

# Agenda – Culture, Welsh Language and Communications Committee

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Meeting Venue:

Committee Room 2 – Senedd

Meeting date: Thursday, 20 July 2017

Meeting time: 09.30

For further information contact:

Steve George

Committee Clerk

0300 200 6565

[SeneddCWLC@assembly.wales](mailto:SeneddCWLC@assembly.wales)

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

## 2 News Journalism in Wales: Evidence Session 1 1

(9:30 – 10:30)

(Pages 1 – 6)

Rob Taylor, Editor, Wrexham.com

Graham Breeze, Partner at MyTown Media Ltd, owners of online sites MyWelshpool  
and MyNewtown

## 3 Paper(s) to note

Response by the Welsh Government to the report of the Culture, Welsh Language  
and Communications Committee entitled ‘Achieving the Ambition: Inquiry into the  
Welsh Government’s new Welsh Language Strategy’

(Pages 7 – 16)

Letter from the Llywydd relating to the Implementation of the Wales Act 2017

(Page 17)

Letter from the Secretary of State for Wales regarding the Implementation of the  
Wales Act 2017

(Pages 18 – 19)



- 4 Motion under Standing Order 17.42 to resolve to exclude the public from the meeting for the following business:**
  
- 5 The Future of S4C: Consideration of Draft Report**  
(10:30 – 10:45) (Pages 20 – 51)
  
- 6 Funding for and Access to Music Education: Consideration of Draft Report**  
(10:45 – 11:00) (Pages 52 – 98)
  
- 7 Arts Funding: Scoping paper**  
(11:00 – 11:15) (Pages 99 – 102)
  
- 8 Heritage Wales: Scoping Paper**  
(11:15 – 11:30) (Pages 103 – 109)
  
- 9 Consideration of Summer Engagement Plan**  
(11:30 – 11:40) (Pages 110 – 111)

# Agenda Item 2

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# Agenda Item 3.1

## Written Response by the Welsh Government to the report of the Culture, Welsh Language and Communications Committee entitled 'Achieving the Ambition: Inquiry into the Welsh Government's new Welsh Language Strategy'

5 July 2017

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I am grateful to the Culture, Welsh Language, and Communications Committee for their inquiry. The evidence that the Committee has collected and the discussions during the Committee sessions has been useful as we finalise the strategy, which will be published shortly.

It is clear that achieving the goal of having a million Welsh speakers by 2050 requires step changes, with the final strategy clearly outlining the actions we deem necessary in order to achieve this goal. Committee Members will see many of their recommendations addressed in final strategy.

The Welsh Language Division revenue budget for 2017-18 is £36.195m. This is the budget which funds activities and programmes in support of this Cymraeg 2050 Strategy. This includes an additional £5 million allocation towards the Welsh language during the current financial year to enhance Welsh language training in the workplace and increase activities to promote and facilitate use of the Welsh Language – two key strands of the Strategy. An additional £4,105,000 has been committed from BEL 5511 during the 2017-2018 financial year to increase the number of educational practitioners able to teach confidently through the medium of Welsh.

During implementation of the Strategy the re-allocation of funds and resources within the current Welsh language budget will be required in specific areas to meet the key priorities. Separate advice will be provided at the appropriate time. **As a 33 year strategy, it will be necessary for future administrations to take decisions on funding priorities throughout the lifetime of the Strategy, subject to future budget rounds.**

**Detailed Responses to the report's recommendations are set out below:**

### Recommendation 1

The Committee recommends that the Government should publish its underlying assumptions about the increase in Welsh speakers it expects from its proposed interventions and consults further on detailed, outcome-focussed, targets and milestones before adopting them for the new strategy

**Response: Accept**

The underlying assumptions about the increase in Welsh speakers will be included in the forthcoming Strategy – Cymraeg 2050. This will show the anticipated trajectory towards a million speakers which will include milestones along the journey. We will continuously monitor, evaluate and consult on the implementation of the strategy, using these milestones to track progress.

**Financial Implications – None.**

### **Recommendation 2**

We recommend that the final strategy should give due weight to the importance of nurturing language use in communities, in social life and in workplaces. This should be done alongside language acquisition through Welsh-medium education, early years education and improving the quality of Welsh language teaching in English-medium schools and Welsh language outcomes for pupils.

**Response: Accept**

The close relationship between language acquisition and language use will be outlined in the forthcoming Strategy.

**Financial Implications – None**

### **Recommendation 3**

We recommend that the proposed new Agency for the Promotion of Welsh has a clear focus from the outset in helping deliver the overall strategic aim of a million Welsh speakers particularly through helping parents understand the benefits of a bilingual education and of learning Welsh in schools outside the Welsh-medium sector.

