

Agenda – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: 8 November 2018

Meeting time: 08.45

For further information contact:

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Committee Clerk

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Private Pre-meeting

(08.45 – 09.00)

1 Introductions, apologies, substitutions and declarations of interest

(09.00)

2 Scrutiny of the Welsh Government Budget 2019 – 2020

(09.00 – 10.30)

(Pages 1 – 128)

Kirsty Williams AM, Cabinet Secretary for Education

Eluned Morgan AM, Minister for Welsh Language and Lifelong Learning

Huw Morris, Director Skills, Higher Education and Lifelong Learning (SHELL)

Steve Davies, Director, Education Directorate

Attached Documents:

Research Brief

CYPE(5)–30–18 – Paper 1 – Welsh Government

Break

(10.30 – 10.45)



Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales

3 Scrutiny of Welsh Government Budget 2019 – 2020

(10.45 – 12.15)

(Pages 129 – 191)

Vaughan Gething AM, Cabinet Secretary for Health and Social Services

Huw Irranca-Davies AM, Minister for Children, Older People and Social Care

Alan Brace, Director of Finance

Albert Heaney, Director, Social Services and Integration

Jo-anne Daniels, Director, Communities & Tackling Poverty

Attached Documents:

Research Brief

CYPE(5)–30–18 – Paper 2 – Welsh Government

4 Papers to note

(12.15)

4.1 Correspondence exchanges from the Neath Port Talbot Youth Council regarding concerns about cuts to education grants

(Pages 192 – 198)

Attached Documents:

CYPE(5)–30–18 – Paper to note 1

4.2 Letter from Powys County Council and Powys Teaching Health Board – consultation on draft pledge

(Pages 199 – 203)

Attached Documents:

CYPE(5)–30–18 – Paper to note 2

**4.3 Letter from the Chair to the Health, Social Care and Sport Committee –
Scrutiny of the Welsh Government Draft Budget 2019–20**

(Pages 204 – 205)

Attached Documents:

CYPE(5)–30–18 – Paper to note 3

**4.4 Letter from the Chair to the Cabinet Secretary for Education – Inquiry into
School Funding**

(Pages 206 – 208)

Attached Documents:

CYPE(5)–30–18 – Paper to note 4

**4.5 Letter from the Cabinet Secretary for Education – further information
following the meeting on 20 September**

(Pages 209 – 210)

Attached Documents:

CYPE(5)–30–18 – Paper to note 5

**4.6 Letter to the Minister for Children, Older People and Social Care – Childcare
Funding (Wales) Bill**

(Pages 211 – 213)

Attached Documents:

CYPE(5)–30–18 – Paper to note 6

**4.7 Letter to the Cabinet Secretary for Education – Revised eligibility criteria for
free school meals in Wales due to the rollout of Universal Credit**

(Pages 214 – 215)

Attached Documents:

CYPE(5)–30–18 – Paper to note 7

4.8 Letter to the Cabinet Secretary for Education regarding the inquiry into the impact of Brexit of Higher and Further Education

(Pages 216 – 217)

Attached Documents:

CYPE(5)-30-18 – Paper to note 8

4.9 Letter from the Cabinet Secretary for Education on OECD Report

(Pages 218 – 242)

Attached Documents:

CYPE(5)-30-18 – Paper to note 9

**4.10 Welsh Government update on the Committee's inquiry into Flying Start:
Outreach**

(Pages 243 – 253)

Attached Documents:

CYPE(5)-30-18 – Paper to note 10

**4.11 Letter from the Cabinet Secretary for Health and Social Service – Perinatal
Mental Health 12 Month update**

(Pages 254 – 269)

Attached Documents:

CYPE(5)-30-18 – Paper to note 11

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

(12.15)

**6 Scrutiny of Welsh Government Budget 2019 – 2020 –
consideration of the evidence**

(12.15 – 12.30)

Document is Restricted

Children, Young People and Education Committee

From: Welsh Government

Date: 8 November 2018

Time: 09:00 – 10:30

Title: Evidence paper on the Draft Budget 2019-20 - Education Main Expenditure Group (MEG)

Introduction

1. This paper provides information to the Children, Young People and Education Committee on the Education Main Expenditure Group (MEG) proposals outlined in the draft Budget 2019-20¹, which builds on the plans that we published last year. The outline budget (stage 1) was published on 2 October followed by the detailed budget (stage 2) on 23 October. It also provides an update on specific areas of interest to the Committee.

Background

2. The draft Budget 2019-20 provides a one year plan for revenue investment and a two year plan (2019-20 and 2020-21) for capital investment in the provision of education in Wales. The table below provides an overview of indicative plans for the Education MEG published in draft Budget 2019-20.
3. The 2018-19 First Supplementary Budget figures, published on 19 June 2018, represent the year on year comparator. The 2019-20 plans published in 2018-19 final Budget, on 19 December 2017, have also been included as the baseline figure for draft Budget 2019-20.

Education - Summary	£000s			
	2018-19 First Supplementary Budget	2019-20 Plans as per 2018-19 Final Budget	2019-20 Changes	2019-20 Draft Budget New Plans
Resource	1,648,670	1,623,909	38,095	1,662,004
Capital	203,627	176,674	29,809	206,483
Total DEL	1,852,297	1,800,583	67,904	1,868,487
Resource AME	-97,234	-126,399	24,414	-101,985
Capital AME	661,816	816,483	-15,015	801,468
Total AME	564,582	690,084	9,399	699,483
Total – Education MEG	2,416,879	2,490,667	77,303	2,567,970

¹ Within this paper, '/' refers to an academic year which spans the period from 1 August to 31 July and '-' refers to a financial year which spans the period from 1 April to 31 March.

Resource

4. The Resource budget for the Education MEG has increased by £38m (2.35%) when compared to the indicative plans for 2019-20, published in 2018-19 final Budget (December 2017). The changes, broken down by revenue (fiscal) and non-cash (non fiscal) resource, is summarised below.

Education: Resource budget	£000s				%	
	2018-19 First Supp Budget	2019-20 Plans as per 2018-19 Final Budget	2019-20 Changes	2019-20 Draft Budget New Plans	% change from 2018-19 First Supp Budget	% change from 2019-20 previous plans
Revenue (Fiscal)	1,541,631	1,516,870	37,980	1,554,850	0.86%	2.50%
Non Cash (Non Fiscal)	107,039	107,039	115	107,154	0.11%	0.11%
Resource Total	1,648,670	1,623,909	38,095	1,662,004	0.81%	2.35%

5. The increase of £38m is made up of a number of allocations from Welsh Government Reserves, summarised below.

Education: Resource budget Allocations from Reserves	BEL	2019-20 £000
Minority Ethnic and Gypsy, Roma and Traveller learners	School Improvement Grant	8,700
PDG Access	Pupil Development Grant	3,554
Schools	Teacher Development & Support	15,000
School Sixth forms	Further Education Provision	2,620 ²
Youth services - mental health and resilience support	Youth, Engagement & Employment	2,500
EU Transition Fund tranche 1 - Global Wales II	HEFCW Programme expenditure	1,382
EU Transition Fund tranche 1 & 2 – Ford, Airbus and other automotive component manufacturers	Employability and Skills	3,150
Teachers' pay award – school sixth forms element (from total £14.8m)	Further Education Provision	1,074 ³
Qualifications Wales – QiW database (non-cash)	Qualifications Wales	115
Net Resource increase		38,095

Capital

6. The Education capital budget stands at £206.5m for 2019-20 and £179.6m for 2020-21, an increase of £29.8m and £24.8m respectively, compared to the indicative plans for 2019-20 published in 2018-19 final Budget. The changes, which include the detail of transfers to/from Welsh Government Reserves, are summarised in the tables below.

² To restore funding levels for school sixth forms to 2018-19 levels, an additional £9.827m has been allocated, of which; £7.207m from *Prosperity for All* funding allocated to the Education MEG in final Budget 2018-19 and the balance of £2.620m was made available from Reserves to reverse the cut in full.

³ Total teachers' pay award announced by UK Government was £23.5m over two years. For 2018-19, £8.7m will be made available via a specific grant within the Education MEG. For 2019-20, funding of £13.7m has been included in the Revenue Support Grant (RSG) for maintained schools from nursery to year 11, with £1.074m allocated as a specific grant for teachers in post-16 education (school sixth forms).

Education: Capital Budget	£000						
	2018-19 First Supp Budget	2019-20 Plans as per 2018-19 Final Budget	2019-20 Changes	2019-20 Draft Budget New Plans	2019-20 Plans as per 2018-19 Final Budget	2019-20 Changes	2019-20 Draft Budget New Plans
Traditional capital	203,627	176,674	30,000	206,674	154,750	25,000	179,750
Financial transactions ⁴	-	-	(191)	(191)	-	(195)	(195)
Total Capital	203,627	176,674	29,809	206,483	154,750	24,805	179,555

Education: capital budget Allocations from/to Reserves	2019-20 £000	2020-21 £000
Education Community Hubs	5,000	-
21 st Century Schools and Education Programme	25,000	25,000
Financial Transaction repayments – Coleg y Cymoedd Aberdare Campus	(191)	(195)
Capital DEL – net increase	29,809	24,805

Annually Managed Expenditure (AME)

7. The Annually Managed Expenditure (AME) budget is related to student loans which are demand led and sensitive to interest rate and other macro-economic factors and therefore difficult to forecast. This budget is agreed with the Treasury each year and is fully funded. The budget has increased by £9.4m in 2019-20.

Transparency of budget presentation

8. As requested by the Committee, a commentary which explains in further detail the changes to each Action within the Education MEG relevant to this Committee is provided at **Annex A**. A transparent narrative explanation has been provided to explain increases and reductions, where not covered in the evidence paper, and confirmation of where the transfers have been allocated to and from.
9. The detailed budget plans for the Education MEG were published on 23 October. To aid transparency a breakdown of changes to the Education MEG by Budget Expenditure Line (BEL) for 2019-20 and 2020-21 (capital only) is provided at **Annex B**. The report provides detail on 2018-19 First Supplementary Budget allocations, 2018-19 forecast outturn and 2017-18 final outturn.

Education Priorities

10. This budget is committed to the success and well-being of every learner, regardless of background or personal circumstance. To deliver on this, we must combine equity with excellence as we raise standards across the Welsh education system, a commitment that is shared across Government.

⁴ Financial transactions capital is part of the capital DEL settlement that can only be used for loans and equity investments to third parties. In the main, the funding must be repaid to HM Treasury. For the Education MEG, repayments relate to funding of £4.5m allocated to Coleg y Cymoedd in 2016-17 for Aberdare campus.

11. The Education portfolio is responsible for taking forward a number of the priorities set out in *Prosperity for All*, primarily under the key theme of Ambitious and Learning. The detailed draft Budget published on 23 October sets out how all portfolios, including Education, align with the four themes and six priority areas set out in *Prosperity for All*.
12. By working across boundaries we can be confident of a prosperous Wales where education from the earliest age will be the foundation for a lifetime of learning and achievement. *Our National Mission*, which was published just over a year ago, is fully designed to support the delivery of Ambitious and Learning. It is our action plan for educational reform in Wales; it reflects a drive for self-improvement that reaches right across our education system, to support all of our young people to reach their potential. My priorities are clear: raising standards for all, reducing the attainment gap and delivering an education system that is a source of national pride and public confidence.
13. Securing delivery of a transformational curriculum is at the heart of *Our National Mission*, with the introduction of the new curriculum that will be ready for statutory roll-out in September 2022. The success of the new curriculum is dependent on our teaching profession. That is why, I am finalising proposals to invest £15m to schools in 2019-20 which will provide well-resourced professional learning opportunities to prepare practitioners for the implementation of the new curriculum - this will be in addition to funding I will be providing this financial year. I will make a further announcement on this funding shortly.
14. This builds on our current investment of £10m for curriculum reform, which supports our network of pioneer schools (curriculum; professional learning; and digital) that are playing a central role in the development of our new curriculum.
15. The ten priorities for education that I agreed with the First Minister, remain key priorities for my portfolio, and feature as commitments in *Taking Wales Forward*. In this Budget we are continuing to prioritise funding in 2019-20, including:
 - investing in reducing infant class sizes by making £5m revenue and £5m capital available as part of our overall £36m commitment over this Assembly term;
 - the Pupil Development Grant (PDG), with close to £94m being made available from the PDG in 2019-20 to improve outcomes for our disadvantaged learners. In addition, investment in PDG Access is doubling to £3.554m taking the total investment for the PDG BEL to £97.3m and further delivering on our commitment to expand the PDG;
 - allocating £2.5m to the Small and Rural Schools Grant, as part of our total investment of £10m, to encourage innovation, support greater school to school working, reduce the administrative burden on head teachers and increase community use of school buildings;
 - investing £1m for our new National Academy for Educational Leadership, which will identify, support and inspire leaders across the entire system; and

- remaining on course to fully implement the Welsh Government response to the Diamond Review. We have already made amendments to the student finance system from 2018-19 and full and part time undergraduate students now have access to support equivalent to the national living wage whilst they study. Post graduate students will also be able access this support from 2019/20 and plans for re-distribution of resources to fund Government priorities in higher education are on schedule.

Resources / Value for Money

16. Clarity over how we use our resources effectively is central to delivering the priorities set out in *Taking Wales Forward* and *Prosperity for All*. Once expenditure is planned in line with my priorities, I have well-established processes in place to ensure that resources are used effectively for the purposes intended. The governance and monitoring procedures in place reflect the nature of our relationships with delivery partners.
17. These budget proposals reflect my continuing commitment to protect and prioritise investment that supports preventative measures as far as possible. The spending decisions have not only considered how best to meet the current demand for services but have also focused on supporting interventions that are able to prevent problems arising in the future. This preventative approach is an important part of our planning for public services, both now and in the future.
18. From the outset of my Budget preparations, I have focused on how best to meet the growing needs of key service areas within the MEG in the face of another challenging budget. Over successive years, prioritising preventative spending has been a way of avoiding more costly interventions at a future point and improving the quality of people's lives over the long term.

Budget monitoring

19. Building on work undertaken for previous budgets, we have continued our line by line review of budgets to ensure that funding is prioritised to support our key commitments. Against a backdrop of continued financial constraint, our priorities for education in Wales remain unchanged and our published spending plans for 2019-20 continue to reflect this.
20. All budgets have been, and continue to be, monitored and challenged on a monthly basis during 2018-19, to consider the latest forecasts and budget movements as necessary. I receive regular financial updates on the forecasts for the Education MEG to ensure that budgets remain on track to deliver the priorities for Wales.
21. I continue to have meetings with the Cabinet Secretary for Finance to discuss both in-year and future year pressures affecting my portfolio and to consider the cross-cutting impacts of our spending plans.

Second Supplementary Budget 2018-19 – Transfers

22. There are a number of provisional transfers planned for the Second Supplementary Budget 2018-19 from Reserves, and these are summarised in the table below.

Transfer	BEL	£000
Teachers' pay award – nursery to year 11	Teacher Development & Support	8,069
Teachers' pay award – school sixth forms	Further Education Provision	631
Universal Credit - Free School Meals	Food and Nutrition in schools	4,000
Minority Ethnic & Gypsy, Roma & Traveller learners ⁵	School Improvement Grant	3,700
EU Transition Fund tranche 1 - Global Wales II	HEFCW Programme expenditure	787
EU Transition Fund tranche 1 – Ford & Airbus	Employability and Skills	1,350
Total		18,537

Impact of Brexit

23. The impact of Brexit on our budgets and programmes will be considerable but we have made clear our determination to hold to account the campaign promises that Wales, outside the EU, would not be a penny worse off than it would otherwise have been within the EU.
24. In a statement to Parliament on 24 July 2018, businesses, universities and local organisations were assured by HM Treasury that any funding they secure through EU programmes, including Structural Funds, Horizon 2020 and Erasmus+, from now until the end of 2020, will be guaranteed by the UK government even in a 'no deal' scenario. Welsh Treasury and Welsh European Funding Office officials are liaising with counterparts in the UK Government to seek further clarity and reassurances with regard to the guidance on the guarantee.
25. Any participation in the Horizon Europe and Erasmus schemes from January 2021 will depend on the Future Economic Partnership with the EU, and the UK Government securing Third Country participation in these programmes on behalf of the UK. In its July 2018 White Paper the UK Government stated that it "is open to exploring participation in the [Erasmus] successor scheme" and it "wishes to explore association in research and innovation programmes, including Horizon Europe".
26. In the event a transition deal is agreed between the UK and EU, officials are seeking opportunities to utilise any remaining Structural Fund funding made available from exchange rate fluctuations or underspends across the programmes. It is also likely that existing flexibility within the programmes is maintained, allowing officials to continue to realign projects with emerging priorities through to December 2023.
27. We have said from day one that it is our role as a government to do all we can to help sectors prepare and adapt to the challenges ahead. This is why the First Minister established the EU Transition fund earlier this year. The £50m fund has been designed in collaboration with the organisations and businesses it is

⁵ This is in addition to £5m allocated for Minority Ethnic and Gypsy, Roma and Traveller learners in First Supplementary Budget 2018-19.

intended to help. It will provide tailored financial support and advice for businesses to thrive outside the EU.

28. The Welsh Government policy papers, *Regional Investment in Wales after Brexit* and *Reforming UK Funding and Fiscal Arrangements after Brexit*, discuss EU programmes' financial support for international research and mobility and reiterate the wish to participate in Horizon 2020 and Erasmus+ successor programmes after Brexit. They highlight the importance of Structural Funds in helping to level the playing field within the UK, by investing in building the capacity needed to support universities applying for competitive research funds.
29. The Welsh Government continues to make clear that EU funding that is currently spent in Wales must be repatriated to the Welsh Government without any claw back or top slicing by the UK Government and that higher education in Wales also needs to continue to access wider EU sources of funding and opportunities provided by current EU schemes. The papers highlight that we need institutions across the UK to work together to maximise the opportunities for joint research and innovation and joint promotion of Wales and the UK as a great place to study and research.
30. EU student finance arrangements have been confirmed through to the 2019/20 academic year whether or not the Withdrawal Agreement is concluded. The position on the 2020/21 academic year needs to be confirmed as soon as possible to provide certainty for both students and institutions and, at the latest, by the summer of 2019 if any changes are to be made.
31. Both HEIs and the NUS have expressed concerns about past UK Government delays in announcing decisions on EU student finance. As Cabinet Secretary I share their concerns and I urge the UK Government to progress quickly with planning for 2020/21 and to fully share its thinking with us.
32. Post-Brexit arrangements on tuition fees and finance after the end of any transition period for those EU students coming to Wales after "the specified date" will depend on the nature of the Future Economic Partnership with the EU negotiated by the UK Government.
33. The Education MEG is expecting to receive £54.33m European Social Fund receipts in 2019-20 via the React, Jobs Growth Wales, Apprenticeships and Traineeships projects. This funding will be used to support delivery of the Working Wales and Apprenticeships programmes in 2019-20. In line with the Treasury guarantee, which will guarantee all funding currently approved in the event of a 'no deal' scenario, all £54.33m for 2019-20 is expected to be part of the guarantee.
34. Within my portfolio officials undertook a European Social Fund exit strategy in 2016 which looked at the implications of European Social Fund expiring in 2018, 2020 and 2023 on the Taking Wales Forward commitments to reshape employability support and deliver 100,000 new Apprenticeships. These informed discussions, reconfiguration of existing projects and extensions with the Welsh

European Funding Office, which led to revised approvals to support delivery of Prosperity for All commitments within the Education MEG.

Costs of Legislation

35. The budget continues to take account of our current legislative programme.
36. Assessing the costs of legislation and the impact on those it affects is an essential part of the policy development process. I recognise there cannot be a blank cheque for legislation and that every new commitment in this MEG will have to be paid for by a reduction elsewhere.
37. This is why every bill is subject to a robust assessment of costs and benefits, achieved through consultation and engagement with our stakeholders in the development of the regulatory impact assessments (RIAs) prepared for Government Bills. This is to ensure our decisions are informed by the people who will be affected by them.
38. Steps are being taken to improve the clarity and consistency of RIAs but changes to the bill during scrutiny and other factors will inevitably result in some variances between estimated costs at the published RIA stage and actual costs during implementation. In accordance with the commitment given by the Cabinet Secretary for Finance to the Finance Committee, a year on year table showing the cost of legislation falling to the Welsh Government was provided at Annex C of the detailed draft Budget published on 23 October.
39. Any costs associated with the delivery of legislation associated with the Post Compulsory Education and Training reforms will have to be met from within existing resources within Higher Education (BELS – Student Support Grants, Student Loans Company / HMRC Administration Costs and Targeted Student Support Awards).

Higher Education Wales Act (2015)

40. The full implementation period for the HE regulatory system began legally on 1 August 2017. In preparation for this, during 2015-16 and 2016-17, HEFCW began the process of developing and implementing the regulatory processes. Funding was expended by HEFCW prior to April 2015 which is not accounted for here as they comprise difficult to quantify costs relating to the initial deliberations on what implementation work would be necessary as well as the cost of considering and responding to the consultation and the draft legislation.
41. The total estimated cost to HEFCW of implementation, including legal costs, is:

Year	Total staff costs £	Legal costs £	Total costs £
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2015-16	12,825	35,984	48,809
2016-17	247,029	16,991	264,020
2017-18	239,774	4,208	243,982
2018-19	79,688	0	79,688
Total	579,316	57,183	636,499

42. Activities covered as staff costs include formal consultation events and meetings, and work relating to:

- development of the Quality Assessment Framework, including consultation, liaison with HEFCE, re-establishment of Quality Assessment Committee (QAC), developing guidance on partnership arrangements; European Quality Assurance Register (EQAR) Review; governance quality statements; student charters and gateway processes;
- Fee and Access planning 2017/18, 2018/19 and 2019/20, developing the guidance, consultation, analysis, assessment, iteration and approvals. Development of arrangements with SLC, including records of partnership and fee levels;
- the Financial Management Code, with Council consideration, consultation, iteration with the sector and Welsh Government officials and National Assembly legislative processes;
- development and consultation on transitional and final statements of intervention;
- development and consultation on new HEFCW complaints procedures;
- liaison with HEFCE, Office for Students, Office of the Independent Adjudicator, Charities Commission, Competition and Markets Authority, Estyn, QAA and OFFA, as well as regular updates and formal meetings with Welsh Government; and
- Seminars and events with HE sector; FE sector, NUS Wales, Universities Wales and Colegau Cymru.

43. In order to provide the fullest possible picture of the costs of implementing the HE Wales Act across the HE sector, we have requested information from Universities Wales on the costs arising for HE institutions. This will be provided when it is received.

Additional Learning Needs and Education Tribunal (Wales) Act 2018

44. The costs associated with the Additional Learning Needs and Educational Tribunal (Wales) Act 2018 and the wider ALN Transformation Programme are set out in the Act's RIA. The RIA was revised in November 2017. The breakdown of costs for the various strands of the transformation programme was set out in my letter to the Chair of the Finance Committee, in December 2017.

45. The total proposed expenditure on the ALN transformation Programme is £5.736m per year between 2018-19 and 2020-21. It covers activities including:

- grant funding for the ALN transformation leads, to coordinate the delivery of regional, multi-agency training and professional development on the new

- legislative framework and its implications for all those involved in supporting learners with ALN;
- workforce development activities including grant funding for local authority specialist services skills development (for example, specialist advisory teachers for learners with hearing impairment, visual impairment or multi-sensory impairment), educational psychologists, and the new ALN Co-ordinator role; and
 - the development of materials and resources to raise awareness of the new system targeting practitioners, children, young people, families and the public.

Information on the impact of any relevant UK Parliament legislation

46. There is currently no UK Parliament legislation that impacts education in Wales.

Financial Implications arising from any subordinate legislation in 2019-20

47. There are no financial implications arising from any subordinate legislation in 2019-20.

Children's rights and other cross-cutting considerations

48. Under the Rights of Children and Young Persons (Wales) Measure 2011, we have given balanced consideration to the rights set out in the UNCRC. A separate Children's Rights Impact Assessment for the Education MEG has not been published separately, but forms part of the wider Strategic Integrated Impact Assessment. This has again enabled us to give full consideration to socio-economic disadvantage, children's rights, Welsh language and sustainable development, in addition to the focus on equality and tackling poverty.
49. A Strategic Integrated Impact Assessment was published alongside the outline draft Budget 2019-20 (Annex C) and the detailed draft Budget 2019-20 (Annex D). This provides an assessment of the impact of the budget on schools, Post-16 Education and Higher education under the area of Ambitious and Learning.
50. As part of my budget bilateral meetings with the Cabinet Secretary for Finance I was asked to consider, where appropriate, using the new integrated impact assessment tool. This has been done for a number of budget lines within the MEG, however, this has been a transitional period and for a number of areas impact assessment were completed using the previous templates.
51. We are committed to using the *Well-being of Future Generations (Wales) Act 2015* to improve how we make decisions about the social, economic, environmental and cultural well-being of Wales. Our goal is to ensure we reflect the sustainable development principle and our spending plans aim to achieve a balance between short and long-term priorities. We recognise the need to collaborate with our partners and to use our collective resources effectively to plan for the tough choices ahead.

52. The four purposes of the curriculum, which describe the planned outcomes for all learners in Wales, support the shared purpose and future of the Act for the long term economic, environmental and social wellbeing of Wales. We have ensured that other policies and programmes reflect our commitment to sustainability, by considering investment that we can make now to prevent more expensive action in the future.
53. *Prosperity for All* sets the aims of this Government and provides clarity about how we want Government and delivery partners to be part of a new approach to delivering priorities. The *Well-being of Future Generations (Wales) Act 2015* supports the Welsh Government and delivery partners in making these important changes to the way we work.
54. The strategy sets out 12 well-being objectives and the steps we propose to take to meet them. Together with the well-being statement published alongside the strategy, these objectives set out the areas where the Welsh Government can make the greatest contribution to the seven well-being goals for Wales and provide the basis for strong partnerships with others.

Specific areas

55. This section provides an update on specific areas requested by the Committee.

Funding for school budgets

An assessment from the Cabinet Secretary of the sufficiency of provision for school budgets in 2019-20 and information on any ways in which the Welsh Government is seeking to protect school budgets, including any change between 2018-19 and 2019-20 in the amount of money in the Local Government Settlement notionally allocated for school budgets

56. As the Committee notes, the main funding the Welsh Government provides for schools is to Local Authorities through the Local Government Settlement Revenue Support Grant (RSG) contained within the Local Government and Public Services MEG. The Welsh Government details within the settlement a Standard Spending Assessment (SSA) for each local authority. This is the Welsh Government's notional calculation of what each local authority needs to provide a standard level of service, given the level of funding available and including an assumption on income to be generated through council tax. A breakdown of the changes between 2018-19 and 2019-20 in the amount of funding notionally allocated for 'school services' in the settlement is attached at **Annex C**.
57. It is important to note that SSA's are not spending targets. Local Authorities are entirely responsible for determining how much funding is allocated to each individual school, and in line with their statutory function to provide appropriate education provision for all learners in Wales. Each Local Authority sets its own formula for funding schools in consultation with schools through their schools budget forum, and in line with the legislative framework provided by the *School Funding (Wales) Regulations 2010*.

58. The formula for agreeing funding allocated to Local Authorities through the RSG is agreed with Local Government through the Finance Sub Group, which is part of our statutory partnership scheme with local government in Wales. Within the system, there exists the potential to make significant changes to the funding formula, but this must be done with the collective buy-in from local government, through the partnership arrangements in place. To date, we have not received a consistent message on this from local government.
59. When indicative plans for 2019-20 were published it was recognised that despite the measures we had taken to protect local government from the full impact of austerity felt elsewhere, local government in Wales was still facing a 1% cash reduction in 2019-20 compared with 2018-19. In this draft budget, we have made a number of allocations for schools as part of the local government settlement to mitigate this reduction. This includes £7m funding for free school meals as a result of the introduction of Universal Credit and £13.7m to support the school teachers' pay award.
60. While the unhypothecated settlement is the largest single source of funding available to local government by the Welsh Government, it is not the only source of funding we provide or that is available to Local Authorities in Wales. We provide significant additional grant funding through for example: the Pupil Development Grant; the Regional Consortia School Improvement Grant, which includes the Education Improvement Grant (EIG) for Schools; our Pioneer Grants; and our support to Local Authorities for small and rural schools and for class sizes. My officials have been working to streamline our regional grant funding to consortia. This year there are two grants, directing over £230m through to the front line. This represents a significant reduction in the number of individual grant arrangements over time. We intend to take a similar approach to our Local Authority grant funding over the next financial year and have begun this process already, supporting the wider local government agenda of continuing to encourage Local Authorities to streamline services.
61. We must continue to protect our schools from the impact of successive years of austerity measures and we will continue to call for additional resources to be spent on schools. That is why we are finalising proposals to invest an additional £15m for schools, through the Education MEG, in 2019-20. This will be in addition to funding I will be providing this financial year. I will make a further announcement on this funding shortly.
62. As a result in this draft Budget, funding of £8.7m has been made available from Reserves for Minority Ethnic and Gypsy, Roma and Traveller learners in 2019-20, maintaining this funding at 2018-19 levels. I have also taken the decision to use *Prosperity for All* funding totalling £18.3m to support the EIG and School Sixth Forms:
- EIG - £11.093m; and
 - School Sixth forms - £7.207m, which when combined with the additional funding from Reserves of £2.620m, totals £9.827m.

Implications arising from uplifts to teachers' pay and any budget provision to reflect this

63. We are allocating all of the £23.5m announced by the UK Government on 13 September to fund the school teachers' pay award. For 2018-19, £8.7m will be made available as a specific grant within the Education MEG, and the funding will be formalised in the Second Supplementary Budget for 2018-19. In 2019-20, £14.8m funding has been made available, of which:
- £13.726m has been included in the RSG within the Local Government and Public Services MEG, for maintained schools from nursery to years 11; and
 - £1.074m has been allocated to the Further Education Provision BEL within the Education MEG, to be allocated for teachers in school sixth forms.

An update on the level of school reserves, including the number of schools exceeding the monetary thresholds set out in the School Funding (Wales) Regulations 2010, over which local authorities may direct schools to spend or recover surplus funds (including a breakdown by local authority). Information on any cases where local authorities have used these powers in the past two years

64. An update on the position of school reserves as at 31 March 2018 was published by StatsWales⁶ on 17 October. The headline position shows that the overall level of reserves held by schools in Wales was £50m at 31 March 2018, the equivalent of £111 per pupil. This represents an increase of 10% or £4.4m compared with the previous year.
65. The Welsh Government does not collect information from Local Authorities on whether they have used the powers outlined in the *School Funding (Wales) Regulations 2010*. However from our engagement with local authority finance officers we understand that authorities prefer to work with schools to address issues through ongoing engagement wherever possible. Powers to direct schools to spend and to recover surplus budgets are one of several tools available to Local Authorities to support schools in good financial management. Through our business manager and community business manager pilots, the Welsh Government and participating local authorities are jointly supporting schools to improve business management capacity and realise opportunities to focus more of their head teacher and senior management time on teaching and learning.

Funding for school improvement

Detailed breakdown of how the £100m additional investment in schools standards, which the Welsh Government has committed to over the lifetime of this Assembly, is to be allocated and used in 2019-20. An update on how

⁶ <https://gov.wales/statistics-and-research/reserves-held-schools/?lang=en>

expenditure of the £100m is being profiled throughout this Assembly and what it is being used for.

66. A provisional breakdown of the £25.5m allocated to the Raising School Standards BEL in 2019-20, as part of our £100m commitment, is outlined at **Annex D**.
67. Following the Committee's report on draft Budget 2018-19, an internal audit of the commitment, and in consideration of a number of key developments since its introduction, including the publication of *Our National Mission*, I have asked my officials to undertake a review of the £100m commitment. This is in progress, including consideration of the allocation of funding over the next two financial years to make sure it continues to reflect our key priorities and drives forward the commitments in *Prosperity for All*. As a result the figures outlined in the table are subject to my final agreement and will be informed by the outcome of the review.
68. By the end of 2019-20, I will have invested £75m into Raising School Standards, with the remainder due for allocation in 2020-21.

A list of budget expenditure lines (BELs), on both an individual and aggregate basis, within the Education MEG which predominantly finance the raising of school standards, for 2016-17, 2017-18, 2018-19 and 2019-20 (in line with Recommendation 31 of our inquiry report, On the money? Targeted funding to improve educational outcomes).

69. In my response to the Committee's *On the Money?* Report of 25 September, I set out my position in relation to Recommendation 31 and confirmed that a breakdown would be provided as part of this paper. A breakdown of all BELs within the Education MEG that contribute to the raising of school standards for the period 2016-17 to 2019-20 is summarised at **Annex E**.

Reducing the impact of deprivation and poverty

How the Education MEG reflects the Welsh Government's long-term commitment to tackle the impact of deprivation and poverty and its impact on educational achievement.

70. We are continuing to invest unprecedented amounts – over £190m this year and next from the Pupil Development Grant BEL which includes all elements of PDG, including PDG Access, to support the improvement in outcomes for our disadvantaged learners. Breaking the cycle of disadvantage and poverty is a long term commitment. We remain committed to the PDG for the remainder of this Assembly term.
71. Since its introduction in 2012, the PDG has supported the equivalent of over 450,000 learners. I agree that we must ensure return on investment. There is no quick fix when it comes to narrowing the attainment gap. It is an international problem rooted in social history. I am clear that we must hold the course and continue to prioritise support for our disadvantaged and vulnerable learners.

72. The Welsh Government continues to provide the Educational Maintenance Allowance which enables students from the lowest income households to continue their studies into further education. From 2018/19 students in higher education will have the most equitable and progressive living costs package in the UK. It guarantees students support equivalent to the national living wage whilst they study and provides non repayable support to those students most at need. This will open up higher education to people who would not have been able to consider going to university in the past.

How the recommendations of our inquiry report, On the money? Targeted funding to improve educational outcomes, have influenced the allocation of the 2019-20 Education MEG.

73. I am grateful to the Committee for its recommendations and was pleased to have been able to accept the vast majority.
74. I decided in March this year to agree schools' PDG allocations for two years - 2018-19 and 2019-20. This was to provide schools with some certainty in terms of their funding during a time of significant financial challenge and unpredictability. This decision was also linked to the rollout of universal credit; fixing allocations for a two year period will provide time to consider the implications of universal credit on future PDG allocations.

An update on the PDG Access fund and how it is being allocated and distributed, including how many families are benefitting.

75. Before the summer we announced the expansion of the PDG with the introduction of PDG Access. Funding of £1.777m was allocated in the First Supplementary Budget of 2018-19 to support the fund. My officials worked closely with local government during the summer to ensure families could access the grant in good time ahead of the start of the new academic year.
76. As part of this draft budget, we have allocated £3.554m in 2019-20 to double the amount of funding for PDG Access, to support parents and families across Wales. My officials are currently considering the options for targeting this additional funding and will be working with partners to develop our approach.
77. PDG Access is more flexible and relevant to the needs of disadvantaged learners. We have: extended eligibility, by including those starting education as well as those moving into secondary school; widened the range of items that can be purchased; and increased the amount of funding per child to £125 (from £105 under the previous School Uniform Grant).
78. It is too early to know at this stage what the impact is or how many families have been supported – this information will be provided by local authorities in due course.

Education workforce

Details of budget allocations to finance the Welsh Government's reforms of Initial Teacher Education and Training (ITET) and development of a national professional learning offer for the education workforce, and the new professional standards for teachers.

79. Approximately £0.160m has been made available from the ITE Policy budget within the Teacher Development and Support BEL in 2018-19 and 2019-20 to finance the Welsh Government's reforms of Initial Teacher Education (ITE).
80. Our new Iaith Athrawon Yfory Welsh medium incentive scheme commenced in September, targeted at students undertaking an eligible postgraduate secondary ITE programme enabling them to teach through the medium of Welsh. We have allocated costs of up to £0.376m for academic year 2018/19 from the Training and Teaching Grants budget within the Teacher Development and Support BEL to support the new incentive scheme.
81. In May I announced proposals for a new, nationally provided, part-time PGCE for academic year 2019/20. This will include a highly prestigious, new national Employment Based Route (EBR), to form part of a coherent suite of high quality alternative routes into teaching. We have allocated up to £0.9m in 2018-19 and 2019-20, from our Employment Based Initial Teacher Training budget within the Teacher Development and Support BEL, to develop and deliver these proposals.
82. Up to £0.2m has been allocated in 2018-19 and 2019-20 for a communications and marketing campaign for Teaching in Wales, met from our Training and Teaching Grants budget within the Teacher Development and Support BEL.
83. A further £0.563m has been made available in 2018-19 to support the work of implementing the new professional teaching and leadership standards, and for the development of professional standards for support staff and challenge advisors. The intention is to allocate approximately £0.460m to schools, via regional consortia, through existing pioneer grant funding streams to support school-based professional learning and research focused on SLO (Schools as Learning Organisations) and PTLs (Professional Teaching and Leadership Standards). The remainder of the funding will support the development of support staff and challenge advisor standards and to undertake communications and engagement activity on all standards.

Information on any funding provided by the Welsh Government to the Education Workforce Council.

84. The Education Workforce Council (EWC) administers a number of activities on the Welsh Government's behalf where funding is provided via an annual grant to support these activities. Funding of up to £6.025m has been made available to the Education Workforce Council in 2018-19 to support this work, including;

- the administration and notification of Qualified Teacher Status (QTS); Induction, appeals and certification;
- the administration of the Induction, Early Professional Development (EPD) and Masters in Educational Practice (MEP) Programmes.
- the administration, maintenance and development of the Professional Learning Passport (PLP);
- Bespoke development of the PLP;
- contribution towards the registration fee for practitioners that are required to register with EWC; and
- the administration and notification of Initial Teacher Education (ITE) Accreditation.

Budget provision for the National Academy for Educational Leadership.

85. The establishment of the National Academy for Educational Leadership (NAEL) is a specific objective within Ambitious and Learning, to support our school leaders of the future who will be the driving force behind our reforms. We have set aside £1m per annum from the Raising School Standards BEL to support the new academy, which became operational from September.
86. The budget for the NAEL's first financial year of operation and a three year remit letter are currently being agreed. I will be issuing a written statement in November once the plan is approved. The remit letter will set out objectives for the use of their funding for 2018-19 including; the development of the NAEL as an organisation; making an impact on the availability and quality of leadership provision across Wales and securing their place as a strategic thought leader within the middle tier.

Information on any financial implications from the supply teaching cluster pilots and other ongoing consideration of relevant reforms

87. The School-based Supply Teacher Cluster pilot project is being funded from the Raising School Standards BEL. £2.7m was allocated across three financial years (2017-18 to 2019-20) to meet the costs of the pilot across two academic years (2017/18 and 2018/19).
88. Grant offer letters were issued to participating local authorities across Wales in November 2017. The grant is payable against actual salary and on-cost expenditure incurred to support the employment of 50 supernumerary teachers within schools to: cover planned and unplanned teacher absences, rather than using agency staff; raising standards and providing continuity of learning for pupils; and consistency of employment for recently qualified teachers. The aim of the pilot is to offer schools a sustainable and viable alternative approach to meeting their absence cover needs while adding value and building capacity across the school clusters.
89. The pilot is currently being evaluated by ARAD research to measure its effectiveness. This includes the cost benefit and providing supporting evidence such as case studies so that schools and local authorities, as the employers of

teachers, can consider the benefits of this type of direct employment model approach.

Curriculum for Wales

An update on funding to support the development and design of the new Curriculum for Wales.

90. We have allocated a total of £20m over the two year period 2018-19 and 2019-20 to support the development and implementation of the new curriculum in preparation for its introduction in 2022. This funding has been met from the Curriculum Review BEL (£5.4m per annum) and the Teacher Development and Support BELs (£4.5m per annum). Through our collaborative Pioneer schools approach we have invested in schools' and practitioners' expertise and experience as we collectively develop and rollout the new curriculum. Schools will continue to be the main beneficiary of our curriculum reform funding in 2019-20.

Planned future funding for the new curriculum, given it is a long-term programme of work, and how the Welsh Government is ensuring the sustainability of the funding.

91. We are investing in the transition to a new curriculum for Wales through our reform budgets and pioneer programme. Professional learning is key to the successful future sustainability of our new curriculum for Wales and we are investing in our teachers' and school practitioners' teaching and learning through the pioneer programme.

Infant class sizes

An update on the budget provision for reducing infant class sizes; how many schools, classes and pupils will benefit in 2019-20 and 2020-21.

92. Funding totalling £36m (£16m capital and £20m revenue) has been made available over this Assembly term to reduce infant class sizes. For 2019-20, we have set aside £5m revenue (£2m from Raising School Standard BEL and £3m from School Improvement Grant BEL) and £5m capital from the Education Infrastructure BEL to support this commitment.
93. The criteria for the Reducing Infant Class Sizes Grant is infant classes of 29 or over in schools which have at least one or a combination of:
- significant levels of eligibility for free school meals;
 - significant levels of SEN;
 - where Welsh/English is not the first language; and/or
 - below average outcomes - where the school is categorised as Red or Amber in the School Categorisation system.

94. Over 90 additional teachers and 18 Higher Level teaching assistants are being appointed in over 90 schools across Wales through the revenue element of the grant. 34 schools will benefit from the creation of over 50 additional classrooms through the capital element of the grant where this is necessary to reduce infant class sizes. This will mean around 100 schools will receive funding of capital and/or revenue enabling them to reorganise resulting in smaller infant class sizes. This will benefit over 400 infant classes within these schools, which equates to around 10,700 infant pupils attending these schools who will derive benefit from the grant funding.

An update on allocations of the £16m revenue and £20m capital funds.

95. The £16m revenue element of the grant has been distributed to local authorities on a formula basis weighted:
- 60% in relation to the Nursery and Primary School Teaching and Other Services Indicator Based Assessment (IBA) element of the SSA and
 - 40% in relation to the number of infant classes of 29 and over in each local authority.
96. Local authorities are administering the grant on behalf of the Welsh Government and were required to submit a business case evidencing how their proposal meets the fundamental aim of reducing infant class sizes in schools that meet the target criteria. All 22 local authority business cases have now been approved. A breakdown of revenue allocations over the lifetime of the grant is included at **Annex F**.
97. The £20m capital element of the Grant was subject to a bidding process - 17 local authorities submitted bids, where reducing infant class sizes in schools that meet the criteria is dependent on the creation of additional classrooms. All 17 bids have been approved in part or in total with projects totalling £17.9 m approved to date.

Detail of how the Welsh Government will assess the value for money of the investment in reducing infant class sizes, how it will measure the success of the funding, and what targets or desired outcomes are being set.

98. Local authority business cases for the revenue element of the grant were required to include a range of data detailing existing support being provided to the schools targeted, data on infant class sizes, numbers of pupils with FSM, additional learning needs, teacher/pupil ratios, performance and attendance. They were also required to provide detail of anticipated outcomes in line with the criteria for the grant.
99. This baseline data will be used to monitor progress on outcomes over the four years of the grant. With regards to the measure of success, we expect to see a reduction in infant class sizes in the schools targeted. We will be monitoring the number and percentage of pupils in classes of 29+, together with the number of teachers appointed through the grant.

100. We expect to see an improvement in outcomes for infant pupils in the schools targeted. We will monitor the performance of these schools in terms of overall Foundation Phase Outcomes and the performance of pupils eligible for Free School Meals and those with SEN. Where these classes have high levels of FSM we would expect to see a reduction in the gap between these children and their peers and anticipate seeing fewer of these schools in Red or Amber categories. We will also be looking at the overall package of support that schools are receiving to raise standards in order to measure the impact of the funding.
101. Along with quantitative benefits we would also expect to see a reduction in teacher workload in the schools targeted, increasing both the quantity and quality of time that teachers spend with individuals with a related increase in the well-being of both teachers and pupils. The Welsh Government will evaluate the grant at the end of the grant period.

Surplus places and small/rural schools

An update on the small and rural schools grant, how it is being allocated and what it is being used for.

102. A total of £10m (£2.5m per annum) has been invested in the Small and Rural Schools Grant, from the Raising School Standards BEL, over the period 2017-18 to 2020-21. The grant is allocated to local authorities on a formula basis incorporating factors for sparsity and school size as follows:
- 70% by reference to sparsity (based on the population in each local authority outside settlements above the thresholds of a specified population from the 1991 Population Census); and
 - 30% by reference to the number of primary schools maintained by the local authority with fewer than 90 pupils.
103. The key purposes of the grant funding are:
- to encourage innovation e.g. the use of new digital technologies to combat the issue of professional isolation (including virtual classrooms);
 - to support greater school to school working, including collaboration and federation;
 - to provide additional administrative support where the head teacher has a significant timetabled teaching commitment (over 10% of the timetable); and
 - to increase the community use of school buildings, where there is evidence of demand, whether this is for educational or non-educational purposes.
104. Almost all proposals include an element of school to school working, this includes teachers/head teachers working together across schools on personal development and areas of mutual interest, sharing of specialist posts, schools working together to develop shared policies and procedures and some schools developing more formal federations under one governing body. There are also examples of schools appointing administrative staff to reduce the administrative burden on head teachers, in some cases these posts are shared across schools.

Some schools are using the funding to increase community use of school buildings, for example to build a changing room to facilitate use by the community of a school's football pitch. To date around 400 schools are benefitting from the grant.

How the grant is being evaluated for value for money.

