.llyw.cymru/Catalogue/Education-and-Skills/Youth-Service/Finance/incomesummary-by-localauthority>

### **Figures on the reduction of staff numbers over the recent years within the Youth Work department in the Welsh Government**

The Welsh Government publishes staffing numbers on its website covering all its employees. This information is not broken down to Department level.

<http://gov.wales/about/civilservice/how-we-work/facts-figures/staff/wgstaffnumbers/?lang=en>

<http://gov.wales/about/civilservice/how-we-work/facts-figures/staff/wgstaffnumbers/?skip=1&lang=cy>

Welsh Government staffing is a matter for the Permanent Secretary and I would be happy to ask him to write to you should you require further information.

### **A breakdown of the £36.6 million that is spent between local authorities on youth services across Wales.**

The figure of £36.6million relates to the total income figure for 2014/15 published in the Youth Work in Wales Statistical Release;

<http://gov.wales/docs/statistics/2015/151020-youth-work-2014-15-en.pdf>

Total income relates to; money received from the RSG, income from other local authority departments and other sources.

In 2014/15 local authorities reported receiving £13.8 million from other sources, accounting for 38% of total income. 'National Sources' contributed the majority (£9.9 million – which includes the National Youth Work Strategy Grant) of these funds, £3.8 million of which was provided by Cymorth. Other sources of additional income included: Communities First (£0.9 million), European funding (£0.3 million) and 14-19 Pathways (£0.2 million).

Figures from the same source shows total spend for Youth Work provision across Wales in 2014-15 was £35.5 million. The majority of spending was on employees, at 73% of all expenditure. Other expenditure included 9% on resources, 8% on accommodation, 1% on staff training and development and 0.4 per cent on capital expenditure. A further 2% of expenditure was grant aid from the youth service to the voluntary sector.

### **The emerging themes from the recent consultation on proposals to support the development of a new National Youth Work Strategy.**

The recent consultation sought views on the Welsh Government's proposals for a new National Outcomes Framework for Youth Work in Wales, not proposals to support the development of a new National Youth Work Strategy.

My officials are currently finalising the summary of responses. This document will be published on the Welsh Government website later this month. I will share a copy with the Committee at that time.

### **Refreshing statutory guidance timescale**

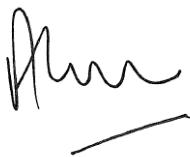
As I explained to Committee when I gave evidence, I recognise that updating the statutory guidance 'Extending Entitlement' is long overdue. I have asked my officials to add this in to their work plan. This is not a quick piece of work, but initial scoping work will commence immediately and we will keep the Youth Work Reference Group updated as to plans and progress.

### **Developing a new National Youth Work Strategy**

The National Youth Work Strategy is currently being reviewed; findings will be published in Spring 2017. Working closely with stakeholders this will form the basis for development of a new youth work strategy to run from 2018. This piece of work will feed in to our work around refreshing the statutory guidance.

Refreshing statutory guidance and a new national youth work strategy will form the basis of the agenda for my meeting with the Youth Work Reference Group in December.

Yours sincerely



**Alun Davies AC/AM**

Gweinidog y Gymraeg a Dysgu Gydol Oes  
Minister for Lifelong Learning and Welsh Language

## 1 Introduction

This brief report accompanies the maps produced as the result of an exercise to map voluntary sector provision to support young people aged 14-18 to engage or remain engaged with education, training and employment. The report relates to phase 2 of the mapping exercise and its purpose is to outline the activities and outputs of this final phase. The report summarises:

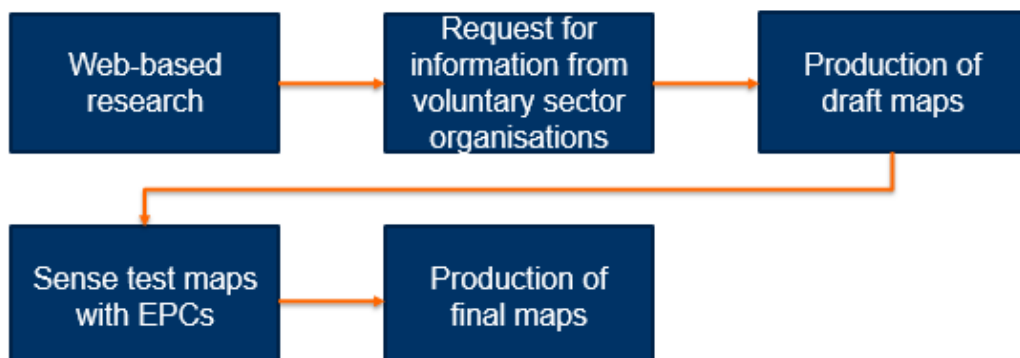
- The methodology used in phase 2.
- Responses received from voluntary sector organisations during the mapping exercise.
- The format of the draft maps produced.
- Feedback received from Engagement and Progression Coordinators (EPCs) who reviewed an early draft of the map for their local authority area.
- Suggestions for future analysis of the maps produced for this mapping exercise.

## 2 Methodology for phase 2

### 2.1 Summary of approach

Figure 1 provides a summary of our methodology for phase 2 of this project.

Figure 1: Methodology for phase 2



## 2.2 Stage 1: Web-based research

The following web-based research was conducted.

- Identifying additional national and local voluntary sector organisations who were not identified within phase 1 of the research, i.e. in addition to those included in existing provision maps or whose details were provided to Cordis Bright by Engagement and Progression Coordinators (EPCs) and voluntary sector colleagues.
- Establishing whether voluntary sector organisations identified in phase 1 of the research operate in local authority areas outside of those identified in phase 1 of the research.
- Establishing whether voluntary sector organisations identified in phase 1 of the research run additional programmes not identified in phase 1 of the research.
- Identifying email addresses for voluntary sector organisations to enable Cordis Bright to send them the request for information and template directly. This also included telephone research to establish or verify email addresses for organisations.

## 2.3 Stage 2: Request for information from voluntary sector organisations

Information was requested from voluntary sector organisations using the online questionnaire agreed with the Welsh Government following phase 1 of the mapping exercise. The online questionnaire was administered via SurveyMonkey and was available in Welsh and English. It was available for completion from 15 June 2016 to 17 July 2016.

Requests to participate in the mapping exercise were disseminated via a number of methods. These were:

- Direct emails to 305 providers identified during phase 1 and stage 1 of phase 2. This included an initial request and three reminders.
- Emails cascaded via networks and umbrella organisations who had agreed to promote the mapping exercise. Again, this included an initial request and three reminders. Organisations who cascaded the information included:
  - CWVYS.
  - WCVA.
  - Inter-Faith Council for Wales.
  - Race Council Cymru.
- Emails to all CVCs asking them to cascade the request and questionnaire via their networks. This included an initial request and two reminders.
- Emails to all EPCs asking them to cascade the request and questionnaire via their networks.
- Use of Twitter, including tweets from Cordis Bright and from the Welsh Government.

- Follow-up phone calls to 43 providers to request that they complete the questionnaire. These phone calls targeted providers thought to be operating in at least two local authority areas.

## 2.4 Stage 3: Production of draft maps

The information received via the questionnaires was added to information already gathered from existing provision maps. This was used to produce a draft individual map for each local authority area. The maps were created in Excel and produced in English at draft stage.

## 2.5 Stage 4: Sense-testing maps with EPCs

Each draft map was shared by email with the EPC for the local authority area. They were asked to review the maps and to comment in particular on whether any amendments could be made to the format to make the map more accessible or useful.

## 2.6 Stage 5: Production of final maps

Feedback from the EPCs has been incorporated into re-drafted versions of the maps to create the draft versions shared with the Welsh Government for feedback. Amendments will be made based on feedback in order to finalise the maps. These will then be translated into Welsh and the final versions will be delivered to the Welsh Government.

# 3 Responses received to the online questionnaire

242 online responses were received to the questionnaire. 232 of these were submitted in English and 10 were submitted in Welsh. The data was checked and duplicates were removed/merged. This resulted in map entries relating to 206 individual providers and/or programmes.

These were used to create a map for each local authority area. These maps were then compared to the existing local authority provision maps provided by EPCs during phase 1 of the mapping exercise to establish how many entries for each local authority area were:

- **New entries** – i.e. providers or programmes which responded to the online questionnaire and had not featured on the existing local authority provision map.
- **Updated entries** – i.e. providers or programmes which responded to the online questionnaire and had already featured on the existing local authority provision map.

The comparison was also used to identify **previous entries** on existing local authority provision maps – i.e. providers which did not respond to the online questionnaire but which featured on the existing local authority provision maps<sup>1</sup>. Whether the entry is new, updated or previous is indicated in column F of the maps.

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<sup>1</sup> Please note that these are listed at provider rather than programme level. There are three key reasons for this: a). a number of existing local authority provision maps did not detail specific programmes; b). internet searches did not

Figure 2 summarises the number and proportion of new, updated and previous entries per local authority. This indicates that between 34% and 98% of entries on the individual maps produced following phase 2 of the mapping exercise are new entries which did not feature on the existing local authority provision map.

*Figure 2: New, updated and previous entries per local authority*

Local authority	New entries	Updated entries	Previous entries	Total entries
Anglesey	45 (71%)	5 (8%)	13 (21%)	63
Blaenau Gwent	41 (68%)	12 (20%)	7 (12%)	60
Bridgend	49 (69%)	6 (8%)	16 (23%)	71
Caerphilly	48 (79%)	11 (18%)	2 (3%)	61
Cardiff	68 (84%)	7 (9%)	6 (7%)	81
Carmarthenshire	48 (74%)	8 (12%)	9 (14%)	65
Ceredigion	42 (72%)	6 (10%)	10 (17%)	58
Conwy	51 (61%)	6 (7%)	26 (31%)	83
Denbighshire	28 (34%)	24 (29%)	30 (37%)	82
Flintshire	27 (41%)	22 (33%)	17 (26%)	66
Gwynedd	45 (56%)	13 (16%)	23 (29%)	81
Merthyr Tydfil	46 (75%)	10 (16%)	5 (8%)	61
Monmouthshire	47 (84%)	5 (9%)	4 (7%)	56
Neath Port Talbot	51 (58%)	4 (5%)	33 (38%)	88
Newport	63 (93%)	1 (1%)	4 (6%)	68
Pembrokeshire	35 (52%)	14 (21%)	18 (27%)	67
Powys	43 (73%)	2 (3%)	14 (24%)	59
Rhondda Cynon Taf	39 (46%)	25 (30%)	20 (24%)	84
Swansea	51 (76%)	10 (15%)	6 (9%)	67
Torfaen	38 (51%)	13 (18%)	23 (31%)	74
Vale of Glamorgan	55 (98%)	0 (0%)	1 (2%)	56

consistently confirm the continued existence of specific programmes listed in the existing local authority maps; and c.) some providers responded to the survey but did not provide details of specific programmes that were listed in the existing local authority maps, and it was not possible to ascertain from their responses whether this was because programmes were no longer running or because providers had simply not submitted a response for this programme.

Local authority	New entries	Updated entries	Previous entries	Total entries
Wrexham	43 (54%)	8 (10%)	28 (35%)	79

## 4 Format and content of draft maps

The format of the draft maps is closely based on the structure of the online questionnaire itself. It enables map users to filter within columns to isolate providers/programmes with particular characteristics (e.g. by age of young person worked with, type of support offered, etc). However, more complex formatting has not been built into the maps and all raw data is visible to users. This is because we anticipate that many local authority areas will not retain the maps as a separate resource, but will incorporate the data into their existing local provision maps. As discussed in the scoping report following phase 1 of the mapping exercise, these existing maps take a variety of forms. Keeping the formatting of the draft maps simple minimises any difficulties which local authority areas might experience in transferring the data across to their preferred resource.

