

Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad: I gael rhagor o wybodaeth cysylltwch a:
Hybrid – Ystafell Bwyllgora 2, Senedd a Naomi Stocks
fideogynadledda drwy Zoom Clerc y Pwyllgor
Dyddiad: Dydd Mercher, 6 Rhagfyr 0300 200 6565
2023 SeneddPlant@senedd.cymru
Amser: 09.00

Yn ei gyfarfod ar 29 Tachwedd, derbyniodd y Pwyllgor gynnig o dan Reol Sefydlog 17.42(ix) i wahardd y cyhoedd o'r cyfarfod heddiw ar gyfer eitem 1.

- 1 Gwaith yn dilyn yr ymchwiliad i wasanaethau ar gyfer plant sydd wedi bod mewn gofal: archwilio diwygio radical**
(09.00 – 09.30) (Tudalennau 1 – 15)
Dogfennau atodol:
Papur Cwmpasu a dull gweithredu arfaethedig – Plant ar yr Ymylon
Dull arfaethedig – Arolygiaeth Gofal Cymru / Gofal Cymdeithasol Cymru
- 2 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau**
(09.30)
- 3 Bil Addysg Awyr Agored Breswyl (Cymru) – sesiwn dystiolaeth 1**
(09.30 – 10.45) (Tudalennau 16 – 35)
Sam Rowlands AS, yr Aelod sy'n Gyfrifol
Dr Dave Harvey, Staff Cymorth Aelodau o'r Senedd
Michael Dancey, Uwch Ymchwilydd
Jen Cottle, Cynghorydd Cyfreithiol
Dogfennau atodol:
Briff Ymchwil

Egwyl

(10.45 – 11.00)



4 Bil Addysg Awyr Agored Breswyl (Cymru) – sesiwn dystiolaeth 2 (11.00 – 12.00) (Tudalennau 36 – 46)

Ceren Roberts, Cyfarwyddwr Canolfan Breswyl Caerdydd, Urdd Gobaith Cymru

Graham French, Dirprwy Bennaeth yr Ysgol Addysg, Prifysgol Bangor, Cadeirydd rhanbarth Gogledd Cymru y Gymdeithas Penaethiaid Canolfannau Addysg Awyr Agored a Chadeirydd pwyllgor rhanbarthol Gogledd Cymru y Sefydliad Dysgu Awyr Agored

Clare Adams, Cynghorydd Addysg Awyr Agored ar gyfer Cyngor Sir Fynwy, ac yn cynrychioli Panel Cynghorwyr Addysg Awyr Agored Cymru a Lloegr

Mike Rosser, Cynghorydd Ymweliadau Addysgol Sir Ddinbych, Sir y Fflint a Wrecsam, ac Arweinydd Prosiect ar gyfer adolygiad Llywodraeth Cymru o Hyfforddiant Arweinwyr Ymweliadau mewn Colegau AB, ac yn cynrychioli Panel Cynghorwyr Addysg Awyr Agored Cymru a Lloegr

Dogfennau atodol:

Papur 1 – Y Sefydliad Dysgu Awyr Agored (Saesneg yn uing)

Papur 2 – Urdd Gobaith Cymru

Papur 3 – Panel Cynghorwyr Addysg Awyr Agored (OEAP) (Saesneg yn unig)

5 Papurau i'w nodi

5.1 Bil Addysg Awyr Agored Breswyl (Cymru)

(Tudalen 47)

Dogfennau atodol:

Llythyr gan Gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg at y Llywydd a Chadeirydd y Pwyllgor Busnes

5.2 Costau byw

(Tudalennau 48 – 59)

Dogfennau atodol:

Llythyr gan Weinidog yr Economi at Gadeirydd Pwyllgor yr Economi, Masnach a Materion Gwledig

5.3 A yw plant a phobl ifanc anabl yn cael mynediad cyfartal at addysg a gofal plant?

(Tudalennau 60 – 67)

Dogfennau atodol:

Gwybodaeth ychwanegol gan Goleg Brenhinol y Therapyddion Iaith a Lleferydd, Coleg Brenhinol y Therapyddion Galwedigaethol a Chymdeithas Seicolegol Prydain (Saesneg yn unig)

5.4 Gwasanaethau i blant sydd wedi bod mewn gofal: archwilio diwygio radical

(Tudalennau 68 – 73)

Dogfennau atodol:

Llythyr gan y Prif Swyddog Gweithredol, Gofal Cymdeithasol Cymru (Saesneg yn unig)

5.5 Cyllideb Ddrafft Llywodraeth Cymru 2024–25

(Tudalennau 74 – 77)

Dogfennau atodol:

Cyflwyniad Llamau i ymgynghoriad y Pwyllgor Cyllid ar y Gyllideb Ddrafft 2024–2025

5.6 Cyllideb Ddrafft Llywodraeth Cymru 2024–25

(Tudalennau 78 – 79)

Dogfennau atodol:

Llythyr gan Weinidog y Gymraeg ac Addysg

6 Cynnig o dan Reol Sefydlog 17.42 (ix) i benderfynu gwahardd y cyhoedd o weddill y cyfarfod hwn

(12.00)

7 Bil Addysg Drydyddol ac Ymchwil (Cymru) – trafod y dystiolaeth

(12.00 – 12.10)

8 Gweithredu diwygiadau addysg – trafod y camau nesaf

(12.10 – 12.30)

(Tudalennau 80 – 90)

Dogfennau atodol:

Gweithredu diwygiadau addysg allweddol: trydydd gwiriad – Papur cwmpasu

Submission of evidence to the Children, Young People and Education committee regarding the proposed Residential Outdoor Education (Wales) Bill, made on behalf of the Institute for Outdoor Learning by Graham French, North Wales regional chair.

1. This evidence is presented on behalf of the Institute for Outdoor Learning (IOL) which is the professional body for organisations and individuals who use the outdoors to make a positive difference to others. Members have a shared vision of outdoor learning as a highly valued form of development education and employment in UK society.
2. As an organisation, our mission is to increase participation in outdoor learning in the UK and to recognise and improve the quality of outdoor learning provision. To do this, we have regional committees with members and elected chairs across the UK so the organisation can be locally responsive whilst having a national voice. The chair of the North Wales committee is presenting this evidence on behalf of the IOL.
3. This evidence will follow four main themes which are in alignment with our mission and consider the information already in the public domain concerning outdoor learning and the proposed bill. Each source of published evidence will be cited with a footnote to indicate the source.
4. These four themes are: finance; education; the moral imperative; practical considerations.
5. The IOL supports the introduction of the Outdoor Education (Wales) bill (hereafter 'the bill') proposed by Sam Rowlands, MS. The aims set out in the initial explanatory memorandum and subsequent debate in the plenary session of Senedd Cymru on 26th October 2022 are in alignment with the aims of the IOL set out above.

Finance

6. The explanatory memorandum of 2022 set out an expected cost of implementing the bill as being in the region of £14 million per year. Whilst it is unclear whether this includes the cost of transport and supply cover, this is clearly a significant expenditure that would be required from the Welsh Government, but the IOL believes that this would be money well spent and the investment would have significant benefits for both the children and young people and the economy of Wales.
7. Research using the Social Return On Investment (SROI) methodology, commissioned by Natural England¹, has demonstrated that learning in natural environments (of which the residential work outlined in the bill represents one aspect) has the potential to return anywhere between £2 and £7 per £1 invested. This return comes in the form of savings over a short-term and includes savings in health care through the NHS, mental health care through local authority Child and Adolescent Mental Health services (CAMHS), improved school attendance, and the development of social capital leading to greater career opportunities for the young people of Wales.
8. A study utilising the same methodology (SROI), commissioned by the Outdoor Partnership² to investigate the impact of programmes of outdoor education in North Wales concluded that a £7 return was made for every £1 invested.

¹ [Council for Learning Outside the Classroom Evidence Note, 2022](#)

² Social Value Cymru, [Opening Doors to the Outdoors](#)

9. Research commissioned by the Pembrokeshire Coastal forum, and the Wales Adventure Tourism Organisation³ and funded through Welsh Government's coastal capacity building challenge fund determined that the outdoor activity sector in Wales (of which outdoor education residential for children and young people form a significant part) brought £26.54 million of value to the mental health sector.
10. The same research concluded that a 10% increase in participation could bring about an increase in social value of £187 million spread across physical and mental health, mental wellbeing, individual development and social capital.
11. The research also identified a net economic impact of the sector as a whole as £272.87 million, of which £205 million is retained in Wales.
12. Based in these data, the IOL concludes that there are clear and tangible financial benefits of the bill which significantly outweigh its perceived initial cost.

Education

13. The IOL welcomed the publication of the draft Curriculum for Wales in January 2020 and contributed to the public consultation. The institute supports the Curriculum for Wales 2022⁴ as both its holistic foundation (the four purposes) and its specific direction to engage with outdoor learning are in alignment with the aims of the institute set out in paragraph 2, above.
14. The organisation of the Curriculum for Wales 2022 allows teachers to design curricula that are locally responsive whilst still ensuring equity in the curriculum through the statements of What Matters in each Area of Learning and Experience (AoLE). This means more teachers can utilise an outdoor learning pedagogy across more topics than under the previous curriculum, and this aligns with the aims of the institute.
15. However, the access to outdoor education is inconsistent and of varying quality⁵. In 2018 the IOL supported the publication of 'High-quality outdoor learning for Wales'⁶. The IOL support legislative change to eradicate inconsistency in provision and support the offer of high-quality outdoor learning for every child and young person in Wales attending school. In previous editions of the Curriculum for Wales some aspects of outdoor education were a component of the physical education curriculum area under the heading 'adventurous activities'. This curriculum presence was not enough to ensure equity in provision as highlighted in a survey carried out by the Outdoor Education Advisers' Panel (OEAP) in the previous 12 months.
16. IOL members have a shared vision of the positive development education that can be attained through outdoor education and submit that this goes beyond the 'activities' nature in the previous curriculum descriptors. This vision aligns with the four purposes of the Curriculum for Wales 2022⁴ and is a welcome change compared to other UK curricula which appear to focus on outcomes such as exam grades rather than the more holistic civic outcomes stated in the Curriculum for Wales 2022.
17. To achieve equity in provision of outdoor education and to allow children and young people to achieve the four purposes of the curriculum for Wales, the IOL agrees with the need for specific legislation to guarantee this provision. Whilst curriculum is enshrined in law, educational policy, such as that concerning educational visits like outdoor education residential visits, can change with party policy and in relation to local politics. This inconsistent approach (applied to the current date) has led to the inequity in provision, and therefore legislation is required to address this.

³ Miller Research Evaluation Consulting, [Economic and Social Evaluation of the Outdoor Activity Sector in Wales](#) (2023)

⁴ Welsh Government (Hwb website), [Curriculum for Wales](#)

⁵ The Sutton Trust, [Life lessons: Improving essential life skills for young people](#) (2017)

⁶ Wales Council for Outdoor Learning, [High quality outdoor learning for Wales](#) (2018)

18. If the vision of the Curriculum for Wales 2022 is to be realised, outdoor education needs to move from being a 'nice-to-have' enrichment activity, to being a core curriculum entitlement. This requires both legislation and funding from the Welsh Government.

The moral imperative

19. A national survey by the OEAP⁷ highlighted that the main barrier to participation in outdoor education residential visits was the cost to participants. Whilst some children and their families were able to access financial support to enable them to attend residential outdoor education visits, these were often the poorest in the school. Those just above the levels of income required to be eligible for this support, often referred to as 'the working poor' are unable to access these visits due to cost. Even those not in this category have found educational visits hard to fund as the cost-of-living crisis means their priorities are elsewhere.
20. The OEAP survey⁷ also found that in some cases visits are not offered to some children to avoid the social stigma of not being able to afford to attend, and this also encompasses whole schools in some of the most deprived areas (as defined by the Welsh index of multiple deprivation) who do not offer outdoor education residential visits at all, as they are aware very few of their families will be able to afford to attend.
21. There is much research which concludes the significant physical and mental health benefits of outdoor education residential⁸, yet these benefits are exclusively available to those in certain schools and with certain household incomes. This is inequitable and counter to the Welsh Government's Child poverty strategy⁹.
22. This inequity in provision of education provides a further reason why the IOL believes that legislation and funding are necessary to support the well-being of children and young people, as set out in the Well-Being of Future Generations (Wales) act of 2015.
23. The IOL welcomed the Well-Being of Future Generations (Wales) act (2015)¹⁰ and submits that the proposed bill would provide an obvious and tangible support for this landmark legislation already enacted by Senedd Cymru.
24. The IOL submits that the proposed bill will contribute to a prosperous Wales (see paras. 7, 8 and 9 above), a resilient Wales (see paras. 10 and 16 above), a more equal Wales (this section), a healthier Wales (see paras. 7 and 10 above), a Wales of cohesive communities (see paras. 7, 9 and 10 above), a Wales of vibrant culture and thriving Welsh language (paras. 11, 13 and 14 above) and a globally responsive Wales (paras. 7, 14 and 16 above). It thus contributes to each of the seven wellbeing goals¹⁰.
25. These wellbeing goals also demonstrate how the proposed bill supports several UN sustainable development goals: 3. Good health and well-being; 4. Quality education; 10. Reduced inequalities; 11. Sustainable cities and communities¹¹. These are also goals supported by the IOL.

Practical considerations

⁷ Reported in Sam Rowlands MS, [Statistical Paper: Outdoor Education \(Wales\) Bill \(October 2022\)](#). OEAP Cymru issued the survey in October 2022 to the Outdoor Education Adviser at each of the local authorities in Wales which use its EVOLVE system to manage educational visits. They, in turn, circulated the online survey to maintained schools for completion and submission. OEAP Cymru also sent the online survey to the Outdoor Education Adviser at an additional local authority, which does not use the OEAP Cymru system. The survey was therefore shared with all but two local authorities in Wales (Pembrokeshire County Council and Torfaen County Borough Council) who do not currently have an OEAP adviser in post.

⁸ Kendall, S. and Rodger, J. (2015) [Evaluation of Learning Away: final report](#). London: Paul Hamlyn Foundation.

