## **DATBLYGU GWAITH IEUENCTID YNG NGHYMRU**

**Tom Wylie, Mawrth 2016**

**Y** **potensial**

Mae gan waith ieuenctid botensial gwych i gynorthwyo pobl ifanc a chyfoethogi eu bywydau yng Nghymru. Ei sail ddeddfwriaethol yw’r Ddeddf Sgiliau a Dysgu (2000), ac mae dogfen strategaeth Llywodraeth Cymru ynghylch gwaith ieuenctid yn ehangu ar gynigion a pholisi blaenorol ‘Ymestyn Hawliau’ (2002). Mae arferion da yn digwydd mewn sawl rhan o'r wlad, sy'n amlygu potensial gwaith ieuenctid i gyfrannu at ddyheadau Llywodraeth Cymru ar gyfer pobl ifanc, yn cynnwys y rhai sydd yn Neddf Llesiant Cenedlaethau’r Dyfodol (2015) a’r nodau a fynegir yn ‘Cymwys am Oes’ (2015) ynghylch eu rolau fel dysgwyr, fel dinasyddion creadigol ac fel unigolion iach a hyderus. Gall gwaith ieuenctid effeithiol gyda phobl ifanc ddatblygu eu hyder a'u sgiliau ac ehangu eu gorwelion, ac yn ogystal â chyfrannu at eu datblygiad fel unigolion, gall hefyd gyfrannu tuag at adfywiad economaidd a chymdeithasol cymunedau.

**Gwendidau presennol**

Nid yw mynediad pobl ifanc at weithgareddau a gwasanaethau cymorth o ansawdd uchel a’r cyfleoedd hynny a wnaiff eu grymuso fel unigolion a dinasyddion yn gyson dda ledled y wlad. Yn rhannol, mae’r mynediad amrywiol hwn yn ganlyniad i natur wledig, cost cludiant a thlodi teuluoedd, ond mae ffactorau eraill yn bodoli hefyd:

* Mae'r Ddeddf Dysgu a Sgiliau yn oddefol, ac yn sgil absenoldeb disgwyliadau cenedlaethol neu safonau diffiniedig, mae hyn wedi arwain at anghysondeb yn y ddarpariaeth i bobl ifanc, o ran amrywiaeth, cyfanswm ac ansawdd. Mae llawer o adeiladau gwaith ieuenctid yn wael ac yn anatyniadol.