The draft maps contain:

- All data collected via the online questionnaire, including “new” and “updated” entries. If providers did not respond to individual questions, these columns in the spreadsheet are blank.
- The provider name and web address<sup>2</sup> (if known) of all “previous” entries<sup>3</sup>. This is so that map users can see at a glance the names of all voluntary sector providers who have either reported via the online questionnaire that they operating in the local authority area or who were thought to be operating in the local authority area at the date when the existing local authority maps were last updated<sup>4</sup>.

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<sup>2</sup> All web addresses included have been verified via internet searches. For national or regional providers, a local webpage for the relevant local authority is included where was available.

<sup>3</sup> For “previous” entries, additional data about provision is not included in the draft maps. This is because the level of detail included in existing local authority provision maps varied widely, with some local authorities listing only a provider name. In addition, all information included within local authority maps could not be verified by Cordis Bright without direct contact with all providers and there was only limited resource available within the project budget to chase up with individual providers by telephone. Lastly, individual local authorities already hold the non-verified data on their own “previous” entries in within the existing provision map.

<sup>4</sup> This date varies for individual local authorities, depending on their timetable for reviewing and updating provision maps.

## 5 Feedback from EPCs on draft maps

The draft map for each local authority area was sent to the relevant EPC for feedback. EPCs were particularly encouraged to offer feedback on changes that could be made to the format of the maps to make them more accessible or useful.

Feedback was received from nine EPCs. Two of these had forwarded the draft maps to colleagues in the voluntary sector, who also provided feedback, meaning that in total feedback was received from 11 potential map users. All feedback indicated that the maps were useful and provided additional information about voluntary sector provision to support young people aged 14-18 to engage or remain engaged with ETE.

Figure 3 summarises specific feedback and Cordis Bright's response to this.

*Figure 3: Feedback from EPCs and voluntary sector colleagues – suggested amendments and responses*

Feedback	Response from Cordis Bright
Some organisations have indicated that they provide support to all tiers of young people, but this appears inaccurate given local knowledge of the provision offered by these organisations.	On reviewing responses, it does appear that some providers have indicated that they cover all Tiers/a particular Tier when their description of their provision/information on the internet suggests that they do not. We suggest adding a note to this effect when we circulate the finalised maps.
There are a number of providers who currently work with young people who have not completed the online survey.	We have included the names of providers from existing local authority provision maps within the draft maps to try to ensure that all provision identified via the online questionnaire or within existing maps is captured within the mapping exercise.
There is mention of some organisations covering 'part of the local authority'- to support planning and brokerage of support it would be really useful to know what areas in the local authority are covered.	Providers were asked within the online questionnaire to provide specific detail on which parts of the authority their provision covered. We have included this information in column J when it was provided. Otherwise, we have referred to 'part of the local authority' to flag to map users that the whole local authority area is not covered so that they can check the specifics directly with providers.
It would be helpful to know the specific areas in which support is offered rather than the following generic statements: <ul style="list-style-type: none"> <li>• Support to address wider issues that may impact negatively on a young person's engagement with ETE. This might include support</li> </ul>	The intention was that more detailed information would be captured in the open text responses in columns AS, BS and BT. This has been included when it was reported by providers in the questionnaire.



Feedback	Response from Cordis Bright
<p>with mental health, physical health problems, disabilities, learning difficulties/disabilities, housing, substance misuse, offending behaviour or family support.</p> <ul style="list-style-type: none"> <li>• Support to engage with external ETE provision or to become ready to engage with ETE. This might include support to develop soft/employability skills, to identify and access ETE opportunities, mentoring and/or accompaniment to ETE provision.</li> </ul>	
<p>There are a lot of regional or national bodies on the map rather than local provision. Are there plans to address this?</p>	<p>As the mapping exercise was based primarily on providers participating via the online questionnaire, the proportion of regional, national and local providers included in the draft maps was dictated by the overall response to the questionnaire. Local providers have been included if they participated and previous entries for other known local providers have been listed. If the Welsh Government is happy for us to share the questionnaire template with EPCs, they could use it in future reviews of their provision maps in order to obtain additional information from non-participating providers (including local providers).</p>
<p>If providers are regional and national, there doesn't seem a way to identify if the delivery is done locally or are young people expected to travel out of county to access the support.</p>	<p>It is true that this information cannot be established from the current maps and would need to be checked directly with providers.</p>
<p>The map is comprehensive, but as discussed at the workshop to prevent duplication of task and staff resource, has the research examined and compared the map to current LA Information systems such as DEWIS?</p>	<p>The proposed categories of information for use in phase 2 of the mapping exercise have been cross-checked against other key maps and databases and are compatible with these. Therefore information provided to local authorities as a result of this mapping exercise could be transferred to other directories/maps at the local authorities' discretion. The mapping exercise has also incorporated detail from existing local authority provision maps, as these are understood to be the primary local source of information for professionals about provision to support to</p>

Feedback	Response from Cordis Bright
	enable young people to engage and progress within ETE.
Spreadsheet entries for some providers/programmes include very limited information other than contact details.	It is true that the level of information varies across providers/programmes. The information included in the map is taken primarily from providers' responses via the online questionnaire. Therefore if individual providers did not respond to particular questions, we were unable to include this information. However, we hope that providing names and contact details offers a starting point for EPCs to approach these providers for more information, if it would be useful to include them in provision maps in future.
The spreadsheet has too many columns and a lot of the information is only relevant to EPCs, etc. It may be worth just displaying the important information (e.g. name, contact details, provision description and eligibility) and including the remaining information as a backing document.	The spreadsheet is intended for use by EPCs in the first instance. The intention is that the information in the spreadsheet can be incorporated into the existing local provision maps that are circulated more widely to professionals working in the local authority area (either to expand on information already held about providers/programmes or to introduce new providers/programmes into the maps). The format and level of detail in the existing provision maps varies across local authorities. However, based on the feedback at workshops, we had understood that the majority of stakeholders thought that the mapping exercise should include this level of detail. We didn't include it as a backing document as we thought it would be helpful to keep all the information on one basic spreadsheet for those wishing to copy data across to other spreadsheets/databases.
It would be interesting to see how many providers/programmes currently deliver in the local authority area and have staff based in the area, and how many are stating they can theoretically deliver within the locality. Sometimes provision is not actually in place unless there is a cohort of young people to justify this provision running in an area.	It is true that this information cannot be established from the current maps and at this stage, EPCs/map users would need to check this directly with providers. If a similar mapping exercise was to be repeated in the future, it would be very useful to include an additional question to capture this information.

Feedback	Response from Cordis Bright
It is not clear from the spreadsheet whether provision is free or whether there are associated costs. Even though they are run through the voluntary sector, this doesn't mean it going to be free.	Some provision may indeed involve a cost and the online questionnaire did not include specific questions to determine this. EPCs/map users would need to discuss this with providers. If a similar mapping exercise was to be repeated in the future, it would be very useful to include an additional question to capture this information.

## 6 Suggestions for future analysis

The new and updated entries on local maps have been combined to provide a Wales-wide map to share with the Welsh Government. The Welsh Government may find it useful to analyse this Wales-wide map and/or the local provision maps to increase their understanding of the voluntary sector provision included within the maps. For example, the maps could be used to establish.

- The proportion of national, regional and local providers included in the maps.
- The proportion of providers working with young people of particular ages, or with particular characteristics or common experiences.
- The proportion of different types of provision included within the maps (e.g. direct delivery of ETE vs support to engage with ETE delivery).
- The coverage across Wales by different providers and types of provision.
- The reported activities, outputs, outcomes and progression routes of provision included within the maps.

This type of analysis could be used as a way to profile voluntary sector provision to support young people aged 14-18 to engage or to remain engaged in ETE. It could also be used as a starting point to identify potential gaps and/or saturation within voluntary sector provision to support these young people.

In addition, the previous entries on the local maps have been combined to create a second Wales-wide map. This indicates all providers which featured on existing local authority provision maps but either: a.) did not complete an online questionnaire at all or b.) completed an online questionnaire but did not indicate that the provision covered all local authority areas on whose existing maps they had previously featured. This provides information about other providers with which it might be beneficial to liaise in the future to request/check information in order to increase the profile of their provision.

## Mapping voluntary sector provision to support young people to engage with ETE

If you work in a voluntary sector organisation whose work supports young people aged 14-18 to engage, or remain engaged in, education, training and employment (ETE), please complete this questionnaire.

### Prior to completing this questionnaire, please note:

1. Please only complete this questionnaire if you are a voluntary sector organisation.
2. If you work for an organisation that delivers more than one distinct programme/project, please complete a separate questionnaire for each programme/project. Distinct programmes/projects might include those with different target audiences, eligibility criteria, referral processes, delivery methods and/or intended outcomes.
3. Guidance and example responses are included in italics alongside individual questions.

### Please return the completed questionnaire to:

Local authority area	Engagement and Progression Coordinator name	Email address
Anglesey	Enid Williams	
Blaenau Gwent	Jo Sims or Andrew Bevan	
Bridgend	Owen Shepherd	
Caerphilly	John Poyner	
Cardiff	Mark Wilmore	
Carmarthenshire	Fiona Rogers	
Ceredigion	Michael Pritchard	
Conwy	Christine Wynne	
Denbighshire	John Gambles	
Flintshire	Alice Williams	
Gwynedd	Sharon Williams	
Merthyr Tydfil	Diane Jones	
Monmouthshire	Hannah Jones	
NPT	Jason Haeney	

Local authority area	Engagement and Progression Coordinator name	Email address
Newport	Louise Moore	
Pembrokeshire	Rob Hillier	
Powys	Freddy Greaves	
RCT	Geraint Evans	
Swansea	Jo-Ann Walsh	
Torfaen	Karen Padfield or Gareth Jones	
Vale of Glamorgan	Nisha Shukla	
Wrexham	Christine Willis	

### Background information

This section is about the contact details and location(s) of your programme/project.

1. Today's date

2. Contact details

Name of voluntary sector organisation	
Name of programme/project (if different from name of organisation)	
Website	
Telephone number for general enquiries	
Email address for general enquiries	

3. In which local authority area(s) does the programme/project operate? *Please indicate all that apply.*

Local authority area	Covers whole of area? (Yes/No)	Covers part of local authority area (please specify which part)
Anglesey		
Blaenau Gwent		
Bridgend		
Caerphilly		
Cardiff		
Carmarthenshire		
Ceredigion		
Conwy		
Denbighshire		
Flintshire		
Gwynedd		
Merthyr Tydfil		
Monmouthshire		
NPT		
Newport		
Pembrokeshire		
Powys		
RCT		
Swansea		
Torfaen		
Vale of Glamorgan		
Wrexham		

## Target audience

This section is to enable map users to understand which young people might benefit from working with your programme/project.