⁹ Welsh Government, [Child poverty strategy: 2022 progress report](#)

¹⁰ Future Generations Commissioner for Wales, [Well-being of Future Generations \(Wales\) Act 2015](#)

¹¹ Welsh Government, [National Indicators: mapping to Well-being and UN Sustainable Development Goals \(interactive tool\)](#)

26. In the explanatory memorandum presented to Senedd Cymru in Autumn of 2022, and subsequent details given during the phases of public consultation on the bill, it is clear that there is a degree of flexibility in the practical arrangements that the bill requires.
27. These allow local authorities to formulate and integrate how they deliver the requirements of the bill, in line with current operation of schools by directors of education in each local authority. This principle aligns with current practice in how directors of education in local authorities enact educational policy in their authority. The proposed bill does not alter this position, but will require some consideration on the part of those directors of education.
28. It is likely that should the bill be passed, these directors of education will need guidance from specialist outdoor education advisers on how they may most effectively implement the bill. These advisers are already in place in many cases, either employed specifically as such (the OEAP) and/or through teacher education partnerships with Welsh universities and regional consortia.
29. Directors of education may also want to consult with professional bodies that represent residential outdoor education centres (the Association of Heads of Outdoor Education Centres, AHOEC), and outdoor learning professionals (the IOL) alongside the OEAP members employed by local authorities.
30. Despite the concerns and necessity for the bill raised in the previous section around equitable access, there are schools that do engage in residential outdoor education visits. These local authorities, school leaders and education professionals need to be consulted to share their effective practice in how they overcome some of the logistical issues that are encountered when organising and running an outdoor education residential, such staff cover, gaining consent and ensuring the children have suitable equipment for the activities (although much is provided by the residential centres themselves).
31. The IOL has many members who are teachers organising these sorts of visits across the whole of the UK and can offer support and advice, and practical examples of how visits are run to individuals, schools and school leaders in dealing with some of these practical issues.
32. We accept that a one-size fits all model is not appropriate to reflect the different communities served by the range of schools in Wales. The bill does not appear to suggest that, but there will be consultation required by each local authority as to how to most effectively and efficiently implement the bill should it be passed.
33. AHOEC has members who are the providers of these residentials, and can also provide case studies of how outdoor education residentials are managed effectively to further share effective practice.

Summary

34. The IOL supports the proposed bill as it aligns with our mission and vision.
35. It appears that in its current format, the bill allows sufficient flexibility to allow each local authority to implement the bill in the most appropriate way for its context and communities.
36. There are many examples of how schools and school leaders have overcome some of the practical challenges to organising and running outdoor education residentials. As the bill does not call for wholly new practices, these existing effective solutions will need to be shared should the bill be passed so that practical and logistical considerations can be fully accommodated without diluting the principles at the heart of the bill: equity and inclusion.
37. The bill supports and enhances the Curriculum for Wales 2022 and its four purposes.
38. The inequitable situation in regard to access and provision of outdoor education residentials currently found in Wales requires legislative change to remedy the situation and bring equity.
39. There are significant financial benefits that will result from the implementation of the bill.
40. The bill tangibly supports the Well-being of future generations (Wales) act of 2015.

1. Pwy ydym ni?

- 1.1 Nod Urdd Gobaith Cymru yw sicrhau cyfleoedd a phrofiadau, trwy gyfrwng yr iaith Gymraeg, i holl ieuenctid Cymru ddatblygu'n ddinasyddion cyflawn hyderus. Rydym yn fudiad uchelgeisiol sy'n arloesi wrth ymestyn ein cynnig i bawb. Rydym wedi meithrin cenedlaethau o bobl ifanc i fod yn falch o'u gwlad, yn agored i'r byd ac yn ymgorfforiadau o'n hiaith a'n diwylliant, yn ogystal â meddu ar y gwerthoedd byd-eang a berchir yng Nghymru. Mae'r Urdd yn hanfodol i ddyfodol yr iaith Gymraeg ac i Gymru.
- 1.2 Sefydlwyd Urdd Gobaith Cymru, mudiad ieuenctid mwyaf Cymru yn 1922. Rydym yn fudiad unigryw lle mae'r Gymraeg yn ganolog i'n gwasanaeth ac sy'n ymateb i ofynion plant a phobl ifanc heddiw. Nid oes ei thebyg yn y byd ac rydym yn cael ein cydnabod yn rhyngwladol am arwain y ffordd yn narpariaeth ieuenctid llwyddiannus drwy iaith leiafrifol. Mae'r profiadau rydym yn eu cynnig yn amrywio o gyfleoedd chwaraeon, gwaith ieuenctid, celfyddydol, preswyl, dyngarol, awyr agored, rhyngwladol, prentisiaethau, hyfforddi a gwirfoddoli. Mae effaith ein gwaith yn sicrhau bod plant a phobl ifanc yn gallu cyfrannu'n gadarnhaol at eu cymunedau a chymdeithas, ymestyn eu gorwelion a chynyddu eu hunan hyder.

2. Gwersylloedd yr Urdd

- 2.1 Mae Gwersylloedd yr Urdd yn ganolfannau bywiog ar gyfer meithrin datblygiad unigolion, gan greu amgylchedd deinamig lle gall plant Cymru ffynnu. Mae Gwersylloedd yr Urdd wedi cael ei lleoli ar hyd Cymru;
 - Gwersyll Llangrannog yn Sir Ceredigion (Gwefan Llangrannog: <https://www.urdd.cymru/cy/ein-gwersylloedd/llangrannog/>)
 - Gwersyll Caerdydd yng Nghaerdydd (Gwefan Caerdydd: <https://www.urdd.cymru/cy/ein-gwersylloedd/gwersyll-caerdydd/>)
 - Gwersyll Glan-llyn a Gwersyll Glan-llyn Isa' yng Ngwynedd (Gwefan Glan-llyn: <https://www.urdd.cymru/cy/ein-gwersylloedd/glan-llyn/> a Gwefan Glan-llyn Isa: <https://www.urdd.cymru/cy/ein-gwersylloedd/glan-llyn-isa/>)
 - Gwersyll Pentre Ifan yn Sir Benfro (Gwefan: <https://www.urdd.cymru/cy/ein-gwersylloedd/pentre-ifan/>)
- 2.2 Mae'r Gwersylloedd yn darparu cyfuniad unigryw o weithgareddau addysgol a hamdden, gan gynnig ymagwedd gyfannol at ddysgu. Gyda chyfleusterau o'r radd flaenaf a ffocws ar hybu'r iaith Gymraeg a'i diwylliant, mae'r gwersylloedd yn chwarae rhan ganolog wrth lunio unigolion cyflawn. O anturiaethau awyr agored i drochi diwylliannol, mae canolfannau preswyl yr Urdd yn creu atgofion parhaol ac yn meithrin ymdeimlad o gymuned, gan eu gwneud yn gaffaeliad amhrisiadwy i ddysgwyr ifanc Cymru.

3. Ein Cynulleidfa

- 3.1 Mae'r Gwersylloedd yn croesawu 103,000 o wersyllwyr y noson y flwyddyn, ac yn cynnig dros 800 o gyrsiau ar draws y pum gweryll.
- 3.2 Mae 52% o Ysgolion Cymru yn ymweld â'r Gwersylloedd.
- 3.3 Mae 39% o'n gweryllwyr yn dod o ysgolion cyfrwng Cymraeg, gyda 61% yn dod gydag Ysgolion cyfrwng Saesneg ond yn cael eu gweld fel dysgwyr Cymraeg.
- 3.4 Mae 26% o Ysgolion ac ymwelodd y Gwersylloedd yn dod o'r 20% ward mwyaf difreintiedig yng Nghymru.

4. Datblygiad Unigolion

- 4.1 Nod gweryllloedd yr Urdd yw creu canolfannau sy'n cynnig cyfleoedd i blant ac ieuenctid preswyl, addysgu a chymdeithasu mewn awyrgylch Cymraeg a Chymreig, diogel a chroesawgar. Mae'r gweryllloedd yn datblygu plant a phobl ifanc drwy roi'r profiad o fod yn annibynnol oddi cartref gan ehangu gorwelion plant a phobl ifanc trwy gynnig gweithgareddau y tu allan i'w profiad arferol. Trwy gwrdd â'r sialensiau hyn fe fydd plant a phobl ifanc yn dysgu i addasu a chyfaddawdu, a thrwy hyn ennyn yr hyder sy'n gwbl allweddol i ddatblygu yn unigolyn cyflawn.
- 4.2 Mewn arolwg oedd yn edrych ar lesiant plant a phobl ifanc oedd wedi ymweld â'r Gwersylloedd:
 - 83% wedi gweld cynnydd yn nefnydd iaith eu disgyblion.
 - 76% o ddisgyblion wedi cynyddu eu defnydd o ymarfer corff yn gyffredinol.
 - 96% yn gweld gwelliant yn eu hunan hyder.
 - 64% wedi parhau a'r gweithgareddau a brofwyd am y tro cyntaf yn Llangrannog.
 - 97% wedi gwneud ffrind newydd.

5. Dinasyddiaeth a'r Gymraeg

- 5.1 Mae Gwersylloedd yr Urdd yn gweithredu ar yr ethos o Ddysgu Trwy Weithgaredd, a chredwn yn gryf fod yr ethos yma wedi profi yn effeithiol wrth gynorthwyo a datblygiad a hunan hyder unigolion.
- 5.2 Yng Ngwersylloedd yr Urdd rydym yn creu amgylchedd diogel a hapus i bob plentyn a pherson ifanc sy'n mynychu'r Gwersyll. Ein gobaith ydy paratoi profiadau perthnasol a chofiadwy i'r bobl ifanc fel y byddant yn mwynhau'r presennol ac, ar un pryd, y byddant yn datblygu'n bersonau cytbwys annibynnol, yn ddinasyddion caredig, cyfrifol.
- 5.3 Dyfyniadau gan athrawon a rhieni:

"It was great to hear Welsh being used bilingually and during a range of activities. It made us, as teachers, give a great deal of thought of how we can improve our use of everyday Welsh within our own educational setting."

“The trip enhances children’s understanding of the Welsh culture and ‘cynefin’. Visting the Senedd for example, highlighted the decision-making process for Wales. Seeing a large Welsh city also highlighted aspects of Wales that some children might not see.”

“Mae hyn yn brofiad gwerthfawr tu hwnt , o safbwynt y plant, y swogs o’r chweched sydd yn dod i’w helpu a hwythau fel athrawon. Mae'r ffaith eu bod yn clywed staff ifanc yn siarad Cymraeg yn agoriad llygad iddynt ac yn ogystal â hyn maen nhw yn gorfod addasu eu clustiau i ieithwedd a thafodiaith wahanol. Mae criw'r chweched, o fod yng Nglan-llyn yn magu balchder yn eu Cymreictod, ac yn defnyddio'r iaith heb orfod cael eu hannog i’w gwneud hynny. Mae hyn yn ei dro yn cael effaith ar sut mae'r plant iau wedyn yn fwy bodlon i ddefnyddio iaith a magu balchder yn hynny”

“She absolutely loved her visits to you, thanks. She came with Pentyrch Primary in 2022 and with Radyr Comp in 2022 or 2023.. She is on the autistic spectrum and you were incredible with her. Her experiences at Llangrannog contributed to her increased sense of well-being, improved belief in her self, encouraged her level of confidence, and have enriched her enormous adventurous spirit. Llangrannog helped her to grow!!”

“The children had been taught some Welsh before coming. Hearning Welsh speakers gave them the confidence to try using it. The visit to the Senedd was fantastic and gave them a much deeper understanding of democracy.”

“Y daith yn fudd i gymdeithasu a Chymreictod a datblygu annibyniaeth’

6. Cronfa i Bawb

- 6.1 Cronfa i Bawb yw cynllun sydd wedi cael ei sefydlu gan Urdd Gobaith Cymru, lle mae unigolion, cwmnïau a sefydliadau yn ariannu plant i ddod ar gyrsiau haf yr Urdd.
- 6.2 Pwrpas Cronfa i Bawb yw sicrhau bod pob plentyn yng Nghymru yn cael cyfle i fwynhau gwyliau haf, beth bynnag fo’u cefndir neu eu hamgylchiadau ariannol. Bu dros 100 o blant a phobol ifanc yn ymweld â gweryslyoedd yr Urdd dros yr haf.
- 6.3 Eleni, derbyniodd yr Urdd 110 o geisiadau, mwy nag erioed ar gyfer y cynllun, a gafodd ei sefydlu yn 2019. Roedd 18% o’r plant a phobl ifanc oedd ar gyrsiau haf yr Urdd wedi eu hariannu trwy’r cynllun.
- 6.4 Mae’r Gronfa Cyfle i Bawb yn gynllun sy’n cynnig cyfle i blant a phobol ifanc sy’n byw mewn tlogi neu amgylchiadau heriol fynychu Gwerysll Haf yng Nglan-llyn, Llangrannog neu Gaerdydd. Roedd 81% o’r rheini oedd wedi cael cynnig lle yn derbyn cinio ysgol am ddim.

- 6.5 Yn dilyn y cwrs fe ofynnwyd i rieni os gwnaeth eu plant fwynhau'r cwrs, ymatebodd 100% yn bositif, yn ogystal roedd 96% yn credu fod eu plant wedi magu hyder ers bod ar un o'r cyrsiau.