**Response: Accept in part**

The Welsh Language (Wales) Measure 2011 is currently under review. We will consult with the public on the organisational structures required for delivering Cymraeg 2050, including promotion of the Welsh language.

**Financial Implications –** An additional budget of £2million has been allocated towards promoting the Welsh language during 2017-2018 while the legislative process is being concluded.

### **Recommendation 4**

We recommend that the Welsh Government sets out as an urgent priority:

- its assessment of how many additional teachers able to teach through the medium of Welsh will be needed to achieve the strategy's overall aim;

- When those teachers will be needed; and
- How it will identify, recruit and train those teachers for when they are needed.

### **Response: Accept**

The final Welsh Language Strategy will include targets about the number of additional teachers needed to teach Welsh and through the medium of Welsh at various points in time between now and 2050.

Workforce planning requires different strategies to ensure sufficient supply of high quality practitioners. Welsh Government will work with key stakeholders to develop a workforce plan for increasing the number of practitioners who can teach Welsh and through the medium of Welsh.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 5**

We recommend that the Welsh Government considers what additional help and support it needs to provide to private sector employers and businesses to enable them to develop and expand their Welsh language provision as part of meeting the overall aim of the strategy.

### **Response: Accept**

Further details on how the Welsh Government will seek to support employers in the private sector to expand their Welsh language provision will be published in the Strategy and Work Programme.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 6**

We recommend that the Welsh Government publishes as a matter of urgency its assessment of the additional resources that will be needed to support the strategic aim of 1 million Welsh speakers by the year 2050. This should include the projected profile of spending over the early part of the strategy and an assessment of the comparative cost of what the various interventions that will be required are likely to be.

### **Response: Accept in part**

An additional £10m has been committed this year to start to deliver the new Strategy, including additional funding for improving Welsh in the workplace, promoting Welsh, and supporting the education sector which was announced on 4 July 2017. Maximising available funding across Welsh Government budgets will also be key.

**Financial Implications – None**

### **Recommendation 7**

We recommend that the Welsh Government responds specifically to Mudiad Meithrin's assessment that an additional 650 new 'cylch meithrin' will be needed to support the strategy.

#### **Response: Reject**

We accept the recommendation's aim to support additional nursery provision but do not recognise the additional 650 groups. The targets for additional nursery provision will be published in the new strategy.

**Financial Implications – None.**

### **Recommendation 8**

We recommend that expanding Welsh-medium early years provision should be a priority area when considering additional funding under the strategy.

#### **Response: Accept**

Further details about the role of early years provision will be provided in the final Welsh Language Strategy.

**Financial Implications –** Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 9**

We recommend that the Welsh Government should consider providing free tuition in Welsh to parents who put their children into Welsh-language pre-school provision.

#### **Response: Accept**

Consideration will be given to this option as part of the review of Welsh language tuition for families currently underway by the National Centre for Learning Welsh.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 10**

We recommend that the Welsh Government takes steps to improve the information it has available on the Welsh-medium capabilities of early years practitioners so that it can plan properly to ensure that practitioners have the right skill mix and progression opportunities to support the aims of the strategy.

#### **Response: Accept**

Gaining a better understanding of the early years workforce's ability to work through the medium of Welsh is a vital part of developing provision, and further details regarding this will be provided in the strategy documents.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 11**

We recommend that the Welsh Government sets out in detail how it intends to move “schools along the language continuum” including examples of good practice models, with a particular focus on how it will address any concerns from parents and the wider community.

#### **Response: Accept in principle**

Whilst it is a local authority function to plan for school places and to set out their plans for developing Welsh medium education in their Welsh in Education Strategic Plans (WESPs), the Welsh Government intends to review the regulations and guidance in respect of WESPs in order to encourage movement along the language continuum.

When proposing significant change, local authorities and other proposers must comply with the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code including in respect of consultation. The School Organisation Code is currently subject to consultation.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 12**

We recommend that the final strategy should emphasise the need to move greater number of pupils along the language continuum and how this will be achieved in both in all categories of schools in Wales.

**Response: Accept**

Welsh Government has already committed to introduce one continuum of learning Welsh for all pupils in Wales as part of the new curriculum. Further details on its implementation will be available as the curriculum is developed.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

**Recommendation 13**

We recommend that the Welsh Government evaluates the efficacy of its current scheme for improving the level of Welsh of practising teachers and sets out a projected timescale for how Welsh speaking teachers, who do not currently teach in Welsh, can be encouraged to do so including providing more opportunities:

- for them to transfer to Welsh medium education; and
- for mentoring and others schemes to help build confidence in their ability in Welsh.