4. What is the lowest age of young people which the programme/project targets?

5. What is the highest age of young people which the programme/project targets?

6. With which tiers of young people does the programme/project normally work? *Please tick all that apply.*

Tier 1 – young people whose ETE status is unknown

Tier 2 – young people who are not currently engaging in ETE and need intensive support in order to engage with ETE or become ready to do so

Tier 3 – young people who are ready to engage with ETE but may need information, advice and guidance to enter ETE

Tier 4 - people in ETE but at risk of dropping out

Tier 5 – young people in ETE

7. With which specific target audience(s) of young people does the programme/project work?  
*Please tick all that apply*

- No specific target groups - the programme/project works with all young people
- Girls and young women
- Boys and young men
- Young people from black and minority ethnic backgrounds
- Lesbian, gay, bisexual and transgender (LGBT) young people
- Disabled young people
- Young people with physical health issues
- Young people with mental health issues
- Young people who are or have been in care
- Young people who are or have been involved in the criminal justice system
- Young carers
- Young people who have experienced abuse
- Young people who have been excluded from mainstream education
- Young people who have sought asylum
- Young people with experience of substance misuse
- Young people who are homeless or at risk of homelessness

Other (please specify) \_\_\_\_\_



8. In which language(s) is the programme/project regularly available? *Please tick all that apply*

English

Welsh

Other (please specify) \_\_\_\_\_

### Programme/project description

This section is your opportunity to provide information about the purpose, activities and delivery of your programme/project.

9. What is the primary purpose of the programme/project? *Please tick only one response. We appreciate that many programmes/projects offer more than one of these elements. Your response is simply to provide a guide to those who might refer young people to the programme/project.*

Direct delivery of ETE - required ongoing attendance of 16 or more hours per week

Direct delivery of ETE - required ongoing attendance of fewer than 16 hours per week

Direct delivery of ETE - one-off training course

Support to engage with external ETE provision or to become ready to engage with ETE. This might include support to develop soft/employability skills, to identify and access ETE opportunities, mentoring and/or accompaniment to ETE provision.

Support to address wider issues that may impact negatively on a young person's engagement with ETE. This might include support with mental health, physical health problems, disabilities, learning difficulties/disabilities, housing, substance misuse, offending behaviour or family support.

10. Aside from the primary purpose you have indicated in your response to question 9, does the programme/project fulfil any other of these functions? *Please tick all that apply.*

Direct delivery of ETE - required ongoing attendance of 16 or more hours per week

Direct delivery of ETE - required ongoing attendance of fewer than 16 hours per week

Direct delivery of ETE - one-off training course

Support to engage with external ETE provision or to become ready to engage with ETE. This might include support to develop soft/employability skills, to identify and access ETE opportunities, mentoring and/or accompaniment to ETE provision.

Support to address wider issues that may impact negatively on a young person's engagement with ETE. This might include support with mental health, physical health problems, disabilities, learning difficulties/disabilities, housing, substance misuse, offending behaviour or family support.

11. Approximately how many young people accessed the programme/project in the 12 months from June 2015 to May 2016? *Please tick only one response.*

0 – 20

21 – 50

51 – 100

101 or more

12. Is the programme/project primarily delivered on a one-to-one or group basis? *Please tick only one response.*

Primarily one-to-one

Primarily group

13. If the programme/project involves group work, what is the average group size? *Please tick only one response.*

No group work

2 – 5 young people

6 – 10 young people

11 – 20 young people

21 or more young people

14. What is the average duration of a young person's engagement with the programme/project? *Please tick only one response. We understand that this may vary quite widely for different young people and be based on their individual needs and wishes. Your response is simply to provide a guide to those who might refer young people to the programme/project.*

Less than a day

1 day

2 – 6 days

1 – 4 weeks

1 – 3 months

4 – 6 months

More than 6 months

15. Please describe the types of activities young people normally undertake as part of the programme/project. *Please restrict your response to 50 words. Example response: YPN offers young people a combination of workshops in our centre and practical, outdoor activities with the local wildlife trust. Workshops focus on building confidence, motivation, team work and communication skills. Young people do taster sessions of different aspects of the wildlife trust's work, e.g. monitoring/caring for local wildlife.*

16. What type(s) of support are available to young people engaging with the programme/project?  
*Please tick all that apply.*

One-to-one support from a named/key worker

Peer support

Mentoring

Advocacy

Accompaniment to other services

Other (please specify) \_\_\_\_\_

17. What are the usual days/hours which a young person would be expected to attend the programme/project? *We understand that this may vary quite widely for different young people and be based on their individual needs and wishes. Your response is simply to provide a guide to those who might refer young people to the programme/project. Please restrict your response to 50 words. Example response 1: Young people are normally expected to attend from Monday to Thursday from 9am to 4pm. Example response 2: Young people normally receive one hour per week of one-to-one support. Group work sessions last two hours and take place throughout the week. Young people are normally expected to participate in at least one group work session per week.*

18. Where is the programme/project normally delivered? *Please tick only one response.*

At a designated centre

At placement venues (e.g. volunteering or work placements)

Floating support

Other (please specify) \_\_\_\_\_

### Qualifications and accreditations offered

This section focuses on the qualifications and other outcomes your programme/project supports young people to achieve.

19. Does the programme/project enable young people to gain any accredited qualifications or credits towards these?

Yes

No

20. If the programme/project does enable young people to gain any accredited qualifications or credits towards these please specify the qualification level. *Please tick all that apply.*

Entry level 1 qualifications or credits

Entry level 2 qualifications or credits

Entry level 3 qualifications or credits

Level 1 qualifications or credits

Level 2 qualifications or credits

Level 3 qualifications or credits

Level 4 or above qualifications or credits

Other qualifications or credits

21. Please specify the subjects in which accredited qualifications or credits are available.

22. Does the programme/project enable young people to gain any qualifications which may be required in the workplace? *Please tick all that apply.*

Food hygiene/food safety certificate

Health and safety certificate

First Aid certificate

Construction Skills Certification Scheme (CSCS) Card

Other (please specify) \_\_\_\_\_

23. Please describe any other outcomes the programme/project typically supports young people to achieve? *Please restrict your response to 50 words. Example response: Young people usually leave with increased confidence, self-esteem and motivation to continue in ETE. They also leave with improved employability skills and practical skills.*

24. Please describe any typical progression opportunities young people might access as a result of engaging with the programme/project. *Please restrict your response to 50 words and please be as specific as possible. Example response: Many young people progress onto a volunteering or work experience placement and a small number of placements with the wildlife trust are available.*

## Referral information

This section provides map users with the information they need to refer young people to your programme/project.

25. Does the programme have specific start dates? *Please tick only one response.*

No specific start dates - rolling programme

Specific start dates - available to new starters at least once a month

Specific start dates - available to new starters less than once a month

26. Can anyone make referrals to the programme?

Yes

No

If no, who is able to refer? \_\_\_\_\_

27. Is there a standard referral form to be used?

Yes

No

28. Telephone number and email address for referrals. *Please supply a telephone number and email address for all local authority areas in which the programme/project operates.*

Local authority area	Telephone number	Email address
Anglesey		
Blaenau Gwent		
Bridgend		
Caerphilly		
Cardiff		
Carmarthenshire		



Local authority area	Telephone number	Email address
Ceredigion		
Conwy		
Denbighshire		
Flintshire		
Gwynedd		
Merthyr Tydfil		
Monmouthshire		
NPT		
Newport		
Pembrokeshire		
Powys		
RCT		
Swansea		
Torfaen		
Vale of Glamorgan		
Wrexham		

### Funding information

This section aims to understand how long your programme/project has been running and is likely to continue to run over the next year.

29. Does the programme/project have funding in place to allow it to continue to be delivered for at least 12 months from today's date?

Yes

No

30. In what year was the programme/project first established?

31. Is the programme available to be commissioned? *Please answer "yes" to this question if the organisation offering the programme/project is likely to have the resources and infrastructure to extend provision if directly commissioned to do so. For example, this might include rolling the programme/project out to other geographical areas, expanding the target audience or offering places to a greater number of young people than it does currently.*

Yes

No

**Thank you very much for taking the time to complete this questionnaire.**

Contact details/ Manylion cyswilt			Local authority area(s) in which the programme/project operates/ Ardal(oedd) awdurdod lleol y mae'r rhaglen/prosiect yn gweithredu ynddynt																						
Name of organisation/ Enw'r sefydliad	Name of programme/project/ Enw'r rhaglen/prosiect	Website/ Gwefan	Blaenau Gwent/ Blaenau	Bridgend/ Pen-y-bont ar Ogwr	Caerphilly/ Caerffili	Cardiff/ Caerdydd	Carmarthen hire/ Sir Gâr	Ceredigion/ Ceredigion	Conwy/ Conwy	Denbighshire/ Sir Ddinbych	Flintshire/ Sir y Fflint	Gwynedd/ Gwynedd	Isle of Anglesey/ Ynys Môn	Merthyr Tydfil/ Merthyr	Monmouthshire/ Sir Fynwy	Neath Port Talbot/ Castell-nedd	Newport/ Casnewydd	Pembrokeshire/ Sir Benfro	Powys/ Powys	Rhondda Cynon Taf/ Rhondda	Swansea/ Abertawe	Torfaen/ Torfaen	Vale of Glamorgan/ Bro	Wrexham/ Wrexham	
372 (Barry) Squadron		www.372squadron.org.uk																						✓	
Able Radio		www.ableradio.com	✓		✓											✓		✓						✓	
Action for Children	Rhondda Family Support	www.actionforchildren.co.uk																			✓				
Action for Children	Ynys Mon Young Carers Project	www.actionforchildren.org.uk											✓												
Action for Children	Gwynedd Young carers project	www.actionforchildren.org.uk										✓													
Action for Children	DTAF	www.actionforchildren.org.uk				✓																			
Afasic Cymru	Afasic Cymru Youth Clubs	www.afasicymru.org.uk				✓			✓		✓					✓						✓			✓
African Community Centre	I Can Project	www.africancommunitycentre.org.uk																				✓			
Agoriad Cyf	Engage to Change	www.agoriad.org.uk						✓	✓	✓	✓	✓	✓						✓						✓
Alison House Youth & Play Project																									
Area 43		www.area43.co.uk					✓	✓														✓			
Artis Community / Cymuned		www.artiscommunity.org.uk		✓	✓	✓								✓				✓			✓				
ASH Wales	The Filter	http://thefilterwales.org/	✓	✓	✓	✓		✓		✓				✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
AVOW	GwirVol	www.avow.org																							✓
BAD Bikes				✓																					
Barnardos	Young Carers Project	www.barnardos.org.uk									✓														
Bawso	Floating Support	www.bawso.org.uk	✓		✓	✓								✓	✓		✓			✓	✓	✓			
Blind Children UK Cymru (part of the Guide Dogs Group)		http://www.blindchildrenuk.org/	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Brave EPIC (EPIIC) DVS				✓			✓																		
British Humanist Association	Understanding Humanism	http://understandinghumanism.org.uk/	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
British Red Cross	Crisis Education	www.redcross.org.uk	✓		✓	✓				✓		✓	✓	✓		✓				✓	✓	✓	✓	✓	✓
Caia Park Partnerships Ltd	STARS Project	www.caiapark.org.uk																							✓
Cambrian Community Development Trust	Ydych Vale BGC Academy	www.cambrianbgc.co.uk																			✓				
Canolfan Maerdy	Maerdy Youth	www.canolfanmaerdy.co.uk					✓									✓									
Cardiff City FC Foundation		www.cardiffcityfcfoundation.org.uk				✓																		✓	
Cardiff United Synagogue		www.cardiffshul.org				✓																			
Care Society	Care Society	www.caresociety.org.uk						✓																	
Career Women Wales CIC		www.careerwomenwales.com	✓	✓	✓	✓	✓							✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
Carers Trust Wales	Time to be heard	https://carers.org/country/carers-trust-wales-cymru	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carmarthen Youth Project (Dr Mz)	Carmarthen Youth Project	www.drnz.co.uk					✓																		
Cathays and Central Youth and Community Project		www.cathays.org.uk				✓																			
Centre for Business and Social Action Ltd	Best Friends	www.cbsa.org.uk					✓															✓			
Challenge Wales		www.challengewales.org	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Clwyd Allyn Housing Association	ODEL Learning and Training	www.clwydalyn.co.uk							✓	✓	✓														✓
Clybiau Ffermywr Ifanc Meirionnydd		www.yfc-meirionnydd.gov.uk										✓													
Clynfyw CIC		www.clynfyw.co.uk					✓	✓										✓							
Communities and Schools together (CaST) Cymru	Pyramid Clubs	www.castcymru.org.uk				✓		✓	✓	✓	✓								✓						
Community and Voluntary Support Conwy	Youth Volunteering Development	www.cvsc.org.uk							✓																
Community House Eton Road	Maindee youth work project																✓								