* Mae’r diffyg eglurder ynghylch y canlyniadau a ddymunir ar gyfer pobl ifanc wedi golygu fod y sylfaen tystiolaeth ar gyfer buddsoddi yn wan. Anaml iawn y caiff prototeipiau o arferion da eu cydnabod a’u datblygu ymhellach. Mae cyfeiriadau mewn mentrau polisi at gyfraniad posibl gwaith ieuenctid tuag at gyflawni nodau ehangach, er enghraifft, gyda theuluoedd neu mewn cymunedau, yn brin.
* Mae cyflawni’r Grant Cynnal Refeniw (RSG) mewn awdurdodau lleol wedi arwain at wahaniaethau sylweddol mewn gwariant, sydd ymhell tu hwnt i’r hyn a ellir ei egluro fel disgresiwn rhesymol i ddiwallu anghenion lleol. Mae amrediad gwariant awdurdodau lleol ar waith ieuenctid yn amrywio o 113% i 38% o ffigur dangosol y Grant Cynnal Refeniw, ac roedd yr archwiliad diweddar (2014-15) yn dangos fod gan y rhan fwyaf o awdurdodau lleol ‘gyllideb [gwaith ieuenctid] graidd oedd yn llai’ na’u ffigur dangosol.
* Nid yw sail arian y sector yn rhy ddibynnol ar ffynonellau'r llywodraeth (nid RSG yn llwyr). Bydd rhai cyrff gwirfoddol yn llwyddo i gael dim ond mynediad cyfyngedig at gyllid arall, ac felly mae perygl iddynt ddod yn ddibynnol ar incwm grantiau. Mae eraill, fodd bynnag, yn cyfleu eu hunain yn graff ac maent yn llwyddiannus o ran sicrhau arian gan fusnesau a sefydliadau. Pan fydd perthnasoedd yn dda, byddant yn ategu rôl awdurdodau lleol a chaiff dyblygu ei osgoi. Mae partneriaethau lleol rhwng awdurdodau a’r sector gwirfoddol wedi dirywio i raddau, ac felly ni allant sicrhau eu bod yn cynnig darpariaeth gydgysylltiedig a chyson.
* Mae perthnasoedd ag ysgolion a cholegau yn dameidiog, ac ni all rhai pobl ifanc fforddio i elwa o’r cyfleoedd allgyrsiol sydd ar gael i’w cyfoedion cyfoethocach. Mewn rhai mannau, mae gwaith ieuenctid yn gwneud cyfraniad pwysig at weithredu’r fframwaith ymgysylltu a datblygu. Fodd bynnag, nid yw potensial gwaith ieuenctid i gyfrannu at addysg wedi cael ei wireddu'n llawn. Ar hyn o bryd, mae Estyn yn canolbwyntio ei waith ar ysgolion, ac nid yw bellach yn cynnig trosolwg awdurdodol o ddarpariaeth gwaith ieuenctid fel sail i atebolrwydd.
* Ni cheisir safbwyntiau pobl ifanc yn gyson ac ni weithredir yn gyson mewn ymateb iddynt; mae'r diffyg ymgynghori systematig hwn yn golygu y gallai gwasanaethau presennol bellach fod yn annigonol i ddiwallu anghenion cyfnewidiol, ac ni chaiff y bobl ifanc eu cynorthwyo i fod yn ddinasyddion gweithgar, democrataidd.

**Nodweddion defnyddiol i adeiladu arnynt**

Mae Llywodraeth Cymru wedi cynhyrchu dogfen Strategaeth eglur wedi’i hanelu at ddatblygu’r gwaith o 2014 i 2018. Ceir trosolwg o'r gwaith mewn awdurdodau lleol trwy gynnal archwiliad blynyddol (ond nid yw hyn yn cwmpasu gweithgareddau cyrff gwirfoddol, sy’n ddarparwyr sylweddol).

Mae’r llywodraeth yn hyrwyddo’r gwaith o gyflwyno Marc Ansawdd (sy'n dal yn ei gamau cychwynnol) a fydd yn cynorthwyo awdurdodau lleol i farnu eu perfformiad eu hunain. Mae wedi amlinellu fframwaith Ymgysylltu a Datblygu eglur a drafft o Fframwaith Deilliannau Cenedlaethol. Mae’r llywodraeth wedi ymrwymo'n gadarn i egwyddorion CCUHP.

Mae gan y gwaith o ailwampio cwricwlwm ysgolion, yn arbennig trwy’r cysyniad o ‘feysydd profiad’, y potensial i wneud defnydd llawnach o waith ieuenctid i gynorthwyo i wreiddio’r cwricwlwm ffurfiol, er enghraifft, mewn ABCh ac mewn gweithgareddau allgyrsiol ym meysydd cerddoriaeth, drama a TG. Gallai presenoldeb gweithwyr ieuenctid mewn ysgolion a cholegau gynnig cymorth bugeiliol a chymorth dysgu defnyddiol i fyfyrwyr.

Gallai cynlluniau Cyngor y Gweithlu Addysg i gofrestru gweithwyr ieuenctid cymwysedig, yn cynnwys yr holl weithwyr ieuenctid sy'n gweithio mewn ysgolion, a chyfrannu at eu datblygiad proffesiynol parhaus, wneud llawer i gynorthwyo'r sector.

Mae pryder yn y sector ynghylch agweddau o sefyllfa bresennol gwasanaethau i bobl ifanc, ac felly ynghylch parodrwydd i newid.