**Response: Accept in principle.**

Welsh Government has undertaken three evaluations of the Sabbatical Scheme since its inception in 2006. Evaluations have concluded that the Scheme is having an impact on the Welsh language skills of practitioners and their ability to teach Welsh and through the medium of Welsh or bilingually. Further evaluations will be planned at timely intervals.

Workforce planning requires different strategies to ensure sufficient supply of high quality practitioners. Welsh Government will work with key stakeholders to develop a workforce plan for increasing the number of practitioners who can teach Welsh and through the medium of Welsh.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

**Recommendation 14**

We recommend that the Welsh Government sets out clearly:

- how many additional teachers able to teach Welsh as a subject and teach through the medium of Welsh will be needed to achieve the strategy's overall aim;

- when they will be needed; and
- how many of these additional teachers will be drawn from the existing teaching workforce and how many through initial teacher training or other routes into the profession.

### **Response: Accept**

As noted under recommendation 4, the final Welsh Language Strategy will include targets about the number of additional teachers needed to teach Welsh and through the medium of Welsh at various points in time between now and 2050.

Workforce planning requires different strategies to ensure sufficient supply of high quality practitioners. Welsh Government will work with key stakeholders to develop a workforce plan for increasing the number of practitioners who can teach Welsh and through the medium of Welsh.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 15**

We recommend that that the Welsh Government considers how it can increase the supply of Welsh speaking students entering initial teacher training or other entry routes into the profession taking into account any wider recruitment implications this may for recruiting teachers both within Wales and in competition with other parts of the UK.

### **Response: Accept**

Welsh Government will work with key stakeholders to target new entrants into initial teacher education.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 16**

We recommend that the Welsh Government considers the role of learning support staff in supporting the aims of the strategy and takes steps, along with Estyn and the Education Workforce Council, to establish a clearer picture of their current language skills to help inform future planning.

### **Response: Accept**

Welsh Government acknowledges the role of learning support staff in supporting the aims of the strategy. We currently provide specific Sabbatical Scheme courses for learning support staff to learn Welsh or improve their Welsh. Learning support staff will be included in our wider workforce plan for education practitioners.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 17**

We recommend that the new strategy should place equal emphasis on dramatically improving outcomes from Welsh second language teaching along with increasing the numbers receiving Welsh-medium or bilingual education.

**Response: Accept**

Further details are included in the final strategy.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 18**

We recommend that the Welsh Government sets out clearly how it will dramatically improve the teaching of Welsh in English-medium schools.

**Response: Accept**

Welsh Government has already committed to introduce one continuum of learning Welsh for all pupils in Wales as part of the new curriculum. Further details on its implementation will be available as the curriculum is developed.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 19**

We recommend that the Welsh Government along with the WJEC reviews the provision of Welsh language learning resources for students to ensure that students receiving their education through the medium of Welsh are not disadvantaged.

**Response: Accept**

Welsh Government provides grant funding to the WJEC to provide resources to support Welsh-medium qualifications and will continue to provide this

funding. Following the summit on bilingual resources in April, work has begun on reviewing the current situation and finding a long-term solution to the provision of resources to support qualifications and curriculum.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 20**

We recommend a thorough evaluation of the Sabbatical Scheme looking particularly at its value for money in improving classroom outcomes and in encouraging more teachers to teach Welsh or in Welsh.

#### **Response: Accept in principle**

Welsh Government has undertaken three evaluations of the Sabbatical Scheme since its inception in 2006. Evaluations have concluded that the Scheme is having an impact on the Welsh language skills of practitioners and their ability to teach in Welsh and through the medium of Welsh or bilingually. Further evaluations will be planned at timely intervals.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

### **Recommendation 21**

We recommend that the proposed new Agency for the Promotion of Welsh, working with established organisations and local initiatives, promotes and markets Welsh as a community language with benefits to speakers as a skill and in the workplace.

#### **Response: Accept in principle**

The Welsh Government will be undertaking additional promotional work while the current legislation is under review. This will include promoting the language as a skill in the workplace, and closer engagement with community organisations and initiatives.

**Financial Implications** – An additional £2 million has been allocated to carry out these additional areas of work during the 2017-2018 financial year.

### **Recommendation 22**

We recommend that the Welsh Government continues to support good quality, widely available Welsh for Adults provision but considers carefully its relative priority within the strategy compared to other priority areas.

**Response: Accept in principle**

Welsh for Adults provision, and all other areas of work, will be considered as the strategy is implemented and resources prioritised accordingly.