7. Gwasanaeth Awyr Agored

- 7.1 Mae'r gwasanaeth yn cynnig profiadau anturus awyr agored i blant a phobl ifanc ar draws Gymru. Mae'r gweithgareddau yn cael eu teilwra ar gyfer bob cwrs ac yn cynnwys, beicio mynydd, dringo, cerdded afon, arfordira, canwio, padl fyrddio, chyfeiriannu a llawer mwy. Caiff y cyrsiau yma eu cynnig o fewn ein cymunedau neu fel profiad gweryll. Mae'r Gwasanaeth Awyr Agored yn ogystal yn cynnig cyrsiau unigryw i amlygu buddion yr awyr agored i iechyd meddwl ac yn arbenigo mewn darparu alldeithiau Gwobr Dur Caeredin drwy gyfrwng y Gymraeg neu yn ddwyieithog.
- 7.2 Mae'r Gwasanaeth Awyr Agored yn chwarae rhan hanfodol yn meithrin iechyd meddwl cadarnhaol a lles cyffredinol ymhlith cyfranogwyr ifanc. Mae cymryd rhan mewn gweithgareddau awyr agored wedi dangos ei effaith gadarnhaol ar iechyd a lles, ac wedi ei ategu gan gyfoeth o dystiolaeth. Mae astudiaethau niferus wedi dangos yn gyson bod dod i gysylltiad â natur, ynghyd â gweithgaredd corfforol, yn cyfrannu'n sylweddol at leihau straen, gwell hwyliau, a lles meddwl cyffredinol.
- 7.3 Yn ogystal, mae'r heriau a gyflwynir yn ystod alldeithiau awyr agored yn gyfle i adeiladu cymeriad a datblygu sgiliau meddal fel gwydnwch, gwaith tîm a datrys problemau. Mae'r profiadau hyn yn mynd y tu hwnt i leoliad traddodiadol yr ystafell ddosbarth, gan gynnig cyfleoedd cyflawn a chyfannol tuag at dwf personol sy'n cwmpasu agweddau meddyliol ac emosiynol. Mae pwyslais y rhaglen ar ddysgu yn yr awyr agored yn cyd-fynd yn ddi-dor â'r nod ehangach o feithrin unigolion cydnerth, cyflawn sydd â sgiliau bywyd gwerthfawr.
- 7.4 Yn ystod y flwyddyn ariannol 22/23 mae'r Gwasanaeth Awyr Agored wedi gweithio gyda dros 5000 o blant a phobl ifanc. Mae 3000 o bobl ifanc wedi cymryd rhan yn y rhaglen iechyd a lles gyda dros 1000 o bobl ifanc wedi cwblhau alldaith aml noson yn yr awyr agored.

**Submission of written evidence to the Children, Young People and Education Committee
by the Outdoor Education Advisers' Panel Cymru, represented by Clare Adams (OEAP
Cymru Chair) and Mike Rosser (OEAP Member, North Wales)**

Introduction

The Outdoor Education Advisers' Panel (OEAP) is the leading body for guidance, advice and training in all aspects of outdoor learning and educational visits in England and Wales. The OEAP is the professional association supporting Outdoor Education Advisers and Educational Visits Advisers in their work with schools (and FE colleges in Wales), as well as other services to children and young people, such as youth services and social services.

The OEAP's aim is to ensure that every child in every school should have access to a comprehensive programme of high-quality outdoor learning, educational visits and adventurous activities as an integral part of their school curriculum.

The OEAP provides 'National Guidance': [National Guidance | \(oeapng.info\)](http://oeapng.info), an internationally recognised management tool for the organisation of high-quality outdoor learning, educational visits and adventurous activities. Welsh Government (WG) endorses OEAP National Guidance as the primary source of information and guidance in this field: [Educational visits and outdoor learning | GOV.WALES](http://gov.wales)

OEAP Cymru is the Welsh arm of OEAP, specifically supporting schools, FE colleges and other establishments for the benefit of children and young people in Wales [OEAP Cymru | \(oeapng.info\)](http://oeapng.info). OEAP Cymru members meet regularly with WG education advisers to discuss support for schools and FE colleges across Wales.

OEAP Cymru members support the proposed Residential Outdoor Education (Wales) Bill as it seeks to provide high quality learning experiences for the children and young people of Wales as part of a broad and balanced curriculum in Wales, which is in line with the organisation's aim.

At the heart of the proposed Bill are the core values of fairness, equality and social justice.

Particularly during this period of economic uncertainty, the proposed bill seeks to ensure that the social and economic gap does not widen. Currently, we appear to be moving towards a situation where only the children of families that can afford it will be able to experience the wide-ranging benefits of participating in a residential outdoor education visit.

Under the Education Act 1996, schools are unable to charge for educational visits and may only ask for a contribution. Educational visits are only able to go ahead if there are enough contributions to make them viable, creating a disincentive for schools organising visits.

Whilst some local authorities provide subsidies to those on low incomes, the levels of subsidy vary across local authority areas. The OEAP survey conducted in 2022 on behalf of the Bill, showed that 23% of schools do not provide any subsidy to those who cannot afford to pay the contribution. The survey also showed that a third of primary schools (400 schools) are not offering any residential outdoor education provision. In over a third of those schools offering residential, only 75% of children take up the opportunity to participate, with the primary barriers being cited as finance and either parent or child anxiety.

Furthermore, across our local authority areas we are seeing a significant increase in mental health issues and children accessing local authority support for additional needs. Over the past few months, we have seen a rise in families asking schools and local authorities for additional financial help for a range of educational visits, including residential.

Outdoor Education Centre provision in Wales and England

Our residential outdoor education centres have seen a drop in the numbers of children attending from the schools who do offer residential outdoor education opportunities. For example, Conwy's Nant BH and Pentrellyncwmr Outdoor Centres have experienced an overall decrease of 12.05% at Nant since September 2021 and a total decrease of 6.56% at Pentre over the same period. Average numbers of learners have dropped from approximately 35 to approximately 27. 22 schools cancelled bookings at Nant as they could not meet the minimum number of 12 learners. Gilwern Outdoor Adventure Centre based in Monmouthshire also reported a pronounced drop in attendance figures over the past year as well as enquiries tapering off.

A similar pattern is emerging in England with reports from OEAP colleagues suggesting that although numbers of school bookings remain relatively stable in some areas, the duration for many has reduced from 5 to 3 days and the number of learners attending has also reduced. Anecdotally, non-attendance is primarily due finance and either parent or child anxiety and mental health issues. Where learners do attend, many are increasingly not staying overnight. The rising cost of transport is also a concern.

Impact of residential outdoor education opportunities on children and young people

The impact that a residential outdoor education visit can have on a child is often profound, with many children and adults recalling a residential outdoor education visit as being the most positively memorable experience of their primary school career.

The Curriculum for Wales 2022 sets out a vision for learners to become independent, confident, creative, problem-solving, critical thinking individuals who challenge themselves and are resilient to be able to live a full and active life.

Participation in high quality residential outdoor education experiences provides the opportunity to develop all these qualities as well as many other physical and mental skills for life as part of a pedagogy of outdoor learning embedded in schools throughout Wales.

WG guidance for delivering a broad and balanced curriculum state that 'schools should maximise the time learners spend outdoors' and that 'they should consider a wide range of pedagogical approaches that effectively use school and out-of-school learning to empower learners'.

In 2018, Wales Council for Outdoor Learning and OEAP Cymru produced the document 'High-Quality Outdoor Learning', which empowers schools to help develop children to meet these 10 key characteristics:

- Enjoyment
- Confidence & character
- Health and well being
- Social and emotional awareness
- Environmental awareness
- Activity skills
- Personal qualities
- Skills for life
- Motivation for learning
- Broadened horizons

The 'Learning Away' strategy, produced by the Paul Hamlyn foundation between 2008 and 2015 showed that by participating in a residential visit, there is a unique interplay between the natural environment, challenge and staying away from home that brings about pro-environmental behaviours, as well as enhancing learning, achievement and well-being of children and young people.

Research conducted by the Association of Heads of Outdoor Centres (AHOEC) in the UK suggested that the impact of a residential outdoor education experience has demonstrated outcomes related to: challenge and resilience, teamwork and supportive relationships with peers, communication skills, independence skills and recognising their own abilities, and positive relationships with teachers.

Summary

The Residential Outdoor Education (Wales) Bill:

- will ensure equity across Wales for the opportunity for all children to be able to access residential outdoor education provision
- will support schools to enhance the delivery of a broad and balanced curriculum
- may help reduce mental health issues
- will help value the outdoor education industry and contribute to its sustainability

**Children, Young People
and Education Committee**

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Elin Jones AS

Y Llywydd a Chadeirydd y Pwyllgor Busnes

17 Tachwedd 2023

Y Bil Addysg Awyr Agored Breswyl (Cymru)

Annwyl Elin,

Diolch am eich llythyr dyddiedig 14 Tachwedd, a drafodwyd gan y Pwyllgor yn ein cyfarfod ar 16 Tachwedd.

Rydym yn fodlon â'r amserlen fel y'i cynigiwyd, ac nid ydym yn rhagweld unrhyw broblemau o bwys gyda'r prif ddyddiadau.

Yn gywir,



Jayne Bryant AS
Cadeirydd

Croesewir gohebiaeth yn Gymraeg neu yn Saesneg.

We welcome correspondence in Welsh or English.



Pwyllgor yr Economi, Masnach a Materion Gwledig

Economy, Trade, and Rural Affairs Committee

Vaughan Gething AS
Gweinidog yr Economi

26 Hydref 2023

Pwyllgor yr Economi, Masnach a Materion Gwledig: Pwysau costau byw a'r Warant i Bobl Ifanc

Annwyl Weinidog

Yn ei gyfarfod ar [28 Medi](#), trafododd y Pwyllgor bwysau costau byw a'r Warant i Bobl Ifanc. Roedd hyn yn waith dilynol ar gyfer sesiwn a gynhaliwyd ym mis [Tachwedd 2022](#). Roedd y cyfarfod yn canolbwyntio'n benodol ar effaith pwysau costau byw ar bobl ifanc a'u cyfleoedd addysg, cyflogaeth a hyfforddiant yn y dyfodol. Cymerwyd tystiolaeth gan Gyrfa Cymru, Cymdeithas Llywodraeth Leol Cymru (Arweinydd Cyngor Sir Ddinbych), Colegau Cymru a Ffederasiwn Hyfforddiant Cenedlaethol Cymru.

Mae **Atodiad A** i'r llythyr hwn yn nodi rhai canfyddiadau allweddol a phwyntiau y byddem yn croesawu ymateb iddynt. Yn dilyn y sesiwn, cefais lythyr gan gwmni peirianeg sifil yng ngogledd Cymru yn codi rhai materion perthnasol yn ymwneud â recriwtio a chadw mewn prentisiaethau yn y sector adeiladu. Felly, rwyf hefyd wedi atodi'r ohebiaeth hon, ac mae Atodiad A yn gofyn am ymateb ynghylch y materion penodol hynny.

O ystyried natur drawsbynciol y cyfrifoldebau ar gyfer cyflawni'r ymrwymïadau allweddol hyn yn y Rhaglen Lywodraethu, rwyf hefyd yn anfon copi o'r llythyr hwn at Weinidog y Gymraeg ac Addysg i'w ystyried, ac at Gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg er gwybodaeth.

Cofion cynnes,



Paul Davies AS

Cadeirydd: Pwyllgor yr Economi, Masnach a Materion Gwledig

Croesewir gohebiaeth yn Gymraeg neu Saesneg

Copi at: Jeremy Miles AS, Gweinidog y Gymraeg ac Addysg

Jayne Bryant AS, Cadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg



Effaith pwysau costau byw ar benderfyniadau pobl ifanc

Rhannodd Gyrfa Cymru dystiolaeth anecdotaidd gan gynghorwyr gyrfaedd am ddewisiadau y mae pobl ifanc yn eu gwneud o ganlyniad i bwysau costau byw, gan gynnwys pryderon ynghylch cyfrannu at incwm cyffredinol y cartref, a dylanwad rhieni ar ddewisiadau pobl ifanc oherwydd sut y gallai effeithio ar fynediad eu rhieni at daliadau budd-dal. Mae hyn yn dylanwadu ar y dewisiadau y mae pobl ifanc yn eu gwneud gan eu bod yn dewis mynd i swyddi sgiliau isel â chyflogau uwch, yn hytrach nag aros yn y coleg neu ar gynlluniau prentisiaeth. Mae cost ac argaeledd trafndiaeth yn parhau i fod yn rhwystr mawr, ynghyd â chost bwyd a thalu costau eraill ymlaen llaw, gyda Gyrfa Cymru yn sôn am 'storm berffaith' o ffactorau sy'n achosi pobl ifanc i wneud penderfyniadau tymor byr a fydd yn effeithio ar eu rhagolygon gyrfa tymor hwy.

Cafwyd cydnabyddiaeth gan ColegauCymru a Ffederasiwn Hyfforddiant Cenedlaethol Cymru am newidiadau cadarnhaol ers i'r Pwyllgor edrych ar y mater hwn flwyddyn yn ôl, gan gynnwys cynnydd mewn cofrestriadau addysg bellach ac yn y niferoedd sy'n defnyddio Twf Swyddi Cymru Plws. Croesawyd y cynnydd yn y Lwfans Cynhaliaeth Addysg a lwfansau eraill i ddysgwyr, ond teimlwyd bod gwelliannau mewn peth data yn parhau i guddio problemau i fyfyrwyr sy'n wynebu caledi ariannol a'r pwysau i gyfrannu at incwm y cartref.

Er enghraifft, disgrifiodd ColegauCymru sut mae eu cronfa amddifadedd yn cael ei defnyddio i flaenoriaethu cymorth i fyfyrwyr sy'n cael trafferth gyda chostau. Dywedodd Ffederasiwn Hyfforddiant Cenedlaethol Cymru fod pobl ifanc yn gorfod gadael cartref y teulu i leddfu costau'r aelwyd a symud o un lle i'r llall, tra bod dysgwyr eraill yn cyfrannu at incwm y cartref o'u lwfansau, gan eu gadael â llai o incwm gwario. Nododd cynrychiolydd Cymdeithas Llywodraeth Leol Cymru (CLLIC) ei bod yn arbennig o anodd ymgysylltu â'r bobl ifanc sydd wedi bod yn symud o un lle i'r llall.

Mwy o gymorth ar gyfer costau ymlaen llaw

Er bod cymorth yn cael ei ddarparu i bobl ifanc yn ôl-weithredol, er enghraifft i hawlio costau teithio, dywedodd Gyrfa Cymru fod pobl ifanc yn cael trafferth talu costau ymlaen llaw oherwydd diffyg incwm gwario. Enghraifft arall a roddwyd oedd talu'r gost ymlaen llaw ar gyfer cael cerdyn adnabod gofynnol. Dywedodd Gyrfa Cymru ei fod wedi cynyddu ei gronfa gymorth oherwydd y cynnydd yn y galw.

Argymhelliad 1: Argymhellodd Gyrfa Cymru fod angen gwneud mwy i fynd i'r afael â'r broblem lle mae costau ymlaen llaw yn rhwystro pobl ifanc rhag cael mynediad at gyfleoedd cyflogaeth a hyfforddiant. Byddai'r Pwyllgor yn croesawu ymateb Gweinidogol ynghylch y camau pellach y gall Llywodraeth Cymru eu cymryd i fynd i'r afael â'r broblem benodol hon o dalu costau ymlaen llaw.