**Y Cynnig gan Waith Ieuenctid**

Mae’r cynigion yn y papur hwn yn ymwneud yn bennaf â'r math o ddarpariaeth, tu allan i’r dosbarth fel arfer a thu hwnt i glwydi’r ysgol yn aml iawn, sy’n cynorthwyo pobl ifanc ac yn ehangu eu profiadau bywyd. Nod pennaf gwaith ieuenctid yw annog datblygiad personol a chymdeithasol, ac mae’r diben craidd hwn yn golygu ei fod yn wahanol i wasanaethau eraill sy'n ymwneud yn fwy, dyweder, â'u datblygiad academaidd neu alwedigaethol. Nid yw’r papur hwn yn trafod agweddau ehangach polisïau a gwasanaethau sy’n effeithio ar bobl ifanc, yn cynnwys iechyd neu gyflogaeth (ac yn y meysydd hynny, mae dogfen bolisi 'Ymestyn Hawliau' yn dal yn ganllaw dylanwadol).

Mae angen i unrhyw gynnig adlewyrchu gwerthoedd ac ymagweddau gwaith ieuenctid (er enghraifft, fel sydd wedi'i amlinellu ym mhapur WLGA, 'Gwaith Ieuenctid yng Nghymru: Egwyddorion a Phwrpas’ yn 2013). Mae’n rhaid iddo fod yn realistig, ac yn ystyriol o allu a sgiliau'r bobl sy'n cyfranogi - amser llawn, rhan amser a gwirfoddol - a lefel cyffredinol yr adnoddau sy'n debygol o fod ar gael: ar hyn o bryd, mae gwariant gan awdurdodau lleol yn gyfystyr ag ychydig dros £2 y pen o’u poblogaeth 11-19 mlwydd oed bob wythnos. Rhaid i unrhyw gyfraniad adlewyrchu anghenion a diddordebau newidiol pobl ifanc a’u galluogi i ddewis y lleoliadau a’r gweithgareddau sy’n ennyn eu diddordeb, yn ogystal â’u hannog i fynd tu hwnt i ffiniau eu cymdogaethau eu hunain, sy’n gallu eu rhwystro ar brydiau.

Gan mai ysgolion yw’r gwasanaeth cyffredinol i bobl ifanc, dylai gwaith ieuenctid anelu at rôl sy’n ategu rôl ysgolion, gan gysylltu â ‘chynnig i ddisgyblion' newydd y cwricwlwm, a chyfoethogi’r hyn a gynigir yn y dosbarth a meithrin cydnerthedd, i helpu pobl ifanc i ymdopi ag argyfyngau personol a chymdeithasol yn y dyfodol. Fodd bynnag, i weithredu yn y fath fodd, byddai angen i ysgolion a cholegau fod yr un mor barod i ddeall sut i gynnwys gwaith ieuenctid fel partner.

Y gwaith allweddol yw sicrhau fod oedolion medrus, gwybodus a dibynadwy ar gael mewn amrywiaeth o leoliadau, yn cynnwys gwaith dwys gyda’r sawl sydd ag anghenion lluosog y mae arnyn nhw angen cymorth a datblygiad penodol. Bydd y perthnasoedd a ddatblygir gyda'r bobl ifanc wrth wraidd effeithiolrwydd y cynnig gan waith ieuenctid: Siarter Gwaith Ieuenctid Cymru. Mae’r hyn a gynigir isod yn nodi cyfraniad sylfaenol ledled Cymru. Er mwyn iddo fod yn gwbl effeithiol, bydd angen iddo gael ei ddiffinio a’i gydlynu ym mhob ardal, ac yn ddelfrydol, ar gyfer pob awdurdod lleol, tref a dinas.