Contact details/ Manylion cyswilt			Local authority area(s) in which the programme/project operates/ Ardal(au) awdurdod lleol y mae'r rhaglen/prosiect yn gweithredu ynddynt																					
Name of organisation/ Enw'r sefydliad	Name of programme/project/ Enw'r rhaglen/prosiect	Website/ Gwefan	Blaenau Gwent/ Blaenau	Bridgend/ Pen-y-bont ar Ogwr	Caerphilly/ Caerffili	Cardiff/ Caerdydd	Carmarthen hire/ Sir Gâr	Ceredigion/ Ceredigion	Conwy/ Conwy	Denbighshire/ Sir Ddinbych	Flintshire/ Sir y Fflint	Gwynedd/ Gwynedd	Isle of Anglesey/ Ynys Môn	Merthyr Tydfil/ Merthyr	Monmouthshire/ Sir Fynwy	Neath Port Talbot/ Castell-nedd	Newport/ Casnewydd	Pembrokeshire/ Sir Benfro	Powys/ Powys	Rhondda Cynon Taf/ Rhondda	Swansea/ Abertawe	Torfaen/ Torfaen	Vale of Glamorgan/ Bro	Wrexham/ Wrexam
Gwalla		Gwalla.com														✓								
Gwent Association of Voluntary Organisations (GAVO)	Youth Volunteering	<a href="http://www.gavowales.org.uk">www.gavowales.org.uk</a>	✓		✓											✓	✓					✓		
Hafal	Hafal	hafal.org	✓		✓											✓	✓					✓		
Hafan Cymru	Project Pearl	<a href="http://www.hafancymru.co.uk">www.hafancymru.co.uk</a>																✓						
Hafan Cymru	Moving On project	<a href="http://www.hafancymru.co.uk">www.hafancymru.co.uk</a>	✓				✓																	
Hafan Cymru	RCT Young persons project	<a href="http://www.hafancymru.co.uk">www.hafancymru.co.uk</a>																			✓			
Hirwuan YMCA																					✓			
Hope37		Hope37.org.uk									✓													
Horn Development Association	n/a	www.hdcardiff.org				✓																		
Ieuentid Tysul Youth		tusulyouth.org					✓	✓										✓						
Innovate Trust	Transitions					✓																	✓	
Inroads	Route 98	www.inroadswales.org				✓																		
Interlink RCT		interlinkrct.org.uk																			✓			
Interplay (Integrated Play and Leisure)		<a href="http://www.interplay.org.uk">www.interplay.org.uk</a>		✓												✓					✓			
Itaca		<a href="http://www.itaca.org.uk">www.itaca.org.uk</a>							✓															
KIM Inspire	KIMBetweeners	www.kim-inspire.org.uk									✓													✓
KPC Youth & Community		www.kpcyouth.com		✓																				
Llarnau	Learning 4 Life	www.llarnau.org.uk	✓	✓	✓	✓					✓						✓			✓		✓	✓	✓
Llandudno Football in the Community	LLEAP	www.llandudnofc.co.uk							✓	✓														
Majical Youth Theatre	Fountain Hill home education centre	majicalyouth.org					✓	✓										✓						
Mencap	Motivate Carmarthenshire	www.mencap.org.uk					✓																	
Menter ian Abertawe		www.menterabertawe.org																			✓			
Menter ian Casnewydd		www.menterianthecasnewydd.org															✓							
Menter Merthyr		www.merthyrtdful.com												✓										
Merthyr and the Valleys Mind														✓							✓			
Merthyr and the Valleys Mind	Your Future First (YFF)	<a href="http://www.matvmind.org.uk">www.matvmind.org.uk</a>												✓							✓			
Merthyr Tydfil District Scouts		Merthyr Scouts												✓										
miFuture Foundation	miAcademi	www.miFutureFoundation.co.uk	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Milford Youth Matters	Routes to Opportunity	www.milfordyouthmatters.org.uk																✓						
Mind Cymru	Time to Change Wales Young Persons Programme	www.timetochangewales.org.uk	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Môn Communities First	Communities First	www.moncf.co.uk											✓											
Monmouthshire Housing Association	Dads Can	www.dads-can.co.uk													✓		✓							
Nacro Cymru	Denbighshire Traineeship	www.nacro.org.uk								✓														
Neath Port Talbot Mind	NPT Mind Youth Project	www.nptmind.org.uk													✓									
New Hengoed Baptist Chapel	Hengoed Community Project	http://hengoedchapel.vpweb.co.uk/			✓																			
Newport Mind	Changing Minds	www.changingmindsproject.org.uk	✓		✓										✓		✓					✓		
Newport Women's Aid	Now We Aspire	www.nptwomensaid.org.uk															✓							
Newydd Housing Association	Digital Champions																			✓			✓	
NoFit State Circus		www.nofitstate.org			✓	✓											✓				✓		✓	





Contact details/ Manylion cyswilt			Local authority area(s) in which the programme/project operates/ Ardal(oedd) awdurdod lleol y mae'r rhaglen/prosiect yn gweithredu ynddynt																						
Name of organisation/ Enw'r sefydliad	Name of programme/project/ Enw'r rhaglen/prosiect	Website/ Gwefan	Blaenau Gwent/ Blaenau	Bridgend/ Pen-y-bont ar Ogwr	Caerphilly/ Caerffili	Cardiff/ Caerdydd	Carmarthen hire/ Sir Gâr	Ceredigion/ Ceredigion	Conwy/ Conwy	Denbighshire/ Sir Ddinbych	Flintshire/ Sir y Fflint	Gwynedd/ Gwynedd	Isle of Anglesey/ Ynys Môn	Merthyr Tydfil/ Merthyr	Monmouthshire/ Sir Fynwy	Neath Port Talbot/ Castell-nedd	Newport/ Casnewydd	Pembrokeshire/ Sir Benfro	Powys/ Powys	Rhondda Cynon Taf/ Rhondda	Swansea/ Abertawe	Torfaen/ Torfaen	Vale of Glamorgan/ Bro	Wrexham/ Wrexam	
Welsh Refugee Council		www.wrc.wales				✓										✓	✓				✓			✓	
Welsh Women's Aid	Children Matter	www.welshwomensaid.org.uk	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
West Wales Domestic Abuse Service		www.westwalesdas.org						✓																	
Whizz-Kidz		<a href="http://www.whizz-kidz.org.uk">www.whizz-kidz.org.uk</a>				✓			✓			✓										✓			✓
Whizz-Kidz	My Friends, My Skills, My Future	www.whizz-kidz.org.uk	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wild Elements		<a href="http://www.wildelements.org.uk">www.wildelements.org.uk</a>							✓			✓	✓												
Wildmill youth club		facebook page		✓																					
Women Connect First	Youth Connect Project	www.womenconnectfirst.org.uk				✓											✓								
YMCA Cardiff		www.ymcacardiff.wales				✓																		✓	
YMCA Swansea		www.ymcaswansea.org.uk																							✓
Young Dragons Wales/Dreuligau Ifanc Cymru		http://www.youngdragons.org.uk/	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓





Llywodraeth Cymru  
Welsh Government

Lynne Neagle AM  
Chair  
Children, Young People and Education Committee

16 November 2016

Dear Lynne

Thank you for your letter of 3 November on behalf of the Children, Young People and Education Committee. I am pleased that Professor Diamond was able to attend the Committee to discuss with you the work of the Review of Higher Education Funding and Student Finance in Wales.

I welcome the views that the Committee has put forward in relation to the Review. I will publish the Welsh Government's detailed response to the Diamond Review's recommendations, together with a consultation on proposals for student support funding on the 22 November following a statement to the Senedd.

Many of the questions contained in your letter will be answered when I issue the formal Welsh Government response. However, there are a number of issues to which I would like to respond prior to the 22 November.

*Could you set out your reasons for setting the fee level to £9,000 p.a., and outline (a) at what level you intend to set full-time undergraduate fees in future years; and (b) how you intend to respond to future changes to undergraduate fees in England.*

The Diamond Review's report stated that Welsh universities should be able to charge tuition fees of up to £9,000. The Welsh Government remains opposed to full cost or near full cost fees. We do not believe that higher education should be organised on the basis of a market and we are concerned at some of the reforms that are being proposed in England. However, we recognise that HE institutions must be able to operate across geographical boundaries and remain competitive in an environment that has a significant cross-border flow of students. We recognise, therefore, that HE institutions should be able to continue to set their tuition fee levels at around £9,000. I did not believe that it was the right time to increase fees beyond £9,000 prior to the publication of the Diamond report on the 27 September and before Welsh Government had time to consider how it was going to respond to the recommendations.

I will continue to review the maximum level of tuition fees in Wales, taking account of the financial sustainability of our institutions, how we maintain our competitiveness in an international context and the impact on students. Of course I will also take account of developments in England, including the introduction of the Teaching Excellence Framework

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

(TEF). However, No commitment has been made to link TEF outcomes to increases in tuition fees in Wales and it is a matter for individual Welsh providers delivering higher education to determine whether or not they want to take part in year two of the TEF. .

*Can you confirm what contingency margins the Welsh Government will factor into their financial modelling to take account of for example: demographic change; increasing numbers of students at all levels; and increasing maximum fees? In addition, what modelling has the Welsh Government undertaken on the future numbers of European and International students?*

As I consider Professor Diamond's proposals, I am mindful of the key dependencies noted in the Diamond Review and your letter; it is clear that factors such as these will affect the affordability of any system of student support. The assumptions underlying Welsh Government analytical modelling of student support costs are routinely reviewed, in light of potential impacts of policy changes, student numbers and inflationary pressures. Sensitivity analysis is undertaken to quantify the effect of deviations from central assumptions.

As the timing of the exit of the UK from the European Union remains unknown, EU students continue to be factored in to forecasts of student support costs. This will be reviewed as more details on the future relationship of the UK and the EU become available.

*Could you clarify:*

- *Whether Professor Diamond was asked to make 'cost neutral' recommendations?*
- *Whether this requirement was changed during the course of the Review?*

The remit and principles of the Diamond Review were outlined clearly in both the Interim and final Report. The initial remit specified that the panel was asked to deliver recommendations that were deliverable, affordable and sustainable. I can confirm that Sir Ian was under no specific requirement to make his recommendations cost neutral and there was no change to that aspect of the group's remit during the course of the review.

I am clear that Wales needs a sustainable and progressive higher education funding settlement that supports students when they most need it, and enables our universities to compete internationally.