105. The key purposes of the grant themselves reflect value for money considerations. For example, federations allow schools to come together under one governing body sharing best practice, expertise, staff and resources for the benefit of all schools in the federation. Whilst the overall aim is to improve outcomes this often results in cost savings for the school. Opening up school premises to the wider community can generate income for the school, helping to ensure schools remain viable within their communities.
106. Local authorities are responsible for administering the grant and are required to submit costed proposals. Payment of the grant is subject to receipt and approval of a satisfactory progress report. Value for money considerations are taken into account as part of the approval process.

Information on any budget provision associated with the issuing of a new School Organisation Code and any policy changes it encompasses.

107. The draft School Organisation Code⁷ was laid before the Assembly for 40 days on 17 September 2018, in accordance with the requirements of the *School Standards and Organisation (Wales) Act 2013*. The policy changes encompassed in the revised School Organisation Code are set out in the Explanatory Memorandum⁸ which accompanies the draft Code. There is no budget provision for the Education MEG associated with the issuing of the revised Code, as costs are staff related.

Education Improvement Grant (EIG)

Information on budget provision in 2019-20 and comparison with previous years.

108. Based on previously published plans, the EIG for Schools was projected to reduce by £11.093m in 2019-20. In our draft Budget for 2019-20, I have utilised our *Prosperity for All* funding (allocated in final Budget 2018-19) to reinstate this funding. This change does not constitute a removal of funding that the Education MEG contributed to the Local Government and Public Services MEG in last year's draft budget, as reflected in the BEL tables at **Annex B**.

⁷ [SUB-LD11730 - School Organisation Code](#)

⁸ <http://www.assembly.wales/laid%20documents/sub-ld11730-em/sub-ld11730-em-e.pdf>

109. As a result of this change, we will continue to make available more than £118m through the EIG in 2019-20, which will provide additional resources to regional consortia and local authorities in delivering against national and regional priorities. We will continue to protect the Foundation Phase delivery element of the grant.

A copy of the outcomes framework used by the Welsh Government for monitoring the impact of the EIG and any guidance issued to or by regional consortia.

110. My officials have been working to streamline our grants to regional consortia, providing just two main grant awards in 2018-19: the Pupil Development Grant and the Regional Consortia School Improvement Grant. The Regional Consortia School Improvement Grant encompasses the EIG.

111. In December 2017 my officials wrote to consortia Managing Directors providing them with a funding letter, confirming the indicative grant allocations and expectations for 2018-19. The letter asked consortia to take account of our priorities and actions outlined in *Our National Mission* in their business plans, both in their high level published plans and in their detailed supporting planning. A revised funding letter was issued to consortia Managing Directors in March along with the draft outcomes framework and grant award. The regional consortia outcomes framework and business plans are made available on their websites.

Allocations to each regional consortia for each year since 2015-16 and planned allocations for 2019-20.

112. The EIG allocations to consortia for the years from 2015-16 to 2019-20 (indicative) are included in the table below. The figures are presented net of any LA match-funding.

Consortium	£000				
	2015-16	2016-17	2017-18	2018-19	2019-20 indicative
CSC	43,461	41,359	41,210	35,607	35,591
GwE	30,920	29,398	29,186	26,638	26,629
ERW	39,978	38,079	37,752	33,609	33,604
EAS	26,661	25,446	25,134	22,285	22,314
Total	141,021	134,282	133,282	118,138	118,137

Confirmation of the purposes the Welsh Government expects the EIG to be used for and any assessment available on how much is spent on each of these respectively.

113. The purpose of the Regional Consortia School Improvement Grant, of which the EIG is part, is to support the regional consortium and the related authorities within the consortium in delivering our aspirations and priorities for schools and education outlined within *Ambitious and Learning* from our national strategy, *Prosperity for All*, and our plan of action for education, *Our National Mission*.

114. The funding letter issued to Consortia in December 2018 is formalised within two formal grant awards to regional consortia, the Pupil Development Grant and the Regional Consortia School Improvement Grant.
115. The funding letter outlines our overarching national priorities for 2018-19 and how these should be delivered in the context of *Our National Mission*. The funding must support consortia to deliver against our national priorities for education, at the centre of which is a transformational curriculum and a focus on four key enabling objectives which their action will support:
- Developing and delivering a high quality education profession
 - Inspirational leaders working collaboratively to raise standards
 - Strong and inclusive schools committed to excellence, equity and well-being
 - Robust assessment, evaluation and accountability arrangements supporting a self-improving system.
116. The outcomes will be supported by a range of measures and key performance indicators, as outlined in consortium business plans and will form part of the Education Outcomes Framework approach.
117. The EIG is one of several funding streams supporting our national priorities and whilst there is scope for it to be used flexibly, it remains predominantly focused on the Foundation Phase and teaching and learning in schools.

Information on the guidance the Welsh Government is issuing to consortia and local authorities on use of the EIG.

118. My officials engage regularly with consortia Managing Directors and the Welsh Government outlined our priorities and asked consortia to structure their business plans around the overarching and enabling objectives in *Our National Mission*. My officials discussed a number of expectations with consortia Managing Directors and shared information intended for the grant award, such as the continued need to work towards the Foundation Phase ratios; reduce administration spend where possible and take a school-focused approach to determining their spending plans, maximising the funding delegated to schools.
119. The terms and conditions of grant also require the grant to be organised around a number of pre-requisites and requirements including:
- Policy requirements and expectations including for Learning in a Digital Wales
 - Sustainability and citizen-focused action
 - National Model for Regional Working
 - Joint consortia working
 - Equity of approach
 - Cluster working where appropriate
 - Challenge Adviser support and School Development Plans
 - Value for Money and additionality of funding

- Maximising funding to schools
- Minimising administration and management costs
- Support for Design and Development of the new curriculum
- Welsh language
- EIG - Foundation Phase; Support for Welsh in Education Strategic Plans; and Local Authority match funding

Support for Minority Ethnic and Gypsy, Roma and Traveller learners

An update on the latest position for the method of funding support for Minority Ethnic and Gypsy, Roma and Traveller learners and the total amounts of funding provided.

120. The decision in 2018-19 to include support for minority ethnic and Gypsy, Roma and Traveller learners in the prioritisation of funding to Local Government reflects the Welsh Government's intention that these learners should be supported through core local education services; it should not be an add on.
121. However we listened carefully to the concerns raised subsequently and agreed an additional £8.7m in 2018-19 to support all Local Authorities in providing support for these learners. This funding recognised that transitioning the service to one which is more sustainable for the long term takes time.
122. For 2019-20, £8.7m has been allocated from Reserves to the School Improvement Grant BEL, to support all 22 local authorities in the continued development of a sustainable model.

How the use and impact of this funding is being monitored and evaluated.

123. Use of the funding will be monitored in line with our general principles for grant monitoring.
124. Alongside this, I am keen that my officials work with local government to consider potential models for the future, including considering best use of funding and mechanisms for monitoring and evaluating.

The formula used to allocate the £8.7m transitional funding in 2018-19 and the intended approach for 2019-20.

125. The allocations for 2018-19 were based on PLASC data 2017 for non-white British learners, resulting in the allocations outlined in the table at **Annex G**. I expect a similar approach will be used to allocate the funding for 2019-20.

Regional consortia

Details of how much Welsh Government funding is channelled via the regional consortia, including a breakdown (where possible) of the different funding streams and which BELs they are financed from.

126. As confirmed my officials wrote to consortia in December 2017, outlining the funding available for the 2018-19 financial year via the PDG and the Regional Consortia School Improvement Grant. Structured against the overarching and enabling objectives in *Our National Mission*, the funding letter provides detail on the following funding streams:

- PDG (Pupil Development Grant BEL)
- EIG (School Improvement Grant BEL)
- Pioneer grants (Curriculum Review BEL)
- Raising School Standards grant to consortia (Raising School Standards BEL)
- Learning in a Digital Wales (LiDW) Phase II CPD grant (Supporting Digital Learning in Education BEL)
- Global Futures Modern Foreign Languages support (Curriculum and Assessment BEL)
- GCSE grant (funding stream comes to a close at the end of 2018-19)
- National Numeracy Test Support (Literacy and Numeracy BEL)

Information on how much of the funding received by consortia is retained centrally by the consortia and how much is passed on to local authorities and schools.

127. My officials are currently undertaking a review of consortia funding, recognising the percentage of our Education MEG schools budget delivered to and through consortia has increased over time. The review will focus predominantly on the EIG and the Looked After Children element of the PDG. Our intentions are clearly outlined in the grant award, that the majority of funding should be delegated to schools. In line with the National Model for Regional Working, the core costs of regional working are a matter for Local Authorities and should be funded from the core contributions they provide to regional working. For example, the EIG requires 80% of the grant funding stream is delegated to schools. The PDG is almost entirely delegated to schools with exceptions around some areas including for Looked After Children.

Any update on any assessments that have been made of the consortia's impact and value for money.

128. A number of external exercises to assess the consortia's impact and value for money have been undertaken since the consortia were first established in 2012. These reviews have been fundamental in supporting the development of regional school improvement services and providing direction on next steps. These are:

- Joint review by Estyn and the Wales Audit Office (WAO) on "*Achieving Improvement through Regional Education Consortia*" 2015 (including development of an inspection framework for the regional consortia);

- Estyn inspection of regional consortia in 2015 and follow up visits in 2017;
- The Organisation for Economic Development (OECD) reviews of the Welsh education system in 2014 and 2016 were both supportive of the approach to regional school improvement services in terms of the economies of scale and increased levels of collaboration that they provide. They made recommendations that the infrastructure should be further strengthened to support school improvement going forward.

129. These reviews have helped the Welsh Government and the consortia to refine and improve the efficacy of its work. We continue to keep this under review. Under proposed evaluation and improvement arrangements, we are considering how to make the most of peer-reviewed, validated self-evaluation to inform ways of making the consortia more effective and improving value for money.

Estyn

Information on the process for determining Estyn's budget allocation, including what discussions are held with the inspectorate on their required levels of funding.

130. Officials in Welsh Government are in regular contact with Estyn to discuss both in-year financial issues and future year budgets. This includes capital and non-cash allocations. The indicative budget for Estyn for 2019-20 has been reviewed after feedback from Estyn officials around their ability to effectively deliver on their functions with the budget reduction of £0.597m that was proposed in last year's budget. There has also been a reduction of £0.2m to reflect Estyn's revised non-cash requirement. As a result, the Estyn Programme Expenditure (resource) BEL, within the Local Government and Public Services MEG has increased by a £0.397m in draft Budget 2018-19, bringing Estyn's total resource budget to £10.853m in 2019-20.

Any implications for Estyn's budget or for Welsh Government budget lines from Professor Donaldson's report, A Learning Inspectorate, and the Welsh Government's response.

131. My officials are working with Estyn to consider the recommendations from the report and their implications for the education reform process and will also explore any cost implications for Estyn and Welsh Government if the recommendations are taken forward

Qualifications

Allocation to Qualifications Wales and how this compares with previous years.

132. The allocation of grant funding to Qualifications Wales for 2019-20 and previous years as approved by the National Assembly for Wales is set out in the table below. Whilst there are no changes to the grant in aid funding for Qualifications Wales in 2019-20, there is an increase to the non cash budget (for depreciation and amortisation) of £0.115m, to reflect the costs associated with the Qualifications in Wales database.

	2016-17 £000	2017-18 £000	2018-19 £000	2019-20 £000
Grant in Aid	8,304	8,042	8,042	8,042
Non-Cash	100	100	100	215
Total	8,404	8,142	8,142	8,257

Information on the process for setting Qualifications Wales’ budget, including what discussions are held with the regulator on their required levels of funding.

133. By the end of November, before the financial year to which it relates, the Welsh Government issues Qualifications Wales with a draft grant allocation letter. This is followed by a final grant allocation letter issued as soon as possible, and normally no later than one month, after the National Assembly for Wales has approved the final budget. This letter includes the voted grant allocation figure and any related budgetary control totals.

134. The grant allocation letter reflects the degree of independence that Qualifications Wales has, in that the letter does not contain a list of objectives expected to be achieved with the funding granted. The Welsh Ministers may, however, direct Qualifications Wales to have regard to particular aspects of government policy or other matters and request Qualifications Wales to provide the Welsh Ministers with information or advice on particular matters relating to any of its functions.

135. The Sponsorship Branch within Welsh Government is the main point of contact for Qualifications Wales and liaises regularly with them to review the organisation’s financial performance against budget. The Branch monitors the propriety of Qualifications Wales’ activities by observing both Board and Audit and Risk Committee meetings.

Welsh-medium education

Budget provision to support the Welsh Government’s Welsh-medium education strategy and local authorities’ Welsh in Education Strategic Plans (WESPs).

136. The Welsh in Education Strategic Plans provide a basis for the planning of Welsh-medium education across Wales. This also includes bilingual and Welsh language education. Their development is a statutory requirement for local authorities.

137. Local authorities use funding from a number of sources to implement their Welsh in Education Strategic Plans (WESPs) including activities supported and delivered through the 21st Century Schools Capital programme and the Regional

Consortia School Improvement Grant (RCSIG). In the delivery of their RCSIG, the regional consortia are asked to ensure that the programme of activities funded reflect the priorities set out in the local authorities' WESPs.

138. Aled Roberts was appointed to establish an Advisory Board to review the legislation underpinning Welsh-medium education planning, specifically the WESP current regulations (The Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013). The WESP Advisory Board met for the first time on 17 May. A budget of £0.1m has been allocated from the Welsh in Education BEL to support this activity.
139. The Welsh in Education BEL also supports the WESPs through programmes to support the informal use of the language, the development of the language skills of practitioners through the Sabbatical Scheme, and the commissioning of teaching and learning resources.
140. A fund of £30m Welsh Medium Capital Grant with additional support from the Childcare Offer Capital Grant programme was established for capital projects to support the growth in Welsh medium education. Local authorities were invited to bid for funding and applications from all 22 local authorities were received. The bids have undergone detailed assessment and prioritisation and the announcement was made on 19 September by the Minister for Welsh Language and Lifelong Learning that the total funding commitment of £46m will deliver 41 projects across 16 local authorities and create 2,818 school and childcare places for Welsh medium learners.

How will the Welsh in Education budget Action support the Welsh Government's Welsh Language Strategy and its target of one million Welsh speakers by 2050?

141. The Welsh Government's strategy *Cymraeg 2050: A million Welsh speakers* was published in July 2017 and includes a cross-government commitment to reaching a million Welsh speakers by 2050. The education system has a key role to play in achieving this aim, and there are a number of transformational changes that will be required in order to meet the targets.
142. For 2019-20 a budget of £29.361m has been allocated within the Welsh in Education BEL to support the educational elements of Cymraeg 2050. As the Welsh language is a cross cutting theme, in addition to this budget allocation, other departments support the development of Welsh within the education system. Although not easily quantified, the total monetary support for the Welsh language in education is significantly higher.
143. The budget allocation provides support across all stages of education, from childcare and early years provision to the provision of Welsh for Adult courses via the funding of the National Centre for Learning Welsh.
144. The Welsh in Education BEL also provides support to develop the language skills of practitioners through the Sabbatical Scheme and a programme of support to encourage the informal use of the language in schools and by young people.

There is also a commitment to support an ongoing programme to commission Welsh-medium and bilingual teaching and learning resources in support of the curriculum and post-16 vocational qualifications.

145. In addition, the Education Directorate leads on the implementation of activities and actions in response to the education priorities identified within the strategy, for example increasing the number of teachers, curriculum development and support for learners with additional learning needs. The Education MEG will continue to provide support for these activities in 2019-20.

The time profile of the £4.2m announced by the Cabinet Secretary in July 2017 to increase the Welsh-medium capacity of the teaching workforce (funded from the Raising School Standards BEL in 2018-19) – Is this being repeated in 2019-20?

146. The funding for professional learning activity to support the teaching and learning of Welsh is continuing, with £5.030m allocated from the Raising School Standards BEL in 2019-20 to support the development of Welsh in the education system and the delivery of the Action Plan, published in December 2017. This has increased annually since the original allocation of £4.2m in 2017-18. The allocation for 2018-19 is £4.785m.

Additional Learning Needs

The financial implications of the Additional Learning Needs and Education (Wales) Act 2018 in the draft budget 2019-20.

147. As outlined under the legislation section, the total budget allocation for the ALN Transformation Programme is £5.736m in 2019-20, to be drawn from both the Additional Learning Needs BEL (5115) and the Raising School Standards BEL (5511). The costs associated with implementation of the Act itself is outlined in the detailed draft Budget (Annex C) published on 23 October. Any associated administrative costs can be met from the EPS running costs budget.

Budget provision to support the ALN Transformation Programme.

148. The costs associated with the Additional Learning Needs and Educational Tribunal (Wales) Act 2018 and the wider ALN Transformation Programme are outlined under the legislation section of this paper.
149. For 2019-20, £3.2m of the transformation programme budget will be drawn from the Raising School Standards BEL to fund the Regional ALN Transformation Leads. The remaining £2.536m will be met from the Additional Learning Needs BEL to fund: implementation/transition support; workforce development; awareness raising; and supporting policy.

An update on the arrangements for funding the training of educational psychologists in Wales.

150. The Welsh Government currently awards a grant to Cardiff University which pays fees and bursaries for 10 students per year on their three year Doctorate in Educational Psychology professional training programme. I have decided to continue with this arrangement and strengthen it by linking a minimum number of bursaries to students who can already, or have the potential to work through the medium of Welsh, and by encouraging students to stay and work in Wales immediately after graduation.

Emotional and mental health of children and young people

The financial implications for the Education MEG of the Welsh Government's response to the Committee's recommendations in its Mind Over Matter report, including the call for a ring-fenced resource for schools to become community hubs of cross-sector and cross-professional support for emotional resilience and well-being.

151. In September 2018, the Cabinet Secretary for Health and I jointly established a ministerial task and finish group to consider the issue of a whole school approach to health and wellbeing, with a focus on mental health and addressing the specific education recommendations contained in Mind Over Matter. So far we have agreed dedicated funding up to a maximum of £300,000 per annum (pro rata for the 2018-19 part year) to resource the work, split equally between the Education MEG and Health and Social Services MEG. Any further financial implications will be considered as the detailed work-programme develops.
152. Currently the Community Learning Centres and Community Hubs Task and Finish Group is looking at ways to maximise community use of school facilities by providing guidance and examples of good practice. £15m has been made available to promote community hubs and proposals for funding will be considered by officials representing a range of policy areas including those covering health and wellbeing. This is being funded from the Education Infrastructure BEL, with £10m allocated in 2018-19 and the remaining £5m in this draft budget for 2019-20.

Information on the funding for school counsellors and other school-based staff supporting pupils' emotional and mental health needs.

153. As stated in an earlier section of this paper, the vast majority of the funding provided by the Welsh Government to Local Government, including for schools, is unhypothecated through the RSG. Local Authorities may determine how they use this funding, alongside other income streams, to fulfil their statutory duties and meet local needs and priorities. It is, therefore, not possible to say how much funding is provided for counsellors and school-based staff supporting pupils' emotional and mental health needs.

Youth work

Information on budget provision within the Education MEG to support Youth Work

154. For 2019-20, there is a budget of £7.3m within the Youth Engagement and Employment BEL to support youth work. This includes an additional £2.5m allocated from Reserves for improving mental health services. The Minister for Welsh Language and Lifelong Learning has clearly signalled her commitment to securing the strategic direction of youth work in Wales, and the additional funding acknowledges the role that youth work service can play in emotional and mental health both in school and in the community.
155. The additional £2.5m for 2019-20 will be targeted specifically at improving services for young people, focusing on wellbeing, resilience, and emerging mental health issues. It will be informed by the youth work pedagogical approach, which aims to support young people's personal, social, and emotional development, and which is well placed to help address emerging mental health and well-being issues.
156. To ensure it forms part of our overall approach to youth work in Wales, it will be considered and embedded as part of our new Youth Work Strategy. This is being developed in partnership with young people and the sector and will be guided by our new Interim Youth Work Board.

Any changes which have occurred to the allocation of £3.5m allocated for 2018-19 and 2019-20 as a result of the review of Margaret Jervis's work on Extending Entitlement, as referred to in the Draft Budget paper 2018-19.

157. Margaret Jervis' work forms a crucial part of the evidence base, which will be considered by the Interim Youth Work Board, and has already played a vital role in informing the early stages of the development of the new Youth Work Strategy for Wales. This has helped ensure a focus on the importance of:
- a long-term strategy encompassing the breadth of youth work delivery in Wales;
 - being 'opportunity focused' rather than 'problem oriented', with young people guaranteed a meaningful voice in the design and delivery of services;
 - partnership working and a detailed understanding of how youth work is best resourced in the future;
 - robust training and development frameworks to ensure a skilled workforce; and
 - mechanisms for assessing the quality of youth work practice in Wales.
158. The Interim Youth Work Board will build on this evidence to inform how we realise these ambitions as part of the new strategy.

How the impact of the 10% reduction to the Youth Support Grant to £2.5m in 2018-19 has been monitored, as referred to in the Draft Budget paper 2018-19. What has the impact been?

159. In our draft Budget for 2018-19 the Welsh Government took a whole-Government approach to prioritise funding to Local Government for front line schools and

social care delivery. As part of this exercise, a transfer out of £0.385m to central Reserves was identified, which included a 10% reduction to the Youth Support Grant.

160. However, following engagement with our partners we recognised that, despite the measures we had taken to protect local government from the full impact of austerity, the challenges it brought to key areas of activity, including youth work, presented a risk to delivery. Additional funding was identified through the re-prioritisation of resources within the Education MEG, with an allocation made available to Local Authorities via the WLGA to support action they could take, including bringing forward work to minimise the impact of the cuts in 2018-19. This enabled them to make targeted investments, aimed at reducing the impact on service delivery as a result of the reduction in the grant awarded. The amounts made available were commensurate with each local authority's reduction to their Youth Support Grant allocations in 2018-19. We continue to work both with the Welsh Local Government Association, and the Principal Youth Officers, including via our grant funding mechanisms, to monitor delivery of work plans in line with the aims of the grant.

Allocations for the following grants and information about how these allocations have been informed by the reviews of them, reported to the Welsh Government in summer 2017 and referred to in the Draft Budget paper 2018-19. Please also provide information about the longer term intentions in respect of these grants.

- **The Youth Work Strategy Support Grant**
- **The Welsh Government's Annual Grant to the Council for Wales of Voluntary Youth Services (CWVYS)**
- **The Welsh Government's Annual Grant to Education and Training Standards Wales (ETS Wales)**
- **The National Voluntary Youth organisation (NVYO) Grant**
- **How young people have been involved in informing the decisions about the allocations for youth work in the Draft Budget.**

161. The table below provides a summary of youth support grant allocations for 2018-19, funded from the Youth Engagement and Employment BEL, to support statutory and voluntary youth services in Wales. The allocations for 2019-20 will be subject to final approval by the Minister for Welsh Language and Lifelong Learning after the final Budget is published in December.

Grant	2018-19 allocation £000
Youth Support Grant (includes £1.1m base allocation and £2.470m formula share)	3,470
Council for Wales Voluntary Youth Services (CWVYS)	100
Education and Training Standards Wales (ETS)	35
National Voluntary Youth Organisations Grant (NVYO)	679
Total	4,287

162. It is not possible to provide information about the longer term intentions in respect of these grants while a new strategic approach is actively being developed, and given that provisional budgets have not been set beyond 2019-20. However, the reviews undertaken into these grants have proved important in ensuring we maintain consistency during the development of our new strategic approach, allowing us to make changes (where appropriate) to the way in which they are administered, and forming part of the evidence base for the Interim Youth Work Board as they work with us to develop the new Youth Work Strategy for Wales. By way of example:

- The Review of the **Youth Work Strategy Support Grant** (since renamed the Youth Support Grant), confirmed the positive contribution the grant made to securing the delivery of youth work provision in Wales. It has shaped monitoring discussions with local authorities about the strategic impact of the grant - rather than focusing on outputs, helped us make clearer links with the National Indicators for Wellbeing, and is informing discussions around the needs analysis that underpins strategic choices, as well as the concept of ensuring 'sufficiency of provision';
- The Review of the Welsh Government's annual grant to the **Council for Wales of Voluntary Youth Services (CWWYS)** indicated that overall there was a positive impact resulting from this funding. Its findings and recommendations have helped shape the regular discussions that take place between Welsh Government Officials and CWWYS representatives in respect of the monitoring of this grant;
- The Review of the Welsh Government's annual grant to **Education and Training Standards Wales (ETS Wales)** indicated that this investment represented value for money. Also that ETS Wales fulfilled the roles that it is funded to provide, and did so very effectively, with strong support from the sectors who are represented in its membership. The report will continue to inform discussions around the objectives and targets associated with grant funding in 2019/20; and
- The Review of the **National Voluntary Youth organisation (NVYO) Grant** indicated the importance of the NVYO grant and the positive impact it has on national voluntary organisations' capacity to deliver youth work provision to young people across Wales. We have fulfilled the recommendation to continue to provide core funding through this grant but are not currently able to develop longer term funding cycles (more than the current two years) given the uncertainty about our future budget beyond 2019-20. We have offered advice and support to those organisations that were unsuccessful in applying for funding, as recommended by the review, and will continue to implement the recommendations identified in future rounds of funding where possible to do so.

163. Whilst young people have not been involved directly in decisions about the allocations for youth work in this budget, they have been involved and consulted as part of the majority of reviews undertaken and published, including through focused discussions led by Margaret Jervis and youth work stakeholders to inform her report 'Our Future'. Further, a number of our grant criteria require that young people are consulted and involved in the implementation of funding proposals, and this has contributed to their resulting impact on outcomes for young people. They have, therefore, indirectly informed the draft Budget,

including our decision to maintain consistency during the development of our new strategic approach.

Childcare offer

An updated assessment of the implications for the Education MEG of the Welsh Government's childcare offer, for example Foundation Phase grant funding, capital funding and relationship with funding in the RSG.

Capital

164. We have allocated £60m of capital funding from the Education Infrastructure BEL of the Education MEG over the three year period (2018-21) to fund the Childcare Offer. This funding is to support the co-location of existing Foundation Phase provision with the new childcare offer provision on a single site, wherever possible, and to ensure there is sufficient childcare in the right areas, with a specific focus on developing new provision in areas that currently lack childcare services, in particular in rural and disadvantaged areas.
165. Formal and detailed applications were received at the end of September. Early indications suggest that bids received will be considerably more than the money available. Discussions are taking place with the individual Local Authorities regarding their proposals and many are looking to use the opportunity to develop childcare facilities, alongside their Band B proposals for 21st Century Schools and as part of their plan to increase the number of Welsh speakers, by combining projects funded from the Welsh Medium Capital Grant. The outcome of bids for the Welsh Medium Capital Grant was announced recently and included projects that combine funding from the Childcare Offer Grant. By combining these grants together we have been able to fund projects that meet the criteria and policy objectives of both, thereby maximising the value achieved from the funding available. As with the Welsh Medium Capital Grant, the money remaining from the Childcare Offer Grant will be allocated in order of each bid's score against the criteria for the Grant up to the allocation available. Bids falling under the allocation line will be held on a waiting list, if further funding becomes available, or in circumstances where successful bids fail to come to fruition or are delivered for less than allocated.

Foundation Phase

166. We are continuing to assess the emerging evidence of the impact of the early implementation of the Childcare Offer. Significant funding to support the Foundation Phase is already provided through the RSG and the EIG for schools.
167. In September, I published statutory guidance on the delivery of the Foundation Phase for three and four year old learners to local authorities which sets out their legal duties in terms of ensuring the quality of early education.

168. We will continue to keep this area under review as the Childcare Offer continues to be rolled out across Wales and will be assessing, and acting on, any potential impacts which might adversely affect the delivery of the early education offer.

Capital funding for school and college infrastructure

Information on budget provision for 21st Century Schools and progress of the programme to date, including expenditure and numbers of projects completed/approved to date.

169. Band A of the programme will deliver in excess of £1.4 billion of investment, with the Welsh Government providing 50% of the funding. To date the Welsh Government has approved funding for 167 projects of which 107 have been completed and 49 are in construction. The projects approved have committed funding of £736.6m up to 2020-21 in line with approved budgets. Up to 2017-18, the Welsh Government provided funding of £539.3m.

Clarification of the timescales for Band A will be complete by April 2019 and the timeframe of Band B, including expenditure and numbers of projects completed/ approved to date.

170. Most Band A projects will be completed by April 2019. A few projects have been delayed for a variety of reasons but will still be eligible for funding. To compensate for this, and to ensure that funding is used as efficiently as possible, some early start Band B projects have been progressed.

The latest position regarding the use of the Mutual Investment Model for Band B and the impact this will have on the money available.

171. Band B includes the capital equivalent of £500m to be delivered via the Mutual Investment Model (MIM) and we are working with our partners to ensure that this expenditure is profiled effectively. MIM schemes will include a capital element, for items such as furniture, fittings and equipment, and this has been accounted for in our budget.

Further education

A detailed breakdown of the Further Education BEL into its constituent funding lines including the sums for the first (remaining 2018/19 FEI commitment), second (6th Forms), third (sum to derive FEI allocations) and additional calls on it.

Whilst the BEL allocations have been published, specific amounts of funding per activity have not yet been agreed.

Details of the planning process and how the budget settlement will meet the Welsh Government's statutory obligations in respect of provision of education to 16 – 19 year olds under the Learning and Skills Measure 2009 and those pursuant to achieving the Wellbeing Goals.

172. The 2018/19 FEI grant funding letters now include a requirement for all FEIs to confirm their 2019/20 local curriculum offer data on Careers Wales Online and checks will be made to ensure compliance with the Learning and Skills (Wales) Measure 2009.
173. The Learning and Skills Measure 2009; ensures that all post 16 institutions must offer all students a minimum of 30 courses, at least 5 of which must be vocational. The vocational courses must fall across at least 3 domains, one of which has to be in the mathematics, science and technology domain.
174. Officials will continue to engage with the 14-19 co-ordinators in consortia and college representatives to ensure all schools and colleges meet the requirement of the measure.
175. The funding methodology that works in tandem with the planning process recognises the increased statutory obligation on 16-19 year olds and changes in demographics that already influence the School Sixth Form allocations are being considered for the FE funding methodology as well.

Copies of the most recent two years of Further Education Financial Forecast Planning Assumptions guidance issued to FEIs.

176. The most recent two years of Further Education Financial Forecast Planning Assumptions guidance issued to FEIs is attached at **Annex H**.

Details regarding the intended planning baseline to be used to allow the 2019/20 FEI sector-wide aggregated core funding allocation to be derived.

177. The funding allocations for FE for 2019/20 will be based upon the baseline funding that colleges received for 2018/19; which was £293.443m. That figure will then be amended for demographic shift and other changes introduced by the new FE funding formula. Details on that will not be available until after the final budget for the 2019-20 financial year published in December 2018.

Details of any intended 2019/20 (or if undecided yet, the resource available in the 2019-20 budget for) allocations to FEIs beyond 'core funding' including details of all non-core and hypothecated funding (including the FEI led work-based learning contracts).

178. It is not possible to calculate allocations to FEIs beyond the core funding at this point in the year, however, to give an illustration the 2018-19 equivalent is shown below:

Activity	Budget £000
Skills Development Fund	6,700
Junior Apprenticeships	502
Employment Bureau	40
REACH	634

179. Almost all FEIs are involved in the delivery of Work Based Learning (WBL) provision; either as a direct contract holder, a consortium member or a sub-contractor. The income that FEIs receive from WBL contracts was £81.533m (based on 2016-17 data). The budget available for WBL contracts in 2019-20 is greater than that available in 2016-17. It is, therefore, expected that the WBL funding received by FEIs will also increase.

Details of the intended general “unit rate” (core-funding) increase to be applied for 2019/20 with rationale for the uprating figure and an assessment as to its sufficiency, taking into consideration the contents of the relevant Further Education Financial Forecast Planning Assumptions, including the likely sector-wide pay award.

180. At the time of writing the outcome of the post-16 sector pay award is unknown and, therefore, it is too early in the budget setting process to determine whether the unit rate will change.

The rationale for any deviation or intended deviation between the planning assumptions FEIs are asked to make in their forecasts and the intended “unit rate” increase (core-funding) for 2019/20, particularly any assumptions relating to highly fixed-cost base items such as staffing, pay-awards and pensions.

181. The financial forecasts are currently for five years in advance, but due to change to three from 2018-19, and are a key source of information to enable the Welsh Government’s monitoring of financial health and financial planning of Further Education Institutions. Assumptions are provided to ensure robust and comparable forecasts, however these are not set in stone. It is important to note that these forecasts are solely for the purpose of financial monitoring and any assumptions provided for their preparation by the Welsh Government do not provide indication or commitment of any future funding decisions. These assumptions are shared in March, which, for example, is before pay negotiations have begun.

Details of the indicative FEI allocation for 2020/21 and 2022/23 in-line with the intended 3 year indicative settlement within the Post 16 Planning and Funding Framework as recommended by the Auditor General for Wales in the report published February 2017. If this is not available, a rationale for why three-year indicative settlements have not been introduced.

182. Whilst our aim is to publish a budget for a three year horizon, which would give our FE Colleges greater certainty in planning for a longer budget period, this can only be achieved with greater clarity about the revenue resources available to Welsh Government from Westminster.

183. We recognise – and are sympathetic to – the calls from our public sector partners for budgeting over a longer period whenever possible in order to support forward financial planning. Despite the very real uncertainties we have faced in recent years, we published two-year revenue plans last year and capital plans for the three years for which we have a settlement.

184. Our ambition to publish plans for longer than 12 months must however be balanced with our ability to provide realistic and sensible planning assumptions. The continuing fiscal uncertainty; ongoing pursuit of austerity by the UK Government and the considerable uncertainty surrounding the shape and nature of the negotiations for the future deal with the EU, mean we have taken the decision to publish revenue plans for 2019-20 only, with capital plans for the next two years – 2019-20 and 2020-21.
185. To support financial planning beyond these years, the Chief Economist's report, which is published alongside the draft Budget, provides an analysis of the medium-term fiscal projections, which will help to inform scenarios for future resource spending in Wales.

Details of the anticipated split in core and non-core funding between full-time and part-time FE provision including an updated assessment of how the budget settlement to FEIs will support the lifelong learning policy imperative which according to Welsh Government "has never been more important" [Prosperity for All pg. 18]. How has Welsh Government assessed the level of part-time funding to ensure it is sufficient to make reasonable progress toward the Prosperity for All well-being objectives and key themes relating to learning and lifelong learning?

186. The FE Funding methodology is currently being reviewed and the split of FT and PT funding is one element of that. Officials are working closely with the sector but changes introduced by the new FE funding formula will not be available until after the final budget for the 2019-20 financial year published in December 2018.
187. This new approach, inspired by the Wales Audit Office report in February 2017 and subsequent Public Accounts Committee inquiry, will complement the parallel new Working Wales scheme, Diamond fees and maintenance support arrangements to provide employability and skills support for learners in work and out of employment.

Details of the intended uplift for delivering provision in sparse and deprived areas for 19/20.

188. There is currently an allowance within the funding model to recognise the additional costs of delivering in educationally deprived areas and also to learners living in rural areas. These allowances are currently under review and will likely be applied from 2019/20 once the final budget is confirmed in December 2018.
189. Officials have been working closely with the FE sector in reviewing the sparsity and educational deprivation allowances.

An assessment regarding the sufficiency of the sparsity uplift taking into consideration representations made by two FEIs within the 2017 WAO report that it does not cover the cost of delivering provision in these areas.

190. The review of the sparsity allowance has been undertaken in close working partnership with those colleges that deliver in the most rural areas to ensure that full consideration of the additional costs have been taken into account. This work forms a part of the overall funding review, the details of which should be confirmed in December 2018.

Details of the intended uplift for delivering provision through the medium of the Welsh Language and bilingually for 2019/20.

191. The Welsh Medium uplift within the funding model is also being reviewed. However, it is not anticipated that the outcomes of this review will be completed in time for the 2019/20 academic year, and therefore the Welsh medium uplift allocations will remain unchanged from those in 2018/19.

Details of any capital funding to FEIs.

192. The question is not time specific, however Further Education Institutions have been award the following funding under the different programmes.

Programme	Time Period	Intervention rate	WG Funding £000
21 st Century Schools and Education Programme – Band A	2014-2019	50%	49,950
'Have a Go' Equipment	2015-2017	100%	370
2016/17 Capital Grant	2016-2018	50%	9,620
2016/17 IT & Equipment Grant	2016-2018	100%	11,380
FE Maintenance Grant	2018-2020	100%	10,000
Skills & Equipment Grant	2018-2020	100%	10,000
Total committed to date			91,320

193. Under Band A of the 21st Century Schools and Education Programme the FEIs have had £101.9m of projects approved, across the sector as shown below:

Further Education Institution	£000
Coleg y Cymoedd: Railway Training Centre	3,080
Coleg y Cymoedd: Aberdare Campus	22,000
Grŵp Llandrillo Menai: Engineering Centre	13,590
Grŵp Llandrillo Menai: Basic Skills Centre Llangefni	2,530
CAVC: City Centre Campus	45,800
Coleg Cambria: Bersham Rd Campus	8,250
Pembrokeshire College: Learning Campus - Vocational Centre	6,600
Total	101,850

194. In addition to the above funding, under 21st Century Schools and Education Programme – Band B, indicative envelopes of £191m capital and £131.4m Mutual Investment Model have been allocated to FEI's across wales.

Consolidated financial forecast for FEIs over the next three years.

195. The forecasts from FEI's are collected to inform financial health monitoring as part of the funding agreement. This is third party information collected by the

Welsh Government and it is not appropriate to share this information with the committee as FEI's are not public sector bodies.

Details regarding the Adult Community Learning allocation and an assessment on whether the previous Welsh Government strategy of protecting the funding for Adult Basic Education and ESOL remains relevant and why.

196. The Community Learning Grant for 2018-19 is £4.3m. The grant is allocated to local authorities on the basis of a financial settlement established in 2000.
197. A consultation on proposals to restructure the delivery and funding of adult learning in Wales has just ended. A summary of consultation responses will be published in due course and they will feed into a revised policy determining the funding and delivery of adult learning.
198. According to the latest evidence from the National Skills Survey (2010) 12% of adults in Wales have Entry level literacy skills and 51% have Entry level numeracy skills. Whilst these issues remain such a problem in Wales, the Welsh Government continues to see them as priorities. The Adult Learning in Wales policy was published in July 2017 and reaffirmed the provision of Essential Skills, ESOL and Digital Literacy as the priorities of the Welsh Government.
199. An updated ESOL Policy for Wales reaffirms the commitment to fund ESOL as an Essential Skill and will be published shortly.
200. Our Digital Literacy support follows the Essential Digital Literacy Skills framework designed by Qualifications Wales.
201. Provision includes courses focused on older learners, families and unemployed people to help them to access online services and support in a safe and secure manner.
202. Courses range from Entry Levels through to ECDL (European Computer Driving License) and are free to the learner at the point of delivery.
203. Providers work within their communities and adult learning partnerships to ensure provision meets local demand and is coordinated with wider support through the Digital Communities Wales programme.
204. Whilst Essential Skills and ESOL remain priorities, then it is vital that we continue to protect this funding for adults.

Higher education

A consolidated financial forecast for the HE sector over the next three academic years from 2018/19:

205. This information is provided to HEFCW in confidence by HEIs and the Council do not publish this level of information at a sector level as there are so few

institutions in Wales. I understand that the Funding Council are currently in the process of collating the forecast information that was provided at the end of July. This information will be considered by HEFCW's Audit and Risk Assurance Committee in October and the Council in November.

206. As it is not within the Welsh Government's gift to release this information, the Committee should contact HEFCW with this request and for a fuller explanation about their processes.
207. However, for information I attach at **Annex I**, a copy of the written evidence that I provided to the CYPE committee for the HE/FE scrutiny meeting in October. This includes a Welsh Government summary of the income levels of the Higher Education sector in each financial year since 2012, with forecast income levels for each financial year up until 2021/22.

Details of the indicative 2019/20 HEFCW allocation including details and sums of any hypothecated elements of this allocation.

208. The Welsh Government's funding to HEFCW is allocated on a financial year basis and is un-hypothecated. It is then a matter for HEFCW to determine the allocation of those resources taking account of government priorities which are set out in my annual remit letter. The 2019-20 remit letter, which will be issued before the end of March 2019, will also set out the financial resources allocated to HEFCW for the 2019-20 financial year, following Assembly approval of the Budget.
209. The Draft Budget proposes the following allocation to HEFCW for the 2019-20 financial year:

Allocations	2019-20 £000
HEFCW Revenue Expenditure	141,052
HEFCW Depreciation	90
HEFCW Capital	10,000
Total	151,142

210. By comparison, the final allocations provided to HEFCW in the last three financial years (2017-18 to 2018-19) were as follows:

Allocations	£000		
	2016-17	2017-18	2018-19
HEFCW Running Costs	2,491	n/a	n/a
HEFCW Revenue Expenditure ⁹	87,575	114,242	122,216
For Our Future	30,168	n/a	n/a
HEFCW Receipts	- 2,798	n/a	n/a
HEFCW Depreciation	82	90	90
HEFCW Capital Expenditure	n/a	5,900	10,000

⁹ With effect from the 2017-18 financial year the HEFCW Revenue Budget consists of an amalgamation of the For Our Futures, HEFCW Running Costs and HEFCW Receipts budget lines that were in place in previous years.

Total	117,518 ¹⁰	120,232	132,306
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Details of the call on the 2019-20 Education MEG for the Apr-Jul portion of the 2018/19 academic year HEFCW allocation, and an indication of whether this deviates from HEFCW's indicative 2019-20 allocation. We understand that HEFCW has already used an indicative 2019-20 budget forecast to derive its 2018/19 funding.

211. The Welsh Government's funding to HEFCW is allocated on a financial year basis and is un-hypothecated. It is then a matter for HEFCW to determine the allocation of those resources taking account of government priorities which are set out in my annual remit letter. My understanding is that HEFCW convert their financial year allocation into an academic year budget in order to determine their allocations for the coming academic year. They do this by using a proportion of one year's budget (usually around 60%) with the balance (40%) being derived from their indicative allocation for the following financial year.
212. It is for the Council to determine the distribution of funds allocated to it by the Welsh Government. The committee should contact HEFCW with this request for information and for a fuller explanation about their processes.

Details regarding any indication as to how the sector intends to apply the £12.5m 2018/19 cut in funding which will impact one or more of the funding lines for QR, Expensive Subjects and credit-based PT provision, and if the 2019-20 budget makes provision to restore this funding in the latter part of the 2018/19 academic year? If so, please provide details regarding the basis (terms and conditions etc.) by which the funding will be allocated to HEFCW.

An assessment of the impact of the £22.5m 2017/18 HEFCW cut and £12.5m 2018/19 HEFCW cut had and will have on the Welsh Government's agreement in principle to maintain QR funding in real-terms for five years in response to the Diamond Review.

213. As the funding provided by Welsh Government is un-hypothecated, it is therefore a matter for HEFCW to determine the distribution of the funding allocated and to determine how to manage any reductions in its funding. My understanding is that the Council took a decision to apply a funding adjustment to its 2017/18 and 2018/19 academic year's allocation on a pro-rata basis across all of its budget lines. This reflects a decision taken by the Council that their funding for QR, postgraduate research, part-time undergraduate teaching and expensive subjects are of equal strategic priority. In their view, this approach allows HE providers to make their own decisions as to where and how the funding reduction should be applied within their own institutions. HEFCW expect that decisions about allocations to departments and courses will be made strategically by institutions in the light of local circumstances and priorities and with due regard

¹⁰ In addition to the funding allocations listed, in 2016-17 HEFCW received additional funding of £4.178m to support a range of activities including: funding to enhance capacity building in educational research; funding to alleviate the impact of budget reductions on HEFCW's Expensive Subjects premium; funding to increase collaboration between HE and FE; and an adjustment to take account of a shortfall in HEFCW's anticipated receipts.

to the potential impact of allocations in terms of their statutory responsibilities, including for equality and diversity as well as other Welsh Government priorities.

214. As outlined in **Annex I**, between 2010/11 and 2016/17, income from funding body grants decreased by around £242m (from £416m to £174m), but income from full-time tuition fees increased by around £435m (from £229m to £664m). Overall, income to the sector has therefore increased by more than £200m over the period, and is projected to continue to increase in the future.
215. Information provided by HEFCW at a recent CYPE committee session suggested that income had actually fallen between 2015/16 and 2016/17 academic years. Whilst this is confirmed in the latest official data, which suggests a slight drop (around £25m) in income at a sector level, the financial year information (which is used in all Welsh Government statistical and budgeting information) shows a continuation of an increase in income in that year.
216. My remit letter for 2019-20, which will be issued by the end of March 2019, will set out my priorities for the coming year and will look to the Council to continue to prioritise support for part-time provision, expensive subjects and research.

Details of how institutions have deployed the funding provided by the Interim Masters support package allocated to HEFCW for 2018/19.