**Financial Implications** – Any additional costs will be met by re-prioritising existing programme budgets

**Recommendation 23**

We recommend that the final strategy includes a clear definition of what will count as a Welsh speaker in evaluating whether the strategy is successful in its aim of creating a million speakers.

**Response: Accept**

The final Welsh Language Strategy will address this matter.

**Financial Implications** None

**Alun Davies AM, Minister for Lifelong Learning and the Welsh Language**

## Agenda Item 3.2

Committee Chairs  
National Assembly for Wales  
Cardiff Bay  
CF99 1NA

11 July 2017

Dear Committee Chair

### Implementation of the Wales Act 2017

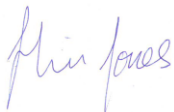
As you will be aware, the Wales Act 2017 provides that the Secretary of State for Wales must appoint, through regulations, a 'principal appointed day' on which the new reserved powers model will come into force. The Act also provides that the Secretary of State must consult me, as Llywydd, before making such regulations.

I enclose a letter from the Secretary of State setting out his intention to appoint **6 April 2018** as the principal appointed day. He also indicates that he intends to commence most of the remaining provisions in the Wales Act at the same time.

You will note from the Secretary of State's letter that he intends to write further in relation to the implications for the Legislative Consent process as a result of the two-year Parliamentary session. I will share this letter with you in due course.

I would be grateful if you could let me know by Friday 28 July whether your committees have any comments to make on the Secretary of State's proposals.

Yours sincerely



Elin Jones AM  
Llywydd

Enc

Croesewir gohebiaeth yn Gymraeg neu Saesneg / We welcome correspondence in Welsh or English

# Agenda Item 3.3



Rt Hon Alun Cairns MP  
Secretary of State for Wales  
Ysgrifennydd Gwladol Cymru

Gwydyr House | Tŷ Gwydyr  
London | Llundain  
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1 Caspian Point | 1 Pwynt Caspian  
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[www.gov.uk/wales](http://www.gov.uk/wales) [www.gov.uk/cymru](http://www.gov.uk/cymru)

Elin Jones AM  
Presiding Officer  
National Assembly for Wales  
Cardiff Bay  
CF99 1NA

Ref: 250SUB 17

10<sup>th</sup> July 2017

I am writing regarding the implementation of the Wales Act 2017. The Act provides for the Secretary of State to appoint, through regulations, a “principal appointed day” (PAD) on which the new reserved powers model comes into force. The Act specifies that I consult the Welsh Ministers and the Assembly’s Presiding Officer before making regulations appointing the PAD. I am therefore writing to seek your views on my proposal to specify **6 April 2018 as the principal appointed day**.

Three key factors have informed my proposed date. Firstly, the need to implement the new reserved powers model of Welsh devolution as soon as practicable, to provide a clearer settlement and a well-defined division between devolved and reserved responsibilities. The lack of clarity that is a feature of the current Welsh devolution settlement continues to hinder our administrations working together as effectively as they might.

The 2017 Act requires the PAD to be at least four months after the regulations appointing the date are made. Making these regulations this autumn would provide Parliament, the National Assembly for Wales and both our governments with sufficient notice to prepare for the new model.

Secondly, as you know the new devolved taxes - the Land Transaction Tax and Landfill Disposals Tax - come on stream on 6 April 2018. Bringing the reserved powers model into force on the same day would deliver a strong message that Welsh devolution has come of age.

Thirdly, we need to be clear about the model of Welsh devolution which applies as we prepare for our exit from the European Union. Implementing the reserved powers model in April 2018 provides us with sufficient time to make the necessary preparations before exit day.

I also propose to commence most of the remaining sections of the Wales Act 2017 in the same order. These sections devolve further powers to the National Assembly and the Welsh Ministers. The devolution of these powers is already reflected in the reserved powers model and so it makes sense to bring these sections into force at the same time.

The current session of Parliament will run until 2019, meaning the new reserved powers model would be brought force mid-way through the session. Clearly this has implications for any Legislative Consent Motions that may be required, and my officials are working to assess the impact. I will write to you once this analysis is completed. You will be aware that under Schedule 7 to the 2017 Act the current *conferred* powers model would continue to apply to those Assembly Bills which have passed Stage 1 by the PAD.

I would be grateful to receive your response by **4 September**, enabling the regulations to be drafted by early autumn. I am happy to share with you the regulations in draft before they are laid.

I am writing in similar terms to the First Minister of Wales.

