

Agenda – Children, Young People and Education Committee

Meeting Venue:	For further information contact:
Committee Room 1 – Senedd	Llinos Madeley
Meeting date: 16 November 2017	Committee Clerk
Meeting time: 08.45	0300 200 6565
	SeneddCYPE@assembly.wales

Private Pre-meeting

(08:45 – 09:00)

1 Introductions, apologies, substitutions and declarations of interest

(09:00)

2 Scrutiny of the Welsh Government Budget 2018 – 19

(09:00 – 09:45)

(Pages 1 – 35)

Vaughan Gething AM, Cabinet Secretary for Health and Social Services

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

Simon Dean, Deputy Chief Executive NHS Wales

Alan Brace, Director of Finance

Attached Documents:

Research Brief – Draft budget 2018–19: Health, Wellbeing and Sport

CYPE(5)–31–17 – Paper 1 – Welsh Government paper to the CYPE Committee on the Health, Wellbeing and Sport Main Expenditure Group

3 Scrutiny of the Welsh Government Budget 2018 – 19

(09:45 – 11:00)

(Pages 36 – 127)

Kirsty Williams AM, Cabinet Secretary for Education

Steve Davies, Director – Education Directorate

Huw Morris, Director Skills – Higher Education and Lifelong Learning



Attached Documents:

Research Brief – Draft budget 2018–19: Education

CYPE(5)–31–17– Paper 2 – Welsh Government paper to the CYPE Committee on the Education Main Expenditure Group

4 Paper(s) to note

(11:00)

4.1 Welsh Government paper on skills and science budget lines (submitted to the Economy, Infrastructure and Skills Committee and Children, Young People and Education Committee jointly)

(Pages 128 – 150)

Attached Documents:

CYPE(5)–31–17 – Paper to note 1

4.2 Letter from Cwm Taf University Board – Perinatal Mental Health Report

(Pages 151 – 153)

Attached Documents:

CYPE(5)–31–17 – Paper to note 2

4.3 Letter from the Welsh Government – Community Focused Schools

(Pages 154 – 155)

Attached Documents:

CYPE(5)–31–17 – Paper to note 3

4.4 Letter from the Children's Commissioner – follow up to the meeting on the annual report on 18 October

(Pages 156 – 172)

Attached Documents:

CYPE(5)–31–17 – Paper to note 4

4.5 Letter from the Welsh Government – Learner Travel

(Pages 173 – 184)

Attached Documents:

CYPE(5)–31–17 – Paper to note 5

4.6 Letter from the Welsh Government – follow up to general scrutiny session on HE and FE on 18 October

(Pages 185 – 187)

Attached Documents:

CYPE(5)–31–17 – Paper to note 6

4.7 Letter to the Welsh Government – funding for Governors Wales

(Pages 188 – 191)

Attached Documents:

CYPE(5)–31–17 – Paper to note 7

4.8 Letter from the Chair to the Welsh Government – further follow-up to general scrutiny session on 20 July

(Pages 192 – 194)

Attached Documents:

CYPE(5)–31–17 – Paper to note 8

4.9 Letter from the Royal College of Psychiatrists in Wales – Perinatal Mental Health Report

(Pages 195 – 196)

Attached Documents:

CYPE(5)–31–17 – Paper to note 9

4.10 Committee Forward Work Programme

(Pages 197 – 198)

Attached Documents:

CYPE(5)-31-17- Paper to note 10

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

(11:00)

- 6 Welsh Government draft budget 2018 – 19 – consideration of the evidence**

(11:00 – 11:45)

Document is Restricted

Children, Young People and Education Committee

From: Welsh Government

Date: 8 November 2017

Venue: Senedd Cardiff Bay

Title: Scrutiny of Draft Budget 2018-19

1. Purpose

The Committee's Chair wrote to the Cabinet Secretary for Health Well-being & Sport on 3rd August inviting him and the Minister for Social Services and Public Health to give evidence on their Draft budget proposals to the Committee and asking for a paper in respect of children's health and social services within the Health, Well-being and Sport Main (HW&S) Expenditure Group (MEG) which falls within the remit of the Children, Young People and Education Committee (CYP&E).

2. Introduction

The Draft Budget process is now in two stages. The outline budget (Stage 1) was published on 3rd October 2017, and the detailed budget (Stage 2) on 24 October. The outline budget focuses on the overall fiscal envelope for Welsh Government and the main MEG level allocations, while the detailed budget covers the Budget Expenditure Level (BEL) spending plans within each MEG.

This paper provides information for the CYP&E Committee on the Health, Well-being and Sport (HW&S) Main Expenditure Group (MEG) future budget proposals for 2018-19 and also provides an update on specific areas of interest to the Committee.

3. Commentary on Actions and detail of Budget Expenditure Line (BEL) allocations

The detailed Draft Budget published on 24th October set out the spending plans by BEL for the HW&S MEG for 2018-19 and future years. Children's and young person's expenditure occurs across a range of budgets within the HW&S MEG. Local authorities receive funding in their revenue settlement from the Local Government MEG to deliver on their children and family services.

NHS service provision in relation to children, children's medical conditions and general health of children is funded primarily through the annual revenue allocations to health boards. Given the universal nature of health services, planned spending is not routinely identified by age category. However, a proportion of NHS spend will be funding services provided to children. The Health, Social Care and Sport Committee will scrutinise budget plans for all planned NHS spending.

4. Legislation

We are allocating the following funding in respect of relevant legislation.

Social Services & Well-Being (Wales) Act 2014

In 2018-19 up to £0.2 million is being retained in BEL 0920 Sustainable Social Services to support national activity to ensure consistent approaches to common processes across the regions delivering duties under the Act (e.g. performance management, new approaches of practice) and facilitate third sector engagement, whilst £2.8 million of recurrent funding was transferred to the Revenue Support Grant with effect from 2017-18 to support delivery through regional partnership boards.

Regulation & Inspection of Social Care (Wales) Act 2016

The Regulation and Inspection of Social Care Wales Act 2016 received Royal Assent on 18th January 2016. As announced in the last administration, the service regulations under the Act are being developed in three phases with Phase 1 and 2 expected to come into force from April 2018 with the expectation that the Act will be fully implemented by April 2019. It is forecast that the transitional costs for CSSIW related to implementation of the Act during 2018-19 will be in the region of £1.5 million which are in BEL 0920 Sustainable Social Services.

Public Health (Wales) Act 2017

Following Royal Assent in July this year, £0.728 million has been included within the Health Improvement and Inequalities BEL (0231), to support the implementation of the Public Health (Wales) Act during 2018-19 (this excludes funding for the pharmacy provisions which is covered under NHS Primary Care BEL (0180)). This will support a range of activity, including the preparation of and consultation on subordinate legislation, as well as training and communications. A number of the policies to be implemented under the Act will directly benefit children and young people, including the development of a national obesity strategy, restrictions on smoking in school grounds and public playgrounds, and preventing the intimate piercing of children. Implementation will then continue beyond the 2018-19 financial year, corresponding with the coming into force arrangements for different aspects of the Act.

5. Children's Rights and Equalities

Impact Assessments

We have not undertaken a specific Child Rights Impact Assessment on the budget changes for the HW&S portfolio. It will be for NHS organisations to undertake local CRIAs when developing their detailed medium term plans taking account of the additional investment provided in this budget.

Equalities, sustainability and the Welsh Language

All programme publications and promotional materials we produce are printed bilingually, all services to families are provided bilingually and all of our social

media communications are posted bilingually. NHS organisations are also covered by Welsh Language Standards.

We cover issues of equality and prevention later in this paper.

Wellbeing and Future Generations Act

The First Minister published 'Prosperity for all – the national strategy' in September. It 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.

The strategy sets out 12 revised 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.

By continuing to increase our investment in NHS Wales, the Welsh Government is taking account of the Act in terms of ensuring the long term sustainability of health services. Within our portfolio, we have used the Act as a basis to protect our investment in Public Health Wales NHS Trust, to support our continued ambition to shift the focus towards prevention, and to increase our investment in education and training of the health and care workforce, to ensure we have a workforce fit for the long term.

- We have used the prevention way of working to influence specific budget allocations for children and young people. Two examples are as follows: Investing in prevention of avoidable diseases through expanding the children's flu vaccination programme by an additional school year in 2017-18, and then accelerating the roll out to all primary school children in 2018-19. This is expected to significantly lower the public health impact of flu by preventing a large number of cases of disease in immunised children as well as in unvaccinated infants and older people in clinical risk groups through reduced circulation and transmission of flu.
- Health & Social Services and Education are investing in a cross cutting initiative to pilot the provision of mental health in-reach support for children in school settings. £1.4 million is being jointly invested in three pilots that will run from 2017-18 to 2019-20; one in North East Wales, one between North Gwent and South Powys and one in West Wales. The pilot schemes will test approaches on early identification and intervention for children with emotional and mental health problems. There will also be funding to support a national coordinator to support the pilots. The contribution from the Health & Social Services MEG for 2018-19 will be £0.229 million.

6. Other Information

Value for Money

Evaluation takes place as part of normal grant and project management activities. Where we directly fund Third Sector organisations, my officials undertake due diligence before a grant is awarded and then regularly review during the life of the project before payments are made. In relation to funding to health boards, we will continue to monitor performance, assess outcomes and drive the future improvement and delivery including value for money through the NHS Delivery Framework.

Implications of UK exit from the EU.

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, including those in our portfolio. While there is a limited direct impact from EU exit on our portfolio programmes, we are working with the NHS to continue to consider the impact of Brexit proposals as they develop and employers are working in the wider UK Cavendish coalition to both assess impact and influence the UK Government on these issues.

7. Specific Areas

Child and Adolescent Mental Health Services

CAMHS funding sits within the overall mental health ring-fence allocation to health boards, which is £629 million in 2017-18. In line with the Budget Agreement with Plaid Cymru, a further £20 million will be invested in ring-fenced mental health services in 2018-19. It is for health boards to ensure expenditure is in line with the needs of their population. In 2016-17 we have invested recurrently approximately £8 million new funding into CAMHS. We do not collect data on the split of CAMHS expenditure by individual Tier of provision. Data across all CAMHS services shows expenditure of £45.8 million in 2015-16, the most recent available data. This is up from £41.3 million in 2014-15. We would expect to see this figure to rise considerably in subsequent years in line with this additional investment.

Together for Children and Young People programme

Our additional £8 million investment in CAMHS compliments and enables the work of the programme to be embedded across CAMHS services. We would expect the financial implications of the programme to be cost neutral or even generate efficiencies which can be reinvested back into CAMHS, as the Programme is about ensuring the existing system works better for young people. For example reducing inappropriate referrals brings efficiencies, as not only are these referrals not in the interests of the young person, but they take up valuable clinical assessment time, time which should be spent

working with those young people with the greatest need of a specialist mental health service.

In 2017-18 we have provided some further financial support to ensure the programme progresses. This includes £0.135 million to fund the post of National Director of Mental Health, who also fulfils the role of Together for Children and Young People Programme Lead. We have also provided funding of £0.056 million to provide some dedicated administrative support to the post holder specifically in relation to their Programme Lead role.

NHS spend on CAMHS

We do not specify the proportion of overall NHS revenue funding that health boards should spend on CAMHS services. We are investing a further £20 million in ring-fenced mental health services in 2018-19, and we will expect health boards to invest this funding in meeting our priorities including in CAMHS services.

The percentage of Local Health Board mental health spending allocated for CAMHS since September 2015.

Figures from StatsWales show that during 2015-16 (the latest available figures) total expenditure on mental health was £683 million, comprised of CAMHS, general, elderly and other mental health. CAMHS expenditure accounted for approximately 7% of this total (£46 million). However, there will also be elements of CAMHS expenditure in general and other mental health as these headings would encompass primary mental health services, etc. It is also not a like for like comparison, comparing expenditure on CAMHS with other areas of mental health given the nature of the illnesses and differences in treatment. Adults and older people tend to have more enduring conditions, which require expensive hospitalisation more regularly and for longer periods. Our priority in CAMHS has been that hospitalisation should always be the last resort, which is why health boards have invested in community treatment teams. This means many more young people are treated in the community without requiring admission and facilitating a reduction in costly out of area placements.

Whether the additional, almost £8 million, invested in CAMHS will continue to be allocated on an ongoing annual basis.

Yes this has been a clear commitment. Funding has now been incorporated within health board main allocations and we continue to monitor health boards implementation of this funding.

An update on the actual expenditure on CAMHS, both the outturns for 2017-18 and predicted spend for 2018-19, broken down by Tier and/or government priorities such as neuro-developmental services, crisis CAMHS response, access to psychological therapies, local primary mental health support services, provision for those children and young

people in the criminal justice system and young people who have an early onset of a severe illness, such as psychosis.

This information is not available at the individual Tier level, as detailed above. In relation to the government priorities listed these formed the additional annual new investment in CAMHS announced during 2015-16. This funding has been incorporated within health board main allocations for the current year and forms the minimum level of spend health boards should provide and forms part of the protected ring-fence of mental health funding. This funding was broken down into the following priorities:

- £2.7 million to develop crisis intervention teams
- £2 million to develop new neurodevelopmental services
- £1.1 million to expand provision for psychological therapies
- £0.800 million to improve children's local primary mental health support
- £0.800 million to develop early intervention in psychosis teams and a further £0.318 million for third sector support workers
- £0.250 million to improve provision for those in the youth justice system

Any additional, discretionary monies (a) budgeted for and (b) spent on child, adolescent and young adult mental health.

The Committee will be aware that in recent weeks we have made some important announcements on new funding for mental health including:

- Meeting a key priority in Prosperity for All Welsh Government announced in September £1.4 million over the period 2017-18 to 2020-21 to fund pilots in north, south and west Wales. These will provide dedicated mental health in-reach support to schools, focusing on secondary schools and year six feeder primary schools in Wrexham; Denbigh; Torfaen; Blaenau Gwent; south Powys; and Ceredigion. The pilots will seek to improve the emotional resilience of children, identify children requiring more targeted interventions, signposting them in a timely manner to an appropriate provider. They will also support teachers, within their competence, in becoming more confident in identifying and dealing with issues before they escalate.
- an additional £0.500 million recurrent funding to improve the provision of eating disorder services. The focus of this funding is on strengthening the transition of young people from CAMHS to adult services, enabling CAMHS and adult services to work more closely together to meet the needs of the young person and to enable adult services to develop proven models of delivery which are commonly used in CAMHS.

- From 2018-19 we also propose additional funding, in line with the budget agreement with Plaid Cymru to increase the mental health ring-fence by £40 million over the next two years, to further strengthen mental health provision, including provision for children and young people with over £1 million new funding to further support the delivery of key priorities and the Together for Children and Young People Programme. Over the course of the next few months we will work with health boards and other stakeholders to see how this funding can be used to best effect and will make formal announcements in due course.

How expenditure on CAMHS is being tracked by the Welsh Government and the processes in place to hold Local Health Boards to account for ensuring health board expenditure is in line with the needs of their population requiring CAMHS services and the additional investment in CAMHS since 2015-16.

Any investment in CAMHS needs to be evidenced through improved service performance and provision. I am pleased that this has been the case in relation to CAMHS. We now have new services in place such as neurodevelopmental teams where there was previously no, or poor, service provision. We also have new crisis teams working extended hours during the week and with availability at the weekend where there was previously none. We are also seeing the benefits in terms of CAMHS performance and waiting times.

We continue to track health boards implementation of the additional funding announced for CAMHS in recent years and more generally ensure CAMHS performance is kept under scrutiny as part of general NHS performance monitoring arrangements.

Local authorities spend on mental health services to support children, young people and young adults.

Figures from StatsWales indicate that local authorities spent £577 million on social services for children and families in 2016-17. We do not have a further breakdown of this funding to identify the amount they spent on mental health services for children, young people and young adults. We know emotional and mental health support is provided across a range of organisation and settings. These include what we would class as clear emotional and mental health support, such as that provided by school counselling services and the £1.4 million the Cabinet Secretary for Education and I recently agreed to invest in schools mental health in-reach support.

However, it also encompasses a range of other support to children provided on a daily basis by teachers, youth workers, social workers and other professionals which all contribute to emotional wellbeing in some way. For instance having access to self-help books in libraries as part of our 'Better With Books' scheme, helps families and children understand emotional issues around bullying, bereavement, exam stress, etc. Equally the support and care

teachers provide to their pupils was highlighted in the 2016 'Making Sense' report by CAMHS service users, which stated that 39% would prefer to seek help and support from a trusted teacher. These types of intervention provide invaluable support to families and children but are impossible to quantify in financial terms.

ACEs

The Welsh Government has agreed in principle to commit to funding of £1.2 million over three years (2017 – 2020) to help resource the Wales ACE Prevention and Support Hub proposed as one of the first three programmes of work to be taken forward by Cymru Well Wales. This hub would be the centre of knowledge, evidence and expertise on ACEs for Wales. It would increase understanding of ACEs, as well as support and inspire individuals, communities and organisations to learn about ACEs and change their thinking and behaviour. This funding comes from several different cabinet portfolios, predominantly the Communities and Children, Education, Public Health and Social Services portfolios.

Public Health Wales has a budget of £0.143 million for its 1,000 Days work.

Child Health budgets

I have agreed to release programme funding of £0.168 million for a 3 year post to support the development of child health policies. The programme funding was requested to provide a dedicated resource to deliver child health policies, including work streams of the Healthy Child Wales Programme, developing a Children's Health Plan and leading on gynaecology policy.

Health boards report on an annual basis to Welsh government on breastfeeding rates within maternity care and how they are working to support this, including specialist midwives and peer support programmes. Data on breastfeeding rates is also collected as part of the Healthy Child Wales Programme. Breastfeeding rates have remained static generally in Wales and in response the Cabinet secretary for Health, Wellbeing and Sport has requested a review of breastfeeding strategic direction. In conjunction with the Royal College of Midwives, Public Health Wales and Welsh Government currently have a task and finish group reviewing best practice and future direction for Wales. The group will report recommendations early in 2018.

Additionally, all maternity units in Wales currently have the UNICEF Baby Friendly Award (which emphasises protecting, promoting & supporting breastfeeding) and meet their standards.

Healthy Child Wales Programme

The HCWP is included in Taking Wales Forward and was launched in October 2016. It sets out a universal set of planned contacts children and their families can expect from their health boards from maternity service handover

to the first years of schooling (0-7 years). These universal contacts cover three areas of intervention: screening; immunisation; and monitoring and supporting child development.

Health boards currently offer different contacts to families and are working towards providing the universal schedule contacts set out in the HCWP. The programme must be fully implemented across all health boards within 2 years, by October 2018.

The HCWP is a service led reconfiguration Programme supported by the Welsh Government and there are no direct financial costs to the WG as a result of developing/implementing the programme itself, although there are costs attendant on the evaluation of the programme.

The HCWP has a two phased process evaluation, which will include evaluating implementation progress against the programme and ensuring delivery is consistent across Wales:

- First phase- to be undertaken one year into the implementation period, (October 2017); and
- Second phase- to be undertaken at the end of the implementation period, (October 2018).

Perinatal and maternal mental health

Community perinatal mental health teams, now established within every health board, receive £1.5 million each year and act as the main source of support for mothers with maternal mental health issues.

The 'Two in Mind' project, delivered by Mind Cymru, will receive £15,720 in 2017-18 for the last stage of the project.

The budget for 2018-19 will be £1.5 million for community perinatal mental health services across every health board in Wales. The majority of this funding is contained within the ring fenced allocation for mental health. This does not include funding for specialist inpatient care, which is commissioned by WHSSC on behalf of the LHBs.

The projected budget for 2019-20 and 2020-21 is £1.5 million for community services, though health boards may add to this from their ring-fenced mental health budget.

Neonatal services

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.

In terms of capital, budget allocations for neonatal for 2017-18 & 2018-19 are £33.396 million and £9.407 million respectively. The Welsh Government announced capital funding of £11.156 million (17-18) to support additional capacity and improvements in neonatal facilities in North Wales. The Sub Regional Neonatal Intensive Care Centre in Ysbyty Glan Clwyd will provide the best possible standards of care and clinical outcomes for mothers and their babies across North Wales, centralising intensive care at Ysbyty Glan Clwyd.

The South Wales Programme sets out the future provision of obstetric, paediatric and neonatal services across South Wales hospitals. The Welsh Government has received individual business cases from health boards to take forward the South Wales Programme. Capital proposals of £15.935 million (17-18) and £7.772 million (18-19) has been approved for additional capacity and improvements in neonatal and obstetric facilities at the University Hospital Wales in Cardiff and £6.305 million (17-18) for Cwm Taf Health Board for the delivery of remodelled services at Prince Charles Hospital.

Priorities for Neonatal services over the next 12 months include working with the Neonatal Network to secure a 24hr transport, 7 day a week neonatal transport service across South Wales and ensure that the correct critical care capacity is in place across South Wales. I also expect 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.

From the NHS programme budgeting expenditure analysis for 2015-16 shows that £63.6 million was spent on treatment on neonatal services.

How expenditure on neonatal services is tracked by the Welsh Government and the processes in place to hold local Health Boards to account for ensuring that neonatal services have the funding and staffing they need to meet national standards.

I expect health boards to deliver safe and sustainable neonatal services, supported by the Welsh Health Specialised Services Committee (WHSSC) and the Neonatal Network.

The Wales Neonatal Network oversees neonatal care against the All Wales Neonatal Standards and ensures regular monitoring of progress to full compliance. The Network has recently been moved into the NHS Collaborative, hosted by Public Health Wales and provides evidence based timely advice to Health Boards, Welsh Health Specialised Services Committee and Welsh Government in relation to neonatal services.

The Neonatal Network has recently revised the Neonatal standards. 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.

The Standards includes the requirement for Health Boards to assess against the most recent BAPM quality indicators. Health Boards will be asked to self assess annually against the Standards, which will form part of the peer review process currently in development at the NHS Wales Health Collaborative.

The Neonatal Network are developing a dashboard that will provide evidence of compliance to the new standards (including staff compliance and cot capacity); provide assurance on the quality of neonatal services in Wales; provide a platform for monitoring the NNAP measures on an all Wales basis; and support Welsh Government business requests for information on the provision of neonatal services.

Child health inequalities

The Well-being of Future Generations Act has placed a more equal Wales as a goal of all public services. Action to tackle inequalities is a feature of a range of Government commitments, including employment programmes, quality housing and access to childcare.

We continue to take action across Government to create a more equal society and to tackle inequalities in health. This includes the provision of universal access to quality services in the early years, an inclusive education and learning system, good quality employment and working conditions, as well as healthy environments for all.

A focus on tackling inequalities will continue to be integral to a range of policies and programmes relevant to children. For example, in the case of immunisation programmes we look to Public Health Wales and Health Boards to ensure a strong focus on tackling inequalities in uptake in those programmes. However, spend on tackling inequalities specifically is not separate from the broader programme spend. In the case of planning, we expect Health Boards to demonstrate that appropriate action is being taken to address health inequalities through their Integrated Medium Term Plans.

Ensuring children have the best start in life is a key component of efforts to reduce inequalities. The NHS is responding to that in a number of ways. For example, through the introduction of the Healthy Child Wales Programme, we aim to ensure that inequalities linked to poor child health are further reduced by ensuring that we deliver a universal service to all children in Wales, with additional support provided in response to identified need. We also continue

to provide support for work on Adverse Childhood Experiences, and to support a shift to primary and community care.

We are also working across a range of agendas with a view to supporting a health in all policies approach. This includes education and skills, where there is significant potential for the new curriculum, and the role and culture of schools, to improve health literacy and support healthier lifestyles for children; and the early years, where the focus needs to be joining up agendas so there is an integrated offer of support for the public.

School nursing framework

The allocated budget for the year 2017-18 is £18,500 across two work streams linking both school nursing and health visiting, contained within the Health Improvement & Healthy Working BEL. The first work stream aims to co-produce, with health visitors, national service performance indicators and develop a monitoring process to provide assurance and monitor best practice across the universal early years health service offer to families. The second work stream plans to scope current early years workers across statutory bodies and propose future development to support a team around child health provision both within health visiting and school nursing teams.

In 2014-15, £13,512 was allocated. This was split between: £3,180 on a conference event with school nurses from across Wales to scope what should go in the new school nursing framework; and £10,332 was spent on a part time project lead to develop a service model to address the health needs of children and young people in special schools. This 12 month project was run in three special schools in the ABMU Health Board catchment area.

In 2015-16 £33,000 was allocated of this; £28,801 was spent to support leadership development of school nurses in each health board and undertake work to develop the revised framework. In 2016-17 £19,000 was allocated, of which 16,976.00 was spent to progress leadership development programmes. This included stakeholder forums and leadership events to ensure effective rollout and sustainability of the framework with the final launch event in May of 2017. The under spend in 2015-16 and 2016-17 was due to costs being lower than expected.

No additional cost implications are anticipated regarding the revised 2017 'Supporting Learners with Healthcare Needs' statutory guidance, as it provides guidance around existing legal duties. Therefore the support provided to learners with healthcare needs should have already been in place. The guidance is about improving the planning and processes around this.

Support for disabled children and the Family Fund

The Welsh Government directly, and indirectly, supports a number of organisations providing support for disabled children. Within the HW&S portfolio from April 2016 a new three year grant, the Sustainable Social Services Third Sector grant, was introduced to support implementation of the

Social Services and Well-being (Wales) Act 2014. Nearly £22 million of grant funding was awarded to 32 organisations and projects which support children, young people and their families, looked after children and care leavers, older people, people with learning disabilities and autism, people with physical and/or sensory disabilities and carers. Applications for the grant were carefully considered as part of a competitive process matching applications to the advertised grant funding criteria and policy priorities. To ensure there was equity across sectors, the maximum award made to any organisation was £1.5 million over three years, representing 10% of the total funding available.

The Sustainable Social Services Third Sector grant is monitored through reporting of progress and face to face review at mid year and end year of annually agreed work plans which set out key performance indicators and outcomes for each funded project.

As part of the three year Sustainable Social Services Third Sector Grant, the Family Fund has been awarded £1.5 million in the three years 2016-19. The grant funding has been awarded to all grant recipients on the basis of a 5% year on year reduction, the award in the three years 2016-17 to 2018-19 is:

- 2016-17 £0.526 million
- 2017-18 £0.499 million
- 2018-19 £0.475 million

In addition in 2016-17 transitional funding of £0.400million was awarded to Family Fund to enable them to manage transition to the new grant arrangements, to help them refocus their grant making model and seek alternative funding sources. The Family Fund Trust claimed all awarded grant funding in 2016-17 and are projecting full spend against the 2017-18 award.

Prevention

Immunisation

Immunisation is an important prevention measure and remains one of the most cost effective health interventions. Ongoing support for the costs of our immunisation programme is a key area of the budget and we continue to respond to advice from the Joint Committee on Vaccination and Immunisation (JCVI) on the cost effectiveness of new and existing national immunisation programmes.

Since 2013, a number of new childhood immunisation programmes have been introduced. and changes made to existing programmes. We have allocated additional funding to Health Boards each year. In 2018-19 the children's flu programme will be expanded to include primary school years five and six. This will take the total expected spend in 2018-19 to £16 million. New programmes include rotavirus for infants, whooping cough for pregnant women to protect their new born infants, the childhood flu programme, meningitis B and meningitis ACWY. From August 2017, a new '6 in 1' vaccine has been introduced, which in addition to offering protection against

diphtheria, polio, tetanus, whooping cough and Hib, will also protect against hepatitis B.

Evidence from the roll out of the childhood flu vaccination programme elsewhere in the UK has shown that, as well as protecting the children themselves, vaccinating younger children can have a significant impact on reducing the circulation of flu virus in the community and, through a herd effect, reducing GP consultations, hospital admissions and deaths from flu. In 2017-18, the childhood programme in Wales will be extended by one additional primary school year i.e. school year 4. In 2018-19, the roll out of the programme will be accelerated to include two additional school years i.e. school years 5 and 6. This means that from 2018-19 all children aged two to eleven years will be offered the flu vaccine.

Substance Misuse

As part of our substance misuse budget allocation to Area Planning Boards, £2.75 million continues to be ring-fenced for children and young people services. Service providers who receive this money deliver a range of services which includes counselling, emotional well-being and education and prevention for children and young people under the age of 18. For those children and young people who do begin to misuse substances, the funding can be used for early identification and intervention, which is crucial to limit harm and minimise the chances of the misusing behaviour becoming entrenched and requiring specialist treatment services.