Gwerthuso'r Warant i Bobl Ifanc – gwell data

Cynigiodd Gyrfa Cymru rannu data yr oedd yn ei gasglu ynghylch ymadawyr coleg gyda'r Pwyllgor. Roedd yr angen am set ddata well ar draws yr holl bartneriaid cyflawni, gan gynnwys data rhanbarthol i asesu ble mae bylchau a ble yw'r lle gorau i dargedu mwy o gymorth, yn fater hanfodol a godwyd gan y tystion.

Argymhelliad 2: Mae cydweithredu o ran rhannu data yn hanfodol o ran gwerthuso llwyddiant y Warant i Bobl Ifanc, a byddai'r Pwyllgor yn croesawu mwy o wybodaeth ynghylch sut mae Llywodraeth Cymru yn mynd i'r afael â hyn, ac yn sicrhau y caiff data eu rhannu'n effeithiol ar draws y partneriaid i lywio'r gwaith o gyflwyno'r Warant i Bobl Ifanc yn y dyfodol.

Pwysleisiodd Colegau Cymru mai'r her o ran cyflwyno'r Warant i Bobl Ifanc yw rhoi cyngor cywir a diduedd i bob person ifanc am yr ystod lawn o gymorth a rhaglenni sydd ar gael o dan ymbarél y Warant. Nodwyd bod hyn yn rhywbeth a godwyd yn adroddiad diweddar Dr Hefin David AS ar bontio i gyflogaeth ac adroddiad annibynnol Sharron Lusher o'r Bwrdd Adolygu Cymwysterau Galwedigaethol.

Argymhelliad 3: Dywedodd Ffederasiwn Hyfforddiant Cenedlaethol Cymru, o ran rhoi cyngor cywir a diduedd am yr ystod o gymorth a rhaglenni sydd ar gael o dan ymbarél y Warant i Bobl Ifanc, fod angen 'ailgryfhau' y bartneriaeth rhwng Gyrfa Cymru a darparwyr hyfforddiant. Byddai'r Pwyllgor yn croesawu pe gallech amlinellu'r camau y byddwch yn eu cymryd i helpu i gyflawni hyn.

Y targed Prentisiaethau a chyfraddau cadw a chwblhau

Mae'r mesurau canlyniadau dysgwyr a gyhoeddwyd gan Lywodraeth Cymru yn dangos bod cyfradd cwblhau prentisiaethau wedi gostwng o 81 y cant yn 2018-19 i 66 y cant yn 2021-22. Nododd Gyrfa Cymru nifer o resymau am hyn, gan gynnwys bod llawer o bobl ifanc yn rhoi'r gorau i brentisiaethau i gael cyflogaeth am dâl a fyddai'n caniatáu iddynt ennill dwywaith y gyfradd fesul awr y byddent yn ei hennill fel prentis blwyddyn gyntaf, neu hyd yn oed gymryd swyddi tymhorol, a nodwyd fel problem benodol gan Arweinydd Cyngor Sir Ddinbych. Mae Cydlynedd Ymgysylltu a Chynnydd yng ngorllewin Cymru yn dweud bod cyfraddau cyflog mewn swyddi rhan-amser yn ei gwneud yn anodd gwerthu prentisiaethau. Bydd gostyngiad yn y cyfraddau cwblhau hefyd yn cynnwys rhai cyflogwyr sydd wedi rhoi'r gorau i gynnig prentisiaethau, ac mae rhai cyflogwyr hefyd wedi dweud wrth Gyrfa Cymru ei bod yn anodd cynnal y lefel gywir o oruchwyliaeth ar gyfer prentisiaethau, neu fod cynhyrchiant is yn y busnes yn rhwystr.

Dywedodd Gyrfa Cymru fod y gwaith y mae UCAS yn ei wneud i hyrwyddo prentisiaethau yn 'llygedyn o oleuni', gan fod tystiolaeth yn awgrymu bod rhai o ardaloedd mwyaf difreintiedig Cymru yn dangos diddordeb.

Argymhelliad 4: Byddai'r Pwyllgor yn croesawu rhagor o wybodaeth am ba asesiad sydd wedi'i wneud o gyflogwyr sydd wedi rhoi'r gorau i gynnig prentisiaethau, a'r rhesymau dros hynny, gan gynnwys y materion a godwyd gan Gyrfa Cymru ynghylch goruchwyliaeth a chynhyrchiant, a pha gamau sy'n cael eu cymryd i fynd i'r afael â'r rhwystrau hynny i gyflogwyr.

Newidiadau i fframweithiau a gofynion sgiliau hanfodol

Codwyd pryderon ynghylch y cyfraddau cwblhau isel iawn ar gyfer prentisiaethau yn y sector gofal, yn enwedig gan fod hwn yn faes y mae galw mawr amdano gan gyflogwyr. Dywedodd Gyrfa Cymru fod gweithredu i ddiwygio'r gofynion sgiliau hanfodol wedi helpu gyda rhai o'r cyfraddau cwblhau, ond bod yna heriau eraill yn parhau o ran cyfraddau cyflog mewn mannau eraill a chostau trafndiaeth. Mae'r Pwyllgor hefyd wedi cael tystiolaeth bod newidiadau i safonau mynediad ffurfiol a gofynion sgiliau yn broblem yn y sector adeiladu (ceir rhagor o fanylion isod).

Dywedodd Ffederasiwn Hyfforddiant Cenedlaethol Cymru fod angen i'r broses lle mae Llywodraeth Cymru yn cytuno ar fframweithiau prentisiaethau newydd fod yn gyflymach ac yn fwy ymatebol i anghenion cyflogwyr. **Nodwyd bod oedi wrth gymeradwyo fframweithiau yn broblem, a dywedodd y Ffederasiwn fod angen tîm sy'n canolbwyntio ar gyflogwyr arno, ac yn hytrach nag estyn rhai fframweithiau presennol y dylid canolbwyntio mwy ar yr hyn y mae cyflogwyr yn dweud bod ei angen arnynt, a chyhoeddi fframwaith newydd.** Tynnodd darparwyr sylw at bwysigrwydd gwaith gyda Cymwysterau Cymru i addasu hyd arhosiad cyrsiau yn briodol mewn meysydd fel adeiladu, a hynny i helpu gyda chyfraddau cadw.

Argymhelliad 5: Byddai'r Pwyllgor yn croesawu rhagor o wybodaeth am y camau sy'n cael eu cymryd i fynd i'r afael â'r pryderon a amlygwyd ynghylch y broses o ddylunio a chymeradwyo fframweithiau prentisiaethau, ymatebolrwydd y broses a'r rhan sydd gan gyflogwyr i'w chwarae yn y broses honno.

Prentisiaethau ar gyfer gweithwyr peiriannau

Mae'r Pwyllgor wedi cael gohebiaeth gan Jones Bros Ruthin Co Ltd (yn Atodiad B), cwmni peirianeg sifil blaenllaw, yn codi pryderon penodol ynghylch newidiadau i'r fframweithiau prentisiaethau ar gyfer gweithwyr peiriannau. Mae'r rhain yn cynnwys penderfyniad diweddar gan Lywodraeth Cymru i roi'r gorau i ariannu'r brentisiaeth Lefel 2 a phontio i fframwaith prentisiaeth Lefel 3, sydd, yn wahanol i Lefel 2, yn cynnwys gofyniad i fynychu 700 awr o ddysgu yn yr ystafell ddosbarth dros 3 blynedd tra'n cael cyflog. Er ei fod yn deall y rhesymeg, mae'r cyflogwr yn dweud y byddai 'cyfran sylweddol' yn cael trafferth gyda'r cynnydd yn y galw academaidd ac y bydd hyn yn effeithio'n negyddol ar niferoedd recriwtio. Mae'n nodi nifer o broblemau o ran cyflwyno'r fframwaith newydd sy'n dangos ei bod yn ymddangos nad yw gweithrediad ymarferol y fframwaith Lefel 3 wedi'i ystyried yn ddigonol, ac mae'n credu y gallai'r newid i ganolbwyntio ar ddysgu academaidd atal unigolion mwy ymarferol rhag dilyn gyrfaedd peirianeg sifil.

Dywedodd y cwmni hefyd fod yr amod i brentisiaid peiriannau weithio dros 51 y cant o'u hamser yng Nghymru yn rhwystr. Mae'r cwmni'n mynd ar drywydd prosiectau yn Lloegr a'r Alban oherwydd dirywiad mewn buddsoddiadau seilwaith yng Nghymru, gan ddweud y byddai hyn yn lleihau nifer y prosiectau lle gallai gyflogi prentisiaid gan gadw at y rheol 51 y cant.

Argymhelliad 6: Mae'r Pwyllgor wedi cael gwybod bod cwmni peirianeg sifil blaenllaw yng Nghymru yn ceisio ailbrisiad o'r Fframwaith Prentisiaethau Lefel 3 o ystyried yr heriau ymarferol y mae'n tynnu sylw atynt, ac am hyblygrwydd o ran bodloni'r rheol 51 y cant o oriau gwaith yng Nghymru. Byddai'r Pwyllgor yn croesawu ymateb gan y Gweinidog ar y pwyntiau penodol hyn.

Parch cydradd ar gyfer cymwysterau galwedigaethol a llwybrau dilyniant

Dywedodd Gyrfa Cymru mai un o'r problemau mwyaf y mae'n eu hwynebu yw dangos i rieni, yn hytrach na phobl ifanc eu hunain, y gall prentisiaethau fod llawn cystal â llwybr academaidd traddodiadol, gyda rhai rhieni â meddylfryd eithaf cul o ran bod rhaid astudio Safon Uwch ac yna mynd ymlaen i astudio gradd er mwyn llwyddo.

Argymhelliad 7: Mae Gyrfa Cymru yn derbyn bod angen gwneud mwy i ddangos, i rieni yn arbennig, ei bod yn bosibl symud ymlaen rhwng y lefelau prentisiaeth ar gyfer llwybr gyrfa llawn, gan gynnwys hyd at lefel gradd-brentisiaeth. Nid yw'r pryderon hyn yn rhai newydd, ond byddai barn y Gweinidog ynghylch sut i fynd i'r afael â'r rhwystr hwn yn rhagweithiol yn cael ei groesawu.

Mynd i'r afael â rhwystrau sy'n ymwneud â thaliadau budd-dal

Dywedodd Gyrfa Cymru, Cymdeithas Llywodraeth Leol Cymru a Ffederasiwn Hyfforddiant Cenedlaethol Cymru fod hyn yn broblem. Cydnabu Ffederasiwn Hyfforddiant Cenedlaethol Cymru fod Llywodraeth Cymru wedi gwneud peth marchnata cadarnhaol eleni, ond mae'n teimlo **bod cyfle** i Lywodraeth Cymru a'r Adran Gwaith a Phensiynau ychwanegu at y negeseuon hynny, i dynnu sylw rhieni at y ffaith na fydd caniatáu i bobl ifanc ymuno â rhaglen Twf Swyddi Cymru Plws a chael mynediad at lwfansau uwch yn effeithio ar eu credyd cynhwysol.

Mae Ffederasiwn Hyfforddiant Cenedlaethol Cymru hefyd yn nodi y bydd rhai rhieni'n cefnogi'r person ifanc i ymuno â rhaglen Twf Swyddi Cymru Plws, ond wedyn yn eu hannog i beidio â mynd i gyflogaeth oherwydd yr effaith ar eu budd-daliadau, felly mae angen trafodaeth fwy ynglŷn â sut i fynd i'r afael â'r mater hwn. Mae Sir Ddinbych yn Gweithio yn ymgysylltu â rhieni ond dywedodd fod yr ystadegau'n dangos nad yw'r nifer sy'n manteisio ar hyn mor uchel ag y gallai fod.

Argymhelliad 8: Byddai'r Pwyllgor yn croesawu ymateb gan y Gweinidog ynghylch beth arall y gall Llywodraeth Cymru a'r Adran Gwaith a Phensiynau fel ei gilydd ei wneud i fynd i'r afael â'r rhwystrau sy'n atal pobl rhag manteisio ar raglenni a gynigir o dan y Warant i Bobl Ifanc oherwydd pryderon ynghylch yr effaith ar daliadau budd-dal aelwydydd.

Gwahaniaethau rhwng rhanbarthau a rhwng ardaloedd gwledig a threfol

Tynnodd Colegau Cymru, Ffederasiwn Hyfforddiant Cenedlaethol Cymru a Gyrfa Cymru sylw at y rhaniad rhwng ardaloedd gwledig a threfol Cymru o ran darparu prentisiaethau a mynediad atynt. Yn arbennig, mae **diffyg opsiynau trafndiaeth a/neu gostau trafndiaeth** wedi'u nodi fel problemau mawr i ddysgwyr yng nghanolbarth a gorllewin Cymru. Roedd hyn yn cael ei ystyried yn fwy o broblem na darpariaeth Gymraeg, ond **dywedodd Gyrfa Cymru fod modd gwneud mwy o hyd i hybu ymwybyddiaeth o gyfleoedd i ddysgu yn Gymraeg, ac i bobl ifanc ddeall y galw gan gyflogwyr am weithwyr dwyieithog.**

Argymhelliad 9: Byddai'r Pwyllgor yn croesawu ymateb Gweinidogol ar y gwaith sy'n cael ei wneud i hybu mwy o ymwybyddiaeth o'r cyfleoedd i barhau i ddysgu yn Gymraeg a'r galw mawr gan gyflogwyr am weithwyr dwyieithog.

Mae costau trafndiaeth gormodol yn golygu bod rhai pobl ifanc yn dibynnu ar eu rhieni. Cawsom yr enghraifft o berson ifanc 17 oed ar brentisiaeth y GIG a oedd yn gwbl ddbynnol ar riant yn mynd â nhw i'r gwaith ac yn ôl. Yn yr achos hwn, gellid cynnig rhaglen hyblyg i'r prentis, ond ni fydd hyn yn wir bob amser. Hefyd, rhoddodd Colegau Cymru enghraifft o ddysgwr prentis yn Sir Benfro a oedd, oherwydd y gost o deithio i'w gyflogwr yn Aberdaugleddau ac yn ôl, yn gorfod gweithio am ddwy awr a hanner cyn ennill unrhyw dâl i'w gymryd gartref. Mewn ardaloedd gwledig, efallai y bydd angen i rai pobl symud i fyw gydag aelodau eraill o'r teulu i gael mynediad at hyfforddiant neu gerdded yn bell. Dywedodd Gyrfa Cymru fod ysgolion, colegau, darparwyr a chynghorwyr gyrfaoedd yn atgoffa pobl ifanc o gynllun FyNgherdyn Teithio Llywodraeth Cymru ar gyfer bysiau a threnau, ond weithiau roedd cyrraedd gwasanaeth am bris gostyngol yn y lle cyntaf yn fwy o broblem i bobl ifanc.