Yours,  


**Alun Cairns MP**  
Secretary of State for Wales  
Ysgrifennydd Gwladol Cymru

# Agenda Item 5

Document is Restricted

# Agenda Item 6

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Cynulliad Cenedlaethol Cymru / National Assembly for Wales  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / The Culture, Welsh Language and Communications Committee  
Ariannu Addysg Cerddoriaeth a Munediad ati / Funding for and Access to Music Education  
CWLC(5) FAME17

Ymateb gan Gwasanaeth Cerdd Rhondda Cynon Taf – Grŵp Cynghori Gwybodaeth Ychwanegol / Evidence from Rhondda Cynon Taf Music Service – Advisory Group  
Additional Information

## Rind fenced funding

The suggestion to make music services statutory for local authorities is a good idea. The problem for schools is affordability. Many schools in RCT now pass some or all of the cost of buying in the service onto parents. Obviously this makes it unaffordable to many families.

In the schools where they pass on the whole cost, head teachers often opt to get in a private company to provide the lessons as the school no longer has to handle the money or do the administration. Whilst it is good that the pupils are still getting the opportunity to learn, we see very few of these pupils being encouraged to join local ensembles or being fed through to the national ensembles.

## Database of Musical Instruments

In Rhondda Cynon Taf, we have already implemented a detailed database of our instruments. We hire these out for a small yearly fee and our system helps us to administrate this. The software package is part of and works in partnership with a county wide system, Capita. This has been implemented at a considerable cost to the Music Service and so it would seem illogical to move to a different system that does not fulfil our needs. Our software can access individual pupils home address details etc for sending renewal invoices – when a school clerk updates a pupils address when they move home – it automatically updates our system. RCT did buy the same system as Gwent a number of years ago and found it to very admin heavy and the company offers less support than our current one.

RCT Music Service has been allocated storage space and have been given the time and support to log all of our instruments. The problem many services would face is 1. Where do they store their instruments and 2. It takes time to process and tag instruments – staff on the ground don't have this time.

As it stands, Music Services are happy to share instruments when required. To have a national database would involve the cost of buying and implementing a system that all services can agree on – but some already run their own successfully. Space would be needed in each county.

From an RCT perspective, instrument availability is not our biggest hurdle to providing instrumental lessons. A lack of funding and the low priority some schools place on music is what is leading to the decline in children having access to lessons. The time, effort and money to implement a nationwide instrument database would be better spent at the chalk face – providing staff to schools.

## Support for Co operatives

To work in partnership would have many positives – share expertise, more flexibility timetabling staff, ease of covering staff sickness, combining ensembles for new and exciting opportunities etc. However – almost every music service has different pay and conditions for its staff. Asking tutors to do the same job when the person next to them is being paid on a different (higher) rate of pay could lead to resentment and poor levels of morale. Music Services also charge differently in each authority, the difference can be as much as £25 an hour. I think music services should be encouraged to work together but if the future is to ‘combine’ music services. The terms and conditions of staff, charges to school etc in those areas would need to be comparable or standardised.

Cynulliad Cenedlaethol Cymru / National Assembly for Wales  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / The Culture, Welsh Language and  
Communications Committee  
Ariannu Addysg Cerddoriaeth a Munediad ati / Funding for and Access to Music  
Education  
CWLC(5) FAME18

Ymateb gan Janet Lougee - Grŵp Cynghori Gwybodaeth Ychwanegol / Evidence  
from Janet Lougee - Advisory Group Additional Information

## 1. Ring-fenced funding.

This should be a statutory obligation for all local authorities. Given the present and future uncertainty of funds available this should be reviewed every 2/3 years.

## 2. Database of musical instruments.

The advantages should outweigh disadvantages.

## 2. Support for Co-operatives.

This, including volunteers, such as retired musicians, seems a good recommendation.

Cynulliad Cenedlaethol Cymru / National Assembly for Wales  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / The Culture, Welsh Language and Communications Committee  
Ariannu Addysg Cerddoriaeth a Munediad ati / Funding for and Access to Music Education  
CWLC(5) FAME19  
Ymateb gan Cymdeithas Llywodraeth Leol Cymru (ymateb gyda cefnogaeth ADEW a CAGAC) - Grŵp Cyngori Gwybodaeth Ychwanegol / Evidence from Welsh Local Government Association (response with the support of ADEW and CAGAC) - Advisory Group Additional Information

## **Ring-fenced funding**

The WLGA is generally opposed to ring-fenced funding and advocates that all local authority funding is channelled through the RSG. The flexibility that this provides enables authorities to gain the most value from the money it spends. It is recognised that in some instances, specific grants have a legitimate function, for example in supporting new initiatives but once the policy aim has been achieved, the grant should then go into the RSG. In this instance, if the service were to be made statutory, it would need to be fully funded. The resource and service implications would need to be considered fully, including a cost benefit analysis, and clarity would be needed on the purpose and expectations of the duties on LAs and we would need to calculate what those responsibilities would cost. Furthermore, the amount of funding currently provided to local authorities through the Revenue Support Grant for music service delivery is not easily identifiable and therefore could not be separated easily. The WLGA view would be that any change to the non-statutory provision status would need to be fully funded by new investment.