We are also finalising a new Children and Young People Outcome Monitoring Tool, which is a questionnaire children and young people who are using substance misuse services will complete together with their case worker. The aim is to gauge whether the services are delivering tangible outcomes, and how children and young people benefit. This information will strengthen the evidence basis for substance misuse services in Wales and support policy development and funding decisions. The aim is to start a trial of the questionnaire later this year, and an evaluation to be carried out early next year, with a target of starting implementation of the tool in summer 2018. This is subject to funding being made available for the evaluation.

We have secured £2.7 million of European Structural Funding to support young people aged 16-24 in recovery from substance misuse (including alcohol) and/or mental health who are not in employment, education or training (NEET). The aim is that the Out of Work Service will provide peer mentoring and specialist support to just over 3,300 young people in Wales by the summer of 2020.

We have also continued to provide nearly £2 million in funding to the All Wales Schools Liaison Core Programme. In the last academic year the programme operated in around 95% of all primary and secondary schools across Wales to educate children and young people about a range of personal and social education issues including substance misuse, internet safety, and problems associated with personal safety. This programme, which

we will keep under review as the new schools curriculum develops in Wales, is jointly funded with the Police and the Police and Crime Commissioners.

Social Services for children and young people

Adoption, Fostering and Looked after Children

Ensuring children in care enjoy the same life chances as other children is a key commitment in the programme for Government, *Taking Wales Forward* and included in the well-being objectives of our national strategy *Prosperity for All*.

This budget sits within the Cabinet Secretary for Communities and Children's portfolio. Its work contributes to reducing Adverse Childhood Experiences (ACEs) by supporting prevention and early intervention priorities and improving outcomes for children in care and those leaving care. The Government is taking this forward through a comprehensive programme of work aimed at improving outcomes for children which is led by a Ministerial Advisory Group, chaired by David Melding, AM on behalf of the Cabinet Secretary for Communities and Children.

The Ministerial Advisory Group for Improving Outcomes for Children includes representatives from across local government, health, the court system, education and housing to enable effective links and joint ownership to be delivered. The Group oversees a wide reaching work programme aimed at improving outcomes for children, involving cross-government co-operation as well as close partnership working with external stakeholders.

Last financial year, budgets were aligned with ministerial portfolios. As such, the budgets used to support the maintenance and development of adoption, fostering and looked after children transferred from the Health and Social Services MEG to the Communities and Children MEG as part of the Second Supplementary Budget. I work alongside my ministerial colleagues to discuss common priorities.

This year, we received an additional £20 million consequential funding from the UK Spring Budget for improvements in social care. £8 million of that budget was allocated to reducing the numbers of children entering care. The set of priorities listed below was agreed between ministers and Cabinet Secretaries:

- £5 million investment in expanding local authority edge of care services
- £0.850 million to roll out the Reflect project across Wales which aims to reduce the number of children being taken into care by breaking the cycle of repeat pregnancies and recurrent care proceedings
- £1.625 million to support care leavers to successful futures and independent living by providing additional resources to local authority traineeship/work placement schemes and extending the provision of personal advisers up to age 25
- £0.400 million to implement the National Fostering Framework

- £0.125 million to develop adoption support work

In addition to the consequential funding, the Cabinet Secretary for Communities and Children announced the £1 million St David's Day Fund earlier this year. This Fund allows local authorities to provide financial support to care leavers so they can successfully access employment, Education and training opportunities, improving their opportunities towards independent lives.

National Approach to Statutory Advocacy

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 a top 5 priority in **Prosperity for All** and is clear that children should be listened to and helped to develop positive relationships.

With our partners, we have developed a **National Approach to Statutory Advocacy** for looked after children, children in need and other specified individuals. This means a consistency of entitlement and good practice in the commissioning, delivery and awareness of statutory advocacy provision in Wales. Responsibility for this policy area falls within the remit of the Cabinet Secretary for Communities and Children.

The implementation of the National Approach has been costed at between £1 million and £1.1 million. At the Children, Young People and Education Committee's Inquiry into Statutory Provision, the Cabinet Secretary for Communities and Children gave a commitment that Welsh Government would make a contribution of up to £0.550 million to the Social Services Regional Collaboratives to deliver the active offer in full and support the approach. The rest of the funding will come from the Local Authorities' own funds.

The funding is a grant, monitored for the initial two years with quarterly monitoring reports. At the end of the first year of implementation 2018-19 the Welsh Government has committed to review the implementation.

The National Approach includes a National Standards and Outcomes Framework which has been mapped to the Well-being Statement that underpins the Social Services and Well-being (Wales) Act 2014. The Welsh Government does not deliver this activity directly but received regular monitoring meetings and reviews with the Senior Leadership Group for the National Approach.

In addition Welsh Government has awarded a 2 year contract, valued at £0.550 million per year, to Pro-Mo-Cymru for the provision of Meic. 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. Meic is monitored on a quarterly basis through contract management meetings and KPIs. Currently options for the future delivery of

the service are being considered to ensure it aligns with developments under the Social Services and Well-being (Wales) Act.

Safeguarding

We established the National Independent Safeguarding Board under the Social Services and Well-being (Wales) Act 2014 to work with Safeguarding Children Boards and Safeguarding Adult Boards to drive improvement; to report on the adequacy and effectiveness of arrangements to safeguard children and adults and make recommendations to Ministers about how arrangements could be improved. We provide secretariat and support the work programme of the Board valued at £0.200 million per year.

We support National and regional events during safeguarding week, valued at £22,000 to raise awareness of safeguarding and related issues. We will provide generic training for practitioners in delivering Child and Adult Practice Reviews valued at £45,000.

We will provide £0.100 million grant to Cardiff and Vale Safeguarding Board to deliver the National Protection Procedures arising from the Social Services and Well-being (Wales) Act 2014 and related subordinate legislation and guidance to assist better protection for children and adults at risk of abuse, neglect or other forms of harm.

Vaughan Gething AM, Cabinet Secretary for Health, Well-being and Sport

Rebecca Evans AM, Minister for Social Services and Public Health

Agenda Item 3

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

Document is Restricted

Children, Young People and Education Committee

From: Welsh Government

Date: 16th November 2017

Time: 09.15 -10.45

Title: Evidence paper on the Draft Budget 2018-19 - 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 2018-19¹, which was published as part of the new two stage process. The outline budget (stage 1) was published on 3 October followed by the detailed budget (stage 2) on 24 October. It also provides an update on specific areas of interest to the Committee.

Background

2. The draft Budget 2018-19 provides a two year plan for revenue investment and a three year plan for capital investment in the provision of education in Wales. The tables below provide an overview of the planned Education MEG published in Draft Budget 2018-19.

Education - Summary	2017-18 First Supplementary Budget	2018-19 Draft Budget New Plans	2019-20 Draft Budget New Plans
Resource DEL	1,478,335	1,465,877	1,436,289
Capital DEL	100,813	168,061	176,145
Total DEL	1,579,148	1,633,938	1,612,434
Resource AME	-104,958	-128,382	-138,399
Capital AME	513,397	658,439	816,483
Total AME	408,439	530,057	678,084
Total – Education Budget	1,987,587	2,163,995	2,290,518

RESOURCE and Capital DEL SUMMARY £000s							
	2017-18 First Supplementary Budget	Baseline Adjustments	Revised Resource Baseline / 2018-19 Original Capital Plans	2018-19 Changes	2018-19 Draft Budget New Plans	2019-20 Draft Budget New Plans	2020-21 Draft Budget New Plans
Resource DEL	1,478,335	-40,736	1,437,599	28,278	1,465,877	1,436,289	-

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.

Capital DEL	100,813	0	128,061	40,000	168,061	176,145	153,890
Total DEL	1,579,148	-40,736	1,565,660	68,278	1,633,938	1,612,434	153,890

- The First Supplementary Budget figures for 2017-18 have been revised, removing any one off allocations as part of that supplementary budget or previous budgets, and including any permanent MEG to MEG transfers. This is to enable a like for like comparison of the 2017-18 budgets with the 2018-19 draft budget.
- The following table shows the reconciliation from the published First Supplementary Budget 2017-18 to the revised 2018-19 baseline budget for the resource element of the MEG.

Resource DEL	£000
Published First Supplementary Budget 2017-18	1,478,335
Schools Challenge Cymru transition	(1,700)
Teacher training incentives	(1,000)
Removal of one-off allocation for budget agreement- HE Funding/ FE funding and learning pathways	(30,000)
Removal of one-off allocation for budget agreement- Welsh for Adults/ National Language Agency	(5,000)
Removal of MEG to MEG transfer from Health, Well-being and sport MEG to Education MEG -NHS Bursary	(800)
Invest to Save Adjustments	(2,236)
Revised 2018-19 baseline	1,437,599

- Capital budgets were published for four years as part of the 2017-18 draft budget which included increases for future years of £27.2m (2018-19), £34.9m (2019-20) and £43.1m (2020-21). These increases are primarily to enable the provision for investment in infrastructure to support the Childcare Offer which will be delivered in conjunction with the 21st Century Schools and Education Programme from 2018-19. No further adjustments have been made to these baselines as part of the 2018-19 draft budget.
- In terms of resource this represents an overall increase of £28.3m (2018-19) compared to the revised baseline and a decrease of £29.6m (2019-20) compared to the new 2018-19 draft plans. The movements are set out in the detail under the relevant Actions in **Annex A**. In summary the movements for 2018-19 and 2019-20 are:

2018-19	£000
Local Authority hypothecated grants savings	(15,000)
Diamond Support	5,000
Plaid Cymru Budget Deal: HE/FE funding	20,000
Plaid Cymru Budget Deal: Improved provision of bilingual education resources	500
Plaid Cymru Budget Deal: Mudiad Meithrin	1,000
Plaid Cymru Budget Deal: Music Priorities	1,000
Plaid Cymru Budget Deal: Welsh Language Funding	5,000
Transfer from Central Services and Administration MEG - Invest to Save	2,524
Transfer to Communities and Children MEG - Early Years and Childcare Workforce	(30)
Transfer from Communities and Children MEG - Mudiad Meithrin	300
Net increase to the Education MEG - amount transferred from Reserves	7,984
Resource DEL – net increase	28,278

2019-20	£000
Local Authority hypothecated grants savings	(18,920)
School Standards	500
Diamond Support	5,000
Transfer to Central Services and Administration MEG - Invest to Save	(1,044)
Net reduction to the Education MEG - amount transferred back to Reserves	(15,124)
Resource DEL – net decrease	(29,588)

7. As part of the draft budget for 2018-19, further capital allocations have been made and are summarised in the table below:

	2018-19 £000	2019-20 £000	2020-21 £000
Rationalisation of the Higher Education Estate	10,000	10,000	10,000
Backlog maintenance in the Further Education Sector	5,000	5,000	
Industry standard equipment for the Further Education Sector	5,000	5,000	
21 st Century Schools and Education Programme	20,000	20,000	
Invest to Save funding to support the Literacy and Numeracy Programme		400	
Capital DEL – net increase	40,000	40,400	10,000

8. 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 £121.6m for 2018-19 and a further £148m in 2019-20.

9. The detailed budget plans for the Education MEG were published on 24 October. To aid transparency a breakdown of changes to the Education MEG by Budget Expenditure Line (BEL) is provided at **Annex B**. The report provides detail on 2017-18 First Supplementary Budget allocations, 2017-18 forecast outturn and 2016-17 final outturn. As requested by the Committee, any BELs which had funding transferred out at the First Supplementary Budget 2017-18, due to the portfolio changes, are highlighted (in green) and outturn figures for 2016-17 amended to enable comparisons with the 2018-19 draft budget.

Budget Context – 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.
11. The building of our new curriculum is well underway and will underpin all of our school reforms, which will be the basis for progressing to post-compulsory education and learning throughout life.
12. New professional standards for teachers, strengthened initial teacher education provision in both languages, formative assessment arrangements, a commitment to identify and support leadership, and reforming our approach to additional learning provision are key priorities.
13. We are aiming to develop children and young people that have the attitudes and learning they need for the rest of their lives, who are able to enter the world of work with confidence or maximise the opportunities that further education and higher education offer. We will introduce a new strategic planning system for post 16 education and deliver a coherent progression through and between post 16 education sectors, so that an individual's learning pathway meets their needs and aspirations, and provide employers with the skilled staff they need to support the Welsh economy and communities.
14. The Education portfolio is responsible for taking forward a number of the priorities set out in Prosperity for All: the national strategy (2017), primarily under the theme of 'Ambitious and Learning'.
15. In September, the new Action Plan for Education in Wales – Our National Mission was published. With implementation of the new curriculum at its heart, the action plan sets out timelines and actions across leadership, professional learning, and excellence and equity within a self-improving system. Fully aligned to support delivery of Ambitious and Learning, all policies seek to raise standards for all, reduce the attainment gap and deliver an education system that is a source of national pride and public confidence.
16. The ten priorities for education in Wales that I agreed with the First Minister, and now feature as key priorities for the portfolio are:
 - Reducing infant class sizes;

- Ensuring every child gets the best start in life through an expanded Pupil Development Grant;
- Prioritising schools access to super-fast broadband within the national programme;
- Incentivising, recognising and promoting teaching excellence so that we raise standards across the board;
- Promoting and enhancing both academic and vocational routes into and through further and higher education, and the national, international and civic roles of our educational institutions. This includes both full and part-time opportunities that will benefit learners of all ages, employers and communities.
- Reviewing the impact of current policy on surplus school places with emphasis on rural schools, to better take account of future growth trends;
- Consulting further on the specific recommendations of the Hazelkorn review;
- Exploring a potential expansion of the remit of the Coleg Cymraeg Cenedlaethol to include further education;
- Prioritising support for enhanced links between education and industry, enabling innovation and entrepreneurship across our public and private sectors in collaboration with our universities and colleges; and
- Considering the recommendations of the Diamond Review with a view to early implementation where appropriate, but with no negative effect on the higher education budget if there are any changes.

Budget monitoring

17. Building on work undertaken for previous budgets, we have undertaken a continual line by line review of budgets to establish how further reductions can be managed whilst continuing to reflect our priorities. Whilst difficult decisions have had to be made, our priorities for education in Wales remain unchanged and our published spending plans for 2018-19 and 2019-20 reflect this.
18. All budgets have been and continue to be monitored and challenged on a monthly basis during 2017-18, 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.

Preventative Spending

19. Building on previous budgets, within the Education portfolio we continue to invest significant resources into areas of prevention spend to support our school practitioners' professional learning and resilience, deliver the Foundation Phase curriculum effectively, raise standards of literacy and numeracy and reduce the impact of deprivation on attainment. These programmes and actions will impact a child throughout their learning, but also provide key early interventions in their learning and give them solid foundations for their ongoing education which in turn will increase their chances in the labour market.
20. The main Welsh Government funding for schools is in the Revenue Support Grant. Within the Education MEG, the majority of funding to schools is

preventative, aimed at improvement, raising standards and early years delivery. This includes more than £200m through the Education Improvement Grant and Pupil Development Grant; £168m through 21st Century Schools and Education Programme; £7.5m for Literacy and Numeracy; and also £10m to support Curriculum Reform.

21. Further education is important in the drive to reduce the number of young people not in employment, education or training (NEET) and increasing the skills levels of young people before they enter the world of work.
22. Higher education institutions train the healthcare and education professionals of the future and produce world-leading research all of which helps to safeguard the health, social and economic wellbeing of future generations.
23. Universities contribute £1.3billion a year to the Welsh economy and provide over 16,000 jobs in Wales, while generating over £400m per annum in export investments.

Impact of Brexit

24. 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.
25. Our universities work with partners throughout Europe and beyond. We want Welsh students to continue to have the opportunity to experience education in Europe (through continued participation in the ERASMUS+ scheme for example), and we want Welsh researchers to continue to collaborate in European research and innovation networks (for example, by maintaining engagement in Horizon 2020).

Movement of students/researchers

26. In September last year I established a HE Brexit Working Group as a forum for Welsh Government engagement with HE sector stakeholders. The Group meets six times a year and provides advice on the impact of Brexit on the HE sector in Wales.
27. The Welsh Government policy document “Fair Movement of People” published on 7 September includes discussion of the implications of Brexit and the UK Government’s migration policy for international students in Wales and highlights the Welsh Government’s concerns about the approach to future migration for Wales.
28. Furthermore stakeholders in the HE sector in Wales have raised with us their concerns about the detrimental impact that the narrative around the UK Government’s views on migration and attitudes to overseas students could have on their perception on the UK and Wales as a potential study destination.

29. The Welsh Government believes that continued free mobility across Europe for students and researchers is in the best interests of Wales and the UK as a whole, and has made clear its view that students should not be counted in net migration targets.
30. “Fair Movement of People” also makes it clear that it is vital that UK Government policy and the messages that it sends out do not significantly undermine the ability of universities to attract international students, and that there is a level playing field across the UK.

Research

31. Facing Brexit, we are threatened with losing access to funding that supports our collaborative research programmes. It is critical that we start to explore our future needs, and future mechanisms to support collaborative research. This is particularly important for Wales where so much of our excellent research is collaborative in nature.
32. This research is of considerable economic importance to Wales. We shouldn't underestimate its future potential value or the leverage from research that can lead to longer-term investment, by research charities, businesses, Welsh and UK governments and international agencies.
33. Considering next steps will involve talking to the new pan-UK bodies like UKRI (UK Research and Innovation). We also need to understand the level of resource and investment needed to allow Wales to make best use of our expertise and potential access to collaborative funding opportunities.
34. Here in Wales, Professor Reid is collecting evidence for his review of Government-funded research and innovation. This has been commissioned by Welsh Government. I look forward to receiving his recommendations next year. Against the backdrop of Brexit, the Wellbeing of Future Generations, and Science for Wales, the review is set to help us consider how we can improve the performance of research going forward.

Costs of Legislation

35. The budget continues to take account of our current legislative programme.

Additional Learning Needs and Education Tribunal (Wales) Bill

36. The costs associated with the Additional Learning Needs and Education Tribunal (Wales) Bill are set out in the Bill's Regulatory Impact Assessment (RIA). A revised RIA was made available on 8 September. This reflects changes made in response to evidence received during Stage 1 scrutiny of the Bill.
37. Despite these changes, the RIA still projects an ongoing saving to the public sector once the Bill is implemented. The new additional learning needs system is expected to cost less to run than the current special educational needs

system. The opportunities for local authorities to make efficiency savings are being realised in areas already operating aspects of the new system. These authorities are spending less and redirecting resource towards supporting children and young people.

38. There will be upfront costs for implementation of the Bill. We have been clear all along that an investment in transition from the current to the new system will be necessary. The £20m funding for the ALN Transformation Programme, which we have already announced, will cover the cost of implementation in its entirety. We will not be asking delivery partners to fund implementation – the Government will cover it.
39. The £20m funding package deliberately goes beyond moving from one statutory system to another. It will invest in cultural and practice changes and in up-skilling the workforce. This work is already underway.

Information on the impact of any relevant UK Parliament legislation

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

Financial Implications arising from any subordinate legislation in 2018-19

41. There are no financial implications arising from any subordinate legislation in 2018-19. However, if the ALNET Bill is passed by the Assembly, there will be implications for this period as outlined above and in the RIA.

Children's rights and other cross-cutting considerations

42. 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 outline draft Budget 2018-19 and for Education MEG has not been published separately, but forms part of the 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.
43. A Strategic Integrated Impact Assessment was published alongside the outline draft Budget 2018-19 (Annex E). 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 as published in *Taking Wales Forward 2016-2021*.
44. A key priority of the draft Budget is our focus on local services, recognising that how we deliver for Wales is as important as what we deliver for Wales. The Welsh Government's high-level plans published in the outline draft Budget continue to reflect our emphasis on children's rights, the Welsh language and tackling disadvantage. These are key areas within Education in Wales – Our National Mission which outlines our plan of action for Wales up to 2021.

45. 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 wellbeing of Wales. Our budget proposals have continued to look at how we embed the five ways of working to help maximise our impact, and take an integrated approach to considering impacts on protected groups and support a focus on our shared national goals. The four purposes of the curriculum, as set out in Successful Futures, 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.
46. I am removing £22.2m from the Education Improvement Grant over the next two years as part of a Welsh Government approach to provide Local Government with unhypothecated funding to support priorities for schools and social services through the revenue Support Grant. This will include the current support for Local Authority minority ethnic achievement and Gypsy, Roma and Traveller learner support services. I have taken this decision in part to address concerns raised by the sector through the CYPE Committee's valuable inquiry into the EIG, to ensure Local Government has the direct and flexible needs to deliver the appropriate support for schools. Through the grant funding over many years we have tested the principles and approach. As we launch Education in Wales – Our National Mission, I believe it is now time for Local Authorities working with their schools, regional school improvement services, and minority ethnic and Gypsy, Roma Traveller support services to take a core approach to supporting these and all learners.

Specific areas

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

Funding for school improvement

Details of how the £100 million additional investment in schools standards which the First Minister has pledged over the lifetime of this Assembly is to be allocated and used in 2018-19.

48. I have aligned the £100m raising standards BEL to our new plan of action, Education in Wales – Our National Mission and our strategic priorities set out in Ambitious and Learning in the national strategy, Prosperity for All. In 2018-19, I am allocating £25m to raise standards and more than half of this will be invested in improving teaching and learning, including to support Welsh professional development, professional teaching standards, initial teacher education and training, and a professional learning offer in respect of digital competence.
49. I am investing over £3m in improving education leadership, supporting the development of a pool of Welsh leaders in Wales and the National Academy for Educational Leadership, and over £4m to support a self improving system, of which £2.5m will build on action this year to support small and rural schools and

the particular challenges they face. Within this fund is more than £1m to extend the impact and depth of collaborative working and increase the number of school federations.

How expenditure of the £100 million is being profiled throughout this Assembly.

50. By the end of 2019-20 I will have invested £75m into Raising School Standards with £50.5m of this being allocated between 2018-19 and 2019-20.
51. Over the full term of the commitment, and centred around evidence based research, I expect to invest around £55m in improving teaching and learning; £20m to support the self-improving system; more than £13m in building leadership capacity in education; more than £5m in supporting the curriculum and assessment arrangements including coding and digital skills and developing school-employer engagement.

Education Improvement Plan

An update on the expected new education improvement plan to succeed Qualified for Life and how budget provision to support its delivery is reflected in the Education MEG.

52. In September I launched Education in Wales – Our National Mission, our new action plan for 2017-21. Building on Qualified for Life, this plan of action is aligned to supporting delivery of Ambitious and Learning, from Prosperity for All: the national strategy (2017). Education in Wales – Our National Mission sets out how the school system will move forward, through the development and implementation of the new curriculum and with a key focus on the enabling objectives which are interdependent to its delivery: developing a high quality education profession; inspirational leaders working collaboratively to raise standards; strong and inclusive schools committed to excellence, equity and wellbeing; and robust assessment, evaluation and accountability arrangements supporting a self-improving system.
53. Simply, this plan focuses on raising standards for all, reducing the attainment gap and delivering an education system that is a source of national pride and public confidence. The draft Budget supports delivery of our priorities for education and we have aligned the Education MEG to support delivery of Education in Wales – Our National Mission.

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 influence on educational achievement.

54. We will ensure that our young people have an equal opportunity to reach the highest standards; this is clearly set out in Education in Wales – Our National

Mission. That is why I am continuing to prioritise our investment through the Pupil Development Grant in 2018-19 and 2019-20.

55. We must work together to get the basics right, raising our standards and ambitions for excellence for all pupils, students and teachers. Underpinning all of this work is a belief that someone's ability to benefit from education should not be determined by their personal circumstances and a drive to reduce inequalities and remove barriers to education.
56. 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 living cost package in the UK. It guarantees students support equivalent to the national living wage whilst they study and provides means 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 evaluation of the Pupil Development Grant (PDG) (expected summer 2017) has influenced decisions about budget provision for the PDG.

57. Evidence from Ipsos MORI/WISERD, Estyn and the Welsh Government's Raising Attainment advocate (Sir Alasdair Macdonald) supports the view that the majority of schools are making well thought out and appropriate decisions on how to spend PDG. The way schools spend PDG is evolving. Schools that initially invested money in data monitoring systems are now concentrating on the delivery of interventions and on training and employing staff skilled in these interventions.

What assessment has the Welsh Government made of the affordability, value for money and impact of the PDG?

58. The Welsh Government commissioned an independent evaluation of the PDG by the Ipsos MORI/WISERD. The third report is due shortly. The evaluations investigated issues around implementing the grant as well as the grant's impact and assessing value for money.
59. Evidence from the evaluations highlighted the way the PDG is spent by schools appears to have evolved over the grant's lifetime. Schools initially invested in resources and establishing data monitoring systems to track pupils' progress. This approach has enabled schools to promote progress and remove barriers to learning by identifying learners' needs, targeting interventions and monitoring impact. Funds are now concentrated on the delivery of interventions.
60. The evaluation provided examples of schools making spending decisions, and changing the way in which interventions operate on the basis of the data they have collected to improve effectiveness. Teachers report significant improvements for their eFSM learners, not just in literacy and numeracy, but

also in behaviour, confidence and self esteem which has a direct impact on school attendance and outcomes.

Details of how the Welsh Government monitors use of the PDG to ensure it is used for its intended purposes.

61. Monitoring always needs to be proportionate and add value. Schools are expected to set out in School Development Plans, their planned PDG expenditure and regional consortia ensure schools monitor these plans. Regional consortia build the key priorities into their business plans, which are scrutinised through their joint committees. Regional consortia are also audited.
62. Officials hold PDG monitoring meetings with regional consortia on a quarterly basis which is accompanied by an updated support plan. In addition both Estyn & WAO consider PDG as part of their normal inspection cycles.

Information on any plans the Welsh Government has to update its Rewriting the Future strategy and the budget provision to support that.

63. As I revised the funding arrangements for the grant in March this year, I want to take stock of all guidance currently available for the PDG, including Rewriting the Future strategy, before publishing any further guidance.

Schools Challenge Cymru

Information on how the £1.5 million allocated in the First Supplementary Budget 2017-18 is being spent.

64. The £1.5m was identified to support additional targeted work to accelerate improvement in schools. Regional consortia were asked to develop action plans, focusing on poor performing, or challenged schools, with secondary schools being the main focus.
65. In doing so, they were asked to commit to a set of guiding principles, to be embedded alongside each of their existing models for providing challenge and support. These principles are based on the learning from School Challenge Cymru and include:
 - a focus on sustainable approaches towards improving leadership, teaching and learning;
 - establishing where necessary, an effective Accelerated Improvement Board (or equivalent);
 - a need to review each school's approach to the use of data and self-evaluation for improvement purposes; and
 - the provision of effective support and challenge from a suitably qualified Challenge Adviser with a proven track record.
66. As part of a self-improving system, I expect school-to-school working to feature as part of each school's improvement plans.

67. Regional Consortia were asked to embed the learning from the final Schools Challenge Cymru evaluation report in their approaches going forward. Each set of proposals focuses on local needs and aligns with local models for support.

An update on whether the programme has fully ceased and if there is any further budget provision in 2018-19.

68. The Schools Challenge Cymru programme has fully ceased and there will be no more direct funding for the programme in 2018-19. Our focus now is on sustaining and accelerating improvements made under the programme and embedding the learning for the benefit of all schools in Wales.

How has the evaluation of Schools Challenge Cymru (expected Summer 2017) and lessons learned from the programme influenced budget allocations in the Education MEG?

69. Learning from the evaluation has been an ongoing process and has included informal learning generated in discussion with the Schools Challenge Cymru Advisers and Champions Groups, Pathways to Success schools, and regional consortia. This valuable insight has been used to inform our approaches towards policy and budget allocations where appropriate, and with the publication of the final evaluation report this summer we will continue to consider and embed the learning for the benefit of all schools in Wales.
70. In some ways the Challenge confirmed what we already knew, that leadership, teaching and learning, and effective challenge and support are all vital to support improvement in our schools. Also that our efforts should for the large part be based on sustainable approaches, grounded in a thorough understanding of need as well as what works.
71. These elements are central to Education in Wales – Our National Mission with leadership and professional learning as key enabling objectives, and effective challenge and support as part of our school improvement model.

Education workforce

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

72. £160k has been made available in the ITE Policy budget line for 17-18, 18-19 and 19-20 to finance the Welsh Governments reforms of Initial Teacher and Education Training (ITET).
73. The Accreditation of Initial Teacher Training Committee requires initial start up costs of £260k and is paid over two financial years £30k in 2016-17 and £230k in 2017-18. The ongoing costs for the accreditation process following the first round of applications will be met through the charging of fees payable by the partnerships participating in the accreditation process. The fee level will be

subject to a separate consultation undertaken by the Education Workforce Council, with a system of charging in place by 31 August 2018.