As I made clear on 27 September, Cabinet endorsed the principles contained within the report. Our response will build on our key established principles:

- that we maintain the principle of universalism within a progressive system;
- that we have a 'whole system' approach;
- that investment is shared between Government and those who directly benefit;
- that we enhance accessibility, tackling barriers such as living costs; and
- and that student support is portable across the UK.

Yours sincerely



**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

Committee

CYPE(5)-12-16 – Papur | Paper 8 – i'w nodi | to note

Carl Sargeant AM  
Cabinet Secretary for Communities and Children

16 November 2016

## Draft Budget 2017/18

Dear Cabinet Secretary

Thank you for attending the Children, Young People and Education Committee's meeting on 2 November to discuss the draft Budget, and for providing the requested information in advance of the meeting.

The Committee felt the session was productive and welcomes your comments on the need to take brave decisions, particularly in relation to preventative interventions for adverse childhood experiences and resilient communities.

On a general point, the Committee is concerned that there is a lack of clarity about the allocations for specific programmes, such as Flying Start and Families First. Further, the funding for some important policy areas within your portfolio, such as looked after children, currently falls within other Cabinet Secretaries' budgets. This lack of clarity makes scrutiny of those allocations difficult.

The Committee's comments on specific programmes within your portfolio are outlined below.

### Families First, Flying Start and Communities First

#### *Prevention and Early Intervention BEL*

You told the Committee that you have merged the budget lines for Flying Start, Families First and Communities First into one budget expenditure line (BEL) – the



Prevention and Early Intervention BEL. However, the programmes themselves will not be merged and will continue to operate as separate entities.

In previous years, there were individual BELs for each of the three programmes, and therefore the Committee was provided with the breakdown of allocations in advance of the scrutiny session. In advance of this year's meeting, your officials informed the Committee that a breakdown of the allocations for each programme was not available. However, during the meeting, you were able to tell the Committee the specific amounts that had been allocated to each of the programmes.

This raises three issues which, the Committee believes, need to be addressed.

First, the lack of detailed information about the allocation of funding to these important programmes makes scrutiny difficult. The total amount allocated to Flying Start, Families First and Communities First in the draft budget is £154.38 million – a substantial proportion of the budget for which you are accountable. It is vital for good scrutiny for the Assembly to be able to access information on how much funding has been allocated to major Welsh Government programmes.

Second, it is clear that Welsh Government was in possession of this information, but would not provide it to the Committee. The Committee would be grateful if you would explain why.

Third, the Committee notes that Welsh Government is seeking to give increased flexibility to local authorities for the use of these funds. However, a balance must be struck to ensure the Assembly can hold Welsh Government to account for its decisions; ascertain whether or not Welsh Government is obtaining value for money for the taxpayer; and ensure that policies are effective.

### ***Families First and Flying Start***

The Committee notes your commitment, in principle, to the continuation of both Families First and Flying Start. We also recognise that both programmes need to evolve to ensure they are fit for purpose.

As outlined above, the Committee recognises that the merging of the budgets for these two programmes may give more flexibility to local authorities, but there remains concerns about the level of oversight you will have of the expenditure on and the outcomes you are expecting as a result of these key Government policies.

The Committee would be grateful for further information on how you intend to monitor the use of the merged funding for each of the programmes.

You also referred to the outreach element of Flying Start and how it has “started to address” the limitations of the programme i.e. that it is based on location. The Committee would be grateful to receive information on any assessment or evaluation you have conducted on this element of the programme.



## ***Communities First***

The Committee notes you have announced that you are minded to phase out Communities First and that you are currently undertaking a consultation on whether the programme should continue.

You informed the Committee that, if you decide to “exit” Communities First, “it will be a controlled exit”. Please provide further information on what you would consider to be a “controlled exit” and how it will be managed.

The Committee would also be grateful if you could provide information on the evidence base you will consider when making your decision; and the estimates of the costs and benefits of discontinuing the programme.

## **Children’s Zones**

The Committee notes your comments about Children’s Zones, a Welsh Government concept that is still in its infancy. The Committee understands that it will consist of a number of different interventions targeted to support the child or young person. A problem with such an approach is that it is difficult to attribute success to any one intervention and, consequently, to assess the effectiveness and value for money of each intervention. Moreover, multiple interventions may be funded across Ministerial portfolios which will require co-operation.

The Committee will seek more information as the concept is developed.

## **Childcare**

The Committee notes that around £10 million has been allocated to exploratory and piloting work for this ambitious programme. The Committee is supportive of the principle underpinning the programme and recognises that the programme is still in its infancy. Nevertheless, the lack of clarity around a number of issues is a cause for concern.

## ***Costs of the programme***

The Committee notes that your estimate of the costs of the childcare offer as it is currently envisaged is £100 million per annum.

Analysis by the Public Policy Institute for Wales (PPIW) suggested that the costs could be between £125 million and £228 million.

You said that the assumptions underlying the PPIW calculations considered a childcare offer for term time, which was incorrect, as Welsh Government’s childcare offer extends not only to term time, but to 48 weeks of the year.



The Committee questions how the Welsh Government's estimate of costs, if it is based on an offer covering more weeks in the year, can be lower than PPIW's estimate. Welsh Government must be making different assumptions to PPIW.

The Committee would be grateful if you could provide information on the assumptions on which you are basing your estimates and the evidence on which you are basing those assumptions. Can you also provide the Committee with information on any other models of provision you have considered and the costs and benefits associated with them?

Further, the Committee would be grateful for information on your assessments of the financial benefits of the programme as currently envisaged, when it becomes available.

You told the Committee that Welsh Government is "absolutely" committed to delivering this programme and that its costs will be managed within Welsh Government's budget. Given the lack of clarity over costs, the Committee questions the prudence of such a commitment. If the actual costs of the programme are closer to the higher estimates made by PPIW, there will be a significant, ongoing impact on the budgets of other programmes and departments.

### ***Workforce***

In relation to the capacity of the workforce to deliver the programme, you told the Committee that this was a significant concern for you – more so even than the costs of the programme. You also spoke of the importance of ensuring that the workforce is of a high quality.

You did not, however, provide details of how your concerns about the capacity of the workforce will be addressed. Perhaps this is because the programme is still in the early stages of development, however, the Committee is concerned that the scale of the task is significant and that progress needs to be made quickly.

With this in mind, the Committee would be grateful if you could provide information on assessments Welsh Government has made of the capacity of the workforce to deliver the programme; planning that is being undertaken to address potential problems with capacity; and assessments of the costs of ensuring that the workforce capacity is sufficient to deliver the programme.

### ***Welsh language provision***

You said that you had held early discussions with the Minister with responsibility for the Welsh language. You also said that the pilots will provide more information as to how such provision can be made.

The Committee believes that Welsh Government should put measures in place to ensure that there is sufficient provision available in the Welsh language and that



there is sufficient capacity within the Welsh-medium workforce to deliver that provision. Furthermore, given Welsh Government's commitment to increasing significantly the number of Welsh speakers, the Committee believes that you should aim not only to meet demand, but to use the programme as an opportunity to proactively encourage the use of the Welsh language.

### ***Timetable for implementation***

You made a clear commitment that the programme will be in place in its entirety by 2021.

The Committee recognises how ambitious this commitment is, given the scale of this programme and the issues that need to be addressed. The Committee would be grateful if you could provide an outline timetable, including milestones and targets, of how you will deliver the programme by 2021.

### **Positive parenting and costs associated with legislation to remove the defence of reasonable chastisement**

You told the Committee that you would be evaluating the use of social media platforms and other communication methods you are using as part of the positive parenting programme. The Committee would be grateful if you could provide further information on the results of the evaluation when it becomes available. Could you also provide the Committee with further information on the proportion of funding allocated to deliver projects within the programme, including the outcomes you expect to see from that investment.

The Committee also notes that funding has not been made available in this budget year for the proposed legislation to remove the defence of reasonable chastisement as the Bill is not due in the next financial year. However, preparatory work will be funded from the positive parenting budget. The Committee would be grateful for details of that preparatory work.

### **Looked After Children, adoption, CAFCASS Cymru**

The number of looked after children has increased by 5% over the last five years, though it has remained relatively stable over the last three years. This will inevitably have an impact on social services budgets and you referred to several interventions that you are exploring with an aim to reduce the number of looked after children. You also referred to an advisory group on looked after children, which is chaired by David Melding AM and which is considering a variety of relevant issues.

The Committee notes that the interventions you described are long-term – they will take time to have an impact. The Committee seeks reassurance from you that you are satisfied that steps are being taken to address the problems as they exist now.



You also informed the Committee that the funding allocations for CAF/CASS Cymru “remain at the same level despite increasing demand on referrals over the last 12 months”. The interim Chief Executive of CAF/CASS Cymru told the Committee that the service was managing the increase in demand as a result of internal restructuring and a programme of modernisation, which had increased resilience. The Committee seeks reassurance from you that, should demand continue to increase, you are confident the service is sustainable.

### **Children’s Rights, Participation and Play**

The Committee is, again, disappointed that a Child’s Rights Impact Assessment (CRIA) was not prepared for this draft budget. Given that a Government’s financial allocations are clearly one of the most obvious ways in which children’s rights will be affected, it is difficult to understand why such an assessment was not required in order to comply with the Rights of Children and Young People (Wales) Measure 2011. The lack of a standalone and transparent Child’s Rights Impact Assessment means it is more difficult to identify how the Welsh Government’s allocation of resources will impact on children and young people, and on individual groups within that population.

The Committee would be grateful if you could provide examples of how the Draft Budget 2017-18 allocations were affected or changed as a result of Welsh Government’s consideration of children’s rights.

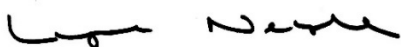
### **Child poverty**

#### *Resilient communities and ACEs*

The Committee welcomes your candour when discussing the lack of progress in addressing poverty and notes that some issues in relation to this agenda, such as welfare reform, are outside Welsh Government’s control. We also welcome your comments about the importance of early, preventative, interventions. The Committee also noted with interest your comments about Adverse Childhood Experiences. These are subjects the Committee looks forward to discussing with you over the next year.

I am copying this letter to the Chair of the Finance Committee to inform its overarching scrutiny of the Draft Budget.

Yours sincerely



**Lynne Neagle AC / AM**  
Cadeirydd / Chair

cc Chair of Finance Committee





Committee

CYPE(5)-12-16 – Papur | Paper 9 – i'w nodi | to note

Kirsty Williams AM  
Cabinet Secretary for Education

Alun Davies AM  
Minister for Lifelong Learning and Welsh Language

16 November 2016

## Draft Budget 2017–18

Dear Cabinet Secretary & Minister

Thank you for attending the Children, Young People and Education Committee's meeting on 10 November to discuss the draft Budget. Thank you also for providing your comprehensive paper in advance of the meeting and addressing each of the Committee's requests for specific information. The Committee felt the session was very productive.

It was helpful that your paper to the Committee reaffirmed the Welsh Government's top 10 education priorities. Understanding the link to your main priorities helps with the scrutiny of the budget across your portfolio. The Committee will be considering each of these priorities in detail during the course of this Assembly.

The Committee's comments on specific areas and programmes within your portfolio are outlined below.

### 1. School Reserves

#### *Levels of reserves*

The School Funding (Wales) Regulations 2010 introduced new powers to enable local authorities to intervene when school surpluses reach certain levels, which are



£50,000 or more in a primary school and £100,000 or more in a secondary school or special school.