Nododd Gyrfa Cymru fod mynediad cyfartal yn fwy o broblem gydag unrhyw raglenni hyfforddi mewn ardaloedd gwledig mwy gwasgaredig eu poblogaeth. **Nodwyd diffyg cyllid fel mater i fynd i'r afael ag anghysondebau, a nododd Ffederasiwn Hyfforddiant Cenedlaethol Cymru yr angen am gynnydd daearyddol mewn cyllid i helpu pobl ifanc i gael mynediad at hyfforddiant a swyddi, gan gynnwys i'r rhai o gefndiroedd mwy difreintiedig a'r rhai ag anableddau hunanddatganedig.** Hefyd, tynnodd Lisa Mytton o'r Ffederasiwn sylw at y ffaith mai Twf Swyddi Cymru Plws yw'r unig raglen ôl-16 na chafodd y cynnydd o 5 y cant mewn costau byw eleni.

Argymhelliad 10: Byddai'r Pwyllgor yn croesawu ymateb y Gweinidog ar flaenoriaethu cynnydd mewn cyllid i fynd i'r afael â'r gwahaniaethau penodol rhwng rhanbarthau a rhwng ardaloedd gwledig a threfol y mae wedi'u hamlygu o ran mynediad at gyfleoedd am addysg, hyfforddiant a chyflogaeth ledled Cymru.

Cyngor cyson ynghylch gyrfaoedd o lefel ysgol gynradd

Canfu adroddiad sgwrs genedlaethol y Warrant i Bobl Ifanc gan Lywodraeth Cymru fod ysgolion wedi methu â pharatoi pobl ifanc a bod cyngor gyrfaoedd yn ysbeidiol ac wedi'i anelu'n fwy at y rhai sy'n

fwy academaidd. Dywedodd Gyrfa Cymru fod yr adborth hwnnw yn ei synnu, gan ddweud ei fod yn gwneud gwaith mewn ysgolion cynradd i gynnig cymorth dwys, ac wedi datblygu rhai adnoddau i gefnogi athrawon cynradd. Roedd yn pwysleisio pwysigrwydd ymgysylltu dro ar ôl tro â phobl ifanc.

Cefnogi pontio drwy gysylltu ysgolion â chyflogwyr

Nododd gwaith diweddar Dr Hefin David ar bontio i gyflogaeth bocedi o arfer da, ond mae diffyg cysylltiad rhwng ysgolion a chyflogwyr, sy'n effeithio ar y gallu i roi darlun llawn i bobl ifanc o'r cyfleoedd sydd ar gael iddynt. Tynnodd Colegau Cymru sylw at y fenter sy'n cael ei chynnal yng ngorllewin Cymru mewn perthynas â chysylltu ysgolion, cyflogwyr a darparwyr ynghylch sgiliau ar gyfer y sector ynni gwynt ar y môr. Fodd bynnag, mae angen cynyddu arfer da i raddfa ledled Cymru.

Mae gan Gyrfa Cymru fynediad at gronfa ddata o gyflogwyr, sy'n rhywbeth nad oes gan ysgolion ar hyn o bryd. Mae colegau yn cyflogi pobl i chwilio am gyflogwyr, ond nid oes gan ysgolion fynediad at y gronfa hon o gyflogwyr, ac maent yn dibynnu ar rwydwaith anffurfiol o rieni sy'n gyflogwyr neu sydd â chysylltiadau â chyflogwyr. Byddai budd i'r ddwy ochr i ysgolion sy'n cynnig mynediad i ddisgyblion 11 i 16 oed, a cholegau sy'n cynnig gwell mynediad i ysgolion at gyflogwyr. Dywedodd Gyrfa Cymru fod ganddynt fynediad at gronfa ddata cyfnewid busnes addysg o 10,000 o gyflogwyr y gellid ei datblygu'n gronfa ddata profiad gwaith - gallai hwyluso gwell cysylltiad rhwng addysg bellach ac ysgolion, a byddai'n croesawu'r dull hwnnw, ond byddai angen cyfarwyddeb gan Lywodraeth Cymru.

Argymhelliad 11: Mae'r Pwyllgor yn argymhell bod Llywodraeth Cymru yn darparu cyfarwyddyd clir i sicrhau bod colegau ac ysgolion yn cydweithio i helpu dysgwyr i symud ymlaen i gyflogaeth, gan gynnwys drwy gytundeb lefel gwasanaeth ynghylch rhannu a chyfnewid gwybodaeth rhwng addysg bellach ac ysgolion, gyda Gyrfa Cymru yn gweithredu fel 'brocer gonest' yn hyn o beth. Mae'r Pwyllgor yn argymhell bod y gofyniad hwn am gytundeb lefel gwasanaeth ynghylch rhannu a chyfnewid gwybodaeth yn cael ei gynnwys yn llythyrau cylch gwaith Llywodraeth Cymru ar gyfer Gyrfa Cymru a'r Comisiwn Addysg Drydyddol ac Ymchwil.

Ymwybyddiaeth o'r Biwroau Cyflogaeth a Menter

Rhoddodd Colegau Cymru rai ffigurau pennawd cadarnhaol am lwyddiant y biwroau o ran helpu myfyrwyr addysg bellach i gael lleoliadau gwaith a sgiliau hanfodol ar gyfer cyflogaeth, ond dywedodd Ffederasiwn Hyfforddiant Cenedlaethol Cymru fod angen gwneud mwy o waith i godi ymwybyddiaeth ymhlith pobl ifanc o fodolaeth y biwroau.

Argymhelliad 12. Byddai'r Pwyllgor yn croesawu ymateb gan y Gweinidog ynghylch pa waith sy'n cael ei wneud gan Lywodraeth Cymru i hyrwyddo bodolaeth a rôl y biwroau ymhellach, y tu hwnt i'r presenoldeb ar wefan Busnes Cymru.

Hyfforddiant swydd fel rhan o gymorth pontio ar gyfer disgyblion ag anghenion ychwanegol



Mae Gyrfa Cymru yn gweld rôl i'w hun mewn mentrau hyfforddi swyddi fel yr hyn a gynigir gan y prosiect Engage to Change ym Mhrifysgol Caerdydd i'r rhai ag anghenion dysgu ychwanegol, ond nododd y gallai cyllid fod yn rhwystr i estyn y gwaith hwn, gan fod y prosiect hwnnw bellach wedi dod i ben.

Argymhelliad 13: Nodwyd bod rhaglenni Twf Swyddi Cymru Plws a Cymunedau am Waith+ ill dwy'n darparu cymorth i bobl ifanc ag anghenion ychwanegol, ond byddai'r Pwyllgor yn croesawu rhagor o wybodaeth gan y Gweinidog ynghylch cynlluniau ar gyfer mentrau hyfforddi swydd yn y dyfodol ac am gyfraniad Gyrfa Cymru atynt.

Rhwystrau eraill i addysg, hyfforddiant a chyflogaeth

Nododd Gyrfa Cymru gynnydd mewn absenoldebau; problemau o ran cyswllt â phlant sy'n cael eu haddysgu heblaw yn yr ysgol; a rhannu data anghyson rhwng awdurdodau lleol fel rhwystrau ychwanegol i gyrraedd rhai pobl ifanc. Roedd yn nodi pryderon ynghylch cyrraedd y niferoedd targed o bobl ifanc yn y misoedd nesaf, y tu hwnt i'r 'amser brig' i ddod i gyswllt â hwy ar ddechrau'r flwyddyn academaidd.

Soniodd Gyrfa Cymru hefyd am yr anawsterau o ymgysylltu â phobl ifanc â phroblemau ymddygiad, gorbryder difrifol neu broblemau iechyd meddwl eraill, diffyg hyder a diffyg hunan-barch, a'r rhai sy'n ynysig iawn ac yn anaml, os o gwbl, yn gadael y tŷ. Cydnabuwyd bod Twf Swyddi Cymru Plws wedi'i ddyfeisio i fod yn hyblyg i ymaddasu i ddiwallu anghenion y bobl ifanc hyn sydd anoddaf eu helpu, meithrin presenoldeb a hyder yn raddol, cynnig 'darpariaeth arbenigol' i fynd i'r afael â materion penodol megis cyngor ar ddyledion a chyllidebu, ac estyn allan at bobl ifanc mewn lleoliadau penodol fel clybiau bocsi. Pwysleisiwyd y cyfle i barhau i ailgysylltu â'r bobl ifanc hyn mewn 'gêm hir', a phwysigrwyd gweithio mewn partneriaeth yn y Fframwaith Ymgysylltu a Chynnydd leuenctid.

Argymhelliad 14: Byddai'r Pwyllgor yn croesawu unrhyw wybodaeth bellach y gall Gweinidogion yr Economi a'r Gweinidog Addysg ei darparu ynghylch sut y mae Llywodraeth Cymru yn cymhwyso'r gwersi a ddysgwyd wrth roi'r Warrant i Bobl Ifanc a'r Fframwaith Ymgysylltu a Chynnydd leuenctid ar waith, i ystytho cymorth ymhellach i fynd i'r afael â'r rhwystrau ychwanegol a nodwyd gan Gyrfa Cymru a thystion eraill.

Anthony (Tony) Murphy
Head of HR & Business Management Systems
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27th September 2023

Mr. Paul Davies MS
Chair of the Economy, Trade and Rural Affairs Committee
Senedd Cymru - Welsh Parliament
Cardiff Bay
Cardiff
CF99 1SN

Dear Mr. Paul Davies MS,

Subject: Concerns Regarding Changes to Apprenticeship Frameworks for Plant Operatives

I hope this letter finds you well. I am writing to you on behalf of Jones Bros. Ruthin (Civil Engineering) Co. Ltd, a leading civil engineering company based in North Wales. As the Chair of the Economy, Trade and Rural Affairs Committee in the Senedd, we believe you can help us address a pressing issue that has recently emerged in our industry.

Jones Bros has been a prominent figure in the field of civil engineering for several decades, and we have consistently invested in the development and retention of a highly skilled workforce. One of the cornerstones of our approach has been our commitment to apprenticeship schemes, which have played a pivotal role in shaping the careers of numerous individuals and supporting our operations.

Our apprenticeship programs have been integral to our ability to self-deliver many of our projects, as they enable us to grow a workforce of professionally qualified Engineers, Ecologists, Surveyors, Plant Operatives, and other professional support roles. Over the years, we have taken great pride in our training initiatives, including our 4-year Higher Engineer apprenticeship scheme and our Operative training scheme, which was formerly a Level 2 Plant Operative apprenticeship.

We have successfully delivered the Plant Operative Level 2 apprenticeship in-house at our accredited training centre for over a decade. This approach allowed us to train apprentices on various plant equipment within our facilities and according to our timeframes. These apprenticeships have been a crucial part of our strategy and have yielded excellent results.

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Registered in England and Wales: 00983459



Tudalen y pecyn 22

Over the last 10 years Jones Bros has recruited more than 308 apprentices with an 87 to 90% completion rate.

One of the key points of concern arises from the recent decision by the Welsh Government to cease funding the Level 2 apprenticeship and transition to a Level 3 apprenticeship framework. While we understand the rationale behind this change, we are confronted with several challenges that need to be addressed.

Under the Level 3 framework, apprentices are required to attend 700 hours of classroom-based learning at college over three years, during which we would need to continue paying their wages. Unlike the Level 2 framework, which had no formal entry standards, the Level 3 apprenticeship expects learners to have a good basic understanding of English and Math. It is recommended that they develop further formal skills in these areas, such as Essential Skills or GCSEs.

Up until this point, our only requirements for prospective plant apprentices have been that they must be at least 18 years old, possess a valid driver's license, and be willing to work away from their place of residence.

The Level 3 apprenticeship does not require specific formal entry criteria. Nevertheless, on the City & Guilds Skills for Wales website, you can find information regarding Construction – Plant Operations Level 3, which outlines the following details:

“There are no formal English and maths entry requirements for these qualifications. But it is expected that learners will have a good basic understanding of English and maths. It is recommended learners develop further formal English and Maths skills, such as Essential Skills or GCSEs to support successful progression with this programme”.

Our experience indicates that a significant proportion of apprentices who successfully completed the Level 2 framework would struggle with the increased academic demands of the Level 3 apprenticeship. Many of these individuals might not even complete the Level 3 due to their difficulties with English and Math. Given our history with such applicants, we believe they would be reluctant to sign up for the Level 3 apprenticeship, making it challenging to maintain our previous recruitment numbers.

Moreover, the Level 3 apprenticeship extends the overall duration by almost a year compared to the Level 2, and the requirement for apprentices to spend over 700 hours in college further complicates our ability to run the program effectively, given the diverse and widespread nature of our projects across the UK.

Furthermore, we would like to highlight that the additional 700 hours of learning required in the Level 3 apprenticeship framework introduces learning objectives that would typically be covered at a much later stage in a civil engineering career, typically as individuals progress into site supervision roles. The standard entry level for personnel on civil engineering project sites is the Site Supervision Safety Training Scheme (SSSTS), followed by advancement to the Site Management Safety Training Scheme (SMSTS). The transition period between completing the Level 2 apprenticeship we had been delivering and entering into site supervision roles is vital. During this period, less academically inclined operatives have the opportunity to gain valuable hands-on experience on construction sites. This practical experience greatly enhances their chances of building a successful and fulfilling career in the civil engineering industry.

We believe that the shift to the Level 3 framework, with its focus on academic learning, could inadvertently discourage individuals who are more practically inclined from pursuing careers in civil engineering. It is

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essential to acknowledge the importance of practical experience in our industry and find a way to strike a balance between academic knowledge and on-the-job skills development.

In the third year of the Level 3 apprenticeship, apprentices must complete a practical project on all four machines within the apprentice framework. Each project requires an assessor to carry out two site visits, resulting in a total of eight visits per apprentice. Currently, we do not possess the necessary resources to handle this workload alongside the number of apprentices we employ.