74. During 2017-18, the £5.8m Professional Learning funding allocation includes programme management costs, funding to support professional learning pioneer schools from 2017-18 and grant funding awarded to regional consortia to support the design and development of a National Approach for Professional Learning. We have set budgets which enable us to maintain our investment through pioneer schools and for the core development and delivery of the curriculum working with our partners.
75. There are also allocations totalling £4.9m to fund Professional learning including Early Professional Development, Induction and the Masters in Education Programme. This funding has reduced in this draft Budget for the Masters in Education Programme following the natural end to the contract. An allocation in excess of £600k supports the roll-out of the professional standards.

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

76. 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. The grant currently in place for 2017-18 provides up to £6.4m of funding from the Teacher Development and Support BEL (4880). Funding will continue at this level in 2018-19 and 2019-20. This funding supports activities such as:
- The administration and notification of Qualified Teacher Status;
 - The administration of the Induction, Early Professional Development and Masters in Educational Practice Programmes;
 - The administration, maintenance and development of the Professional Learning Passport; and
 - The administration and notification of Initial Teacher Education (ITE) Accreditation.
77. The Welsh Government does not provide funding to the EWC to support its core function (i.e. Registration and Regulation).

Budget provision for the National Academy for Educational Leadership.

78. Funding for the Academy is from the Raising School Standards BEL(5511). Provisionally, £1m budget has been set aside in each financial year of this budget for the core funding for the Academy's costs with any surplus to support provision.

Curriculum for Wales

An update on funding to support the development and design of the new curriculum and its introduction in September 2018.

79. I recently announced a change to the timetable for the implementation of the new curriculum. The curriculum will now be available by April 2019 for feedback and a final version will be available in January 2020, and will be used throughout Wales by 2022.
80. In order to support the development and rollout of the new curriculum and its introduction in 2022, funding is required until 2019-20. We have allocated funding in this budget to support the new curriculum with a total envelope of £10m in 2018-19 and 2019-20. The main purpose is to fund the design and development of new Curriculum and Assessment arrangements for Wales as recommended in Successful Futures and set out in A Curriculum for Wales – a curriculum for life. Funding includes support for the Pioneer Schools and national and international expertise.

Planned future funding for the new curriculum, given it is a long-term programme of policy implementation.

81. I have aligned this budget to Education in Wales – Our National Mission and made provision for the curriculum reform programme and I am also establishing a strong national Pioneer Network within this draft budget with a funding allocation of £10m from the Curriculum Review BEL (5167) and the Teacher Development and Support BEL (4880).

Infant class sizes

An update on the budget provision for reducing infant class sizes, including how many classes/schools will benefit in 2017-18 and 2018-19.

82. Funding totalling £36m is being made available to local authorities over the lifetime of this Assembly. This is made up of £16m revenue and £20m capital. A total of £7m will be made available for 2017-18 (£2m revenue and £5m capital and £8m in 2018-19 (£3m revenue and £5m capital). The revenue element comprises £1m from the Raising School Standards BEL (5511) and £1m from the School Improvement Grant BEL (5126). The increased revenue funding in 2018-19 will be met from the School Improvement Grant BEL (5126). The capital funding will be met from the Strategic Investment BEL (4765).
83. The funding is made available to local authorities who are required to submit a business case for the revenue element of the funding and bids setting out proposals for any capital element of the grant evidencing how the funding will meet the criteria and outcomes expected. Once the assessment is undertaken we will know how many classes/schools will benefit from the funding.

The process for selecting schools to benefit from the grant funding, based on the criteria the Cabinet Secretary has outlined.

84. Grant funding will be considered for classes of 29 or over in schools, where the schools demonstrate at least one, or a combination, of the following:
- Significant levels of free school meals;

- Below average outcomes and where a school is judged to be red or amber;
 - Significant levels of special educational/additional learning needs; and
 - Significant levels of where welsh/english is not the first language.
85. Local authority business case must include details of existing support for the schools in question and the current focus of the Pupil Development Grant and Education Improvement Grant. It must include anticipated outcomes in relation to improvements in class sizes, numbers of pupils in classes of 29 and over, including pupils with Free School Meals (FSM), additional needs, teacher/pupil ratios, performance, attendance and plans to ensure sustainability.
86. Business cases must take into account a wide range of data, including school capacity, teacher to pupil ratios, attendance, performance including the performance of FSM pupils, National School Categorisation System ratings, and the number of pupils with additional learning needs or a statement of special educational needs (SEN).
87. Business cases will be assessed by key policy leads and a Panel, which includes representation from the existing 21st Century Schools and Education Programme Capital Panel and will be subject to my final approval.

What are the Welsh Government's expectations for the impact on schools receiving the grant funding? Have any targets been set? How will the Welsh Government measure value for money?

88. Targets and outcomes must be clearly identified to meet the purposes of the grant. These will be assessed by the Panel and targets and outcomes challenged to ensure they are sufficiently robust. These will then be used to monitor progress over the grant period.
89. The Welsh Government expects there to be a reduction in the number of classes of 29 and over in the schools targeted. In addition the expectation is that the funding would impact positively on outcomes for pupils in receipt of FSM, those with additional needs or for whom welsh or english is not their first language in the classes targeted.

Surplus places and small/rural schools

Arrangements for the small and rural schools grant and from which BEL it is funded.

90. The grant is being administered by local authorities on the Welsh Government's behalf. Local authorities are required to submit their plans for expenditure in line with the key purposes of the grant which are:
- to encourage innovation e.g. use of new digital technologies to combat the issue of professional isolation by harnessing the power of IT;
 - to support greater school to school working including informal association, formal collaboration or federation to raise standards;

- to provide additional administrative support where the head teacher has a significant timetabled teaching commitment; and
- to increase the community use of school buildings.

91. Plans will be analysed by relevant policy officials prior to my approval. A total of £2.5m is made available for 2017-18 and 2018-19 and is funded from the Raising School Standards BEL(5511).

How the grant is being allocated and evaluated for value for money.

92. The grant has been allocated on a formula basis which weights 70% to sparsity and 30% to the number of small schools in the local authority area.

93. Allocation of grant is subject to receipt and agreement of local authority plans identifying proposals for schools that fit with the key purposes of the grant and anticipated outcomes.

94. Progress will be monitored by way of progress reports which will be analysed by officials to ensure funds are being spent appropriately and in accordance with the key purposes of the grant.

95. Final annual grant reports will be analysed to ensure that proposals have been delivered i.e. informal school to school working operating, number of collaborations, federations established, business managers in place, school buildings being used for community purposes etc.

Information on any budget provision associated with the review of the School Organisation Code and any policy changes following this summer's consultation.

96. There is no budget provision associated with the review of the School Organisation Code. It is too early to say what policy changes may result following the consultation which ended on 30 September 2017. An analysis of the consultation responses is currently being undertaken and a summary report prepared. The draft Code will be updated as necessary to reflect the consultation responses.

Education Improvement Grant (EIG)

Information on budget provision in 2018-19 and comparison with previous years.

97. The Education Improvement Grant for Schools is within the School Improvement Grant BEL and is planned to reduce by £2m in 2018-19 and a further £2m in 2019-20.

98. A further £22.2m is proposed to be removed from the grant over two years and made available to Local Authorities as unencumbered funding through the Local Government Settlement Revenue Support Grant to support our priorities for schools.

99. Despite the £4m reduction and the reprioritisation of funding to the Revenue Support Grant for our priorities for schools, the EIG continues to provide significant investment of more than £118m in 2018-19 to support our schools, regional school improvement services and Local Authorities to improve educational outcomes for all learners in Wales.

How the Welsh Government has strengthened the arrangements for monitoring the impact of the EIG in 2017-18 and what the arrangements are for 2018-19.

100. Following the CYPE Committee's inquiry into the EIG for Schools and in response to our audit of the grant arrangements, officials reviewed the existing Education Performance Framework and put in place a strengthened outcomes framework. The outcomes framework in place for 2017-18 is aligned to Qualified for Life and arrangements are being made to reflect our plan of action for education, Education in Wales – Our National Mission for 2018-19. The EIG is provided to regional consortia and subject to the governance arrangements agreed and outlined in the National Model for Regional Working.
101. Regional consortia publish their high level business plans which cover their full school improvement remit on their websites.

Planned allocations to each regional consortia and an update on the outcomes framework the Welsh Government has committed to putting in place.

102. The grant allocations will be determined in due course and I expect indicative allocations to be shared with regional consortia in November for planning purposes. Allocations will be finalised following Final Budget.
103. For 2018-19 I am considering how we can take a more cohesive 'system approach' to monitoring the delivery of Education in Wales – Our National Mission in line with the principles we have adopted through the Wellbeing of Future Generations.

Details of the use of the EIG to support Community Focused Schools initiatives and any other Welsh Government budget provision on Community Focused Schools.

104. At school level the EIG can support action around community engagement and schools working in partnership with their communities, for example family learning projects or activity which supports improved educational outcomes for learners.
105. Whilst expenditure relating to community focused and school projects remains eligible under the grant where it supports improved outcomes for learners, the grant does not continue the specific and strategic focus of the earlier Community Focused Schools Grant.

Information on the guidance the Welsh Government is issuing to consortia and local authorities on use of the EIG, including in relation to Minority Ethnic and Gypsy, Roma and Traveller learners.

106. Education in Wales – Our National Mission sets out how the school system will move forward over the period, securing implementation of the new curriculum with a focus on leadership, professional learning, and excellence and equity within a self-improving system. The action plan builds on the 2014 Qualified for Life plan and the 2015 Review of the Curriculum.
107. In delivering Education in Wales – Our National Mission, the Welsh Government will continue to support and challenge local authorities and regional consortia on action they are taking directly and through support to schools, to improve educational outcomes for all learners. We will continue to engage with the Association of Directors of Education in Wales and regional consortia to ensure good practice is shared and support is embedded, not additional.
108. The decision to include the current support for local authority services to support minority ethnic, Gypsy, Roma and Traveller learners in the prioritisation of funding to Local Government reflects my firm intentions that these learners should be supported through a core approach. After a decade of targeted funding to test principles and delivery and with the increased focus on equity and wellbeing within Education in Wales – Our National Mission, this change reflects the opportunity for a sustainable approach to supporting these learners.

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.

109. In 2017-18 we have committed up to £250 million to be delivered through regional consortia with the vast majority intended for schools. This includes more than £91 million through the Pupil Development Grant, £133 million through the Education Improvement Grant, more than 7 million in support of professional learning and the curriculum, and £10 million through the Raising School Standards Grant.
110. In aligning the budget to Education in Wales – Our National Mission, funding provided to regional consortia in 2018-19 and beyond will be aligned to the enabling objectives within our action plan through the grant terms and conditions.

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.

111. In line with the National Model, local authorities each contribute to the regional school improvement arrangements. The vast majority of the Welsh Government

grant funding to regional consortia is passported to schools, including a minimum of 80% of the Education Improvement Grant for schools, the entire Pupil Development Grant apart from the Looked After Children element and the majority of the funding which supports development of the curriculum and professional learning through our pioneer schools.

Any assessments that have been made of the consortia impact and value for money.

112. Our regional working arrangements as outlined in the National Model for Regional Working represent 22 Local Education Authorities working in collaboration with Welsh Government and key partners to deliver our school improvement support on a regional basis, and work towards improved sharing of best practice, collaborative working, joint planning, improved performance and a more consistent offer.
113. In accordance with the governance arrangements agreed in the National Model for Regional Working, each region has a Joint Committee or Company Board, is subject to local and regional scrutiny, audit and review through the Estyn remit. There remains more to be done as is appropriate and Estyn and the WAO continue to provide us with their expert views on the arrangements to inform future improvements, including around value for money.

Estyn

Budget provision for Estyn and explanation of where in the Welsh Government's budget this is funded.

114. The total allocation for Estyn in 2018-19 is £11.334m consisting of £11.053m revenue and £0.281 capital. In 2019-20 the total allocation is £10.737m consisting of £10.456m revenue and £0.281m capital. This budget is held within the Local Government MEG.

Financial implications of the costs of Professor Donaldson's review of the impact of the Welsh Government's education reforms on Estyn and where these will be met.

115. Welsh Government will be contributing to the cost of the independent review of Estyn. It is anticipated that the total cost of the review will not exceed £100k and the Welsh Government's contribution will be met from the Curriculum Review BEL(5167).

School budgets and reserves

Information on any assessment the Welsh Government has made of the sufficiency of school budgets.

116. The Welsh Government has not undertaken a formal assessment of school budgets. School funding is a responsibility for Local Authorities in Wales, as set out in law. According to the statistics released in July this year on Local

Authority Budgeted Expenditure on Schools for 2017-18, gross schools expenditure increased by 1%; the funding delegated to schools increased to £2.142bn and the level of delegation as a percentage of the total gross budgeted expenditure decreased slightly by 0.1 of a percentage point to 84.2% overall.

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).

117. Updated information was published on 19 October for the position at 31 March 2017 and my officials are working through the data. The headline position shows the overall level of reserves held by schools in Wales to have decreased to £46m, equivalent to £102 per pupil. As with the previous year, reserves in primary schools accounted for the majority of the total. The level of reserves as a percentage of delegated schools expenditure decreased from 3.0% to 2.1%. Of 1,588 schools in Wales, 284 had negative reserves totalling £21m. The remaining 1,304 schools had positive reserves, 152 of which had reserves in excess of 10% of their total delegated expenditure.
118. Welsh Government officials are looking to revise the School Funding (Wales) Regulations 2010 in order to strengthen existing powers available to local authorities by enabling schools to be challenged on surplus budgets at a percentage and monetary threshold.

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.

119. Our overall target for the Band A Programme (2014-2019) is for 150 schools and colleges to be refurbished or rebuilt. To date, approval has been given to 151 Business Justification Cases / Full Business Cases, which represents 101% of the overall Programme target. 83 21st Century School and Further Education Schemes have been completed to date, which is 55% of the Programme target. At present, construction is also underway on 45 projects, representing 30% of the Programme target.
120. Up to 2016-17, the Welsh Government provided funding of £451.6m. Band A of the 21st Century Schools and Education Programme runs over the five year period from 2014-2019. Band B is planned to begin in 2019. Development of the Band B programme is underway, with the receipt of the Strategic Outline Programmes (SOP) from local authorities and further education institutions.
121. There is an allocation of £100.8m in 2017-18, £168.1m in 2018-19, £176.1m in 2019-20 and £153.9m in 2020-21.

Clarification of the timescales for Band A and Band B of the 21st Century Schools programme and transitional arrangements between the two stages.

122. It is anticipated that there will be a transitional period as Band A Projects end and Band B projects begin. It is planned that we will begin development work on some Band B projects before 2019, to ensure that budgets are used in full at the start and end of the successive bands of investment.

Childcare offer

An updated assessment of the implications for the Education MEG of the Welsh Government's childcare offer.

123. Within the Strategic Investment BEL(4765), there is £60m capital funding allocated to the childcare offer, over a three year period from 2018-19. I am working with the Cabinet Secretary for Communities and Children as he develops the childcare proposals and have asked that local authorities and others identify any opportunities for joined up working in their Band B SOP submissions.

Qualifications

Allocations to Qualifications Wales and an update on the work of the sponsorship branch within the Welsh Government, including budget provision.

124. The indicative annual allocation for Qualification Wales is £8m in 2018-19 and 2019-20. Annual grant allocations to Qualifications Wales are in line with those set out in the Explanatory Memorandum accompanying the Qualifications Wales Act. The Sponsorship Branch is the main point of contact within the Welsh Government for Qualifications Wales and ensures that the organisation is up to date with all relevant Welsh Government policy. The branch is the main source of advice to the Welsh Ministers on the discharge of their duties in respect of Qualifications Wales. The Sponsorship Branch liaises regularly with Qualifications Wales 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.

What assessment has been made of the impact of the 4% reduction in Qualifications Wales' budget in 2017-18 and how this has influenced allocations in 2018-19.

125. Qualifications Wales whilst wholly funded by Welsh Government took a 4% budget reduction in 2017-18. To accommodate this, Qualifications Wales worked with the Sponsorship Branch to investigate various ways to reduce expenditure whilst protecting its core capability and the majority of the grant support provided for Welsh medium assessment. Qualifications Wales made savings in a number of areas including reducing its research budget by one

third and reducing IT costs. Indicative allocations for 2018-19 and 2019-20 are in line with the allocation provided in 2017-18.

Welsh-medium education

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

126. The Welsh in Education Strategic Plans provide a basis for the planning of Welsh-medium education across Wales. Critically this also includes bilingual and Welsh language education. There is no specific budget within the Welsh in Education BEL to support their development as it is a statutory requirement for the local authorities.
127. 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, the Education Improvement Grant (EIG) and the Curriculum Reform programme. In the delivery of their EIG, the regional consortia are asked to ensure that the programme of activities funded reflect the priorities set out in the local authorities' WESPs. The Curriculum Reform programme crucially supports the development of the new curriculum, which will include one continuum of learning Welsh, which is a key commitment in the Welsh language strategy.
128. 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.

Implications for the Education MEG from, and budget provision to support, the Welsh Government's new Welsh Language Strategy and its target of one million Welsh speakers by 2050.

129. 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.
130. The education system has a key role to play in achieving the aim, and there are a number of transformational changes that will be required in order to meet the targets.
131. The Education Directorate, in partnerships with the Welsh Language Division leads on the implementation of activities and actions in response to the educational priorities identified within the strategy. The Education MEG will continue to support Welsh-medium and Welsh language education and will be supplemented by the Welsh in Education BEL, which funds specific interventions which are not part of mainstream Education MEG activities.

From which BEL(s) is the £4.2 million announced by the Cabinet Secretary in July 2017 to increase the Welsh-medium capacity of the teaching workforce funded.

132. The additional funding for professional learning and research activity to support the teaching and learning of Welsh and subjects through the medium of Welsh comes from the Raising School Standards BEL (5511).

Additional Learning Needs

The financial implications of the Additional Learning Needs and Education Tribunal (Wales) Bill.

133. A revised Regulatory Impact Assessment for the Bill was provided on 8 September. The revision reflects changes made in response to evidence received during Stage 1 scrutiny of the Bill.

Budget provision to support the ALN Transformation Programme.

134. In line with the Finance Committee's second recommendation in its stage 1 report on the Bill, the Minister for Lifelong Learning and Welsh Language will be writing to the Finance Committee in the autumn to provide further information about the £20m ALN Transformation Programme. The letter will be copied to the Children, Young People and Education Committee.

An update on timescales for transition to the new system and how this is reflected in budget provision.

135. The Minister for Lifelong Learning and Welsh Language will make a statement shortly on the proposed approach and timing of the transition period. The statement will coincide with the publication of the summary of the responses to the consultation on how the Bill should be implemented if it received Royal Assent which closed on 9th June.

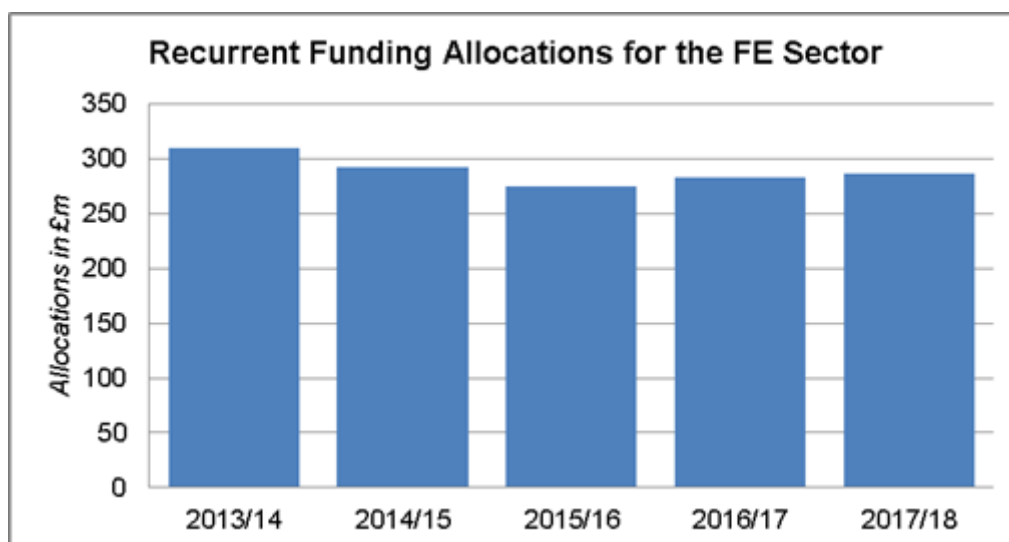
An update on the arrangements for funding the training of educational psychologists in Wales and on work to identify a sustainable model in the long-term.

136. Cardiff University is grant funded to train 10 Educational Psychologists per year and the 2017/18 cohort commenced in September. Information from the recently conducted WLGA and Welsh Government data collection exercise will be used to inform future planning.

Further education

Details of 2018-19 allocations to further education institutions (FEIs) and a breakdown of budget provision over the past five years.

137. Work does not commence on the allocation to FEIs until after the 2018-19 budget has been finalised, as those institutions are funded on an academic year basis.
138. As a result of ongoing austerity from the UK Government, Welsh Government recurrent funding for the sector decreased by £23.665 million between 2013/14 and 2017/18, a reduction of 7.63 per cent in cash terms over this period.
139. Figure 1 below shows the allocations for FE institutions since 2013/14.



140. For 2016/17 and 2017/18, funding for the FE sector has remained relatively stable. However, this follows significant reductions in funding to the sector in previous years, the bulk of which have fallen on part-time provision for adult learners. Since 2013/14, funding for part-time provision has fallen by almost 70 per cent in real terms, reflecting the Welsh Government's decision to prioritise its funding to support schools and young people.
141. Within the allocations for FE institutions, we have protected provision for 16-18 year olds. The allocations for 2016/17 and 2017/18 also include one-off allocations of £796,000 to reflect growth in level 3 provision for learners aged 16-19.
142. In addition, we have striven to protect our most vulnerable learners by protecting the Adult Basic Education (ABE) budget and English for Speakers of Other Languages (ESOL) budget. We have also protected discrete provision for learners with moderate or profound learning difficulties.
143. Following the reduction, the Welsh Government and the FE Sector have worked closely on a 'creative solutions' project, that is supported by £1.8m Welsh Government funding, to identify and pilot new ways of effective and efficient learning that benefits the learner including accelerated programmes of learning and an introduction of programmes with more workplace learning experience.

How part-time and adult learning provision has been considered as part of budget allocations.

144. The Further Education Provision BEL allocated to FEIs, Sixth Forms and ACL providers, is allocated in line with statutory obligations.
145. Section 31 of the Learning and Skills Act 2000 differentiates our statutory obligations between learners aged 16-18 and those aged over 18 at entry of learning, with 'proper' provision and facilities being secured for 16-18 year olds and 'reasonable' provision and facilities being secured for those aged over 18.
146. It is with this in mind that part-time and adult learning has been subject to the more significant reduction in recent years.

An assessment of the impact allocations to FEIs' budgets have had in the past five years on provision and learner numbers.

147. Assessment impacts are undertaken before each allocation is agreed. The reductions in part time learning have impacted greatest on females and older learners (as expected in the original assessments). Welsh Government statistics support this.
148. Information we hold on ESTYN inspections and learner outcomes do not indicate that the remaining provision at colleges has been impacted by the reductions in other areas, but a full evaluation would be needed to support this.
149. ***Detailed explanation of how the funding contained in the Further Education BEL is allocated and spent.***

150. In allocating the money the first call on the BEL is to account for existing forward commitments. The main forward commitment is the April to July element of the FE academic year allocation.
151. The second call on the BEL relates to Local Authority allocations for sixth form delivery. The Local authority allocations are a two step process that uses demographic change and average learning patterns to inform the funding.
152. The third call on the BEL is for FE allocations to be derived. This is ordinarily a baseline allocation that takes the previous years allocation and increases/decreases according to the needs of full time learners, with the remainder made available for part time learning.
153. Once allocated local authorities are asked to plan their provision and consider how they reduce duplication, increase collaboration and ensure that learner outcomes are placed at the core of any decisions. These plans are shared with WG who scrutinise and meet with Local Authorities if there are any issues.

There is no end of year reclaim. Should demographics or delivery vary from the data used to inform the allocations this new data will be used to inform future year's allocations.

- 154. FEIs are asked to plan their provision and consider how they reduce duplication, increase collaboration and ensure that learner outcomes are placed at the core of any decisions. FEIs are also asked to consider the information contained in the Regional Skills Plans to ensure provision is matching the needs of local employers, hence improving Welsh Economy.
- 155. ACL submit annual delivery plans to show how they are meeting local needs whilst adhering to the ACL policy.

Higher education

Budget provision for HEFCW to allocate to the higher education sector and an updated assessment of universities' income.

- 156. Proposed future years budget provision for HEFCW, 2017-18 to 2019-20

2017-18 First Supplementary budget £'000	2018-19 New Plans Draft budget £'000	2019-20 New Plans Draft budget £'000
104,386	108,519	124,760
*The figures above include £0.090m for HEFCW Capital (depreciation).		

Finance of Welsh HEIs by category and academic year, 2011/12 to 2015/16

	£thousand				
	2011/12	2012/13	2013/14	2014/15	2015/16
Total income	1,274,144	1,274,426	1,378,792	1,441,909	1,514,422
Funding Council Grants	395,058	268,500	249,073	186,893	183,687
Tuition fees & education grants & contracts	432,178	559,823	652,986	743,763	798,388
Research grants & contracts	169,943	175,151	191,789	212,398	204,609
Other income	269,705	262,387	276,600	287,372	311,997
Endowment & investment income	8,455	8,565	8,344	11,483	15,741
Total expenditure	1,244,261	1,257,464	1,333,632	1,462,387	1,448,638
Staff costs	723,834	733,412	778,994	849,386	832,426
Other operating expenses	446,622	449,355	474,917	508,925	482,750
Depreciation	60,734	62,839	68,895	75,849	95,641
Interest payable	13,071	11,858	10,826	28,227	37,821

Source: HESA Finance Record (<https://stats.wales.gov.wales/Catalogue/Education-and-Skills/Post-16-Education-and-Training/Higher-Education/Staff-and-Finance/financeofheis-by-category-year>)

Funding for Welsh-medium provision, including the Coleg Cymraeg Cenedlaethol, and how the findings of the Task and Finish Group have influenced budget allocations.

157. The final report of the task and finish group which was established to review the activities and future role of the Coleg Cymraeg Cenedlaethol was published on 25 July 2017. The report makes a number of recommendations regarding the future activity of the Coleg with a focus on ensuring that future budgets and activities are targeted at areas which will have the greatest impact in developing Welsh-medium provision and at encouraging more students to continue their studied through the medium of Welsh.
158. The report concludes that Welsh-medium provision within HE needs to be supported if the current gains are to be maintained and the provision is to be developed further in line with the Welsh Governments Cymraeg 2050 Strategy. It also recommends that the role of the Coleg is extended to include the post-16 sectors, (FE and WBL) it recommends that no additional budget is immediately required and that the Coleg has some capacity within existing structures to make initial progress within these areas. A full response to the report will be

published in due course and future funding agreements with the Coleg Cymraeg Cenedlaethol will respond accordingly.

Impact of Brexit on the higher education sector, including access to research funding and numbers of students coming from the EU

159. Numbers of students coming from the EU

EU students at Welsh HEIs by level and mode of study, 2015/16

	Aberystwyth	Bangor	Cardiff	Cardiff Met	Glyndwr	Swansea	Trinity	USW
Full-time undergraduate								
EU domiciles	500	275	795	240	215	375	125	980
All domiciles	6,400	7,600	18,615	8,590	3,155	12,910	6,040	14,940
Percentage	8%	4%	4%	3%	7%	3%	2%	7%
Part-time undergraduate								
EU domiciles	105	5	25	*	295	5	15	15
All domiciles	1,287	638	3,290	627	2,852	1,769	2,382	5,902
Percentage	8%	0%	1%	0%	10%	0%	1%	0%
Full-time postgraduate								
EU domiciles	65	80	370	100	30	175	10	240
All domiciles	590	1,405	4,745	2,325	175	1,920	650	1,735
Percentage	11%	6%	8%	4%	16%	9%	11%	14%
Part-time postgraduate								
EU domiciles	5	60	150	35	5	35	35	95
All domiciles	475	980	4,030	1,035	475	850	855	2,695
Percentage	1%	6%	4%	3%	1%	4%	4%	4%

Source: HESA Student Record, 2015/16

Student numbers are rounded to the nearest 5; * indicates a figure greater than zero and less than three.

Proportion of academic staff from EU countries

160. Cardiff Metropolitan, Glyndwr, Trinity Saint David's and University of South Wales have 3-4% of their staff from the EU;
161. Aberystwyth, Bangor, Cardiff and Swansea have 12-13% of their staff from the EU.