The Committee noted that you were shocked at the level of reserves being held across schools in Wales, which you confirmed was in excess of £64m. You acknowledged that holding reserves is appropriate in particular circumstances, but said you will work with local authorities to ensure they take a more proactive approach in managing those reserves.

The Committee is keen to ensure that school budgets are used to best effect and welcomes your commitment to work with local authorities on this matter. Further, can you provide details on how many schools are exceeding the reserve levels set out in the regulations? Given your concerns, the Committee believes you should consider reviewing the regulations, to satisfy yourself that the limits for reserves are appropriate.

## **2. Childcare offer**

The Committee noted a capital budget increase from 2018-19 of £20 million annually to provide infrastructure to meet the Welsh Government's commitment to offer thirty hours of free childcare for working parents of 3 and 4 year olds for 48 weeks per year.

In his statement in Plenary on Tuesday 8 November the Cabinet Secretary for Children said that part of the childcare offer will be met by the Foundation Phase during term time. In response to a question, you told the Committee that you are confident that your budget would be sufficient to deliver the foundation phase elements of this programme. The Committee will continue to keep this under review as the programme is developed.

## **3. Schools Challenge Cymru**

The Committee notes that you have decided to discontinue the Schools Challenge Cymru programme.

In evidence to this Committee last year, your predecessor was clear that international evidence suggests that sustainable system level reform requires a minimum of at least five years. Schools were therefore "very much at the early stages of their improvement journey".

The Committee notes that an evaluation of the programme has been ongoing. The results of phase 1 of that evaluation have been published. However, phase 2 of the evaluation, which will focus on outcomes and is arguably the most important element of evaluation in terms of gauging impact, is yet to be completed. It is



unclear why the decision to end this programme was made before the completion of the final phase of the evaluation.

The Committee is extremely concerned that ending Schools Challenge Cymru now may mean that the full impact of the programme and the full value of the investment may not be realised. Could you provide details of the evidence on which you based your decision to end the School Challenge Cymru.

You told the Committee that the programme was “time limited” and funded by central reserves. However, the Committee was concerned at your confirmation that the money is being returned to the reserves and not being put to alternative use within the Education MEG. The Welsh Government took the decision in January 2014 to use a Barnett consequential to “continue to drive up educational standards”. If you have decided that Schools Challenge Cymru is not the best use of the money, then why not use the money on another means of investing in school standards?

The fact that £15 million is being returned from the Education MEG to the central reserves calls into question how much of the separate £20 million for schools standards is actually net additional funding.

#### **4. Pupil Deprivation Grant**

The Committee recognises that the Pupil Deprivation Grant (PDG) is a key Welsh Government intervention aimed at helping raise standards in schools.

We note your assertion that the PDG has helped to raise attainment levels for eFSM pupils for the second successive year. However, as has been noted in previous years, it is difficult to attribute specific outcomes to the PDG as it is one of a number of interventions in this policy area. Furthermore, the attainment gap between eFSM pupils and their peers was already narrowing before the PDG was introduced.

We remain concerned that Welsh Government cannot fully assess the value for money of this programme and, consequently, is unable to ensure that eligible pupils are getting the best outcomes from the significant funding allocated to the programme. We therefore welcome the evaluation of the PDG being undertaken both by Estyn, and by the independent Raising Attainment Advocate. We hope that this can help clarify the extent of the impact of this important programme and its value for money.

The Committee has become increasingly concerned that there is a lack of clarity in schools about how the PDG should be used. We welcome your commitment to issue new guidance to ensure that the PDG is spent in the most effective way.



## ***Early Years Provision***

Given that early intervention and prevention are such prominent aspects of the Welsh Government's programme for Government, the Committee believes you should consider exploring the potential impact of "front loading" the PDG, so that more money is available to early years pupils, rather than older pupils. You told the Committee you would of course welcome more money for the Early Years PDG but the question is how to reach an optimum balance for using the existing resources for the PDG.

As part of that consideration, you may wish to reflect on whether it would be appropriate for eligibility for the higher rate of PDG to be extended down a school year, so that pupils in reception year attracted the full PDG allocation.

Reception class is arguably the first year in which targeted interventions can make the most tangible impact, given this is when children generally begin attending school on a full-time basis. The Committee would be grateful for more detail about the rationale for paying the Early Years £600 rate for Reception age children (first year of Infants, age 4 at start of year) rather than the higher school-age £1,150 rate? This is particularly relevant given your emphasis on early intervention.

## ***Availability of PDG to Armed Forces Children***

The Committee believes that the PDG should be targeted at all disadvantaged groups, and one group that has been recently highlighted is the children of Armed Forces personnel. Given the often disrupted nature of their education, some of these children can find themselves disadvantaged in their learning.

In response to a question, you confirmed that you would explore whether the PDG could be extended to Armed Forces children. The Committee would be grateful if you would report back to the Committee in due course on this matter.

## ***Looked After Children***

You told the Committee that the PDG funding for looked after children and adopted children is allocated to Regional Education Consortia, and they use their experience and understanding of the needs of local schools to make best use of the funding. You confirmed that you regularly challenge Consortia on their use of the funding.

However, the Committee remains concerned that it is difficult to assess whether funding allocated to looked after children and adopted children is actually reaching those in need. It is also difficult to monitor the impact of the funding. The Committee looks forward to seeing the results from your evaluation for looked after children, which you confirmed would be published in the New Year.



The Committee would also be interested in how you are assessing the impact of extending the use of the PDG to adopted children, particularly since the allocations to regional consortia have not been increased to account for the numbers of adopted children.

## **5. School Standards**

The Committee notes the inclusion in the budget of an additional £20 million in 2017-18 (as part of the £100 million pledge over five years) for raising school standards. You told the Committee that your intention was to focus this spending on four main areas:

- £3.5m in building capacity in education leadership;
- £2m as part of the curriculum and assessment strand;
- £10m under pedagogy for the development of the workforce;
- £4m in developing the school-to-school working.

You confirmed that it was your intention to work with the OECD to look at these four areas, to ensure that you were taking the right approach. You told us that you were expecting early feedback from the OECD on this, and that formal feedback would follow at a later date. The Committee would welcome sight of the OECD's feedback when it is available.

The Committee understands why you have focussed the additional £20 million funding on four specific areas, but urges you to keep this under review, and to refocus funding where necessary in future years.

### ***School budgets***

In the Fourth Assembly, the Welsh Government had a policy of protecting school budgets so that they received a change that was 1 percentage point above the change in the overall Welsh block grant. This was met through a combination of funding in the RSG for local authorities to pass on the protection and specific budgets supporting learners within the Education MEG. According to the Welsh Government's figures, this resulted in an additional £106 million for schools between 2010-11 and 2015-16.

The Committee notes that you have decided not to protect individual school budgets in the same way during the Fifth Assembly. Instead, you have allocated £100m for school improvements over the five years of this Assembly.



The Committee would be grateful if you would explain your rationale for this decision. Did you consider continuing with the approach taken in the Fourth Assembly?

## **6. Infant Class Sizes**

Reducing Infant class sizes is listed as one of the top 10 education commitments for Welsh Government. The Committee notes the allocation of £1 million from the 'School Improvement Grant' BEL for piloting work. This does, however, appear to be at the expense of a £1 million reduction in the Education Improvement Grant issued to local authorities and regional consortia. The Committee would be grateful for clarity on this.

In terms of the policy, you told the Committee that Welsh Government officials are scoping out implementation, focusing initially on schools with high eFSM rates and an improvement/support category of red or amber who have classes containing 29 or more pupils. You have also said that you will not set budget allocations for the policy until the scoping work has been completed.

We note your intention to make an announcement in January about how this policy will work over the life of the Fifth Assembly. However, before that announcement could you provide an early indication of how the £1 million will be spent on the pilot for the programme, including: how many schools are included within your target criteria; whether you will be piloting alternative models of delivering the provision; how you will assess the outcomes of the pilots; and how you will assess the effectiveness of the pilots.

## **7. Higher Education (HE) and Further Education (FE)**

The Committee notes that £30 million has been allocated for Higher and Further Education, but that of that £5 million of this has been allocated to Further Education.

When questioned about why the allocation appeared to be relatively low for FE, you told the Committee that you were taking a coherent approach to improve the whole education system. You also wanted to ensure a coherent flow from statutory education to Post 16 learning, and between HE and FE. You also talked about HE and FE learning having no borders.

You confirmed that you will be including within the Annual Remit Letter you will be issuing to the Higher Education Funding Council for Wales (HEFCW) for 2017-18 direction that HE and FE must enhance their relationship, with the ability of the learner to move between HE and FE.



Could you expand on this and how you expect HEFCW to reflect this in the way they allocate the funding? Could you outline your vision for how HE and FE will work together to deliver a more coherent learning experience, and how this might impact on their budgets in future years?

### ***Diamond review***

The Committee has recently written to you to outline a number of outstanding areas relating to the review that need more clarity. The Committee will continue to keep this matter under review.

### ***Adult Part-time Learning***

The Committee remains concerned about the adequacy of funding for adult Part Time learning. The reductions in funding for FE over recent years have had an impact on the sector that should not be underestimated.

In your paper to the Committee you state that “due to the protection of this budget line, no further reductions are expected to be imposed on part time learning”. However, you acknowledge that following the significant reductions in 2014/15 and 2015/16, part-time provision was significantly affected.

You said you are confident that funding for part-time learning is adequate, but the Committee is concerned that the sector was so severely impacted by previous budget reductions that a significant intervention will be required to restore provision to previous levels. Do you have a vision for the future delivery of part time learning and how will this be monitored?

In previous years, the Welsh Government has asked the FE sector to prioritise and protect provision for 16-19 year old learners. The Committee is keen to understand how the FE sector will continue to do this and impose no further reductions on adult and/or part time learning.

## **8. Welsh for Adults**

The Committee welcomes the additional £5 million for Welsh for Adults provision. In your paper to the Committee you also state that decisions on how the money is used will also be informed by the priorities of the new Welsh Language Strategy, on which the Welsh Government finished consulting on 1 November 2016. You told the Committee that you would be meeting with the sector to help ensure the best use of the additional funding.

The Welsh Government has emphasised the critical role of expanding Welsh-medium education in meeting its vision of a million Welsh speakers by 2050. Although you could not give details on the new Welsh Language Strategy, you



confirmed that you were working to ensure Welsh in Education Strategic Plans (WESPs) are clear and ambitious, and that you would work with local authorities on their new plans.

The Committee would be grateful if you would provide an update in due course on the development of the Welsh Language Strategy and how Welsh Government is supporting local authorities' implementation of their Welsh in Education Strategic Plans.

## 9. Capital Funding

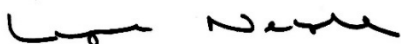
The Committee notes that the BEL which funds 21st Century Schools is affected by the Welsh Government's calculation of a revised baseline. £32 million has been taken out from the Supplementary Budget 2016-17 level for one-off allocations for FE projects which are presumably considered to be untypical of the annual level of expenditure. £43 million, which funded local authorities' general capital works, has been moved to the Local Government MEG (Revenue Support Grant) as party of a move to demonstrate the un-hypothecated nature of this funding.

Therefore, if the £43 million which has transferred out of the budget is disregarded, the capital budget has either remained the same, compared to the revised baseline, or has reduced by £32 million, if compared with the 2016-17 level.

Can you provide a further explanation of the accounting methodology for the removal of £32 million 21st Century Schools funding for the purposes of calculating the revised baseline? Can you also confirm that the movement of the £43 million general funding to the Local Government MEG is merely presentational and that local authorities' budgets will not be adversely affected?