217. In October 2017, I announced that the Welsh Government would be providing funding to Welsh institutions (via the Higher Education Funding Council for Wales (HEFCW)) to offer additional support to eligible postgraduate students who choose to study in Wales. A total of £10.9million has been made available over three financial years. The aim is to help incentivise student progress and encourage Welsh students to return to Wales to study, in line with our response to the Diamond Review. HEFCW set out the details of the scheme in a circular¹¹ published in January:
218. The funding allocated to HEFCW was calculated on the basis of around £4,000 for each student – based on an initial estimate of the number of students that would apply for support in 2018/19. However, in order to remain within budget, and to take account of possible variances in the number of applications, HEFCW’s approach to calculating allocations was based on £3,416 per student. Details on the background, design and rationale for the scheme and the method for calculating allocations to institutions is provided in HEFCW’s circular. Whilst institutions were given discretion to determine their own method for distributing the funds allocated to them, the circular made clear that awards must be given only to those students eligible for loans set out in the 2017/18 Postgraduate Masters Degree Loans regulations.
219. In order to monitor the use of these funds, HEFCW have asked providers to provide details of the support being offered and how it is being advertised to prospective students. These details are included at **Annex J**.

¹¹https://www.hefcw.ac.uk/documents/publications/circulars/circulars_2018/W18%2001HE%20Interim%20Postgraduate%20Tuition%20PGT%20Masters%20support%20package%20for%20AY%202018_19.pdf

Whether the £10m Fee Mitigation Funding HEFCW intends to release for 2018/19 will be continued into future academic years and details of any amounts in the 2019-20 budget that relate to fee mitigation funding beyond 2018/19.

220. The £10m fee mitigation funding was allocated to HEFCW as £5m in 2018-19 and £5m for 2019-20 to help institutions deal with the short term planning implications of the announcement. There are no plans at the present time to supplement this funding beyond the commitments made to implement reforms to higher education and student finance and I would have expected institutions to have planned on that basis.

Details regarding the projects agreed with HEFCW and undertaken by institutions using the Strategic Change Fund of £20m.

221. Details are provided in HEFCW's Strategic Change Fund outcomes circular¹².

Details of any sums in 2019-20 intended for delivery of Degree Apprenticeships considering HEFCW's statement that the 2019/20 funding round for Degree Apprenticeships will be "more comprehensive".

222. HEFCW received additional funding in 2016-17 to support the development of investment in higher level apprenticeships and to enable institutions to develop degree level qualifications which could in the future be incorporated into apprenticeship frameworks. A further £3m has been allocated in 2018-19 and £5m in 2019-20 to support the provision of degree apprenticeships by Welsh institutions.
223. I wrote to HEFCW in May confirming that I had asked officials to prioritise Degree Apprenticeships funding within their budget considerations for future years in order to meet the ongoing commitment linked to the estimated costs to support the delivery of Degree Apprenticeships in Wales.
224. Initial estimates for the delivery of degree apprenticeships were around £20m over the first three years of its operation but these figures are dependent on the level of uptake by employers and individuals.

Diamond and Reid Implementation

In its last budget scrutiny submission to this Committee, Welsh Government forecast that the cost of the Tuition Fee Grant (TFG) would drop from £223m for 2018-19 to £129.9m for 2019-20. Please update this information for 2019-20 and beyond, and account for the use of any savings in TFG costs in the 2019-20 budget. In particular provide details of any

¹²https://www.hefcw.ac.uk/documents/publications/circulars/circulars_2018/W18%2022HE%20HEFCW%20Strategic%20Change%20Fund%20Outcomes.pdf

sums that are (sometimes known as the Diamond Dividend), and are not to be, 're-invested' into the HE sector and where they have been re-allocated.

225. An updated forecast for the cost of the full-time undergraduate tuition fee grant is provided in the table below.

Forecast cost of the full-time undergraduate tuition fee grant

Forecasts of financial year costs

	£000			
	2018-19	2019-20	2020-21	2021-22
Tuition fee grant	223,000	134,000	59,000	14,000

Source: Higher Education Division internal analysis, Welsh Government

226. The majority of the savings from the removal of the tuition fee grant will be used to fund the continued phase-in of the enhanced maintenance grants for undergraduates and the contribution to costs grant for postgraduate Masters students. Forecasts for the costs of these policies are provided in response to the request for information on the new grants below.

227. The draft 2019-20 budget contains an increase in revenue funding for the HE sector, via HEFCW. Additional allocations have also been made to HEFCW's budget for the continuation of the postgraduate interim bursary scheme and degree apprenticeships. No funding has been allocated outside of Higher Education, but there remain areas of uncertainty within budget requirements. For example, the funding required by Student Loans Company for continued implementation of the student finance reforms (e.g. postgraduate support for new students from 2019/20) is not yet known and the costs to student finance budgets could exceed current forecasts. It is likely that this will mean that transition phase between the new and old system will be more expensive than operating the old system – this is likely to be the case for 2017-18, 2018-19 and possibly 2019-20.

Details of any amounts within the 2019-20 budget intended to fund the second and third recommendations of the Reid report. If no funding has been allocated toward the Reid recommendations, please provide a rationale for doing so and an assessment of how any delay in funding the review recommendations might impact on research and innovation funding in Wales and the sectors call for rapid progress on the report recommendations.

228. At this moment in time, there is no additional funding planned in 2019-20 to support the second and third Reid recommendations. We agree that, working across sectors, Government can do more to increase the visibility and influence of Welsh research and we accepted all the recommendations in principle. Recommendations two and three relate to future resources, beyond existing budgets. We welcome the direction of travel set out in these recommendations, having already committed to accept, in principle, the relevant recommendations from the Diamond Review. We recognise, however, that policy and funding decisions from the newly-formed UK Research and Innovation (UKRI) are still emerging and we remain committed to influencing and responding to these changes on behalf of Wales and Welsh research and innovation.

229. The continuation of funding at current levels is not likely to have any impact on the performance of the research and innovation (R&I) community in the short term.
230. In relation to Reid's second recommendation, part of this was the endorsement of the Diamond Review recommendation regarding the reinstatement of research funds for the HE sector. This budget confirms that we are progressing with the reforms of higher education and student finance and in line with the Government response to the review this extends to considering additional support for research funding in future financial years as appropriate.

Forecast expenditure in 2019-20, 2020-21 and 2021-22 on providing Masters Loans and Doctoral Loans.

231. Updated forecasts for the cost of the postgraduate support packages available to Masters and doctoral students are provided in the table below.

Forecast cost of the postgraduate student support policies

Forecasts of financial year costs

	£000			
	2018-19	2019-20	2020-21	2021-22
Postgraduate Masters				
Contribution to costs grant [1]	0	11,000	19,000	23,000
Contribution to costs loan	40,000	45,000	47,000	51,000
Contribution to costs loan at RAB	-1,000	1,000	2,000	2,000
Postgraduate doctoral				
Doctoral loan	1,000	2,000	4,000	4,000
Doctoral loan at RAB	0	1,000	1,000	1,000

Source: Higher Education Division internal analysis, Welsh Government

[1] Excludes funding provided to HEFCW to operate an interim bursary scheme for new students in the 2018/19 academic year, prior to the implementation of the Welsh Government response to the Diamond Review from 2019/20.

Forecast expenditure in 2019-20, 2020-21 and 2021-22 on the Diamond Maintenance Grant and Basic Maintenance Grant, including forecast expenditure for students who will study in non-Welsh UK institutions.

232. Updated forecasts for the costs of the grants being made available to undergraduate and postgraduate students, in response to the recommendations of the Diamond Review, are provided in the table below. These forecasts include both the universal (non-means-tested) and means-tested elements of the grants.

Forecast cost of grants following the Diamond Review recommendations

Forecasts of financial year costs

	£000			
	2018-19	2019-20	2020-21	2021-22
Full-time undergraduate maintenance grant	162,000	199,000	231,000	252,000
Of which, students:				
in Wales	98,000	120,000	140,000	152,000
elsewhere in the UK	64,000	79,000	91,000	100,000
Part-time undergraduate maintenance grant	7,000	15,000	20,000	22,000

Of which, students:				
in Wales	7,000	14,000	18,000	21,000
elsewhere in the UK	0	1,000	1,000	1,000
Postgraduate contribution to costs grant		11,000	19,000	23,000
Of which, students:				
in Wales		9,000	15,000	18,000
elsewhere in the UK		2,000	4,000	5,000

Source: Higher Education Division internal analysis, Welsh Government

233. Full-time undergraduates from Wales have the greatest cross-border flow, with around 60% remaining in Wales to study and 40% attending an institution elsewhere in the UK. In contrast, the vast majority (over 90%) of part-time undergraduates study at an institution in Wales. Just over three quarters (76%) of postgraduates are expected to study at an institution in Wales. These location splits are reflected in the forecast costs above.

Student Support General

Forecast expenditure in 2019-20, 2020-21 and 2021-22 on the remaining Welsh Government student support grants including Welsh Government Learning Grant Further Education (WGLG FE) and Education Maintenance Allowance (EMA).

234. Updated forecasts for student finance policies not covered above are provided in the table below. Costs are expected to remain quite static over the next few years.

Forecast costs of targeted grants for HE students and support for FE students

Forecasts of financial year costs

	£000			
	2018-19	2019-20	2020-21	2021-22
Targeted grants and allowances [1]	19,000	19,000	19,000	19,000
Education Maintenance Allowance (FE)	18,000	18,000	18,000	18,000
Welsh Government Learning Grant (FE)	5,000	5,000	5,000	5,000

Source: Higher Education Division internal analysis, Welsh Government

[1] Includes Grants for Dependents, Disabled Students Allowances and Travel Grants.

Summary

235. The Education MEG Draft Budget for 2019-20 is presented to the Committee for consideration.

Kirsty Williams AM
Cabinet Secretary for Education

Eluned Morgan AM
Minister for Welsh Language and Lifelong Learning

Action level summary

As requested by the Committee, a summary of draft budget changes by Action relevant to this Committee is provided below. As outlined in the paper, the summary reflects changes from the First Supplementary Budget figures for 2018-19 (as the year on year comparator) and the 2018-19 final Budget (as the baseline figure).

Literacy and Numeracy Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
7,456	6,556	-	6,556

- The budget funds a range of interventions to support the agenda of improving literacy and numeracy skills of children and young people. Funding within this Action specifically supports the implementation of actions set out in the National Literacy and Numeracy Programme. The budget also supports the development and delivery of the National Reading and Numeracy Tests and the phasing in, over a three year period, of online personalised assessments.
- Literacy and numeracy are however embedded across the delivery of education policies. The support offer for literacy and numeracy is already delivered in an effective and efficient method by consortia through the Regional Consortia School Improvement Grant, which has within its remit the priorities of literacy and numeracy. This adds substantially to the total support offered for these skills in schools.
- Invest to Save funding totalling £8.5m has been approved, covering the period 2016-17 to 2019-20, with repayments following for a further five years from 2020-21 until 2024-25. This represents approximately 75% of the estimated costs for developing and delivering the online adaptive tests. The budget for Literacy and Numeracy includes Invest to Save allocations of £3m for 2018-19 and £2.1m for 2019-20. There are no changes to the plans previously published for 2019-20.

Curriculum Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
13,517	13,233	(1,403)	11,830

- This Action is made up of the Foundation phase BEL (policy work only, the delivery funding now sits in the Education Improvement Grant within the Education Standards Action), the Curriculum and Assessment BEL and the

Curriculum Review. The budget decreases by £1.403m compared to previously published plans for 2019-20.

- The reduction relates to the Progress for Success (PfS) ESF project, based on the ESF income profiled for 2019-20. The ESF grant for 2019-20 covers all expenditure for the current Programme, and as a result, no additional match funding is required from the Foundation Phase BEL to support this project. The reduction will therefore not impact on this work – if the business plan is approved the ESF grant will support the extension to the West Wales and Valleys programme and capacity within the Childcare, Play and Early Years budgets (within the Health and Social Services MEG) will allow us to provide similar provision in East Wales to facilitate a National programme.
- The plans for 2019-20 include the reductions actioned in last year’s draft budget to reflect; the planned reduction in support for Techniquest and Techniquest Glyndwr (£0.220m) and the end of the First World War Education commemoration programme (£0.054m).
- The budget also includes £1m to support Music Priorities in 2018-19 and 2019-20 as part of the two-year Budget agreement with Plaid Cymru.

Teaching and Leadership Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
18,804	18,664	15,000	33,664

- The budget supports the funding for Initial Teacher Education (ITE) and continuing professional development for teaching professionals, including the Pioneers network of schools. This includes funding for teacher training incentives (both HE and FE), the Graduate Teaching Programme (GTP), together with the new part-time Post Graduate Certificate in Education (PGCE), to provide a high quality alternative to full-time ITE study, and the new Employment Based Route (EBR), which will see a student teacher employed by a school from the outset. It also funds the Education Workforce Council for administration of Qualified Teacher Status and the Induction Programme in schools, including distribution of funding to support NQT mentoring and support.
- The budget increases by £15m, compared to previously published plans for 2019-20, as a result of the additional £15m allocated in the 2019-20 outline draft Budget for schools.
- The baseline budget for 2019-20 includes a reduction of £0.2m for the Masters Programme, actioned in last year’s budget, as a result of the contract coming to a natural end.

Qualifications Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
8,142	8,142	115	8,257

- The *Qualifications Wales Act 2015* established Qualifications Wales as the independent regulator for qualifications in Wales and gives the organisation principal aims and a range of functions in relation to the qualification system and qualifications awarded in Wales. Qualifications Wales is funded via a grant from the Welsh Ministers.
- The budget has increased by £0.115m for 2019-20, to reflect the increased non-cash costs for the amortisation of the Qualifications in Wales database. This increases the total non-cash budget for Qualifications Wales to £0.215m. There are no changes to the grant in aid budget for Qualifications Wales for 2019-20 which remains at £8.042m.

Post-16 Education Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
408,946	400,819	19,492	420,311

- This Action includes funding for learning in local authority sixth forms, Adult Community Learning (ACL) venues, and Further Education Institutions (FEIs). A small amount of the resource is used to support new initiatives and quality improvement activities; as well as funding to support the delivery of the Seren networks that supports progression to Sutton Trust universities for the most able and talented of our learners.
- The decreased value of £8.127m between 2018-19 Supplementary budget and Final budget 2018-19 plans are as follows:
 - reduction to Sixth Form funding of £9.827m; and
 - a net increase of £1.7m for industrial skills.
- The budget for the post-16 Education Action has increased in 2019-20 compared to the 2018-19 Final budget by £19.492m. This is made up of the following:
 - a transfer in of £1.591m from the Supporting Digital Learning in Education BEL for JISC;
 - a £7.207m transfer from Reserves as part of the £18.3m funding for Prosperity for All, which combined with the additional £2.620m from Reserves in draft Budget 2018-19, fully reverses the cut of £9.827m for school Sixth Forms actioned in last year's budget;
 - an increase of £7m from reprioritisation within the Education MEG, to provide support for a predicted 2.5% demographic increase of 16-19 learners; and

- an allocation in from Reserves of £1.074m to fund the school teachers' pay award, specifically for teachers in school sixth forms, which will continue to be funded outside of the local government settlement.

Higher Education Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
121,519	129,760	11,382	141,142

- The increase of £8m between 18-19 Supplementary budget and Final budget 18-19 plans are as follows:
 - an increase of £5m as a decision to freeze tuition fees; and
 - an increase of £3m in respect of degree apprenticeships.
- The budget for the Higher Education Action has increased by £11.382m in 2019-20 compared to the 2018-19 Final budget. This is made up of the following transfers:
 - £5.0m from the Work Based Learning BEL in respect of degree apprenticeships;
 - £5.0m from the Student Support Grants BEL to fund the continuation of the postgraduate interim bursary scheme; and
 - £1.382m from Reserves to cover the Global Wales funding under the first tranche of EU Transitional Funding
- As part of the budget agreement with Plaid Cymru, funding in the budget for 2018-19 and the baseline budget for 2019-20 includes £20m funding to support Higher Education and Further Education which will allow the sectors to prepare for the implementation of the Welsh Government response to the Diamond review. In line with the findings of the Diamond review, this money will encourage closer collaboration between the sectors in preparation for reforms to Post Compulsory Education and Training (PCET).
- The budget within the HEFCW capital BEL (Depreciation) of £0.090m has been maintained at 2018-19 levels.

Education Standards Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
152,889	137,296	19,757	157,053

- Based on previously published plans, the EIG was projected to reduce by £11.093m in 2019-20. The full reduction of £11.093m has been reversed in this budget, through transferring part of the *Prosperity for All* funding (totalling £18.3m) allocated in final Budget 2018-19.
- A further £8.7m has been allocated from Reserves to the School Improvement Grant BEL in 2019-20 for minority ethnic, Gypsy, Roma and Traveller learners, to support local authorities' continued development of a sustainable model. An additional £8.7m has also been allocated for 2018-19, of which £5m was actioned in the First Supplementary Budget 2018-19. The remaining £3.7m will be formalised in the Second Supplementary Budget 2018-19.
- The School Governance BEL has reduced by £0.036m, which represents the removal of funding from the BEL in its entirety from 2019-20. This follows the planned reductions in last year's budget of £1.088m for Governors Wales (£0.282m), Independent Investigation Service (£0.106m) and School Uniform Grant (full grant of £0.7m). The remaining £0.036m is no longer required following the decision to cease the Independent Investigation Service contract at the end of July 2018. The replacement of the School Uniform Grant, PDG Access, is now funded from the Pupil Development Grant (PDG) BEL.
- There are no changes to the Raising School Standards BEL, which includes an allocation of £25m for 2018-19 and £25.5m for 2019-20, as part of our £100m investment over this Assembly term.

Pupil Development Grant Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
95,523	93,746	3,554	97,300

- The Pupil Development Grant (PDG) BEL has increased by £3.554m in 2019-20 following the allocation from Reserves to maintain and further expand PDG-Access, to support parents and families across Wales. In the First Supplementary Budget for 2018-19, £1.777m of funding was transferred to support PDG-Access from the start of this academic year.
- There are no changes to the budget for PDG grant in 2019-20.

ICT and Information Management Systems Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
6,609	6,609	(2,139)	4,470

- This Action supports the delivery of the curriculum through providing access to a range of high quality digital teaching tools and resources, including: Hwb through the Learning in Digital Wales (LiDW) programme; the Unique Learner Number project; and in house data management systems.
- There has been a reduction of £2m to this budget as a result of two transfers within the MEG as a result of administrative changes:
 - £1.591m to the Further Education Action (Further Education Provision BEL) for JISC, a UK shared service network for post 16 education; and
 - £0.548m to the Employment and Skills Action (Employability and Skills BEL) for Application Maintenance and Support.

Wellbeing of Children and Young People Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
18,997	18,997	-	18,997

- The majority of this Action funds the specialist residential college placements for post 16 students with severe learning difficulties (Post 16 Specialist Placements BEL). This funding is statutory and demand led in accordance with Welsh Ministers duties under the Learning and Skills Act. There have been no changes to the budget for 2019-20 which remains at £12.481m. Specialist FE provision is essential in ensuring that those disabled young people whose needs cannot be met in their local college are able to access further education and training suitable to their needs.
- We have continued to protect funding within the Food and Nutrition in Schools BEL for the School Milk Scheme in the Foundation phase and at Key Stage 2 at a subsidised rate.
- There are no changes planned to the Additional Learning Needs BEL for 2019-20, in order to support our ambitious programme of ALN reform.

Post-16 Learner Support Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
582,988	563,172	(10,561)	552,611

- The budget for the Student Support Grants BEL sits within this Action. This budget includes the demand led statutory student support programme accounts for Higher Education (HE) and Further Education (FE). The budget supports Part-Time Grants and Fees, Student Loan Company (SLC) Targeted Grants, Student Support Grants, Tuition Fee Grant and the Education Maintenance Allowance.
- There has been a reduction from the 2018-19 final Budget of (£10.561m). The elements that contribute to the net decrease are:
 - £5.0m transfer to the HEFCW Expenditure BEL to fund the continuation of the postgraduate interim bursary scheme; and
 - a reduction of £5.561m to be reprioritised within the Education MEG and based on the latest estimate of student numbers entering and the continued demographic trends in HE. This will not disadvantage any student as legal entitlement to support is enshrined in legislation.
- We have maintained our commitment to provide financial support to students from the lowest household incomes into 2018-19 and 19-20 by continuing to provide most support to students who need it most. .

Pupil Engagement Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
515	515	-	515

- This Action funds activities aimed at small projects and improving outcomes for vulnerable/ disadvantaged learners through improving wellbeing, behaviour and attendance in schools; engaging families and communities; reducing exclusions; improving the quality of provision for learners education other than at school.
- There are no changes to the Tackling Disaffection BEL of £0.515m for 2019-20.

Youth Engagement and Employment Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
8,154	8,154	2,500	10,654

- This Action funds a number of youth support grants to support statutory and voluntary youth services in Wales and delivery of activity to support the continued implementation of the Youth Engagement and Progression Framework (Youth Engagement and Employment BEL). In addition, the Action also provides funding to Her Majesty’s Prison and Probation Service (HMPPS) to support the provision of prisoner learning and skills in adult prisons. Funding is also available for innovative pilot projects which support the offender learning agenda, and to support essential skills delivery for those serving sentences in the community (Offender Learning BEL).
- An additional £2.5m has been allocated from Reserves in this budget to the Youth Engagement and Employment BEL for youth work and improving mental health services. Further information on this allocation is outlined in the evidence paper.

Welsh in Education Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
31,361	31,361	(2,000)	29,361

- Welsh in Education, supports the implementation of *Cymraeg 2050*, which includes the:
 - planning of Welsh-medium education;
 - delivery of practitioner training through the Sabbatical Scheme;
 - delivery of Welsh-language training through the National Centre for Learning Welsh;
 - commissioning of teaching and learning resources;
 - research, evaluation and marketing in respect of the strategy; and
 - funding for the Coleg Cymraeg Cenedlaethol.
- The budgets for 2018-19 and 2019-20 include a total of £6.5m per annum as a result of the two year Budget agreement with Plaid Cymru, with funding for:
 - £0.5m for improved provision of bilingual education resources;
 - £1m for Mudiad Meithrin; and
 - £5m for Welsh language funding (recurrent).
- The reduction of £2m to the Welsh in Education Action does not represent a cut in funding for Welsh language. It relates to a transfer of £2m to the Welsh

Language Action to promote the Welsh Language, building on activities which commenced in 2017-18. This forms part of the £5m Welsh language funding agreed with Plaid Cymru.

Welsh Language

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
6,964	6,964	2,000	8,964

- This Action supports activities and programmes under theme 2 (Increasing the use of Welsh) and theme 3 (Creating favourable conditions) of the strategy.
- The Welsh Language BEL within this Action, which has an allocation of £5.913m, supports the Welsh Government's strategy *Cymraeg 2050*, which includes a cross-government commitment to reaching a million Welsh speakers by 2050. The budget has increased by £2m in 2019-20, which reflects a transfer from the Welsh in Education Action of an element of the £5m Plaid Cymru Budget agreement funding to promote the Welsh language.
- There are no changes to the Welsh Language Commissioner (WLC) BEL of £3.051m to support the work of the WLC in a wide range of functions and powers which include:
 - ensuring compliance with the Welsh language standards;
 - promoting and facilitating the use of Welsh;
 - conducting investigations into allegations of interference with individuals' freedom to use the Welsh language with one another; and
 - Develop Welsh language terminology.

Delivery Support Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
1,570	1,501	-	1,501

- This Action funds marketing and communications, research and the International Education Programme (IEP). There are no changes proposed to this budget for 2019-20. This baseline budget for 2019-20 includes a number of reductions actioned in last year's budget, including:
 - £0.045m for the Strategic Communications BEL, as a result of the Remploy Programme coming to a natural end (£0.028m) and by making greater use of digital resources and developing in-house campaigns (£0.017m); and
 - £0.024m for Evidence and Research budget based on the profile of payments for PISA 2018.

Prosperity for All

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018-19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000
0	18,300	(18,300)	0

- In final Budget 2018-19, as a result of additional funding available following the UK Budget, the Education MEG was allocated an additional £18.3m to support the delivery of Prosperity for All. This was allocated to a new BEL within the MEG until final decisions were made on the deployment of this funding.
- In this draft budget, the funding of £18.3m has been allocated as follows:
 - £11.093m to the School Improvement Grant BEL to reverse the full reduction to the Education Improvement Grant actioned in last year's budget; and
 - £7.207m to the Further Education Provision BEL, which combined with the additional £2.620m from Reserves in draft Budget 2018-19, to fully reverse the cut of £9.827m for school Sixth Forms actioned in last year's budget.

Capital – Estates and IT Provision Action

2018-19 Supplementary Budget June 2018 £000	2019-20 Allocations as per 2018- 19 Final Budget £000	2019-20 Changes £000	2019-20 New Plans Draft Budget £000	2020-21 Allocations as per 2018- 19 Final Budget £000	2020-21 Changes £000	2020-21 New Plans Draft Budget £000
203,627	176,674	29,809	206,483	154,750	24,805	179,555

- This budget supports the 21st Century Schools and Education Programme which represents a strategic investment in our education infrastructure. It is being delivered through two waves; Band A and Band B. The budget will also be used to support any capital funding requirements to deliver our education priorities, including class sizes. The budget also includes capital funding for the Childcare offer of £60m over three years (2018-2021).
- The funding allocated in draft Budget 2018-19 for: HE Estate Rationalisation (£10m per annum in 2018-19, 2019-20 and 2020-21); support for FE essential maintenance (£5m per annum in 2018-19 and 2019-20); and FE industry standard equipment (£5m per annum in 2018-19 and 2019-20) continues to be included in this budget.
- In draft Budget 2019-20 we have allocated an extra £29.8m and £24.8m in 2019-20 and 2020-21. The purpose of the additional allocations is outlined in the evidence paper.

EDUCATION MAIN EXPENDITURE GROUP (MEG)							
RESOURCE BUDGET							
Action	BEL Description	2017-18 Final Outturn	2018-19 Supplementary Budget June 2018	2018-19 Forecast (Period 6)	2019-20 Plans as per 2018- 19 Final Budget	Changes	2019-20 New Plans Draft Budget
Literacy and Numeracy	Literacy & Numeracy	6,290	7,456	6,513	6,556	0	6,556
	Total Literacy and Numeracy	6,290	7,456	6,513	6,556	0	6,556
Curriculum	Curriculum & Assessment	4,750	6,566	6,498	6,282	0	6,282
	Curriculum Review	5,190	5,400	6,100	5,400	0	5,400
	Foundation Phase	1,663	1,551	148	1,551	-1,403	148
	Total Curriculum	11,603	13,517	12,746	13,233	-1,403	11,830
Teaching and Leadership	Teacher Development and Support	16,366	18,804	30,624	18,664	15,000	33,664
	Total Teaching and Leadership	16,366	18,804	30,624	18,664	15,000	33,664
Qualifications	Qualifications Wales	7,211	8,142	8,265	8,142	115	8,257
	Total Qualifications	7,211	8,142	8,265	8,142	115	8,257
Post-16 Education	Further Education Provision	409,876	408,946	412,168	400,819	19,492	420,311
	Total Post-16 Education	409,876	408,946	412,168	400,819	19,492	420,311
Higher Education	HEFCW-Programme Expenditure	114,572	121,429	122,216	129,670	11,382	141,052
	HEFCW Capital	90	90	90	90	0	90
	Total Higher Education	114,662	121,519	122,306	129,760	11,382	141,142
Education Standards	School Governance	1,010	36	78	36	-36	0
	School Improvement Grant	155,592	126,659	130,359	110,566	19,793	130,359
	Raising School Standards	20,147	25,000	25,000	25,500	0	25,500
	School Standards Support	2,290	1,194	1,194	1,194	0	1,194
	Total Education Standards	179,039	152,889	156,631	137,296	19,757	157,053
Pupil Development Grant	Pupil Development Grant	91,982	95,523	96,250	93,746	3,554	97,300
	Total Pupil Development Grant	91,982	95,523	96,250	93,746	3,554	97,300
ICT & Information Management Systems	Supporting Digital Learning in Education	6,551	6,609	4,970	6,609	-2,139	4,470
	Total ICT & Information Management Systems	6,551	6,609	4,970	6,609	-2,139	4,470
Wellbeing of children and young people	Additional Learning Needs	2,405	2,786	2,758	2,786	0	2,786
	Food & Nutrition in Schools	3,293	3,730	7,312	3,730	0	3,730
	Post 16 Specialist Placements	13,084	12,481	13,537	12,481	0	12,481
	Total Wellbeing of children and young people	18,782	18,997	23,607	18,997	0	18,997
Post-16 learner support	Student Support Grants	448,981	455,980	446,110	436,303	-10,561	425,742
	SLC/HMRC Administration Costs	12,518	13,862	14,411	13,723	0	13,723
	Student Loans Resource Budget Provision	327,900	106,849	106,849	106,849	0	106,849
	Targeted Student Support Awards	6,784	6,297	6,600	6,297	0	6,297
	Total Post-16 learner support	796,183	582,988	573,970	563,172	-10,561	552,611
Estate and IT Provision	Education Infrastructure	43	0	-98	0	0	0
	Total Estate and IT Provision	43	0	-98	0	0	0
Pupil Engagement	Tackling Disaffection	371	515	467	515	0	515
	Total Pupil Engagement	371	515	467	515	0	515

Youth Engagement & Employment	Offender Learning	3,996	3,328	3,331	3,328	0	3,328
	Youth Engagement & Employment	5,135	4,826	4,562	4,826	2,500	7,326
Total Youth Engagement & Employment		9,131	8,154	7,893	8,154	2,500	10,654
Welsh in Education	Welsh in Education	27,206	31,361	29,050	31,361	-2,000	29,361
Total Welsh in Education		27,206	31,361	29,050	31,361	-2,000	29,361
Welsh Language	Welsh Language	6,181	3,913	6,224	3,913	2,000	5,913
	Welsh Language Commissioner	3,051	3,051	3,083	3,051	0	3,051
Total Welsh Language		9,232	6,964	9,307	6,964	2,000	8,964
Delivery Support	Strategic Communications	781	662	718	617	0	617
	Research Evidence and International	884	908	912	884	0	884
Total Delivery Support		1,665	1,570	1,630	1,501	0	1,501
Work Based Learning	Work Based Learning	128,736	115,709	115,709	111,113	-29,000	82,113
Total Work Based Learning		128,736	115,709	115,709	111,113	-29,000	82,113
Delivery Support - Skills	Marketing Skills	1,304	648	648	648	0	648
Total Delivery Support - Skills		1,304	648	648	648	0	648
Skills Policy	Skills Policy Engagement	887	1,061	1,219	1,061	0	1,061
Total Skills Policy		887	1,061	1,219	1,061	0	1,061
Employment & Skills	Employability & Skills	20,307	28,498	27,322	28,498	27,698	56,196
Total Employment & Skills		20,307	28,498	27,322	28,498	27,698	56,196
Educational & Careers Choice	Careers Wales	19,050	18,800	18,944	18,800	0	18,800
Total Educational & Careers Choice		19,050	18,800	18,944	18,800	0	18,800
Prosperity for All (Additional Education Allocation)	Prosperity for All	0	0	0	18,300	-18,300	0
Total Prosperity for All (Additional Education Allocation)		0	0	0	18,300	-18,300	0
EDUCATION - TOTAL RESOURCE BUDGET		1,876,477	1,648,670	1,660,141	1,623,909	38,095	1,662,004

CAPITAL BUDGET										
Action	BEL Description	2017-18 Final Outturn	2018-19 Supplementary Budget June 2018	2018-19 Forecast (Period 6)	2019-20 Plans as per 2018- 19 Final Budget	Changes	2019-20 New Plans Draft Budget	2020-21 Plans as per 2018- 19 Final Budget	Changes	2020-21 New Plans Draft Budget
Estate and IT Provision	Education Infrastructure	133,929	203,627	203,441	176,674	29,809	206,483	154,750	24,805	179,555
Total Estate and IT Provision		133,929	203,627	203,441	176,674	29,809	206,483	154,750	24,805	179,555
Higher Education	HEFCW Programme Expenditure	5,900	0	0	0	0	0	0	0	0
Total Higher Education		5,900	0	0	0	0	0	0	0	0
Qualifications	Qualifications Wales	69	0	0	0	0	0	0	0	0
Total Qualifications		69	0	0	0	0	0	0	0	0
Post-16 learner support	SLC/HMRC Administration Costs	5,556	0	0	0	0	0	0	0	0
Total Post-16 Learner Support		5,556	0	0	0	0	0	0	0	0
EDUCATION - TOTAL CAPITAL BUDGET		145,454	203,627	203,441	176,674	29,809	206,483	154,750	24,805	179,555

RESOURCE BUDGET - Annually Managed Expenditure							
Action	BEL Description	2017-18 Final Outturn	2018-19 Supplementary Budget June 2018	2018-19 Forecast (Period 6)	2019-20 Plans as per 2018- 19 Final Budget	Changes	2019-20 New Plans Draft Budget
Post-16 learner support	Student Loans - AME	-115,084	-109,234	-120,344	-138,399	24,414	-113,985
Total Post-16 learner support		-115,084	-109,234	-120,344	-138,399	24,414	-113,985
Educational & Careers Choice	Careers Wales AME	-2,784	12,000	12,000	12,000	0	12,000
Total Careers Wales AME		-2,784	12,000	12,000	12,000	0	12,000
EDUCATION - TOTAL RESOURCE AME BUDGET		-117,868	-97,234	-108,344	-126,399	24,414	-101,985

CAPITAL BUDGET - Annually Managed Expenditure							
Action	BEL Description	2017-18 Final Outturn	2018-19 Supplementary Budget June 2018	2018-19 Forecast (Period 6)	2019-20 Plans as per 2018- 19 Final Budget	Changes	2019-20 New Plans Draft Budget
Post-16 learner support	Student Loans - AME	504,793	661,816	656,271	816,483	-15,015	801,468
Total Post-16 learner support		504,793	661,816	656,271	816,483	-15,015	801,468
EDUCATION - TOTAL CAPITAL AME BUDGET		504,793	661,816	656,271	816,483	-15,015	801,468

EDUCATION - SUMMARY	2017-18 Final Outturn	2018-19 Supplementary Budget June 2018	2018-19 Forecast (Period 6)	2019-20 Plans as per 2018- 19 Final Budget	Changes	2019-20 New Plans Draft Budget	2020-21 Plans as per 2018- 19 Final Budget	Changes	2020-21 New Plans Draft Budget
Resource	1,876,477	1,648,670	1,660,141	1,623,909	38,095	1,662,004			
Capital	145,454	203,627	203,441	176,674	29,809	206,483	154,750	24,805	179,555
Total Resource & Capital	2,021,931	1,852,297	1,863,582	1,800,583	67,904	1,868,487	154,750	24,805	179,555
Resource AME	-117,868	-97,234	-108,344	-126,399	24,414	-101,985			
Capital AME	504,793	661,816	656,271	816,483	-15,015	801,468			
Total AME	386,925	564,582	547,927	690,084	9,399	699,483	0	0	0
EDUCATION - TOTAL BUDGET	2,408,856	2,416,879	2,411,509	2,490,667	77,303	2,567,970	154,750	24,805	179,555

Standard Spending Assessment (SSA) for 'School Services', by Unitary Authority, for 2018-19 and 2019-20 (provisional)

	<i>£'000s</i>				
Unitary Authority	2018-19 School Services	2018-19 School Services adjusted for transfers	2019-20 School Services	Change in 2019- 20 over 2018-19	Change in 2019- 20 over 2018-19 (adjusted)
Isle of Anglesey	51,293	51,601	51,610	317	9
Gwynedd	88,639	89,142	89,248	609	105
Conwy	76,672	77,075	76,773	101	-302
Denbighshire	74,746	75,141	75,393	647	252
Flintshire	110,307	110,865	111,208	901	343
Wrexham	93,614	94,115	94,232	618	117
Powys	94,000	94,476	93,811	-189	-665
Ceredigion	51,078	51,368	51,517	439	149
Pembrokeshire	87,457	87,930	87,723	266	-207
Carmarthenshire	135,972	136,706	136,993	1,021	286
Swansea	163,624	164,506	164,947	1,324	441
Neath Port Talbot	102,181	102,760	103,341	1,159	581
Bridgend	101,575	102,134	102,060	485	-74
The Vale of Glamorgan	95,539	96,018	97,007	1,468	989
Rhondda Cynon Taf	179,096	180,097	181,591	2,496	1,495
Merthyr Tydfil	42,200	42,444	42,813	613	369
Caerphilly	136,018	136,763	136,946	929	183
Blaenau Gwent	46,311	46,587	46,699	388	112
Torfaen	68,247	68,619	69,321	1,074	702
Monmouthshire	57,728	58,018	58,289	561	271
Newport	111,948	112,581	114,227	2,279	1,646
Cardiff	237,841	239,206	241,334	3,493	2,128
Total unitary authorities	2,206,082	2,218,151	2,227,082	21,000	8,931

Source: Tables 4b and 4c from the Welsh Local Government Revenue Settlement 2018-19 and 2019-20

£100m Raising School Standards commitment – provisional breakdown for 2019-20

Raising School Standards – Activity	2019-20 £000
Support for a transformational curriculum <ul style="list-style-type: none"> • Primary LNF Oracy Scheme • School-employer engagement • Coding and Digital skills 	1,700
Developing a high quality education profession <ul style="list-style-type: none"> • Teacher Education Accreditation Board (TEAB) • Teacher/workforce supply • Welsh medium & Graduate Training Programme • Test alternative supply mechanisms for recently qualified teachers • Higher Level Teaching Assistants (HLTA) • Professional Teaching Standards • National Networks of Excellence for Science and Technology and Mathematics • Foundation Phase Excellence Network (FPEN) • Welsh Professional Development • Recruitment to attract more teachers to the Welsh sector and to teach Welsh as a subject • Additional Learning Needs • Digital Competence • Infant class sizes 	13,600
Inspirational leaders working collaboratively to raise standards <ul style="list-style-type: none"> • Establishing the Leadership Academy • National Professional Qualification for Headship (NPQH) • Academy Associates Programme • Future Leadership 	3,200
Strong and inclusive schools committed to excellence, equity and wellbeing <ul style="list-style-type: none"> • Education and Health joint wellbeing programmes for CAHMS in school pilots and promoting a whole school approach to health and wellbeing. 	500
Robust assessment, evaluation and accountability arrangements supporting a self-improving system <ul style="list-style-type: none"> • Supporting evidence based practice across the regions • Research & Evaluation capacity • Research into Welsh language frameworks • Develop schools as learning organisations • Support collaborative working and help develop regional capacity • Extend the impact and depth of Federations • Small & Rural grant scheme • Expand use of business managers • Post 16 A Level support • Accountability development 	6,500
TOTAL	25,500

Budgets supporting the raising of school standards within the Education MEG - 2016-17 to 2019-20

£'000s

	2016-17 Second Supplementary Budget	2017-18 Second Supplementary Budget	2018-19 First Supplementary Budget	2019-20 New plans Draft Budget
Budget Expenditure Line (BEL)				
Literacy & Numeracy	4,946	6,956	7,456	6,556
Curriculum & Assessment	10,021	6,434	6,566	6,282
Curriculum Review (includes Schools Challenge C Foundation Phase	20,400	7,100	5,400	5,400
Teacher Development and Support	1,851	1,511	1,551	148
Qualifications Wales	21,192	20,731	18,804	33,664
School Governance	8,404	8,142	8,142	8,257
School Improvement Grant	1,353	1,124	36	0
Raising School Standards	134,711	136,282	126,659	130,359
School Standards Support	4,470	20,000	25,000	25,500
Pupil Development Grant	1,249	1,394	1,194	1,194
Supporting Digital Learning in Education	89,246	93,746	95,523	97,300
Welsh in Education	6,935	6,659	6,609	4,470
	18,267	27,247	31,361	29,361
Total	323,045	337,326	334,301	348,491
Increase on 2015-16	15,187	29,468	26,443	40,633
Change over 4 years				111,731

**Reducing Infant Class Sizes Grant – Revenue Allocations
2017-18 to 2020-21**

Local Authority	Revenue Allocation
Anglesey	£ 306,504
Blaenau Gwent	£ 338,108
Bridgend	£ 747,436
Caerphilly	£ 961,983
Cardiff	£ 2,095,766
Carmarthenshire	£ 870,490
Ceredigion	£ 284,125
Conwy	£ 512,256
Denbighshire	£ 486,569
Flintshire	£ 796,576
Gwynedd	£ 530,722
Merthyr Tydfil	£ 303,532
Monmouthshire	£ 426,384
Neath Port Talbot	£ 686,951
Newport	£ 908,923
Pembrokeshire	£ 569,373
Powys	£ 540,652
Rhondda Cynon Taff	£ 1,384,904
Swansea	£ 1,202,923
Torfaen	£ 566,002
Vale of Glamorgan	£ 722,417
Wrexham	£ 757,404
TOTAL	£ 16,000,000

**Minority Ethnic and Gypsy, Roma and Traveller learners
Funding allocations for 2018-19**

Local Authority	2018-19 Allocation (£)
Isle of Anglesey	35,045
Gwynedd	87,195
Conwy	69,423
Denbighshire	66,919
Flintshire	117,151
Wrexham	312,497
Powys	74,513
Ceredigion	63,749
Pembrokeshire	76,765
Carmarthenshire	132,838
Swansea	1,237,900
Neath Port Talbot	85,527
Bridgend	96,207
Vale of Glamorgan	180,649
Rhondda Cynon Taff	121,656
Merthyr Tydfil	49,230
Cardiff	4,072,474
Caerphilly	76,265
Blaenau Gwent	31,791
Torfaen	56,489
Monmouthshire	46,310
Newport	1,609,407
Total	8,700,000

FURTHER EDUCATION FINANCIAL FORECAST ASSUMPTIONS 2016/17

Note: These assumptions are for planning purposes only to ensure comparability between institutions and are not to be taken as indicative funding forecasts or advice on future pay agreements.

They are on an advisory basis and if any college feels that they are not appropriate to their own circumstances alternative assumptions can be used.

These assumptions should be read in conjunction with any publications from Welsh Government giving specific advice on other funding streams.

Welsh Government grant funding

Institutions should use the final allocations for 2016/17 and 2017/18 academic years that have been notified. Assume a cash flat allocation for future years.

Pay

Assume a 1% pay award for each year.

Pensions should take into account of any known increases in employer contributions to the Local Government Pension scheme.

Employers' National Insurance contributions should reflect the increase as a result of contracting out changes and removal of the 3.4% rebate from April 2016 and the apprenticeship levy from 1 April 2017 if applicable.

European funding

European funding should be based on an individual institution assessment of the projects that they have ongoing. It is deemed appropriate that any new European schemes are considered to be cost even.

Capital

All planned and approved capital projects should be included. Assume no maintenance funding will be available.

Work Based Learning

Institutions should plan on the basis of existing WBL contract allocations.

Cost inflation

The GDP deflator can be viewed as a measure of general inflation in the domestic economy. The latest GDP deflator, as at March 2017 is

2017-18	1.63
2018-19	1.56
2019-20	1.66

2020-21	1.88
2021-22	1.92

Institutions should use these rates for increases in non pay costs unless they have more specific information.

Bank base rate

The current bank base rate is 0.25%. If this is increased or decreased prior to the completion of the forecasts please use the most up to date value.

Pension liabilities

Institutions should assume no movement in the pension liability unless specific further information is known from actuarial reports.

Targets

Institutions should take account of learning targets that have been set and associated clawback if targets are not met.

Sensitivity analysis

Due to the lack of information at the current time over the Welsh future budgets we are recommending sensitivity analysis of 2.5% and 5% in recurrent funding.

FURTHER EDUCATION FINANCIAL FORECAST ASSUMPTIONS 2017-18

Note:

- 1. These assumptions are for planning purposes only to ensure comparability between institutions and are not to be taken as indicative funding forecasts or advice on future pay agreements.**
- 2. They are on an advisory basis and if any college feels that they are not appropriate to their own circumstances alternative assumptions can be used provided they are disclosed within the forecast.**
- 3. These assumptions should be read in conjunction with any publications from Welsh Government giving specific advice on other funding streams.**

Welsh Government grant funding

Institutions should use the final allocations for 2018-19 and 2019-20 academic years that have been notified. Assume a cash flat allocation for future years.

Pay

Assume a 2% pay award for each year.

Pensions should take into account of any known increases in employer contributions to the Local Government Pension scheme.

European funding

European funding should be based on an individual institution assessment of the projects that they have ongoing. It is deemed appropriate that any new European schemes are considered to be cost even.

Capital

All planned and approved capital projects should be included. Assume no maintenance funding will be available.

Work Based Learning

Institutions should plan on the basis of existing WBL contract allocations.

Cost inflation

The GDP deflator can be viewed as a measure of general inflation in the domestic economy. The latest GDP deflators, as at March 2018, are:

Financial Year	%
2017/18	1.86
2018/19	1.52
2019/20	1.57
2020/21	1.66
2021/22	1.74
2022/23	1.84

Source: OBR forecasts March 2018

Institutions should use these rates for increases in non pay costs unless they have more specific information, stating the exceptions.

Bank base rate

The current bank base rate is 0.5%. If this is increased or decreased prior to the completion of the forecasts please use the most up to date value.

Pension liabilities

Institutions should assume no movement in the pension liability unless specific further information is known from actuarial reports, which should be disclosed.

Targets

Institutions should take account of learning targets that have been set and associated clawback if targets are not met.