Reform to Post-compulsory and education training (PCET)

The impact of the Welsh Government's response to the Hazelkorn Review and consultation regarding PCET on budget allocations in 2018-19 and 2019-20.

162. I can confirm that there are no immediate budget implications arising from the PCET reforms at this stage in the process. The initial costs of undertaking a consultation will be met from within existing resources.

Student Support

A breakdown for 2015-16, 2016-17 and 2017-18 (projected where possible) of the Welsh Government Learning Grant (WGLG) BEL, including how much was spent on the Educational Maintenance Allowance, WGLG FE, WGLG HE and the Tuition Fee Grant

BEL 4704 Expenditure and budget

Type of grant	Expenditure in 2015-16 £m	Expenditure in 2016-17 £m	Budget in 2017-18 £m
Part Time Grants & Fees	9.2	8.1	10.0
Targeted Grants	17.2	17.4	21.0
Welsh Government Learning Grant HE	137.8	135.8	135.6
Welsh Government Learning Grant FE	6.6	5.9	6.6
Tuition Fee Grant	243.5	261.8	276.9
Education Maintenance Allowance	21.9	19.7	19.5

The impact of the new student funding arrangements in September 2017 and September 2018 on budget provision in 2018-19 and 2019-20

163. The reforms will result in future resource savings, which will phase in over several years. Savings will increase as the tuition fee grant is phased out over a 5 year period, releasing revenue to enable a sustainable system of HE funding over the longer-term. This will lead to transfers from the Student Support Grant BEL to HEFCW (to fund other HE priorities) and SLC Administration (to fund implementation of the reforms). This will reflect the commitments made in the Cabinet paper outlining the Welsh Governments response to the Diamond Review to ensure that HEFCW has a sustainable baseline and that SLC are able to administer the revised system of student support.

The latest modelling of the costs of the Tuition Fee Grant, including:

- ***The amount in tuition fee grants paid in respect of students attending Welsh institutions and institutions outside Wales respectively in previous years.***

Tuition fee grant expenditure by location of study

	Financial year expenditure				
	2012-13 £m	2013-14 £m	2014-15 £m	2015-16 £m	2016-17 £m
Tuition Fee Grant	48.1	129.3	194.2	244.4	261.9
Welsh in other UK HEIs	16	45	72	93	99
Welsh in Welsh HEIs	30	78	112	138	147
EU in Welsh HEIs	2	7	10	13	16

Source: Higher Education Division internal analysis, Welsh Government

- ***Updated information on student flows between Wales and the rest of the UK.***

Cross border flow of first-year full-time undergraduate students by level – 2014/15

Domicile	Location of institution				
	Wales	England	Scotland	N Ireland	Total UK
Total UK	23,755	352,525	37,270	10,305	423,855
Wales	13,000	7,750	115	5	20,870
England	10,535	340,060	4,500	815	355,905
Scotland	70	1,525	31,710	10	33,320
N Ireland	155	3,165	945	9,470	13,735
UK unknown		20			25

Cross border flow of full-time students by level – 2015/16

Domicile	Location of institution				
	Wales	England	Scotland	N Ireland	Total UK
Total UK	23,770	363,550	37,390	8,920	433,630
Wales	13,205	7,950	120	10	21,290
England	10,355	350,360	4,610	380	365,700
Scotland	50	1,620	31,650	25	33,335
N Ireland	160	3,600	1,015	8,505	13,280
UK unknown		20			20

Source: HESA Student Record (<https://statswales.gov.wales/v/CSUp>)

- **Estimated costs of tuition fee grants for 2018-19 and beyond.**

Forecast of financial year expenditure

	2016-17 £m	2017-18 £m	2018-19 £m	2019-20 £m	2020-21 £m
Tuition Fee Grant	261.9	272.2	223.0	129.9	55.8

Source: Higher Education Division internal analysis, Welsh Government

Youth work

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

164. In both 2018-19 and 2019-20, £3.5m has been allocated on an annual basis in the draft budget to directly support Youth Work. This funding is identified from within the Youth Engagement and Employment BEL.
165. While future decisions on the strategic use of funding must be informed over time by the outcome of Margaret Jervis's work on Extending Entitlement, and the strategic advice envisioned through the National Youth Support Services (NYSS) Board, the following detail reflects annual funding as it is currently identified.
166. £2.5m is identified to support youth work via the Youth Support Grant (an amalgamation of the former Youth Engagement and Progression Framework Grant and the Youth Work Strategy Support Grant). This funding is allocated

directly to local authorities and the amount available going forward reflects a 10% reduction on previous years.

167. £180k is identified for a range activities aimed at recognising, promoting, and celebrating outstanding youth work practice and youth workers across Wales. This includes, though is not limited to, the Youth Work Excellence Awards, Youth Work Week, annual Youth Work conferences, and the Youth Work Quality Mark.
168. £796k is identified to support voluntary youth work organisations across Wales, including via the National Voluntary Youth Organisation Grant (NVYO), and to quality assure professional programmes of training for youth workers in Wales.
169. Finally, and in addition to the figures quoted above, £994k is identified via the Youth Support Grant to support delivery of the Youth Engagement and Progression Framework (YEPF), aimed at reducing the number of young people who are/at risk of becoming NEET. As part of that grant funding local authorities may use some of it to support Youth Work, potentially against the lead worker element of the YEPF. However, the amount of grant allocated to this would be down to local authorities' discretion and dependent on their priorities. The amount available represents a 10% reduction on previous years.

An update on the review of youth work grants, additional to the local government RSG including the National Youth Organisation NVYO and any decisions that have been made about future provision.

170. The following reviews were undertaken with initial findings being reported to Welsh Government in summer 2017:
 - 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
171. Publication of these reports, where appropriate, will take place from this autumn and will inform how we continue to strengthen our approaches to supporting Youth Work in Wales. As previously set out, it is essential that any decisions are informed by the outcome of Margaret Jervis's work on Extending Entitlement and, later, by the strategic advice envisioned through the NYSS Board. I anticipate Margaret's initial report to the Minister for Lifelong Learning and Welsh Language being provided no later than November of this year and the NYSS Board being in place by Spring 2018.
172. In terms of the NVYO grant I can confirm that funding for a further two years has been agreed in principle and the process of application is underway with applications from voluntary organisations across Wales being considered in November 2017.

Summary

173. The Education MEG Draft Budget for 2018-19 is presented to the Committee for consideration.

Kirsty Williams AM
Cabinet Secretary for Education

ANNEX A**Action level summary**

- As requested by the Committee, a summary of draft budget changes by Action relevant to this Committee is provided below. As detailed in paragraph 3, the summary reflects changes from the revised baseline for 2018-19 in order to enable a meaningful comparison.

Literacy and Numeracy Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
4,456	3,000	7,456	-900	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; however literacy and numeracy are embedded across the delivery of education policies. The budget also supports the development and delivery of Reading and Numeracy Tests.
- The support offer for literacy and numeracy is already delivered in an effective and efficient method by consortia through the Education 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.
- The revised baseline figure for 2018-19 includes the removal of the £2.5m Invest to Save funding, awarded in the 2017-18 Final Budget.
- The budget for the Literacy and Numeracy action has increased in 2018-19 compared to the revised baseline budget by £3.0m. This is due to the transfer in from the Central Services and Administration MEG in respect of Invest to Save funding to fund the online tests. This funding will decrease in 2019-20 by £900k to £2.1m. There is a total investment of £11.5m from Invest to Save between 2016-17 and 2019-20. Repayments then following for a further 5 years from 2020-21 until 2024-25.

Curriculum Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
15,701	-2,184	13,517	-284	13,233

- 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 £2.184m compared to the baseline.

- The change is a result of reductions to the following budgets:
 - £0.030m transfer out from the Curriculum and Assessment BEL to the Communities and Childrens MEG to fund the development of early years and childcare workforce;
 - £1.432m within MEG transfer to the School Improvement Grant BEL so that Modern Foreign Languages and GCSE support can be funded through the Education Improvement Grant;
 - £0.048m transfer out to central reserves as part of the grants rationalisation exercise, this includes a 10% reduction to the Modern Foreign Languages grant.
 - £1.0m allocation to support Music Priorities as part of the budget agreement with Plaid Cymru;
 - £1.0m reductions to the GCSE Support programme in 2018-19 and a further £1.0m in 2019-20 when the programme will end. The GCSE Support Programme has enabled delivery of support from 2014 onwards and by 2020 the support provision for the range of new GCSEs will be embedded;
 - £0.008m reduction to the Assessment budget will be achieved through not extending the ALN practitioner secondment;
 - £0.320m reduction to the Techniquest budget and a further £0.220m in 2019-20 as agreed in previous years.
 - £0.046m reduction to the First World War Education Programme and a further £0.054m in 2019-20 due to the programme of work ending; and
 - £0.300m reduction to the Foundation Phase BEL following the transfer of funding relating to Mudiad Meithrin to the Welsh in Education BEL.

Teaching and Leadership Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
19,731	-927	18,804	-140	18,664

- This action includes the funding for initial teacher training and continued professional development for teaching professionals. We are embarking on a large change programme in our education system and Initial Teacher Education

(ITE) is a fundamental part of this. We know that the current system has weaknesses and this is a key time for us to consider all aspects of teacher recruitment, retention and development. It is important to consider how we develop a unique offer for people entering into teaching in Wales. There is a need to consider the undergraduate, post graduate and graduate teacher programme along with the incentives that are currently available so that we can not only attract but retain and develop high quality teachers.

- The budget will reduce by £0.927m in 2018-19 and a further £0.140m in 2019-20. The change is a result of reductions to the following budgets:
 - £1.75m additional funding to eliminate the baseline adjustment and maintain current incentive scheme. A rapid review has been undertaken and recommended that new incentives package is developed which may cost more than £3.360m current requirement if all places are filled;
 - £0.250m additional funding to increase the capacity of GTP;
 - £0.232m transfer out to Central reserves in 2018-19 and 2019-20 as part of the grants rationalisation exercise, this includes a 10% reduction to the Pioneer Schools grant and the Mentoring and Networking Support for Headteachers grant. The balance of the Mentoring and Networking Support for Headteachers grant has been transferred to the School Improvement Grant BEL so that it can be administered through the Education Improvement Grant;
 - £0.030m reduction to Early Professional Development 2018-19 onwards;
 - £1.5m reduction to the Masters programme and a further £0.2m in 2019-20. These savings have been offered up as the MEP is coming to an end although students, who due to University regulations, have up to five years to complete their studies; and
 - £1.075m reduction to Pioneer Schools following the natural close to the OECD work in Self Improving Schools and also scaling down National Pioneer Events and associated costs.

Qualifications Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
8,142	-	8,142	-	8,142

- This action funds Qualifications Wales which was established in September 2015. The majority of grant in aid funding for Qualifications Wales is to support their running costs (over 70%), with the remainder for the research and development work the body undertakes to underpin its work as a regulator.

There have been no changes to the budget for the 2018-19 or 2019-20 financial years.

Post-16 Education Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
401,881	4,565	406,446	-9,827	396,619

- 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 revised baseline figure for 2018-19 includes the removal of the £5.005m one year allocation to Further Education, awarded in the 2017-18 Final Budget, as part of the Plaid budget agreement.
- The budget for the post-16 Education Action has increased in 2018-19 compared to the revised baseline budget by £4.565m. This is made up of the following:
 - Reinstatement of the £5.005m referred to above from reprioritisation from within the Education MEG, to contribute towards the pay and related pressures faced by the sector
 - A transfer out of this action to central reserves (£0.440m), as part of the grants rationalisation exercise. This includes a 10% reduction to the Adult Community Learning (£0.430m) and Seren Network (£0.010m).
- This Action decreases further in 2019-20 by £9.827m. As part of the local government grants rationalisation exercise, we have identified a reduction to the Schools Sixth Form budget. We will work closely with the sector to ensure any efficiency has minimal impact on the choices offered, the quality of provision and the outcome for learners.

Higher Education Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
79,391	29,128	108,519	16,241	124,760

- The revised baseline figure for 2018-19 includes the removal of £24.995m one year allocation to HEFCW awarded in 2017-18 Final Budget, as part of the Plaid Budget agreement.
- The budget for Higher Education Action has increased by £29.128m in 2018-19 compared to the revised baseline budget. This is made up of the following transfers:
 - £9.152m transfer in from the Post-16 Learner Support and £6.547m from within the MEG. These additional allocations reflect the start of the movement of funds from the tuition fee grant to HE and the start of the implementation of phase II of the Welsh Government response to Diamond.
 - As part of the budget agreement with Plaid Cymru funding of £20m has been allocated for 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).
- A reduction of £6.241m in 2018-19. This is a reallocation of resources and will offset an increase in 2017 -18 (which will be funded from within the Education MEG). This increase in resources in 2017-18 will help the sector offset the short term implications of demographic change in the number of 18 year olds and prepare for the impact on Brexit.
- A recurrent transfer of £0.330m to the Welsh in Education Action to support the Welsh medium scholarship scheme. This means that the budget for this Action increases in 19-20 by £16,241m compared to the 18-19 draft plans.
- The budget within the HEFCW capital BEL (Depreciation) of £0.090m has been maintained at 2017-18 levels.
- Welsh Government policy on higher education and student support has been designed to ensure that access to higher education is based on ability not on affordability. Support is targeted at those most in need with those from households with the lowest form of income getting the highest level of non repayable grants.

Education Standards Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
156,800	-8,911	147,889	-10,593	137,296

- The Education Improvement Grant (EIG) continues to form the majority of this Action and is the main grant funding available to schools, local authorities and consortia to deliver improvements in school performance. The grant will continue to provide flexibility for consortia, local authorities and schools to target the funding where it is needed most. However officials will continue to work with regional consortia and local authorities to further simplify arrangements, reduce administrative and management costs.
- The budget has decreased by £8.911m in 2018-19 and a further £10.593m in 2019-20. This decrease is mainly as a result of the transfer to central reserves as part of the grants rationalisation exercise, this includes a reduction to the Education Improvement Grant of £13.145m in 2018-19 and a further £9.093m in 2019-20. Funding of £0.700m has also been removed for the School Uniform Grant.
- £1.522m has also transferred into the School Improvement Grant BEL to fund the Modern Foreign Languages grant, the GCSE support grant and the Mentoring and Networking Support for Headteachers grant so that they can be administered through the Education Improvement Grant;
- There have been additional allocations to the Raising School Standards BEL of £5.0m in 2018-19 and a further £0.5m in 2019-20 as we move to investing £100m over this Assembly Term; and
- There have been reductions of £0.388m to the Independent Investigation Service and the Governors Wales grants.

Pupil Development Grant Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
93,746	-	93,746	-	93,746

- The Pupil Development Grant (PDG) is a key opportunity for schools to provide targeted support to reduce inequalities in educational attainment. There have been no changes to the budget for the 2018-19 or 2019-20 financial years.

ICT and Information Management Systems Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
6,659	-50	6,609	-	6,609

- 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 and JISC (a UK shared service network for post 16 education); the Unique Learner Number project and in house data management systems.

- As part of the grants rationalisation exercise, there is a transfer of £50k to central reserves in 2018-19, this includes a 10% reduction to the Learning In Digital Wales grant.

Wellbeing of Children and Young People Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£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. 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 the 2018-19 or 2019-20 financial years. 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 for School Milk Scheme in the Foundation phase and at Key Stage 2 at a subsidised rate.

Post-16 Learner Support Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
589,816	-2,628	587,188	-24,016	563,172

- The budget for the Student Support Grants BEL (Previously Welsh Government Learning Grant BEL) sits within this Action. This budget includes the demand led statutory student support programme accounts for HE and 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.
- The revised baseline figure for 2018-19 includes the removal of £0.800m transferred in from the Health, Wellbeing and Sport MEG to support the NHS Bursary activity, transferred in the 2017-18 first supplementary budget.
- There has been a reduction from the baseline budget by £2.628m to £587.188m in 18-19. There are several elements that contribute to the net decrease.

- A transfer out of £0.476m to Central Services and Administration MEG for the invest to save repayment in relation to the upgrades to the Student Loans system;
 - A transfer out of £9.152m to the Higher Education Action to support the implementation of Diamond;
 - an additional £2m (from within Education MEG) to ensure that the SLC is able to deliver the additional requirements to implement Welsh Government response to Diamond.
- The Post-16 Learner Support Action decreases further in 19-20 by £24.016m compared to the new 2018-19 draft plans, this reduction reflects the following:
 - A reduction of £24.016m in the Student Support Grants BEL to reflect year 2 of the implementation of the Welsh Government response to Diamond and a further adjustment to reflect the estimated impact of demographic trends which shows a reduction in the number of 18 year olds in Wales.
 - We have maintained our commitment to provide financial support to students from the lowest household incomes into 2018-19 and 19-20 by retaining the overall level of support available for students.

Pupil Engagement Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
600	-85	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 is a reduction to the budget for 2018-19 of £85k to release the funding that was previously earmarked to fund the School Holiday Enrichment Programme. This is as a result of funding of £500k being allocated to the Food and Nutrition in Schools BEL within the Wellbeing of Children and Young People action as part of the Final Budget 2017-18 and has been included within the baseline for 2018-19 and 2019-20 financial years.

Youth Engagement and Employment

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget

£000	£000	£000	£000	£000
8,539	-385	8,154	-	8,154

- This Action funds a number of grants to support statutory and voluntary youth services in Wales and delivery of activity to support NEET reduction through the implementation of the Youth Engagement and Progression Framework. In addition the Action also provides funding to the 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.
- As part of the grants rationalisation exercise, a transfer out of £0.385m to Central reserves, this includes a 10% reduction to the Youth Support Grant.

Welsh in Education Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
24,231	7,130	31,361	-	31,361

- Welsh in Education, supports the delivery of specific interventions to increase and improve Welsh-medium education, which include:
 - the planning of Welsh-medium education;
 - the delivery of practitioner training through the Sabbatical Scheme;
 - the delivery of Welsh-language training through the National Centre for Learning Welsh;
 - commissioning of teaching and learning resources;
 - promoting language transmission in families;
 - research, evaluation and marketing in respect of Welsh in Education;
 - delivery of the Welsh Language Charter in Welsh-medium schools;
 - funding for the Coleg Cymraeg Cenedlaethol.
- The revised baseline figure for 2018-19 includes the removal of the £5.0m one year allocation, awarded in the 2017-18 Draft Budget as part of the budget agreement with Plaid Cymru to be used to enhance and strengthening the promotion function undertaken by the Welsh Government.
- The Welsh in Education Action increases by £7.13m for 2018-19. As part of the budget agreement with Plaid Cymru this includes allocations totaling £6.5m consisting of £0.5m for Improved provision of bilingual education resources; £1.0m for Mudiad Meithrin; and £5.0m for Welsh Language funding.
- There are also further transfers in of £0.330m from the HEFCW Programme Expenditure BEL (4620) in relation to the Welsh Medium Scholarship Scheme and £0.300m from the Childrens and Communities MEG in respect of Mudiad Meithrin.

- A £0.300m transfer has also been made from the Foundation Phase BEL (5501) in respect of Mudiad Meithrin.
- As part of the review to meet reduced budgets, a £0.300m reduction was identified through reducing funding for several projects across both the Welsh Education Strategy BEL and Welsh Language BEL, through savings as a result of a combination of projects coming to an end and the reprioritisation of funds.

Welsh Language

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
6,964	-	6,964	-	6,964

- The Welsh Government's strategy *Cymraeg 2050* was published in July 2017 and includes a cross-government commitment to reaching a million Welsh speakers by 2050. This action supports activities and programmes under theme 2 (Increasing the use of Welsh) and theme 3 (Creating favourable conditions) of the *Cymraeg 2050* Strategy.
- The funding relating to the Welsh Language Commissioner supports which include:
 - Ensure compliance with the Welsh language standards;
 - Promote and facilitate the use of Welsh; and
 - Conduct investigations into allegations of interference with individuals' freedom to use the Welsh language with one another.
- There have been no changes to the budget for the 2018-19 or 2019-20 financial years.

Delivery Support Action

2018-19 Revised Baseline	Budget Changes and Reprioritisation	2018-19 New Plans Draft Budget	Budget Changes and Reprioritisation	2019-20 New Plans Draft Budget
£000	£000	£000	£000	£000
1,945	-375	1,570	-69	1,501

- This Action funds marketing and communications, research and the International Education Programme (IEP). It also includes funding for the Remploy programme, which is funded from the Education MEG although policy responsibility rests with the Cabinet Secretary for Communities and Children.
- The change is a result of reductions to the following budgets :
 - £0.383m reduction to Remploy in 2018-19 and a further £0.028m in 2019-20 when commitments against Remploy cease;

- £0.006m from the publications budget in 2018-19 and a further £0.006m in 2019-20 through decommissioning the Learning Wales website by September 2018, moving content to Hwb or Learning Wales in advance of the new curriculum;
- £0.01m from the publications budget in 2018-19 and a further £0.012m in 2019-20 through making greater use of digital resources and developing work in-house campaigns to support behavior change until a decision is taken on whether promotion of the Welsh language remains within or outside Government will need to continue; and
- £0.024m increase to the Evidence and Research budget due to the profile of payments for PISA 2018.

Capital – Estates and IT Provision Action

2018-19 Plans as per 2017-18 Final Budget £000	Budget Changes and Reprioritisation £000	2018-19 New Plans Draft Budget £000	2019-20 Plans as per 2017-18 Final Budget £000	Budget Changes and Reprioritisation £000	2019-20 New Plans Draft Budget £000	2020-21 Plans as per 2017-18 Final Budget £000	Budget Changes and Reprioritisation £000	2020-21 New Plans Draft Budget £000
128,061	40,000	168,061	135,745	40,400	176,145	143,890	10,000	153,890

- This budget supports the 21st Century Schools and Education Programme. Band A of the programme will see investment of more than £1.4bn over the five year period ending 2019. All local authority areas will benefit from this major improvement programme, which will see the rebuilding and refurbishment of 150 schools and colleges. This budget will also be used to support any capital funding requirements to deliver our education priorities, including class sizes and prioritising schools access to super-fast broadband. The funding that has been allocated for HE Estate Rationalisation, support for essential maintenance within Further Education Institutions and industry standard equipment will be included within this budget.
- There have been additional allocations made to the programme of £40.0m 2018-19, £40.4m 2019-20 and £10.0m 2020-21. The purpose of the additional allocations are detailed in the Evidence Paper.

EDUCATION MAIN EXPENDITURE GROUP (MEG)															
RESOURCE BUDGET															
Action	BEL No.	BEL Description	2016-17 Final Outturn	2017-18 Forecast Outturn (Period 6)	2017-18 Supplementary Budget June 2017	Baseline Adjustments	2018-19 Revised Baseline	2018-19 MEG to MEG Transfers	2018-19 Transfers Within MEG	2018-19 Allocations / Reductions	2018-19 New Plans Draft Budget	2019-20 MEG to MEG Transfers	2019-20 Transfers Within MEG	2019-20 Allocations / Reductions	2019-20 New Plans Draft Budget
Literacy and Numeracy	4462	Literacy & Numeracy	4,727	6,956	6,956	-2,500	4,456	3,000			7,456	-900			6,556
		Total Literacy and Numeracy	4,727	6,956	6,956	-2,500	4,456	3,000	0	0	7,456	-900	0	0	6,556
Curriculum	4761	14-19 Learning in Wales	-50												
	5162	Curriculum & Assessment	10,243	4,907	8,450		8,450	-30	-1,432	-422	6,566		1,000	-1,284	6,282
	5167	Curriculum Review	18,505	5,613	7,100	-1,700	5,400				5,400				5,400
	5501	Foundation Phase	1,538	1,551	1,851		1,851		-300		1,551				1,551
		Total Curriculum	30,236	12,071	17,401	-1,700	15,701	-30	-1,732	-422	13,517	0	1,000	-1,284	13,233
Teaching and Leadership	4880	Teacher Development and Support	19,486	19,336	20,731	-1,000	19,731		-90	-837	18,804			-140	18,664
		Total Teaching and Leadership	19,486	19,336	20,731	-1,000	19,731	0	-90	-837	18,804	0	0	-140	18,664
Qualifications	5166	Qualifications Wales	8,051	7,619	8,142		8,142				8,142				8,142
		Total Qualifications	8,051	7,619	8,142	0	8,142	0	0	0	8,142	0	0	0	8,142
Post-16 Education	4763	Further Education Provision	410,032	406,887	406,886	-5,005	401,881			4,565	406,446			-9,827	396,619
	4766	FE Policy and Apprenticeship Policy	990												
		Total Post-16 Education	411,022	406,887	406,886	-5,005	401,881	0	0	4,565	406,446	0	0	-9,827	396,619
Estate and IT Provision	4765	Education Infrastructure	-106	-102											
		Total Estate and IT Provision	-106	-102	0	0	0	0	0	0	0	0	0	0	0
Higher Education	4620	HEFCW-Programme Expenditure	89,305	110,537	104,296	-24,995	79,301		8,822	20,306	108,429		11,552	4,689	124,670
	4600	HEFCW-Running Costs	2,491												
	4640	HEFCW-Receipts	-351												
	4681	For Our Future - Coleg Ffederal & UHOVI	30,498												
	4660	HEFCW Capital	82	90	90		90				90				90
		Total Higher Education	122,025	110,627	104,386	-24,995	79,391	0	8,822	20,306	108,519	0	11,552	4,689	124,760
Education Standards	5120	School Governance	1,071	1,082	1,124		1,124			-1,088	36				36
	5126	School Improvement Grant	134,957	139,237	134,282		134,282		1,522	-14,145	121,659		-1,000	-10,093	110,566
	5511	Raising School Standards	3,647	20,000	20,000		20,000		5,000		25,000		500		25,500
	5512	School Standards Support	1,631	1,278	1,394		1,394		-5,000	4,800	1,194		-500	500	1,194
		Total Education Standards	141,306	161,597	156,800	0	156,800	0	1,522	-10,433	147,889	0	-1,000	-9,593	137,296
Pupil Development Grant	4764	Pupil Development Grant	87,640	92,116	93,746		93,746				93,746				93,746
		Total Pupil Development Grant	87,640	92,116	93,746	0	93,746	0	0	0	93,746	0	0	0	93,746
ICT & Information Management Systems	5320	Supporting Digital Learning in Education	6,915	6,571	6,659		6,659			-50	6,609				6,609
		Total ICT & Information Management Systems	6,915	6,571	6,659	0	6,659	0	0	-50	6,609	0	0	0	6,609
Wellbeing of children and young people	5115	Additional Learning Needs	2,505	2,595	2,786		2,786				2,786				2,786
	5219	Food & Nutrition in Schools	2,261	3,730	3,730		3,730				3,730				3,730
	5271	Post 16 Inc&Supp for Learning Specialist	12,541	13,919	12,481		12,481				12,481				12,481
		Total Wellbeing of children and young people	17,307	20,244	18,997	0	18,997	0	0	0	18,997	0	0	0	18,997
Post-16 learner support	4704	Student Support Grants	447,054	464,727	468,127	-800	467,327		-12,147	5,000	460,180		-13,557	-10,320	436,303
	4706	SLC/HMRC Administration Costs	13,354	11,179	9,079	264	9,343	-476	2,995	2,000	13,862	-144	2,005	-2,000	13,723
	4707	Student Loans Resource Budget Provision	305,264	106,849	106,849		106,849				106,849				106,849
	4709	Targeted Student Support Awards	6,493	6,297	6,297		6,297				6,297				6,297
		Total Post-16 learner support	772,165	589,052	590,352	-536	589,816	-476	-9,152	7,000	587,188	-144	-11,552	-12,320	563,172
Pupil Engagement	5224	Tackling Disaffection	214	435	600		600			-85	515				515
		Total Pupil Engagement	214	435	600	0	600	0	0	-85	515	0	0	0	515
Educational & Careers Choice	4480	Careers Wales	18,538												
		Total Careers Wales	18,538	0	0	0	0	0	0	0	0	0	0	0	0
Youth Engagement & Employment	4751	Offender Learning	2,788	3,328	3,328		3,328				3,328				3,328
	4760	Youth Engagement & Employment	5,163	5,211	5,211		5,211			-385	4,826				4,826
		Total Youth Engagement & Employment	7,951	8,539	8,539	0	8,539	0	0	-385	8,154	0	0	0	8,154
Welsh in Education	5164	Welsh in Education	17,760	29,531	29,231	-5,000	24,231	300	630	6,200	31,361				31,361
		Total Welsh in Education	17,760	29,531	29,231	-5,000	24,231	300	630	6,200	31,361	0	0	0	31,361
Welsh Language	6020	Welsh Language	4,778	3,964	3,964		3,964			-51	3,913				3,913
	6021	Welsh Language Commissioner	3,065	3,051	3,000		3,000		51		3,051				3,051
		Total Welsh Language	7,843	7,015	6,964	0	6,964	0	0	0	6,964	0	0	0	6,964
Delivery Support	4466	Strategic Communications	1,651	1,027	1,061		1,061			-399	662			-45	617
	5480	Research Evidence and International	983	887	884		884			24	908			-24	884
		Total Delivery Support	2,634	1,914	1,945	0	1,945	0	0	-375	1,570	0	0	-69	1,501
EDUCATION - TOTAL RESOURCE BUDGET			1,675,714	1,480,408	1,478,335	-40,736	1,437,599	2,794	0	25,484	1,465,877	-1,044	0	-28,544	1,436,289