I am copying this letter to the Chair of the Finance Committee to inform its overarching scrutiny of the Draft Budget.

Yours sincerely



**Lynne Neagle AC / AM**  
Cadeirydd / Chair

cc. Chair of Finance Committee





# Agenda Item 6.5

Gweinidog y Gymraeg a Dysgu Gydol Oes  
Minister for Lifelong Learning and Welsh Language



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref: MA(P)/ARD/7343/16

Lynne Neagle AM  
Children, Young People and Education Committee  
National Assembly for Wales  
Cardiff Bay  
Cardiff  
CF99 1NA

9 November 2016

Dear Lynne,

Thank you for your correspondence requesting:-

- an update on progress following the publication of the previous Children, Young People and Education Committee's report on the Welsh in Education Strategic Plans (WESP's).
- an update regarding the evaluation of the Welsh-medium Education Strategy (WMES), and
- a response to the recommendations made to Welsh Government following the Estyn review of Welsh in Education Strategic Plans published in September 2016.

Our response:-

## **Welsh in Education Strategic Plans – update**

You will know that following the National Assembly for Wales' Children, Young People and Education's Committee into the Welsh in Education Strategic Plans, there were 17 recommendations. Six were accepted in full by Welsh Government, seven accepted in principle and four were rejected.

The following provides an overview of actions taken over the last six months to progress those recommendations that were either accepted in full or in principle.

**Recommendation 1.** Welsh Government must ensure that WMES targets are reflected in WESPs and be more robust in its approval of WESPs to ensure they reflect Welsh Government's ambitions.

The WMES targets are the main focus in the revised planning guidance and the template for completion by Local Authorities in the 2017-2020 planning round. Local Authorities must state where they are now in terms of the national targets as well as noting their targets for the forthcoming three years. Any target that is not considered to be sufficiently robust or

stretching will be challenged. It must be noted that not all Local Authorities will be able to attain the national targets as the WMES targets for 2015 and 2020 represent milestones that may be aimed for on an all-Wales basis.

**Recommendation 2.** Welsh Government must clarify how it intends to work in partnership with local authorities to deliver its Welsh-medium Education Strategy.

Welsh Government officials met with all Local Authorities on a consortia basis to seek their views about the revised WESP template and guidance. Positive discussions were had to establish how we would work collaboratively and to work in partnership to explore opportunities for Welsh-medium education. Where possible, those views about how best to plan were fed through into the new planning documents. Since these meetings, Welsh Government officials have now increased the dialogue with Local Authorities through the provision of support and guidance.

Welsh Government officials have been attending some of the Welsh-medium education forums. This allows both parties to discuss how best to take forward the messages regarding the expansion and promotion of Welsh-medium education and to maximise collaboration and the sharing of information.

**Recommendation 3.** The Minister should clarify how the recommendations of the Donaldson review will address the variance in the linguistic outcomes of different types of provision.

Local Authorities seeking to move schools along the linguistic continuum increasing gradually the extent to which Welsh is used as a medium of instruction will need statutory proposals. While it is implicit in the Welsh-medium Education Strategy that such developments are to be welcomed in the context of WESPs, the real impetus for change must start at the local level including governors, parents, teachers and pupils. Discussion as to how Local Authorities can manage any plans within a planning context as well as an education opportunity is ongoing and will also need to involve Estyn.

**Recommendation 4.** The Minister should review and publish new guidance on definitions of provision and school's linguistic categorisation.

Work on this recommendation will commence in the New Year.

**Recommendation 8.** The Welsh Government should be clearer with local authorities about its expectations in relation to the promotion of growth of Welsh-medium education so that all local authorities buy into the Welsh Government's ambitions.

We are clear. Our draft strategy states that we aim to have a million Welsh speakers in Wales by 2050. We can not do this in isolation and we need to work in partnership with Local Authorities and other statutory and non statutory organisations to achieve this. This is why the planning of Welsh-medium education is so critical and that collaboration forms the core of our work.

Within the revised guidance for the 2017-2020 Welsh in Education Strategic Plans, the focus and emphasis within Outcome 1 (increasing the number of seven year olds assessed through the medium of Welsh) places emphasis on school organisation. This includes building new schools as well as ensuring there's a robust approach to measuring the demand for Welsh-medium education to evidence plans for investment. Ensuring sufficient child care provision must also link into any plans for expansion as well as ensuring a clear, high quality continuum of Welsh-medium provision at all levels.

**Recommendation 9.** Before the next iteration of WESPs, Welsh Government should review the processes for assessing demand to ensure they are more robust. Processes should include provision to consult with children and young people, in accordance with the UNCRC.

This work is ongoing and will be explored before the next iteration of the WESP's.

**Recommendation 10.** Welsh Government should develop and publish a strategy relating to the promotion and awareness of Welsh-medium education at a national and local level. The strategy should include tools that can be used and adapted by local authorities and schools.

This will be done through the WESP's as well as through providing guidance on measuring the demand for Welsh-medium education and guidance on the Welsh Education Forums. This guidance will form a suite of information and will also include examples of good practise currently used by Local Authorities so lessons may be shared and learnt.

**Recommendation 11.** Welsh Government should work with Local Government and stakeholders to strengthen the role of fora so that they are more effective. Fora should be open, representative and should report annually. This was accepted in principle.

Regional Welsh Government officials now attends virtually all fora meetings so that national, regional and local policy developments and new thinking may be explored more fully and shared at an early stage. Guidance/information about fora will be issued to all Local Authorities with an example of a draft constitution and a suggested membership (taking into account local variances such as economic developments) so that a consistency of approach may be adopted and implemented yet allowing for local/regional differences.

**Recommendation 12.** Welsh Government should clarify the role of regional consortia in relation to WESPs.

We have referred to the role of consortia in the revised guidance and according to the Local Authorities we have spoken to; there is no one size fits all here. In the north, Outcomes 4 and 5 will be explored at a regional level specifically within the context of Siarter Iaith, though a wholesale regional plan may not be available within this planning cycle.

**Recommendation 13.** The Minister should use the powers available to him under existing legislation to intervene where local authorities are failing to deliver their WESPs.

The School Standards and Organisation (Wales) Act 2013 states that Welsh Ministers must exercise the following in relation to Welsh in Education Strategic Plans, they have powers to:

- approve the Plan as submitted;
- approve with modifications; or
- to reject the Plan and prepare another one.

The Minister for the Welsh Language and Lifelong Learning has made it quite clear both in the launch of the draft strategy in the Eisteddfod and in his letter to Local Authorities with the new guidance that he 'would reject any plan that is not sufficiently ambitious and does not demonstrate the level of aspiration needed to ensure growth in Welsh-medium education.

**Recommendation 15.** Welsh Government to outline how it intends to ensure that transport arrangements for Welsh-medium and bilingual education support the delivery of its WMES targets. This was accepted in principle.

Work is ongoing with colleagues across Welsh Government to take this complex work forward. We will report when the information becomes available.

**Recommendation 16.** Welsh Government to outline how it will address Welsh-medium provision for pupils with additional learning needs and whether the forthcoming Additional Learning Needs Bill would be an appropriate vehicle to do so.

This work is being taken forward with colleagues working on the Additional Learning Needs Bill.

### **Welsh-medium Education Strategy April 2010 - update**

The Welsh-medium Education Strategy was published in April 2010. Welsh Government acknowledged that the vision for continued growth of Welsh-medium education and training in all sectors and age ranges in long term agenda, and published a five-year action plan for the elements that could be acted upon quickly.

The aim of the evaluation of the Welsh-medium Education Strategy was to measure the effectiveness and impact of the strategy during the initial five-year period of implementation. This took into account the extent to which it realised the aims, objectives and expected outcomes. The report, published on 10 March 2016 includes 21 recommendations.

To coincide with the evaluation report, we published a policy document (<http://gov.wales/docs/dcells/publications/160309-next-steps-en-v2.pdf>) that will strengthen Welsh Government commitment and vision for continued growth of Welsh-medium education. The document also outlines the priorities and actions for years 2016-17 in response to the recommendations of the evaluation, the report of the previous Children, Young People's and Education Committee and other reports.

The Government is currently consulting on a draft Welsh language strategy with the aim of having a million speakers by 2050. The education system has an important role to play in achieving this goal and our objectives in relation to the future development of Welsh-medium education will be included in the final strategy to be published next spring.

### **Estyn – Local authority Welsh in Education Strategic Plans September 2016 - update**

There were six recommendations for Local Authorities and three recommendations for Welsh Government.

Those for Welsh Government include:

- R1 ensure that the targets agreed in the WESPs reflect the aspirations in their Welsh-medium education strategy;
- R2 ensure that all local authorities place enough strategic importance on delivering the targets within the WESPs; and
- R3 monitor the implementation of the WESPs rigorously.

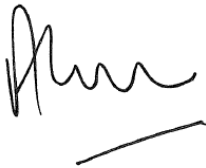
This is a reflective look at Welsh language planning as Welsh Government's targets for Welsh language education need revising in light of the target of a million Welsh speakers by 2050. There is a dedicated within Welsh Government that supports Local Authorities to develop their Welsh-medium provision, and, where necessary, will provide challenge should Local Authorities not demonstrate the level of ambition that I now expect.

Attendance by Welsh Government officials at Welsh Language Forums will ensure a detailed knowledge of plans for capital investment, changes to linguistic categories as well as identifying areas that need the greatest support with their plans for Welsh-medium education.

Work has commenced to look at the regulations that underpin the WESP's and to further strengthen where required and to make changes were appropriate.

According to Estyn, it seems that the Welsh in Education Strategic Plans (WESPs) are providing a useful framework for local authorities to plan their Welsh-medium education provision. We know that the WESPs have the potential to support the delivery of Welsh Government's Welsh-medium education strategy; however, there is work to be done to challenge weak plans and unambitious targets. Our work will continue on strengthening our partnership working with Local Authorities both locally and regionally so we may maximise opportunities that collaboration and sharing ideas may bring.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Alun', with a horizontal line underneath.

**Alun Davies AC/AM**

Gweinidog y Gymraeg a Dysgu Gydol Oes  
Minister for Lifelong Learning and Welsh Language

## Agenda Item 6.6

**Vaughan Gething AM**

Cabinet Secretary for Health, Well-being and Sport

**Rebecca Evans AM**

Minister for Social Services and Public Health

17 November 2016

### Welsh Government Draft Budget 2017-18

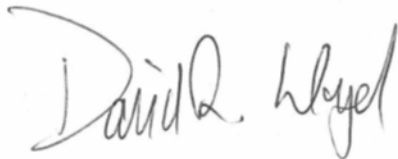
Dear Cabinet Secretary and Minister

Thank you for attending the Committee's meeting on 3 November 2016 to discuss the Welsh Government's draft budget for 2017-18.

The Committee would like to draw your attention to the matters set out in the annexe to this letter, and looks forward to receiving your response, where appropriate, in due course.

A copy of this letter goes to the Chairs of the Finance Committee, to inform its overarching scrutiny of the draft budget, and the Children, Young People and Education Committee, given the areas of common interest between our two committees.

Yours sincerely,



Dr Dai Lloyd AM

**Chair, Health, Social Care and Sport Committee**



## **Annexe: commentary on the draft budget**

This was the first annual budget scrutiny session of the new Assembly and the discussions we had, although fairly wide ranging, were also quite high level. As such, we consider the session to represent the baseline for the next five years, and there are many issues that we will want to return to in more detail.