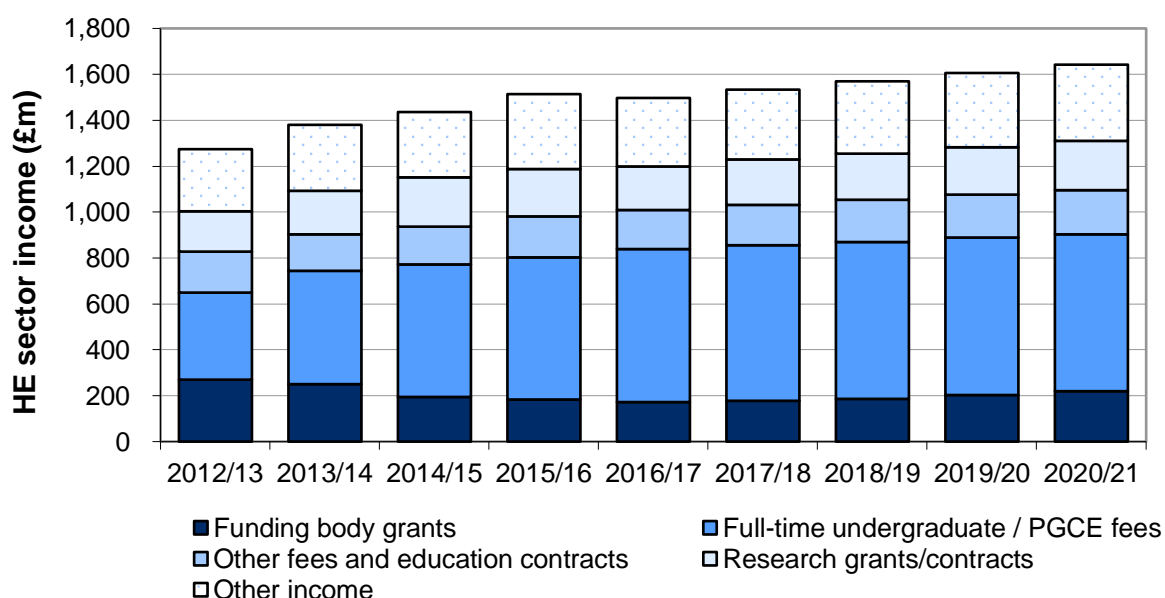
Sensitivity analysis

Due to the lack of information at the current time over the Welsh future budgets we are recommending sensitivity analysis of 2.5% and 5% in recurrent funding.

Financial position of the HE sector

As illustrated by the chart below, the financial position of the HE sector in Wales has improved significantly since 2012, despite policy changes and a challenging economic environment.

Income to the Welsh HE sector in cash terms, by academic year



Source: HESA Finance Record and Higher Education Division internal analysis, Welsh Government

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Funding body grants	416	395	269	249	195	184	174	178	187	202	220
Full-time undergraduate / PGCE fees	229	241	381	494	576	619	664	678	684	686	684
Other fees and education contracts	180	191	179	159	167	180	172	176	182	187	193
Research grants/contracts	165	170	175	192	214	205	190	196	202	208	214
Other income	254	278	271	285	284	328	296	304	314	323	332
Total	1,244	1,275	1,274	1,379	1,436	1,514	1,496	1,533	1,569	1,606	1,642

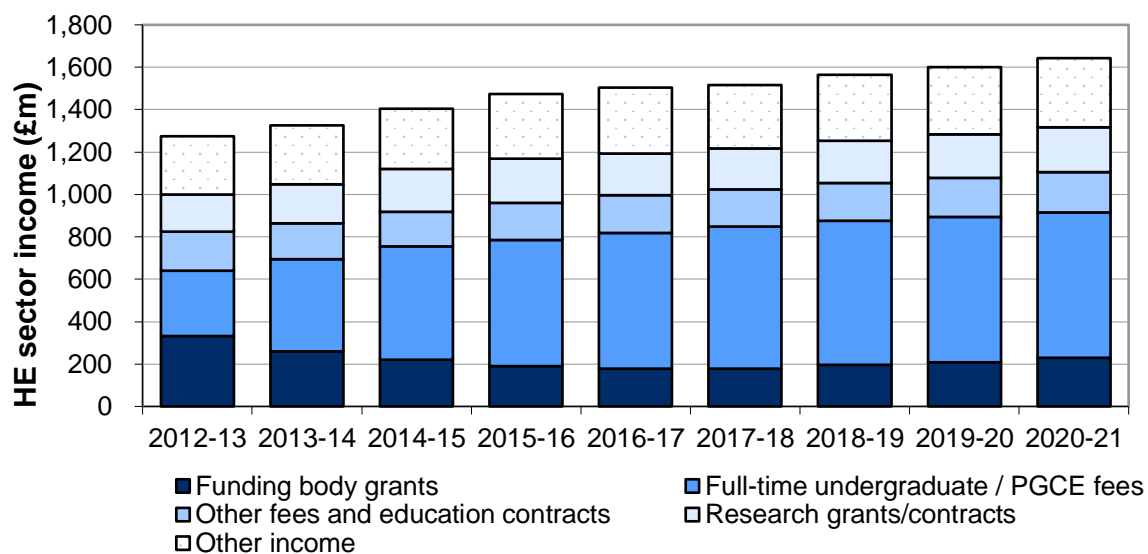
Source: WAG forecasts, HESA finance record and student numbers projected forward

Between 2010/11 and 2016/17, income from funding body grants decreased by around £242m (from £416m to £174m), but income from full-time tuition fees increased by around £435m (from £229m to £664m). Overall, income to the sector has increased by more than £200m over the period, and is projected to continue to increase into the future.

Information provided by HEFCW at a recent committee session suggested that income had actually fallen between 2015/16 and 2016/17 academic years. Whilst this is confirmed in latest official data, which suggests a slight drop (around £25m) in income at a sector level, the financial year information (which is used in all Welsh Government statistical and budgeting information) shows a continuation of an

increase in income. The chart below illustrates an ongoing increase in HE sector income, on a financial year basis.

Income to the Welsh HE sector in cash terms, by financial year



Source: Higher Education Division internal analysis, Welsh Government

Projected income of Welsh HEIs, with average known fees and tuition fee grant, cash terms (Financial Year)											£Million
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Funding body grants	428	405	332	259	222	189	179	178	195	209	230
Full-time undergraduate / PGCE fees	225	235	309	436	534	597	641	671	681	685	685
Other fees and education contracts	166	186	185	169	163	173	176	174	179	185	190
Research grants/contracts	163	167	172	183	202	209	198	193	199	205	211
Other income	248	266	275	278	285	305	312	300	309	318	327
Total	1,230	1,259	1,273	1,325	1,406	1,474	1,505	1,516	1,563	1,602	1,643

Detail of how institutions have used the funding provided by the interim Masters support package allocated to HEFCW for 2018/19

Given that the institutions were given the discretion as to the internal distribution of these funds, the format and level of detail in their responses, varies greatly between institutions.

USW

The University of South Wales is utilising these funds to offer support to postgraduate students in 2018/19 via two new schemes, as follows:

- USW Postgraduate Fee Bursary for 2018-19 entry
- They are using a combination of this HEFCW fund and University funds to offer a fee bursary of £3000 to UK and EU students undertaking taught masters on a full-time or part-time basis.
- USW Postgraduate Living Costs Bursary 2018-19 entry
- They are using this HEFCW fund to also provide a Living Costs Bursary of £500 to new full-time and part-time Welsh and EU students starting an eligible taught masters course at a USW campus during the 2018/19 academic year.

Further information about both of these bursaries, including FAQs, is available here <https://www.southwales.ac.uk/study/fees-and-funding/postgraduate-fees-and-funding/> (click on 'University Scholarships and Bursaries').

In addition to the web information above and communications with applicants, the University is promoting this opportunity to prospective students in a number of other ways, this includes our recent Information Fair, upcoming postgraduate open evenings, and targeted communication to final year students

Aberystwyth University

Aberystwyth are providing information about the support on their website at :

[http://www.aber.ac.uk/en/postgrad/fees-finance/uk-eu/taught/#postgraduate-loan-\(wales\)](http://www.aber.ac.uk/en/postgrad/fees-finance/uk-eu/taught/#postgraduate-loan-(wales))

“In addition to the Postgraduate Loan, HEFCW will provide an additional £3,416 grant for full-time students commencing on eligible PGT Masters courses in September 2018 and who would be also eligible for the loan. This will be pro-rated for part-time students. This is a one-off grant for the academic year 2018-2019 only as the recommendations of the Diamond Review will not be fully implemented until 2019-2020. The grant will be in the form of a fee waiver. Applicants must apply for the grant, where the deadline is 4pm on 31st May 2018.

A reference to this will also appear in their Funding Calculator at:
<http://www.aber.ac.uk/en/postgrad/fees-finance/calculator/>

Bangor University

Bangor University is using its allocations to provide –

1. A £1,000 Fee Waiver for all Wales / EU domiciled PGT students.
2. An additional £5,000 for Wales only domiciled PGT students with an income below £40,000 or receiving DSA, carers or care-leavers in the form of maintenance support. This sum can be used to offset fees or be received as a payment from the University.

This is currently being promoted on their website; see below; at postgraduate fairs; via European agents and via a poster campaign and e-mail message to existing students.

<https://www.bangor.ac.uk/courses/postgrad/study-with-us/postgraduate-student-finance/en>

Cardiff University

Use of the support allocation

Cardiff are offering a tuition fee discount of £3,400 to all eligible students as defined in the 2017/18 Postgraduate Masters Degree Loans Regulations.

Advertising activity to promote the funding

Cardiff are undertaking a wide range of activities to promote the funding support to eligible postgraduate applicants and have stated:

- They have established a dedicated web page:
<http://www.cardiff.ac.uk/study/postgraduate/funding/welsh-government-masters-funding-for-2018-19>
- The funding support is featured on the University home page.
- They have added adverts for the financial support across the postgraduate study section of the website.
- They have added regular posts about the financial support on the dedicated postgraduate study social media channels.
- They have emailed details of the funding to our prospective postgraduate newsletter database and applicants.
- Details of the support has been Included in a newsletter to all of the current final year students.

- The financial support has been advertised on digital signage for across campus.
- They will shortly be promoting the funding on screens at the Capitol building in Cardiff city centre.
- They have included details of the support in our staff briefing notes on postgraduate funding.
- They have produced flyers for circulation to the current student cohort.
- They include details of the support in their funding talk to prospective students.
- They have redesigned their adverts for the Master's Excellence Scholarship scheme to include details of the financial support.
- They have included details of the scheme in a dedicated email sent via the advertising company prospects.ac.uk
- They have included details of the financial support on their postgrad-search.com profile page.
- They are currently exploring how we can communicate the funding support to alumni who would be eligible to receive the support.

University of Wales Trinity Saint David

The information about the UWTSD approach has been published on their website under the scholarships and bursaries page (<http://www.uwtsd.ac.uk/bursaries/>)

A summary is as follows:

Welsh Government Master's Bursaries 2018/19

UWTSD will offer bursaries of £3,400 to eligible students who accept an offer of a place to study a master's course at one of UWTSD's campuses in Wales.

The Welsh Government Master's Bursaries will be open to both Full time and Part Time students (pro-rata for the continuation of their studies). UWTSD will offer 32 FT bursaries and 139 PT bursaries.

Bursaries will be awarded as a Fee Reduction

Eligibility:

The eligibility criteria for the bursaries are the same as for the Welsh Postgraduate Loan:

- Welsh/EU domiciled students.

- Under the age of 60.
- Available to those who do not already possess a master's level qualification (PGCert and PGDip holders are eligible for the loan).
- Non means tested (not dependent on your family's income).
- Both taught and research master's courses are eligible, including MA, MSc, LLM, MRes, MPhil, MA by Research, and MSc by Research courses. (PGCE, PhD, Integrated masters and PG Diplomas will not be eligible)

Applications will be subject to formal funding approval by the Welsh Government.

Bursary recipients are also eligible to apply for the Welsh Postgraduate Loan.

Bursary recipients will also be eligible to apply for the UWTSD PG Bursary and PG Childcare Bursaries.

Students who receive the WG Master's Bursary will not be eligible for the UWTSD Postgraduate Distance Learning Bursary.

Swansea University

Swansea have provided a link to where they are advertising the additional support in 18-19 <http://www.swansea.ac.uk/postgraduate/scholarships>. They are also promoting this at Open days and student recruitment activity.

In terms of their approach they have decided on making the funding available to all UK and EU students who accept an offer of a place to study at Swansea. It will be administered on a first come first served basis to help boost PGT numbers. They have rounded the offer given to students to £3,400. The remainder (£16.00) will help ensure they can support a few more additional students.

As the scheme is for one year only, Swansea decided a simple approach is required and that this would also be easy for students to understand. A means-tested style approach was not considered as this type of scheme would be quite complicated to pull together in the limited time that we had available and also require additional resources. Giving all students the opportunity to access the funding was the fairest way to do this for this interim arrangement.

Glyndŵr University

The support available is summarised below.

1. Postgraduate Support Bursary and Postgraduate Scholarship 2018/19 Welsh Domiciled and EU Students

Wrexham Glyndŵr University Alumni who are Welsh and EU domiciled students (under 60 years of age) will be eligible for the Wrexham Glyndwr University Alumni

Postgraduate Support Bursary and Postgraduate Scholarship based on undergraduate achievement.

The below model shows the cost of study to these students once the Alumni Postgraduate Scholarship and Welsh Government Support Bursary have been applied for Full Time and Part Time study;

Mode of study	Fee - 2018/19	HEFCW support – administered by WGU	Balance after HEFCW support	Degree classification	WGU Alumni discount	Total cost of study	Alumni discount as % of total
Full Time	£5,750.00	£3,400.00	£2,350.00	1st	£2,350.00	Nil Cost	41%
Full Time	£5,750.00	£3,400.00	£2,350.00	2.1	£1,350.00	£1,000.00	23%
Full Time	£5,750.00	£3,400.00	£2,350.00	2.2	£600.00	£1,750.00	10%
Full Time	£5,750.00	£3,400.00	£2,350.00	3rd or lower	Nil	£2,350.00	0%

Full Time Scholarship awarded:

41% for graduates with a first degree

23% for graduates with a 2:1

10% for graduates with a 2:2

(Please note that part-time values below are per year of study)

Mode of study	Fee - 2018/19	HEFCW support – administered by WGU	Balance after HEFCW support	Degree classification	WGU Alumni discount	Total cost of study	Alumni discount as % of total
Part Time	£2,825.00	£1,700.00	£1,125.00	1st	£1,125.00	Nil Cost	40%
Part Time	£2,825.00	£1,700.00	£1,125.00	2.1	£625.00	£500.00	22%
Part Time	£2,825.00	£1,700.00	£1,125.00	2.2	£250.00	£875.00	9%
Part Time	£2,825.00	£1,700.00	£1,125.00	3rd or lower	Nil	£1,125.00	0%

Part Time Scholarship awarded:

40% for graduates with a first degree

22% for graduates with a 2:1

9% for graduates with a 2:2

Eligibility:

- The scholarship cannot be used in conjunction with any other scholarship, bursary or other fee discount package offered by the University.
- The scholarship is in the form of a fee-waiver as per tables above. No cash equivalent will be paid
- Students in receipt of a scholarship are responsible for the difference in fees between the value of the scholarship and the full fees for the programme, together with any additional costs associated with, and applicable to, the programme for which they enrolled.
- The scholarship is available for 1 year full-time or 2 years part-time programmes of study
- Students who do not complete their programme within the normal programme duration will be liable for the full amount of any additional fees associated with the continuation of their study.
- Students previously enrolled for a postgraduate award at the University, but who have not successfully completed their intended programme of study, will not be eligible for this scholarship.
- The scholarship cannot be retrospectively applied to previous academic years.
- Programmes included in the Scholarship: MA;MSc (1Yr full time, 2yr part time)
- Programmes of study not listed (including the Executive MBA, MA Human Resource Management, MRes courses, PGCE and top-up) are not covered by this scholarship scheme.
- There are a limited number of bursaries available and they will be awarded on a first come first served basis to eligible students who accept their offer of a place to study a MA:MSc programme at Wrexham Glyndwr University by 30 July 2018.
- The Scholarship is available only to students undertaking their studies at: Wrexham Glyndwr University Wrexham; Wrexham Glyndwr University Northop; Wrexham Glyndwr University St Asaph; and the Advanced Composites Training and Development Centre.
- Students must be in attendance for the full academic year.

Please note: This is not applicable to students studying at Franchise or partner institutes

2. WGU Postgraduate scholarship 2018/19 Non Welsh and EU domiciled students

The WGU Postgraduate scholarship is being awarded to non Welsh and EU domiciled alumni students undertaking a full or part time postgraduate taught degree programme to contribute towards the tuition fees. Students are required to be in receipt of an unconditional offer of a relevant course and meet all entry requirements. Please note there is an application deadline. See website for further details.

Full and Part Time Scholarship awarded:

50% for graduates with a first degree

25% for graduates with a 2:1

10% for graduates with a 2:2

Mode of study	Fee - 2018/19	Degree classification	WGU Alumni discount	Total cost of study	Alumni discount as % of total
Full Time	£5,750.00	1st	£2,875.00	£2,875.00	50%
Full Time	£5,750.00	2.1	£1,437.50	£4,312.50	25%
Full Time	£5,750.00	2.2	£575.00	£5,175.00	10%

(Please note that part-time fees below are per year of study)

Mode of study	Fee - 2018/19	Degree classification	WGU Alumni discount	Total cost of study	Alumni discount as % of total
Part Time	£2,825.00	1st	£1,412.50	£1,412.50	50%
Part Time	£2,825.00	2.1	£706.25	£2,118.75	25%
Part Time	£2,825.00	2.2	£282.50	£2,542.50	10%

Eligibility:

- The scholarship cannot be used in conjunction with any other scholarship, bursary or other fee discount package offered by the University.
- The scholarship is in the form of a fee-waiver covering 50% of the home fee for the intended programme of study for a first class degree, 25% for a 2:1 and 10% for a 2:2. No cash equivalent will be paid
- Students in receipt of a scholarship are responsible for the difference in fees between the value of the scholarship and the full fees for the programme, together with any additional costs associated with, and applicable to, the programme for which they enrolled.

- The scholarship is available for the normal duration of the programme of study (usually, but not exclusively 1 year full-time or 3 years part-time). Students who do not complete their programme within the normal programme duration will be liable for the full amount of any additional fees associated with the continuation of their study.
- Students previously enrolled for a postgraduate award at the University, but who have not successfully completed their intended programme of study, will not be eligible for this scholarship.
- The scholarship cannot be retrospectively applied to previous academic years.
- Programmes included in the Scholarship: MA; MBA; MSc; Postgraduate Certificate (excluding PGCE); Postgraduate Diploma.
- Programmes of study not listed (including the Executive MBA, MRes courses, PGCE and top-up) are not covered by this scholarship scheme.
- The Scholarship is available only to students undertaking their studies at: Wrexham Glyndwr University Wrexham; Wrexham Glyndwr University Northop; Wrexham Glyndwr University St Asaph; and the Advanced Composites Training and Development Centre.
- Students must be in attendance for the full academic year.

Please note: This is not applicable to students studying at Franchise or partner institutes

Open University

Below is a summary of the PG Interim Financial Support that OU are offering to eligible Open University in Wales students in 2018/19.

Interim Financial Support: £5,000 non-repayable bursary to students with household income under £25,000

Website details: <http://www.open.ac.uk/postgraduate/fees-and-funding/postgraduate-bursaries-wales>

Promotion:

- Paid social campaign from mid-May
- Communication to UG students in Wales who are completing their UG qualification in Summer 2018 or who have already completed
- Information, Advice and Guidance provided at Open Weeks, PG Fairs and relevant events (please see copy of leaflet distributed)

- Inclusion in communications to key partners/stakeholders eg Unions, Learning & Work Institute etc

Cardiff Metropolitan University

Welsh Government Master's Bursary 2018

The award has been advertised as providing students with a contribution of £3,400 towards their tuition fees.

- The award is open to those students who will be studying in September 2018 a full or part time taught postgraduate Masters and Research Masters course such as MSc, MA, Mphil, MRes, LLM, MLitt, MD, MFA, MED or MBA at a Welsh University.
- They have confirmed that eligibility for the Masters Bursary is the same as the eligibility for the Welsh postgraduate loan for Masters' study
- <https://www.studentfinancewales.co.uk/postgraduate-students/postgraduate-master-s-course/eligibility.aspx>
- The award will be made to the first number of eligible students who accept their offer of a place to study a masters course at Cardiff Metropolitan University.

Cardiff Metropolitan University - Terms & Conditions

- You must be a Welsh or EU domiciled student. Please refer to the eligibility criteria on Student Finance Wales, Welsh postgraduate masters course information, under the section Nationality and Residency. (link)
- You must be under the age of 60 at the start of the course. Please refer to the age eligibility criteria on the Student Finance Wales website (link).
- You must have a confirmed place and be enrolled on a full or part time taught postgraduate Masters or Research Masters course at Cardiff Metropolitan University for September/October 2018. Please refer to the course eligibility criteria on the Student Finance Wales website (link).
- The bursary is available to applicants applying for a full time (normally one year) and part time (normally two years) course. Three year courses are eligible if no full time course exists.
- PGCE, Postgraduate Diploma and NHS funded courses are not eligible for the bursary.
- You must be privately funded.
- The bursary will be automatically allocated to the first number of eligible students who accept their offer of a place to study a master's course at Cardiff Metropolitan University, starting in September 2018. Applicants will be notified

of receipt of the award once they have replied and tuition fee reduction will be dependent on successful enrolment at the University.

- Bursaries will be awarded based on the information held by the Admissions Department. Students are therefore advised to send in proof of degree qualifications as soon as possible.
- The bursary will be deducted from the tuition fees for your chosen course.
- Students choosing to pay the fees by instalments will automatically have the tuition fee amount reduced with the award, before being informed of payment for each instalment.
- Part time students will need to successfully pass their course each year and progress in order to receive the award and for the tuition fees to be reduced.
- Students awarded the bursary who defer or suspend their studies after beginning the course will not be able to defer the award.
- A reserve list will be put in place so that the award can be allocated to another applicant in case of a withdrawal prior to the start of the course.
- Those who receive the bursary are still eligible to apply for either Cardiff Met's Postgraduate Scholarship scheme or Cardiff Met's Alumni Discount, as long as the eligibility criteria is met.
- Those who receive the bursary are also eligible to apply for the Welsh Postgraduate Loan.
- Cardiff Metropolitan Employees will be considered for the award provided the eligibility criteria are met.
- There are a limited number of bursaries available.

Document is Restricted

Children, Young People and Education Committee

From: Welsh Government
Date: 8 November 2018
Time: 10:45 – 12:15
Title: Draft Budget 2019-20

Introduction

This budget includes spending plans for 2019-20, together with indicative capital plans until 2020-21.

This paper provides evidence to the Committee on the Health and Social Services, Local Government and Public Services and Education MEG allocations as relevant to children and young people relevant to the Minister for Children, Older People and Social Care's portfolio. These budget proposals were outlined in the Detailed Draft Budget which was laid on 23 October 2018.

1. Allocations within the Health and Social Services MEG

SPA	Supporting Children				
Action	Supporting Children				
BEL	2017-18 final outturn £'000	2018-19 forecast outturn* £'000	2018-19 First Supp £'000	Change £'000	2019-20 Draft Budget £'000
Support for Childcare and Play	8,871	30,345	30,345	13,006	43,351
Support for Children's Rights	78	930	991	0	991
Supporting Children	2,254	2,739	1,989	-1,000	989
Children's Commissioner	1,543	1,543	1,543	0	1,543
Advocacy	963	1,100	1,100	-1,100	0
Support for Families and Children	8,375	2,538	3,122	0	3,122

*2018-19 forecast outturn is based on forecasts provided as at the end of September 2018

No indicative revenue allocations have been set for 2020-21.

Changes to the **Supporting Children Action** between Draft Budget 2019-20 and First Supplementary Budget 2018-19 are due to:

- £1m transfer out of Supporting Children BEL in respect of the St Davids Day Fund. £1m has been transferred into the Children and Communities Grant in the LGPS MEG;
- Support for Childcare and Play BEL increased due to additional funding of £15m for the Childcare offer which has increased from £25m in 2018-19 to £40m in 2019-20;
- £2.3m transfer out of Support for Childcare and Play BEL in respect of the Out of School Childcare Grant; and,
- £306k allocated into the Support for Childcare and Play BEL during restructuring of the MEGS during 2018-19 draft budget.
- £1.1m transfer out of Advocacy BEL transferred to Safeguarding & Advocacy in Social Care and Support SPA (see table below).

SPA	Social Care and Support				
Action	Social Care and Support				
BEL	2017-18 final outturn £'000	2018-19 forecast outturn* £'000	2018-19 First Supp £'000	Change £'000	2019-20 Draft Budget £'000
Safeguarding & Advocacy**	285	563	560	1,100	1,660

*2018-19 forecast outturn is based on forecasts provided as at the end of September 2018

** Does not reflect the full BEL total only the portion relevant to the portfolio of the Minister for Children, Older People and Social Care as relevant to children and young people

No indicative revenue allocations have been set for 2020-21.

Changes to the **Social Care and Support Action** between Draft Budget 2019-20 and First Supplementary Budget 2018-19 are due to the transfer in of £1.1m from the Advocacy BEL in the Supporting Children Action.

SPA	CAFCASS				
Action	CAFCASS Cymru				
BEL	2017-18 final outturn £'000	2018-19 forecast outturn* £'000	2018-19 First Supp £'000	Change £'000	2019-20 Draft Budget £'000
CAFCASS Cymru	10,219	10,298	10,267		10,267

*2018-19 forecast outturn is based on forecasts provided as at the end of September 2018

No indicative revenue allocations have been set for 2020-21.

There are no changes to the **CAFCASS Action** between Draft Budget 2019-20 and First Supplementary Budget 2018-19.

The Director of Communities and Tackling Poverty within Education and Public Services has policy responsibility for the following BELs:

- Support for Childcare and Play;
- Support for Children’s Rights;
- Children’s Commissioner; and,
- Support for Families and Children.

Budgets are monitored by the EPS Operations Finance Team who co-ordinate with the Health and Social Services Operations Finance Team to ensure that the MEG as a whole is properly monitored.

The Director for Social Services & Integration within Health and Social Services has policy responsibility for the following BELs:

- Supporting Children
- Safeguarding and Advocacy
- CAFCASS Cymru

Budgets for these BELs are monitored by the HSS Finance Team.

2. Allocations within the Local Government and Public Services MEG

SPA	Enabling Children and Communities				
Action	Early Intervention, Prevention and Support				
BEL	2017-18 final outturn £'000	2018-19 forecast outturn* £'000	2018-19 First Supp £'000	Change £'000	2019-20 Draft Budget £'000
Prevention and Early Intervention**	113,624	112,344	109,750	-109,750	0
Children and Communities Grant**	n/a	0		113,050	113,050
TOTAL	113,624	112,344	109,750	3,300	113,050

*2018-19 forecast outturn is based on forecasts provided as at the end of September 2018

** Does not reflect the full BEL total, only the portion relevant to the portfolio of the Minister for Children, Older People and Social Care

No indicative revenue allocations have been set for 2020-21.

Over the course of 2018-19, we tested a new way of working in seven local authorities, the aim of which was to bring together a number of grants to strengthen the ability of local authorities and their partners to deliver preventative services focused on early intervention for those in the greatest need.

The interim evaluation of the work in the seven pathfinder local authorities demonstrates the potential for improved outcomes arising from better integrated services. Planning, commissioning and delivering services which reflect the complexity of people's lives and the inter-relationships between their support needs must be the right approach. It is only a few months since the pathfinders began their work the direction of travel looks promising.

The evaluation highlighted a variety of views about the opportunities for alignment between the grants included in the pathfinder arrangements. It identified a natural alignment between the housing-related grants which form part of the Early Intervention and Prevention Grant and a similar alignment between the non-housing-related grants. The interim evaluation does show that some of the pathfinders have managed to align both these areas and further investigation will be needed to see if and how this could be replicated across all local authorities.

After carefully considering the results of the evaluation, we have decided we should split the Early Intervention and Prevention Grant into two, separating the housing-related grants from non-housing elements for all local authorities.

From April 2019 we will establish a Children and Communities Grant, encompassing Flying Start, Families First, the Legacy Fund, Promoting Positive Engagement for Young People, St David's Day Fund, Communities for Work Plus and Childcare and Play.

We will also introduce a single Housing Support Grant encompassing Supporting People, Homelessness Prevention and Rent Smart Wales Enforcement.

These arrangements will remain in place for the remainder of this Assembly term and will apply to all local authorities in Wales. The Domestic Abuse Grant, National Advocacy Grant and Community Cohesion Grant will not be included in either the Children and Communities Grant or the Housing Support Grant.

An additional £13.4m has been allocated in 2019-20 to restore previously-planned cuts to the programmes by using £5m previously earmarked for the childcare offer, and allocating an extra £8.4m from reserves. All individual grants previously earmarked to form part of the Early Intervention, Prevention and Support Grant during 2019-20 will now receive the same budget as they did in 2018-19.

We believe that this approach has a number of advantages. It will allow us to work with all of our partners to ensure that the crucial services are integrated as effectively as possible and it will ensure that we are able to consider fully the evidence and recommendations emerging from recent committees and reviews. The future of these grants will be determined by the evidence of the outcomes for the people and communities in Wales.

We will continue to work in partnership with local authorities and our wider stakeholders, including by providing support to the non-pathfinders, to take forward the new arrangements to emphasise the importance of early intervention and prevention.

Changes to the **Early Intervention, Prevention and Support Action** between Draft Budget 2019-20 and First Supplementary Budget 2018-19 are due to:

- £2.3m transfer into the Children and Communities Grant BEL from the Support for Childcare and Play BEL in the HSS MEG
- £1m transfer into the Children and Communities Grant BEL from the Supporting Children BEL in the HSS MEG.

During 2018-19, the **Prevention and Early Intervention BEL** included the following grant allocations in relation to the Minister for Children, Older People and Social Care's portfolio:

- £73.772m in relation to Flying Start
- £35.978m in relation to Families First
- **£109.750 in total.**

During 2019-20 the **Children and Communities Grant BEL** will include the following grant allocations in relation to the Minister for Children, Older People and Social Care's portfolio:

- £73.772m in relation to Flying Start
- £35.978m in relation to Families First
- £2.3m in relation to Out of School Childcare Grant
- £1m in relation to St David's Day Fund.
- **£113.05m in total.**

Policy responsibility for Flying Start, Families First and Childcare and Play rests with the Director of Communities and Tackling Poverty in EPS. Policy responsibility for the St David's Day Fund rests with the Director for Social Services & Integration in Health and Social Services. All budgets are monitored by the EPS Operations Finance Team.

The distribution of funding provided to local authorities through the RSG for looked after children, adoption, fostering, safeguarding, and disabled children's services is the responsibility of the Cabinet Secretary for Local Government. Individual authorities are responsible for setting budgets, in line with the requirements and circumstances of their local population.

The funding formula is developed and agreed with Local Government, through the Distribution Sub Group and the Finance Sub Group of the Partnership Council for Wales

Allocations within the Education MEG

SPA	Education and Training Standards					
Action	Estate and IT Provision Action					
BEL	2017-18 final outturn £'000	2018-19 forecast outturn* £'000	2018-19 First Supp £'000	Change £'000	2019-20 Draft Budget £'000	2020-21 Indicative Budget £'000
Education Infrastructure**	3,009 0	2,238 3,470	566 20,000	37 0	529 20,000	860 20,000
TOTAL	3,009	5,708	20,566	37	20,529	20,860

*2018-19 forecast outturn is based on forecasts provided as at the end of September 2018

** Does not reflect the full BEL total, only the portion relevant to the portfolio of the Minister for Children, Older People and Social Care

Changes to the **Estate and IT Provision Action** between Draft Budget 2019-20 and First Supplementary Budget 2018-19 are due to the previously agreed capital programme of spend published in the 2018-19 Final Budget.

The Director of Communities and Tackling Poverty within Education and Public Services has policy responsibility for Flying Start and the Childcare Offer.

Budgets are monitored by the EPS Operations Finance Team.

3. Transparency of allocations for children and young people

Instead of presenting the 2019-20 Draft Budget narrative as a series of chapters relating to each MEG, the Welsh Government presented the narrative and explained our allocations against our commitments in Prosperity for All and the cross cutting themes. The Early Years section of the Draft Budget narrative sets out the allocations and budgetary changes reflecting my portfolio.

In 2019-20 the planned Early Intervention, Prevention and Support Grant was due to be cut by £13.4m. A transfer of £5m from the Childcare Offer and a further allocation of £8.4m from reserves has reversed these cuts. The individual grants in the new Children and Communities Grant with a total budget of £135.442m will now receive the same allocations in 2019-20 as they did in 2018-19.

The £5m reduction in respect of the Childcare Offer reflects the demand led nature of this grant, and will not impact on plans for rollout of the offer.

The National Advocacy Scheme will no longer form part of the Children and Communities Grant and as a result £550k will be transferred back to the Safeguarding and Advocacy BEL in HSS MEG from the Children and Communities Grant in the LGPS MEG.

There have been no changes to the Flying Start and Childcare Offer capital budgets between the indicative draft budget figures published in the 2018-19 Budget and the 2019-20 Draft Budget.

4. Value for money and outcomes

Clarity over how we use our resources effectively is central to delivering the priorities set out in Taking Wales Forward and Prosperity for All. My priorities are clear in putting the rights of children at the centre of our policy making. I am committed to removing barriers to employment by creating the most generous childcare offer anywhere in the UK, providing 30 hours a week of government-funded early education and childcare a week for all working parents of three and four year olds who wish it for up to 48 weeks a year. We will examine ways of ensuring looked after children enjoy the same life chances as other children and if necessary reform the way they are looked after.

Expenditure is planned in line with my priorities; I have well-established processes in place to ensure that resources are used effectively for the purposes intended. The governance and monitoring procedures in place reflect the nature of our relationships with delivery partners.

During the year budgets are monitored on a monthly basis. Teams are challenged to provide explanations for variances between budget profile and outturn to date as well as variances between budgets and forecast final outturn. Any overspends or underspends identified during the year are reviewed and aligned wherever possible with overspends and underspends elsewhere within the children's portfolio.

Local authorities receive part of their funding for children and family services from the Welsh Government via the Revenue Support Grant (RSG). The RSG is not ring-fenced as local authorities are considered to be best placed to judge local needs and circumstances and to fund provision accordingly. Once the RSG is distributed, it is the responsibility of individual authorities to set budgets, taking account of the other resources available to them, for the local services that they provide.

This approach to funding is a key part of the Welsh Government's policy that local authorities are best placed to deliver services in line with the requirements and circumstances of their local population, to whom they are accountable for the decisions they make.

5. Children's rights and other cross-cutting considerations

New framework for impact assessments

In line with the two-stage budget process, which was introduced in 2017, the Strategic Integrated Impact Assessment published on 2 October focussed on the decisions identified in the outline stage of the draft Budget. This stage identifies the sources of funding for the Welsh Government, including new Welsh taxes and borrowing powers, together with the high-level portfolio allocations and spending decisions. This was followed by the publication of the detailed portfolio spending proposals on 23 October. In response to feedback from the National Assembly's Finance Committee and the Future Generations Commissioner, this included a separate Integrated Impact Assessment of the spending proposals.

Child Rights Impact Assessment relevant to the portfolio

As part of the budget setting process, there is a responsibility to consider decisions through a number of lenses to understand the impact. An integrated approach enables us to better understand the impact of decisions overall on different groups of people. Some of our responsibilities are statutory and all are essential to deliver positive outcomes. These are equalities and human rights, children's rights, the Welsh language, climate change, rural proofing, health, biodiversity and economic development. Socio-economic disadvantage is an underpinning consideration when assessing the impact of decisions. The Integrated Impact Assessment sets out how these considerations have informed our strategic budget allocations to improve the economic, social, environmental and cultural well-being of Wales.

CRIAs undertaken by Health Boards

Health Boards are required to produce a three year integrated plan; as part of the planning requirements that are set out in the NHS Wales Planning framework they must ensure that services for children are integrated throughout the whole plan. In addition, they must confirm that they have taken on board the requirements of equality impact assessments and demonstrate plans have been developed in line with the requirements of the Well-Being of Future Generations Act and in accordance with the sustainable development principle.

Plans are submitted to the Welsh Government for scrutiny, whereby the relevant policy area are given the opportunity to scrutinise the plans to ensure that all priority areas have been represented adequately, followed by approval by the Cabinet Secretary.

Therefore ensuring that the rights of various priority areas are integrated in plans is the responsibility of Health Boards themselves. Welsh Government monitor, performance manage and hold Health Boards to account through a range of meetings and actions.

CRIA undertaken by CAFCASS

Annex A contains a copy of the CRIA undertaken on the budget for CAFCASS as recommended by this Committee in its report on the Draft Budget 2018-19 and as accepted on page 25 of the Welsh Government's response.

Implications of UK withdrawal from the European Union

The decision for the UK to leave the European Union has caused uncertainty. The Welsh Government established a specific team to co-ordinate European Transition

issues, which is working closely with the existing team in Brussels and policy departments.

As the impact of Brexit is so far-reaching many Welsh Government departments are also prioritising their existing resources for dealing with Brexit specific issues. Reprioritising existing resources is an important and responsible approach and one which will need to be utilised further as more information about future changes becomes available.

Policy development prioritises engagement through consultation around our legislative proposals and engaging with children and young people on the implications for them of Brexit.

We consulted with children during 2018-19 and are in the process of looking at options for further consultation in 2019-20.

6. Costs of legislation

Assessing the costs of legislation and the impact on those it affects is an essential part of the policy development process. I recognise there cannot be a blank cheque for legislation and that every new commitment in this MEG will have to be paid for by a cutback somewhere else.

This is why every bill is subject to a robust assessment of costs and benefits, achieved through consultation and engagement with our stakeholders in the development of the regulatory impact assessments prepared for Government Bills. This is to ensure our decisions are informed by the people who will be affected by them.

Steps are being taken to improve the clarity and consistency of RIAs but changes to the bill during scrutiny and other factors will inevitably result in some variances between estimated costs at the published RIA stage and actual costs during implementation.

Allocations for specific pieces of legislation;

To remove the defence of reasonable punishment

A regulatory impact assessment is currently being developed to set out the costs and benefits of the proposed legislation. This will be published in line with usual Government procedures.

We have awarded a three year contract to SBW Advertising to support our Parenting. Give it Time campaign between 2018 and 2021, with an allocation of up to £325,000 for 2019-20. The campaign supports our policy of encouraging positive alternatives to physical punishment, and we will further develop our approach to support the implementation of the proposed bill during 2019-20.

Childcare Funding (Wales) Bill.

A Regulatory Impact Assessment has been completed for the Bill which fully sets out the costs and benefits. The £40million available in 2019-20 for the Childcare Offer will support the implementation of the Childcare Funding Bill.

There are no other pieces of legislation relevant to my portfolio.

7. Specific policy areas within the portfolio of the Cabinet Secretary for Health

Emotional and mental health of children and young people, including CAMHS

Allocations for specialist CAMHS for 2019-20 by health board

Health boards are responsible for setting their budgets for mental health services in line with their population needs assessments and the requirements of the mental health ring-fence. Any additional funding which Welsh Government may make available to support specific service provision is subject to the 2019-20 budget setting process.

Amount and percentage of Health Boards' ring-fenced mental health spending allocated for CAMHS.

The ring-fence does not distinguish between different mental health services and we do not collect this data.

Monitoring of the actual expenditure on CAMHS by Health Boards

Additional targeted funding for these areas has been made available since 2015-16. This has amounted to £8m annually and we keep the progress with the development of the services and their performance under regular review. In line with normal practice, once new or expanded services financed by the additional funding were fully recruited into and embedded within wider CAMHS services, the funding is subsumed within the wider health board funding allocations.

Projected budget for CAMHS services for 2019-20, 2020-21 and 2021-22.

Health boards are responsible for setting their budgets for mental health services in line with their population needs assessments and the requirements of the mental health ring-fence. Any additional funding which Welsh Government may make available to support specific service provision is subject to the 2019-20 budget setting process. However it is noted that this is as an area that has been highlighted within the Draft Budget as a priority for the 2019-20 budget setting process.

How the priorities in the Together for Children and Young People Programme will be delivered for 2019-20.

The Together for Children and Young People Programme is currently in the process of finalising its 2019-20 work-plan to cover the period up to the end of September 2019. Once agreed we will engage with the programme leads to agree the plan and identify what resources are required to meet its objectives, where these are in line

with Welsh Government priorities for children and young people's mental health provision, however it should be noted that much of this work was highlighted in the response to the Mind Over Matter report.

The programme itself does not have specific funding, outside the resourcing of the central team. The core role of this team is to support health boards and other organisations to direct their funding to the delivery of the programme priorities.

Perinatal mental health

Allocations for perinatal mental health services

Health boards are responsible for setting their budgets for mental health services in line with their population needs assessments and the requirements of the mental health ring fence.

We remain committed to improving perinatal mental health services. Since 2015 we've invested £1.5m a year in community perinatal mental health services across Wales, which help identify, treat and manage mental ill health before and after childbirth. This is no change since the draft budget 2018-19.

Health boards have also had the opportunity to submit additional proposals to increase capacity of perinatal mental health services from the £7m mental health transformation fund.

There was also recognition in the Draft Budget that further investment is required in this area. This will therefore be considered as part of the detailed discussion regarding the budget setting process.

Allocations to establish specialist in-patient perinatal mental health services

The LHBs are currently finalising proposals via the Welsh Health Specialised Services Committee (WHSSC) arrangements for in-patient services and we have not provided any specific additional funding specifically for this purpose.

However, health boards are also able to submit proposals for the capital element of this project through the NHS Infrastructure Investment process.

Please also note comment above in relation to ongoing discussions regarding 2019/20 budget.

Neonatal services

Allocations to deliver the All Wales Neonatal Standards;

The Wales Neonatal Network provides evidence based timely advice to Health Boards, Welsh Health Specialised Services Committee (WHSSC) and Welsh Government in relation to neonatal services. In October 2016, the Wales Neonatal

Network moved into the NHS Wales Health Collaborative, hosted by Public Health Wales having previously been under the umbrella of WHSSC.

The Wales Neonatal Network ensures regular monitoring of progress to full compliance. The Neonatal Network revised the Neonatal standards with the 3rd Edition having been approved at Neonatal Network Steering Group in September 2017. The standards use the most up to date evidence and best practice guidelines to make them clinically and operationally relevant. They are influenced by neonatal developments across the United Kingdom and take into account recommendations by the British Association of Perinatal Medicine (BAPM), the National Neonatal Audit Programme (NNAP), the Royal College of Paediatric and Child Health (RCPCH), Bliss and other standards published in England and Scotland.

From early 2019 Health Boards will be asked to self-assess annually against the Standards, as part of the peer review process currently in development at the NHS Wales Health Collaborative.

The Neonatal Network are developing an All Wales Neonatal dashboard that will provide oversight on activity and performance; provide assurance on the quality of neonatal services in Wales; provide a platform for monitoring the NNAP measures on an all Wales basis; support WHSSC and Welsh Government business requests for information on the provision of neonatal services.

Priorities for neonatal services

Priorities for Neonatal services over the next 12 months include working with the Neonatal Network to secure a 24 hour transport, 7 day a week neonatal transport service across South Wales and ensure that the correct critical care capacity with the appropriate workforce is in place across South Wales. The Welsh Government also expects Health Boards to work with Neonatal Network to ensure their neonatal service plans are sufficiently robust to achieve the all Wales Neonatal Standards and improvements across the service.

How budget allocation for 2019-20 will help to drive change / deliver performance improvement

Health board neonatal services are funded through the annual discretionary revenue allocation and health boards will set out their local priorities with regards to neonatal services in their Integrated Medium Term Plans (IMTP), which will also detail their neonatal budget allocation to WHSSC for 2018-19. WHSSC manages the majority of the health boards' budget for commissioning Neonatal Intensive Care (Level 4) and Neonatal High Dependency (Level 3) services. The Special Care Baby Unit budget is managed by the Health Boards.

Between 2015 and 2020, the Welsh Government will have invested just under £110m in neonatal developments across Wales. The investment is being made across a number of key acute sites in Wales with the aim of reducing the number of transfers of mothers and babies through the provision of a specialist, space

compliant environment to ensure that care for babies is safe and effective. The funding across this period will see:-

- £19m invested at the Sub Regional Neonatal Intensive Care Centre (SuRNICC) at Ysbyty Glan Clwyd which was opened by the First Minister in September 2018;
- £37m has been allocated for the Phase II developments at the University Hospital in Cardiff which is due to complete in 2019;
- £25m has been allocated for Phase II of the Women and Children's scheme at Glangwili Hospital, Carmarthen which is due to complete in 2020;
- £10m has been allocated for Neonatal and Post-Natal Capacity on the Singleton Hospital site which is due to complete in late 2019;
- £6m has been allocated for works on the neonatal unit at Prince Charles Hospital, Merthyr and is due to complete in 2018;
- £2m invested in works on the neonatal unit at the Royal Gwent Hospital site, Newport which was opened in spring 2017
- £10m was invested in phase I neonatal works at both the University Hospital of Wales and Glangwili to enable further investment to be made.

Implementation of the School Nursing Framework

Allocations for school nursing framework

An implementation and monitoring group is in place with representation from each health board. The budget for 2018-19 was £4,000 for the provision of a best practice conference in early 2019 and £3,000 for a leadership think-tank to develop skill mix within health visiting / school nursing workforce. This relates to £3,000 for joint health visitor / school nursing think tank in last financial year.