Another significant challenge is the stipulation that Plant Operative apprentices must work over 51% of their time in Wales. With a decline in infrastructure investments in Wales, we are actively pursuing projects in England and Scotland, which inevitably reduces the number of projects where we can employ apprentices while still adhering to the 51% rule.

Our primary concern is that the practical implementation of the Level 3 framework appears to have been inadequately considered, leaving us with numerous unanswered questions regarding the future of the individuals we have been offering opportunities to for over a decade.

Considering these challenges, we kindly request your support in addressing the following issues:

- Revaluation of the Level 3 Apprenticeship Framework: We urge the Welsh Government to reconsider the move to the Level 3 apprenticeship framework for Plant Operatives considering the practical challenges it presents to employers like Jones Bros.
- Adaptation to Changing Work Opportunities: Given our expanded operations in other parts of the UK, we ask for flexibility in meeting the 51% working time requirement in Wales.

We kindly request your support in addressing these concerns and finding a way to ensure that the apprenticeship framework aligns with the realities of the civil engineering field. Your assistance in advocating for these necessary adjustments will contribute to the continued growth and prosperity of the industry while providing opportunities for individuals from diverse backgrounds to succeed within it.

Thank you for your attention to this matter, and we look forward to your response. If you require any further information or would like to discuss this issue in more detail, please do not hesitate to contact me at anthonym@jones-bros.com or 07768 375714.

Sincerely,



Anthony (Tony) Murphy
Head of HR & Business Management Systems
Jones Bros. Ruthin (Civil Engineering) Co. Ltd

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Jayne Bryant MS
Chair
Children, Young People and Education Committee
Senedd Cymru
Cardiff
CF99 1SN

24 November 2023

Dear Jayne Bryant MS,

RE: Inquiry on access to childcare and education for disabled children

Thank you for the opportunity to give oral evidence before the committee as part of the above inquiry. Please see attached a short follow up document from the Royal College of Occupational Therapists, British Psychological Society and the Royal College of Speech and Language Therapists which further builds on our evidence with regards to potential recommendations. The letter also provides several good practice examples for committee consideration within the annex.

1. Workforce planning

Health Education and Improvement Wales (HEIW) should prioritise long-term workforce planning (5-10 year) and have a far greater focus on children and support for families as part of the preventative agenda. Horizon scanning for the plan must include discussions with education and social care.

2. Apprenticeships for Allied Health Professionals (AHPs)

In response to recruitment challenges, especially in more rural areas, HEIW should prioritise developing alternative routes into professions. There is good learning from developments in England with regards to apprenticeship models. Such an approach would also require a change in thinking from Welsh Government with regards the apprenticeship levy.

3. Data

The current paucity of data on AHPs in terms of where they are based, specifics around their roles and Welsh language skills negatively affects the ability to effectively utilise professions, ensure vacancies are filled, and provide insight for future workforce planning. HEIW should commit to develop an AHP workforce plan as produced for pharmacy, nursing and dentistry to improve understanding of the composition of the workforce and maximise the potential of the AHP contribution.

4. Teaching Assistants and support staff

Teaching assistants have an invaluable role in working with children and families. We believe it may be appropriate to consider ring-fenced funding for the teaching support workforce and how further value could be placed on such roles. There is learning here from initiatives with regards the health care support worker workforce. For example, registration, initiatives around pay, pathways, mandatory training. There is also a similar need to consider how the childcare workforce is valued and supported.

5. Understanding of concepts of equity and inclusion

Training for professionals working within children's health and education should have a clear focus on equity and inclusion as a key underpinning factor to the cultural changes required for the Additional Learning Needs legislation to be effectively delivered. We need clarity, consistency and a shared understanding in the language used across the range of professionals working with children, young people and their families.

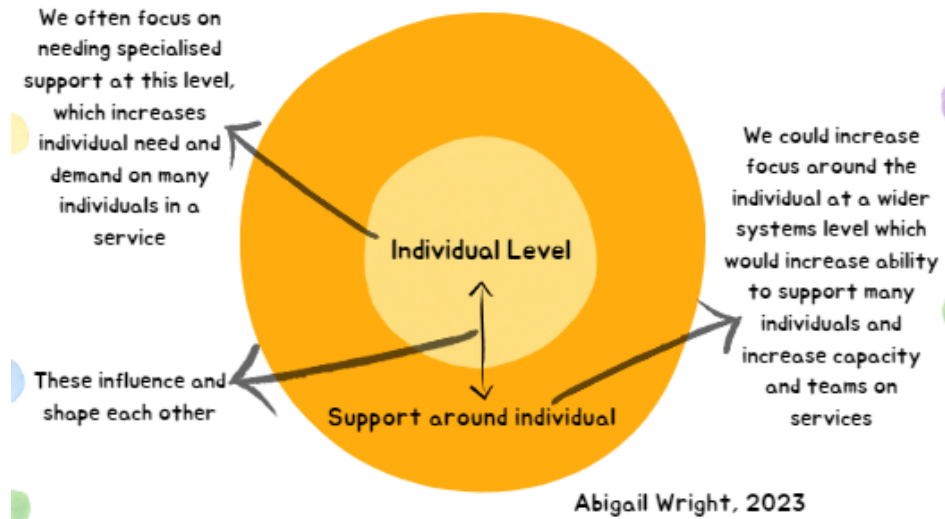
6. Sharing best practice

Regional partnership boards should have a key role to play in identifying best practice and sharing across Wales to prevent postcode lotteries of support. It is essential that boards effectively work with education colleagues in addition to those within health and social care.

7. Developing Circular Models of Support

The current system of support is based on a linear model where activity and support is provided through planned levels of progression. As life isn't often "planned" and development/support is not linear in itself., what we need instead is a circular model that puts the child at the centre, with appropriate support mapped out around the child, to ensure that their priority needs are met at time that it's required. A focus on need rather than diagnosis, prevents problems from becoming more complex or urgent resulting in fewer children and young people requiring more costly, specialist services, and those with the most complex needs can access AHPs when they need it.

Leaders should look to develop multi-agency services that combine colleagues across education, social services and health underpinned by a clear understanding of roles, responsibilities to ensure effective collaboration. There should also be a priority placed on increasing access to support services within the community by providing more informal, accessible and general advice in a format that best suits and includes the needs of the baby, child or family. An illustration of a circular model of support is provided below.



8. Initial teacher Education (ITE)

As a general point, we feel that given the introduction of the new curriculum, there should be a focus on supporting a holistic understanding of a child’s development, which starts with a good understanding of pedagogy. We are concerned that there is insufficient focus on speech, language and communication (SLC) development, skills and needs in the initial teacher education curriculum. Given that speech, language and communication needs (SLCN) are the most common additional learning need in Wales (Welsh Government, 2023), we advocate that the ITE should be reviewed. There should be mandatory training for teachers on how to support SLC skills, and how to identify and support SLCN.

AHPs could also provide training & support to help educators and childcare providers understand and support children and young people’s physical, sensory and cognitive development. Training might focus on sensory needs, developing fundamental movement skills and approaches for handwriting

9. Equipment

Gaps in provision of essential equipment can delay children’s access to education and put their safety/wellbeing (and that of their carers) at risk. There should be procurement arrangement with partners across health and education to purchase and recycle equipment to help children and young people access nurseries and schools and reduce unnecessary costs.

Beyond specific equipment, there should be a focus on ensuring inclusive environments that help to support and enable all children – as these can be a barrier from the offset without a focus on this. For example, outdoor environments, sensory areas, low demand areas, seating arrangements etc. Whole school policy can also help shape and support to include all children and learners with different needs.

10. Extension and expansion of the Welsh Government Talk With Me programme

It was clear from the early years evidence session that the WG Talk with Me programme is making a difference within the early years especially in relation to training on SLC for early years practitioners. There needs to be a clear plan for the future of the Talk with Me programme and consideration of its extension into an older age-group given the prevalence of SLCN and link with poorer attendance and exclusions.

11. Further guidance from Welsh Government on linkages between key legislation and the new curriculum

We believe it would be helpful for Welsh Government to produce further guidance and support on the read across between key legislation, frameworks and the new curriculum. This would help to reduce the likelihood of staff perceiving these developments as singular and in isolation which is leading to significant implementation challenges.

We hope this paper is of interest to the committee and would be happy to provide further information if helpful.

Yours sincerely.

Pippa Cotterill, Head of Wales Office, Royal College of Speech and Language Therapists

Dai Davies, Professional Practice Lead – Wales, Royal College of Occupational Therapists

Abigail Wright, Senior Specialist Early Years Educational Psychologist – BPS Education Psychology Lead for Wales

Annex A: Good practice examples

Communication Intervention Team (ComIT)

ComIT is hosted by Torfaen County Borough Council and works regionally in Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen. ComIT is a school-based service to help children and young people aged 3 to 13 years with a non-clinical diagnosis of speech, language and communication need that is severely affecting the child's learning.

ComIT can work individually or with groups of children - a child does not have to hold a statement of Special Educational Needs to access the service - and provides:

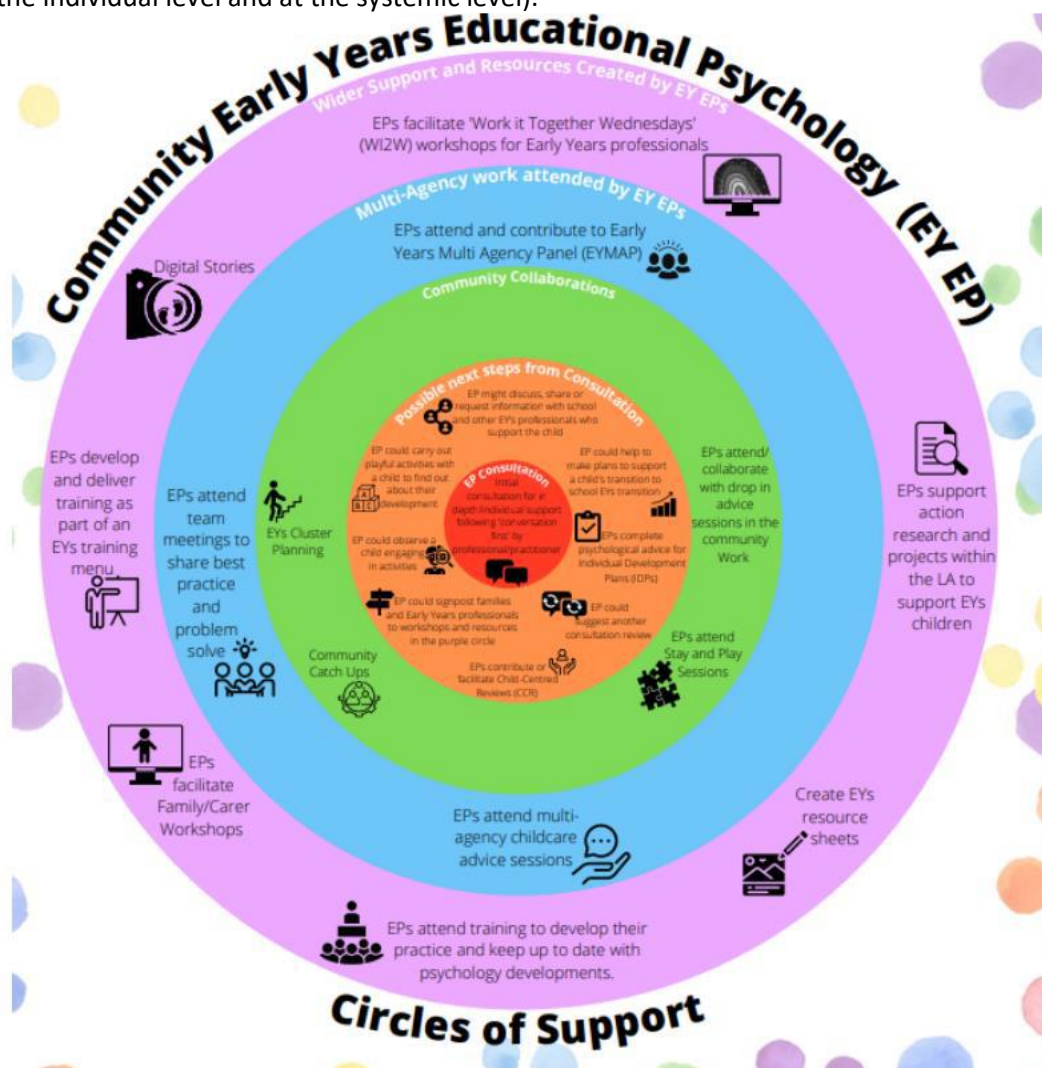
- advice and information on aspects of speech and language
- solutions, resources and strategies through individual and group work
- liaison with other professionals including speech therapy
- training for school staff to build capacity

Requests for ComIT to work with a child come from local authorities. **Further information is available on the ComIT website**

NPT Early Years (Preschool) Community Educational Psychology Team

In September 2021, our 'Community Early Years Educational Psychology Circles of Support' model was launched at the same time as implementation of ALNET (Additional Learning Needs Educational Tribunal [Wales] Act, 2018) for preschool aged children: As part of our community EY EP Circles of Support model, we all work as a team to support families across NPT (Neath Port Talbot).

Our model of support is based on Bronfenbrenner's Ecological Systems Theory, which illustrates how varying factors within a child's environment/context can shape their development. We have a 0.5 FT equivalent community EY EP supporting a specific community. There are six communities which are defined by school catchments for each secondary school in NPT (and feeder primary schools) and therefore the area which a child is likely to access education and activities within a community. Each community has an 'Early Years Community Educational Psychologist' link. The circular model of support (below) aims to provide support at varying levels depending on the child's need – from access to training/resources ('purple circle') for all EYs families to individual early advice/ support with families through [consultation](#) ('red circle'). Multi-agency work and collaboration within the community (either physically or with the community that surrounds the child/family) is key to supporting all our work (e.g. at the individual level and at the systemic level).



Systemically, we aim to act as a link to support and collaborate with a community of preschool professionals/practitioners, for example Health Visitors, Parenting/Children and Family Team, Speech and Language Therapy, Social Services. We hope to develop our use of psychology systemically to help understand who might be best placed, at the right time to support a child. Furthermore, this model of support aims to promote the communities understanding of psychology and child development so that families (and those that support them) feel empowered to adopt a strengths based and solution focused approach in understanding what works and might have the greatest impact for a particular family or wider community.