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CAPITAL BUDGET																			
Action	BEL No.	BEL Description	2016-17 Final Outturn	2017-18 Forecast Outturn	2017-18 Supplementary Budget June 2017			2018-19 Plans as per 2017-18 Final Budget	2018-19 Transfers Within MEG	2018-19 Allocations / Reductions	2018-19 New Plans Draft Budget	2019-20 Plans as per 2017-18 Final Budget	2019-20 Transfers Within MEG	2019-20 Allocations / Reductions	2019-20 New Plans Draft Budget	2020-21 Plans as per 2017-18 Final Budget	2020-21 Transfers Within MEG	2020-21 Allocations / Reductions	2020-21 New Plans Draft Budget
Estate and IT Provision	4765	Education Infrastructure	133,024	100,813	100,813			128,061		40,000	168,061	135,745		40,400	176,145	143,890		10,000	153,890
	5020	General Support	43,021																
Total Estate and IT Provision			176,045	100,813	100,813			128,061	0	40,000	168,061	135,745	0	40,400	176,145	143,890	0	10,000	153,890
Post-16 learner support	4706	SLC/HMRC Administration Costs		11,900															
Total Post-16 learner support			0	11,900	0														
Educational & Careers Choice	4480	Careers Wales	-538																
Total Careers Wales			-538	0	0														
EDUCATION - TOTAL CAPITAL BUDGET			175,507	112,713	100,813			128,061	0	40,000	168,061	135,745	0	40,400	176,145	143,890	0	10,000	153,890

RESOURCE BUDGET - Annually Managed Expenditure														
Action	BEL No.	BEL Description	2016-17 Final Outturn	2017-18 Forecast Outturn	2017-18 Supplementary Budget June 2017				2018-19 Allocations / Reductions	2018-19 New Plans Draft Budget			2019-20 Allocations / Reductions	2019-20 New Plans Draft Budget
Post-16 learner support	4713	Student Loans - AME	-64,019	-123,760	-104,958				-23,424	-128,382			-10,017	-138,399
Total Post-16 learner support			-64,019	-123,760	-104,958				-23,424	-128,382			-10,017	-138,399
Educational & Careers Choice	4483	Careers Wales AME	12,429											
Total Careers Wales AME			12,429	0										
EDUCATION - TOTAL RESOURCE AME BUDGET			-51,590	-123,760	-104,958				-23,424	-128,382			-10,017	-138,399

CAPITAL BUDGET - Annually Managed Expenditure														
Action	BEL No.	BEL Description	2016-17 Final Outturn	2017-18 Forecast Outturn	2017-18 Supplementary Budget June 2017				2018-19 Allocations / Reductions	2018-19 New Plans Draft Budget			2019-20 Allocations / Reductions	2019-20 New Plans Draft Budget
Post-16 learner support	4713	Student Loans - AME	421,991	522,873	513,397				145,042	658,439			158,044	816,483
Total Post-16 learner support			421,991	522,873	513,397				145,042	658,439			158,044	816,483
EDUCATION - TOTAL CAPITAL AME BUDGET			421,991	522,873	513,397				145,042	658,439			158,044	816,483

EDUCATION - SUMMARY	2016-17 Final Outturn	2017-18 Forecast Outturn	2017-18 Supplementary Budget June 2017	Baseline Adjustments	2018-19 Revised Baseline	Revised Resource Baseline / 2018-19 Original Capital Plans	2018-19 Changes	2018-19 New Plans Draft Budget	Revised Resource Baseline / 2019-20 Original Capital Plans	2019-20 Changes	2019-20 New Plans Draft Budget	Revised Resource Baseline / 2020-21 Original Capital Plans	2020-21 Changes	2020-21 New Plans Draft Budget
Resource	1,675,714	1,480,408	1,478,335	-40,736	1,437,599	1,437,599	28,278	1,465,877	1,465,877	-29,588	1,436,289	0	0	0
Capital (No Capital Baseline)	175,507	112,713	100,813	0	100,813	128,061	40,000	168,061	135,745	40,400	176,145	143,890	10,000	153,890
Total Resource & Capital	1,851,221	1,593,121	1,579,148	-40,736	1,538,412	1,565,660	68,278	1,633,938	1,601,622	10,812	1,612,434	143,890	10,000	153,890
Resource AME	-51,590	-123,760	-104,958	0	-104,958	-104,958	-23,424	-128,382	-128,382	-10,017	-138,399	0	0	0
Capital AME	421,991	522,873	513,397	0	513,397	513,397	145,042	658,439	658,439	158,044	816,483	0	0	0
Total AME	370,401	399,113	408,439	0	408,439	408,439	121,618	530,057	530,057	148,027	678,084	0	0	0
EDUCATION - TOTAL BUDGET	2,221,622	1,992,234	1,987,587	-40,736	1,946,851	1,974,099	189,896	2,163,995	2,131,679	158,839	2,290,518	143,890	10,000	153,890

Economy, Infrastructure and Skills Committee and Children, Young People and Education Committee

Date: 9th November 2017

Time: 10:00-11:00

Title: Evidence paper on the Draft Budget 2018-19 – to be presented to the Economy, Infrastructure and Skills Committee and Children, Young People and Education Committee

1.0 Introduction

This paper provides information to the Economy, Infrastructure and Skills Committee and the Children, Young People and Education Committee on the Minister for Skills & Science portfolio proposals outlined in Draft Budget 2018-19. The Draft Budget was published as part of a two stage process, an outline budget (stage 1) on 3 October followed by a detailed budget (stage 2) on 24 October. It also provides an update on specific areas of interest to the Committee.

2.0 Summary of budget changes

The Draft Budget 2018-19 provides a two year plan for revenue investment and a three year plan for capital investment. The tables below provide an overview of the planned revenue and capital budgets relating to the Minister for Skills & Science portfolio:

TABLE 1: OVERVIEW OF THE REVENUE BUDGET						
Action	2017-18 First Supp Budget £'000	2018-19 Revised Baseline £'000	Change £'000	2018-19 New Plans Draft Budget £'000	Change £'000	2019-20 New Plans Draft Budget £'000
Revenue						
Sectors:						
Life Sciences	2,896	2,896	(696)	2,200	-	2,200
Science and Innovation	10,514	10,514	(8,882)	1,632	(887)	745
Skills	176,175	175,675	(7,599)	168,076	(7,596)	160,480
ICT Infrastructure	8,517	9,017	(1,536)	7,481	500	7,981
Sub Total	198,102	198,102	(18,713)	179,389	(7,983)	171,406
Non Cash						
ICT Infrastructure	1,309	1,309	-	1,309	-	1,309
TOTAL	199,411	199,411	(18,713)	180,698	(7,983)	172,715

TABLE 2: OVERVIEW OF THE CAPITAL BUDGET					
Action	2017-18 First Supp Budget £'000	2018-19 Draft Budget Allocations			
		2018-19 £'000	2019-20 £'000	2020-21 £'000	Total £'000
Sectors: Life Sciences	9,711	2,090	798	801	3,689
Science and Innovation	12,610	8,372	8,720	8,940	26,032
Infrastructure	20,550	12,500	1,500	19,500	33,500
TOTAL	42,871	22,962	11,018	29,241	63,221
2017-18 Final Budget	42,871	11,706	3,562	20,562	35,830
Change in New Plans (Note 1)	-	11,256	7,456	8,679	27,391

Note 1 – the changes in the new plans are explained in paragraph 4

In addition there is an Annually Managed Expenditure (AME) budget of £12m in 2018-19 and 2019-20 which makes provision for pension liabilities in Careers Wales.

3.0 Revenue Changes

Our revenue proposals reflect the challenging settlement faced by the Welsh Government and the need to re-prioritise budgets and deliver savings where possible.

Compared to the revised baseline for 2018-19 and 2019-20, the total resource DEL has decreased by £26.696m. In summary the movements for 2018-19 and 2019-20 are:

Description of Movement	2018-19 £'000	2019-20 £'000	Total £'000
Realignment of projects in line with delivery requirements <ul style="list-style-type: none"> • Life Sciences • Innovation 	(696) (1,111)	- -	(696) (1,111)
Reclassification of R&D expenditure from Revenue to Capital – to comply with HM Treasury guidance	(7,771)	(887)	(8,658)
Public Sector Broadband Aggregation - Invest to Save	(500)	500	-

repayment adjustments			
Work Based Learning – reflects drawdown of EU income entitlements	(7,599)	(7,596)	(15,195)
Public Sector Broadband Aggregation – maintenance savings from upgraded network	(1,036)	-	(1,036)
Total Movements	(18,713)	(7,983)	(26,696)

4.0 Capital Changes

Four year capital plans were published in the 2017-18 Final Budget, providing greater transparency and certainty to our key stakeholders and delivery partners. In this paper, we therefore discuss changes that have made to the four year capital plans since the publication of the last budget. There have been no changes to budgets between the 2017-18 Final Budget and the 2017-18 First Supplementary Budget (which is shown for information only).

The capital budget remains challenging and projects have had to be prioritised in line with our commitments to deliver *Taking Wales Forward* and *Prosperity for All*.

Over the three years the capital budget has increased by £27.391m. A description of movements between the plan as published in 2017-18 and this budget are summarised in the following table:

Description of Movement	2018-19 £'000	2019-20 £'000	2020-21 £'000	Total £'000
Realignment of Life Sciences projects in line with delivery requirements	(1,515)	(1,202)	(199)	(2,916)
Reclassification of R&D expenditure from Revenue to Capital – comply with HM Treasury guidance	7,771	8,658	8,878	25,307
Public Sector Broadband Aggregation – Network Upgrade	5,000	-	-	5,000
Total Changes in New plans	11,256	7,456	8,679	27,391

The detailed level budget plans for the Economy and Infrastructure MEG were published on 24 October. To aid transparency a breakdown of changes for the portfolio Budget Expenditure Lines (BEL) is provided at **Annex A**.

5.0 Priorities

I set out my priorities in my written and oral evidence at the Economy, Infrastructure and Skills Committee meeting of 27 September. The paper explains how my portfolio aligns with *Prosperity for All: the National Strategy* and will deliver against its key themes and is available at:

<http://senedd.assembly.wales/documents/s66061/EIS5-21-17p1%20Minister%20for%20Skills%20and%20Science.pdf>

6.0 Action level summary

The 2018-19 Draft Budget is published at Action and BEL level. As detailed in paragraph 2, the summary reflects changes from the revised baseline for revenue in 2018-19 and subsequent changes in 2019-20. In the 2017-18 Final Budget the capital plans were published for four years. Therefore the changes in the plans are compared to the original plans in the financial years.

6.1 Sectors Action

Revenue						
BEL	2017-18 First Supp Budget £'000	2018-19 Revised Baseline £'000	2018-19 Changes £'000	2018-19 Draft Budget £'000	2019-20 Changes £'000	2019-20 Draft Budget £'000
Life Sciences	2,896	2,896	(696)	2,200	0	2,200
Total	2,896	2,896	(696)	2,200	0	2,200

Capital					
BEL	2017-18 First Supp Budget £'000	2018-19 Draft Budget Allocations			
		2018-19 £'000	2019-20 £'000	2020-21 £'000	Total £'000
Life Sciences	9,711	2,090	798	801	3,689
Total	9,711	2,090	798	801	3,689

Life Sciences Sector - Policy & Strategy Overview

The explanations for the movements in the revenue and capital budgets are summarised in paragraphs 3 and 4.

The capital funding of £3.689m over the three years will support the commitments for strategic infrastructure investments, creating an environment for growing regenerative medicine companies to thrive. We will build on the strategic infrastructure investments already committed for the Advanced Therapeutic Medicinal Products facility, and the Welsh Wound Innovation Centre which are included in the 2017-18 budget provision of £9.711m. We will work alongside other

proposition developments such as ARCH (West Wales) and the Clinical Innovation Hub (South Wales) to maximise their economic impact.

The Life Sciences sector forms part of the wider Sectors Action where budgets have been re-prioritised and aligned to support capacity building and investment targeted to maximise the budget available.

In the **short term**, we will continue to provide revenue support and progress opportunities for the Life Sciences ecosystem in Wales. The Life Sciences Hub is being repurposed to develop opportunities for creating value from NHS-Industry engagement, including improved health and wellbeing outcomes for people, improved efficiency and value for health and care services and to support business growth, investment and jobs. This reflects our intention to support collaborative projects which are integral to deliver Prosperity for All.

In the **medium term**, we will facilitate trials and demonstrator links and assist with route to market opportunities for Life Sciences businesses within NHS Wales and key strategic subsectors.

In the **long term**, we will continue to raise the international profile of the sector by creating an international brand that highlights its innovative successful nature and attracts growth and job creation to Wales.

6.2 Science and Innovation Actions

Revenue						
Innovation Action						
BEL	2017-18 First Supp Budget £'000	2018-19 Revised Baseline £'000	2018-19 Changes £'000	2018-19 Draft Budget £'000	2019-20 Changes £'000	2019-20 Draft Budget £'000
Business Innovation	1,520	1,520	(1,520)	0	0	0
Innovation Centres & R&D Facilities Academia & Business Collaboration	4,199	4,199	(3,340)	859	(255)	604
Sub Total	5,719	5,719	(4,860)	859	(255)	604
Science Action						
Science	4,795	4,795	(4,022)	773	(632)	141
Total	10,514	10,514	(8,882)	1,632	(887)	745

Capital					
BEL	2017-18 First Supp Budget	2018-19 Draft Budget Allocations			
		2018-19	2019-20	2020-21	Total

	£'000	£'000	£'000	£'000	£'000
Action: Innovation					
Academia and Business Collaboration	11,739	3,811	4,066	4,066	11,943
Sub Total	11,739	3,811	4,066	4,066	11,943
Action: Science					
Science	871	4,561	4,654	4,874	14,089
Sub Total	871	4,561	4,654	4,874	14,089
TOTAL	12,610	8,372	8,720	8,940	26,032

The explanations for the movements in the revenue and capital budgets are summarised in paragraphs 3 and 4.

The total Innovation budget of £13.406m (revenue funding of £1.463m over two years and capital funding of £11.943m over three years) continues our support for the EU innovation programmes, SMART Cymru and SMART Expertise. These programmes encourage businesses to invest in innovation and develop links with academia and business innovation with the aim of enhancing the competitiveness of firms to support sustainable economic growth.

In 2018-19 there is a decrease in revenue of £4.860m compared to the 2018-19 revised baseline. There is a further decrease of £0.255m in 2019-20. Reclassification of Research & Development (R&D) expenditure from revenue to capital to comply with Treasury guidance has resulted in an adjustment between revenue and capital plans of £3.749m. In addition, activity was realigned to delivery which released £1.111m to deliver priorities in Entrepreneurship.

In 2017-18 the capital budget of £11.739m reflects the planned profile of our investment in key innovation centres such as the Semi Conductor Hub that we have invested in alongside Cardiff University. Further interventions in this area are under development with delivery partners but are not yet at the stage for investment.

The total Science budget of £14.963m (revenue £0.874m for two years and capital funding of £14.089m over three years) supports initiatives to deliver the *Science for Wales's* strategy: Sêr Cymru, Sêr Cymru 2 (which are co-financed with external funding) and National Science Academy (NSA).

There is a decrease in revenue budget of £4.022m in 2018-19 and a further £0.632m in 2019-20 as a result of reclassifying R&D expenditure.

Overall our investment in Science activities remains comparable to 2017-18 although the split between capital and revenue budgets has changed to reflect new accounting practices.

6.3 Deliver ICT Infrastructure Action

Revenue						
BEL	2017-18 First Supp Budget £'000	2018-19 Revised Baseline £'000	2018-19 Changes £'000	2018-19 Draft Budget £'000	2019-20 Changes £'000	2019-20 Draft Budget £'000
Digital Inclusion	1,250	1,250	0	1,250	0	1,250
Public Sector Broadband Aggregation	5,240	5,740	(1,536)	4,204	500	4,704
ICT Infrastructure Operations	2,027	2,027	0	2,027	0	2,027
Sub Total	8,517	9,017	(1,536)	7,481	500	7,981
Non Cash						
ICT Infrastructure Operations	1,309	1,309	0	1,309	0	1,309
Sub Total	1,309	1,309	0	1,309	0	1,309
TOTAL	9,826	10,326	(1,536)	8,790	500	9,290
Capital						
BEL	2017-18 First Supp Budget £'000	2018-19 Draft Budget Allocations				
		2018-19 £'000	2019-20 £'000	2020-21 £'000	Total £'000	
ICT Infrastructure Operations	20,550	7,500	1,500	19,500	28,500	
Total	20,550	7,500	1,500	19,500	28,500	

The ICT Infrastructure budget continues to reflect our commitment to provide fast and effective broadband to all homes and premises in Wales despite the challenging budget settlement. Delivering digital skills and providing fast, reliable broadband with mobile coverage across Wales supports our commitments in *Prosperity for All*.

The explanations for the movements in the revenue and capital budgets are summarised in paragraphs 3 and 4.

The profiled capital expenditure for Superfast over the four years reflects the anticipated end of the current project in 2017-18 and commencement in 2018-19 for the follow on programme. The core budget requirement is higher in the final year and European funding and match funding was drawdown in the early delivery stages. From 2018-19 the core budget requirement for Superfast II is managed in line with European match funding is managed in line with the delivery requirements

In 2018-19, an additional capital allocation of £5m supports the upgrade of the Public Sector Broadband Aggregation network which will help to save over £1m in 2018-19 which is built into future baselines for revenue maintenance costs.

Digital Inclusion BEL

Digital Communities Wales (DCW) trains and supports organisations to engage digitally excluded people with technologies, assists with embedding digital inclusion within the organisation and encourages recruitment of volunteers to act as digital champions. It works closely with partner organisations, including libraries, to ensure free access and support to the internet for those who need it most. Following an independent evaluation, DCW was extended until 31 March 2019 and maintained at current levels.

Public Sector Broadband Aggregation BEL

This budget supports the contract awarded to BT in October 2014 for a minimum of seven years that provides a mechanism for collaborative purchasing of wide area networking services for the public sector. It currently supports over 110 organisations providing over 4,500 site services. In 2018-19, there is a decrease in revenue budget resulting from a repayment of £0.5m for previous Invest to Save funding and c£1m in savings in maintenance anticipated from capital investment of £5m to upgrade the network. Therefore the changes have no impact on delivery.

ICT Infrastructure Operations BEL

The four main programmes of activity are:

- **Superfast Exploitation (revenue)** – contracts and grants awarded to different providers to help businesses gain commercial benefit from superfast broadband infrastructure and create economic dividend for Wales. This is a five year project, which commenced in late 2015. The project utilises both Welsh Government and EU funding.
- **Superfast Cymru (capital)** – contract awarded to BT to develop superfast broadband infrastructure throughout Wales capable of delivering 30mbps or more. The project utilises Welsh Government, EU and BDUK funding and will be completed in 2017-18.
- An **additional phase** of Superfast Cymru will be implemented within 2018-19 and will build on the infrastructure created in the first phase to provide options for reaching those premises not included in the first phase. The project will utilise Welsh Government and EU funding.
- **Access Broadband Cymru and Ultrafast Connectivity Schemes (capital)** Demand led schemes that provide grant support to access alternative broadband solutions capable of delivering stable superfast download speeds to both residential and business premises.

7.0 Skills Actions

Action	BEL	2017-18 First Supp Budget £'000	2018-19 Revised Baseline £'000	2018-19 Changes £'000	2018-19 Draft Budget £'000	2019-20 Changes £'000	2019-20 Draft Budget £'000
Work -based Learning	Work Based Learning	126,808	126,308	(7,599)	118,709	(7,596)	111,113
Delivery Support Skills	Marketing and Skills	648	648	0	648	0	648
Skills Policy	Skills Policy and Engagement	1,061	1,061	0	1,061	0	1,061
Employment and Skills	Employability and Skills	28,858	28,858	0	28,858	0	28,858
Educational and Careers Choice	Careers Wales	18,800	18,800	0	18,800		18,800
Total		176,175	175,675	(7,599)	168,076	(7,596)	160,480

The explanations for the movements in the revenue and capital budgets are summarised in paragraphs 3 and 4.

Work-based Learning BEL

The 2018-19 revised baseline excludes non recurrent funding of £0.500m for a one-year allocation to support Police Forces in Wales.

We recognise the broader role that skills and lifelong learning play in economic development and have maintained funding levels facilitated by optimising European funding. Whilst the net budget of £118.7m in 2018-19 and £111m in 2019-20 supporting Apprenticeships and Traineeships reflects reductions this is offset by increased European funding of the same value. European funding is managed based on Welsh Government requirements over the life of the projects with support from WEFO to ensure that it effectively supports the *Taking Wales Forward* commitments.

The BEL supports the following activities:

- The delivery of all-age apprenticeships (including framework development) (Circa £110m)
- The delivery of the Traineeship programme (Circa £35m)
- Support for the recruitment of apprentices aged 16-18 (Circa £2m)

- The inspiring Skills programme and other pilots aimed at increasing apprenticeship participation e.g. "Have a Go" (Circa £2m)
- Staff and marketing costs related to European funded projects (Circa £2m).
- Anticipated income of £25mESF receipts, however this could vary each year due to activity levels.

The budget supports initiatives to encourage employers to recruit young learners, particularly at key points during the year. Support for young apprentices is a priority area. It also supports the Traineeship programme which is aimed at young people who are (or at risk of) becoming NEET (Not in Education, Employment, or Training).

Junior Apprenticeships; and particularly 16-19 years olds

Junior Apprenticeships are not included in the Work -based Learning BEL but are supported in the Education MEG.

The Welsh Government monitors the outcomes for both the Traineeship and the Apprenticeship programmes. Outcomes are measured in relation to framework completion rates for Apprenticeships and progression rates (in relation to moving into a job or higher learning) for the Traineeship programme. Contracts can be terminated where the outcomes are unacceptable.

The outcomes information is determined from comprehensive learner data submitted to the Welsh Government by each contracted provider.

Marketing and Skills BEL

This budget funds marketing activity to promote the apprenticeship and traineeship programmes and support skills award events.

Skills Policy and Engagement BEL

The Skills Policy Engagement agenda includes: leading on retaining National Occupational Standards (NOS) as the basis for our vocational education and training systems taking account of the UK skills agenda; supporting the quality assurance, dissemination, analysis and procurement of evidence to support skills, employment and learning development via robust Labour Market Information, working closely with the Regional Skills Partnerships; and acting as the skills lead in our engagement with employers. This includes working closely with wider Sector and Business Teams and leading on the Flexible Skills Programme (FSP) to meet strategic employer skills needs where these cannot be met by mainstream provision.

This budget supports:

- Formulation and communication of Welsh Government skills policy taking account of the wider cross-UK policy landscape;

- Establishing a strong employer-led regional skills delivery agenda supported by Regional Skills Partnerships; and
- Engaging and supporting key employers through strategic relationship management to meet skills needs via employer-led projects.

Budgets relating to skills policy support a range of work including:

- Labour market intelligence – the quality assurance, dissemination, analysis and procurement of evidence to support skills, employment and learning development and ensure better informed decisions regarding the labour market.
- Wales Employment and Skills Board (WESB) - WESB serves as an independent, employer-led advisory board for Welsh Government on all matters relating to post-16 employment and skills policy to ensure delivery is better aligned to the needs of employers and individuals across Wales. WESB reports directly to the Council for Economic Development (CED). This new working arrangement is providing the Welsh Government with a robust challenge and enhanced strategic perspective on skills, apprenticeships, higher education and lifelong learning matters.
- Age of Investment campaign – this campaign focuses on actively encouraging employers to retain and employ older workers and recognise the value of older workers as part of a multigenerational workforce, working closely with the Older People’s Commissioner’s office. The campaign will also emphasise the message of co-investment and promote the benefits of investing in workforce skills to employers.

Budgets relating to Regional Skills Partnerships (RSPs) provide a mechanism for ensuring skills provision in Wales matches the needs to employers, helping them access the skills they need. There are three RSPs:

- North Wales Economic Ambition Board – Regional Skills Partnership North Wales (NWEAB - RSP)
- South West and Mid Wales Regional Learning and Skills Partnership (RLSP); and
- South East Wales Learning, Skills and Innovation Partnership (LSkip).

The RSPs have developed robust employer engagement strategies to capture the skills needs of the region and, in particular, the skills needs associated with regional infrastructure projects and priority sectors. This work has proved to be timely, informing the development of regional proposals for City/ Growth Deals to UK Government. Each RSP produces an annual employment and skills plan, identifying priorities for their region based upon employer need. Regional employment and skills plans identify key economic sectors and providing a critical evidence base

from which to make skills investment decisions. The most recent set of employment and skills plans were published in August 2017.

Budgets relating to Employer Engagement and sectors provide the skills element of wider Welsh Government packages of support for employer-led projects that support high quality job creation and/or safeguarding. This work includes achieving broader and deeper relationships between strategic employers and schools, FE and HE; facilitating and increasing take up amongst strategic employers of Welsh Government-led skills programmes and projects such as apprenticeships, Business Class, FSP, and Skills Priority Programme; facilitating RSP engagement with key employers; providing 'live' intelligence from employers; communicating Welsh Government skills priorities and key messages to business; and the policy and delivery lead for the FSP.

Employability and Skills BEL

This BEL funds the development and delivery of strategies, policies and programmes which assist people to access, return to, remain in and progress at work through skills and training support. It facilitates a direct response to assist the growth of individual businesses through workforce development and provides sector-based, employer-led and wider solutions to respond to identified skills needs in priority areas which are important for the economy of Wales.

Both the Jobs Growth Wales and React programmes attract European Social Funding under the current 2014 – 2020 round of programmes. Our new employability offer is expected to begin delivery in April 2019. This will be positioned as a single offer under the name, 'Working Wales', and will replace our current suite of programmes: ReAct, Jobs Growth Wales, the Employability Skills Programme and Traineeships. Between now and April 2019 these programmes will be reconfigured to inform the new delivery approach.

Careers Wales BEL

Annual revenue funding of £18.800m for ports Careers Wales activity has been maintained.

In 2016, Welsh Ministers invited Careers Wales to bring forward a vision for the future delivery of careers services in Wales. Following consultation with stakeholders, in June 2016 the company published its vision *Changing Lives* which sets out how the service will be developed over the next three years. The key messages within *Changing Lives* are:

- The refocus on young people and a prevention rather than cure approach;
- A much greater use of technology in the support of delivery;
- Enhanced support to partners including employers and schools; and
- To support adults back into employment.

Changing Lives proposes a fundamental redesign of services, with digital transformation realising fully blended services to clients. Careers Wales is investing

in digital platforms and services not to replace face-to-face services, but to ensure career adviser time is effectively employed in high value activities. Informed by consultation with young people, Careers Wales have developed an innovative new approach to delivery. The world has moved on from 'one size fits all solutions' and that is reflected in the way Careers Wales delivers a highly differentiated approach to service delivery – using face to face contact, emails, web chats, webinars, social media and other channels.

As Careers Wales implement their new vision, they will be evaluating and testing new approaches with customers to ensure client needs are being addressed in service development and design. Careers Wales is investing in digital platforms and services not to replace face-to-face services, but to ensure career adviser time is effectively employed in high value activities. Informed by consultation with young people, Careers Wales have developed an innovative new approach to delivery. The Career Discovery Model will address individual needs through a range of coordinated and complementary services delivered digitally and face-to-face. Built on three complementary processes, Diagnosis, Discovery and Delivery, the model combines professional expertise with innovation, to meet the needs of individuals through the most appropriate delivery channels. This is a holistic and well rounded approach that combines individual support with engaging and inspiring activities.

Changes to the Careers Wales remit in previous years have resulted in a reduced service to young people in schools. The new delivery vision is seeking to redress this with the agreed business plan for 2017-18 re-focusing resources toward school-based delivery. Changes which are being introduced include a far stronger emphasis on support to young people in schools, both directly, through capacity building with partners, and through new resources to help teachers make connections between curriculum delivery and the world of work.