Until these events have taken place and the next steps are set out in the framework, we are unable to accurately estimate any associated spend in 2019-20.

Anticipated additional costs in relation to implementing the school nursing framework part 2 – nursing in special schools when published.

A budget of £5,000 has been allocated for 2018-19. This is allocated for the launch and also for a CPD event in the new year to support implementation. No additional costs are anticipated in this period.

A budget of £5,000 is anticipated to support the rollout of implementation in 2019-20.

Childhood obesity

Anticipated allocations required to implement the planned national obesity strategy..

We will be consulting on a draft healthy weight plan for Wales later this year, with a final version of the plan being produced by October 2019. At this stage, with no firm proposals in place, no decisions have been made on the funding required, beyond that required to develop the plan.

Local health boards will continue to allocate funding to implement the Obesity Pathway for Wales in their respective areas.

Soft drinks industry levy

The Welsh Government has discretion in how it chooses to use consequential funding from the UK Government. Alongside the introduction of the levy, the UK Government increased expenditure in a number of areas in England. As a result, we received some modest funding which we have already allocated in subsequent budgets in line with our priorities.

The purpose of the sugar tax was to incentivise manufacturers to reformulate their products by lowering the amount of sugar they contain. Early signs are positive. There is already evidence of a reduction in children's sugar intakes from sugary drinks, resulting from manufacturers reformulating their products before the sugar levy became operational. More than 50% of manufacturers have changed their formulas to cut sugar, according to figures from the Treasury.

Resourcing for First 1,000 Days/ ACEs Support Hub

Wales ACE Prevention and Support Hub

Tackling ACEs is a priority for this Government. The aim is to create 'ACE aware public services', and one of the ways in which it is working to achieve this is through supporting the development of the ACE Support Hub for Wales.

The Hub is intended to be a centre of knowledge and expertise to help organisations, communities and individuals become ACE informed, to raise awareness and understanding of ACEs and support collaborative action to tackle ACEs.

The Welsh Government provided £400k for 2018-19, £300k and £100k from the Communities and Education budgets respectively. It is too early to say how much has been spent in year.

There is an in principle agreement to continue funding for 2019-20 at a similar level subject to agreeing the year 3 delivery plan.

In addition to this direct funding the Welsh Government supports work to prevent ACEs and mitigate their impact through its children and families support

programmes, Flying Start and Families First, and other initiatives such as Children First and the Parenting 'Give it Time' campaign.

First 1,000 Days work and the Healthy Child Wales Programme

The focus on the first 1000 days, during pregnancy and to a child's second birthday, acknowledges the growing body of international evidence that a greater prioritisation of resources in the very early years would bring both additional lifelong benefits and a better return on investment for society and public services.

The First 1000 Days Collaborative Programme is delivered by Public Health Wales on behalf of Cymru Well Wales which is a partnership of strategic leaders from across public, private and third sectors in Wales. The programme works to mobilise local action by facilitating PSBs to take a collaborative approach to improving outcomes in the first 1000 days. In addition the programme identifies and communicates opportunities to build resilience and amplify protective factors, preventing problems from developing in the first place and intervening earlier when risks are identified.

The legislative context in which the Cymru Well Wales initiative exists includes the Wellbeing of Future Generations (Wales) Act and the Social Services and Wellbeing (Wales) Act. It is also guided by the principles of Prudent Healthcare and making the most effective use of available resources in Wales.

The Healthy Child Wales Programme sets the key direction for health boards in Wales with a focus on early intervention designed to ensure that children achieve optimum health.

The Programme is committed to safeguarding the health and welfare of children by putting in place a consistent range of evidence based preventative and early intervention measures and advice and guidance to support parenting and healthy lifestyle choices as well as identifying families in need of additional support.

8. Specific policy areas within the portfolio of the Minister for Children, Older People and Social Care.

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Family Support	£3.122m	£3.122m

The Family Support allocation provides funding for a range of priority areas including the Parenting Give it Time campaign, Early years Integration Programme and the ACE Support Hub.

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Flying Start Revenue	£73.772m	£73.772m
Flying Start Capital	£566k	£529k

The Flying Start revenue budget is unchanged from 2018-19 and confirms our ongoing commitment to this important programme. This restores funding levels to the previously-planned cuts to this programme. Retaining this level of support indicates our prioritisation of early intervention, prevention and support to provide children with the best start in life. From 1st April 2019, the Flying Start revenue grant will become part of the larger Children and Communities Grant.

A review of the programme is underway and is being carried out in full consultation with local authorities who deliver the programme on the ground. We want to build on the considerable achievements of the programme and learn from what works well, not least in how we can deepen partnership, collaborative and multi-agency working arrangements across sectors in support of young children and their families.

Following completion of Phase 2 of the review, Local Authorities have been granted the ability to use up to 10% of their revenue budget to fund Outreach, provided this does not negatively impact on or detract from the ethos and integrity of the programme, or reduce the number of children within a Flying Start area that could benefit from the programme. It does, however, enable a Local Authority which is not at their CAP (the target number of children set for them by the Welsh Government) to use the flexibility to support additional children to meet their CAP. Where a local authority is already operating to their total CAP limit it is less likely they will be able to extend outreach provision.

Since its inception, Flying Start has invested more than £62.5 million capital developing the infrastructure needed across Wales to deliver the programme. This includes creating new childcare settings to provide around 9,000 high quality, part time places needed for 2-3 year olds and a significant investment in developing accommodation for the multi-agency teams who deliver the programme. The capital budget for 2019-20 is £566k and local authorities are being encouraged to take a strategic approach to capital programme planning including 21st Century Schools and the Childcare Offer to enable key priorities to be delivered in a more joined-up way.

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Families First	£35.978m	£35.978m

The Families First budget is unchanged from 2018-19 and confirms our ongoing commitment to this important programme. This restores funding levels to the previously-planned cuts to this programme. This continuing investment is helping families create supportive and enriching environments for their children, and is helping to reduce incidence of adverse childhood experiences which impact on longer-term outcomes.

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Support for Childcare and Play	£30.345m	£43.351m

The delivery of the **childcare offer** supports working families of three and four-year-old children across Wales, helping parents to take up job offers and boost their employment choices, improving their family's circumstances. Plans for the full roll out of the offer by 2020 are well advanced and the early feedback from the first phase pilots suggests it is having a positive impact by helping parents financially and enabling them to balance the demands of work and family life.

Funding of £40m will be available in 2019-20 to support the early implementation of the childcare offer through a demand-led rolling programme. This is a reduction of £5m from the previously published budget in 2018-19, in response to predicted take-up levels and current projections. The reduction will not impact on the planned roll out. We are also investing £60m of capital funding over three years from 2018-19 to support the co-location of existing Foundation Phase provision with the new Childcare Offer provision on a single site, wherever possible, and to ensure there is sufficient childcare in the right areas, with a specific focus on developing new provision in areas that currently lack childcare services, in particular rural and disadvantaged areas.

The childcare offer has the potential to be a catalyst for a wider transformation in the childcare sector, increasing the accessibility, affordability and availability of childcare for all parents and children of all ages. This will build on the other support we currently provide for childcare and play sector including:

- Providing **£1.43m** per annum to the Cwlwm consortia, comprising the five main childcare organisations in Wales, to support the childcare sector and help us develop innovative flexible childcare solutions to meet the needs of families.
- Providing **£360,000** per annum to Play Wales for: the provision of strategic support to Local Authorities and partners for implementation of the Play Sufficiency Duty; the development of an international centre of excellence around play; providing advice to Welsh Government in relation to all policy areas where there are links to play; and providing advice to Welsh Government on development of play workforce.

- Providing funding to Social Care Wales (SCW) as a key delivery partner and the sector skills council for the childcare workforce. Funding will be allocated to Social Care Wales to support the implementation of the 10 year workforce plan which we published in December 2017, including a new suite of childcare qualifications due for introduction in September 2019.
- Under our Apprenticeship programme and utilising the European Social Fund we introduced our **Progress for Success (PFS)** programme to support existing practitioners to up-skill across levels 2 and 3. PFS has been successful in providing support and opportunities for over 950 existing practitioners to up-skill. We intend to build on the success of Progress for Success and are currently considering an extension to the programme, which will require match funding.
- We have also been working with the National Day Nursery Association on developing our Childcare Works project which aims to support those who are currently unemployed but who have the right skills and personal attributes to work with our youngest children. The project not only offered work experience, it provided bespoke introductory training to enable participants to pursue a career in the sector. We have seen a number of positive outcomes with a number of participants securing permanent employment. We are currently considering a proposal for a second Phase which could potentially operate across Wales.

In addition, the Cabinet Secretary for Finance announced in September that all children’s day nurseries in Wales from April 2019, will be exempt from paying non-domestic rates in a package of support worth £7.5m over three years. This additional help for childcare providers will not only support small businesses but it will support the roll out of the childcare offer, which will, in turn, make an important contribution to our ambitions in the early years priority.

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Children First	£100k	0

Children First is not a funded programme. There are currently five Children First Pioneer areas, which are being supported by the Welsh Government, which are in Cwm Taf, Gwynedd, Newport, Caerphilly and Carmarthenshire.

While Children First is not a funded programme, the Welsh Government has offered seed funding of £20,000 to each Pioneer area to help them to take forward the approach. This grant, totalling £100,000 will only be available for the 2018-19 financial year. Pioneer areas have submitted their plans on how they intend to use this funding and progress will be measured and evaluated against their agreed plan. The Pioneer areas will submit a progress report in the summer of 2019.

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Family Information Services	Within RSG	Within RSG

Funding for the Family Information Services (FIS) is delivered via the Local Authority Revenue Support Grant (RSG). Whilst previously a grant or contract arrangement has been in place providing external support to the FIS network, Children and Families Division now provide direct support to the FIS Network to ensure there is an awareness of Welsh Government and UK Government policies and programmes which may impact on children and families and to enable the sharing of good practice across Wales.

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Parenting Support	£0.4m	£0.4m

A budget of £0.4million has been identified to take forward positive parenting work next year through the Parenting. Give it Time campaign.

We have awarded a three year contract to SBW Advertising to support our Parenting. Give it Time campaign between 2018 and 2021. The campaign supports our policy of encouraging positive alternatives to physical punishment, and we will further develop our approach to support the proposed Bill during 2019-20.

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Safeguarding	£0.560m	£0.560m

Funding for Safeguarding primarily supports the continued implementation of the Social Services and Well-being (Wales) Act 2014 (The 2014 Act) and promotes a preventative agenda to improve outcomes for children and adults at risk.

Safeguarding priorities for 2018-19 fall under Taking Wales Forward. Key priorities for Safeguarding are; Safeguarding Policy Development and Implementation, including a review of the Wales Safeguarding Procedures (WSP), support for the 2018 Safeguarding Week, the development of safeguarding policy and practice guidance and support to the National Independent Safeguarding Board (the National Board) and regional Safeguarding Boards.

Taking Wales Forward states that we will “examine ways of ensuring children in care enjoy the same life chances as other children and if necessary reform the way they are looked after”. Building on this Social Care is also a top 5 priority in Prosperity for All and is clear that children should be listened to and helped to develop positive relationships.

Safeguarding funding will enable the continuation of work with the regional safeguarding boards to secure improvements in safeguarding policy and practice

throughout Wales for children and adults at risk. Funding will also be prioritised to deliver the Wales Safeguarding Procedures arising from the Social Services and Well-being (Wales) Act 2014, and accompanying statutory guidance and practice guides to assist better protection for children and adults at risk of abuse, neglect or other forms of harm. This work will help safeguard children and adults at risk to lead healthy and fulfilling lives.

In 2019-20 priorities will include continuation of support to Regional Safeguarding Boards to take the implementation of Wales Safeguarding Procedures and accompanying practice guides forward and funding for the National Independent Safeguarding Board which provides support to regional boards and advice to Ministers about the effectiveness of safeguarding arrangements in Wales.

Funding for Safeguarding week will continue to be a priority in 2019-20; this will contribute to both the prevention and protection of children and adults at risk work and objective of regional safeguarding boards by helping to raise awareness of the contribution communities, individuals and practitioners across organisations can make in safeguarding children and adults at risk

Building on this Social Care is a top 5 priority in Prosperity for All; safeguarding funding will ensure looked after children, children in need of care and support and other specified individuals are listened to and helped to develop positive relationships and receive as much help and support as possible and life chances as other children.

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Edge of Care Services	0	0
Looked after children / care leavers	£0.270m	£0.270m
Adoption services including post-adoption support	£0.352m	£0.352m
Fostering Services	£0.173m	0*
St David's Day Fund	£1m	0

'*Taking Wales Forward*' includes the chapter on Ambitions and Learning which states we will "examine ways of ensuring children in care enjoy the same life chances as other children and if necessary reform the way we are looked after". Building on this, Social Care is one of the top 5 priorities in '*Prosperity for All*' and is clear that children should be listened to and helped to develop positive relationships.

The Looked After Children Transition Grant (LACTG) provides funding for a number of initiatives which improve outcomes for looked after children so that all children in care have the same care and life opportunities as other children. Similarly, the Vulnerable Children budget supports children who have been adopted to ensure they and their family have the necessary access to support services to begin their family

life. Both of these budgets fall under the Supporting Children BEL and their funding work streams include:

- Funding to support the work of the Ministerial Advisory Group (MAG) (270k annual budget), including £100k to support the development and implementation of work which falls under the Residential Care Task and Finish Group work programme;
- The £1m St David's Day fund supporting care leavers to access opportunities that will support their independence and move towards adulthood;
- In 2018-19 funding of £90k has been provided to the National Adoption Service to further develop and deliver key elements of the Adoption Support Framework (2017-18 saw £215k provided, £125k of which was added to the Revenue Support Grant from April 2018) and to support its strategic and holistic approach to adoption support services. A further £178k has been invested to maintain a database to provide for the future Adoption Register for Wales. We are also looking to facilitate further research (£ £32k) by supporting the adoption cohort study and have allocated £25k for further work on sibling and contact arrangements in both looked after and adoptive children's arrangements across Wales during 2018-19. This will be in addition to reviewing the Foster to Adopt arrangements (£15k) in 2018-19.
- £0.173m has been committed in 2018-19 for the Fostering Well-Being pilot – Social pedagogy, this is a programme jointly funded by HSS and LG&PS. At present plans are in development for 2019-20.

During 2017-18 and in addition to the above, £8m of consequential UK budget funding was provided to support care experienced children. This funding has been used to develop and expand edge of care services, extend the Reflect project across all regions in Wales, increase support for care leavers such as introducing local authority traineeship schemes, extending personal adviser provision up to age 25 and accelerate the National Fostering Framework. This recurrent funding transferred to the RSG during 2018-19.

£1m has been transferred into the Children and Communities Grant in the LGPS MEG in respect of the St David's Day from the Supporting Children BEL in the HSS MEG for 2019-20.

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Sustainable Social Services Third Sector Grant 2016-19	£6.885m	£6.885m

The Sustainable Social Services Third Sector Grant 2016-19 was awarded in 2015 following a competitive bidding process. The grant provides project based funding to third sector organisations for projects that support the outcomes and key themes underpinning the Social Services and Well-being (Wales) Act 2014, as well as meeting specific criteria and demonstrating good value for money.

The grant has been extended for a period of one year, to March 2020, while plans for Phase 2 of the grant are finalised and a further competitive bidding exercise is run.

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Advocacy Services	£1.100m	£1.100m

Development of the **National Approach to Statutory Advocacy** for looked after children, children in need and other specified individuals, is intended to deliver consistency of entitlement and good practice in the commissioning, delivery and awareness of statutory advocacy provision in Wales.

Welsh Government has funded the “Active Offer” to enable Local Authorities to provide a national approach to advocacy support to children and young people who are automatically entitled to an independent professional advocate when they become looked after or are included on the Child Protection Register. The Minister for Children, Older People and Social Care has approved funding of up to £550k to support the National Approach to Advocacy - Active Offer. Currently year 2 of a two year grant to support the Implementation of the National Approach to Statutory Advocacy for Children and Young People as set out in the Local Government Implementation Plan 2016-17.

Meic Helpline: Meic is the national information, advice and advocacy helpline providing children and young people with a single point of contact via Freephone, instant messaging and text.

The Welsh Government does not deliver this activity directly but carries out regular monitoring contract meetings with Pro-Mo Cymru who were awarded a two year contract (plus option for additional 2) in April 2016 following public tender exercise in 2015.

In December 2017, the Minister for Children, Older People and Social Care approved funding for a further 12 months. The maximum annual budget of £550,000 remains the same but the marketing element reduced from £50,000 to £40,000.

The extension has been granted while Welsh Government fully cost and considers alternative options for the delivery of a more integrated advice and advocacy service for Children and Young People

	2018-19 First Supplementary Budget	2019-20 Draft Budget
The Children and Family Court Advisory and Support Service	£10.267m	£10.267m

Cafcass Cymru is a demand-led operational service delivers a statutory service to the Family Court in Wales on behalf of Welsh Ministers. Cafcass Cymru practitioners work with nearly 9,000 of the most vulnerable children and young people in the family justice system, ensuring our interventions promote the voice of the child, is centred on their rights, welfare and best interests to achieve better outcomes for the child involved in the Family Justice System in Wales.

The organisation seeks to influence the family justice system and services for children in Wales, providing high quality advice to Ministers and ensuring the needs of Welsh families and children are reflected in process and policy developments. Of the £10.267m budget, 92% is attributed to staffing costs and 8% to commissioned services and infrastructure costs. Aside from staffing and running costs for the organisation, the budget provides grant funding to support separated parents, when directed by the Family Court, to have contact with their children. The budget also funds the provision of the Working Together For Children programme which supports parents who have separated, or are separating, to better manage their own behaviour to ensure the emotional, practical and physical needs and best interest of their children are paramount.

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Children and young people's rights and entitlements	£0.991m	£0.991m

Funding supports Children in Wales to deliver against their agreed plan; this includes supporting participation through Young Wales. In addition this budget supports the following activity:

- Raising public awareness of the UNCRC. This includes funding for a training contract with the University of Wales Trinity St David to raise awareness of the UNCRC.
- Promoting and supporting participation by children and young people, including support for the Young People's Website
- Promoting children's rights generally, and supporting the duty of due regard

	2018-19 First Supplementary Budget	2019-20 Draft Budget
Children's Commissioner for Wales	£1.543m	£1.543m

The Children's Commissioner for Wales is an independent children's rights institution established in 2001. The Commissioner's principal aim, under the Care Standards Act 2000, is to safeguard and promote the rights and welfare of children. The Care Standards Act 2000 makes provision for the Welsh Ministers to fund the Children's Commissioner and her office. The budget covers the running costs of the Commissioner's office for 2019-20 and the resources required in discharging her statutory functions.

*The **Child and Family Delivery Grant** came to an end on 30 September 2017.*



Children’s Rights Impact Assessment (CRIA) Template

Title / Piece of work:	Cafcass Cymru budget planning.
Related SF / LF number (if applicable)	N/A
Name of Official:	Matt Wright
Department:	Cafcass Cymru
Date:	
Signature:	Matt Wright

Please complete the CRIA and retain it for your records on iShare. You may be asked to provide this document at a later stage to evidence that you have complied with the duty to have due regard to children’s rights e.g. Freedom of Information access requests, monitoring purposes or to inform reporting to the NafW.

Upon completion you should also forward a copy of the CRIA to the Measure Implementation Team for monitoring purposes using the dedicated mailbox CRIA@wales.gsi.gov.uk

If officials are not sure about whether to complete a CRIA, they should err on the side of caution and seek advice from the Measure Implementation Team by forwarding any questions to our mailbox CRIA@wales.gsi.gov.uk

You may wish to cross-reference with other impact assessments undertaken.

NB. All CRIs undertaken on legislation must be published alongside the relevant piece of work on the WG website. All other CRIs must be listed in the WG CRIA newsletter and must be made available upon request. Ministers are however, encouraged to publish all completed CRIs.

Six Steps to Due Regard



Step 1. What's the piece of work and its objective(s)?

Cafcass Cymru is funded by the Welsh Government to deliver a statutory service, in accordance with The Children Act 2004, to the Family Court on behalf of Welsh Ministers. The organisation has been delegated a £10.627m annual budget from 2016-17 to 2018-19

Cafcass Cymru is a demand led operational service and in 2017-18 worked with almost 9,000 of the most vulnerable children and young people subject to family court proceedings in Wales. Children will come into contact with a Cafcass Cymru practitioner if they are the subject of proceedings within the family courts:

- Public law cases are when a public body, such as a local authority, is involved with a child in proceedings such as applying for care or supervision, adoption applications or emergency protection orders.
- Private law cases are when separating parents decide that they cannot agree on the best arrangements for their child either informally or through mediation.

Each year Cafcass Cymru Senior Management Team must decide how to allocate the budget for the coming financial year. Aside from staffing and running costs for the organisation, the budget provides grant funding to accredited contact centres to support children initiating or maintaining a relationship with separated family members when directed by the Family Court. Also, the budget funds the provision of the Working Together For Children programme which if so ordered by the court is provided to separated parents as a means of informing them of the affects of separation on children and the importance of positive inter-parental communication.

When considering how the budget should be allocated Cafcass Cymru takes into consideration the following:

The key principles underpinning our service:

- children and young people should be safeguarded from all forms of harm
- the needs of children and young people are paramount
- children and young people have a diverse range of backgrounds and needs
- where safe, children and young people are best brought up by their own family and within their own community
- safe and effective arrangements for contact with parents, siblings, extended family and friends should be in place for children and young people who are not able to live with members of their family
- children and young people have a right to be heard
- all forms of oppression and discrimination are damaging

- service users have a right to receive a bilingual and an equitable service, regardless of circumstances or where they live
- continuous improvement and securing a diverse and bilingual workforce are essential elements to continued effectiveness.

The Children Act 2004 and the guiding principles to:

- Allow children to be healthy
- Allow children to remain safe in their environments
- Help children to enjoy life
- Assist children in their quest to succeed
- Help make a contribution – a positive contribution – to the lives of children
- Help achieve economic stability for our children's futures

[The Children Act 2004](#)

The Social Services and Wellbeing Act 2014 and supporting the four priority areas:

- Wellbeing
- Prevention
- People
- Partnership and Integration

[Social Services and Wellbeing Act](#)

The Well-being of Future Generations 2015 and the 5 ways of working:

- Long Term
- Integration
- Involvement
- Collaboration
- Prevention

[Well-being of Future Generations \(Wales\) Act 2015](#)

The Strategic Plan 2016-2019 - *Providing a Voice* has provided four clear strategic goals setting direction and providing a long – term focus for the coming years:

- To provide high quality, timely, independent expert advice and information to children, families and courts
- To ensure our intervention promotes the voice of the child and is centred on their rights, welfare and best interests
- To influence the Family Justice System and services for children in Wales
- To enable staff to be the best they can be within a dynamic, diverse and open organisation.

The majority of Cafcass Cymru's core work, public law and private law casework, is carried out by our Family Court Advisors (FCA). Each FCA is a registered and qualified social worker with a minimum of 3 years post qualifying experience. A FCA is assigned to each case by Cafcass Cymru and their four main duties are:

- promoting the welfare of children;
- giving advice to any court(s) about applications made to it;
- helping children to be represented in proceedings; and
- providing information, advice and other support for children and their families.

Step 2. Analysing the impact

Our statutory functions define our core responsibilities around providing independent social work advice in relation to children in family court proceedings. At a case level our role is to safeguard and promote the welfare of these children, and to ensure their voice is heard within proceedings. The Cafcass Cymru practitioner therefore has a dual role of ensuring the wishes and feelings of children are known, but also to advise on their best interests.

At an organisational level one of our key strategic goals outlined in our '*Strategic Plan 2016-19: Providing a Voice*' is centred on influencing the Family Justice System and services for children in Wales. This links, and is mindful of, the central tenets of the Well Being of Future Generations Act in terms of thinking about the long-term, working better with others to prevent problems and taking a more joined up approach. Some examples of this work include:

- Developing a performance framework that is more '*outcome*' focused i.e. trying to more systematically introduce mechanisms and proxy measures around impact and '*added value*', and linking and making this available to key stakeholders in the Family Justice system such as local authorities, judiciary and HMCTS (Her Majesty's Courts and Tribunals Service).
- Taking a pro-active role in the development of a Family Justice Observatory for Wales and England including a 4 ½ year project to maximise use of our administrative data for system-wide benefit and learning in conjunction with Cafcass (England), SAIL (Swansea University) and Lancaster University.
- Linked with the above, working together with colleagues in wider Welsh Government around the potential of maximising opportunities in utilising existing data sets for system wide learning and change, including developing a deeper understanding of some of the root causes for families becoming involved with the family justice system in Wales.
- Collaborating with local authority children services departments to share and analyse information together, and to inform opportunities for system-wide development and improvement at both a national and local level.
- Collaborating with other areas of Welsh Government on issues of mutual interest. For example, working closely with the Children and Families Division to enable our Working Together for Children course (aimed at separated parents) to become more accessible to families outside the Family Court system.
- Developing our participation agenda by working with groups such as the Family Justice Young Peoples Board (FJYPB) on a wide range of activities such as facilitating a Cafcass Cymru staff conference (May 2018), helping inform the redesign of our website and in developing child focussed information packs. Further, to ensure we are recruiting the best candidates to our practice based roles, representatives of the FJYPB now sitting on our interview panels and participate in the recruitment process.

No specific links between the key objectives of the Child Poverty Strategy for Wales and the statutory functions of Cafcass Cymru have been identified.

Step 3. How does your piece of work support and promote children's rights?

The fundamental purpose of Cafcass Cymru is to ensure the voice of the child is heard and listened to within family court proceedings. Cafcass Cymru practitioners safeguard and promote the well-being of children, enable them to contribute to proceedings and promote personal well-being outcomes. Our role once appointed by the court is to provide the family court with advice and recommendations as to the child's best interests.

As a child-focused organisation, our services are driven by a set of principles including:

- Children and young people should be safeguarded from all forms of harm.
- The needs of children and young people are paramount.
- Children and young people have a diverse range of backgrounds and needs.
- Where safe, children and young people are best brought up by their own family and within their own community.
- Safe and effective arrangements for contact with parents, siblings, extended family and friends should be in place for children and young people who are not able to live with members of their family.
- Children and young people have a right to be heard.
- All forms of oppression and discrimination are damaging.

In private law our work with families is aimed at advising the court and parties on what arrangements would be best for the child. This includes supporting them to reach agreed arrangements involving their child which are safe and in the child's best interests.

A Cafcass Cymru practitioner is also appointed by the court in specified public law family proceedings (i.e. in cases where there is local authority involvement). Their role is to capture and make known the child's wishes and feelings, and subsequently to provide advice as to the child's best interests.

In the private law area of work, grant funding is allocated to supported and supervised contact providers in order to support children developing and/or maintaining a relationship with separated family members in certain situations i.e. as part of family court proceedings. The Working Together For Children programme supports parents who have separated or are separating to better manage contact between family members and to emphasise the importance of recognising their own emotional, practical and physical needs and prioritising best interest of their children.

We continually work closely with stakeholders, including the Family Justice Young People's Board and other youth based groups to review and improve our service.

The work outlined in this section considers many aspects of the UN convention on the rights of the child (UNCRC), in particular the following:

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 9

Children should not be separated from their parents unless it is for their own good. Children whose parents have separated have the right to stay in contact with both parents

Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 18

Both parents share responsibility for bringing up their children, and should always consider what is

best for each child.

Article 19

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 21

When children are adopted the first concern must be what is best for them.

Step 4. Advising the Minister and Ministerial decision

As explained above, the child or young person is at the very centre of the work Cafcass Cymru undertakes in completing its statutory functions. At the case level, consideration of the UNCRC is a key part of the service provided by Cafcass Cymru practitioners when working with children, young people and their families. This approach is supported by the organisation through its work with stakeholders, such as the Family Justice Young People's Board across a number of areas including our recruitment of practitioner staff and in developing accessible and meaningful services to children and young people. This approach is consistent with the principles and philosophy of the UNCRC.

The Minister is regularly briefed on the Cafcass Cymru budget position through the Welsh Government budget allocation and monitoring processes. Additionally, briefings have been provided on key developments within the organisation and the provision of service. These include:

- The development of a children and young person's version of the Cafcass Cymru annual report
- the development and publication of the Cafcass Cymru Strategic Plan and the Participation Plan
- the funding arrangements for child contact services in Wales
- provision of the Working Together For Children course

Step 5. Recording and communicating the outcome

All of the information relating to the delivery of the Cafcass Cymru statutory functions is held on the Welsh Government's records management system, iShare and the Cafcass Cymru case management system, IRIS.

This assessment represents the Cafcass Cymru service as at financial year 2018-19 and will be updated in line with any significant future service or legislative developments.

Step 6. Revisiting the piece of work as and when needed

As mentioned in Step 5 this assessment represents the Cafcass Cymru service as at financial year 2018-19 and will be updated in line with any significant future service or legislative developments.

As set out in Step 2 the outcomes achieved through Cafcass Cymru's interventions with children, young people and their families are monitored to ensure the effectiveness of the service and its contributions to the family justice system in Wales.

Budgets

<p>Does the piece of work have any associated allocation of budget?</p> <p>Can you identify how much of this budget will be used for children and young people?</p> <p>It is important that where any changes are made to spending plans, including where additional allocations or savings have been made, that this has been assessed and evidenced as part of the CRIA process.</p> <p>Has any additional spend been identified to ensure children and young people have been given an opportunity to contribute to the piece of work and have their opinions heard? If so, how much?</p>	<p style="text-align: center;">Yes</p> <p>The Cafcass Cymru budget enables the organisation to deliver a statutory service to the Family Court in Wales on behalf of Welsh Ministers. Of the budget, 92% is attributed to staffing costs and 8% to commissioned services and infrastructure costs</p> <p>The Cafcass Cymru Participation Plan 2016-19 sets out how the organisation has been building on our direct work with individual children in family court proceedings. It means we are able to give children and young people a voice about the way they receive our services and the opportunity to express their views, concerns and suggestions on how the organisation can be further developed and improved. This work is undertaken within the overall budget allocation.</p>
<p>Please give any details: N/A</p>	

Monitoring & Review

<p>Do we need to monitor / review the proposal?</p>	<p>Yes</p>
<p>If applicable: set the review date</p>	<p>April 2020</p>

Please forward a copy of this CRIA to CRIA@wales.gsi.gov.uk for monitoring purposes



THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

www.uncrcletsgetitright.co.uk

The United Nations Convention on the Rights of the Child is an international agreement that protects the human rights of the children under the age of 18. On 16 December 1991, the United Kingdom of Great Britain and Northern Ireland formally agreed to make sure that every child in the UK has all the rights as listed in the convention. The Welsh Government has shown its commitment to the convention by adopting it as the basis for policy making for children in Wales.

Altogether there are 54 articles in the convention. Articles 43-54 are about how adults and governments should work together to make sure all children are entitled to their rights. The information contained here is about articles 1-42 which set out how children should be treated.



**Llywodraeth Cymru
Welsh Government**

www.cymru.gov.uk

Article 1

Everyone under 18 years of age has all the rights in this Convention.

Article 2

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 4

Governments should make these rights available to children.

Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7

All children have the right to a legally registered name, the right to a nationality and the right to know and, as far as possible, to be cared for by their parents.

Article 8

Governments should respect children's right to a name, a nationality and family ties.

Article 9

Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11

Governments should take steps to stop children being taken out of their own country illegally.

Article 12

Children have the right to say what they think should happen, when adults are making

decisions that affect them, and to have their opinions taken into account.

Article 13

Children have the right to get and to share information as long as the information is not damaging to them or to others.

Article 14

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17

Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 20

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21

When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born or taken to live in another country.

Article 22

Children who come into a country as refugees should have the same rights as children born in that country.

Article 23

Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 24

Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25

Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26

The Government should provide extra money for the children of families in need.

Article 27

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31

All children have a right to relax and play, and to join in a wide range of activities.

Article 32

The Government should protect children from work that is dangerous or might harm their health or their education.

Article 33

The Government should provide ways of protecting children from dangerous drugs.

Article 34

The Government should protect children from sexual abuse.

Article 35

The Government should make sure that children are not abducted or sold.

Article 36

Children should be protected from any activities that could harm their development.

Article 37

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39

Children who have been neglected or abused should receive special help to restore their self respect.

Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42

The Government should make the Convention known to all parents and children.

For further information on the United Nations Convention on the Rights of the Child please visit: The Welsh Government's UNCRC Website: www.uncrcletsgetitright.co.uk/

Cic - The National Information and Advice Service for Young People www.ciconline.co.uk/news/



Agenda Item 4.1

Dear Cabinet Secretary

We are Neath Port Talbot Youth Council and are writing to you to express our concerns regarding how the Education Improvement Grant will affect the Minority Ethnic Services (MEAS) and also the Traveller Education Service (TES).

Being a youth council we see it as our duty to ensure all young people within Neath Port Talbot are supported and included in every way we can. We would appreciate it if you could take the liberty to explain why the funding for these learners is now included in one grant which serves disadvantaged learners across Wales.

We beseech that it is vital to encourage and support minority groups in our area as much as we can. We believe that these two groups need additional funding due to their cultural and additional learning/support needs. We also believe the funding should be increased not decreased if the attainment levels of these learners are to be fully realised.

We are also enquiring if a Children's Rights Impact Assessment (CRIA) has been carried out and if not, we would be grateful to hear why not.

We believe that in order to efficiently delve into this issue and our request, it would be an excellent opportunity to meet with you in person to discuss the Education Improvement Grant and hopefully benefit everyone involved.

We'd like to thank you for taking the time to read this letter and allowing us to air our concerns and hope to hear from you soon.

Many thanks
Neath Port Talbot Youth Council



Apice



ABrouk

Flannigan

ES

Stewart

BT

Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref DC/KW/01710/18

NPT Youth Council
Tirmorfa Centre
Marine Drive
Sandfields
Port Talbot
SA12 7NN

18 July 2018

Dear Neath Port Talbot Youth Council

Thank you for your recent letter sent to me via Carolyn Wellington, about funding cuts to the Education Improvement Grant.

The Welsh Government has a clear and long-standing commitment to schools funding, and I am fully committed to reducing inequalities and ensuring all learners are able to achieve their potential and thrive in a learning environment which supports their needs. This is at the heart of our plan of action for education, Education in Wales: *Our national mission*.

For more than a decade the Welsh Government has provided targeted additional grant funding to Local Government to support our minority ethnic, Gypsy Roma and Traveller learners. Over that time Local Authorities have tried and tested arrangements and we fully recognise and appreciate the vast expertise and experience that exists in our schools and in those Local Authority services

It is clear to me that this kind of support should not continue to be seen as additional. This is not sustainable in the long term and I believe these services should be mainstreamed and prioritised.

However, I have continued to listen to the concerns raised by various stakeholders about the impact of the changes to funding arrangements to support these groups of learners. These are challenging times and I have had to make some difficult decisions, but I have agreed funding of up to £8.7million this financial year to support all Local Authorities, recognising that transitioning the service to one which is core provision and sustainable for the long term takes time.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400
Gohebiaeth.Kirsty.Williams@llyw.cymru
Correspondence.Kirsty.Williams@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.

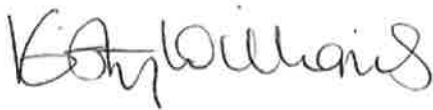
We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

The position will be reviewed for 2019-20 as part of the Welsh Government draft budget. It is however my intention to provide a further £8.7million to all 22 Local Authorities in 2019-20, to support the continuing development of a sustainable model from April 2020-21. This funding will be conditional on evidence of working progress towards more sustainable models of delivery.

The Welsh Government took an integrated approach to our impact assessment and a Strategic Integrated Impact Assessment of the high-level spending decisions was undertaken as part of the outline draft budget for 2018-19. A copy can be found at the following web page <http://gov.wales/funding/budget/draft-budget-2018-19/?lang=en>.

I hope this information is helpful in addressing your concerns.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Kirsty Williams'.

Kirsty Williams AC/AM

Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

cc Carolyn Wellington

Dear Cabinet Secretary

Thank you for your response to our letter and taking the time to read it.

It is unfortunate you are unable to attend one of our meetings it would have been great to meet you and discuss matters face to face rather than via email.

We would like to request further clarification to the Children's Rights impact Assessment as the link you attached was regarding budget and spending.

We are very keen on viewing this document (CRIA) as we are concerned about the minority ethnic groups along with the Gypsy Traveller groups.

We have also written to Sally Holland Children's Commissioner for Wales asking her to champion us on this issue.

Yours sincerely

Neath Port Talbot Youth Council

Dear Children's Commissioner

We are Neath Port Talbot Youth Council and are writing to you to express our concerns regarding how the Education Improvement Grant will affect the Minority ethnic Services (MEAS) and also the Traveller Education Service (TES).

Being a youth council we see it as our duty to ensure all young people within Neath Port Talbot are supported and included in every way we can. We feel we deserve an explanation as to why the funding for these learners is now included in one grant which serves disadvantaged learners across Wales measured by free school meals. We have already taken action by writing to Kirsty Williams, Cabinet secretary of Education expressing how we feel that the rights of minority ethnic, Gypsy Roma and traveller learners aren't being respected due to the Education Improvement Grant as we feel they should be getting extra support as racial groups.

The response we received was disappointing as she didn't address the issues we presented. For example, we enquired about the Children's Rights Impact Assessment (CRIA) but there was no mention of it in her response.

We are writing to ask you to champion us on this issue and we would be very grateful if your Policy Officers would thoroughly review the Education Improvement Grant and feedback to us.

We would like to thank you for taking the time to read this letter and allowing us to air our concerns and hope to hear from you soon

Many thanks

Neath Port Talbot Youth Council.

Please find correspondence to and from the Cabinet Secretary attached

Comisiynydd Plant Cymru Children's Commissioner for Wales

Sally Holland

By e-mail only

To: Neath Port Talbot Youth Council

28 September 2018

Dear Neath Port Talbot Youth Council,

Thank you for your letter and for sharing the correspondence between you and the Cabinet Secretary for Education.

I would share your concerns regarding the grant funding for minority ethnic and gypsy and traveller children. I have met children from gypsy and traveller communities and also from refugee backgrounds who have been supported to succeed in school through this funding.

Earlier this year I also wrote to the Cabinet Secretary for Education to express my concerns about the removal of the Minority Ethnic Achievement Grant (MEAG) in the last budget, and I spoke out in the media about the issue. Others, like the Leader of the Welsh Local Government Association also spoke out about their concerns. This led to the £8.7 million that the Cabinet Secretary referred to in her reply to you, but I remain concerned about the long term plans around this.

Members of the Children, Young People and Education (CYPE) Committee in the National Assembly for Wales are also very concerned about this issue. They completed an inquiry into the Education Improvement Grant in 2017 and made a number of recommendations to the Welsh Government, for them to review and evaluate the arrangement in place to support these groups of learners. The Government accepted these recommendations and committed to reviewing the EIG in its third year (2017-18). The Committee's report and the Government response can be found at the following link

<http://senedd.assembly.wales/mgIssueHistoryHome.aspx?IId=16200>

The CYPE Committee has also been very concerned about grants that seem to quietly disappear from the Welsh Government's budget, such as support for the cost of school uniforms as well as the MEAG. The Committee has asked Cabinet Secretaries and Ministers to send them detailed breakdowns of all of their budget lines for this year's budget figures, so that any reductions or cuts can be identified and questions can then be asked before final decisions are taken.

The Committee and I also agree with you that a Children's Rights Impact Assessment should be undertaken for the budget. Although I understand that the Government sometimes has to make difficult decisions around finances, it is important that they are accountable to the people affected by those decisions and are able to show how the decision was made. I cannot understand how decisions can be taken around grants to specific groups of children without considering the impact this may have on those children. I have also asked the Government to complete a CRIA for budget decisions this year and I have met with the Cabinet Secretary for Finance to discuss this.

The next draft budget is due to be published on 2nd October by the Welsh Government, and a more detailed document will follow towards the end of that month. On 15th November 2018 there will be a session of the CYPE Committee together with the Finance Committee and the Local Government and Equalities Committee to look specifically at impact assessments and the budget process. I have been invited to give evidence to

this Committee and your letter and the concerns raised within this will be helpful evidence about these ongoing issues.

I will be in touch to find out whether I or a member of my team can meet you before this session so that I can hear more about your views on this matter.

My policy team will be looking in detail at the budget when it is published and we will be responding to this in detail. In the meantime however I would like to send your correspondence to the CYPE Committee for their information, together with my reply. Would you be happy for me to do so?

I have also copied this reply to the Cabinet Secretary for Education as you had notified her that you would be writing to me.

I would just like to finish this letter by noting that today in the United Nations young people from all over the world are talking about their role as being human rights defenders. By drawing attention to this issue you are contributing to the work of defending children's human rights to non-discrimination and to an education that helps them be the best they can be.

Thanks for writing to me.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Sally Holland', written in a cursive style.

Sally Holland
Children's Commissioner for Wales

cc. Cabinet Secretary for Education

Ian Budd / Rhiannon Beaumont-Wood
Start Well Co-Chairs
Director of Education - PCC
Director of Nursing - PTHB

Neuadd y Sir / County Hall
Llandrindod Wells
Powys
LD1 5LG

Committee Chair
Children, Young People and Education
Committee
C/O Llinos Madeley
National Assembly for Wales
Cardiff Bay
Cardiff
CF99 1NA
SeneddCYPE@assembly.wales

Ffôn / Tel : 01597 82 7592
E-bost / E-mail :
Youth.Participation@powys.gov.uk
Ein cyf / Our ref : Children's Charter

Annwyl Children, Young People and Education Committee,

Rydym yn ysgrifennu atoch i roi gwybod i chi am fwriad Cyngor Sir Powys a Bwrdd Iechyd Addysgu Powys i fabwysiadu Addewid i bob Plentyn a Pherson Ifanc (0-25) ym Mhowys, ac fel rhanddeiliad rydym am glywed eich barn am yr addewid ddrafft.

We are writing to you to inform you of Powys County Council and Powys Teaching Health Board's intention to adopt a Pledge to all Children and Young People (0-25) in Powys and as a stakeholder hear your comments on the draft pledge.

Mae hwn yn gam gweithredu o Gynllun Gwella'r Gwasanaeth Plant ar gyfer y Cyngor, a Strategaeth Diogelu Bwrdd Iechyd Addysgu Powys.

This is an action from the Children's Service Improvement Plan for the Council, and Powys Teaching Health Board's Safeguarding Strategy.

Yr addewid hon yw'r cam cyntaf yn natblygiad Sir sy'n Gyfeillgar i Blant, lle bydd plant a phobl ifanc yn gallu cael gafael ar wasanaethau a chael cyfleoedd a fydd yn eu helpu i gyrraedd eu potensial a bod y dinasyddion sydd wedi'u paratoi orau ar gyfer byd yfory. I wneud hyn, byddwn yn defnyddio Canllawiau 'Dull Seiliedig ar Hawliau' Comisiynydd Plant Cymru a chanllawiau UNICEF ar gyfer datblygu Dinas sy'n Gyfeillgar i Blant. Er ein bod yn gobeithio cael sylwadau ar yr addewid ar hyn o bryd, bydd unrhyw syniadau ar sut y gallwn gyflawni hyn yn cael eu gwerthfawrogi'n fawr.

This pledge is the first step in the development of a Child Friendly County, where children and young people will be able to access services and have opportunities aiding them to reach their potential and being the best-equipped citizens for tomorrow's world. To do this we will be utilising the Children's Commissioners for Wales 'Rights Based Approach' Guidance and UNICEF guidelines for developing a Child-Friendly City. Whilst we are looking for comments on the pledge at this time, any ideas on how we can achieve this will be greatly received.

Anfonwch unrhyw sylwadau a syniadau erbyn 30 Tachwedd at y swyddog arweiniol: Daniel Harper - Swyddog Hawliau a Chyfranogiad Plant.
Youth.Participation@Powys.gov.uk
01597 82 7592

Please send any comments and ideas, by the 30th November, through to the lead officer:
Daniel Harper - Children's Rights & Participation Officer.
Youth.Participation@Powys.gov.uk
01597 82 7592

Cynhelir ymgynghoriadau gyda chynifer o

Consultations will be taking place with as

blant a phobl ifanc â phosib i sicrhau ein bod yn ystyried barn cymaint o bobl ag y bo modd er mwyn sicrhau mai dyma'r addewid orau bosibl.

Ym mis Rhagfyr bydd holl ganlyniadau'r ymgynghori yn dechrau ffurfio'r addewid derfynol, a fydd yn mynd yn ôl at Gyngor Sir Powys a Bwrdd Iechyd Addysgu Powys i'w mabwysiadu yn y Flwyddyn Newydd. Mae partneriaid a gwasanaethau eraill hefyd wedi dangos diddordeb mewn mabwysiadu'r addewid hon.

Ar ôl ei lansio, bydd canllawiau yn cyd-fynd â'r Addewid a fydd yn rhoi mwy o fanylion am bob addewid ac adroddiad am sut y gwnaethom ddod at y cynnyrch terfynol.

Mae gennym arolwg ar-lein ar gael yn:
<https://www.surveymonkey.co.uk/r/Q3S3M7X>



Edrychwn ymlaen yn fawr at glywed eich barn maes o law.

many children and young people as possible to ensure that we take into account as many views as we possibly can to ensure this is the best pledge that it can be.