We take a holistic approach to supporting each individual child, their family and community. Therefore, our support will differ according to the individual strengths and the needs of each child and family. We focus on what the child/children 'can do' to help provide advice on what they 'may need support for'. We try to empower the adults who are important for the child to make positive changes to their development, learning, and wellbeing. Usually our support will start with an [initial consultation with the family at the centre of this](#). These are some other ways we support before and/ or after this:



Finally, we also complete work as part of a team to support the development of our skills as individual EPs and as a team, as well as our colleagues across the LA and Health Services/teams, through:

- Contributing and attending monthly community EY EP Team meetings and half-termly team development days.
- Contributing to wider EY EP regional/national forums (twice a term).
- Attending training for continuous professional development (as appropriate).

We have developed a number of booklets/videos and resources, including a booklet for families about our offer of support here, where further information about the model can be found.



Gofal Cymdeithasol **Cymru**
Social Care **Wales**

27 November 2023

Sent via email

Dear Jayne Bryant MS,

Cc Julie Morgan MS, Deputy Minister for Social Services

Re: The use of agency staff in children's services

Thank you for your recent correspondence. Your letter on 10 October 2023 asked Social Care Wales to clarify a number of points. I apologise for the delay in sending these to you, but I asked the team to provide data from September 2023 so you have the most recent picture from the register of social care professionals.

Our response is laid out in the attached briefing as we note in the response we are also preparing a fuller report on the profile of Social Workers in Wales if this would be of interest, we would happily share a version when available.

Best wishes

Sue Evans
Chief Executive Officer

Cadeirydd/Chair: Mick Giannasi CBE
Prif Weithredwr/Chief Executive: Sue Evans

0300 30 33 444
gofalcymdeithasol.cymru
socialcare.wales

Tudalen y pecyn 33



Children, Young People and Education Committee - Briefing Note - The use of agency staff in children's services – November 2023

1. Is this figure of 49 from April 2023 a percentage figure or is it the number of individual staff?

The figure of 49 represents staff members. It is not a percentage. The figure was taken from the following document (Page 6, paragraph one):

<https://business.senedd.wales/documents/s134519/Social%20Care%20Wales.pdf>

and was based on the data provided by the employers across the sector in the 2022 workforce data collection process. The confirmation of this figure as a percentage in the subsequent email was an error by Social Care Wales.

2. As of September 2023, what is the total number of children's social care staff in the workforce in Wales? (along with the vacancy rate and the percentage of agency staff)

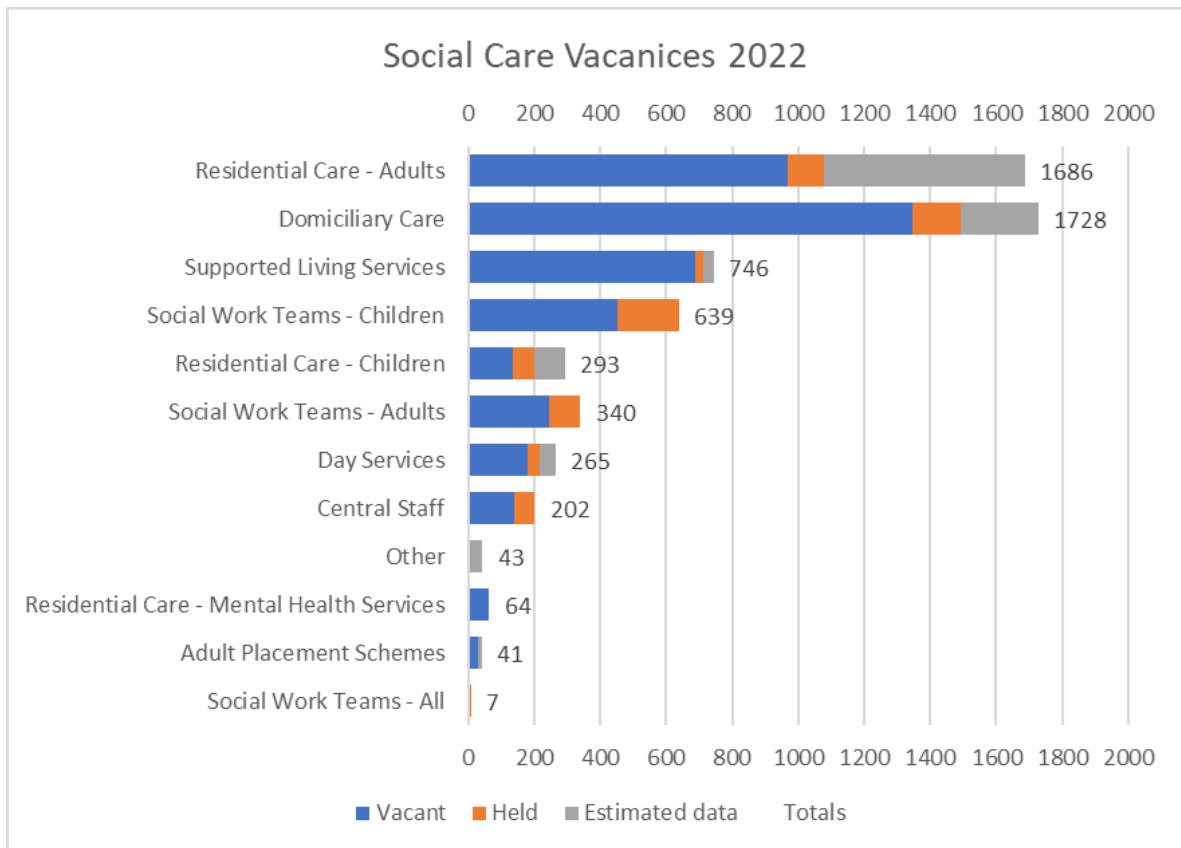
As of September 2023, the register shows the total number of Children's Residential Care workers is: 2,879. Of these 3.3% (95) identify their main employer as an agency. Social Worker numbers are covered in the response to question 3. There will be other registered social care staff who work with children e.g., domiciliary care workers and support staff.

This information, as with all information from the register, is entered and maintained by the individual when they register or in subsequent renewals. Registered individuals are encouraged to update their registration at the point of change occurring, but often this does not take place until the next registration renewal point. This does mean that there can be a lag in the data due to the time taken to update personal information by the Registered person.

Please be aware that individuals can hold multiple registrations and multiple places of employment, if they have more than one job. There will also be children's social care staff who are not required to register e.g., support staff.

Vacancy data is collected in our annual workforce data collection (no real time data is available for September 2023), this data collection goes to all providers across Wales and provides a snapshot of the social care workforce at a point in time. The full report¹ in 2022 reported the following.

¹ [Data and information on the social care workforce... | Social Care Wales](#)



3. As of September 2023, the total number of qualified social worker roles within the children’s social care workforce in Wales? (along with the vacancy rate and the percentage of agency staff)

We are able to provide figures as declared by the registered person. We have three categories in relation to social workers – those working in children’s services, those in adults’ services and those in all age teams².

As of September 2023, the register shows the total number of registered Social Workers in all categories in Wales was **6,736**. Of these, there were **775** social workers registered with an employment agency as their primary employer. This means that **11.5%** of all registered social workers in Wales identified an employment agency as their primary employer. It is important to note that not all social workers will be case holding and working directly with children. Our annual report 2022 suggested that there were 4,181 ‘front-line’ case holding social workers.

As of September 2023, the register shows the total number of Childrens Services Social Workers was **2,456**. Of these, **429 (17.5%)** declared their primary employer as an agency.

² An all age service is one where the registered worker works in a role that provides services to all ages, not just children or adults. While the combined group will include many case holding social workers, many of the workers registered in this category will not be case-holding social workers but employed in roles such as trainers, planners, commissioners etc

Total number of all age team Social Workers was **2,537** of these **142 (5.6%)** declare their primary employer as an agency.

This information, as with all information from the register, is entered and maintained by the individual when they register or in subsequent renewals. Registered individuals are encouraged to update their registration at the point of change occurring, but often this does not take place until the next registration renewal point. This does mean that there can be a lag in the data due to the time taken to update information. Individuals can hold multiple registrations and multiple places of employment.

The work that ADSS Cymru is currently undertaking through the Memorandum of Cooperation will hopefully provide more near-real-time data on vacancies and agency workers within Local Authority Children Services over the next few months.

4. Whose responsibility is it to collect and publish data on vacancy rates and use of agency staff in children's social care?

Understanding the social care workforce in Wales is a collective effort. [Since 2020, Social Care Wales has had the responsibility](#) to collect and [publish data](#) on the entirety of the social care workforce in Wales as part of Welsh Government's Performance and Improvement Framework for social services (PIF). The collection of a single data collection on the social care workforce in Wales was seen as a step forward from the multitude of disparate collections that existed prior to the introduction of the PIF. Social Care Wales is currently working on their third report in this framework.

The annual workforce data collection provides a benchmark of data in a national context. It was developed as a census tool to establish a single mechanism that could provide the necessary insight into the entirety of the social care workforce in Wales, not just registered professionals. It collects data from over 1,200 providers and tens of thousands of individuals who work in social care in Wales with the resulting report available to everyone.

The annual workforce data collection collects information about agency work but was designed as a system for producing annual statistics. The collection was never designed as a system that would be able to actively monitor the social care workforce in Wales in real time. The highly dispersed nature of delivery of social care by many organisations means that no single system exists to collect information on human resources outside of that used in the business themselves. This means that collecting the data is currently a very complex and time intensive task with real-time or near real-time data therefore relatively difficult to produce.

More frequent monitoring of vacancies, agency rates and workforce characteristics relies on employer data and local intelligence, or collective agreement through organisations such as ADSSC to produce data that is frequent and sharable, e.g., the memorandum of cooperation on agency social workers in children services.

Social Care Wales has also been considering how to publish data more actively on registered care workers. We hold information on registered individual's employer and can therefore monitor the number of those registered with an employment agency as their primary employer. This data is reliant on registered people keeping their record up to date and can only report information about their employer, and the role they are registered as. It is, however, another set of data that is being made available for use on the Social Care Wales data portal³. The data portal is a project to bring together data and intelligence on social care in Wales and is currently in the process of redevelopment by Social Care Wales.

In addition, we are in the process of summarising the workforce profile for the social work profession, using current registration data which we would happily share with you when available. While this will not be real time data, it will be a more recent capture of data from the register that can provide an overall profile of the profession. It will also lend itself to more effective workforce planning, by providing some projections of supply and demand of qualified social workers based on turnover, vacancy rates and data emerging from the qualifying pathways of newly qualified social workers from Welsh universities.

Directors of Social Services have a statutory role in each Local Authority to plan their workforce requirements to meet population needs and this is increasingly planned with the NHS and other partners via Regional Workforce Partnership boards, in the planning of more integrated services. Approaches to workforce planning in health and social care are improving but, as always, reliant on accurate, robust workforce data.

The ambition of the Health and Social Care Workforce Strategy remains clear in this respect of continually improving workforce data to aid effective workforce planning. There are specific actions in the draft delivery plan for social care that will support further improvement in this area during phase two of the strategy's implementation.

5. The frequency with which this data is collected.

Workforce data from all 1,200 social care services in Wales is currently collected on an annual basis by Social Care Wales and published as a summary report.

Registration data is updated continuously, but there are periods where updates are more frequent (at the end of a registration and renewal period for example) and as mentioned previously is reliant on the registered person updating their record on a regular basis.

Welsh Government collects some local authority workforce data on a more frequent basis (covering workforce capacity and absence). All other social care collections are ad-hoc and are gathered at the frequency agreed by the involved parties or as a one-off.

³ National social care data portal for Wales - <https://www.socialcaredata.wales/>

6. Your views as to the merits of publishing annual data as in England and which agency would be responsible for taking that forward:

As part of the Welsh Government's Performance and Improvement Framework for social services (PIF) Social Care Wales is already required to collect workforce data on an annual basis and a summary report is published accordingly.

This allows trends to be established based on reliable data and to a certain extent can be validated using comparative data from the register, which is the approach currently taken prior to publication. This revised process has been in place for three years and improvements in the approach have been made year on year. The aim is to have a public facing dashboard on the data portal described in question 4. This will enable data to be used by services and settings to aid improvements to approaches to workforce planning. We work closely with other UK nations in informing our approach to workforce data collections, as well as the Office for National Statistics.

There is a range of social care data available on our data portal, which you may find useful – the National social care data portal for Wales
<https://www.socialcaredata.wales/>

Cyflwyniad Llamau i'r Pwyllgor Cyllid:

Cynigion Cyllideb Ddrafft Llywodraeth Cymru ar gyfer 2024-25

Cyflwyniad

Mae gwasanaethau digartrefedd a chymorth tai yng Nghymru yn wynebu pwysau sylweddol. Mae'r galw am wasanaethau Llamau wedi cynyddu'n sylweddol, ac rydym yn gweld cynnydd sylweddol yn nifer y bobl ifanc rydym yneu cefnogi sy'n cyflwyno anghenion cymorth cymhleth iawn. Mae ein cyllid ar gyfer 'Cymorth sy'n Gysylltiedig â Thai', ac eto mae'n rhaid i ni ddarparu cymaint mwy na hynny, nad yw wedi'i gynnwys yn y contractau presennol nac yn cael eu talu amdano. Mewn rhai achosion, y gwaith hwn sydd yn llythrennol yn cadw pobl sydd â hanes o hunan-niweidio difrifol, neu ymdrechion i gyflawni hunanladdiad, yn fyw.

Mae cost darparu gwasanaethau wedi cynyddu'n sylweddol, er nad oes unrhyw gynydd i'r Grant Cynnal Tai. Mae llawer o'n contractau'n cael eu talu rhwng 20% a 30% yn llai na'r gost wirioneddol ar gyfer ariannu'r gwasanaethau hyn, gan nad oeddent yn ystyried y cynnydd mewn chwyddiant. Rydym eisoes yn rhoi cymhorthdal i gontractau gwerth isel drwy ein gweithgareddau codi arian elusennol ein hunain, ond wrth i unigolion a busnesau brofi problemau costau byw tebyg, mae hwn wedi dod yn amgylchedd llawer mwy heriol.