Services to adults outside of specific contracted services (such as the Individual Skills Gateway and ReAct) have been scaled back, though these clients continue to have services accessible via Careers Wales centres, the phone service, and online. The remit letter offers discretion to offer services to adults within available resource to give Careers Wales some discretion in how most appropriately to support adult clients as part of the universal offer. The lack of complaints that are made against an organisation of its size is notable and is linked to the flexibility of approach in terms of the work they undertake with adults.

There is growing evidence around the impact of Careers Information Advice and Guidance (CIAG) services to young people.

Careers Wales support for NEETs:

Careers Wales is a key partner in the Youth Engagement and Progression Framework. Careers Wales staff provide a lead in support of young people who are disengaged from Education, Employment and Training (EET) without extensive barriers. Careers Wales provide detailed reports to Welsh Government detailing the numbers of young people supported, how long it has taken to re-engage them in EET activity, and movement between tiers in the 5 Tier model. Careers Wales also

undertakes a destinations survey in October each year which is used as the basis for the NEET statistics.

The provision of CIAG services support young people to make successful transitions from compulsory to post-compulsory education and training (or employment), preventing enrolment onto inappropriate courses and reducing drop-out rates. Greater focus on engagement with young people while they are in school will feed through to reduced churn and drop-out post-16 and a reduced NEETs.

Two separate research projects reviewed the services provided by Careers Wales to clients who were NEET or in danger of becoming NEET, and the links between these services and client progression. Findings demonstrate that the work of Careers Wales helps to reduce the number and proportion of young people in Wales who are (NEET, and furthermore helps to reduce the number of clients who are at risk of leaving EET prematurely.

During 2017-2018 Careers Wales will continue to support young people in Tier 3 (up to the age of 18) where their primary requirement is careers related support until they are in an outcome or no longer require our support. Careers Wales will also be looking to improving links with partner organisation who offer support to the client group with a view to identifying appropriate support activities for individuals' to develop their career management abilities.

During 2016–17, Careers Wales developed a system of performance measures intended to trial the harmonisation of indicators of success at Company level and for specified job roles. The system developed focuses on careers advisers working with clients in education and covers three aspects of performance measurement that also exist on a pan Company basis. There will be three approaches to measuring progress and performance in 2017-18. These will include agreed key performance indicators and piloting the measurement of the outcomes outlined in the vision. In addition Careers Wales has proposed a series of aspirational achievement metrics within their business plan which will be used to inform discussions on performance and will provide some baselines for future performance.

Some examples of these metrics include:

- All KS4 learners will complete Career Check
- All Year 11 learners will be on the Careers Adviser caseload until they are settled in their post 16 destination
- 70% pupils receiving services in KS4 will receive at least 2 personalised Digital interactions
- 20% clients in Tier 3 to progress to Tier 2
- 80 % clients in Tier 3 progress within 90 days
- 10.000 employers logged in the employer database by March 2018
- 214 World of Work events – a minimum 1 per secondary school

Assessing the cost-effectiveness of Careers Wales services delivered on behalf of the Welsh Government is challenging because:

- Careers Wales is required to carry out tasks and delivery services, the end-product of which is often outside their control;
- The spread of responsibilities across the ‘careers family’: responsibility for the control and cost of outcomes is not clearly allocated; and
- The lack of readily available comparators against which to benchmark service delivery.

In light of this, in setting the remit for 2018-19, the Welsh Government will look to be more specific about its inputs and the investment it is making and the outcomes (for example, a reduction in NEET by a specific amount), allowing Careers Wales to determine the approach that is most appropriate to create achievement, then reporting back to Welsh Government on the outcomes – rather than on the detailed processes deployed to achieve them.

8.0 Budget Monitoring and Evaluation

8.1 Budget monitoring

All spending areas are challenged on a monthly basis and quarterly in-depth reviews are undertaken by officials to consider the latest forecasts and agree changes to budgets. The Cabinet Secretary for Economy and Infrastructure and the Minister for Skills and Science are provided with regular financial updates on the portfolio to ensure the budget remains on track to ensure that value for money outcomes are being achieved and that we continue to deliver the portfolio priorities.

8.2 Evaluation

The need for and scope of evaluation is considered on a case basis during policy and programme development having regard to risk, size and scale, existing evidence and relevant factors. I have for example recently commissioned a review of the five year Ser Cymru science programme. The review will focus on the objectives and targets achieved by the programme and will help shape our key priorities about options for the future of government funded science research in Wales whilst ensuring sufficient flexibility to enable local and regional priorities to be addressed, depending on their particular needs.

The Superfast Cymru programme was evaluated in 2016 and informed delivery priorities for Superfast 2. Available at:

<http://gov.wales/statistics-and-research/evaluation-next-generation-broadband-wales-programme/?lang=en>

9.0 Preventative Spending

The entire budget for Skills and Science aims to strengthen the conditions that will enable business to create jobs and sustainable economic growth. The Well-being of Future Generations (Wales) Act 2015 is integral to our approach in ensuring Wales becomes a more prosperous, resilient, healthier, fairer and equal society.

Investment in CIAG is preventative in so much that these services support a reduction on NEET individuals. The provision of CIAG services support young people to make successful transitions from compulsory to post-compulsory education and training, preventing enrolment onto inappropriate courses and reducing drop-out rates.

All programmes within the Employability and Skills BEL aim to enhance the skills and employability of individuals both in and out of the workforce in Wales and thereby improve individuals' position within the labour market. A number of programmes/activities are specifically focussed on raising essential skills levels of those in and out of employment and on engaging individuals with low or no skills who may not have participated in learning for some time.

The circular economy development in innovation provides an example of how we are working collaboratively to embed processes to achieve positive impacts in the long term. It is a key concept of the green economy, based on optimising systems rather than components, away from 'Resource to Waste' to resilient and productive circular systems. Strategic alliances with organisations such as Ellen MacArthur Foundation, McKinsey Company and multinational enterprises are at the forefront of circular economy exploration and application. The SMART team and companies assess key elements such as recyclability, re-use, greater utility, reduced obsolescence, reduced waste, and design for manufacture and material selection. This is in conjunction with the development of new products, processes and designs and will support delivery of a prosperous, resilient and globally responsible Wales.

10.0 Impact of Britain leaving the EU

The European Social Fund is used to support a number of projects aimed at raising skills and job prospects across Wales's increasing employment by giving unemployed and disadvantaged people the training and support they need to enter jobs.

While the UK Government has largely guaranteed funding for projects agreed prior to 2020, it is crucial in the longer term that EU funding is replaced by a revision to the Block Grant. During the referendum campaign voters in Wales were assured that leaving the EU would not result in Wales being worse off and it is vital to public faith in political process that this promise is honoured.

Extensive work is underway across the Welsh Government to ensure we maximise our influence in discussions within the UK and, in turn, in formal EU negotiations and thereby secure the best possible outcome for Wales. We are working closely with the UK Government and other devolved governments to ensure the interests of Wales are heard and protected.

In addition, our £115m SMART suite of funding and support for Welsh businesses and universities is entirely EU funded and all their match-funding is from the private sector – so they provide incredible value for the Welsh pound. Although they were in place before the Autumn 2016 Statement and are therefore

guaranteed by the UK Treasury until 2020, but what will replace them, post-Structural Funds is far from clear. We are committed to working with UK Government to secure appropriate funding for Wales, as a responsibility of Welsh Ministers accountable to the National Assembly for Wales.

Our businesses and universities have benefited from competitive EU R&D funds like Horizon 2020. As of the end of July 2017, Horizon 2020 funding to Wales had reached €66m.

These funding streams have a side benefit in connecting our businesses and universities with the wider innovation landscape. There is already some anecdotal evidence on a UK basis that since the referendum, potential European partner organisations are being more reluctant to team up with British counterparts.

On a UK level, in November 2016 the UK Government announced an increase of £4.7 billion in R&D spending over the life of this parliament. Much of it will be delivered by the new Industrial Strategy Challenge Fund on a competitive basis.

It is not 'Barnetised' and there is the possibility that Wales will not receive a proportional share. This is an opportunity for Wales as well as a threat. Global challenges - an ageing population; climate change; the digital world - pose challenges and opportunities for Wales in the longer term.

11.0 Costs of Legislation

My portfolio has a particular interest in the delivery of the Higher Education (Wales) Act 2015 and the [Further and Higher Education \(Governance and Information\) \(Wales\) Act 2014](#). The budgetary responsibilities fall to the Cabinet Secretary for Education.

We are also closely monitoring the impact of the UK Government's Higher Education and Research Act 2017 and the Digital Economy Act 2017 in particular.

The Digital Infrastructure element of the Act contains two important changes to legislation; a revised Electronic Communications Code and the introduction of powers to create a Universal Service Obligation (USO) for broadband. The Welsh Government has been working closely with the Department for Culture, Media and Sport (DCMS) on the implications. Work to implement the new Revised Electronic Communications Code by DCMS is also ongoing.

There are no budgetary implications anticipated for either the USO or revised Electronic Communications Code.

12.0 Cross-cutting considerations

12.1 Equality

A number of Employability and Skills programmes involve working with employers. When working with employers offering work experience placements we ensure that they are offering equality in their workplace and contributing to gender mainstreaming by reviewing and monitoring the work experience placement offer and challenging traditional employment roles where gender stereotypes may exist and assist people to take up and retain employment in non-traditional areas or industries where specific genders are underrepresented. Attention will also be placed on the type of training being requested by the employer for individuals undertaking work experience placements to ensure that occupational segregation is eliminated and opportunity is provided for training in non-traditional areas, focusing on areas where there are skills shortages.

Chwarae Teg is a pan-Wales organisation created to expand the role of women in the Welsh economy. It offers expert comment and advice on government strategy and policy, and provides gender sensitive advice and analysis. The Chwarae Teg Programme aims to ensure there is gender equality in the workplace and equal opportunity for women in business. It works with women and girls to broaden horizons and build confidence and skills; works with employers to create modern workplaces that are successful in harnessing everyone's contribution; and with influencers, educators and decision makers to build a society that values, supports and benefits both women and men equally. We also recognise the importance of our Apprenticeship programme and have maintained the funding for this activity in order to deliver the manifesto commitment of 100,000 Apprenticeships over the Assembly term. Any reduction in level 2 non-priority Apprenticeships is likely to disproportionately impact on females accessing the programme. Any reduction in available apprenticeship places will reduce the opportunities for Welsh employees to improve their skill levels and their ability to command a higher income and an improved quality of life as a direct consequence.

It has been identified that there is an issue of employers over-looking their older employees when it comes to skills development and older people being unaware of the consequences of not keeping their skills up-to-date. This, coupled with increases to the pension age and a reduction in young people entering the labour market, has led to the identification of older workers as a key focus for skills policy. The Enterprise and Business Committee investigated this issue during the previous Assembly term. This has been considered in budget decisions, with £0.100m dedicated to a communications campaign to raise awareness of these issues amongst both employers and individuals as a way of mitigating emerging issues. Labour Market Intelligence funding from the Employability and Skills BEL has also been used to assist with this, providing further evidence to inform policy decisions and to monitor progress in this area.

12.2 Well being of Future Generation (Wales) Act 2015

I consider my priorities and spend in the context of how my policies will contribute to the delivery of the seven National Goals and the Sustainable Development Principles:

- Thinking about the long-term;
- Taking an integrated approach;
- Collaborating together with others;
- Involving people and communities affected by their decisions;
- Focusing on taking preventative measures

My policies will contribute to the delivery of the seven National Goals.

Take Employability and Skills policy for example:

- **A prosperous Wales:** Supporting investment in pursuit of jobs, growth and tackling poverty
- **A resilient Wales:** Increasing private investment in skills
- **A healthier Wales:** Realising the health benefits brought about through jobs and growth
- **A more equal Wales:** Delivering a responsive and flexible all-age employability offer
- **A Wales of cohesive communities:** Strong regional collaboration via Regional Skills Partnerships
- **A Wales of a vibrant culture and thriving Welsh language:** Provision of bilingual skills and learning
- **A globally responsible Wales:** Raising performance and delivering better economic outcomes

The basis for determining my priorities is always how they will improve our economy, society, environment and culture.

12.3 Welsh Language

We recognise the importance of the Welsh language in developing our Plans and compliance with the Welsh Language standards. It is embedded in our delivery, for example Careers Wales services are delivered of bi-lingually. A thriving economy will support our target of one million Welsh speakers by 2050. Good quality jobs and sustainable growth will provide people with a reason to remain or return to work and live in local communities where the language thrives. The investment in broadband connectivity is a key intervention to support this ambition.

12.4 Reducing the impact of deprivation and poverty

It is widely recognised that moving people into work has a dramatic impact on their health and ability to function in every day society. Up-skilling, particularly improving essential skills, and supporting in work progression and new employment opportunities makes a significant contribution to the Tackling Poverty agenda.

As a Government, we are ensuring that every aspect of Government policy – education, health, housing and communities – works together to support people into sustainable jobs.

Our cross-Welsh Government Employability Delivery Plan for Wales will provide the opportunity to ensure that Working Wales can benefit from, and align with, programmes led by other departments. We are working closely with colleagues from across Welsh Government in line with the agenda set out by the National Strategy, Prosperity for All. The Employability Delivery Plan is taking a systems based approach, taking into consideration all the levers that government has to affect change in area of employability. This will be an outline of our vision for the future; it will highlight areas we know need to be changed, and where we'd like to get to.

Employability is not just about jobs and skills, it is about getting every aspect of Government policy – education, health, housing and communities – working together to support people into sustainable jobs.

We are considering our current suite of programmes and developing Working Wales to ensure there is no duplication or inefficiency, but also to ensure people can access support in an appropriate manner, that they are tracked through the system to demonstrate progression and that other structural barriers to employment are tackled, such as transport or childcare availability.

Officials drafting the Employability Delivery Plan are working closely with those producing the Economic Delivery Plan, and indeed the relevant Health and Education plans, so that all of these are truly joined up and include complementary objectives. The Employability Delivery Plan will meet the Skills and Employability commitment outlined in the National Strategy.

Upon publication, we will begin a consultation exercise with key partners and stakeholders, to ensure that the implementation of the Delivery Plan takes place with the full support and buy in of industry professionals. Working with employers, including social businesses is critical to the success of our employability strategy. It is only by linking the requirements of businesses to the skills of the workforce that we can move more people into employment, and help them to thrive in work.

While we transition to delivery of Working Wales we are testing a number of new approaches to address the 'eligibility' lottery, and the delivery of support which allows an individual's needs to be addressed instead of focusing on their eligibility for a particular programme.

We are trialling a package of support for individuals and businesses within the Valleys Task Force Area. We will address existing gaps in our support provision for adults who are short-term unemployed, under employed and those who churn in and out of temporary employment.

We will focus on the individual's barriers to employment and incentivise their recruitment with the offer of careers advice, pre employment training support, on the job training and an employment incentive for recruiting employers.

13.0 Summary

The written evidence for Draft Budget 2018-19 is presented to the Economy, Infrastructure and Skills Committee for consideration.

Julie James AM
Minister for Skills & Science

ECONOMY AND INFRASTRUCTURE - MINISTER FOR SKILLS & SCIENCE PORTFOLIO						
RESOURCE						
Budget Expenditure Line	2017-18 Supplementary Budget June 2017 £000s	2018-19 Revised Baseline £000s	Change £000s	2018-19 New Plans Draft Budget £000s	Change £000s	2019-20 New Plans Draft Budget £000s
Life Sciences	2,896	2,896	(696)	2,200	0	2,200
Action: Sectors	2,896	2,896	(696)	2,200	0	2,200
Business Innovation	1,520	1,520	(1,520)	0	0	0
Innovation Centres & R&D Facilities	2,553	2,553	(2,553)	0	0	0
Academia & Business Collaboration	1,646	1,646	(787)	859	(255)	604
Action: Innovation	5,719	5,719	(4,860)	859	(255)	604
Science	4,795	4,795	(4,022)	773	(632)	141
Action: Science	4,795	4,795	(4,022)	773	(632)	141
Digital Inclusion	1,250	1,250	0	1,250	0	1,250
Public Sector Broadband Aggregation	5,240	5,740	(1,536)	4,204	500	4,704
ICT Infrastructure Operations	2,027	2,027	0	2,027	0	2,027
Action: Deliver ICT Infrastructure	8,517	9,017	(1,536)	7,481	500	7,981
ICT Infrastructure Operations	1,309	1,309	0	1,309	0	1,309
Action: Deliver ICT Infrastructure - Non Cash	1,309	1,309	0	1,309	0	1,309
Work Based Learning	126,808	126,308	(7,599)	118,709	(7,596)	111,113
Action: Work Based Learning	126,808	126,308	(7,599)	118,709	(7,596)	111,113
Marketing Skills	648	648	0	648	0	648
Action: Delivery Support - Skills	648	648	0	648	0	648
Skills Policy Engagement	1,061	1,061	0	1,061	0	1,061
Action: Skills Policy	1,061	1,061	0	1,061	0	1,061
Employability and Skills	28,858	28,858	0	28,858	0	28,858
Action: Employment and Skills	28,858	28,858	0	28,858	0	28,858
Careers Wales	18,800	18,800	0	18,800	0	18,800
Action: Educational and Careers Choice	18,800	18,800	0	18,800	0	18,800
TOTAL	199,411	199,411	(18,713)	180,698	(7,983)	172,715

ECONOMY AND INFRASTRUCTURE - MINISTER FOR SKILLS & SCIENCE PORTFOLIO

CAPITAL

Budget Expenditure Line	2017-18 Supp Budget June 2017 £000s	2018-19			2019-20			2020-21		
		Capital Plans 2017-18 Final Budget £000s	Change £000s	New Plans Draft Budget £000s	Capital Plans 2017-18 Final Budget £000s	Change £000s	New Plans Draft Budget £000s	Capital Plans 2017-18 Final Budget £000s	Change £000s	New Plans Draft Budget £000s
Life Sciences	9,711	3,605	(1,515)	2,090	2,000	(1,202)	798	1,000	(199)	801
Action: Sectors	9,711	3,605	(1,515)	2,090	2,000	(1,202)	798	1,000	(199)	801
Business Innovation	-	-	1,254	1,254	-	1,254	1,254	-	1,254	1,254
Innovation Centres and R&D Facilities	-	-	945	945	-	1,200	1,200	-	1,200	1,200
Academia & Business Collaboration	11,739	62	1,550	1,612	62	1,550	1,612	62	1,550	1,612
Action: Innovation	11,739	62	3,749	3,811	62	4,004	4,066	62	4,004	4,066
Science	871	539	4,022	4,561	-	4,654	4,654	-	4,874	4,874
Action: Science	871	539	4,022	4,561	-	4,654	4,654	-	4,874	4,874
Public Sector Broadband Aggregation	-	-	5,000	5,000	-	0	-	-	0	-
ICT Infrastructure Operations	20,550	7,500	0	7,500	1,500	0	1,500	19,500	0	19,500
Action: Deliver ICT Infrastructure	20,550	7,500	5,000	12,500	1,500	0	1,500	19,500	0	19,500
TOTAL	42,871	11,706	11,256	22,962	3,562	7,456	11,018	20,562	8,679	29,241



Your ref/eich cyf:
Our ref/ein cyf:
Date/Dyddiad: 30/10/17
Tel/ffôn: 01443 443443 6376
Dept/adran: Maternity
Email/ebost:
Julie.evans4@wales.nhs.uk

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

Dear Ms Neagle

Thank you very much for taking time at the Launch of the Perinatal Report to listen to our concerns regarding the inaccuracy of the information supplied by MIND to the committee regarding the Perinatal Mental health services provided by Cwm Taf UHB. Please see below the comprehensive written response from CTUHB to the inquiry, alongside the inaccurate information provided by MIND which has been highlighted in yellow for ease of reference.

Perinatal mental health in Wales (October 2017) page 49:

145. While the RCPsych,¹⁹¹ RCGPs,¹⁹² and RCMidwives¹⁹³ confirmed that perinatal mental health issues feature in initial training, they all acknowledged that more could be done both in terms of initial training and continuous professional development. As stated in the previous chapter, it was suggested that to protect specialist community perinatal mental health teams from an overwhelming number of referrals, training of primary care practitioners needed to go beyond simply awareness raising, to knowing how to deal with clinical need. The training and capacity building role of the specialist community perinatal mental health teams was highlighted as being key in this regard, with Mind Cymru warning:

“...at Cwm Taf, for example, there are two people in the perinatal mental health team. They take anybody with low mood, basically. So, they are inundated, because now there’s a service to refer them to. Long term, I don’t think the perinatal mental health services will cope like that [...] if your perinatal mental health service is designed to treat and only treat, they you’re going to never cope [...] there’ll never be enough resources [...] perinatal mental health teams should be perhaps dealing with the more unwell mothers, rather than dealing with everybody. So, rather than just shifting all the responsibility to them—

1. "Cwm Taf, for example, there are two people in the perinatal mental health team"

Cwm Taf Perinatal team comprises of:	Band	WTE
Specialist Mental Health Nurse	7	1
Specialist Midwife	7	1
Clinical Psychologist (1 session)	8b	0.1
Consultant Psychiatrist (1 session)	N/A	0.1
Middle Grade Dr 1 session	N/A	0.1
Admin Support	3	0.5

2. "They take anybody with low mood, basically. So, they are inundated",

"perinatal mental health teams should be perhaps dealing with the more unwell mothers, rather than dealing with everybody"

CTUHB referral criteria and process

Referrals are accepted from any health professional working with women in the perinatal period (during pregnancy and up to one month postnatal). Six months after the introduction of the service the referral criteria post-natally was reviewed and changed from one year due to the volume of referrals and capacity of the Perinatal Service.

Referral Criteria

- Women identified during pregnancy who have severe mental illness, bipolar affective disorder, psychosis, psychotic depression, schizophrenia, suicidal ideation
- Women with a severe form of depression, anxiety, obsessional compulsive disorder, phobias, post traumatic stress disorder, personality disorder, pregnancy related mental health problems
- Women identified during pregnancy who are at risk of a serious mental illness (family history of bipolar disorder or severe child birth related mental illness i.e. puerperal psychosis
- Women with alcohol/substance misuse problems if there is an identified moderate to severe mental illness

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- The team will work jointly with the local CAMHS services to provide care to patients under the age of 18 years

Within maternity services all pregnant women are booked by a community midwife usually between 8 and 10 weeks of pregnancy and during the booking appointment women will be asked a series of questions related to their mental health and family history (All Wales Maternity Records). If women respond positively to any of the questions this will be discussed by a telephone consultation in the first instance with the Perinatal Mental Health Team.

If a referral is accepted by the team it will be discussed in the referral meeting which is held weekly. Referrals will be discussed and allocated to one of the team and an appointment will then be offered to the woman within 4-5 weeks.

All women under the care of the Perinatal Mental Health Team will have a mental health and well being birth plan in place. These plans have proved valuable to both women, maternity and mental health staff.

The Perinatal Services have established pathways with all stakeholders within Primary Care based on open and frequent communication channels and clear referral and care pathways. The role of the Consultant Psychiatrist within the Service provides expert advice and support to the team and colleagues as well as offering timely out-patient appointments.

Please could you consider how this inaccuracy could be rectified for the committee to ensure there is a fair and accurate representation of the service in Cwm Taf UHB.

Thank you for your help in this matter

Many thanks

Julie

Julie Evans – Senior Midwife Vulnerable Women/Named Midwife Safeguarding

Cwm Taf University Health Board | Bwrdd Iechyd Prifysgol Cwm Taf |
phone | ffôn : 01443 443443 ext 6376
mobile | symudol : 07766465408

CC - Simon Jones - Head of Policy & Influencing, MIND

Return Address:

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Chair/Cadeirydd: Dr C D V Jones, CBE

Chief Executive/Prif Weithredydd: Mrs Allison Williams

Cwm Taf Health Board is the operational name of Cwm Taf Local Health Board/Bwrdd Iechyd Cwm Taf yw enw gweithredol Bwrdd Iechyd Lleol Cwm Taf



Llywodraeth Cymru
Welsh Government

Ein cyf / Our ref: MA(P)/KW/3712/17

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

23rd October 2017

Dear Lynne,

Thank you for your letter of 28 September following the Children, Young People and Education Committee's consideration of my letter of 24 July with respect to community focused schools.

You requested clarification of the following areas which I will address in turn:

- Whether Circular 34/03 remains operational and if so, what assessment has been made of the extent to which our delivery partners are following the guidance?

Circular 34/03 is still relevant and will be used when we take forward the commitments outlined in Prosperity for All to establish community learning centres and to ensure that schools take on a more wide-ranging role as community hubs.

The guidance will be a useful point of reference for headteachers, governing bodies and the wider community.

- Whether the definition of community focused schools is still current

This definition is still appropriate. Community focused schools will form a critical part of community learning centres. These new models will not just be about buildings but about service provision delivered from those buildings; for example, providing extended services with childcare, parenting support, family learning and community access to facilities built around the school day.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

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

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.

It is important that schools connect with the community that surrounds them and that the school team of the headteacher, teaching staff and governing body play their part in enabling joined up work to move forward.

- The inclusion of specific criteria within the conditions for 21st Century Schools funding and Estyn's inspection framework.

Investment in our school and college infrastructure through the 21st Century Schools and Education Programme will be one of the levers to enable our plans for community hubs and learning centres to progress. We will draw upon all our budgets across education, in particular 21st Century Schools, to take forward this agenda.

Appropriate measures will be added to the Estyn inspection framework where necessary.

A copy of this letter will be sent to the Chair of the Equalities, Local Government and Communities Committee.

Yours sincerely

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

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

Agenda Item 4.4

Comisiynydd Plant Cymru Children's Commissioner for Wales Sally Holland

By e-mail only

To: Lynne Neagle AM, Chair of the Children, Young People and Education Committee, National Assembly for Wales

27 October 2017

Dear Chair,

During the scrutiny session of my Annual Report and Accounts 2016/17 on 18 October 2017, I promised to send you a further note about the Welsh Government's approach to Children's Rights Impact Assessments (CRIA).

[This particular CRIA](#), on Communities First, is an example of a thorough and well-argued CRIA, which performs the required balancing exercise well. Whilst the policy changes it relates to (i.e. how Communities First will be replaced), have not yet occurred, it identifies a number of different potential consequences that should therefore feed into future policy setting, provided it is used as intended.

I believe this particular CRIA could and should be used as a training example for others within Welsh Government, demonstrating how CRIAs can play an active part of planning and analysing the potential impact on children's rights from the outset of policy making, and helps to mitigate the identified risks to children's rights if taken into full consideration during the life-cycle of policy making.

I trust the above adequately responds to your question. If you require further information or discussion about this, please do not hesitate to contact my office.

I would like to extend my gratitude, once again, to you and your members for a stimulating discussion around my Annual Report.

With best wishes,



Sally Holland
Children's Commissioner for Wales



Children's Rights Impact Assessment (CRIA) Template

Title / Piece of work:	Potential phasing out of Communities First and the new approach to Resilient Communities (updated after engagement and analysis)
Related SF / LF number (if applicable)	MA-(C)CS/0003/17
Name of Official:	Laura Reed/Richard Self/Amelia John/Zoe Holland
Department:	Communities Division, EPS
Date:	30/1/2017
Signature:	

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)?

Context

On the 11th October 2016 the Cabinet Secretary ("CS") for Communities and Children announced that he is minded to phase out the Communities First Programme ("CF"), and would engage with stakeholders on a proposed new approach to building resilient communities, focusing on early years, employment and empowerment. Prior to this, an Equality Impact Assessment was carried out with as much data and evidence as was available, though it was recognised that more needed to be gathered through engagement with a cross-section of stakeholders.

The CS made clear that no decision would be made until after the first phase of engagement ended and that he would make a statement in early 2017. As such, the purpose of this Impact Assessment relates to:

- a) The potential phasing out of the CF Programme during the financial year 2017-18 and a new approach to building resilient communities. During the lead up to the potential closure there will be a transitional period of 12 months with reduced funding.
- b) Development of the new approach to building resilient communities focusing on early years, employment and empowerment.

CF is 17 years old and has had many successes but, since it was launched and then refocused in 2012, there have been enormous changes in the economic and political landscape, including a new administration and Programme for Government, 'Taking Wales Forward', a new legislative context, including the Well-being of Future Generations (Wales) Act 2015 ("WFG Act") and the introduction of Public Services Boards ("PSBs") as well as proposed local government reform.

Taking Wales Forward is the Welsh Government's new Programme for Government, for

the period 2016 -2021. Published in November 2016, it sets out the Government's programme to drive improvement in the Welsh economy and public services, delivering a Wales which is prosperous and secure, healthy and active, ambitious and learning, united and connected. The approach set out in *Taking Wales Forward* is intended to be cross-government, integrated, collaborative and long-term.