## **Database of musical instruments**

The WLGA has welcomed the additional funding for musical instruments and the Association's former Education Spokesperson, Councillor Ali Thomas wrote to all local authorities encouraging them to prioritise work around purchasing new instruments and exploring the development of databases and sharing information. The WLGA understands from discussions with local authorities that a formal national database is achievable but would entail considerable set-up costs, and significant ongoing resourcing to maintain. It is estimated that a very basic regional database system would cost around £32k to set up in the first year with on-going annual costs of around £12k, excluding staff costs. Since the announcement of the additional funding, a number of other authorities are now

using the Gwent package (Swansea and Cardiff for instance) with others looking at it currently. Caution is urged however to ensure that any benefits of such a database are not outweighed by the costs. It is thought that the additional funding provided, if prioritised towards the purchase of new musical instruments, would provide a longer legacy benefit. Local authorities, through the ADEW-endorsed CAGAC group of Music Services officers, have confirmed that there are established communication channels between authorities which enable music services to ask for assistance in accessing musical instruments from another local authority area, on a reciprocal loan basis should the need arise. It is considered therefore that the aims of the recommendation to establish a national database can be achieved through a more modest investment. The WLGA and CAGAC are more than happy however to share the initial findings of their work and consider this matter further.

### **Support for co-operatives**

The WLGA has not considered co-operatives within this context and has not formally consulted with local authorities on this matter therefore is unable to give a definitive view. The WLGA has worked with local authorities and other partners for many years in considering alternative models of service delivery across a wide range of service areas. Considerable success has been achieved in this respect particularly in the realm of leisure services. The Association would agree in this instance that there is a risk in forcing the co-operative approach – where they have been established they may be successful, but each form of strategic commissioning needs to suit local need and priority, and be built from the ground up with buy-in at all levels and with all stakeholders. The WLGA would welcome however any incentivisation of change where it can be shown to provide a stable and future-proofed footing for local authority music service delivery and is open to engage in further discussions.

Cynulliad Cenedlaethol Cymru / National Assembly for Wales  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / The Culture, Welsh Language and Communications Committee  
Ariannu Addysg Cerddoriaeth a Munediad ati / Funding for and Access to Music Education  
CWLC(5) FAME20  
Ymateb gan David Barnard, Musicians Union Grŵp Cyngori Gwybodaeth  
Ychwanegol / Evidence from David Barnard, Musicians Union Advisory Group  
Additional Information

### **Ring-fenced funding**

We are disappointed that the recommendation for ring-fenced funding from the Welsh Government has been withdrawn. However, we welcome the proposal that music services, providing co-ordinated access to instrumental tuition and ensembles (including curriculum support), should be a statutory service funded by the local authority. Consequently, music services, and curriculum music in general (primary and secondary), should be inspected by ESTYN. This raises and maintains the profile of music, and ensures that music is taken seriously by schools and local government. This may also have a beneficial impact in areas where there is no instrumental music service, e.g. Powys, and where funding from local authorities has all but dried up, e.g. Cardiff County and the Vale of Glamorgan.

Clearly, in promoting this recommendation, the Committee will need to define what statutory provision actually means, apropos funding (perhaps based on a per pupil formula), access, tuition, employment, resources and sustainability. A standardised formula, to calculate the level of funding to be ring-fenced by local authorities, will help to harmonise provision across Wales. It may also enable some services to reduce the cost of tuition, thereby increasing access to children from low income families (one service in Wales is charging £57 per hour).

One area of concern relates to the prioritisation of funding by local authorities. Unless the funding set out in this proposal is EXTRA to current LA budgets, there is a danger that other essential, but non-statutory, services will be cut. A buoyant, creative and happy community thrives on the interplay between music, dance, drama, art, media, and more.

### **Database for musical instruments**

We are concerned by the committee's decision to drop the development of an instrumental database. We believe that there is enormous potential for waste if resources are not managed properly. A central database will ensure that resources are used to maximum benefit and will reduce the potential for duplication. The

development of a database does not have to be expensive. Knowledge and expertise is available to create this program at limited cost.