We also wish to highlight that, over the course of this Assembly, we are keen to focus our attentions on both outputs and outcomes, and how these demonstrate value for money. As such, we will be keen to get a detailed picture from you both of the financial choices you make and the outcomes you expect to receive as a result.

### **1. Additional allocation for NHS Services**

Compared to the revised baselines for 2016–17, the total resource allocation for Health, Well-being and Sport has increased by £279.290 million. For capital allocation, there has been a net increase of £25.498 million.

The largest change in the 2017–18 budget for health and social care is the £240 million additional investment from reserves to support the NHS in Wales, including £20m for mental health services. In your paper, you state that this investment “will ensure the sustainability of the service and help to transform the provision of care” and that it will “enable organisations to continue to meet the ongoing growth in demand and costs of services that have been described in the Nuffield Trust and Health Foundation reports.”

You go on to state that “the investment assumes continued delivery of efficiency savings of at least 1% in real terms each year.” Further, the Welsh Government’s budget narrative states that this additional funding will enable NHS Wales to meet “the costs of pay awards for NHS staff; delivering more care in primary and community care; maintaining investment in new drugs and treatments and ensuring high-quality of care for all”.



As a Committee, we are very conscious of the long-term funding and sustainability pressures facing health and social care services in Wales. The reasons for this are well documented and we won't rehearse them again here. We also recognise the views of many key stakeholders that service transformation is essential to the future of health and social care, and we are very supportive of this. We do, however, feel that that pace of change here needs to be stepped up.

As such, we welcome the additional £240 million investment by the Welsh Government. However, particularly given the widely known financial challenges facing a number of LHBs (discussed later in this letter), we question whether this additional investment will be able to effect real sustainability of services and transformational change, or will simply go into the bottom line.

With this in mind, **we would be grateful if you would set out your own expectations for this additional funding – what specific outcomes you expect to be gained in terms of reform, service improvements and levering service change.**

In relation to targeted interventions, we note your evidence that you will have more to say about this later in the year, “both the work that’s been done and our expectations for each health board”. **We look forward to hearing from you on this matter.**

More generally, we note that some funding streams were made available in 2016–17 but are not identified in the draft budget or in your evidence paper. **Could you clarify the position with regards to these—**

- Older people and mental health services: £30 million allocation in 2016–17;
- Primary care, delivery plans, health technology and mental health: £65 million was made available in 2015–16 and 2016–17. (We note your statement on 20 September 2016 that £42.6 million was made available for 2016–17 to health boards to support the delivery of their primary care workforce plans, £10m of which was allocated for the 64 primary care clusters to invest in their local priorities.)





## 2. Financial planning and the financial position of LHBs

Specifically in relation to LHBs achieving financial balance, in your evidence, you differentiated between the system as a whole and challenges facing individual health boards. On the latter point, we note the allocation of an additional £68 million revenue to address the forecasted overspends by Betsi Cadwaladr and Hywel Dda University Health Boards in the current financial year. We further note that this money will be retained centrally within the Health, Well-being and Sport MEG to offset the forecast deficits.

In your view, despite pressures in those two particular health boards, as well as other health boards, the announcements made by the Welsh Government as part of the budget process “should allow us to be in a system where, at the end of the year, we do expect the whole system to balance”. **We are keen to follow up this point with you in due course.**

As regards the three-year planning horizon under the NHS Finance (Wales) Act 2014, we believe this has been a useful tool for LHBs in terms of linking strategic and financial planning. We are, however, concerned that a number of organisations, including ABM and Cardiff and the Vale, are operating on the basis of a one-year IMT plan because you felt unable to approve their three-year plans.

Based on figures as at 31 August, Abertawe Bro Morgannwg and Aneurin Bevan UHBs have projected end of year deficits of £20.1m and £19.1m respectively. This appears to represent a very real challenge to achieving an end-of-year financial balance. **Are you confident that these UHBs can achieve a balanced end of year position in 2016–17 without additional financial support? Do you have concerns about 2017–18 and their long-term financial position?**



### 3. Financial position of Local Government

The provisional local government settlement 2017–18 has set total local government revenue funding for 2017–18 at £4.107 billion; an increase of £3.8 million on 2016–17.

The Cabinet Secretary for Finance and Local Government has also announced that an additional £25 million is being provided to recognise the importance of strong local social services in the long term success of NHS Wales and of the growing pressures facing social services.

In relation to this additional £25 million, this is un-hypothecated funding for local authorities. We note your evidence that the use of this money by local authorities will be a matter for them and that you do not want to direct their spending “other than (...) on ensuring that we have strong, sustainable social services for the future”. However, **we would like to hear more from you about the monitoring and evaluation measures you have in place to ensure that the additional allocation is used for the purposes you outlined above.**

#### Social care charging

We note that the local government settlement includes £4.5 million to fund the Welsh Government’s commitment to increase the capital limit for residential care charges from £24, 000 to £30, 000 initially, and then to £50, 000. Further, the settlement also provides £0.3 million to introduce a full disregard of the War Disablement Pension when charging for social care.

In relation to charges for residential care, you stated that research commissioned by you had shown that there are up to 4000 care home residents who currently pay the full cost of their care and that increasing the capital limit from £24,000 to £50,000 “has the potential to benefit around 1000 of these” people. You also stated that your commitment to increase the limit to £30,000 as of April next year would benefit “in the region of 250 people”.



We will be keen to follow up this matter with you at the appropriate future point to hear more about progress against your expected targets. In the meantime, we would be grateful for information from you about your estimates of the annual costs of a £50,000 threshold.

In relation to the war disablement pension disregard, how many people do you anticipate are likely to benefit from that disregard?

#### 4. Prioritisation of spending

##### Intermediate care fund

We welcome the continuing investment of £50 million in the ICF in 2017–18 and the evidence provided in your paper about bed days saved and hospital admissions avoided as a result of the use of the fund. **Are you able to provide details of the specific outputs and outcomes you expect to be achieved over the course of the next budget period based on the continuing investment in 2017–18?**

We were interested to hear Mr Heaney’s evidence about the arrangements for increasing the evaluation of the fund from this year. He also told us that, at the end of each quarter, you will be writing back to each regional partnership board “with feedback, in response, so we’re able to share intelligence across Wales smarter and quicker, to enable us to be much more effective.”

We are very supportive of any arrangements to better evaluate and share good practice across Wales. **We would be glad to hear from you in due course about the new arrangements for sharing of good practice and how effectively they are working.**

##### Primary Care

We welcome confirmation from you that the additional investment in primary care in 2015–16 is a recurrent commitment. In terms of outcomes for this investment,



you stated that “over 240 extra people [are] employed within the primary care system now, as a direct result of this investment.”

You were very positive about the effects of this investment on primary care clusters in particular, and the opportunities given to the clusters to determine their own priorities for their areas. You told us that you were “really encouraged about the progress that we see in this area” and that you “expect to see a greater improvement again, in the way that primary care works and delivers even more services”.

**With that in mind, can you set out the specific outputs and outcomes that you wish to see achieved for this investment in 2017–18, along with the arrangements in place for monitoring progress?**

We were interested to hear details of the national event on primary care, convened by you to discuss the progress made in primary care clusters. Again, we are very supportive of measures to improve the sharing of learning and experience, and **we would be interested to hear from you about any other measures you have in place for this purpose.**

### Children

In relation to taking account of the specific needs of children, we note your evidence that “it’s not just financial planning” where this is done, but that it forms part of the “whole integrated planning process”. You emphasised the importance of being able to demonstrate improved outcomes for children across your portfolio and told us that, across the Welsh Government, when decisions are made, account is taken of their impact on children.

Whilst we welcome your statements, particularly the emphasis on delivering outcomes for children, we believe there is a need for a more formalised process to better reflect the legislative commitment made by the Welsh Government in the Rights of the Child Measure. As such, **we ask that consideration is given to undertaking a children’s rights impact assessment as part of the budget process.**



### Sport and physical activity

We note your evidence that the majority of the Welsh Government's work on sport is delivered through Sport Wales which, as a result, receives a "vast amount" of the sport budget. You stated that you will agree Sport Wales' budget allocation after you have received and considered the chair's review.

Once this process has been completed, **we would be interested to hear from you with details of the budget allocations; the outcomes you expect to be delivered for the investment; and the timeframe for the realisation of these outcomes.** Further, I would be grateful if you would confirm that you will publish the chair's review.

We also recognise that promoting health and well-being is a role that runs across the whole range of Welsh Government departments, and that **the broader promotion of public health is an issue we will want to return to.**

### Mental health services

You confirmed that the ring-fence for 2017-18 "should be £20 million plus, representing a bit over 10 per cent of total health board allocation." This is a slight reduction on previous years in terms of percentages and total spend identified against mental health, although we note your evidence that the ring-fenced amount is a minimum, protected sum rather than a maximum. **It would, nevertheless, be useful to have a confirmatory statement from you that, in your opinion, sufficient funds have been allocated in this area.**

We had a brief discussion of the arrangements in place to monitor specific delivery of children's provision by primary care, and we note your evidence that between April 2015 and June 2016, around 2,200 young people came through the primary care gateway. **Dr Goodall offered to provide us with an update of these figures to September, and we would be grateful to receive this information.**



More generally, you told us that you were confident there was enough money in the budget to support those children who do not come within the CAMHS criteria but who require greater support than that available via primary care mental health services. You said that the challenge was to ensure that the money was well used, and you confirmed that this was an area of Ministerial commitment as well as a commitment for the service. Whilst we welcome your statement, **this remains an area of concern for us, and is one that we will want to follow up with you in the future. We do, however, believe there is a role for regional partnership boards to drive the integration agenda in this area so that children and young people with needs that do not fit the CAMHS criteria do not fall through the gaps in the system.**

### CAMHS

We welcome the Welsh Government's commitment to make additional annual funding of £7.6 million in this area recurrent, as well as the further increase of £318,000 of recurrent funding<sup>1</sup> for support workers working with young people experiencing the most severe mental ill-health.

As regards meeting CAMHS waiting times targets, we welcome the commitment you made during our evidence session that “[you] expect each health board area to be compliant within the course of the next calendar year for the new 28 then 26-week targets.” **We will wish to follow up this matter with you at the appropriate time.**

## 5. Capital investment

The draft budget includes £245 million capital allocations for 2017–18, which you state in your paper is an increase of over £30 million against the recurrent funding baseline.

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<sup>1</sup> Cabinet Secretary for Communities and Children, evidence to CYPE Committee



We agree with you that the availability of capital funding is a key lever in terms of service transformation across the sector, and we know that there are a number of ambitious projects underway requiring significant capital investment, not least the Specialist Critical Care Centre at Llanfrechfa.

Capital investment is a complex area and we are keen to get a better understanding of your plans here. **You offered to provide us with an update as to how you see the capital picture moving forward, and we would be grateful to receive this. You also offered a session to discuss capital spend in more detail. Again, we would like to take you up on this, and will be in touch separately to arrange.**

## 6. Impact of the EU referendum

We discussed briefly the implications for the health service of the UK's decision to leave the EU, and what account you had taken of this in your financial planning. You acknowledged that this was a challenge facing all the governments in the UK, but that you were unable to do much detailed planning at this time.

Clearly, there is a period of uncertainty ahead, not just for the health and social care sector and not just in Wales. Nevertheless, there is a need to be confident that work is underway in the Welsh Government to plan for any number of future possibilities, particularly in relation to the key areas of staffing, research, regulation and funding. **We would be grateful for further reassurance from you on this matter.**



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