It has become clear that jobs growth and full-time employment opportunities for low income households are essential, particularly if we are to reduce the number of people living in workless households and also tackle rising levels of in-work poverty. For some time, CF Lead Delivery Bodies ("LDBs") have been encouraged to focus more on employability outcomes. It is evident that employability is key to tackling poverty in our most deprived communities. We know that 70% of those who move out of poverty do so because they have found employment.¹

The decision to review CF is in a context where a number of other programmes and policies are refocusing their outcomes, in line with the Government priorities set out in *Taking Wales Forward*. For example, the Revised Child Poverty Strategy for Wales has a new strategic objective 'to use all available levers to create a strong economy and labour market which supports the tackling poverty agenda and reduces in-work poverty in Wales'. In addition, this is a time of continuing public sector austerity with the consequent pressure on budgets and need to find increasing cost savings.

The new approach to resilient communities and the phasing out of CF is set firmly within the context of the WFG Act which has come into force since the re-launch of CF in 2012. The Act places expectations on Local Authorities, and other public bodies subject to the Act, including the Welsh Government, to involve people in decision-making, work together, and take account of the long-term and look for opportunities to prevent things getting worse. In addition, it places PSBs under a duty to assess local needs and set out their plans to improve the economic, social, environmental and cultural well-being of their local area and the communities they represent.

The new approach to building resilient communities will be developed using the WFG Act's 5 ways of working, involving communities and partners from across the third, public and private sectors. We want to ensure our offer to communities is based on an integrated, cross-government approach that equips them for the long-term challenges and opportunities they face and empowers them in the decisions that affect their lives. Working in this collaborative way to get this approach right will take time, but will ultimately deliver better results for our communities.

More broadly the new ways of working established by the Act, focussing on much more integrated and partnership working at a local level, with much greater involvement of local communities, calls into question the appropriateness of a 'top-down' Welsh Government grant programme targeted at very geographically limited areas and feedback from the engagement identifies the need for greater community involvement, engagement and empowerment going forward. This is in tune with Local Government reform proposals which are likely to include measures aimed at strengthening local democracy and participation. It also supports the Welsh Government's increased expectation on local authorities to act as 'place shapers', to improve their engagement with communities and to

¹ Over the period 2007 to 2012, of people aged 18 to 59 who were not working and living in a household in poverty, 70% of those who entered employment left poverty (Source: <http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/povertyandemploymenttransitionsintheukandeu/2015-03-10>)

understand, reflect and meet their needs.

Whilst there has been a great deal of feedback from CF staff and service recipients on the value of individual projects, there is no evidence to suggest that overall CF has been effective in tackling poverty at a population level Wales-wide (with a higher proportion of certain groups with protected characteristics and their children living in poverty, e.g. disabled people and some BME groups), or promoting prosperity at a Wales-wide level. Whilst the programme assists people on an individual basis, statistics on those living in poverty in Wales suggest that it makes no impact on poverty levels in the general population. Independent evaluations of CF's effectiveness to date have not provided strong evidence.

Decisions around the future of CF will be taken in the context of *Taking Wales Forward* and evidence about where resources are best directed to promote prosperity and tackle disadvantage and poverty. Within the context of continuing austerity, it is clear that if new priorities are to be funded then some existing programmes will have to cease. If this does not happen, there will not be sufficient funding for the priorities outlined in *Taking Wales Forward*. These priorities are set within a Wales-wide context, rather than being focused on 52 small areas and it is acknowledged that communities, public services, third sector organisations and partners are best placed to understand local need and where to focus efforts to tackle disadvantage. The local authority and PSB roles are important in this context as well as the information gathered in the well-being assessment.

The first phase of engagement focused on the new approach to resilient communities and, within that context, the potential impact of any proposed decision to phase out CF. The proposed new approach to resilient communities particularly focuses on the priorities of employment, early years and engagement and people's views on those. It ran for 12 weeks, ending on 15th January 2017. Engagement activities were undertaken with a wide range of individuals and organisations, including delivery partners, those with experience of CF, as well as the wider public and Third Sector. These activities included an online survey, focus groups and face to face meetings. There was a specific engagement with children and young people ("CYP") in two focus groups run by the Wales Council for Voluntary Action with 71 attendees. An additional 5 CYP attended the focus groups for CF participants. CYP also took part in the Talk Communities online survey and there were 54 written responses from young people.

This Impact Assessment has been prepared in light of the responses received during the engagement period.

Will the piece of work have an effect on a particular group of children?

CF is an area based initiative i.e. it tries to improve the profile of an area by addressing the needs of individuals resident in those areas. CF is delivered in 19 of the 22 local authorities in Wales (it does not cover Ceredigion, Powys and Monmouthshire) in specified areas known as Clusters. The Clusters of which there are 52, are made up of Lower Super Output Areas ("LSOAs") initially selected from the 10% most deprived LSOAs (as measured in Welsh Index of Multiple Deprivation 2011). There are a small number of areas now in the top 10% of WIMD not included in CF as it is based on 2011 data. CF is also a 'cradle to grave' programme which people can access on multiple occasions. There is a particular focus on the 'hardest to reach'. However, principally for reasons of scale and viability only 41% of current CF Clusters are within the 10% most deprived LSOAs in the 2011 Welsh Index of Multiple Deprivation.

The range of projects and target client groups varies across the LDBs and Clusters as CF is designed to be a needs based programme that is responsive to local need. Review of submissions from CF LDBs has highlighted that all LDBs deliver projects that either target CYP directly or would benefit them indirectly (e.g. parenting classes). Across the 19 LDBs there is variation as to which groups of CYP receive CF projects. However LDBs report that there are some groups of CYP which receive a particular focus within CF:

- Early years through support to pregnant women, and new mothers;
- School age children;
- Not in Education, Employment or Training (NEET) 16-24 year olds;
- BME CYP;
- Disabled CYP;
- Refugee and Asylum seeker CYP;
- CYP in socio-economically deprived households.

Out of the 647 CF projects in 2016-17, 207 (32%) are focused particularly on CYP.

Step 2. Analysing the impact

What positive impacts will this piece of work have on children, young people or their families?

Should a decision to phase out CF be made, the future approach implemented by the Welsh Government will take account of the needs of CYP and their families to ensure that support for them is maximised, and offers many opportunities to promote positive impacts on CYP Wales-wide. In his October announcement, the Cabinet Secretary outlined that the new approach would be based on the 'three E's': Early years; Employability; and Empowerment. Employment and employability are widely recognised as the best way out of poverty and disadvantage. This focus on Early Years and Employability will naturally have a positive impact on CYP. Feedback from the engagement saw support for this approach with an additional area on which many respondents thought should be focused on – early intervention.

Whilst some elements of the future approach are still in development, particularly how best to empower communities (and on which there will be ongoing engagement), the intention is that the new future approach would no longer be solely and prescriptively area-based, so that the benefits of any approach would not be restricted to CYP resident in CF LSOAs only, but instead be Wales-wide. This should help in reaching significantly more CYP and provide for an increased impact and improved service provision.

Elements of the new approach already being taken forward include the ACE (Adverse Childhood Experiences) Hub and the launch of Children's Zones pilots, both of which are focused on improving the lives of CYP, particularly those facing most barriers and disadvantage. Children's Zones bring together organisations in a strategic way to work with a defined community on the long term needs of CYP in that area. The Zones will drive a clear focus on how all the programmes and interventions within an area can work together to best effect. By focusing on prevention, building resilience and working together to provide seamless support to CYP, especially through the many transitions they face, they will improve CYP's life chances.

ACEs are traumatic experiences that occur before the age of 18 and are remembered

throughout adulthood. These experiences range from suffering verbal, mental, sexual and physical abuse, to being raised in a household where domestic violence, alcohol abuse, parental separation or drug abuse is present. Evidence shows children who experience stressful and poor quality childhoods are more likely to develop health-harming and anti-social behaviours, more likely to perform poorly in school, more likely to be involved in crime and ultimately less likely to be a productive and happy member of society. Tackling ACEs requires us to be smarter about earlier intervention in the lives of the very youngest members of our society, shifting resources into prevention and protection. In order to tackle ACEs at a population level, Cymru Well Wales is taking a whole-system approach to preventing and mitigating their ongoing effects. The ACE Hub is being established to drive the achievement of the collective vision for Wales as a world leader in ACE-free childhoods. It will help create the environment for change, enable and support individuals, communities and organisations to achieve their local ambitions around the ACEs agenda. There will be a small team in the hub who are skilled, knowledgeable and experienced to work on further research, co-ordinate activity, push for opportunities and leads in each sector (housing, health, education, etc) to drive forward change and engage in those areas.

In addition, the £13.5 million Parents, Childcare and Employment ('PaCE') programme which targets parents who face childcare barriers which prevent them accessing education, employment or training opportunities has been extended to 2020.

The new approach will build on other programmes particularly focused on the wellbeing of CYP, which include:

- Building a Brighter Future
- Work to support Public Health Wales First 1000 days initiative
- Flying Start
- Families First
- Team around the Family
- Childcare offer
- New school curriculum
- Jobs Growth Wales
- Careers Wales support
- Youth Engagement and Progression Framework
- Apprenticeships

This new approach has at its heart the five ways of working set out in the sustainable development principle in the Well-being of Future Generations (Wales) Act 2015 ("WFG Act"), with a long-term and preventative approach, with collaborative and integrated delivery which involves people and communities. In addition, future approaches around resilient communities in addition to the grants and initiatives already announced will be developed within the context of the WFG Act and *Taking Wales Forward*.

For example, delivery of the future approach will be based upon the statutory well-being assessments prepared by PSBs under the WFG Act. The Act prescribes that those assessments must include consideration of a number of issues including the adequacy of nursery education and childcare provision as well as play opportunities in the area. The statutory requirement on PSBs to consult on both their assessment of well-being and their local well-being plan will give children, parents, guardians and representatives chosen by or working with children considerable opportunities to raise any concerns they have over how their well-being has been assessed and how the local well-being plans address those concerns.

In *Taking Wales Forward*, the Welsh Government set out its well-being objectives required under the WFG Act. Some of the objectives directly relate to CYP e.g. “create conditions to give every child the best start in life” but all 14 have a strong connection to the themes of the United Nations Convention on the Rights of the Child and action taken to achieve each/all of them will have positive impacts on Welsh CYP.

What are the negative impacts and what compensatory measures may be needed to mitigate them?

CF has delivered significant activity through a range of projects directed at the well-being of younger people, often through the delivery of projects which engage parents, children or both.

There has also been a range of projects delivered for young people of pre-school age and early years, working closely with Families First and Flying Start. CF also works closely with young people who are Not in Education, Employment and Training. There has been significant activity around employment related projects focused on around basic skills, CV building and interview skills together with the social skills needed to progress to employment.

Feedback from stakeholders during the engagement activities raised the following issues/concerns relating to CYP:

- CF Staff in many of the focus groups highlighted that there is limited provision currently for children and young people aged 4–16 other than what is provided by CF; there is a risk that provision for ‘older’ young children will be reduced.
- CF provides targeted support that aims to address the needs of the whole family. There were recurring concerns among staff that a scaling back of the programme – including activities to support vulnerable families – may have a particular effect on children and young people.
- LDBs highlighted a wide range of ways in which provision for CYP and families would be impacted by the potential phasing out of CF if the services were not maintained. These include parenting programmes, training programmes targeting parents, targeted support for young people who are NEET or at risk of becoming NEET, activities providing a link with the local community and addressing mental health needs of people, including young people. However, LDBs did note that some of this activity is jointly funded by CF and the other tackling poverty programmes, Families First and Flying Start. LDBs were unanimously of the view that any phasing out of CF will result in less opportunity for CYP to socialise with their peers and others experiencing similar challenges.
- Feedback from CF staff noted that CF in many areas provides a link between schools and residents, and participants in three of the focus group explained that this had led to improved attendance.

Mitigation

If CF in its present form ceases, the projects it currently delivers will potentially be lost depending on the greater onus placed on other programmes and policies to ‘fill the gap’ and the nature of the future approach. However, as noted by LDBs, a number of the CF

projects are already provided in conjunction with other government programmes e.g. Flying Start and Families First and these programmes will continue so it is quite possible that not all provision will cease. Also, it is envisaged that a more integrated delivery of other programmes may deliver as/more effectively for more communities.

In developing the new approach to Resilient Communities, officials will seek to ensure that due regard to the best interests of children will be taken in respect of any new programmes. Should the CS decide to phase out CF, LDBs will be expected to produce exit strategies and officials will work closely with them and local authorities on developing and delivering these strategies and maintaining and sustaining valued services, including those for CYP and their families.

In addition, the CS has signalled that, should he decide to phase out CF, there will be a phased closure over 12 months with reduced funding of 70% of 16-17 levels. From April 2018, a specific grant of £6m per annum will be established to fund some legacy activities of Communities First (continuing successful projects or maintaining provision of facilities). Funding will be distributed through local authorities to determine local priorities. The specific grant, distributed in line with current CF budgets, will operate for two financial years before being rolled into the RSG to manage the long term legacy of CF.

There is a proposed additional £4m per annum made available for 4 years from 2017-18 for capital investment in community buildings to make them sustainable.

Work is underway to develop a new employability policy for Wales, underpinned by a new All Age Employability Programme. While important progress is being made to reduce unemployment in Wales, levels of economic inactivity remain high. Evidence shows that bespoke support (such as that provided by Lift and Communities for Work) for those furthest away from the labour market (and those closer to employment) plays a critical role in reducing unemployment. There is also evidence that increasing employability is particularly important for certain groups (who are more at risk of being economically inactive). This includes young people aged 19-24 years.

From April 2018, it is proposed that a new employability grant will be established to support Lift and Communities for Work and to provide additional funding for employability programmes, at a cost of £11.9m per annum. Many of the participants in the CF employment/prosperity projects will be able to access support through this strengthened employment programme. In addition, under these new arrangements the geographical scope of Lift and Communities for Work will be widened from CF Clusters to being Wales-wide. Should this proposal be agreed by the CS, this means that more CYP will become eligible for support from these programmes, including those living in deprived areas not currently covered in the CF Clusters.

The Citizens Advice Bureau project and Streetgames, aimed at engaging children and young people, will continue to be funded. As referenced above, pilots of Children's Zones and an ACE hub will be launched to support the early years and early intervention approaches. This will complement the work of Flying Start, Families First, the refresh of Building a Brighter Future, the child care offer and that of other public and third sector organisations such as Public Health Wales' focus on the first 1000 days. In addition, within the new Programme for Government and the new approach to resilient communities, there are currently a number of Welsh Government projects and programmes in addition to the ACE hubs and Children's Zones that are designed to address the needs of CYP across the Welsh population, some of which are detailed below (and cited above in answer to

question):

- Building a Brighter Future
- Work to support Public Health Wales First 1000 days initiative
- Flying Start
- Families First
- Team around the Family
- Childcare offer
- New school curriculum
- Jobs Growth Wales
- Careers Wales support
- Youth Engagement and Progression Framework
- Apprenticeships
- Parents, Childcare in Employment
- Proposed legislation on chastisement.

In addition, the Welsh Government's Strategic Equality Plan 2016-2020 contributes significantly to any potential negative impact of a phasing out of CF. It is the cross Welsh-Government plan to advance equality, eliminate discrimination and promote good relations. All objectives will contribute to equality for CYP. In particular, objective 1, 'Put the needs of people with protected characteristics at the heart of the design and delivery of all public services, in particular health and mental health services, education, housing social services and transport. Specifically to ensure support and tackle barriers to enable disabled people to enjoy their right to independent living and have voice, choice and control in their lives' will mitigate the impact of closure of any education-related programmes. Government action on this includes the Additional Learning Needs Transformation Programme. It includes ensuring all children and young people aged 0-25 with additional learning needs are provided for within an inclusive education system, where needs are identified early and addressed quickly and where all learners are provided for in an inclusive education system so that they can reach their potential.

Equality objective 3, and cross-Government work to deliver on it will help to mitigate the impact on young people: 'Identify and reduce the causes of employment, skills and pay inequalities related to gender, ethnicity, age and disability including closing the attainment gaps in education and reducing the number of people not in education, employment or training (NEET)'. This includes plans to publish an Employability Plan to underpin future approaches to delivery aimed at assisting young people and adults to gain, retrain and progress within employment, as well as the recent extensions to funding for CfW and proposed Wales-wide Lift and CfW infrastructure.

So too objective 4 will mitigate negative impact, 'Reduce all forms of harassment and abuse, including (but not limited to) violence against women, hate crime, bullying, child abuse, domestic abuse and abuse against older people'. Action is included on addressing bullying in schools and safeguarding through education settings. In addition, there is a commitment to action under the Social Services and Wellbeing Act 2014 in respect of reducing child abuse.

Objective 7, and the actions to support it, cite children and young people, 'Reduce poverty, mitigate the impacts of poverty and improve living conditions for those groups most at risk of living in low income households, particularly disabled people, lone parents, certain ethnic minority groups and families with disabled children', including numerous specific

actions to address child poverty.

**How will you know if your piece of work is a success?
Have you considered the short, medium and long term outcomes?
Have you developed an outcomes framework to measure impact?**

With regards to a decision on the future of CF, there won't be a specific outcomes framework, but LDBs will be expected to have an exit plan which includes:

- Striving to maintain valued services and make them sustainable;
- Plans for engaging and empowering their communities;
- Plans for an infrastructure for the CfW and LIFT employability programmes, with extended funding for CfW to 2020.

The short-term outcome should CF be phased out would be a potential reduction/cessation of CF-funded projects for CYP resident in CF LSOAs and the consequent reduction of support. The medium to long term outcomes are dependent upon the future approach, but in line with the new employability programme, the expectation is that this will have a far wider geographical reach, with the resultant positive impacts for CYP and their families, due to the move away from a delivery model focused on specific post codes (this being one of the criticisms of CF).

Measures of success for the future approach will be considered as part of the development of the new approach, in discussion with people, communities and organisations. They will include not only how individual programmes operate but integration between them and the extent to which communities are engaged and empowered. Any outcomes/indicators/methods for measuring success will be developed in line with the National Indicators set under the WFG Act. Where appropriate, the exact nature of any outcomes/indicators will be influenced by engagement with stakeholders as part of the ongoing engagement.

**Do you need to engage with children & young people and/or stakeholders to seek their views using consultation or participatory methods?
Do you need to produce child friendly versions of proposals/consultations?**

The views of CYP have been sought via an online survey and, as outlined above, two of the focus groups were specifically for CYP. In addition LDBs and CF Clusters have been encouraged to engage directly with CYP in their regions. Child friendly versions of questions used in the engagement activity were employed to facilitate the participation of CYP.

As the engagement is continued, we will ensure it is inclusive of, and appropriate for, CYP.

If yes to above, how have their views influenced your work?

Feedback from the various engagement activities has been incorporated into the analysis of stakeholder feedback conducted by an independent research company, Arad Research, commissioned by the Welsh Government.

Arad's analysis has been incorporated into the assessment of impacts in this document, e.g. in the impacts section. If the CS decides to phase out CF, Arad's analysis will be published.

Does the piece of work have any links to delivering the key objectives of the Child Poverty Strategy for Wales?

CF is one of the four Tackling Poverty programmes (Supporting People, Families First and Flying Start) that formed key elements of the previous Welsh Government's Child Poverty Strategy.

If so, state how the work may impact on child poverty.

The future approach is cross Government and based on the 5 ways of working in the WFG Act. The approach will focus on early years, early intervention, employability (which evidence shows is the best route out of poverty) and community empowerment. This should have a positive impact on child poverty, in particular the focus on employability, and Wales-wide rather than focused solely on 52 small areas. CfW and Lift are targeted on those furthest from the jobs market, offering intensive one to one support.

One of the new strategic objectives for tackling poverty in the Revised Child Poverty Strategy for Wales is 'to use all available levers to create a strong economy and labour market which supports the tackling poverty agenda and reduces in-work poverty in Wales'. The new approach will contribute towards this strategic objective.

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

As highlighted above in detail, should the decision to phase out CF be taken, the new approach to building resilient communities will be developed in the context of *Taking Wales Forward* and the WFG Act and will support and promote children's rights. The Welsh Government's well-being objectives, set out in *Taking Wales Forward*, including that of creating conditions to give every child the best start in life, are consistent with the themes of the UNCRC. The focus in the new approach on early years, in particular, will support CYP's rights and build on the foundations of the other Welsh Government programmes designed to support CYP, which include:

- Flying Start
- Families First
- Refresh of Building a Brighter Future
- Team around the Family
- ACE Hubs
- Children's Zones
- Childcare offer
- New school curriculum
- Jobs Growth Wales
- Careers Wales support
- Youth Engagement and Progression Framework
- Apprenticeships
- PaCE
- Strategic Equality Plan 2016-20.

Consideration has been given to the rights of the child enshrined in the UNCRC and those articles that are not necessarily engaged given the policy rationale and intent are, in summary, as follows:-

- Article 6-11 regarding inherent right to life, right to a birth name, preservation of identity, separation from parents against their will, family reunification and the illicit transfer and non-return of children abroad.
- Articles 15-18 regarding freedom of association, arbitrary or unlawful interference, access to media and parental rights.
- Articles 20-22 which enshrine the rights of a child to their family environment, adoption and refugee status.
- Article 25 about the right of looked after children to have their situation periodically reviewed.
- Article 26 about provision of social security for children of families in need.
- Article 32 –33, 35-38 and 40 protection from dangerous work, illicit drugs, abduction, exploitation and harmful activities, cruel punishments, and armed conflict.
- Article 34 regarding protection from sexual exploitation and abuse - while the policy proposals do not directly address this they will indirectly assist by supporting children through provision of the 3 E's.
-
- Article 39 - while the policy proposals do not directly address measures to promote physical and psychological recovery and social reintegration of a child victim the work towards employment, early intervention and empowerment will provide support levers in this regard, particularly via ACE Hubs and Children's Zones.

However, the new approach to building resilient communities will engage, and has the potential to positively support, a number of UNCRC articles. These include:

- Articles 1-5 - the Welsh Government observes these articles in taking forward the policy proposals.
- Articles 12 - 14 (freedom to form and express views and for those views to be taken into account) – as referenced above, the new approach will focus particularly on empowerment.
- Article 19 (protection from violence and abuse) – the Welsh Government publishes an annual action plan for its Hate Crime Framework for Action, and Objective 4 in the Strategic Equality Plan also focuses on hate crime and other forms of abuse. The policy proposals will also provide support in this regard via work on ACE's and Children's Zone's.
- Article 23 (disabled children's right to a full and independent life) – the focus on Children's Zones and actions around legislating for those with Additional Learning Needs ('ALN') will contribute to delivering in respect of this right.

- Article 24 – (right to good quality health care) – by focusing on early years, the new approach will help to improve children’s life chances by preventing problems rather than tackling them after they have happened. In addition, the ACE Hub will help to ensure that children who have experienced traumatic events grow up to be as healthy as possible.
- Article 27 (right to an adequate standard of living) – the focus on employability and the proposed extension of Lift and Communities for Work and PACE will focus on enabling both young people and people with dependent children to gain employment. This will help to lift families and young people out of poverty. The focus on those who are not in education, employment or training, including in the SEP, will support this as will the creation of 10,000 apprenticeships.
- Articles 28 and 29 (right to education and development) the policy will assist in supporting learning and development of children, as will ALN legislation and the new curriculum.
- Article 30 (not to be denied the right to enjoy minority culture, religion or language)) the new policy approach together with the new way of working required by the WFG Act will work towards cohesion and inclusion which in turn will see a strengthened approach in relation to this right.
- Article 31 (right to relax and play) - the Welsh Government will continue to fund Streetgames (a charity dedicated to helping CYP living in disadvantaged areas to access sport).
- Articles 41 and 42 - relate to existing statutory provision and promotion of the Convention which, the Welsh Government will continue to work towards in respect of the policy proposals.

In developing the new approach, officials will continue to be mindful of the need to ensure that, as far as possible, it supports the UNCRC.

Step 4. Advising the Minister and Ministerial decision

This Children’s Rights Impact Assessment has been developed to ensure due regard is given to Children’s Rights when ministerial decisions are made about the future of CF.

The CS has been advised of the possible impacts on CYP in CF cluster areas and a copy of this CRIA will be included as part of the advice to him before he makes the final decision on CF and on the future approach to resilient communities.

Step 5. Recording and communicating the outcome

Final version to be retained on i-share

All paperwork relating to the potential phasing out of CF, including this Children's Rights Impact Assessment has been stored on the Welsh Government's record management system. Should the Cabinet Secretary decide to phase out CF, this CRIA will be published on the Welsh Government website, along with a summary of the responses received during the engagement.

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

As highlighted above, this is a living document and has been revisited following the engagement exercise. It will be assessed and updated as the new approach to resilient communities develops and evidence of impact is gathered.

Budgets

Does the piece of work have any associated allocation of budget?

Can you identify how much of this budget will be used for children and young people?

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.

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?

Please give any details:

In 2016-17, CF clusters were allocated a budget of £31.782 million. It is not possible to

disaggregate how much of this spend is specifically targeted at CYP. All aspects of communities related funding for 2017/18 will not be confirmed until later this spring.

Should the CS decide to proceed with a phasing out, there will be cost savings and further advice will be submitted outlining options for the alternative use of this funding in 2017/18

In addition to usual staff costs, an additional £25,000 was spent on the engagement exercise – some of this spend was to ensure the involvement of CYP and that their views were properly/fully taken into account in the analysis of responses.

Monitoring & Review

Do we need to monitor / review the proposal?	Yes
If applicable: set the review date	July 2017

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.

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.



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

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/

Ken Skates AC/AM
Ysgrifennydd y Cabinet dros yr Economi a'r Seilwaith
Cabinet Secretary for Economy and Infrastructure

Agenda Item 4.5



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA-P-KS-3471-17

Lynne Neagle AM
Chair
Children Young People and Education Committee

Lynne.neagle@assembly.wales

25 October 2017

Dear Lynne

Following your correspondence of 3 October and my letter in July this year I am writing to update you on actions taken to address your concerns about learner travel.

In my earlier response I committed my officials to undertake a survey of local authorities over the summer to monitor how they risk assess walked routes to school. The exercise has now been completed and I attach for your information a brief report on the local authority responses.

In addition to this report you will need to note that Welsh government has received correspondence about three walked routes to school. In two of these, I wrote to the local authorities concerned and the cases were resolved. The third case I also wrote to the local authority without resolution and the matter has been referred to the Ombudsman.

Your latest letter asked about the review of the learner travel guidance in 2016. This was a light review following a query about terminology where discrepancies had been identified by the Welsh Local Government Association. Minor changes were made to clarify meaning and ensure consistency. The changes did not relate to the risk assessments for walked routes to school.

You also asked about a review of the guidance in light of the Additional Learning Needs and Education Tribunal (Wales) Bill. The guidance will require review and revision in due course in order to ensure that it is consistent with the new statutory system of support for children and young people with additional learning needs introduced by the Bill. Whilst undertaking that review, officials will consider whether any aspect of the guidance requires strengthening in relation to these learners. The review will also ensure that the learner travel guidance and the new Additional Learning Needs Code are consistent in the information they provide.

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CF99 1NA

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Gohebiaeth.Ken.Skates@llyw.cymru
Correspondence.Ken.Skates@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.

I remain committed to ensuring the safety of all learner travellers. This is not limited to the safety of the routes they take to school but also through promoting active travel to provide learners with long term benefits in health and well-being.

Yours sincerely

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

Ken Skates AC/AM

Ysgrifennydd y Cabinet dros yr Economi a'r Seilwaith
Cabinet Secretary for Economy and Infrastructure

Analysis of Local Authority Risk Assessment of Walked Routes to School –Returns

Introduction

The Children, Young People and Education Committee wrote to the Cabinet Secretary for Economy and Infrastructure in July 2017 regarding learner travel, in particular the risk assessments of walked routes to schools. The Cabinet Secretary responded addressing a number of their concerns and a commitment to undertaking a survey of local authorities to monitor the work of local authorities in risk assessing walked routes to school.

Background

The Learner Travel Measure 2008 places a duty on local authorities to assess the travel needs of all learners up to the age of 19. Local authorities must provide free transport to learners of statutory school age (5 – 16 years) based on age, distance and aptitude criteria. Local authorities also have a duty to assess the nature of the routes which learners could reasonably be expected to take to the relevant places where they receive education or training (s. 2(4) (e)). The regulations (s. 3(8)) state that a route is available if it is safe for a child (without a disability or learning difficulty) to walk with or without an escort as age appropriate.