### **Support for Co-operatives**

We uphold our position that all instrumental teachers should receive the same benefits of employment as enjoyed by colleagues in the classroom, and elsewhere in public service. However, if this is not possible (having exhausted all options), we believe that co-operatives provide a sustainable model going forward. The Musicians' Union has supported the formation of several co-operatives in recent years including Denbighshire Music Co-operative, which, now in its second year, is experiencing great success in terms of growth and recruitment. Our support will continue through professional development and advice. Other organisations providing assistance include Co-operatives UK, Cult Cymru and Welsh Co-operative Centre.

The direct funding of co-operatives will help to reduce administration costs and operational overheads, which in turn, helps to maintain a reasonable cost for tuition.

The concerns mentioned below are covered in the attached document 'Altogether Now - a guide to forming music teacher co-operatives'. This document is being updated, but should give you an insight into the pros and cons of the co-operative model. Should you require any further details or a personal presentation, please don't hesitate to contact us.

We believe that the point made regarding co-operatives and their inability to be strategic is unfounded. The example given, whereby teachers are reluctant to visit schools in rural areas, is also pertinent to traditional 'employed' services. The crux of the matter is whether funds are available (either centrally or from the school) to pay for the extra costs of travel and travel time. Ring-fenced funding, which includes an allowance for rural schools, should resolve this issue.

Cynulliad Cenedlaethol Cymru / National Assembly for Wales  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / The Culture, Welsh Language and Communications Committee  
Ariannu Addysg Cerddoriaeth a Munediad ati / Funding for and Access to Music Education  
CWLC(5) FAME21

Ymateb gan Heather Powell, Rheolwr Gyfarwyddwr, Cerdd Cydweithredol Sir Ddinbych Grŵp Cynghori Gwybodaeth Ychwanegol / Evidence from Heather Powell, Managing Director, Denbighshire Music Cooperative Advisory Group Additional Information

For me the set up of our cooperative, Denbighshire Music Cooperative (DMC) was out of necessity, not choice. We had a full cut, went through redundancy and decided to continue.

Almost three years on we have a vastly successful cooperative that has again been nominated for National awards and have expanded our original team of 22 tutors to a team of almost 60.

We had no support whatsoever – this business started in my lounge! The Wales coop centre at the time had lost funding and, as such couldn't help us although they have since been fantastic.

Our LA gave us some transition monies, but not a lot – 30k.

Practical matters that would have really helped us that other authorities moving to our model should consider would be –

- Help with office space – not difficult for any LA to give a coop a small office at no cost to run from – this should be suggested (we have had to rent our own at a cost of £10k a year)
- Help with translation costs – minimal to any LA but difficult for a coop to find this money (we spent £7000 on this last year alone). The MU 'Altogether Now' guides great but, not in Welsh language, nor were any of their policies – I've now done all of this and we have them all in both languages.
- Help with loan of any council instruments – Our LA have, in fairness been fantastic with this(although we have to meet maintenance and insurance costs – £4500 last year)
- Help with a concert venue once a year for each co-op to put a concert on at no cost – last week for example it cost me £3600 to hire a venue to put a concert on involving almost 600 pupils – the council owns the building!

- A central steer to all schools from each LA that the co-op is the recommended model – otherwise you end up having individuals and others competing and it will fail ultimately...
- Support with safeguarding and child protection – Vastly important and not always there for us.
- Support with TUPE – This was a minefield!
- HMRC VAT issues – we've just had HMRC inspectors in and dealt with this head on – we also asked them to look at self-employed v employed model and have a written directive on this now to safeguard us against any future issues. Happy to share more info on this as needed.

#### Financial matters to aid co-operative set up's

- Our LA gave a one off transition fee – and that's it. Due to this, we cannot afford to lower our hourly rate to schools – currently £35.00(cheapest in North Wales by far). Several of our schools have indicated for September 2017 they will no longer be in a position to subsidise lessons and, as such will pass full cost to parents – this works out at £8.75 for a 15 minute primary lesson/£11.67 for 20 minutes secondary price – therefore we lose pupils as not many can afford this as schools charge termly in advance. It is virtually impossible to engage any FSM pupils or SEN/LAC pupils – Often PDG was being used to fund music but this has now gone to pay for classroom assistants so that's gone also – its dire. Co-ops need core funding each year from their LA to work long term. Yes, so far we are doing well but only due to sheer hard work and determination – it's a daily battle to keep schools on board.

With a central pot to each LA ring fenced for the music service we would be able to bring price down for schools and therefore engage more pupils – unless this happens even coops long term will be unviable. We have been fortunate to run our ensembles on grants but – if more coops are established there will be fierce competition for these grants – many, once you've got them will not allow you to reapply for three or even 5 years!

I would suggest core funding of £100k that each LA must give to the music service model of choice – if this isn't worded carefully believe me, music services won't see it!