December will see all the consultation results begin to shape the final pledge, which will go back to Powys County Council and Powys Teaching Health Board for adoption in the New Year. We have also received interest from other partners and services in adopting this pledge.

Once launched the Pledge will be accompanied by guidance going into more details about each pledge and a report on how we got to the final product.

We have an online survey available at:
<https://www.surveymonkey.co.uk/r/QFQJBG5>



We very much look forward to hearing your thoughts in due course

Yn gywir / Yours sincerely
Ian Budd / Rhiannon Beaumont-Wood
Start Well Co-Chairs



ADDEWID I HOLL BLANT A PHOBL IFANC POWYS

O'R DIWRNOD CYNTAF HYD NES BYDDWCH YN 25 OED.

MAE GEN I HAWL I GAEL YR HYN SYDD ORAU I MI

Rydym yn addo meddwl am, a lle bo'n bosibl, gweithredu ynghylch eich barn a'ch sefyllfaoedd unigryw mewn bywyd a sicrhau eich bod chi'n cael y cymorth a'r gwasanaethau gorau.



MAE GEN I HAWL I GAEL GWYBOD AM BETHAU

Rydym yn addo darparu mynediad at wybodaeth sy'n hawdd ei deall.



MAE GEN I HAWL I GAEL EIN PREIFATRWYDD WEDI'I BARCHU

Rydym yn addo peidio â gofyn am wybodaeth nad yw'n uniongyrchol berthnasol a byddwn yn rhoi polisïau ar waith i ddiogelu'ch gwybodaeth

MAE GEN I HAWL I GAEL FY NGHLYWED

Rydym yn addo rhoi cyfleoedd i chi lle y gellir clywed eich llais a lle bydd eich barn yn cael ei chymryd o ddifrif



MAE GEN I HAWL I HAMDDEN A CHWARAE

Rydym yn addo darparu amgylcheddau diogel, glân, fel bod plant o bob oed yn iach ac yn gallu chwarae.

MAE GEN I HAWL I FOD YN HAPUS AC YN IACH

Rydym yn addo cynnig y gefnogaeth a'r cymorth i chi fyw bywyd iach yn gorfforol a meddyliol.



MAE GEN I HAWL I GYFLEOEDD CYFARTAL

Rydym yn addo eich trin yn deg waeth beth fo'ch sefyllfa



MAE GEN I HAWL I FOD YN DDIOGEL

Rydym yn addo gwneud popeth a allwn i wneud yn siŵr eich bod chi'n teimlo'n ddiogel ac yn cael eich diogelu rhag niwed.



MAE GEN I HAWL I DDYSGU

Rydym yn addo darparu'r adnoddau a'r gefnogaeth i chi wneud y gorau y gallwch chi.

A PLEDGE TO ALL CHILDREN & YOUNG PEOPLE IN POWYS

FROM DAY 1 TO WHEN YOU'RE 25 YEARS OLD.

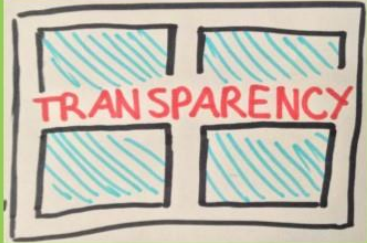


IT IS MY RIGHT TO ACCESS WHAT'S BEST FOR ME
 We pledge to think about, and wherever possible act on your unique views, and situation to ensure that you get the best possible services and help.



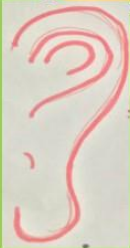
IT IS MY RIGHT TO BE INFORMED
 We pledge to provide access information that is easy to understand

IT IS MY RIGHT TO HAVE MY PRIVACY RESPECTED
 We pledge not to ask for information that isn't directly relevant. We will put policies in place to protect your information.



IT IS MY RIGHT TO BE HEARD
 We pledge to give you opportunities where your voice can be heard, and your views are taken seriously.

IT IS MY RIGHT TO LEISURE AND PLAY
 We pledge to provide safe and clean environments, so that children of all ages are healthy and able to play.



IT IS MY RIGHT TO BE HAPPY AND HEALTHY
 We pledge to offer you the support for you to lead a physically and mentally healthy life.



IT IS MY RIGHT TO EQUALITIES OF OPPORTUNITY
 We pledge to treat you fairly, regardless of your situation.



IT IS MY RIGHT TO BE SAFE
 We pledge to do everything we can to make sure you feel safe and protected from harm.



IT IS MY RIGHT TO LEARN
 We pledge to provide the resources and support for you to do the best you can.



CYPE(5)-30-18 - Paper to note 3
Agenda Item 4.3

Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales
Children, Young People and Education Committee

Dr Dai Lloyd AM
Chair, Health, Social Care and Sport Committee National
Assembly for Wales
By Email

18 October 2018

Dear Dai,

Scrutiny of the Welsh Government Draft Budget 2019–20

In advance of our respective committees' scrutiny of the Welsh Government's Draft Budget 2019–20, I wanted to write to inform you of the Children, Young People and Education Committee's proposed approach.

I wrote to relevant Welsh Government Cabinet Secretaries and Ministers in August 2018 to request written information to inform our scrutiny. My [letter to the Cabinet Secretary for Health and Social Services and the Minister for Children, Older People and Social Care](#) has been published, and may be of interest to you given the overlapping nature of our remits. To avoid any unnecessary duplication of effort, if there are any issues of relevance to children's health and social services that you would like us to cover in our scrutiny of the Welsh Government, please let me know.

I also wanted to draw to your attention that, in light of our recent inquiry into the emotional and mental health of children and young people, and the findings of our [Mind over Matter](#) report, one of the areas we are likely to focus on is the funding available for the emotional and mental health of children and young people, including the funding available for children and adolescent mental health services (CAMHS). Again, if there are any particular issues relating to the emotional and mental health of children and young people that you would like us to cover, please get in touch.

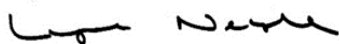


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0300 200 6565

National Assembly for Wales
Cardiff Bay, Cardiff, CF99 1NA
SeneddCYPE@assembly.wales
www.assembly.wales/SeneddCYPE
0300 200 6565

I hope this letter is of use to you, and will enable us to share any relevant information with one another.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Lynne Neagle". The signature is written in a cursive style with a horizontal line across the middle.

Lynne Neagle AM
Chair



Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales
Children, Young People and Education Committee

Kirsty Williams, AM
Cabinet Secretary for Education
Welsh Government

23 October 2018

Dear Kirsty

CYPE Committee Inquiry into School Funding

As you aware, the Committee is undertaking an inquiry into School Funding. Our call for written evidence was launched on 13 October 2018 and runs until 14 December 2018. A copy of the inquiry's Terms of Reference is provided at Annex A.

In order to help ensure the Committee's inquiry is as informed as it can be from the start, it would be very helpful to the Committee if you could provide the following information:

- Your assessment and views on the sufficiency of school budgets and the extent to which the current level of provision supports the delivery of the Welsh Government's education priorities and objectives;
- How the requirements of education services and specifically schools are considered within the total settlement given to local authorities and its allocation amongst local authorities;
- How the Welsh Government monitors the priority local authorities give to education and school budgets within their overall budget, including levels of delegated funding to schools and any monitoring of budgeted expenditure against Standard Spending Assessments and Indicator Based Assessments;



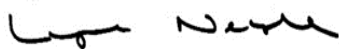
- The Welsh Government's oversight of the formulae local authorities use for allocating delegated budgets to individual schools under the School Funding (Wales) Regulations 2010;
- A summary of the formulae used by each local authority, if the Welsh Government holds this information (note that the Committee has written to each local authority requesting details of this);
- A summary of key policy developments affecting the way schools are funded since the work of the Second Assembly's Committee on School Funding, published in 2006, including outcomes from the 'Bramley Review'.

The Committee will begin to take oral evidence on this inquiry shortly after the Christmas recess. It would therefore be helpful to receive this information by **14 December 2018**, so that it can help inform Members ahead of the oral evidence sessions.

I would also like to invite you to attend the Committee on **14 March 2018**, which will be the final oral evidence session for this inquiry. Ahead of that session the Committee would be very happy to receive any further information you think necessary, in addition to the information requested in this letter.

The Committee thanks you for your attention to this subject and looks forward to working with you during the inquiry.

Yours sincerely



Lynne Neagle AC / AM
Cadeirydd / Chair



Annex A

Terms of Reference

The Committee is conducting an inquiry into:

- the **sufficiency** of school funding in Wales; and
- the **way** school budgets are determined and allocated.

The inquiry will focus specifically on:

- the sufficiency of provision for school budgets, in the context of other public service budgets and available resources;
- the extent to which the level of provision for school budgets complements or inhibits delivery of the Welsh Government's policy objectives;
- the relationship, balance and transparency between various sources of schools' funding, including core budgets and hypothecated funding;
- the local government funding formula and the weighting given to education and school budgets specifically within the Local Government Settlement;
- Welsh Government oversight of how Local Authorities set individual schools' budgets including, for example, the weighting given to factors such as age profile of pupils, deprivation, language of provision, number of pupils with Additional Learning Needs and pre-compulsory age provision;
- progress and developments since previous Assembly Committees' reviews (for example those of the [Enterprise and Learning Committee in the Third Assembly](#)); and
- the availability and use of comparisons between education funding and school budgets in Wales and other UK nations.



Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Ein cyf/Our ref: MA-P/KW/3043/18

Lynne Neagle AM
Chair CYPE Committee
National Assembly for Wales
Cardiff Bay
Cardiff
CF99 1NA



Llywodraeth Cymru
Welsh Government

23rd October 2018

Dear Lynne,

I am writing to you in response to two actions from the meeting of the Committee on September 20th, agenda item 4, Impact of Brexit on Higher and Further Education - evidence session 4.

1. The risk assessments undertaken for Higher Education (HE) and Further Education (FE) in relation to Brexit.

As set out in my written evidence to the committee, the Higher Education Brexit Working Group, which I established in September 2016, has discussed the implications for higher education of the UK's exit from the EU, which has been informed by analysis provided by the Higher Education Funding Council for Wales, (HEFCW).

Through our ongoing discussions with the sector we have identified the principal elements of Brexit that will have an impact on HE income and activities. Broadly these relate to:

- access to EU funding and support frameworks for international mobility and international research collaborations;
- access to EU structural funds investment, which has benefited research infrastructure;
- concerns about a future UK Government immigration policy or narrative that discourages EU staff and students coming to the UK.

Individual institutions' exposure to these impacts varies across the sector depending on factors such as the level of their involvement in EU funded programmes like Horizon 2020 and the number of EU students at each institution.

Higher education institutions are autonomous organisations and Vice Chancellors will have undertaken risk assessment exercises for their individual institutions and circumstances. The Welsh Government does not have access to that information. However, I would like to

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

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

Gohebiaeth.Kirsty.Williams@llyw.cymru
Correspondence.Kirsty.Williams@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.

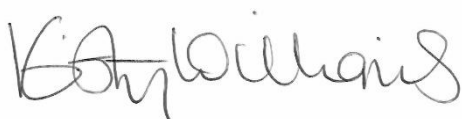
draw your attention to the written evidence provided to the Committee by HEFCW on the potential impact on the sector, reference IB19. The letter confirms that individual providers are considering a variety of options for mitigating actions that they may need to take to reduce costs as the specific impact of Brexit clarifies over the coming months. The full picture will not become clear until after we have the full details of any agreements between the UK government and the European Union. In the meantime we continue to work with HEFCW and our institutions to understand and assess the implications as the situation becomes clearer.

As regards the risks arising from EU exit for the FE sector, we have considered the main areas of impact. Unlike HE, few FE students come from the European Union, so the impact of their potential loss is small. Of greater importance is the impact of the loss of European Structural Investment Funding (ESIF) after the end of the current Multi Annual Financial Framework programme. This will be felt in two areas of provision. Colleges run their own ESIF projects which derive an annual income of between £4 million and £10 million per annum. This income is used to supplement government funding and these activities will, most likely, cease if ESIF (or equivalent resourcing) ceases to be made available in Wales. Similarly, ESIF contributes around £15 million per annum to the apprenticeship budget. Without a similar funding stream, volumes of provision would decline. To put this in context, £15 million equates to around 2,000 level three apprenticeship starts in any particular year. Given that ESIF funding is based on the concept of additionality, whilst the loss of income will result in less activity, the impact on college finances will be small, as the costs associated with the activities funded by ESIF will not be incurred; although reductions in staffing numbers may be required.

2. An analysis of how the additional £6.4 million to HEFCW has been allocated or spent in practice.

This funding was allocated to enable HEFCW to deal with any short-term implications arising from demographic changes and the initial implications of EU transition. It was allocated as part of HEFCW's overall grant in aid. It is for the Council to determine how it distributes funds allocated to it by the Welsh Government, albeit within the priorities outlined by the Welsh Government. In this instance, as the allocation was initially earmarked for the 2018-19 financial year, HEFCW made the decision to use the funding to reduce the level of the funding adjustment applied to HEFCW's allocations to institutions in the 2017/18 academic year, ensuring they were able to benefit immediately from the additional funding.

Yours sincerely



Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales
Children, Young People and Education Committee

Huw Irranca–Davies AM
Minister for Children, Older People and Social Care
By email

23 October 2018

Dear Huw,

Childcare Funding (Wales) Bill: Stage 2 proceedings

Thank you for attending the Committee’s Stage 2 proceedings on the Childcare Funding (Wales) Bill last week.

At the end of the meeting, I indicated that I would write to you to seek clarification on the information you gave in relation to registration requirements for those wishing to provide childcare funded under this Bill’s provisions.

During Stage 1, the Committee had understood that:

- The Child Minding and Day Care Exceptions (Wales) Order 2010 (“the Order”) exempts nannies from a requirement to register with Care Inspectorate Wales, although they can register through a different “voluntary registration scheme”. As a result of this, they are excluded from providing childcare funded under the Bill’s provisions. We had further understood that the Welsh Government does not plan to change that position.
- Schools are also currently unable, due to the Order, to register with Care Inspectorate Wales as childcare providers. In order to deliver childcare funded by the offer, schools would either:
 - i. need to host/work in partnership with a registered childcare provider (in such circumstances the childcare provider would operate as a separate business distinct from the school itself); or



- ii. create a separate body in order that representatives of the school can register with the Inspectorate and therefore provide childcare on the school site (this body would be entirely separate from the school and would require its own governance structure).
- The Welsh Government plans to issue a call for evidence in relation to the Order *“in the autumn and would expect more information regarding these concerns to come forward as part of that review”* (WG response to the CYPE Committee’s Stage 1 Report).

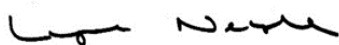
Following Stage 2 proceedings, particularly discussions on Group 9 (Categories of providers of funded childcare), we were left unclear whether we had understood the current position – and the Welsh Government’s future intentions – correctly.

The Committee would therefore welcome clarification on the following:

- whether it is the Welsh Government’s intention to enable schools to provide childcare funded under this Bill’s provisions without the need for a separate “responsible person” to register with the Care Inspectorate Wales (and, if so, what the associated processes and timescales are likely to be for this change to be made);
- the Welsh Government’s position in relation to the provision, by nannies, of childcare funded under this Bill.

I would welcome a response to this letter as soon as possible to inform Members tabling and consideration of amendments at Stage 3.

Yours sincerely,



Lynne Neagle AM
Chair



Agenda Item 4.7

Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales
Children, Young People and Education Committee

Kirsty Williams, AM
Cabinet Secretary for Education
Welsh Government

24 October 2018

Dear Kirsty

Revised eligibility criteria for free school meals in Wales due to the rollout of Universal Credit

I refer to our earlier correspondence relating to the Welsh Government's proposals to amend the eligibility criteria for free school meals, and the concerns that had been raised with the Committee by the Children's Society.

As you are aware, the Committee considered this matter at its meeting on 20 September, but have since heard further concerns from stakeholders. In your letter of 27 September you confirmed that you were happy to provide additional information to the Committee if this was required, and the Committee would be grateful if you could clarify the following:

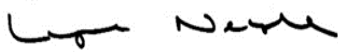
- How did the Welsh Government decide on a net annual income threshold of £7,400?
- Did the Welsh Government consider any other thresholds, for example £14,000 as in Northern Ireland?
- How many more pupils does the Welsh Government estimate would be eligible for free school meals if a net annual income threshold of £14,000 was applied and what would be the additional costs of this?



- What implications would the adoption of a higher threshold than the proposed £7,400 have on eligibility for the Pupil Development Grant and associated costs?

It would also be helpful if you could confirm the date on which the relevant regulations will be laid before the Assembly. I look forward to receiving your response.

Yours sincerely



Lynne Neagle AC / AM
Cadeirydd / Chair



Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales
Children, Young People and Education Committee

Kirsty Williams, AM
Cabinet Secretary for Education
Welsh Government

24 October 2018

Dear Kirsty

Inquiry into the Impact of Brexit on Higher and Further Education

Thank you for your letter of 23 October in response to the two actions from the meeting of the Committee on 20 September on the Committee's inquiry into the Impact of Brexit on Higher and Further Education.

The Committee is grateful to you for your response, but would be very grateful if you could expand on your response to the second of these action points.

Your paper to the Committee ahead of the meeting stated that you had provided an 'additional £6.241m funding to HEFCW to enable the Council to deal with any short-term implications arising from demographic changes and the initial implications of EU transition'. When this was discussed during Committee you agreed to provide an analysis of how the additional £6.2 million to HEFCW had been allocated or spent in practise – as this was unclear.

Your letter of 23 October confirms that HEFCW made the decision to 'use the funding to reduce the level of the funding adjustment applied to HEFCW's allocations to institutions in the 2017/18 academic year, ensuring they were able to benefit immediately from the additional funding'. However, it remains unclear from this response what initial Brexit implications were identified as requiring mitigation via such funding and how that funding was used in practice to deal

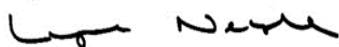


with those same initial implications of the EU transition – part of the stated intention of the funding.

The Committee considered a key issues paper for this inquiry today, and were still concerned that it was not clear how this funding had been used in relation to the Brexit transition. We would be grateful, therefore, if you could provide an analysis of what initial implications were identified as requiring mitigation due to the EU transition and how the £6.2 million contributed to their management in practice.

We would be grateful if this information could be provided by 8 November, so that it can help inform the drafting of the Committee's report.

Yours sincerely



Lynne Neagle AC / AM
Cadeirydd / Chair



Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Llywodraeth Cymru
Welsh Government

Lynne Neagle AM
Chair – Children, Young People and Education Committee
National Assembly for Wales

23 October 2018

Dear Lynne,

The Children, Young People and Education Committee held an Inquiry into Teachers' Professional Learning and Education last year and a subsequent Senedd debate on 14 March 2018.

The debate focussed on a number of key themes ranging from ITE, Professional Standards, Leadership and Professional Learning. I agreed to report back to the Committee on certain issues, one being the OECD 'Schools as Learning Organisations' (SLO) Report and its recommendations.

To further support the transition to a self-improving education system, as stated in 'Our National Mission', I am fully committed to developing all schools in Wales as Learning Organisations. Learning is most effective when teachers, leaders and schools work together with other schools and networks to identify and address common development needs. To date, over 2,000 practitioners have benefited from exploring the SLO approach in their schools. The Welsh Government aims to extend this approach to all schools by the Spring term 2019.

I am delighted to enclose a copy of the OECD report that is being published today. The report contains 27 recommendations for Welsh Government, Regional Consortia and Estyn to consider going forward. As I mentioned in the debate, the report will give us valuable intelligence on the relationship between schools' profiles as learning organisations, their capacity to realise the new curriculum and areas that will require further development.

I will review the report and respond to the recommendations in due course.

Yours sincerely

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Ysgrifennydd y Cabinet dros Addysg
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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

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



**DEVELOPING SCHOOLS
AS LEARNING
ORGANISATIONS
IN WALES**



HIGHLIGHTS

WALES

WHAT IS OECD EDUCATION POLICY IMPLEMENTATION SUPPORT?

This study is part of the OECDs efforts to support countries in the design and effective implementation of their education policies, grounding these efforts on evidence, and multidisciplinary tools and approaches, such as stakeholder engagement events. Education Policy Implementation Support provides countries and jurisdictions with tailored support towards making sustainable improvements in teaching and learning,

drawing from OECDs analytical knowledge base and network of international experts.

More concretely, support generally starts with an initial assessment to understand the policies in their context, followed by OECD engagement with key education stakeholders in the country to help shape or review the development of implementation strategies.

WHY AN ASSESSMENT ON SCHOOLS AS LEARNING ORGANISATIONS IN WALES?

Wales is committed to providing high-quality and inclusive education for all its citizens. It therefore in 2011 embarked on a large-scale school improvement reform that has become increasingly comprehensive and focused on the ongoing development and implementation of a new, 21st century school curriculum.

to realising their vision. Collective working and learning and expanding the skills and learning of new ones by many teachers, teaching support staff, school leaders and others involved is believed essential for bringing Wales' new curriculum to life.

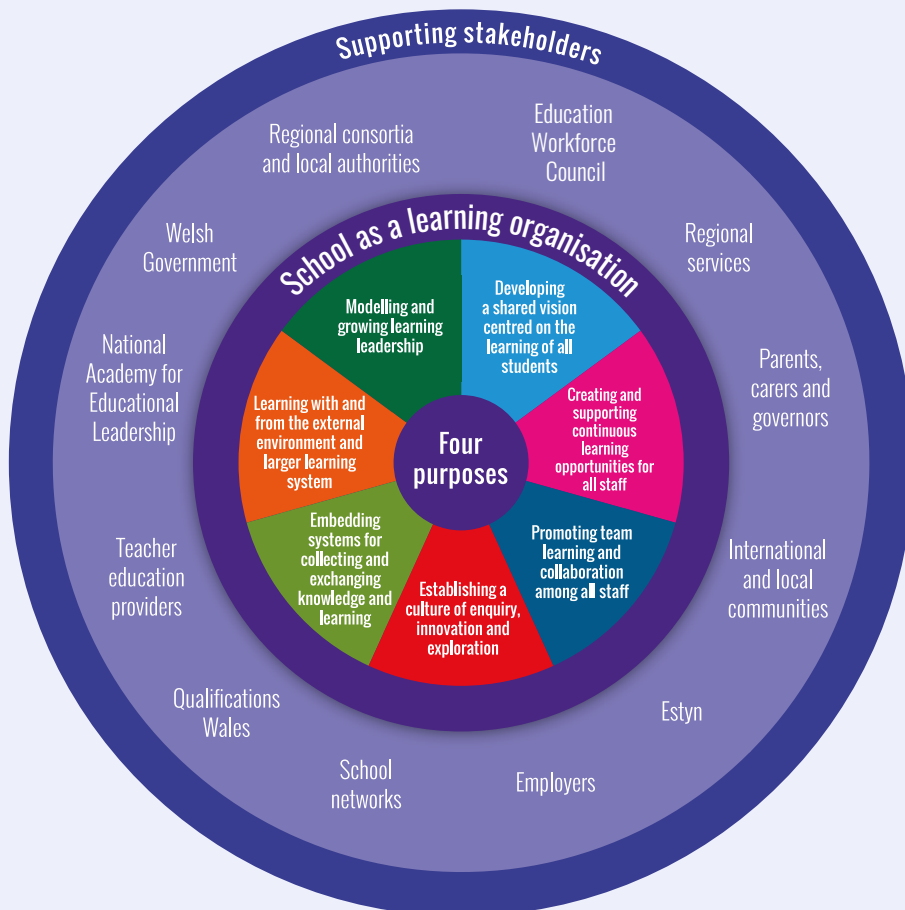
Wales considers the development of schools as learning organisations (SLOs) (*see Box 1*) a key means for realising the new curriculum. A SLO has the capacity to change and adapt routinely to new environments and circumstances as its members, individually and together, learn their way

This report, [Developing Schools as Learning Organisations in Wales](#), supports Wales in realising this objective. It assesses the extent to which schools in Wales have developed as learning organisations, and identifies areas for further improvement at both school and system levels.

BOX 1 The schools as learning organisations model for Wales

The SLO model for Wales focuses the efforts of school leaders, teachers, support staff, parents, (local) policy makers and all others involved into realising seven dimensions in its schools. These seven action-oriented dimensions and their underlying elements highlight both what a school should aspire to and the processes it goes through as it transforms itself into a learning organisation.

Figure 1 The schools as learning organisations model for Wales



The realisation of the “four purposes” of the new school curriculum is placed at the heart of the model. These refer to developing children and young people into “ambitious capable and lifelong learners, enterprising and creative, informed citizens and healthy and confident individuals”.

Wales’ SLO model was designed through a process of co-construction. It was developed by representatives of 24 Pioneer Schools, the regional consortia (i.e. regional school improvement services), Estyn (i.e. the Inspectorate of Education and Training in Wales), the National Academy for Educational Leadership, the Education Directorate of the Welsh Government and the OECD. The developmental work was shaped through a series of workshops and meetings that were facilitated by the OECD between November 2016 and July 2017. The result of this collective effort is Wales’ SLO model that was released in November 2017.

Source: Welsh Government (2017), “Schools in Wales as learning organisations”, <https://beta.gov.wales/schools-learning-organisations-slo-overview>.

AN OVERVIEW OF THE ASSESSMENT: METHODOLOGY AND STRUCTURE.

This assessment has used a mixed-methods study design, consisting of a large number of interviews with school staff, policy makers and other stakeholders, desk research of documents and data, and a purposefully designed survey, the **Schools as Learning Organisations Survey**. Staff from a random sample of 571 schools were asked to complete the online SLO survey. A total of 1 703 school staff – 336 school leaders, 811 teachers and 382 learning support workers – from 178 different schools did so. The assessment is furthermore part of the broader OECD Education Policy Implementation Support provided to the Welsh Government that started in September 2016 and consists of:

- a rapid policy assessment;
- strategic advice during policy meetings and other events and;
- tailored implementation support for developing SLOs as part of the broader curriculum reform agenda.

This broad collaboration has resulted in a rich exchange of views and knowledge which have enriched this report.

The study is organised following a framework of analysis presented in **Figure 2** and is used to guide the reader throughout this highlights brochure:

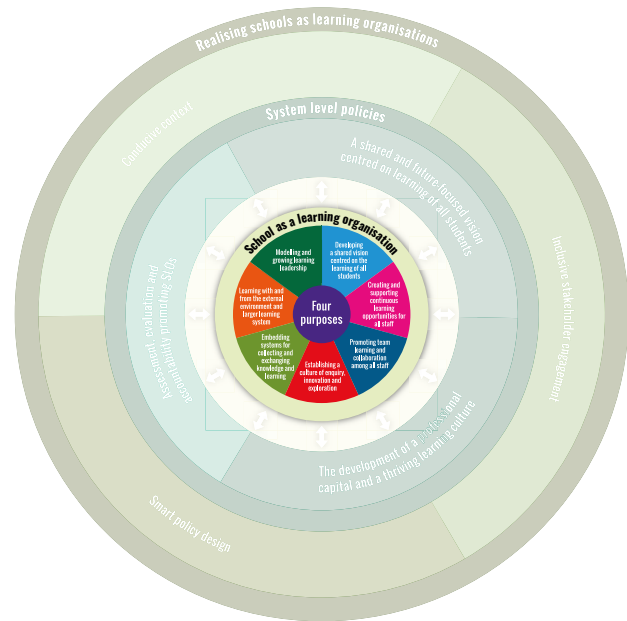
- Part I, **The Schools as Learning Organisations Assessment**, describes and analyses the school as a learning organisation in Wales in context to explore to what extent the key characteristics already exist in schools in Wales.
- Part II, **System Assessment of the Conditions for Developing Schools as Learning Organisations**. This starts with an exploration of which system-level policies are enabling or hindering schools to develop as learning organisations, and offers concrete recommendations for strengthening policies, enhancing policy coherence and taking further action. This is followed by an exploration of how Wales can ensure the effective implementation – or “realisation” as it is often referred to in Wales – of its SLO policy and provides points of reflection and recommendations.

Figure 2 Framework of analysis for this assessment



THE SCHOOLS AS LEARNING ORGANISATIONS ASSESSMENT: MAIN FINDINGS

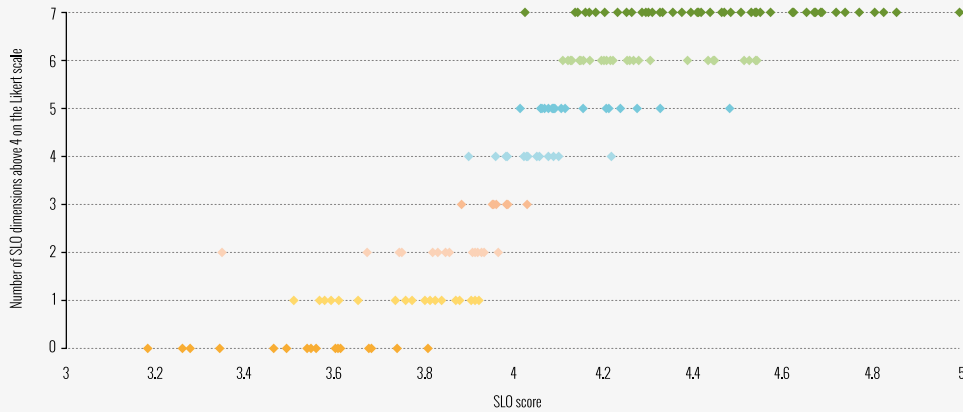
- The majority of schools in Wales seem well on their way towards developing as learning organisations... The Schools as Learning Organisations (SLO) survey data suggest that just under six out of ten schools (58%) in our sample of schools had put five to seven dimensions of the learning organisation into practice.
- ...however, a considerable proportion of schools are still far removed from realising this objective. Some 42% of schools seemed to have put in practice four or less of the seven SLO dimensions, with 30% of schools reporting the realisation of only two or fewer.
- Schools are engaging unequally with the seven dimensions that make up Wales' SLO model. Schools appear to be progressing well on the dimensions "promoting team learning and collaboration among all staff" and "embedding systems for collecting and exchanging knowledge and learning". Various sources of data suggest that two dimensions are considerably less well developed in schools in Wales: "developing a shared vision centred on the learning of all students (learners)" and "establishing a culture of enquiry, innovation and exploration". Many schools could also do more to "learn with and from the external environment and larger system".
- Secondary schools are finding it more challenging to develop as learning organisations. The more compartmentalised structure, leadership practices and tendency of many teachers to limit collaboration within subject areas and departments are believed to be factors in this.



- **More critical reflections are needed for deep learning and sustained progress to take place.** The evidence suggests that school staff need to be more critical about their own performance and that of their schools if deep learning and sustained progress are to take place. High-stakes assessment, evaluation and accountability arrangements may have been a factor influencing people's willingness, and in some cases even their ability, to critically reflect on their own behaviour, that of their peers and the school organisation at large.



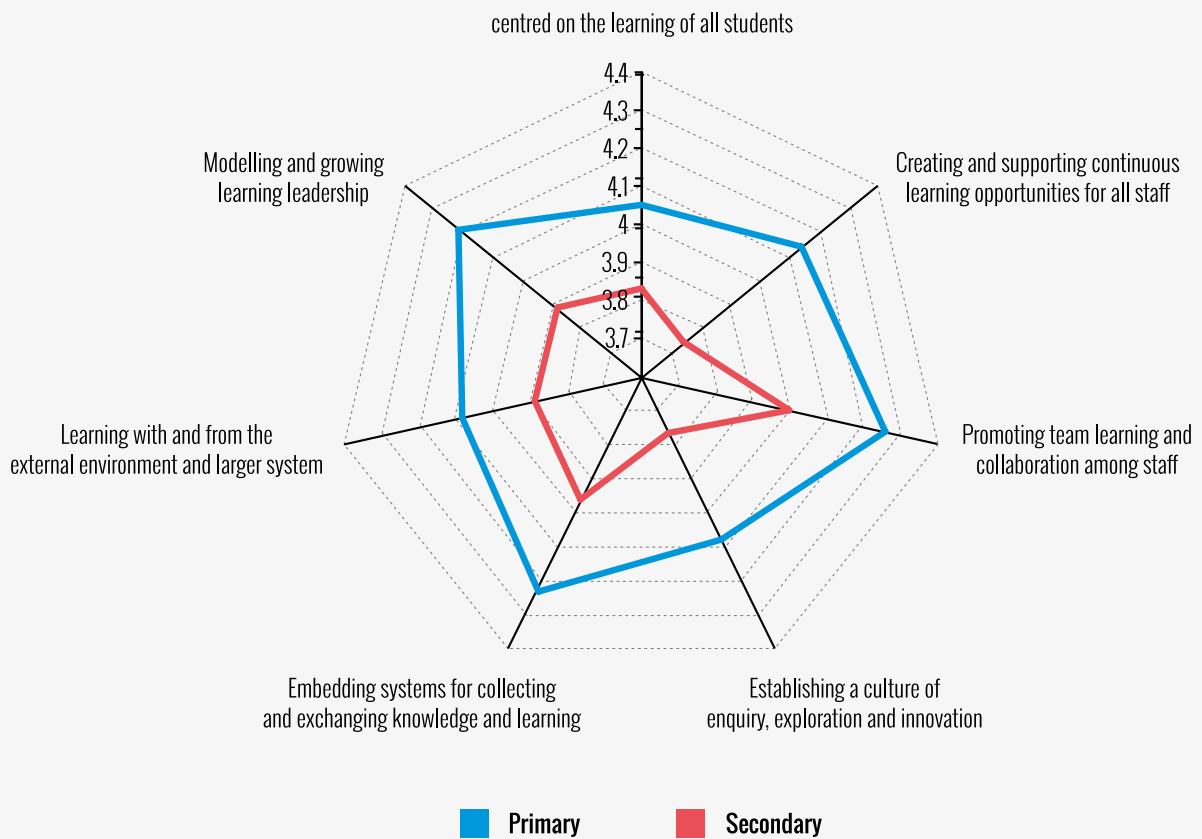
Figure 3 Schools developing as learning organisations in Wales, 2017



Note: Data are analysed at the school level. The SLO survey items were generated in the form of five-point Likert scale: 1) strongly disagree; 2) disagree; 3) neutral 4) agree; and 5) strongly agree. An average school score of 4 or more across the survey items that make up one dimension was defined as the threshold for when a school is considered to have put the dimension into practice. N: 174 schools. Each point represents a school.

Source: OECD Schools as Learning Organisations Survey, 2017.

Figure 4 Average score per SLO dimension, by school type



Note: Data are analysed at the school level. An average school score of 4 or more across the survey items that make up one dimension was defined as the threshold for when a school is considered to have put the dimension into practice.

Source: OECD Schools as Learning Organisations Survey, 2017.

THE SCHOOLS AS LEARNING ORGANISATIONS DIMENSIONS: KEY FINDINGS

Developing and sharing a vision that is centred on the learning of all students

Many schools in Wales could do more to improve their development and realisation of a shared vision centred on the learning of all students. Some 53% of schools in our sample seemed to have developed such a vision (an average school score of 4 or more on the SLO survey Likert scale) – the lowest proportion of the seven SLO dimensions.

Nine out of ten school staff (92%) reported that their school has a vision that focuses on students' cognitive and socio-emotional outcomes, including their well-being – an encouraging finding considering the ambitions set out in Wales' new school curriculum. Various sources however with that many schools in Wales are yet to

put this vision centred on the learning of all students into practice. Schools in Wales are faced with relatively high levels of child poverty and a high proportion of low performers in PISA 2015, and there are areas of student well-being where further progress could be made, such as in reducing students' schoolwork-related anxiety and increasing sense of belonging in school.

Further work is also needed to make such a vision into something that is truly shared among schools' staff and other key stakeholders. The involvement of staff, parents and external partners in the shaping of the vision are areas for improvement, in particular for secondary schools.

Creating and supporting continuous learning opportunities for all staff

High-quality induction and mentoring and coaching support are not common practice. The evidence suggested that many schools in Wales have, or are in the process of developing, a culture that promotes professional learning for their staff. Around 59% of schools in our sample would seem to have created and supported continuous learning opportunities for all staff (i.e. put this dimension into practice). The data however revealed significant differences between the levels of education: 64% of primary schools and 26%

of secondary schools seem to have put this dimension into practice.

Various sources of data showed that induction and mentoring and coaching need to be strengthened in many schools across Wales. For example, 35% of respondents to the SLO survey disagreed or were unsure whether their school had mentors or coaches available to help staff develop their practice.

Table 1 Induction and mentoring and coaching support

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
All new staff receive sufficient support to help them in their new role	2.3%	7.8%	19.6%	44.5%	25.8%
Mentors/coaches are available to help staff develop their practice	2.5%	10.8%	22.1%	42.7%	22.0%

Note: Data are analysed at the individual level. N: 1 633 and 1 634 individuals respectively for the presented SLO survey statements.

Source: OECD Schools as Learning Organisations Survey, 2017.

As Wales has embarked on a curriculum reform, teachers and learning support workers will need to expand their pedagogical and assessment skills. This will make mentoring,

coaching and other forms of continuous learning – and collaborative learning and working – essential.

Promoting team learning and collaboration among all staff

More needs to be done to promote team learning and peer review and encourage staff to tackle problems together. The evidence suggested that about seven out of ten schools in our sample (71%) are promoting team learning and collaboration among all its staff. Primary schools however fare better: 75% of primary schools in our sample appeared to promote team learning and collaboration among all staff, compared to 48% of secondary schools. Furthermore, schools could do more to ensure that staff learn to work together as a team, observe each other more regularly and tackle problems together.

For several of the elements that make up this dimension, there were also different perceptions depending on

staff categories. For example, 92% of secondary head teachers in the SLO survey agreed that staff in their schools observed each other’s practice and collaborated in developing it, compared with only 67% of teachers.

Although there are bound to be some differences in perceptions between staff categories, as some staff may simply be better informed due to the nature of their work, the sometimes sizable differences reported in this dimension (and others) suggest the need for more professional dialogue and sharing of information. This is again particularly an area for improvement in secondary schools.

Establishing a culture of enquiry, innovation and exploration

A culture of enquiry, innovation and exploration is underdeveloped in many schools, particularly in secondary schools. The OECD team were struck by a change in attitudes compared to the [OECD 2014 review](#). At that time, it found an education profession that seemed less open and willing to change and innovate their practice, with some school staff reporting signs of reform fatigue. This situation appears to have changed considerably. However, the OECD team found that this general change in mindset is yet to result in a culture of enquiry, innovation and exploration in a significant proportion of schools in Wales. Four out of ten schools from our sample (41%) do not yet seem to have established such a culture.

These findings may partially be explained by the high-stakes assessment, evaluation and accountability arrangements that are believed to have tempered people’s willingness and confidence to do things differently and innovate their practice. This would seem particularly the case for secondary schools – the SLO survey data found just 26% of secondary schools in our sample had established a culture of enquiry, exploration and innovation, compared to 63% of primary schools. Other data sources corroborated this finding.

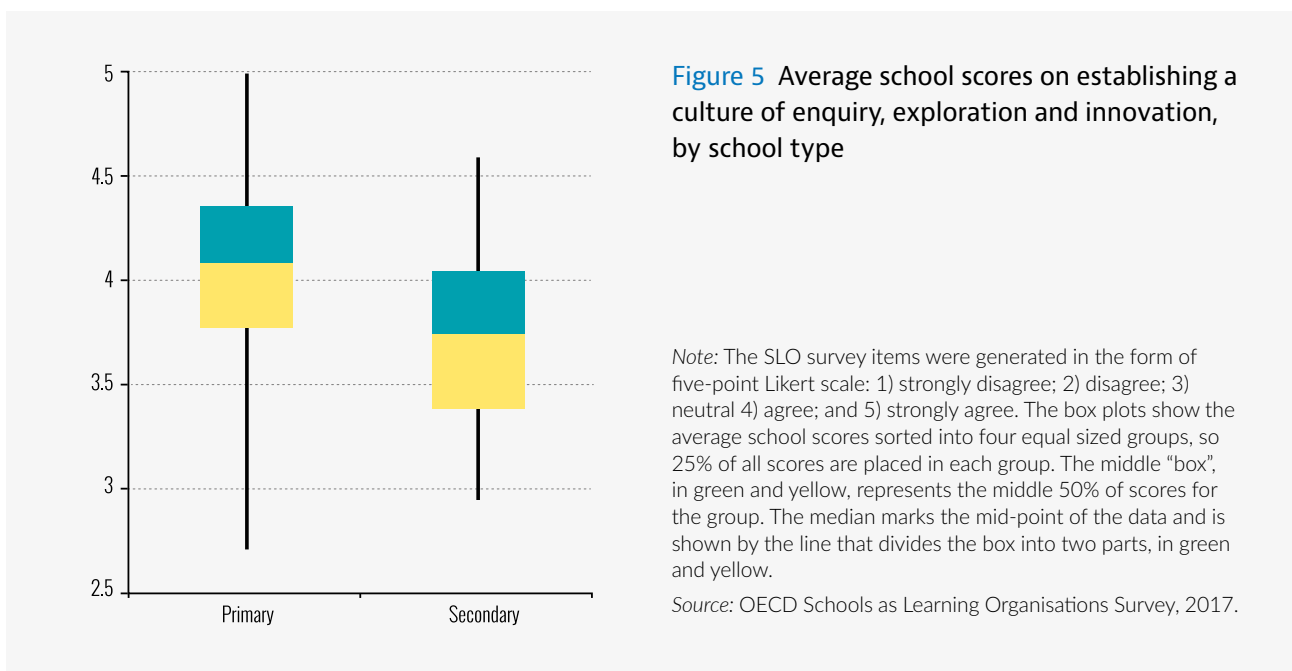


Figure 5 Average school scores on establishing a culture of enquiry, exploration and innovation, by school type

Note: The SLO survey items were generated in the form of five-point Likert scale: 1) strongly disagree; 2) disagree; 3) neutral 4) agree; and 5) strongly agree. The box plots show the average school scores sorted into four equal sized groups, so 25% of all scores are placed in each group. The middle “box”, in green and yellow, represents the middle 50% of scores for the group. The median marks the mid-point of the data and is shown by the line that divides the box into two parts, in green and yellow.

Source: OECD Schools as Learning Organisations Survey, 2017.

Embedding systems for collecting and exchanging knowledge and learning

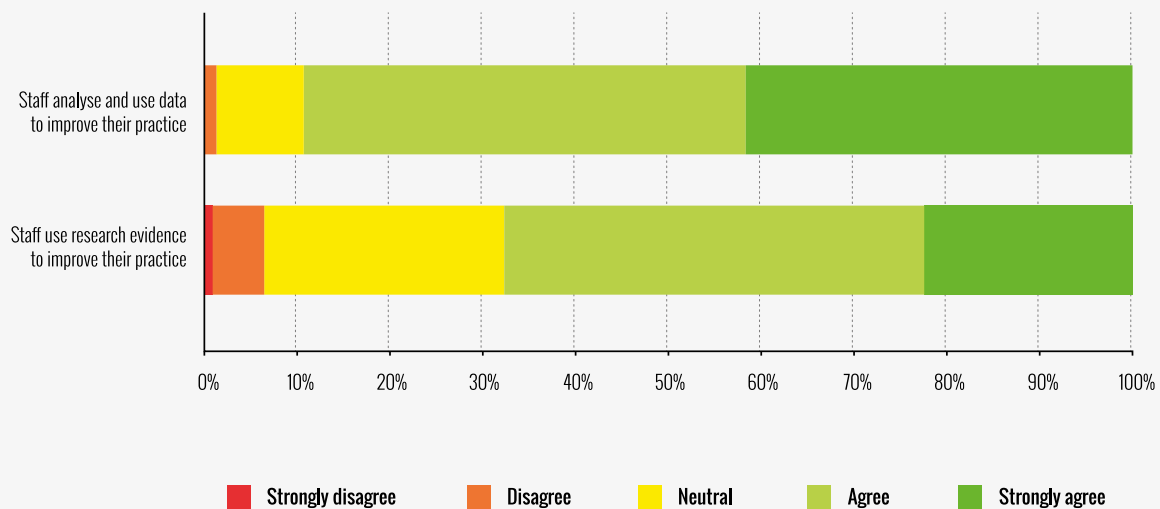
Systems for collecting and exchanging knowledge are well established, but the quality of school self-evaluations and development planning is variable.

Systems for measuring progress seem well established in schools across Wales. The SLO survey data suggested that 70% of schools in our sample had put this dimension into practice, with embedded systems for collecting and exchanging knowledge and learning. Again, there were significant differences between primary and secondary schools: 76% of primary schools and 30% of secondary schools would seem to have embedded such systems for collecting and exchanging knowledge and learning (the largest difference of all SLO dimensions).

The evidence also suggested that, while the use of data is common in many schools across Wales, considerably fewer schools seem to have staff that are using research evidence to inform their practice.

Interviews and a review of policy documents and reports revealed that another area for improvement is the quality of school self-evaluations and development planning. Schools – as well as other parts of the system – spend considerable time and effort on analysing and reporting upwards on a wide variety of mostly quantitative data, with far less attention being paid to qualitative sources, like classroom observations or peer review, for learning. Wales' assessment, evaluation and accountability arrangements, which have focused attention on quantitative performance measures, are believed to have contributed to this practice. Part of the challenge lies in the fact that there is no common understanding of what good school self-evaluation and development planning entails in Wales (*see below*).