If transport arrangements are not found to be suitable for a learner, for instance a walked route is found to be unsafe, causes the learner unreasonable levels of stress or takes an unreasonable amount of time the local authority has a duty to make other travel arrangements to ensure the learner attends their relevant place of learning.

Welsh Government provides non statutory guidance to local authorities to assist them in undertaking their duties. Local authorities must pay due regard to the guidance. Previous guidance issued to local authorities for risk assessing walked routes had been developed by Road Safety GB and was based on physical, geographic and traffic considerations. Following a public consultation in 2014 the guidance in Wales was amended to include social dangers.

The new risk assessment regime for walked routes to school guidance was issued by the Welsh Government in June 2014 as part of the publication of the revised Learner Travel Statutory Provision and Operational Guidance.

See link; <http://gov.wales/topics/educationandskills/allsectorpolicies/learner-travel/?lang=en>

It is for local authorities to decide whether and when to risk assess a walked route and this will depend on a number of factors, for example;

- When the route was previously assessed
- Recent accident or similar incident
- High accident statistics
- The opening or closure of schools
- Changes made to a route – road works, infrastructure changes
- Changes to traffic composition and volumes, including cyclists
- Changes affecting the route – new builds/housing developments, large scale construction projects

Methodology

The Minister wrote to all local authority leaders (8 December 2014) about the revised learner travel guidance and risk assessments of walked routes. The letter included details of the proposed monitoring regime for walked route risk assessments. Questionnaires (see attached at Annex A) have since been sent to local authority transport coordinators for completion, though generally have required a number of reminders to elicit responses. The most recent questionnaire was sent to local authorities on 21 August 2017.

Analysis

16 Local authorities returned completed questionnaires by 15 September 2017. Six local authorities did not respond to requests for information.

Three previous monitoring surveys have been undertaken between December 2014 and July 2016. The details are below including the variable response rate.

Details of Monitoring Exercises			
Time Period of Exercise	Number of Responses	Risk Assessments Undertaken	Nil Returns
Sept 2014 – July 2015	22	258	7
July – December 2015	16	161	3
January – June 2016	13	52	5
January – June 2017	16	91	2

The first exercise which returned the highest number of completed questionnaires and the highest number of completed risk assessments followed the release of the revised guidance and covered the longest time

span. The second exercise was completed over the first six months of the academic year. The last two exercises were completed over the second half of the academic year which may explain the reduced number of risk assessments undertaken.

The analysis below provides an overview of how the regime has operated between 1 January 2017 and 30 June 2017.

Question 1(a): How many walked routes to school have been assessed for the period 1 January 2016 – 30 June 2016?

- From the 16 responses received 91 risk assessments were undertaken.
- The majority of the risk assessments were undertaken by three local authorities; Carmarthenshire, Conwy and Merthyr Tydfil.
- Since the revised guidance was issued in 2014 three local authorities have reported undertaking no risk assessments; Bridgend, Ceredigion and Wrexham.
- Since 2014 five local authorities have reported undertaking a high number of risk assessments (40 - 136); Carmarthenshire, Conwy, Denbighshire, Merthyr Tydfil, Newport.
- During the same period the remaining 14 local authorities have undertaken in their areas between 1 – 21 risk assessments per authority.

Question 2: Were any routes assessed more than once in the same period?

- Only two local authorities repeated a risk assessment, both at the request of a parent and one also because of long term road works.

Question 3: What were the specific issue that led to the risk assessments taking place (physical, environmental, social, topographic or geographical)?

- The risk assessments issues identified were over a range of issues as listed above.
- One local authority was systematically reviewing all walked routes and in relation to local planning applications.
- Two local authorities were measuring walking distances.
- One local authority also considered accident statistics and pedestrian counts.

Question 4: Which other agencies did you engage with?

- All the local authorities who carried out risk assessments worked with other agencies (the Police; Safeguarding Children's Boards; relevant

schools; Local Authority Services (Education, Health and Safety, Road Safety Units, Planning, Traffic and transport engineers)

Question 5: Were learners consulted during the same period?

- Nine local authorities consulted learners; Caerphilly, Carmarthenshire, Ceredigion, Merthyr Tydfil, Monmouthshire, Neath Port Talbot, Rhondda Cynon Taf, Swansea and Vale of Glamorgan.
- Five local authorities did not consult learners; Anglesey, Conwy, Denbighshire, Gwynedd and Torfaen.

Question 6: How were the primary, secondary or college learners consulted?

- Seven local authorities used informal discussions and often used road safety officers.
- Five used written consultation, with one using a form.
- One provided a drop-in box.

Question 7: Have you got evidence of your engagement with learners?

- Seven local authorities kept records of engagement.

Question 8: Were parents/carers consulted during the same period?

- Six local authorities consulted parents/carers.

Question 9: How were risk assessments made available to the public?

- Eleven local authorities made reports available on request.
- Six sent the report to parents, one of these was also sent to the school and one sent to a councillor.
- Only one local authority made the information available through a web site.

Conclusions

The Welsh government guidance on risk assessing walked routes to school is not statutory and there is no duty on local authorities to provide data to Welsh government on the risk assessments they undertake. As a consequence not all local authorities have responded to the exercises requesting information. This means that the data is limited.

From the data received it is apparent that some local authorities are diligent in undertaking assessments whilst others report that they undertake few or no assessments. This may in part be due to the low number of learners walking

to school in their area or because the local authority has already completed a comprehensive programme of risk assessments. In some areas a large proportion of learners receive free transport to school based on their age and the distance to their nearest suitable school. Under these circumstances there might be a reduced number of walked routes that need to be risk assessed.

The Welsh Government provides funding to local authorities to improve road safety on the national and local road network. This has been consistent for a number of years and for 2017-18 for example, £12.6 million has been awarded and to proactively mitigate against identified risks.

It is positive to note the reported engagement with learners and parents along with the range of agencies involved in the risk assessment processes.

Monitoring

The Welsh government guidance on risk assessing walked routes to school is not statutory and there is no duty on local authorities to provide data to Welsh government on the risk assessments they undertake. The Welsh Government will however continue to keep the process under review through monitoring of the process of Local Authority Risk Assessment of Walked Routes to School on an annual basis.

RISK ASSESSMENT OF WALKED ROUTES TO SCHOOL – MONITORING FORM

Return on the Risk Assessment Process

Local Authority:

Reviewed by:

Date:

1. (a) How many walked routes to school have been assessed in the academic year 2014-2015?

(b) If no walked routes have been risk assessed, please state the reason(s) for this.

RISK ASSESSMENT OF WALKED ROUTES TO SCHOOL – MONITORING FORM

2. Were any routes assessed more than once in the academic year 2014-2015?

Yes

No

If so, why?

3. What were the specific issues that led to the risk assessments taking place:

Physical

Environmental

Social

Geographical/
Topographical

Any others, please list:

4. Which other agencies did you engage with?

Police

Local Safeguarding
Children's Boards

Local Authority
Services

None

RISK ASSESSMENT OF WALKED ROUTES TO SCHOOL – MONITORING FORM

Any comments:

5. Were learners consulted during the same academic year?

6. How were the primary (p), secondary (s) or college learners (c) consulted? Please indicate by using P, S and C below

- Written Correspondence
- Informal Meetings/Discussions
- Children and Young People's Partnerships

RISK ASSESSMENT OF WALKED ROUTES TO SCHOOL – MONITORING FORM

- Walked Routes to School Form	<input type="checkbox"/>
- School Councils	<input type="checkbox"/>
- Road Safety Officers	<input type="checkbox"/>
- School Lessons	<input type="checkbox"/>
- Police and Communities Together (PACT) assemblies	<input type="checkbox"/>
- The All Wales Schools Core Liaison Programme	<input type="checkbox"/>
- School Travel Plans	<input type="checkbox"/>
- Drop in boxes	<input type="checkbox"/>
- Other	<input type="checkbox"/>

7. Have you got evidence of your engagement with learners?

Yes	No
-----	----

RISK ASSESSMENT OF WALKED ROUTES TO SCHOOL – MONITORING FORM

8. Were parents/carers consulted during the same academic year?

 Yes

 No

If so, how?

9. How did you make the risk assessments available to the public? Please tick:

- Copy of risk assessment sent to school
- Copy of risk assessment sent to parent
- Copy of risk assessment made available on request
- Copy of risk assessment made available online through the Council website
- Other – please state

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



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref
Ein cyf/Our ref: MA(P) KW/3248/17

Lynne Neagle AM
Chair
Children, Young People and Education Committee

31 October 2017

Dear Lynne,

Following the Minister for Lifelong Learning & Welsh Language and my attendance at committee on 18 October, I agreed to provide you with further information on two separate issues, namely:

- The calculations underpinning the additional £10m that would be made available to HEFCW following the Statement of 18 October on Student Finance; and
- A note of the views of Universities on the Welsh Bacalaureate.

Additional funding to Universities in Wales

My written statement of 18 October confirmed that the maximum tuition fee in Wales would remain at £9,000. The statement acknowledged that this may cause some short-term challenges within our university sector and that financial plans will have included additional income from increased tuition fees.

To help our institutions deal with any immediate issues arising from the tuition fee changes, I allocated HEFCW an additional £10m. I did not confirm which financial year the additional money would be allocated as I am still discussing the implications with the Cabinet Secretary for Finance and Local Government and the Higher Education Funding Council for Wales.

However, as confirmed at the committee meeting, I attach the initial estimate that I used to calculate the additional allocation:

Analysis of full-time undergraduate fee scenarios for

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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.

Welsh HEIs

	2017/18	2018/19
Projected student numbers [1]	62,638	62,638
Average fee scenarios [2]		
£9,000 maximum	£8,872	£9,000
£9,295 maximum	£8,872	£9,155
Fee income scenarios		
£9,000 maximum	£556m	£564m
£9,295 maximum	£556m	£573m
Difference	£0m	£10m

Higher Education Division internal analysis, Welsh Government

Note that fee income estimates are rounded to the nearest £1m.

[1] Home and EU students at Welsh HEIs; Higher Education Statistics Agency Student Record, 2015/16.

[2] The average fee for 2017/18 has been estimated by HEFCW from Fee and Access Plans. For 2018/19, the average fee is increased by inflation (RPIX), unless constrained by the given maximum fee scenario.

I am keen to emphasise that these calculations have been prepared by a statistical team that is a part of a wider financial management system that has been set up to ensure that Welsh Government operates an effective and efficient assurance and accountability system to manage the student loans and grants system in Wales.

My statement also confirmed that I would continue to work in partnership with our Funding Council to ensure there are no short-term financial issues for our institutions as a result of this change. These discussions will acknowledge that there is no definitive answer as to the impact that enabling a fee increase would have had given the individual restrictions that may or may not have applied to individual institutions (for example, whether they would have been able to charge all students a higher fee or just new students).

Views of Universities on the Welsh Baccalaureate

The reformed, level 3 Advanced Welsh Baccalaureate that had its first certification this summer is more rigorous than in the past and is a better indicator of the true acquisition of level 3 skills. It ensures that all learners who have taken the Advanced Welsh Baccalaureate are properly recognised as they take their next steps.

As an internationally recognised and benchmarked qualification, we would therefore expect all UK universities to accept the reformed Welsh Baccalaureate - Advanced Skills Challenge Certificate as part of future entry requirements or as part of an alternative offer within universities and their departments.

In May, I wrote to all university Vice Chancellors to seek assurance that their institutions would accept the reformed Welsh Baccalaureate - Advanced Skills Challenge Certificate (WBQ) as part of their future entry requirements or as part of an alternative offer. My officials are working with universities, including the Russell Group universities, to make sure that Welsh learners taking the WBQ are not disadvantaged when it comes to entry onto HE courses.

Universities, including Oxford and Cambridge, are clear that they value the WBQ and are taking an increasingly flexible approach to recognising it in their offers. The majority of HE institutions broadly recognise the WBQ as an appropriate qualification, although some universities and courses do not count it towards their entry requirements.

We keep the WBQ under review to ensure it remains rigorous and useful. Qualifications Wales will be publishing a review of the WBQ in the autumn term.

Yours sincerely

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

Kirsty Williams AC/AM

Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Mrs K Williams
National Assembly for Wales
Cardiff Bay
Cardiff
CF99 1NA

02 November 2017

Dear Ms Kirsty Williams

Funding for Governor Wales

I have been a governor for nearly 30 years in both primary and secondary schools and have held positions of Chair and Vice Chair of the full governing body and Chair of various committees. I was Clerk to the governors for eight years when a governor could be both posts. In short, I am a ‘professional’ governor, taking my position very seriously, whilst being committed to doing the best job I can as a knowledgeable governor.

Since 1995, I have appreciated the tremendous support given by staff at Governors Wales and also, since 1989, my Local Governor Support officer. Their advice has been invaluable both to myself and to fellow governors, enabling us to react appropriately to changes in legislation and inspection requirements. This strategic overview offered by a national organisation such as Governors Wales ensures all school governors and Headteachers receive the same up-to-date information, which enables them to carry out their duties in a uniform and consistent manner.

I have copied this from the Governor Wales newsletter item I received on 28th October 2017

‘Whilst this news is extremely disappointing and whatever happens to the future of Governors Wales and its services, we must endeavour to ensure that the support needs of school governors across Wales remains at the forefront of any future developments. Our school governors are often referred to the unsung heroes of the education system, if they are to play their part in the Wales’ far reaching education reform agenda they will need to receive high quality support to meet the ever increasing challenges and opportunities that they will undoubtedly face.

Although the overall Welsh Government governor support budget has been cut, governors could argue that they are very much at the forefront of school improvement. As such could it be an option to explore whether Governors Wales could be eligible to receive funding from the School Improvement budget heading.’

I endorse everything stated above and add that I am extremely disappointed about the news of the cuts to Governor Wales support and the probable knock-on effect to local Council Governor Support officers. This is a retrograde step and gives the impression that Welsh Government Ministers have little respect for the vast amount of voluntary work carried out by members of governing bodies throughout Wales and seems totally and utterly counterproductive.

I quote from your 'Education in Wales Our National Mission Action Plan 2017-2021'

'To deliver our reforms across the entire system, we will need a bold commitment to effective collaboration along with integration of services where appropriate. This will include Welsh Government, the teaching profession and the wider education workforce, our key partners in local authorities, diocesan authorities, regional services, Estyn, the Education Workforce Council (EWC), Qualifications Wales, higher education institutions and others. Successful implementation will require effective and honest engagement between all facets of the education system. We are committed to providing the conditions to enable this to happen. In delivery we will also seek to work with the wider public service and third sector where required.'

'Involvement: We have involved and will continue to involve partners with an interest in our reform agenda. We also recognise the need for continued support from effective practitioners and other expert input'

What a pity there is no mention of Governors in either of these statements. How could any school function without governors? The government is putting more responsibility onto governing bodies, making more statutory requirements part of their duties and therefore up to date and accurate advice is essential to them carrying out their duties effectively and in compliance with all government regulations and legislation.

I quote from 'A guide to the law to help you be an effective governor'

'All school governors should know and understand their roles and legal responsibilities and how these fit in with the responsibilities of the head teacher, the local authority and the Welsh Government. They should also know their responsibilities regarding other parties such as diocesan authorities and foundations, where applicable.

Although this is a comprehensive guide, you will need to add to your knowledge through governor training events organised by your LA or Governors Wales. Other guidance and publications are available from your local authority and Governors Wales. Annex 2 to the Guide contains contact details of these organisations. Please note that although this Guide is detailed, it does not replace the law which takes precedence.'

The above statement is taken from the Welsh Government web site and clearly states that governors will need to add to their knowledge through training events put on by the Local Authority or Governor Wales. There is a mandatory requirement for LAs to provide appropriate governor training, free of charge and I appreciate it is up to LAs to decide how to do that using the delegated budget Welsh Government allocate them. I am aware that training across Wales is variable and often does not deliver all the prescribed mandatory content. Governor Wales deliver training for Local Authority colleagues and I am sure this is necessary in some areas.

I am fortunate to be in a Local Authority with an excellent Governor Support Officer who has been a wonderful support for all the years I have been a governor. I am also aware that due to reduced budgets, my LA has relied heavily on Governor Wales to

help fulfil their statutory duties with regards to governor support. **I ask who will train and support the LA officers after April 2018?**

'The Education (Wales) Measure 2011 includes provisions to allow Welsh Ministers to make regulations to make governor training mandatory on specific issues. The Government of Maintained Schools (Training Requirements for Governors) (Wales) Regulations 2013 were made for this purpose and came into force in September 2013.'

This statement is in 'Guide to the Law' Spring 2016. Ministers took the decision to make it law that governors are trained and I agree with this, as the work undertaken and the responsibility of being a governor, require commitment and training. **Again I ask who will undertake this training?**

I can foresee the possibility of private companies offering these services at great expense. The Education budget does not include provision for buying this type of service. **Does that mean that a dedicated volunteer, like me, will have to pay for my own training?**

Only Governor Wales has the national overview of what is happening across the country and, through its network of Associations and its inclusive Management Board, acts as a conduit to ensure national priorities are understood by governors and their response is reflected back to government colleagues, locally and nationally.

How can you uphold a law of statutory training whilst taking away the budget for the company that supports the Local Authority Officers delivering training?

In speaking with a representative from Governor Wales I understand that there is support from Government for a South East Wales School Improvement Consortium (EAS). This is set up as a private organisation for school improvement, including governance, in five Authorities that were 'failing'. They are funded with public money through the five Authorities and they appear to have more resource than in other regions when it comes to supporting governors. I am concerned that a private company will be making money from this and that this model will be hard to replicate in other areas of Wales due to geographical and cultural issues, and possibly lack of skills with some officers. (See my comment above re private companies)

The volume and categories of calls to the Helpline at Governor Wales demonstrates the increasing pressure that governors feel. Many Local Authority Officers are supporting governors but would not have the capacity to field all of the enquires and Governor Wales often takes the 'load' of difficult situations that governors find themselves in. We must not forget governors are volunteers who do their best to deal with the very difficult issues that parents may have, for example accusations against staff, and the issues that staff may face, for example staff redundancy.

Who will take the load of support needed if Governor Wales ceases to exist?

I took part in the recent consultation about the reform of Governance for schools and the changes to the make-up of governing bodies which was to be implemented in

September 2017. **What has happened to the proposed changes to governing body structure and how will the lack of funding impact on this?**

Governor Wales staff have spent a lot of time developing the National Template for Self-Evaluation of school governing bodies and I am proud to say that through one of the schools in which I am a governor we gained both the Bronze and Silver Awards during the pilot of this scheme. Estyn constantly tell us how important self-evaluation is and for governing bodies to test their effectiveness.

Who will maintain and update the self-evaluation document from a national perspective?

I look forward to hearing from you at your earliest opportunity.

Yours Sincerely

Mrs Merrill Tanton

Cc

Michelle Brown
Nathan Gill
Mark Isherwood
Llyr Gruffydd

Children young People and Education Committee

Delyn Constituency MP
David Hanson

Delyn Constituency AM
Hannah Blythyn

Carl Sargeant AM
Cabinet Secretary for Communities and Children

24 October 2017

Dear Carl,

Thank you for your response of 14 September to my letter following up on our general scrutiny session on 20 July. The Committee has considered your response, and has since taken **evidence from the Children's Commissioner for Wales on her Annual Report**. Members would be grateful for further information on the points listed below.

1. Children's rights

In your letter of 14 September you state that there is 'no evidence' that a general due regard duty to the UNCRC would have a positive impact in terms of improved outcomes. In reaching its recommendation for there to be a duty of due regard to the UNCRC on the face of the Additional Learning Needs and Education Tribunal (Wales) Bill ('ALNET Bill'), the Committee considered evidence on the impact of children's rights approaches to service delivery and a range of information submitted by key stakeholders. As an example, I attach a briefing by UNICEF, made available to the Committee during Stage One of the ALNET Bill, in support of their rights respecting schools programme, which draws on UK and international evidence on the impact of children's rights approaches to education.

The Committee would welcome further clarification on:

- whether your statement that there is 'no evidence' that a general due regard duty would have a positive impact on outcomes applies to the Welsh Government's own due regard duty under *the Rights of the Children and Young Persons (Wales) Measure 2011*.
- the impact of the due regard duty within the *Social Services and Wellbeing (Wales) Act 2014*.
- the basis for the Welsh Government's current policy position on the due regard duty.



2. Child Rights Impact Assessments (CRIAs)

You state in your letter of 14 September that the purpose of a CRIA is to help Welsh Government officials (i) consider the impact of proposed laws, policy and budgetary decisions on children and their rights, and (ii) brief Ministers on impacts accordingly. The Welsh Government's Children's Rights Scheme explains how Ministers' fulfilment of their duty of due regard to the UNCRC will be met in part by their direct engagement with the CRIA process. During scrutiny of the Children's Commissioner's Annual Report on 18 October, she described the quality of CRIAs undertaken to date as "variable".

The Committee:

- would be grateful if you could outline your view on the influence that CRIA are having within the Welsh Government's current decision making and policy development.
- will take a continued and active interest in CRIA through this Assembly and will seek formal dialogue with you following the publication of the Compliance Report under the *Rights of the Children and Young Persons (Wales) Measure*, due in January 2018

3. Children's Commissioner for Wales

During the Committee's scrutiny of the Commissioner's Annual Report, the Commissioner re-iterated her desire to be accountable to the National Assembly, in accord with the Paris principles. She also noted her view that the legislation surrounding her role is outdated, complex and untidy.

The Committee would be grateful if you could clarify whether you remain satisfied that the governing legislation for the Children's Commissioner for Wales is compliant with the Paris principles.

4. The UK's withdrawal from the EU: children and young people

In your letter of 14 September you note that you have:

- agreed funding to procure the services of an external organisation(s) to deliver a series of workshops across Wales to enable children and young people to have a voice and have their views taken into account on the European Union, and to develop an online consultation to begin in this financial year.



- agreed to setting up an advisory group of young people who will ensure the views collected through the workshops and consultation, are passed on to the European Advisory Group and given serious consideration by Welsh Government.

You also refer to the work you have undertaken with children and young people on the Welsh Government's 'Securing Wales' Future' White Paper.

The Committee would welcome:

- confirmation of whether, as part of the 'Securing Wales' Future' White Paper, a CRIA (usually published alongside legislative proposals) has been undertaken to underpin Welsh Government's approach to the Brexit process (and more information on it if so)
- an update on the workshops and online consultation to capture the views of children and young people on EU withdrawal
- an update on progress with the establishment of the promised advisory group of young people.

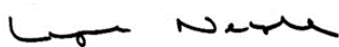
5. Advocacy

In its report on advocacy, the Committee recommended that the national approach to advocacy be implemented by June 2017. In your letter of 14 September you promise to provide an update on Advocacy "in due course".

The Committee would welcome confirmation of what role the Welsh Government is taking to monitor whether authorities have fully implemented the approach, which was targeted for June 2017 in the implementation plan to which you referred in evidence.

If possible the Committee would welcome a response before our draft budget scrutiny session with you on 8 November.

Yours sincerely,



Lynne Neagle AM
Chair





The Royal College of Psychiatrists in Wales

**Baltic House
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Cardiff CF10 5FH
029 22 33 1080**

7 November 2017

Cabinet Secretary for Health, Wellbeing and Sport

Welsh Government
5th Floor
Tŷ Hywel
Cardiff Bay
CF99 1NA

Dear Vaughan Gething, AM

Re: Children, Young People and Education Committee report into Perinatal Mental Health

The Royal College of Psychiatrists in Wales welcomes the CYPE Committee report into perinatal mental health, published on 17 October. The Committee has taken a measured and detailed account of the current availability of service design and delivery, the views of those with lived experience and their partners, the experience of those providing support and treatment, and the impact of the third sector.

During the inquiry, the College provided detailed written and oral evidence in collaboration with our members. Our main concern has always been the closure of the Mother and Baby Unit - the difficulties around securing beds in England, the length of time that this takes, and the disruption that this causes to patients. Patients will recover quicker if they can be admitted promptly, closer to home, and with their babies. Witnesses to the inquiry agreed on this point and we are pleased that the Assembly has recommended that a unit is opened to serve everyone in Wales (Recommendation 3).

We are delighted that Welsh Government has developed a positive approach to supporting perinatal mental health services. Now all areas in Wales have dedicated community services which are able to reach a greater number of women and can also provide better training for junior doctors and consultants interested in perinatal mental health. The funding has either boosted existing services or created new ones so naturally variations in the quality of service delivery exist. We therefore support the reports recommendation to provide additional funding to Health Boards to better address variation so that service development and quality improvement can be achieved by expanding existing teams (Recommendation 9).

As clinicians, we often see many GPs reluctant to prescribe medication to pregnant or breastfeeding women. We see a general lack of awareness around the importance of medication and how the risks for and against medicating are taken into account. We

welcome recommendation “that the Welsh Government ensure Health Boards have in place established standards, advice and guidance on [psychiatric] medication during pregnancy and breastfeeding, and ensure that they are implemented” (Recommendation 22). We would like to invite you to meet with some of our members who are currently rolling out such training in GP clusters in South Wales.

The Community of Practice, administered through Public Health Wales, provides a useful forum for a range of professionals to share ideas to bring about service improvement. A managed clinical network could turn these ideas into common practice. We would suggest that services sign up to the [College’s Quality Network for Perinatal Mental Health Services](#), which supports member services to ‘evaluate their performance across a range of standards, reflect on their findings through a peer review process and share best practice and approaches to service improvement through an active network’. The Committee’s first recommendation calls for a network to be established in Wales, led by clinicians, to drive improvements in quality, pathways, competencies, and training.

Training in perinatal mental health of all health professionals who regularly come into contact with pregnant women is key to ensure that the signs are detected and that women receive timely and appropriate treatment. We welcome the Committee’s call to introduce training and agree that this should be part of the midwifery and health visiting training and education curriculum (Recommendation 16).

We wholly support all of the recommendations made by the Committee. Their report is vital to ensuring that the investments already made in perinatal mental health services are further strengthened. We would ask that you accept all of the recommendations outlined in the report and would like to thank the Children and Young People’s Committee for conducting this vital piece of work.

Yours Sincerely,



Dr Sue Smith
Consultant Psychiatrist and Welsh Representative of the Perinatal Faculty of RCPsych

cc. Lynne Neagle, Chair of the Children, Young People and Education Committee
Llinos Madeley, Clerk to the Children, Young People and Education Committee

Children, Young People and Education Committee – Forward Work Programme*

**This FWP is based on current available information and is subject to change. Members and their staff will be informed if substantive changes are required.*

Meeting Date	Agenda Items
Wednesday 22 November	<p>PUBLIC SESSION 09.30 – 12.40 – The Emotional and Mental Health of Children and Young People – evidence panels:</p> <ul style="list-style-type: none"> • T4CYP – Carol Shillabeer and Professor Dame Sue Bailey • Children’s Commissioner for Wales <p>PRIVATE SESSION 12.40 – 12.55 – Draft Budget – draft report</p>
Thursday 30 November	<p>PRIVATE SESSION 09.30 – 09.45 – The Emotional and Mental Health of Children and Young People – analysis of survey results</p> <p>PUBLIC SESSION 09.45 – 13.30 – The Emotional and Mental Health of Children and Young People – evidence panels:</p> <ul style="list-style-type: none"> • Teaching Unions – NAHT and ASCL • ADEW • Ysgol Pen y Bryn <p>13.30 – 14.15 – Flying Start: outreach – authors of evaluations of 2013 and 2017 – TBC 14.15 – 15.00 – Flying Start: outreach – Minister for Children and Social Care – TBC 15.00 – 15.20 – wash-up – evidence sessions</p>
Wednesday 6 December	<p>PUBLIC SESSION 09.30 – 10.30 – Scrutiny of Qualifications Wales Annual Report 10.45 – 12.30 – Cabinet Secretary for Education and Professor Donaldson – latest curriculum development</p>
Thursday 14 December	<p>PUBLIC SESSION 09.30 – 12.45 – The Emotional and Mental Health of Children and Young People – evidence panels:</p> <ul style="list-style-type: none"> • Royal College of Psychiatrists • British Psychological Society and the Applied Psychologists in Health National Specialists Advisory

	<p>Group</p> <ul style="list-style-type: none"> • Time to Change, Barnardo's and Action for Children <p>12.45 - 13.00 - wash-up</p>
RECESS - Monday 18 December - Friday 5 January	
Wednesday 10 January	09.30 - 12.00 - The Emotional and Mental Health of Children and Young People - evidence panels: TBC
Thursday 18 January	09.30 - 15.00 - The Emotional and Mental Health of Children and Young People - evidence panels: TBC
Wednesday 24 January	09.30 - 12.00 - The Emotional and Mental Health of Children and Young People - evidence panels: TBC