Here in Denbighshire, a core funded amount of £100k a year would allow us to significantly reduce costs to schools and therefore we would reach far more pupils particular in deprived areas. This would also run our 9 weekly ensembles.

I read comments re co-ops not being 'strategic' and disagree totally – if anything, all of my tutors have had to step up, think on their feet and be far more willing to take any work on offer – for this reason, we've expanded provision in smaller, rural schools vastly – once a tutor is in there for one pupil, many more hear and see the lesson and want to get involved! Many tutors were hiding behind employment and 'coasting' along – in this model everyone has to consider standards and work harder as they're self-employed! There is a much better team approach, people who had worked for years in same schools but never spoken are now all in a team – we have social events, CPD days and a friendly office that offers full daily support. The tutors tell me they've never been happier – over summer we all run a huge summer school – tutors have to engage 10 pupils to attend then they have a week's work(which substitutes their lost employed Holiday Pay). The tutors are empowered and listened to – the schools tell me it is a far better service and for schools it is cheaper than previous service considerably.

Personally, having been an employed 'peri' for 12 years – this is best thing that could happen here – and I say that having lost my pension in the cut.

Other counties seem to be frightened of this model – it is really very simple and in my view, with core funding works fantastically well and is viable. The unstable picture across the country would settle with a direct decision from WAG – if every county operated a cooperative model I think services would greatly strengthen and connect with one another – but it will not work, long term with no 'core' funding.

Cynulliad Cenedlaethol Cymru / National Assembly for Wales  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / The Culture, Welsh Language and Communications Committee  
Ariannu Addysg Cerddoriaeth a Munediad ati / Funding for and Access to Music Education  
CWLC(5) FAME22  
Ymateb gan Bethan Jenkins, Ysgol Lewis Pengam, Grŵp Cyngori Gwybodaeth Ychwanegol / Evidence from Bethan Jenkins, Lewis School Pengam, Advisory Group Additional Information

1. Academy for Rock and Pop pupils 11+ that will match the tuition offered at RWCMD. This could be provided by USW due to the high number of courses they offer of Rock and Pop post 18.
2. National Ensembles/Song writing Opportunities in Rock and Pop. This could added to the offer currently provided by National Youth Arts Wales. Similar courses could be structured in band settings. The Roundhouse in London <http://www.roundhouse.org.uk/young-creatives/> runs courses for Young People
3. Competitions to match classical competitions – This could feature something like the Music for Youth Rock, Pop and Soul and <http://www.mfy.org.uk/events/regional-festivals/>  
Music for Youth also run industry events such as <http://www.mfy.org.uk/events/frequencies/> and <http://www.mfy.org.uk/events/exchange/> (never held in Wales). There's also this Song writing competition <http://www.songacademy.co.uk/says17/>
4. Ability for pupils to trace careers and jobs in the Rock and Pop Industries – Creative Scotland. This is where all the jobs are <https://opportunities.creativescotland.com/?filter=&q=&area=16> and <https://www.myworldofwork.co.uk/my-career-options/pop-musician>
5. Work as part of the Non-Core Lead for EAS Consortia in GCSE Music. This involves CPD and support mechanisms for teachers to enable them to deliver the new GCSE Music Specification. All Wales group met in Llandrindod and Tredomen, Ystrad Mynach and is in the process of implementing a plan that involves the development of an all Wales Music Hwb resource base and the same CPD across consortia. At present, working with Owain Gethin Davies (GWE and EDAU) to bring a course he delivered to South Wales using the Music Services of Caerphilly and Gwent as support for this course. Organisations potentially involved at the end of the process are: EAS, South East Wales Arts Network, Caerphilly Music Service,

Gwent Music Service, GWE, EDAU, CSC and ERW. <https://hwb.wales.gov.uk/> (The network is closed to teachers but here's an example).

Leading on from the CPD for teachers, that is one of the priorities of the Arts in Education Networks (Creativity Plan for Wales), there is no additional support for peripatetic staff outside the CPD provided by their Music Service. Should there be CPD for Music Staff as part of the Creativity Plan?

6. Transition and use of Peri staff – El Sistema model (used in North Wales <http://www.sistemaeurope.org/wales/>) as a transition tool as well as engaging community music making to tackle deprivation.

7. Admin process of collecting money for instrumental lessons – This can be an onerous task and many different schools and Music Services have their own approach. It costs schools money to implement an online payment system which is often the best way forward. Some LA Music Services have their own payment service which the pupils pay into directly.

Hope this helps you a little and let me know if you need me to expand on any of the points further.

# Agenda Item 7

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# Agenda Item 8

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# Agenda Item 9

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