Figure 6 Staff use of data and research evidence to improve their practice



Note: Data analysed at the individual level. N: 1 604 and 1595 individuals respectively for the presented SLO survey statements.

Source: OECD Schools as Learning Organisations Survey, 2017.

Learning with and from the external environment and larger system

School-to-school collaborations are common practice, but collaborations with some external partners need to be strengthened.

Learning with and from the external environment and larger learning system is common practice in just over half of schools in our sample (55%): 57% of primary schools and 39% of secondary schools in our sample of schools seemed to have put this dimension in practice.

One area for improvement is the engagement of parents and guardians in the educational process and organisation of the school. This was found to be a particular challenge for secondary schools: only 57% of secondary school staff agreed that parents or guardians were partners in their schools' organisational and educational processes, compared to 71% of staff in primary schools. The OECD team recognise it may be more challenging to

engage parents of secondary students in the school organisation and education process, than at the primary level. However, there are examples in this report that show that it is possible for schools to increase parental engagement, even at the secondary level.

Another area for improvement is the collaboration with higher education institutions. The interviews revealed that stakeholders across the system are well aware of this challenge and are taking measures to improve the situation.

Modelling and growing learning leadership

There is a need for continued investment in the capacity of school leaders to model and grow learning leadership. The SLO survey data suggested that about two-thirds (67%) of schools in our sample have leaders that are modelling and growing learning leadership. Primary schools also appeared to be doing better: 70% of primary schools seemed to have leaders that are modelling and growing learning leadership, compared with 39% of secondary schools.

Particular areas for development are the coaching by leaders of those they lead and the creation of settings in which trust can develop over time so that colleagues are more likely to engage in mutual learning. The data revealed

Furthermore, the SLO survey found that close to nine out of ten respondents (87%) reported that staff in their school actively collaborated with social and health services to better respond to students' needs. However, interviews with various stakeholders and the figures on average student expenditure per school suggest that the school funding and governance model in Wales affects schools' ability to respond to the learning needs of all students.

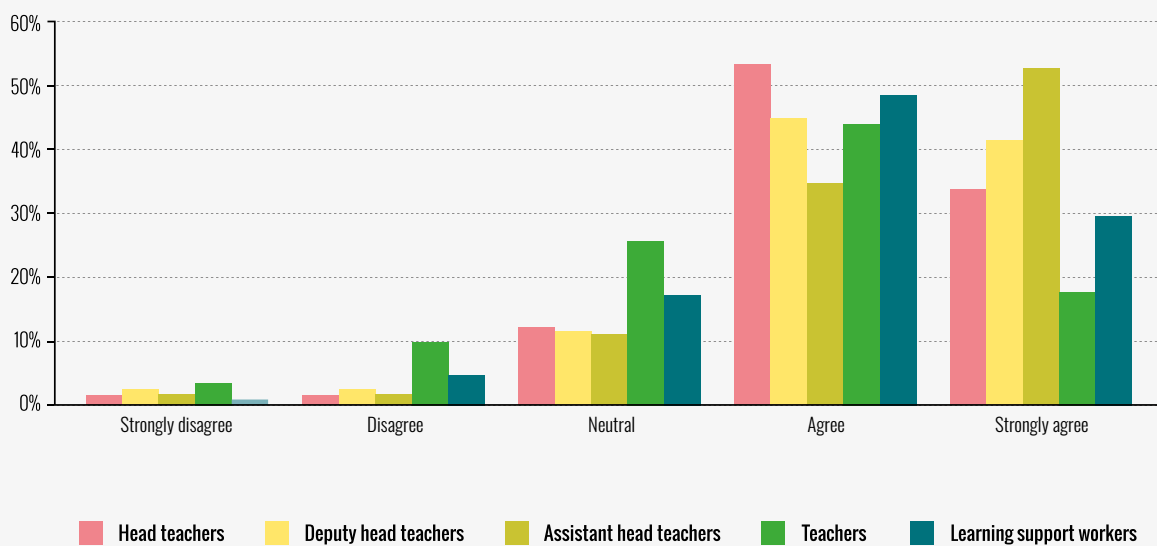
significant differences on several of the elements that make up this dimension, with teachers being most critical.

In addition, the evidence suggested that secondary head teachers in Wales could place a greater emphasis on ensuring their schools' actions reflect its vision and goals, and communicating these efforts better with their staff.

The generally high scores on this dimension contrasted with other data sources like OECD team interviews and Estyn reports. The analysis of other SLO dimensions also pointed to several areas for further improvement. School leaders play a vital role in the promotion and strengthening

Figure 7 Coaching by leaders, by staff category

Responses to the statement "Leaders coach those they lead"



Note: Data analysed at the individual level. N: 1 570 individuals.

Source: OECD Schools as Learning Organisations Survey, 2017.

of induction programmes, mentoring and coaching, peer review and creating a culture of enquiry, innovation and exploration in their schools. The establishment of these

and other conditions for a learning culture to develop across the whole school organisation is particularly an area of improvement for leaders in secondary schools.

POINTS OF REFLECTION AND ACTION FOR SCHOOLS

The evidence suggests that the majority of schools in Wales are well on their way in developing as learning organisations. Two dimensions however are considerably less well developed and deserve particular attention: “developing a shared vision centred on the learning of all students” and “establishing a culture of enquiry, innovation and exploration”. Many schools could also do more to “learn with and from the external environment and larger system”.

Although schools need to be adequately supported and enabled to develop into learning organisations, many actions are within the control of schools themselves. School leaders play a vital role in creating the conditions for a learning organisation to develop. They need to be supported in taking on this responsibility. Teachers and learning support workers however need to also do their part to work and learn with colleagues beyond their department, subject area or school. Engaging in professional dialogue with colleagues, learning with and from staff in other schools – including between primary and secondary schools – and external partners, and drawing from the support provided by regional consortia are some of the means that staff have at their disposal.

Staff also need to more critically reflect on their own and their school’s performance if deep learning and sustained progress to take place – and they need to be empowered to do this. School leaders play a pivotal role in creating a trusting and respectful climate that allows for open discussions about problems, successful and less successful practices, and the sharing of knowledge. This

will also be essential to narrow the gaps in perception between staff about their own and schools’ performance. The ongoing review of assessment, evaluation and accountability arrangements should be used to encourage and give people the confidence to do things differently and engage in critical reflections.

Secondary schools also clearly face more challenges in developing as learning organisations. Their more compartmentalised structure, which makes it harder to collaborate across departments and the organisation as a whole, is believed to be a factor in this. Also some leaders in secondary schools do not do enough to encourage a learning culture across the whole school organisation. This while the success of the curriculum reform will (among other things) depend on staff engaging in collective and cross-curricular learning and working, within and across schools. However, this assessment also identified several examples of secondary schools that exhibit the dimensions of a learning organisation, demonstrating that it is possible.

Finally, although policy action will be required to reduce the variability in school funding between schools in similar circumstances, schools have the ability to take measures to ensure staff have the time and resources to engage in collaborative working and learning. The examples presented in this report show how budget pressures do not need to lead to a reduction in ambitions. Such examples should be systematically collected and shared widely to inspire and inform other schools in their change and innovation efforts.

SYSTEM ASSESSMENT FOR DEVELOPING SCHOOLS AS LEARNING ORGANISATIONS

System-level policies enabling schools to develop into learning organisations

This section explores which system-level policies are enabling or hindering schools to develop as learning organisations, and offers concrete recommendations for strengthening policies, enhancing policy coherence and taking further action.

□ Promoting a shared vision centred on the learning and well-being of all students

The development of an inclusive and shared vision that promotes equity and well-being is central to the first dimension of Wales' SLO model. The realisation of the "four purposes" of the curriculum is also at the heart of the model. These refer to developing children and young people into "ambitious capable and lifelong learners, enterprising and creative, informed citizens and healthy and confident individuals". The evidence suggests that this vision is widely shared throughout the school system. This is a strength of the curriculum reform effort.

Wales' school system has expressed a strong commitment to equity and student well-being and has implemented various policies such as the Pupil Deprivation Grant and free school meals to target equity challenges in the school system. However, two issues call for further policy

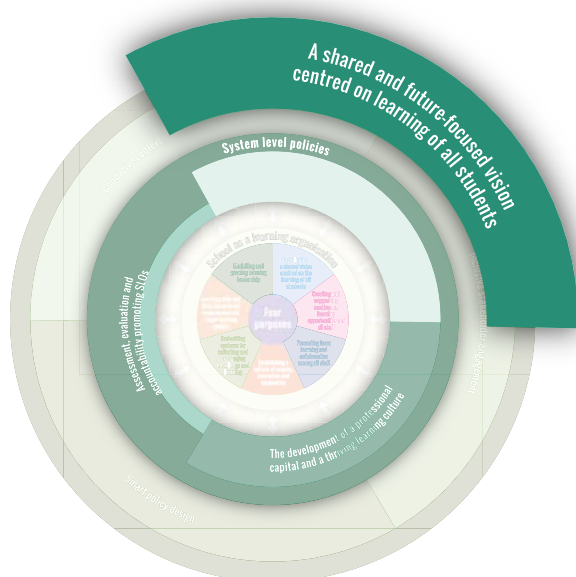
attention: the school funding model and the lack of a common understanding of what student well-being entails.

Wales' school funding model challenges equity

The evidence suggests that differences in local funding models are causing unequal treatment of schools in similar circumstances. Recognising that a large overhaul of the funding model may not be feasible in the short or medium term, a concrete action could be to conduct an in-depth analysis of school funding in Wales to explore a funding model that promotes greater equity and efficiency. It could look to education systems like the Flemish Community of Belgium, Latvia, Lithuania and the Netherlands that have established funding formulas to promote equity while increasing efficiency. For example, Lithuania defined the maximum proportion of funding municipalities can reallocate. This was adjusted several times to ensure sufficient funding was allocated to schools.

Student well-being needs to be defined and measured

Another challenge to realising Wales' commitment to equity and student well-being is the lack of a common understanding of and way(s) of monitoring student well-being in Wales. The lack of clarity on and measurement of the concept has been recognised in Wales' strategic education plan. The first step will be to reach a common understanding of the concept, considering the equity and student well-being challenges in Wales. Schools will need guidance and support to respond to these challenges. The pilot of a national school self-evaluation and development planning toolkit that is scheduled to start in autumn 2018 provides a further reason to speed up this work.



RECOMMENDATIONS FOR PROMOTING A SHARED VISION CENTRED ON THE LEARNING OF ALL STUDENTS

- Review the school funding model to realise Wales' commitment to equity and student well-being. The Welsh Government should consider conducting an in-depth analysis of school funding in Wales to explore a funding model that promotes greater equity and efficiency.
- Develop a national definition of student well-being and provide guidance and instrument(s) for monitoring it.

□ Promoting the development of professional capital and a thriving learning culture

SLOs reflect a central focus on professional learning of all staff, aimed at creating a sustainable learning culture in the organisation and other parts of the (learning) system. Wales has made good progress in several areas, including the promotion of school-to-school collaboration and the clarification of professional expectations through its teaching and leadership standards.

Several issues deserve further policy attention, however, including the consolidation of high-quality induction, coaching and mentoring, peer review, and enquiry-based teaching and learning across schools in Wales. Collaboration with higher education institutions also leaves scope for improvement. There also seem to be capacity challenges for school leaders, in particular among secondary school leaders, and those in leadership positions at other levels of the system.

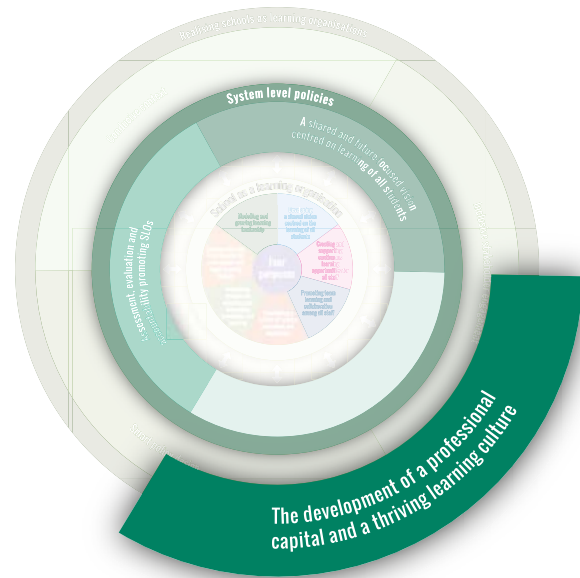
Establishing stronger collaborations between schools and teacher education institutions

Many OECD countries have in recent years raised entry requirements for teacher education programmes, including Wales. However, this has been limited to raising entry grades. Teaching in the 21st century is a complex and challenging profession that calls on a mix of high-level cognitive and socio-emotional skills on a daily basis. Following the examples of countries like England, Finland and the Netherlands, Wales should consider making use of intake procedures and selection options that go beyond grade requirements.

Furthermore, partnerships between teacher education institutions and schools can benefit both partners but they are not common practice in Wales. One positive development is that the new accreditation requirements for higher education institutions offering initial teacher education programmes emphasise partnerships with schools. Schools should also play their part in establishing such potentially fruitful collaborations. The school self-evaluation process should recognise the contribution of schools to teacher education institutions more publicly. Furthermore, schools, higher education institutions, regional consortia and the Welsh Government should continue to invest in specific projects that promote such collaborations.

Promoting learning throughout the professional lifecycle

This assessment identified three priority areas for professional learning where further policy action would seem warranted. First, is the development of the skills and mindset for engaging in enquiry, exploration and



innovation. This is important for putting in practice the new curriculum that is being shaped around “big ideas” or, as it is often referred to in Wales, “what matters”, and is particularly a challenge for secondary schools. Recognising that enquiry-based approaches are challenging to implement and that there are concerns about teachers’ abilities to conduct quality assessments, Wales needs to make a concerted effort to develop practitioners’ skills in enquiry-based teaching and learning. The national approach to professional learning that is under development to support the curriculum reform should also focus on developing practitioners’ skills in enquiry-based approaches. Higher education institutions are well placed to contribute to this effort. Wales could look to British Columbia, Canada where school-to-school networks promote enquiry-based approaches on a large scale, while investing in developing leadership capacity.

Second, the evidence suggests there are challenges in terms of the number and quality of induction programmes in Wales. Wales has a mandatory one-year induction period for all newly qualified teachers – although not for learning support workers, who make up a large proportion of the school workforce. Welsh Government and the regional consortia should explore ways to strengthen induction programmes to safeguard and enhance the quality of Wales’ future education workforce. They could look to the Netherlands, which has piloted providing new secondary teachers with a three-year induction programme that has been shaped in a collaboration between teacher education institutions and schools – a partnership of benefit to both partners.

Third, the evidence suggests that coaching and mentoring, classroom observations and peer review are not yet well established in schools throughout Wales. School leaders play a pivotal role in establishing the conditions for such collaborative practice to thrive, but will need the support and capacity development to take on this role. Part of the challenge is that school evaluations have insufficiently promoted such collaborative practice. The ongoing review of school evaluation processes should take these findings into consideration. The integration of Wales' SLO model into the national school self-evaluation and development planning toolkit that is under development will be important for promoting such collaborative practices.

Developing learning leadership in schools and other parts of the system

The need to invest in present and future school leaders and leaders at other levels of the system is well recognised in Wales, which has taken several steps recently to support their capacity development. These include the launch of the National Academy for Educational Leadership, the decision to integrate Wales' SLO model into all leadership development programmes and the commitments made by the Welsh Government's Education Directorate and several middle-tier organisations to themselves develop into learning organisations.

However, many secondary schools are finding it more challenging to develop into a learning organisation than primary schools. The recently established National Academy for Educational Leadership, which oversees the roll-out for support and development of education leaders

in Wales, should pay particular attention to secondary school leaders. The regional consortia also need to focus more on the secondary sector and promote school-to-school collaboration not only between secondary schools but also with primary schools.

Many governors are not effectively fulfilling their role as critical friend. The ongoing review of school self-evaluation and development planning provides an opportunity to revisit governors' roles and identify their developmental needs. In addition, many local authorities have undergone high levels of staff turnover in leadership positions. The evidence points to the need for further investments in the capacity of middle leaders and challenge advisors in the regional consortia.

A concerted effort is needed to develop the leadership capacity across all levels of the system and to make leadership a driver of the development of SLOs and the curriculum reform. The National Academy for Educational Leadership and other stakeholders may therefore look to education systems like Ontario, British Columbia in Canada, and Scotland, that have made significant investments in developing the capacity of school and system-level leaders, including those of middle-tier agencies.



RECOMMENDATIONS PROMOTING PROFESSIONAL CAPITAL AND A THRIVING LEARNING CULTURE

- **Base selection into initial teacher education on a mix of criteria and methods.** In line with the teaching and leadership standards, teacher education institutions should expand and pilot more elaborate, well-rounded selection criteria and intake procedures that cover a mix of cognitive and socio-emotional skills, values, and attitudes.
- **Promote strong collaborations between schools and teacher education institutions.** The ongoing reviews of school evaluation (i.e. of self-evaluations and Estyn evaluations) should be used to encourage schools to establish sustainable partnerships with teacher education institutions. Schools, higher education institutions, regional consortia and the Welsh Government should continue investing in specific projects to help grow such innovations.
- **Prioritise the following areas for professional learning:**
 - » **Investing in the skills and mindset for enquiry, exploration and innovation to thrive and putting the new curriculum into practice.**
 - » **Strengthening induction programmes.** Partnerships between teacher education institutions and schools should be promoted because of the benefits to both partners. Learning support workers should not be overlooked.
 - » **Promoting mentoring and coaching, observations and peer review.** The integration of Wales' SLO model into the national school self-evaluation and development planning toolkit will be important for promoting such collaborative practice.
- **Develop and implement a coherent leadership strategy that promotes the establishment of learning organisations across the system.** Under the leadership of the National Academy for Educational Leadership, Wales should consolidate and speed up efforts to strengthen leadership capacity at all levels in the system.
- **Provide greater support to secondary school leaders and ensure they have the capacity to develop their schools as learning organisations.** The National Academy for Educational Leadership should pay particular attention to the capacity development of secondary school leaders, making sure to include middle-level leaders. The regional consortia should also focus on supporting secondary school leaders.



Assessment, evaluation and accountability should promote schools developing into learning organisations

Major improvements can be achieved when schools and school systems increase their collective capacity to engage in ongoing “assessment for learning”, and regularly evaluate their interventions. Wales’ assessment, evaluation and accountability arrangements are currently undergoing review. This review is essential, as the existing arrangements lack coherence and are driven by accountability demands, rather than serving the purpose of learning and improvement. As a result, they do little to encourage schools to engage in enquiry, innovation and exploration and develop as SLOs more generally – a particular area for improvement for many schools in Wales.

Student assessments should put student learning at the centre

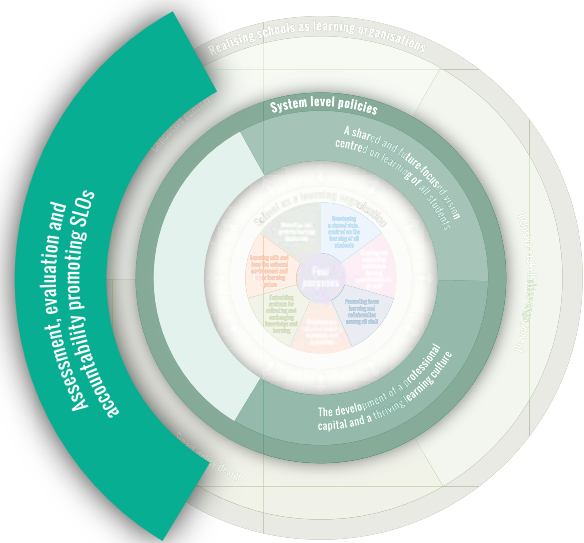
A range of recent measures have the potential to help place student learning at the centre. The work of the Pioneer Schools and other measures proposed in Welsh Government’s strategic action plan [Education in Wales: Our National Mission](#) to strengthen teachers’ assessment skills are important considering long-standing concerns about the capacity of teachers to conduct quality assessments. Another promising step forward is the ongoing development of adaptive online personalised assessments that will replace paper-based reading and numeracy tests and that are scheduled to be extended to other areas of the new curriculum in the coming years. In addition, the planned review of qualifications will be essential for aligning assessments and evaluations to the new curriculum.

Furthermore, the Welsh Government has indicated its plans to measure student well-being. This should start with defining the concept and developing guidelines and instruments for schools to use (as recommended above).

School evaluations should serve the primary purpose of learning and improvement

School performance is externally evaluated in Wales through Estyn inspections and the national school categorisation system, which are considered by many to not be well aligned and leading to “gaming”. There are also a variety of self-evaluation and development guidelines and tools, and self-evaluation is often seen as something done “for Estyn”. The result is that schools do not have a clear picture of what is expected of them in terms of self-evaluation and development planning, which has contributed to the variable quality of these activities.

The ongoing development of a national school self-evaluation and development toolkit is an important



policy response to these challenges. A working group has been charged with its development and could follow the example of many OECD countries and use the question “what is a good school?” to inform the establishment of common criteria for school self-evaluations and Estyn evaluations. Aspects to consider when developing criteria or quality indicators should include: focusing attention on student learning and well-being across the curriculum; Wales’ SLO model and its underlying dimensions; staff professional learning and well-being and; student and parental engagement.

Contrary to common practice in many schools in Wales, self-evaluations should also engage the broader school community, including school governors, parents, other schools, to identify strengths, challenges and priorities for improvement. Following the examples of countries like Finland, Ireland and the Netherlands, peer reviews among schools should complement this process.

The regional consortia’s current review of school self-evaluations and development planning (as part of the national categorisation system) could be continued. Discontinuing the colour coding of schools would seem needed to give schools the confidence to do things differently and innovate their practice – as long as sufficient checks and balances are built into new assessment, evaluation and accountability arrangements to monitor progress and identify those schools that are in need of additional support.

Furthermore, Estyn has a key role to play in promoting SLOs through its external evaluation arrangements. It should encourage schools to develop their own capacity

for self-evaluation (i.e. to actively promote learning) and focus on identifying strengths and priorities for improvement. The proposed criteria for school self-evaluations and Estyn's external evaluations will be an important means for this and could allow Estyn to focus on monitoring the rigour of the process of school self-evaluations and development planning, as is done in countries like Ireland, Scotland and New Zealand. There will still need to be sufficient checks and balances in place though to safeguard the quality of schools.

Schools should also be provided with clarity on the transition to the new system of school self-evaluation and Estyn evaluations.

System-level monitoring and evaluation should promote learning – at all levels of the system

During the course of this assessment the Welsh Government's Education Directorate revealed its initial ideas for system-level evaluation through a number of "quality indicators" – rather than through the current range of mostly quantitative indicators. This is a positive development but initial proposals do not seem to align sufficiently with the ambitions of Wales' SLO model and the new curriculum. For example, while the suggestion was made to give schools the freedom to determine key performance indicators based on local needs, national indicators for the key subjects of English/Welsh,

mathematics and science would remain. These indicators are likely to continue to drive behaviour if no further actions are proposed. One option would be to consider indicators on student and staff well-being. This would underline the message that the intent is to move towards a new assessment, evaluation and accountability framework that responds to the full breadth of the curriculum, while recognising the importance of staff well-being.

Furthermore, teacher assessments of student performance at the end of Key Stages 2 and 3 are currently also used to monitor progress of schools and the system. This double purpose has made them high stakes and has challenged their reliability. Therefore, reiterating the recommendations of the [Successful Futures](#) report by Graham Donaldson and following the examples of education systems like the Flemish Community of Belgium, Finland and New Zealand, national monitoring of student learning and well-being could be informed by sample-based assessments that cover the full breadth of the curriculum instead.

In addition, Estyn could play a more prominent role in the system-level monitoring of progress towards meeting the four purposes of the curriculum. Estyn's annual and thematic reports lend themselves well for this and should draw on a wider range of evidence, including the proposed sample-based assessments, PISA and relevant research.



RECOMMENDATIONS ON ASSESSMENT, EVALUATION AND ACCOUNTABILITY PROMOTING SCHOOLS AS LEARNING ORGANISATIONS

- **Develop national criteria for school quality to guide self-evaluations and Estyn evaluations.** These criteria or quality indicators should promote Wales' SLO model, monitor student learning and well-being across the curriculum, recognise staff learning needs and their well-being in staff development plans. These and potentially other criteria should encourage schools to give account of their own strengths and priorities for improvement.
- **School self-evaluations should be shaped through a participatory process involving the wider school community.** Peer reviews among schools should complement this process. Regional consortia should continue to review school self-evaluations and development planning, but this process should no longer result in the public colour coding of schools. A condition is that sufficient checks and balances are built into new assessment, evaluation and accountability arrangements. These changes call for substantial investment in the capacity of all those involved in self-evaluations and development planning. Guidelines and tools should be offered to schools.
- **Estyn evaluations should safeguard the quality of schools, while focusing on the rigour of schools' self-evaluation processes and development planning.** Estyn should promote schools' development of their own capacity for self-evaluation and focus on identifying strengths and priorities for improvement. Sufficient checks and balances need to be in place, however, to monitor progress and identify those schools that are in need of additional support. These changes also call for sustained investment in developing the skills and attitudes of Estyn inspectors.
- **Provide clarity to schools and other stakeholders on the transition to the new system of school self-evaluation and Estyn evaluations.**
- **Performance measures should go beyond the key subjects of English/Welsh, mathematics and science – also in the transition period.** The Welsh Government should consider performance measures (indicators) on student well-being and staff well-being to align assessment, evaluation and accountability with the ambitions of the new curriculum and Wales' SLO model.
- **National monitoring of student learning and well-being should be informed by a rolling programme of sample-based assessments and Estyn reports, as well as research.**

REALISING SCHOOLS AS LEARNING ORGANISATIONS

This section explores how Wales can ensure the effective implementation – or “realisation” as it is often referred to in Wales – of its SLO policy and provides points of reflection and recommendations. For this we look at the four determinants that can facilitate or hinder this process: smart policy design, stakeholder engagement, a conducive context and an effective implementation strategy.

Policy design: enhance the policy justification, its logic and its feasibility

To enhance a policy's implementation potential – in this case the policy to develop all schools in Wales as learning organisations – it is important for it to be well justified, that is to be built on evidence and respond clearly to a need; to complement other policies; and to be feasible. The evidence suggests Wales' SLO policy has been well received by the education profession. Its justification,

logic and its place in the larger curriculum reform effort is starting to be understood by parts of the education profession and other stakeholders in Wales, although there is clearly more work to be done here. Progress has also been made in recent years to strengthen the system infrastructure that is to support schools developing as learning organisations.

Three issues call for further attention however: better communication on the “why” and “how” of the SLO model, careful monitoring of the education budget and a review of the school funding model to ensure adequate funding for all schools to develop as learning organisations, and continuing the strengthening of the system support infrastructure.

Improving the communication of the reasons behind Wales’ SLO policy in relation to the curriculum reform and other policies

Welsh Government has been striving for policy coherence and has been increasingly successful, but has not always been that good in communicating its achievements in this area. It needs to do more to explain to schools and others at different levels about why Wales’ SLO model was developed, how it can guide schools in their development and how it forms an integrated part of the curriculum reform effort and relates to other policies such as the new teaching and leadership standards.

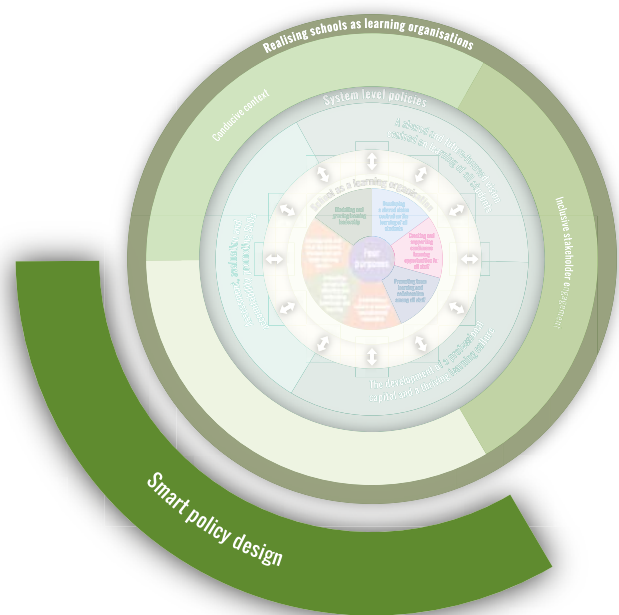
Ensuring the education budget and school funding model support schools developing as learning organisations and putting the curriculum into practice

Although many schools in Wales seem to be making good progress towards developing as learning organisations, a considerable proportion are still far from achieving this objective and need substantial support. Long term resource implications have to be carefully estimated to inform the development and sustainability of the proposed SLO implementation plan (see below).

The Welsh Government’s fiscal situation – a decrease in the education budget compared to previous years, a trend that is expected to continue in the future – places further emphasis on increasing efficiency in public spending in education. It also calls for exploring creative and innovative ways of establishing a learning culture in and across schools with the resources available to them. In the proposed review of its school funding model, concerns about unequal treatment of schools in similar circumstances as a result of different local funding models should be explored (– see recommendation above).

Continuing to strengthen the system infrastructure for supporting schools in their change and innovation efforts

A positive development is the progress made in recent years in developing Wales’ system infrastructure, especially the school improvement services provided by regional consortia. Several challenges and areas for further improvement remain however.



- Realising the curriculum reform and developing SLOs are both likely to increase demand for support by schools, meaning the regional consortia will all need to be well organised and managed to respond to these demands.
- Regional consortia, to varying degrees, still emphasise challenging schools rather than providing them with support and promoting a learning culture, although they have recently started changing their operations to shift the balance. The consortia should continue investing in their staff, especially their challenge advisers who are the first points of contact for schools to enhance their ability to develop as learning organisations and support schools in putting the new curriculum into practice.
- While there are examples of good collaboration between the consortia there is scope for deepening their collaboration and co-ordination – and lessening the competition between them.
- More progress could be made on the monitoring and evaluation of the effectiveness of the regional consortia’s school improvement services.

Furthermore, Estyn should continue to monitor the progress consortia are making and ensure they collectively look for ways to enhance their services to schools. The same applies to the continued monitoring of local authorities.

Higher education institutions have also increasingly engaged with the school system, thereby expanding Wales’ system infrastructure. This development however is still in its infancy. Several recommendations have been made in this assessment report to promote such “win-win” collaborations.

Inclusive stakeholder engagement

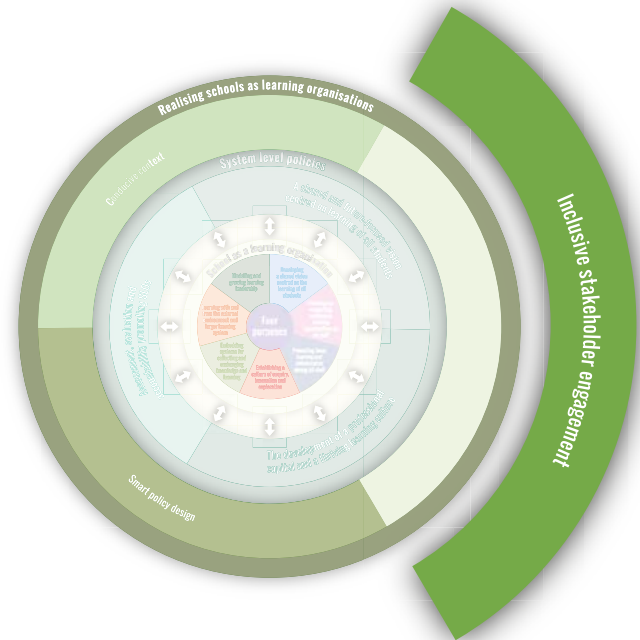
□ Continuing the process of co-construction for the realisation of SLOs across Wales, while supporting greater policy coherence

Whether and how key stakeholders are recognised and included in the design and implementation process is crucial to the success of any policy. The process of co-construction which characterises the reform approach in Wales has played a pivotal role in ensuring a strong ownership of policies and has helped bring about greater policy coherence.

Despite the progress made, the OECD team identified several examples where there is scope for greater policy coherence. One such example is the ongoing development of the assessment, evaluation and accountability framework which does not seem to be sufficiently connected to the work on the development of the curriculum. There is also a need to better co-ordinate the ongoing work on the development of system-level key performance indicators with the development of the school self-evaluation and development planning toolkit. Failing to co-ordinate and align these strands of work may result in a lack of coherence between the curriculum and the assessment, evaluation and accountability arrangements which in turn puts the whole curriculum reform effort at risk.

Wales' SLO policy was also initially not directly linked to related policy areas, as had it not been integrated into the reform narrative. However, the Welsh Government and other stakeholders have recognised the need for greater coherence with other policies and have taken steps to bring it about, such as integrating the SLO model into leadership development programmes.

Furthermore, the OECD team found significant differences in the extent and ways in which regional consortia have engaged with schools in their regions to disseminate the model and support them in putting it in practice. Continuing the work of the SLO Implementation



Group may help ensure co-ordination and collaboration between the regional consortia and other stakeholders, to collectively look for the best ways to support schools in developing as learning organisations. Although room needs to be left for regional variance, one important step forward will be the intended joint formulation of a national SLO implementation plan that allows for regional action plans.

However, the implementation group should have a clearer role in supporting the Welsh Government's efforts for greater policy coherence, aimed at realising the curriculum in schools throughout Wales. This includes co-ordinating and collaborating with those working on the establishment of a national professional learning model, the development of a school self-evaluation and development planning toolkit, and other related working groups.

A conducive institutional, policy and societal context

□ Continue shaping, monitoring and responding to the changing institutional, policy and societal context

The successful implementation, or realisation, of a policy is more likely when it takes into account the institutional, policy and societal context in which the policy is to be put into practice. In Wales, the institutional, policy and societal context has been conducive to large-scale education reform, and a wide range of stakeholders from all levels of the system have been engaged in shaping the process.

The involvement of schools and other stakeholders in the development of Wales' SLO model has supported its ownership by the education profession. Furthermore, increasing alignment with and integration into other policies as mentioned have helped place the SLO on the agenda of regional consortia and Education Directorate governance bodies like the Change Board.

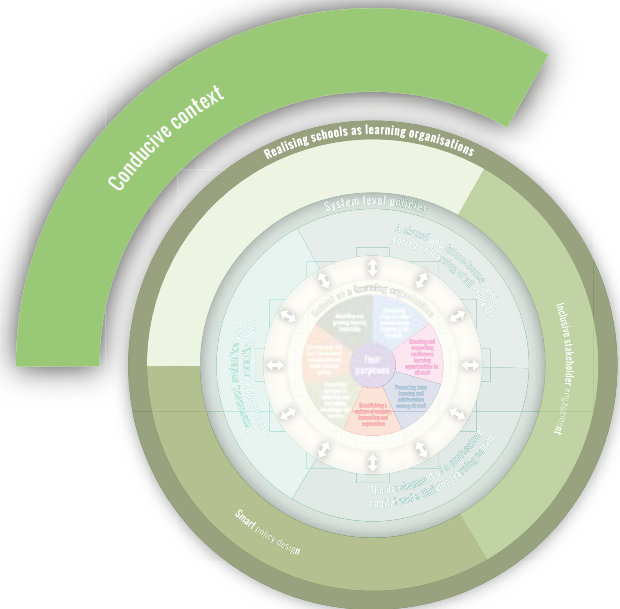
This current fertile ground for reform is also contributing to schools' willingness to engage with Wales' SLO model. There are some contextual issues, however, that should **monitored** and responded to in order to realise the SLO policy. First, there is a need to expand the public dialogue generated by PISA results to align it to the ambitions of the new curriculum. Second, Wales should ensure its governance arrangements enable all schools to develop as learning organisations and as such respond to the learning and other needs of all its students.

The need to broaden the public dialogue generated by PISA results

The broad support for education reform in Wales was initially triggered by the disappointing 2009 PISA results. The resulting school improvement reform has evolved into the current curriculum reform, of which Wales' SLO policy is a part. This reform is ongoing and it will surely take time for its results to transpire.

There were concerns expressed to the OECD team that if the PISA 2018 results did not show sufficient improvement in student performance, some may use this as evidence against the curriculum reform. However, it would be too soon to draw such conclusions as the whole curriculum will only be made available in April 2019, so the PISA 2018 results would not yet reflect any change.

Furthermore, attention should be paid to broadening the public dialogue on student performance to align it to the ambitions of the new curriculum. International



comparisons of literacy, numeracy and science could be complemented with more in-depth analysis of the data in areas such as factors influencing student performance, collaborative problem-solving skills, and student motivation for learning and well-being. These are at the heart of Wales' ambitions for the new curriculum but are often overlooked in the public debate when PISA results are released in Wales. A more explicit recognition of such skills in the system-level monitoring by the Welsh Government and Estyn may support a broader discussion on the learning and well-being of students in Wales.

The need to optimise governance arrangements to enable all schools in Wales to develop as learning organisations

The deployment of Wales' SLO model has been designed with the current institutional arrangements in place. Representatives from various institutions of the three tiers of the education system have been engaged in its development and will play a key role in helping schools make this transformation and shaping how Wales' SLO model is used in the future to support the wider curriculum reform effort.

There are concerns about the school governance model hampering the provision of services for students with additional learning needs (ALN). Evidence suggests that several of the 22 local authorities, especially the smaller ones, lack the capacity – both human and financial – to

respond to the growing need for support for this group of students.

A new system for ALN is intended to respond to this challenge. Wales has developed an ALN Transformation Programme to support its realisation. This includes the establishment of five new positions, the “ALN transformation leads”. Four of these are operating at the regional level and are responsible for supporting local authorities, schools, early years settings and local health boards as they prepare for and implement the new system. The Welsh Government should – as it intends to do – carefully monitor the progress made in developing the cross-sector collaboration and multi-agency work

practices that are fundamental to the success of the new ALN system. If progress is lacking further action should be taken. This may require further optimisation of the governance structure.

A second potential barrier to the curriculum reform effort could be the possible reform of public services that is currently being considered in Wales. If this decision is indeed made to consolidate the number of local authorities, the Welsh Government should consider delaying any immediate action on it, to help ensure all efforts remain focused on bringing the new curriculum to life in schools across Wales.

RECOMMENDATIONS FOR REALISING SCHOOLS AS LEARNING ORGANISATIONS

- **Develop an easy-to-understand narrative that explains how Wales’ SLO model can guide schools in their development, forms an integrated part of the curriculum reform and relates to other policies.** This narrative should be shared widely through various means.
- **Continue strengthening the capacity of the regional consortia to support schools developing as learning organisations.** The consortia should:
 - » **Continue efforts to provide greater support to schools and promote a learning culture,** with less emphasis on challenging schools and greater attention to the secondary sector.
 - » **Continue expanding and deepening collaborations and co-ordination between consortia.**
 - » **Continue improving the monitoring and evaluating the effectiveness of their services provided to schools.**
- **Estyn should continue monitoring the progress consortia are making in enhancing and streamlining of their services to schools.** Local authorities should continue to also be monitored by Estyn.
- **Enhance the collaboration and alignment between the various work strands on the development of assessment, evaluation and the curriculum.**
- **The SLO Implementation Group should continue to support the realisation of Wales’ SLO policy, while striving for greater policy coherence.** It should co-ordinate and collaborate with other working groups, most immediately in the areas of professional learning and school self-evaluation and development planning, and agencies such as the Education Workforce Council.
- **Expand the public dialogue generated by PISA results to align it to the ambitions of the new curriculum.** More explicit recognition of skills such as collaborative problem solving, and student motivation for learning and their well-being in the system-level monitoring could support a constructive and broader discussion on the learning and well-being of students in Wales.
- **Continue monitoring the effectiveness of recent and possible further changes to governance structures** to ensure all schools in Wales are able to developing as learning organisations and realise the ambitions of the new curriculum for all students.

□ The need for a coherent implementation plan

While this report was being finalised, work had started on the development of an SLO implementation plan intended to form an integrated part of larger reform effort. Several activities have been undertaken already, are planned or ongoing that should be part of this plan. These include: the inclusion of the objective to develop all schools and other parts of the system into learning organisations in the education strategic action plan Education in Wales: Our National Mission (September 2017); the co-construction and release of Wales' SLO model (November 2017); the integration of the SLO model into leadership development programmes (autumn 2018); the ongoing development of the school self-evaluation and development planning toolkit in which the model is

likely to be integrated (started in May 2018); ongoing development of an online SLO self-assessment survey that can be freely used by school staff (scheduled to be launched November 2018); and ongoing efforts by the Welsh Government and several middle-tier organisations to develop into learning organisations.

The OECD team agree these are all important activities to support schools in their development efforts. However, this assessment has identified several other issues that call for further action for which recommendations are provided and that aim to inform the development of the SLO implementation plan.

REALISING SCHOOLS AS LEARNING ORGANISATIONS

- **Develop and put in practice a national SLO implementation plan to empower schools across Wales in developing as learning organisations.** The SLO Implementation Group should lead the development of an SLO implementation plan, monitor progress in realising Wales' SLO policy, and ensure further action is taken when necessary. The national action plan – that could be partially made up of four regional action plans – should ensure all schools have the opportunity to develop as learning organisations and ultimately put the new curriculum into practice. Furthermore, attention should be paid to:
 - » **The setting of objectives and the monitoring of progress should not become a high-stakes exercise for schools.** One option could be to regularly mine the anonymised data that will be collected through the online SLO self-assessment survey. Qualitative research could complement the analysis, aimed at exploring progress, including identifying good practices that should be widely shared, challenges and areas for further improvement.
 - » **Task allocation.** The regional consortia play a pivotal role in supporting schools in their change and innovation journeys. However as highlighted through this report, higher education institutions and other parties could do their part and complement the system infrastructure.
 - » **The timing and sequencing of actions will require prioritisation.** Phasing in actions allows efforts to be focused, bearing in mind schools' capacity to develop as learning organisations and bring the new curriculum to life. One action that requires immediate attention, as recommended above, is clarifying the transition period to the new approaches to school self-evaluations and Estyn evaluations.
 - » **Communication and engagement strategy with education stakeholders.** An important first step will be, as recommended above, to develop and widely share an easily understood narrative that explains how Wales' SLO model forms an integrated part of the curriculum reform and relates to other policies. The systematic collection and sharing of good practice is another area to consider.

ABOUT THE DIRECTORATE FOR EDUCATION AND SKILLS



The OECD Directorate for Education and Skills helps countries to identify and develop the knowledge and skills that drive better jobs and better lives, generate prosperity and promote social inclusion. We encourage countries to compare their experiences and learn from each other, and we accompany them in the difficult process of policy implementation.

Our global metrics help policy makers to see what is possible in education and to set meaningful aspirations in terms of measurable goals achieved by the world's education leaders. Our Programme for International Student Assessment (PISA) surveys show how much school systems vary in their progress towards equipping

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Our in-depth policy analysis and advice help countries understand how their national education system is faring in comparison to others, and learn what policies and practices have made a difference for strong performers and successful reformers in education. We also engage in national policy dialogues to help policy makers raise awareness for the need of reform and build agreement among stakeholders. Recognising that educational improvement is not just about new ideas and legislation, we support policy makers through the journey of change to improve teaching and learning outcomes for all.

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Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA - P/HID/3719/18

Lynne Neagle AM
Children, Young People and Education Committee
National Assembly for Wales
Cardiff Bay
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29 October 2018

Dear Lynne,

Update to CYPE Committee following your report on Flying Start: Outreach

In my response of 4 April to the CYPE Committee report on its Inquiry into Flying Start Outreach I agreed to provide you with an update in October 2018 on the findings from the review of Flying Start, plans for Flying Start evaluation activity and progress on the Flying Start Data Linking Pilot Project. I am also able to provide an update on Flying Start Outreach.

Flying Start review update – Phase 2

Phase 2 of the review between March-June 2018 was used to test proposals identified during the early scoping and surveying of local authorities which took place in Phase 1. Testing took the form of one-to-one meetings with individual local authorities and dedicated workshops with Flying Start Co-ordinators in North and South Wales. This culminated in a presentation of the findings to the Flying Start Co-ordinators Network on 7th June.

Phase 2 has also included a review of the financial processes and grant requirements underpinning the programme and a refocusing of the Welsh Government Account Manager role.

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

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

The main focus, however, has been the consultation on the issues of: geographical targeting; outreach and childcare. An update on the findings and how we propose to take forward actions is attached to this report.

Alongside these actions, Phase 3 of the Review will consider the programme's key elements of Speech, Language and Communication, Health and Parenting. This will culminate in the revision, if necessary, of key programme guidance documents. My officials will continue to work closely with Flying Start Co-ordinators during this new Phase. The aim is to complete Phase 3 by the end of the financial year.

Extension of Outreach flexibility

The Committee recommended that I consider extending the Outreach funding flexibility beyond the then agreed 5 per cent allocation.

Following consultation with Flying Start Co-ordinators and the subsequent completion of Phase 2 of the Flying Start review in August 2018, I agreed that local authorities should be allowed to meet their full CAP limit, which is currently +/-10%. This means that a local authority with a CAP of 1,000 currently reaching 900 could use the 10% to support an additional 100 children to meet their CAP number. It would also allow local authorities to go above their CAP if they were already reaching 1,000 children to a maximum of 1,100, depending on budget commitments, available funding and local capacity.

It is, however, very important to recognise that some local authorities are already operating to their CAP limit so increasing the flexibility will not make a discernable difference in extending Outreach provision in these areas. In some authorities, extending this flexibility around Outreach provision will not allow for any extension of the programme into non-FS areas beyond what they may already have in place.