Yn ogystal, mae comisiynwyr eisoes yn dweud wrthym fod ymyrraeth gynnar, atal, a gwasanaethau cymorth fel y bo'r angen dan fygythiad wrth iddynt ganolbwyntio ymdrechion ar wasanaethau argyfwng. Mae Llywodraeth Cymru wedi rhoi pwyslais i'w groesawu ar bwysigrwydd ymyrraeth gynnar i gyflawni'r uchelgais o wneud digartrefedd yn brin, yn fyr ac yn ddi-ail, ond unwaith y bydd y gwasanaethau hyn wedi'u colli, yn syml iawn, ni fydd y sector yn gallu bodloni nodau'r Papur Gwyn ar Derfynu Digartrefedd yng Nghymru.

Cynnydd yn y galw am wasanaethau:

Derbyniodd ein Llinell Gymorth Digartrefedd Ieuenctid y nifer uchaf o alwadau y mis diwethaf, cynnydd o 50% ers misoedd blaenorol, gan amlygu'r cynnydd yn nifer y bobl ifanc mewn argyfwng a phwysigrwydd gwasanaethau adnabod, atal ac ymyrryd yn gynnar.

Mae atgyfeiriadau wedi parhau i gynyddu ar gyfer lleoedd lloches ar draws Llamau, gyda 279 o atgyfeiriadau ar gyfer ein 64 o leoedd yn 2022/23 (cynnydd o 114 neu 69% ers y llynedd). Yn ystod y flwyddyn fe wnaethom gynyddu capasiti trwy agor 2 loches gwasgaredig (yn ardal Cyngor Bwrdeistref Sirol Merthyr Tudful). Roedd y galw am leoedd yn golygu nad oeddem yn gallu darparu ar gyfer 90 o atgyfeiriadau gan fod llochesi'n llawn, ac nid oedd 16 arall yn gallu cael cymorth yn y gofod a oedd ar gael oherwydd eu hanghenion cymorth a/neu faint y teulu.

Yn y gymuned, derbyniodd ein gwasanaethau Cymorth fel y bo'r Angen 475 o atgyfeiriadau, cynnydd o 20% o gymharu â'r flwyddyn flaenorol.

Llesiant a chadw staff

Mae recriwtio a chadw staff ar draws y sector yn hynod o anodd. Mae pobl yn gadael am swyddi llai straenus a chyflogau uwch mewn mannau eraill. Mae hyn wedi cael effaith sylweddol ar ein gallu i recriwtio a chadw staff. Yn ystod y flwyddyn ddiwethaf, rydym wedi gorfod defnyddio gweithwyr asiantaeth i lenwi swyddi gwag am y tro cyntaf. Mae costau gwneud hyn yn uchel iawn o gymharu â staff cyflogedig ac, o ystyried y galw cynyddol ar draws yr holl ddarparwyr cymorth, mae'n farchnad gystadleuol iawn.

Nid yw codiadau'r Cyflog Byw Cenedlaethol wedi'u cynnwys yn ein cyllid dan gontract, felly disgwylir i ni ddod o hyd i'r arian o rywle arall. Er ein bod yn croesawu'r cynnydd i gydweithwyr, nid oes gennym unrhyw arian ychwanegol i dalu amdano. Oherwydd yr argyfwng costau byw, mae ein staff ar y cyflogau isaf bellach yn profi'r un problemau â'r bobl rydym yn eu cefnogi, megis anallu i dalu biliau, fforddio siopau bwyd, neu dalu rhent.

Mae'r sefyllfa hon yn anghynnaladwy. Rhoddwyd cyllid i wasanaethau gofal yng nghylch cyllideb y llynedd i ddarparu cyflogau Cyflog Byw Gwirioneddol i staff, ond ni ddigwyddodd hyn ar gyfer gwasanaethau cymorth. Mae cyllidebau llinell sefydlog wedi arwain at ddatchwyddiant cyflog, a dyma brif achos y broblem recriwtio a chadw yn y sector.

Mae dull Llywodraeth Cymru o ymdrin â gwariant ataliol yn cael ei gynrychioli mewn dyraniadau adnoddau (Gwariant ataliol = gwariant sy'n canolbwyntio ar atal problemau ac yn lleddfu'r galw ar wasanaethau yn y dyfodol drwy ymyrryd yn gynnar).

Mae comisiynwyr yn dweud wrth y sector fod gwasanaethau atal mewn perygl gan fod angen iddynt ganolbwyntio arian ar ymyriadau mewn argyfwng oherwydd diffyg cyllid. Mae hon, yn ein barn ni, yn economi ffug gan fod y gwasanaethau ataliol ac ymyrraeth gynnar yn arbed arian yn y tymor hwy, fel y dengys yr enghreifftiau hyn:

- Gall cyfryngu atal y berthynas deuluol rhag chwalu mewn modd cynaliadwy a'r argyfwng costus o ddigartrefedd i berson ifanc; arbed dros £27,000 y person mewn costau llety â chymorth arbenigol.
- Dangosir yn gyson mai tor-perthynas teuluol yw prif ysgogydd digartrefedd ieuencid. Gall ymyrraeth gynnar wedi'i thargedu fel ein gwasanaethau cyfryngu alluogi pobl ifanc i aros yn ddiogel yn eu cartref teuluol yn llwyddiannus; atal costau sylweddol llety dros dro amhriodol yn aml – dangoswyd ei fod wedi dyblu yng Nghymru yn y 5 mlynedd diwethaf i dros £40m.
- Mae cefnogi unigolyn i reoli ei iechyd meddwl yn well trwy ein gwasanaethau arbenigol fel cwnsela yn cael effaith ddofn ar eu hapusrwydd ac ansawdd

eu bywyd. Mae bron i £5 biliwn yn cael ei golli drwy lai o gynhyrchiant a chostau gofal iechyd yng Nghymru bob blwyddyn.

- Trwy hwyluso ail-ymgysylltu ag addysg ac atal gwaharddiad, gall ein gwasanaethau allgymorth EMPHASIS arbed tua £370,000 i'r wladwriaeth mewn addysg gydol oes, budd-daliadau, gofal iechyd a chostau cyfiawnder troseddol.

A yw'r cymorth a ddarperir gan Lywodraeth Cymru i sefydliadau trydydd sector, sy'n wynebu mwy o alw am wasanaethau o ganlyniad i'r argyfwng costau byw a'r pandemig, yn ddigonol?

Wrth adael y pandemig, rydym wedi gweld cynnydd yng nghymhlethdod anghenion a risg ar gyfer y bobl ifanc rydym yn eu cefnogi, gyda mwy o brofiad o drama ac anghenion iechyd meddwl a lles cysylltiedig. Mae hyn ar adeg pan fo cymorth gan asiantaethau eraill yn fwy anodd ei gyrchu.

Mae nifer y menywod sy'n wynebu digartrefedd oherwydd cam-drin domestig yn cynyddu. Fodd bynnag, mae hefyd wedi bod yn arafu argaeledd eiddo symud ymlaen i fenywod a theuluoedd oherwydd galw digynsail am lety, a phwysau digartrefedd mwy cyffredinol.

Nid yw'r argyfwng costau byw ond wedi gwaethygu'r broblem, ac eto nid yw cyllid yn cyd-fynd â'r galw cynyddol am wasanaethau cymorth.

Casgliad

Mae Llamau bob amser wedi ymdrechu i ddarparu gwasanaethau cymorth effeithiol o ansawdd uchel, ond mae'n anodd gweld sut y gellir cynnal gwasanaethau ar y lefel bresennol heb gynnydd mewn cyllid drwy'r HSG. Bydd hyn yn ei dro yn gweld llawer mwy o bobl yn methu â chael gafael ar y cymorth sydd ei angen arnynt mewn modd amserol.

Mae'r sector cyfan yn cael trafferth gyda galw cynyddol, cymhlethdod anghenion a diffyg cyllid. Mae Llamau, ynghyd â darparwyr cymorth eraill, wedi penderfynu peidio ag ail-dendro ar gyfer rhai gwasanaethau gan na ellir eu darparu i'r safon angenrheidiol gyda'r cyllid sydd ar gael. Nid oes unman ar ôl i fynd o ran arbedion cost.

Heb godiad i'r Grant Cynnal Tai am y flwyddyn ariannol 2024/25, mae perygl gwirioneddol y bydd gwasanaethau'n dymchwel, yr agenda ymyrraeth gynnar yn cael ei cholli – a chyda hynny, y cyfle i gyflawni'r newid unwaith mewn cenhedlaeth a amlinellwyd gan Lywodraeth Cymru yn y Papur Gwyn ar Derfynu Digartrefedd yng Nghymru.

Llamau

Imagine a World Without
Homelessness



Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

Llywodraeth Cymru
Welsh Government

Jayne Bryant AS
Cadeirydd, y Pwyllgor Plant, Pobl Ifanc ac Addysg

1 Rhagfyr 2023

Annwyl Jayne

Darparu Prydau Ysgol am Ddim yn y Gwyliau

Diolch am eich llythyr dyddiedig 25 Hydref yn rhannu eich pryderon am ddarparu prydau ysgol am ddim yn ystod gwyliau'r ysgol, fel y'i codwyd yng nghyfarfod y Pwyllgor Plant, Pobl Ifanc ac Addysg ar 14 Medi. Rwy'n ymwybodol o'r llythyr o dan sylw gan y naw elusen ac ymatebais i'r llythyr ym mis Awst eleni.

Gwnaed penderfyniad ym mis Mawrth 2023 i ymestyn y ddarpariaeth prydau ysgol am ddim yn ystod y gwyliau tan ddiwedd gwyliau hanner tymor mis Mai 2023. Roedd yn amlwg mai'r estyniad hwn oedd y cyfan y gallai Llywodraeth Cymru ei fforddio, er gwaetha'r ffaith ein bod yn deall yr effaith ar deuluoedd dros wyliau'r haf yn iawn.

Cyn gwyliau'r haf, ysgrifennom at Awdurdodau Lleol i'w hannog i gyfeirio teuluoedd at yr holl ddarpariaethau lleol sydd ar gael iddynt; gan gynnwys cynlluniau haf a ddarpariaeth a gynigir gan sefydliadau trydydd sector a'r sector gwirfoddol. Yn ystod yr haf, trefnwyd bod ystod eang o gynlluniau ar gael ym mhob ardal awdurdod lleol i gefnogi plant a phobl ifanc.

Mae'r Rhaglen Gwella Gwyliau'r Haf (SHEP) a ariennir gan Lywodraeth Cymru, sydd wedi'i brandio fel [cynllun 'Bwyd a Hwyl'](#), yn cael ei rhedeg mewn ysgolion ac yn gweithredu yn ystod gwyliau'r haf. Yn ystod Haf 2023, cymerodd 265 o ysgolion ran mewn 175 o gynlluniau SHEP gan ddarparu 11,100 o leoedd i ddysgwyr ar bob diwrnod yr oedd yn gweithredu. Roedd y cynlluniau'n rhedeg am o leiaf 12 diwrnod ar draws pob un o'r 22 awdurdod lleol. Yn ogystal, mewn ymateb i'r argyfwng costau byw, yn ystod yr Haf hwn cynigiodd y mwyafrif o awdurdodau lleol 'fag bwyd' (bag sy'n cynnwys hanfodion y pantri) i ddysgwyr fynd â nhw adref. Bydd y ffigurau pendant y lefelau cyfranogiad ar gael yn ddiweddarach yn yr Hydref yn dilyn cyflwyno data gan awdurdodau lleol i Gymdeithas Llywodraeth Leol Cymru (CLILC) sy'n rheoli SHEP.

Sefydlwyd y Prosiect Gwyliau Gwaith Chwarae gwerth £1m i fynd i'r afael â llwgu yn ystod gwyliau drwy ddarparu bwyd / byrbrydau iach am ddim mewn cynlluniau chwarae yn ystod gwyliau'r ysgol gyda'r opsiwn o gynyddu'r ddarpariaeth chwarae bresennol yn ystod y gwyliau. Mae'r cyllid yn cael ei rannu yn ôl fformiwla rhwng y 22 awdurdod lleol. Mae'r cynllun yn targedu ardaloedd difreintiedig, a gall weithredu ym mhob cyfnod gwyliau ysgol, yn ôl disgrisiwn awdurdodau lleol yn unol â'r blaenoriaethau a nodwyd yn eu Hasesiad Digonolrwydd Cyfleoedd Chwarae.

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CF99 1SN

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0300 0604400

Gohebiaeth.Jeremy.Miles@llyw.cymru
Correspondence.Jeremy.Miles@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.

Rydym yn gwybod bod pum Awdurdod Lleol wedi darparu math o ddarpariaeth Prydau Ysgol am Ddim i ddysgwyr cymwys yn ystod y chwe wythnos o wyliau haf yn 2023. Fodd bynnag, nid ydym yn cadw data ar y darpariaethau nad ydynt yn cael eu hariannu gan Lywodraeth Cymru

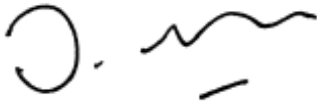
Yn ddiweddar, ystyriais a ddylid adfer cyllid ar gyfer darpariaeth prydau ysgol am ddim yn ystod y gwyliau ar gyfer hanner tymor mis Hydref a gwyliau ysgol dilynol. Yn anffodus, oherwydd y pwysau ariannol sylweddol sy'n wynebu cyllideb Cymru, mae'r ddarpariaeth o brydau ysgol am ddim yn ystod y gwyliau wedi dod i ben am gyfnod amhenodol.

Rydym yn gwneud popeth o fewn ein gallu i gefnogi pobl drwy'r argyfwng costau byw drwy dargedu cymorth at y rhai sydd ei angen fwyaf a thrwy raglenni a chynlluniau sy'n rhoi arian yn ôl ym mhocedi pobl. Mae hyn yn cynnwys gwybodaeth am [yr hyn sydd ar gael yn eu hardal leol](#) yn ogystal ag [adnoddau i helpu gyda chostau byw](#). Yn ystod 2022-23 a 2023-24 rydym wedi buddsoddi mwy na £3.3bn mewn rhaglenni a chynlluniau sy'n rhoi arian yn ôl ym mhocedi pobl.

Byddwn yn parhau i fonitro'r sefyllfa ynghylch costau byw er mwyn cefnogi teuluoedd a sicrhau ein bod yn cyflawni ein hymrwymiad nad oes unrhyw blentyn yn mynd heb fwyd.

Diolch ichi am eich cefnogaeth barhaus.

Yr eiddoch yn gywir,



Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language