

**Cyflwynwyd yr ymateb hwn i ymgynghoriad y [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Flaenoriaethau'r Chweched Senedd](#)**

**This response was submitted to the [Children, Young People and Education Committee](#) consultation on [Sixth Senedd Priorities](#)**

**CYPE SP 21**

**Ymateb gan: Susie Ventris-Field, Prif Weithredwr, Canolfan Materion Rhyngwladol Cymru**

**Response from: Susie Ventris-Field, Chief Executive, Welsh Centre for International Affairs**

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Beth yn eich barn chi yw'r prif flaenoriaethau neu'r materion y dylai'r Pwyllgor eu hystyried yn ystod y Chweched Senedd? Os oes modd, nodwch eich barn o ran sut y gallai'r Pwyllgor fynd i'r afael â hyn.

What do you consider to be the main priorities or issues that the Committee should consider during the Sixth Senedd? Where possible, please set out your view about how the Committee could address them.

**Thema 1: Addysg oedran ysgol | Theme 1: School-age education**

**Curriculum**

The new curriculum is exciting but we would welcome more scrutiny of some key areas of implementation.

The curriculum is predicated on pupils having rich experiences that provide them with opportunities to develop knowledge, understanding and skills that will contribute towards the four purposes. The third sector has and will continue to play an absolutely essential role in this space. However, there is no clear strategic approach, support, joined up thinking or funding for third sector in delivering the new curriculum. Funding is sometimes given for distinct projects but not through open or transparent grants systems and seems to be somewhat ad hoc.

Moreover, many in the wider third sector haven't had the training or support to adapt what they do to the new curriculum. This is a missed opportunity to ensure the implementation of the Curriculum for Wales is a success. Third sector organisations often bring in supplementary funding towards education in Wales (via grants and UK



level contracts) – more involvement of the third sector will enable better strategic leveraging of these funds.

We would like to see ad hoc funding that is currently given to the sector for schools projects, resource creation and professional learning to be put into a single grants pot aimed at enabling external organisations to support the delivery of the new curriculum. This should include a transparent, open and clear grants process. We recommend ringfencing some of this grant pot for Education for Sustainable Development & Global Citizenship (ESDGC) to ensure there are opportunities for young people to become ethical informed citizens of Wales and the world (case studies and policy briefings are available on these topics). Climate education is quite rightly being prioritised but without the other supporting areas of ESDGC, pupils will not have the opportunity to explore the links between climate change, climate action and other key global issues (e.g. poverty, inequality, sustainable economics).

We also recommend more guidelines and support for the third sector in how they can best support the new curriculum, including the production of appropriate professionally learning, resources and schools programmes. Finally, schools need easy access to high-quality pupil enrichment so it is important that these opportunities are mapped and shared with schools in a way that makes them as accessible as possible, particularly as schools are developing their individual curricula.

### **Youth work**

We would like to see a more joined up approach between the youth work and formal education sectors, with mutual understanding of the relevant strategies and principles so they can be more mutually supportive. This will be particularly important as the new International Learning Programme (ILE) is implemented. We'd like to see the voices of young people included as this scheme is developed and implemented, including on the advisory panel. The advisory panel for ILE should be transparent as should the process for developing the priorities.

### **Thema 2: Addysg bellach ac addysg uwch | Theme 2: Further and higher education**

To align with the Curriculum for Wales, we would like to see opportunities across FE and HE for pupils to continue to develop as global citizens. WCIA is part of a European Partnership project (SDGS4U) which will provide tools to embed the Sustainable Development Goals (and Wellbeing Goals in Wales) in universities. These tools include online courses to introduce some of the global concepts that help young people to develop as globally responsible citizens.



**Thema 3: Iechyd a lles, gan gynnwys gofal cymdeithasol (i'r graddau y maent yn ymwneud â phlant a phobl ifanc) | Theme 3: Health and well-being, including social care (as they relate to children and young people)**

**Thema 4: Plant a phobl Ifanc | Theme 4: Children and young people**

International exchange and global citizenship opportunities can be transformational in raising aspirations of young people. These must be available to those in further and higher education but also young people in this age group who are not in education or training. We are extremely supportive of the new ILE programme but it must be scrutinised to ensure it is accessible to all young people and provides complementarity to rather than any duplication of the Turing Scheme run by UK government. It is important to make best strategic use of this funding. We would like to see full transparency of the advisory committee on ILEP to ensure a fair and equal balance between youth organisations, third sector, schools, further education and higher education and strongly feel young people themselves should be represented on this panel. Ongoing scrutiny of this grant will be required to ensure young people from all backgrounds can benefit from the scheme and that opportunities not already offered by the UK Government's Turing Scheme are prioritised.

One factor in the mental health of children and young people is their concern about big global issues like climate change, poverty and inequality. One way to address this is to ensure young people are given opportunities, inside and outside of formal education, to understand these issues, form their own opinions and, consequently, feel empowered to take informed action. This enables them to take more informed personal decisions, but also to become more involved in community and political life as citizens. The impact of this approach can be seen in a number of schemes such as the Youth Climate Ambassadors programme run by Size of Wales and WCIA.