My officials have communicated my decision to increase flexibility around Outreach to local authorities and I have written to Assembly Members and MPs providing clarity on the geographical provision of Flying Start and the Outreach component of the programme. Officials will monitor the use of Outreach through quarterly reporting and regular meetings with Flying Start Co-ordinators to ensure there are no unintended consequences regarding the overall integrity of the programme.

In my response to the Committee report, I noted that guidance on targeting Flying Start was refreshed in 2014 to allow local intelligence and discretion to review the LSOAs to better reflect local circumstances. I undertook that we would work with local authorities to explore this further. The Flying Start review identified differing practice across Wales in using local evidence and information such as population and public health data. As a result, revised guidance on Outreach will be published by the Welsh Government in December.

Whilst at the time of responding to the Committee report data on Outreach was not collected at an all Wales level, my officials have sought this information from Local Authorities, retrospectively for 2016-17 and for 2017-18 as part of the end year reporting process. In 2016-17 679 and in 2017-18 603 children received at least 1 element of Flying Start via Outreach. The difference between these figures could be due to the number of referrals received for Outreach and on whether local authorities had already reached their CAP. Data collection on Outreach numbers will now form part of the standard reporting arrangements for the Programme.

Flying Start Data Linking Pilot Project and plans for Flying Start evaluation activity

I acknowledged the Committee's views about evaluation data for the wider Flying Start programme and specifically the availability of results demonstrating the quantifiable benefits of Flying Start services.

I would reiterate my previous comments that Flying Start has in fact been subject to a robust independent programme of evaluation, providing both quantitative and qualitative measures of impact and delivery. I welcomed the Committee members' comments in Plenary on 23 May which recognised the programme makes a real difference to the lives of those children and their families whom it supports.

Our current approach to evaluating Flying Start is consistent with the recommendations set out in the Evaluability assessment of Flying Start . This includes:

- continuing to use qualitative research to understand the perceptions of families living in Flying Start areas;
- piloting a new system for collecting individual level data about Flying Start children to facilitate a better understanding of children's engagement with the programme; and
- developing and testing an approach to link this data with other data sets to enable us to identify outcomes for Flying Start children to evaluate the programme.

Hearing about the difference Flying Start can make to the lives of children and families is extremely important. This was evident in the most recent evaluation report published this July . This research followed Flying Start families through their engagement with the programme over three years. It was especially pleasing to read that parents reported a positive impact on their child in terms of their speech, language and communication skills, school-readiness and social skills and behaviour. Additionally, parents highlighted improvements to their approach to parenting skills including how they support their child's learning and manage their behaviour.

I agree individual level data on engagement with the programme would be valuable and I reported to the Committee that we are exploring this via the Data Linking Pilot Project. As I outlined previously, the first part of the project involves getting in place an agreed, consistent set of data items about Flying Start children to be collected by the six pilot local authorities. This includes core data and some information about their engagement with each entitlement of the programme as well as a proposed field on outreach. Given the range of professionals, departments and systems involved in collecting this data it is important to reach an agreed consistent format in which this data can be recorded and linked together to provide coherence. This is a complex and iterative process. While it has taken longer than initially envisaged local authorities are currently considering the latest draft and will provide feedback on the practicalities of collecting this data in the near future. A completed feasibility report on the ability to introduce individual level data collection at a national level is expected early in the New Year.

The second part of the project is to explore an approach to import the individual-level Flying Start data, from the six pilot local authorities into the Welsh Government core funded SAIL (Secure Anonymised Information Linkage) Databank at Swansea University. Once imported this data will enable linking with other datasets such as routine health and education records to identify future outcomes for Flying Start children. The approach being explored will install an 'automated linking engine' into the pilot local authorities. This device is designed, among other functions, to automate the sharing of data between local authorities and SAIL such that, once the right arrangements are put in place, the

data sharing and subsequent monitoring and evaluation reports can become a regular routine task with minimal ongoing burden to local authorities. Work is ongoing to put the appropriate information governance and information security arrangements in place for the six pilot local authorities. The device has been successfully installed and Flying Start data imported in one pilot area. Work continues towards set up with the other pilot areas. Exploratory analysis to test the linking approach with different datasets is underway.

Taking an administrative data linking approach to evaluation is time-consuming to get right. However, if the process is successful and rolled out nationally, a routine collection of standardised individual level data on Flying Start children will facilitate a greater understanding of their engagement with the programme as well as enabling a reliable, cost-effective ongoing method for evaluation. I believe that strengthening our current data collection process and maximising the use of existing administrative data is the best approach for determining the effectiveness of programmes like Flying Start. To help drive this work forward a Data Manager has recently been appointed within the Children and Families Division. They will support the collection and analysis of monitoring data and provide specialist support.

I will provide further information about the Flying Start Data Linking Pilot Project in the next update in 12 months time.

I would like to thank you and the Committee for your work on this inquiry.

Yours sincerely

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

Huw Irranca-Davies AC/AM

Y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol
Minister for Children, Older People and Social Care



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UPDATE ON THE FLYING START REVIEW



Thank you for all your input to **Phase 2 of the Flying Start Review**.

During March-June 2018 this Phase was used to test some initial proposals identified in the early scoping and surveying of Local Authorities which took place in Phase 1. As you will be aware, this testing was taken forward via one-to-one meetings with individual local authorities and dedicated workshops (in North and South Wales) with Co-ordinators. This culminated in presenting the proposals and findings to the Flying Start Co-ordinators Network on 7th June.



Phase 2 has also included a review of the financial processes and grant requirements underpinning the programme and a refocusing of the Welsh Government Account Manager role.



The main focus, however, has been the consultation on the issues of geographical targeting; outreach; and childcare; an update on the findings and how we propose to take forward actions is attached.



As well as taking these actions forward, **Phase 3 of the Review** will look to widen the focus to look at the programme's key elements of Speech, Language and Communication, Health and Parenting. We will continue to work closely with Flying Start Co-ordinators in this new Phase.

Kind regards
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FLYING START REVIEW - PHASE 2 ANNEX



Geographical targeting

There was strong support for geographical targeting from those Local Authorities (LAs) who responded to the survey carried out in Phase 1 (16 out of 22), with 75% in favour of it. However, LAs felt this approach required some refinement.



Although programme guidance published in 2014 allows flexibility at the local level in refining Flying Start areas, the workshops identified variation in how LAs use Lower Super Output Area (LSOA) data. Some exclusively use the LSOA lists to identify areas, some supplement them with other criteria and soft intelligence, and some use LSOA data purely as a starting point. There was a difference of opinion on whether the Welsh Government allowed such refinement despite the guidance stating it is permissible.



The majority of LAs did not think their areas would be much affected by forthcoming updated LSOA lists, but there was a request for the Welsh Government to provide access to updated lists.



A strong and consistent message from the workshops was that should any major change to current Flying Start areas be proposed this would have significant, long-term implications including:



Early and detailed exit strategies – to incorporate all those impacted by Flying Start - families, staff and contractors - Equality Impact Assessments would be required;

Childcare sufficiency – the cost and practicalities of locating suitable premises in new areas and managing the supply of private (childcare) providers;



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Capital investment/de-investment – there would be a time-lag in setting up appropriate quality provision;

Communication and political consideration/criticism – there would need to be a clearly communicated rationale behind any major adjustments to ensure ongoing support for the programme, communicated to politicians, LA staff and families;

Impact on other services – removing Flying Start services from an existing area would likely increase pressure on other services to deliver in these areas; and

Lengthy decommissioning processes – should there be significant changes to current provision; decommissioning services and areas could take between 2-5 years.

Actions:



The Welsh Government will provide the latest LSOA lists to LAs when available for them to consider appropriateness of current FS areas. Any potential significant changes to FS areas and any possible implications would need to be discussed, in detail, with the relevant Welsh Government Senior Account Manager.



The Welsh Government will review, revise and reissue guidance on the flexibility to use local intelligence to LAs, taking into account current good practice, by December 2018.



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Outreach

The consultation identified significant variation in how LAs use outreach, with a variety of criteria being used to identify families in need of outreach. Some LAs believe families need to be in need of all four FS elements; however the outreach guidance clearly states this is not a requirement. Other LAs use outreach as a way to offer support to those who have moved out of a FS area or to Communities of Interest, as outlined in the guidance.

Funding for Outreach is currently set at 5% of Local Authorities' full revenue limit. This was introduced in Autumn 2017 to reflect the then level of flexibility LAs had to vire money between the programme elements (e.g. childcare, parenting etc) without recourse to the Welsh Government.

Whilst there was no strong consensus from the workshops on extending the flexibility, it is proposed that LAs be allowed to meet their full CAP limit, which is currently 10%. This means that an LA with a CAP of 1,000 currently reaching 900 could use the 10% to support an additional 100 children to meet their CAP number. It would also allow LAs to go over their CAP if they were already reaching 1000 children to 1100, depending on their budget and available funding.

Some LAs are already operating to their total CAP limit so increasing the flexibility arrangements is unlikely to make a difference in their ability to extend outreach provision. It is important to ensure the ethos and integrity of the programme are retained. It was felt that should further flexibility become available expectations would need to be managed through sensitive communications.

It became apparent over the period of consultation that, given the variation in practice, and under current financial restraints, increasing the threshold of outreach alone is not the answer. Consideration therefore needs to be given to how we can ensure better join up of Flying Start with universal services to ensure children and families in non-Flying Start areas are able to access appropriate support.



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Actions:



The Welsh Government will review, revise and reissue guidance on outreach flexibility to LAs by December 2018.



The Welsh Government will allow up to 10% flexibility on outreach provision in line with the current flexibility around the CAP.
The Welsh Government will ensure messaging around this increased flexibility is robust in explaining its limitations, i.e. in some cases this may mean no further increase or being able to reach only a small number of additional children.



Local Authorities to provide data on numbers of children supported through outreach (as required from 2018-19). This will be monitored closely by the Welsh Government to understand the impact of this flexibility.



The Welsh Government and partners to consider how Flying Start and other services can be better joined up as part of the Early Years integration programme and specifically to consider the learning from the co-construction project in Cwm Taf.



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Childcare

Across Wales the average attendance rates for childcare places, accounting for authorised and unauthorised absences as a percentage of filled sessions in 2016-17, totalled 75%. However, there was significant variation, with the lowest LA at 68% and the highest at 84%.

It is recognised Flying Start childcare delivery models vary across Wales (i.e. delivered in-house, contracted out or a combination) and these models appeared to be significant in the ability to manage attendance and unused spaces effectively. In addition, there is also a fair degree of variation between the local attendance management policies LAs are required to have; more robust processes outlined in these policies appear to have a notable impact on absence rates.

Whilst there is considerable variation in practice and commissioning across authorities, it is evident that some clearer guidelines and the sharing of good practice will enable improvements to be made. The workshops allowed this exchange of practice to begin around the use of attendance management policies, better engagement with parents and key workers such as Health Visitors and childcare providers; the potential for reviewing commissioning models, proposals for improving provider quality. Whilst allowing greater agility in addressing attendance rates it is important changes introduced do not impact adversely on the integrity of the programme.

Using the national average of 78% as a guide, agreement has been reached with the Flying Start Co-ordinators to set national targets for attendance:

75% target minimum

80% target average

85% target top-end

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Whilst these interim targets have been agreed with LAs, the overall target aimed for, of 95% in line with school attendance, would still be the expectation for both LAs and parents. We will work with LAs to agree an achievable timescale.

Actions:



The Welsh Government will review, revise and reissue guidance on childcare to LAs by Spring 2019.



In advance of this, the Welsh Government will issue e-briefings to LAs on key areas and good practice around the delivery of the programme's childcare element including attendance management policies.



Local Authorities will seek to reach the agreed targets for attendance by March 2019, depending on their current attendance levels. Targets will be agreed with and monitored by the relevant Senior Account Manager.



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Our ref/Ein cyf: MA-P/VG/3573/18

Lynne Neagle AM
Chair
Children, Young People and Education Committee
National Assembly for Wales

Government.Committee.Business@gov.wales

26 October 2018

Dear Lynne

Since publication of the committee report into Perinatal Mental Health Services in October 2017 we have continued to work with stakeholders to further develop the specialist community services made possible from investment made in 2015. A snapshot of activity for these services between April and July has shown that just over 1,500 referrals made to services across Wales which further evidences the demands experienced by these services.

As requested, I am writing to provide our 12 month update to the committee's recommendations, I have provided our original response as an annex at the end of this letter for ease of reference:

Recommendation 1: The Committee recommends that the Welsh Government establish and provide national funding for a clinician-led managed clinical network (MCN). The MCN should be provided with the necessary resource including senior clinical and administrative time, and a training budget. This will enable it to provide national leadership, coordination and expertise for the further development of perinatal mental health services and workforce, including in relation to quality standards, care pathways, professional competencies and training resources. The MCN should maintain the current Community of Practice to encourage and develop effective joint working and communication among all relevant professionals.

The Welsh Government has designated funding for an MCN which includes provision for senior clinical and administrative time and a training budget. Recruitment for the Perinatal Mental Health Clinical Lead has been completed, and subject to employment checks it is hoped the successful candidate will take up post by the end of the year. It will be for the clinical lead to establish the network in order to ensure that it is established with the required level of support. Preparatory work is being undertaken prior to the lead being in place in respect to the MCN's membership and terms of reference.

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

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

The new lead will be based in the NHS collaborative, working alongside other managed clinical networks in existence, this will enable cross working and good sharing of information.

Whilst recruitment was taking place for the lead, capacity was provided by the 1000 lives mental health and learning disabilities improvement programme. This enabled the continued support of the existing All-Wales Perinatal Mental Health Steering Group (AWPMHSG) and the community of practice. Details of their work over the last year are included in subsequent updates to recommendations.

Recommendation 2: The Committee recommends that the Welsh Government ensure one of the new MCN's first tasks is to agree and publish outcome-based performance measurements for perinatal mental health services. Once these are developed, the Welsh government should collect and publish national and local data on the measures, with service provision, activity and improvement monitored by a named associated body (e.g. Public Health Wales) so that further levers for improvement can be identified and implemented.

Recommendation 4: That the Welsh Government ensure, once the urgent work to establish the level of demand for MBU services is completed as requested by WHSSC, more robust data collection and monitoring methods are maintained across the perinatal mental health pathway in order to understand the ongoing level of need and demand for support and to provide a stronger evidence base for future service development.

As stated in recommendation one we have continued to support the All Wales Perinatal Mental Health Steering Group (AWPMHSG) and Community of Practice over the last year by facilitating dedicated time from the 1000 lives mental health and learning disabilities improvement team. This joined up working enabled the publication of 'Guidance for the Delivery of Integrated Perinatal Mental Health Services in Wales' in July 2018.

This document provides guidance on the functions of integrated perinatal mental health services in Wales. It has been developed in conjunction with key stakeholders including those with lived experience and the third sector. All professional groups have been represented and the most up to date research and evidence have informed its content.

The standards in the document were developed to support equitable access to and provision of perinatal services in Wales. It suggests information to be collected by health boards to develop a clear picture of service demand, uptake and delivery. It is expected that both qualitative and quantitative information will become available as services develop and mature. This work will enable health boards to make evidenced based decisions about the future provision of that service.

A tool and data dictionary definitions to support the collection of information about perinatal mental health services is also being piloted. Maternity, health visiting and perinatal mental health services will work together to determine quantitative and qualitative key performance indicators that they wish to utilise from the data collection/audit question suggested in the companion to this document. This work will now be considered alongside the development of the mental health core dataset and will also include discussion on the reporting requirements of these services. It is however recognised that we will not be in a position to fully report on the level of detail required across Wales until we roll out the Welsh Community Care Informatics Service (WCCIS). WCCIS has a phased implementation up until 2022, although it is recognised that some elements of this required work will be completed sooner.

1000 lives improvement team has also undertaken work to establish the demand for MBU services. The data collection tool currently being piloted will contain information about the demand for inpatient provision.

Recommendation 3: That the work requested by WHSSC to identify the level of demand for in-patient Mother and Baby Unit (MBU) services should be completed as a matter of urgency. We recommend that this work be finished during the 6-week window in which we would expect the Welsh Government to provide a response to this report and should be a core consideration when deciding how to allocate the funding for specialist in-patient perinatal mental health services announced as part of the 01 October budget agreement.

Recommendation 6: That the Welsh Government, based on the evidence received, establish an MBU in south Wales, commissioned and funded on a national basis to provide all-Wales services, staffed adequately in terms of numbers and disciplines, and to act as a central hub of knowledge and evidence-based learning for perinatal mental health services in Wales.

WHSSC have completed our commission to identify the level of demand for in-patient MBU services, required in order to inform required service needs. Whilst this has taken longer than we hoped, this extended time has also allowed the impact of the new community services on inpatient demand to be more clearly assessed.

Following WHSSC-facilitated commissioning workshops, two Welsh Health Boards have expressed an interest in delivering a Mother and Baby Unit service. Work is ongoing to explore the feasibility of any proposals, estimated costs and the timescales. It is envisaged that these submissions will be ready to be presented to the WHSSC Joint Committee on 13 November. Options for the provision of a Mother & Baby Unit service that women in North Wales can access will also be submitted.

We have requested that WHSSC write to the Committee providing an update directly to you following the Joint Committee on the 13 November.

Recommendation 5: That the new managed clinical network (see recommendation 1) prioritises the production of guidance for professionals and information for patients on the evidence-based benefits admission to an MBU can have for mothers, babies, and their families so that more informed decisions about treatment options can be taken.

The established Community of Practice provides clinicians with access to up to date research and information. This is being currently facilitated by the 1000 lives team. The 1000 lives team also held a conference in March 2018 which focused on promoting parent and infant mental health in the first 1000 days.

The new Perinatal Mental Health Clinical Lead, once in post, will prioritise working closely with the Welsh Health Specialised Services Committee (WHSSC) to create the specific guidance on admissions to a MBU.

Recommendation 7: That the Welsh Government, in light of the fact that an MBU in south Wales will not necessarily be suitable for mothers and families in mid and north Wales, engage as a matter of urgency with NHS England to discuss options for the creation of a centre in north east Wales that could serve the populations of both sides of the border. More certainty should also be established by the Welsh Government in relation to the ability of the Welsh NHS to commission MBU beds in centres in England where those are deemed clinically necessary.

Discussions are ongoing with Betsi Cadwaladr University Health Board. Whilst WHSSC as the commissioners of the current service have had a number of conversations with NHS England, no firm arrangements for procurement of beds in the North have been agreed to date. The Specialist Perinatal Mental Health Team in North Wales are involved in developing plans for a local model for assessment and transfer to a specialist bed either in NHS Wales or England as required. A paper with the various options and outlined costs will go to the WHSSC Joint Committee on 13 November.

As stated above we have requested that WHSSC write to the Committee providing an update directly to you following the Joint Committee.

Recommendation 8: That the Welsh Government deliver a clear action plan to ensure that centres providing MBU beds, wherever they are located (in England or in Wales), are closely integrated with specialist community perinatal mental health teams and that these beds are managed, co-ordinated and funded on an all-Wales, national basis to ensure efficient use and equitable access, especially as they are often needed quickly in crisis situations.

We expect that community teams would link with inpatient services in England (or Wales) to ensure seamless transition from home to specialist services and back in order to support smooth step up and step down transfer between inpatient and community care. The Community of Practice includes membership from each health board community team to facilitate this learning across Wales. Work is ongoing to ensure core services will provide care in people's homes with links to the MBU when necessary. Current provision is managed on a case by case by WHSSC.

Recommendation 9: That, on the basis of an 'invest to save' argument and following analysis of the forthcoming evaluation of services and Mind-NSPCC-NMHC research results, the Welsh Government provide additional funding to Health Boards to better address variation so that service development and quality improvement can be achieved by expanding existing teams. To enable all community perinatal mental health services to be brought up to the standard of the best, the mechanism adopted by the Welsh Government to allocate additional funding should have as its primary aim the need to address the disparity in provision between Health Boards in Wales.

The Mind-NSPCC-NMHC report highlighted the progress which has been made in the provision of perinatal mental health care to women and their families in Wales and made explicit reference to these improvements. It also highlighted areas where further work was needed. Ongoing monitoring of the activity of the community perinatal mental health teams has also shown evidence of increasing demand.

A priority for the £7m mental health transformation fund which commenced this year includes consideration of expanding perinatal mental health community services as a key priority area. Health boards were asked to submit proposals by July and officials have been assessing these proposals. Health boards have confirmed their intention to spend approximately another £0.5m across Wales in respect to perinatal mental health services.

Further investment in this important area has also been included in the draft budget for 2019-20. We will request that health boards consider the Mind-NSPCC-NMHC report when further developing their services.

Recommendation 10: That the Welsh Government ensure work underway on improving access to psychological therapies for perinatal women (and men where necessary) is prioritised given the established link between perinatal ill health and a

child's health and development. Priority should be given to ensuring pregnant and postnatal women with mental health problems have rapid and timely access to talking therapies or psychological services (at primary and secondary care level), with waiting times monitored and published. We request an update on progress in relation to improving access to psychological therapies for perinatal women (and men where necessary) within 12 months of this report's publication.

We have provided £4m of extra funding direct to health boards to improve access to psychological therapies. The National Psychological Therapies Management Committee has produced an action / implementation plan to assist health boards to assess their current position and to make improvements locally. We have approved proposals from all health boards to improve their local services in line with the national plan. Support has now been provided to health boards to implement their individual plans.

There is already a requirement that an assessment by Local Primary Mental Health Support Services (LPMHSS) is offered within 28 days of receipt of referral and that ensuing therapeutic interventions by LPMHSS start within 28 days of the assessment outcome. Both requirements have a performance target of 80%. Last published data (June 2018) shows that Health Boards are meeting the targets for assessment and interventions on an All Wales, all-ages, basis in LPMHSS. This improvement is in the context of increased referrals to LPMHSS. Across Wales from 2013 to 2015 an average of 4,863 referrals were received per month, by 2017-18 this had increased to an average of 5,589 per month. This means that more people are being referred to and accessing LPMHSS services and more people are seen and receiving therapeutic interventions in a timely manner where needed.

We recognise that some women will require more specialist psychological interventions and our investment and national plan is also seeking to improve access to these services and make the access more timely. Our current data collection plans for these more specialist services do not allow us to disaggregate this data in respect to perinatal services currently; ongoing work in relation to the development of the mental health core dataset will improve our ability to do this in the future.

Recommendation 11: That the Welsh Government ensure all Health Boards invest in signing up fully to the Royal College of Psychiatrists' quality standards for perinatal mental health services in order to realise the benefits of peer review, shared learning and service benchmarking.

Through the All Wales Perinatal Mental Health Steering Group (AWPMHSG), all health boards have given a commitment to working towards the Royal College of Psychiatrists' quality standards. The Mind-NSPCC-NMHC report confirmed that two community teams have signed up to this quality standard whilst also giving rich information on where existing teams should focus in order to improve services delivered.

The AWPMHSG and Community of Practice continue to provide opportunities for shared learning and benchmarking.

Recommendation 12: That the Welsh Government ensure that the new all-Wales clinical care pathway for perinatal mental health services requires consistency of outcomes (including referral windows and waiting times) but enables Health Boards to retain the level of flexibility around delivery methods necessary to manage and meet local need. The priority should be to develop and implement within the next 12 months an evidence-based, integrated all-Wales clinical care pathway (with some local differences). The pathway should help to deliver integrated services and incentivise early intervention and holistic approaches to care and recovery.

The guidance for an integrated pathway has been developed – see reply to question 2.

Recommendation 14: That the Welsh Government review information provided in standard pre- and post-natal packs given to women in Wales to ensure that it includes the necessary details about emotional well-being, perinatal mental health and where to seek help and support.

The Bump, Baby and Beyond book (published in 2014) is given to all pregnant women. The book provides information for during pregnancy and for up to 5 years after the baby is born. It contains information on wellbeing and signposts where to seek help and support.

Officials are currently working with Public Health Wales in respect of information provided to parents. A group, chaired by the Deputy Chief Medical Officer, is considering the options for providing information to parents, including the possible use of electronic platforms and apps, rather than Bump Baby and Beyond alone.

<http://www.wales.nhs.uk/documents/Pregnancy%20to%204%20Years%20Book%20FINAL%20English%20Revised%20E-Book%20Compressed.pdf>

Recommendation 15: That the Welsh Government design and provide for all Health Boards a national framework for antenatal classes and require Health Boards to do more to encourage attendance. The framework should include conversations about emotional wellbeing and the realities of parenthood in order to break down the significant and damaging stigma surrounding perinatal mental illness.

All health boards have parent craft provision delivered locally to their population. The approaches taken across NHS Wales are being reviewed as part of the work to develop a prudent vision for maternity services, which is due to be published by the end of the year.

We are aware that health boards continue to encourage attendance in a number of ways. Examples include linking with local leisure centres and creating online booking systems. We have also agreed to link into the antenatal education work stream in order to produce a national framework for awareness of perinatal mental health.

Recommendation 16: That the Welsh Government works with the relevant bodies to ensure that perinatal mental health is included in the pre-registration training and continuous professional development (CPD) of all health professionals and clinicians who are likely to come across perinatal women. The Welsh Government should ensure coverage of perinatal mental health as a discrete topic within midwifery and health visiting education is improved and forms part of the pre-registration mental health nursing programme. The Royal College of General Practitioners' core curriculum for general practice training also needs to better equip GPs to deal with perinatal mental health problems.

The Nursing and Midwifery Council (NMC) is the UK regulator for nurses, midwives and specialist community public health nurses such as health visitors. Part of its role is to set the standards of proficiency leading to registration. The standards of proficiency for nurses and midwives are currently being revised and are expected to be introduced for programmes starting in September 2020.

The new nurse proficiency standards have been announced and for all fields of practice there is an expectation that the nurses will have knowledge and skills in mental health.

There is a national implementation working group consisting of members of the approved education institutions and NHS Wales to develop the nursing programmes to be offered in

Wales. The national programme lead has been asked to ensure perinatal mental health care is explicitly included in the mental health nursing field programmes.

While the current midwifery standards do make reference to “monitoring and supporting women who have postnatal depression or other mental illnesses“ there will be an opportunity to enhance future midwives’ knowledge and skills in perinatal mental health care. To make sure that the midwives of the future are ready for the challenges ahead the NMC is currently reviewing and working to future-proof the standards of proficiency for registered midwives. The new standards will outline what is required of student midwives before they can join the register and begin practising as qualified midwives. The range of views and feedback they have gathered is helping to develop draft standards of proficiency. The NMC will take the draft standards to their Council meeting in November 2018, and then consult on them publicly in February 2019. A national implementation working group will be set up once the standards have been approved. In a similar way to the nursing standards work, this group will also be asked to ensure perinatal mental health knowledge and skills are embedded in the midwifery programmes offered in Wales.

We can also confirm that Perinatal Mental Health is covered within the GP training curriculum. In terms of teaching relating to this topic, this is primarily delivered through group Continuing Professional Development (CPD) sessions as well as one-to-one tutorial sessions between the trainee and Educational Supervisor.

Recommendation 17: That the Welsh Government undertake work to develop and deliver a workforce strategy/competency framework to build capacity and competency across the specialist workforce, looking to experience in England and Scotland’s Managed Clinical Networks (MCNs) which take responsibility for training as part of their leadership and co-ordination role.

A training and competency task and finish group has been established and it is anticipated that this work will be completed by the new perinatal network. Health boards have also submitted funding proposals which include aspects of training through the mental health transformation fund. Implementation of this work will be monitored by Welsh Government.

Recommendation 18 - That the Welsh Government ensure every Health Board has a specialist perinatal mental health midwife in post to encourage better communication between professionals to enable women who are unwell to get the very best care and support they need.

Five health boards now have a specialist perinatal mental health midwife in place and one health board has a specialist perinatal health visitor. We are continuing to work with health boards on the further development of the perinatal mental health teams to ensure that women get the best care and support. These discussions will be informed by the findings of the Mind-NSPCC-NMHC and the Maternal Mental Health Alliance reports. Another role of the clinical lead will be to continue to improve communication between professionals.

Recommendation 19: That the Welsh Government ensure all Health Boards work towards a situation in which every woman has a continued relationship with either a midwife or health visitor. While meeting with the same individual may not be possible on all occasions, continuity of care should be an aspiration to which all Health Boards actively commit resources, with a named lead responsible for each woman’s perinatal care.

Our National Strategy, Prosperity for All, identifies the early years as a priority area. Reflecting the commitment in the National Strategy “to create a more joined up, responsive system that puts the unique needs of each child at its heart”, we have established a

programme of work to explore how we create an early years' system, both locally and nationally. Our aim is to develop a coordinated single approach to early years, which will ensure that services are delivered in a more collaborative and integrated way. This programme of work has underlined the key role the Health Visiting service has in supporting families, especially in identifying those in need of extra help. Officials hosted a Think Tank on 21 August which enabled health professionals from both Flying Start and universal Health Visiting services to explore a vision for future service provision and learn from what works. A work stream is in place to take forward recommendations from the Think Tank and make connections with other pieces of work that are underway in relation to early years.

In addition Welsh Government officials are leading work developing with stakeholders a vision for future maternity provision. All women proposed to have continuity of care ante-natally and post-natally through a buddy system and individualised care planning.

Recommendation 20: That the Welsh Government work with Health Boards to ensure appropriate levels of third sector provision are properly funded, especially where referrals are being made to and from statutory services. A directory of third sector services should be made available to increase awareness of their availability and relevant third sector providers should be invited as a matter of course to attend training jointly with statutory services.

As iterated in our previous response health boards are expected to plan to deliver mental health services to meet the needs of their respective populations. They may choose to deliver these services in partnership with third or independent sector organisations, or commission specific services from them. From our mapping work we are aware of examples of this happening. Any service needs to be supported by appropriate training and we would expect commissioners of services to ensure this is happening, including those from the third sector. The third sector are also key members of the AWPMHSG and the Community of Practice, both of which include a role in sharing practice and fostering learning opportunities. .

We recognise that the demand of perinatal mental health services is currently exceeding capacity which is why we included it as a key priority area for the mental health transformation fund and included it within our draft budget for 2019/20.

We also continue to support DEWIS Cymru which is a 'one stop shop' for information about wellbeing in Wales

Recommendation 21: That the Welsh Government outline within six months of this report's publication how it expects the lack of psychological support for neonatal and bereaved parents to be addressed and standards to be met, and what steps it will take if compliance with the standards is not achieved. The third edition of the neonatal standards should be published as a matter of priority.

Each health board in Wales has a lead for maternity bereavement support. The bereavement leads have been key to delivering All Wales training to clinical staff, developing information for women and families, developing the care standards and working in collaboration with the stillbirth and neonatal society (SANDs) on appropriate environments for care. Support for women and families should range from initial recognition of loss to funeral arrangements and postnatal investigations and debriefing. It is recognised that a single point of contact is critical to ensuring that families feel supported and are kept informed.

There are robust processes in place to review any death. This includes a requirement for local review using the Perinatal Mortality Review Tool (PMRT). The PMRT also generates reports for hospitals to consider at Board level.

The reports will enable organisations to identify themes across a number of deaths to support learning and system level changes in the delivery and commissioning of services to improve future care. The Maternity and Neonatal Network will produce an annual report in line with the PMRT recommendations.

There is also a requirement to report deaths to MBRRACE-UK (Mother and Babies: Reducing Risk through Audits and Confidential Enquiries across the UK) who are commissioned by HQIP to undertake the Maternal, New-born and Infant Clinical Outcome Review Programme. The aim of the programme is to collect, analyse and report national surveillance data and conduct national confidential enquiries in order to stimulate and evaluate improvements in health care for mothers and babies.

The Neonatal Network revised the Neonatal standards with the 3rd Edition having been approved at Neonatal Network Steering Group in September 2017 and fully introduced early in 2018.

The Wales Neonatal Network ensures regular monitoring of progress to full compliance where there is reference to bereavement care. Each unit will ensure there are enough psychologists, counsellors and other mental health workers available to allow parents, siblings and staff access to psychological support.

Under the terms of the Standards, bereavement support will be offered to families whose baby has passed away in the neonatal unit

Officials have provided guidance to health boards on the care of children born on the threshold of survival. As a part of this work, a Welsh Health Circular was issued instructing health boards to ensure that they have suitable provision for bereavement support for families who lose their babies.

We expect Health Boards to work with the Neonatal Network to ensure their neonatal service plans are sufficiently robust to achieve the All Wales Neonatal Standards and improvements across the service.

In addition the End of Life Care Board is working with Marie Curie Research Centre to scope out the provision of bereavement services across Wales. This work is scheduled to run from November 2018 to May 2019.

Recommendation 25: That the Welsh Government ensure all workforce planning for perinatal mental health service provision considers - and provides for - the Welsh language needs of the population.

The Welsh Language Standards for the health sector will build on More Than Just words and are due to come into force in June 2019. The Welsh Language Commissioner will decide which standards will be imposed on health boards and trusts. but standards in the regulations include the requirement for organisations to develop the Welsh language skills of their staff; provide Welsh language awareness training; assess the need for Welsh language skills when advertising posts and the requirement for organisations to publish a 5 year plan setting out the extent to which they are able to increase their ability to offer clinical consultations in Welsh.

Recommendation 26: That the Welsh Government require Health Boards to report on the extent to which their perinatal mental health teams are engaging - and undertaking joint work - with other services such as CAMHS, Community Addiction Units (CAUs) and primary and secondary care mental health teams.

As part of our monitoring, we have confirmation from all health boards that they engage and jointly work with other services. Examples show the specialist teams working flexibly to meeting the needs of individual service users in doing so undertaking joint working between teams including CAMHS, Substance Misuse, primary care and CMHTs.

Recommendation 27: That the Welsh Government undertake further work on the link between health inequalities and perinatal mental health, focusing in particular on the best mechanisms for the early identification and treatment of those populations in greatest need.

Our funding to support the ACE's Hub in Public Health Wales underpins our long term approach to break the link between adverse experiences during childhood and poorer life outcomes, including mental health issues. In addition there are examples of where Midwives and Health Visitors are currently exploring how to ensure services they provide are ACE informed.

The 1000 lives team have also provided opportunities for learning about Adverse Childhood Experiences work outlined above and the development of trauma informed mental health services.

I hope you find my response helpful and look forward to updating you further in January.

Yours sincerely

A handwritten signature in black ink that reads "Vaughan Gething". The signature is written in a cursive, flowing style.

Vaughan Gething AC/AM

Ysgrifennydd y Cabinet dros Iechyd a Gwasanaethau Cymdeithasol
Cabinet Secretary for Health and Social Services

Annex 1

Original reply to recommendations	
1	<p>Accept - Community perinatal services are now available in all areas across Wales. The work of the All-Wales Perinatal Mental Health Steering Group (AWPMHSG) and community of practice has been instrumental in developing the necessary connections and resources. I fully support the central role both groups have played in taking forward the perinatal agenda in Wales.</p> <p>However, I agree the need to establish a clinician-led managed clinical network (MCN) to support the further development of perinatal mental health services in Wales. The MCN will bring together the clinical leadership and strategic development roles into a single entity.</p> <p>Work to put the MCN in place will begin now, with the aim of recruiting to the leadership role this financial year.</p>
2	<p>Accept - The standards and outcomes subgroup of the AWPMHSG are currently developing an all-Wales integrated framework for the provision of perinatal mental health services in Wales, which we plan to publish in 2018. This will include both qualitative and quantitative outcome measures.</p> <p>The emerging all-Wales mental health and learning disabilities core data set will incorporate perinatal information. The IT systems, currently under construction, will be able to ensure more robust data collection and that monitoring arrangements are available in the future. This will be essential to understand the need and demand for perinatal services, as awareness increases and stigma and discrimination becomes less prevalent.</p>
3	<p>Accept - The current evidence base would suggest there is a need for inpatient care in southern Wales, though there would not be sufficient demand to provide a unit in North Wales alone, as your report has concluded. As you have acknowledged, we have already committed to providing inpatient care in Wales within the draft Budget for 2018-19 and 2019-20.</p> <p>The Tier 4 sub-group of the AWPMHSG is currently costing options for consideration, while considering the concerns raised by WHSSC's Joint Committee. The options are to be presented to the Joint Committee in January.</p> <p>In presenting options for inpatient care, key factors to be considered include the location of the service and resulting distance for families to travel. A single inpatient unit is likely to be one of these options. However, I expect options for more localised inpatient care, with shorter distances between mothers and babies and their families, to also be presented. It is vital the new inpatient model provides excellent care, whilst being sustainable in the longer term and meeting the needs of our whole population.</p>
4	As 2.
5	Accept - We have asked the existing Community of Practice to begin work on producing guidance for professionals and information for patients to support more informed decision making about treatment options.
6	As 3.
7	Accept - I have asked WHSSC to work with Betsi Cadwaladr University Health Board to consider options in North Wales, including this recommendation. The outcomes will inform the overall development of inpatient care in Wales, which will consider the needs of mothers and families across the whole of Wales. The options for provision in North Wales will be presented to the Joint Committee in

	January, as part of the overall development of inpatient care across Wales.
8	<p>Accept - We agree that linking local perinatal community services and other teams across Wales will be instrumental in developing new inpatient provision in order to support smooth 'step up' or 'step down' transfer between inpatient and community care.</p> <p>The MCN will include representation from each health board community team, as the Community of Practice does at present, and will be fully engaged as inpatient care in Wales is developed.</p>
9	<p>Accept in principle - The forthcoming evaluation will provide greater clarity on how community services are currently meeting demand. It is essential there is equity of access to services across Wales and that health boards are able to provide community services which meet the needs of their local population.</p> <p>We have included an additional £20m each year for mental health services within the draft budget agreement for the next two years. This is in addition to the additional £20m included in this year's budget (2017-18). We expect health boards to use their increased mental health budget to address gaps in service provision.</p> <p>The MCN will work with the health boards to set evidence-based standards. This process allows the health boards to develop their services to meet these standards.</p>
10	<p>Accept - I accept the importance of pregnant and postnatal women having rapid and timely access to psychological interventions. Matrics Cymru - Guidance for Delivering Evidence-Based Psychological Therapy in Wales includes the evidence on the provision of psychological interventions during the perinatal period. The all-Wales action plan for the delivery of psychological therapies to support the implementation of Matrics Cymru is currently being developed and will be published in 2018.</p> <p>Existing community teams provide a range of support, including occupational therapy, specialist clinical psychologists and assistant psychologists. However, I will also ask my officials to seek advice from the Standards and Outcomes sub-group about collecting separate information on timeliness of interventions in line with the NICE recommendations in Matrics Cymru. That is, an assessment offered within two weeks of referral and interventions offered within one month of assessment. This is broadly in line with the waiting time targets we have already set for the provision of therapeutic interventions offered by local primary mental health support services.</p> <p>Health and Care Research Wales is also supporting specific research into evidence based practice in the perinatal period. We will ensure new and emerging evidence bases are built into the provision of services and revision of Matrics Cymru.</p> <p>The new MCN will set a strategic agenda and identify outcomes with appropriate timescales for delivery.</p>
11	<p>Accept - I fully support the AWPMSHG recommendations that health boards facilitate their perinatal mental health services to sign up to the Royal College of Psychiatrists' quality standards for perinatal mental health services. This will need to be done in line with Wales-specific legislation, such as the Social Services and Well-being Act and the Future Generations Act.</p>
12	<p>Accept - The new all-Wales integrated pathway and standards will support the delivery of consistency of outcomes for women and families wherever they are in Wales. How such services are delivered will take account of local demand and</p>

	<p>needs.</p> <p>It is important the timescales for the delivery of the pathway are realistic and achievable. Appropriate timescales will be put forward by the new MCN.</p>
13	Rejected
14	<p>Accept in principle - The standards and outcomes subgroup of the AWPMHSG, which has representation from all health boards in Wales, in conjunction with Public Health Wales, is considering the most evidence-based and effective method to improve women's awareness of the importance of mental wellbeing, as well as specific issues relating to perinatal mental health. This will include consideration of whether further information can be included in the pre- and post- natal packs.</p>
15	<p>Accept - The Welsh Government recently commissioned the Consultant Midwife group to explore women's experience of pregnancy and birth in Wales, which I launched in October. The survey aimed to evaluate women's views of antenatal services and how current service provision can prepare women for labour, birth and parenting.</p> <p>Included in the findings was the need for improved access to classes that adequately prepare them for birth and parenting. A programme to develop a strategic vision for future maternity services is underway. I agree the need to combine the antenatal education work stream to produce a national framework for awareness of perinatal mental health.</p>
16	<p>Accept in principle - The training and competency sub-group of the AWPMHSG is developing the perinatal mental health learning and development framework for Wales. It is expected to be published in 2018.</p> <p>Perinatal mental health is currently included in the Midwifery pre-registration training across Wales. The Nursing and Midwifery Council (NMC) is currently reviewing the education framework for 'Future Midwives' and I will ask that Welsh representatives ensure this is recommended for the future.</p> <p>Perinatal teams within the health boards are expected to provide post-registration training and updates to all staff involved in the care of women and families in pregnancy and postnatally.</p> <p>GPs work alongside midwives and health visitors in monitoring and managing the mental health needs of pregnant women and new mothers. Further training of GPs, designed to deliver increased awareness of, as well as optimum management of, perinatal mental health disorders should be rolled out via RCGP Wales. Engagement with the GP community will be facilitated through the AWPMHSG.</p>
17	<p>Accept - A sub-group of the AWPMHSG is already developing an integrated training and competency framework to ensure all staff in contact with women and their families during the perinatal period have sufficient knowledge and skills to offer evidence-based assessments and, as needed, interventions. This work should be completed in 2018.</p>
18	<p>Accept in principle - As with my response to Recommendation 9, I await the findings of the evaluation, which will provide a clearer picture of how the current model is meeting the demand for services across Wales. This will include how services in areas of lower population density work with surrounding services to meet the needs of new mothers and babies.</p>
19	<p>Accept - The Welsh Government commissioned the Consultant Midwife group to explore women's experience of pregnancy and birth in Wales, which I launched on 9 October. A key finding of the survey was that women wanted to build relationships with knowledgeable, compassionate and kind midwives. This not only makes women feel safe but enables them to trust in the information and</p>

	<p>advice they receive.</p> <p>When a woman suffers perinatal ill-health, the named midwife and local perinatal mental health team would collaborate to ensure an individualised plan of care and continuity.</p> <p>We are committed to ensuring all health boards have the right number of midwives employed within their services. The birth rate plus workforce acuity tool is applied across all health boards, which are required to be compliant against workforce ratios. This is monitored at annual maternity performance boards and enables the provision of a named midwife to all women in pregnancy.</p> <p>A collaborative event was held with key stakeholders in maternity services this month to develop a future vision for maternity services which will address the key messages from the Women's Survey.</p>
20	<p>Accept - Health boards are expected to plan to deliver mental health services to meet the needs of their respective populations. They may choose to deliver these services in partnership with third or independent sector organisations, or commission specific services from them.</p> <p>The Welsh Government is working with partners to coordinate the development of a single 'virtual' directory of services for health, social care, and the third and independent sectors. It is intended that the directory will be used by both the public and professionals and will underpin the new local authority information, advice and assistance service, as well as the 111 telephone and website service. It will include the wide range of services available in local communities and explain how people can access this care and support.</p>
21	<p>Accept - The revised neonatal standards will be published by the Neonatal Network and implemented across all health boards in the new year. The standards outline the need for each unit to ensure sufficient psychological support is available to parents, siblings and staff. The Welsh Government expects health boards to work together, supported by WHSSC and the Neonatal Network, to ensure high quality neonatal services in line with professional standards.</p> <p>Following the Health and Social Care inquiry into Stillbirths (2012), there is now a bereavement midwifery service in every health board. The service provides support to women and families who have suffered a loss through stillbirth or early neonatal death. Health boards also work with third sector organisations, such as the Stillbirth and Neonatal Death Society (SANDS), to improve environments of care, provide support and facilitate professional training.</p>
22	Rejected
23	Rejected
24	Rejected
25	<p>Accept - Health boards are expected to consider the language needs of their local population when planning services. The Welsh Government's strategy to strengthen Welsh language services in health and social care, More Than Just Words, aims to ensure Welsh-speakers receive services in their first language. Under the Welsh Language Measure, the Welsh language has official status which means it should be treated no less favourably than the English language in Wales.</p> <p>We will expect the new MCN to consider how current provision meets Welsh language needs of the population as part of its work.</p>
26	<p>Accept - As in my response to Recommendation 22, I have asked the AWPMSHG to gather information on how the community teams currently engage with relevant services and consider what work needs to be done to improve collaboration.</p>

	<p>As part of the requirements within the Service Framework for the Treatment of People with a Co-occurring Mental Health and Substance Misuse Problem, published in 2015, we also expect a clear joint protocol and integrated pathway between mental health and substance misuse services. It is further expected that mental health and substance misuse services should be tailored to meet the needs of their local population (which will include expectant mothers). Progress on the implementation of this framework is monitored through existing arrangements within the Welsh Government's strategies 'Together for Mental Health' and 'Working Together to Reduce Harm'.</p>
27	<p>Accept - The Welsh Government's Health and Care Research Wales joint call for research into evidence-based practice in the perinatal period will include data on how services address health inequalities. The all-Wales integrated framework will also include specific reference to the need to make reasonable adjustments to ensure equity of access to those with protected characteristics.</p>