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| **Siarter Gwaith Ieuenctid Cymru.**Bydd gan bob person ifanc hawl i gael mynediad rhwydd trwy gyfrwng y Gymraeg neu’r Saesneg at:Fannau cyfarfod diogel, cynnes a chyflawn, sy'n cynnig cyfleoedd i ddatblygu perthnasoedd parhaus, gweithgareddau hamdden cyffrous ym meysydd celf a chwaraeon, a phrofiadau newydd a fydd yn ehangu eu gorwelion. Cyfleoedd i gyfranogi mewn antur awyr agored a phrofiadau preswyl a rhyngwladol. Cyfleoedd i gyfranogi yn y gwaith o wneud penderfyniadau trwy strwythurau anffurfiol a ffurfiol i ymgysylltu â phobl ifanc yn lleol ac yn genedlaethol (e.e. meiri ifanc, cynghorau ieuenctid a’r Senedd). Dylai trefniadau o’r fath gyfeirio'n eglur at safonau cyfranogi; dylent fod yn seiliedig ar egwyddorion CCUHP; a dylent geisio ennyn diddordeb pobl ifanc yn y gwaith o lywio a chraffu ar y gwasanaethau sy'n effeithio arnynt. Gwybodaeth, arweiniad a chymorth ynghylch materion sy’n eu pryderu, yn cynnwys cyflogaeth, tai a lles meddyliol. Gellir defnyddio'r gwasanaeth trwy gyfrwng cyfryngau digidol a thrwy law oedolion dibynadwy a hyfforddedig. Anogaeth i ddysgu rhagor am eu diwylliant eu hunain a diwylliannau pobl eraill. Darpariaeth gydgysylltiedig gan weithwyr ieuenctid ym mhob ysgol uwchradd a choleg, ymestyn y ‘cynnig i ddisgyblion’ ac felly cyfoethogi’r cwricwlwm ffurfiol a chynorthwyo â datblygiad personol a chymdeithasol.Cyfleoedd i fod yn ymgyrchwyr dinesig e.e. trwy wirfoddoli.Cydnabod a /neu achrediad eu cyflawniadau o ran datblygiad personol a chymdeithasol mewn ysgolion a cholegau ac yn y gymuned hefyd. |

## **DEVELOPING YOUTH WORK IN WALES**

**Tom Wylie, March 2016**

**The potential**

Youth work has great potential to support and enrich the lives of young people in Wales. Its legislative basis is the Learning and Skills Act (2000), and the Welsh Government’s strategy document on youth work (2014) builds on the previous ‘Extending Entitlement’ proposals and policy (2002). There is good practice in various parts of the country which demonstrates the potential for youth work to contribute to the Welsh Government’s aspirations for young people, including those of the Wellbeing and Future Generations Act (2015) and the goals expressed in ‘Qualified for Life’ (2015) for their roles as learners, as creative citizens and as healthy and confident individuals. Effective youth work with young people can build their confidence and skills, extend horizons and contribute not just to their development as individuals but also to the economic and social regeneration of communities.

 **Current weaknesses**

Access by young people across the country to activities and support services of high quality and to those opportunities which will empower them as individuals and citizens is not consistently good. In part, this variable access is due to rurality, the cost of transport and to family poverty but there are also other factors :

* The Learning and Skills Act is permissive and, given the absence of national expectations or defined standards, this has resulted in an inconsistency of youth provision in range, volume and quality. Many youth-oriented buildings are shabby and unattractive.
* The lack of clarity about desired outcomes for young people has meant that the evidence base for investment is weak. Good practice prototypes are rarely recognised and further developed. References in policy initiatives to the possible contribution of youth work towards achieving wider goals, for example with families or in communities, are rare.
* The outworking of the RSG in local authorities has resulted in wide differences in spending, well beyond what can be explained as reasonable discretion to meet local needs. The range of spending on youth work by local authorities is from 113% to 38% of the Revenue Support Grant (RSG) indicative figure and the recent audit (2014-15) shows that most local authorities had ‘a core [Youth work] budget that was smaller’ than their indicative figure.
* The overall funding base for the sector is too dependent on government sources (not entirely RSG). Some voluntary bodies achieve only limited access to other funding and thus risk dependency on grant income. Others, however, are nimble in their positioning and successful at securing funds from business and foundations. Where relationships are good, they complement the role of local authorities and duplication is avoided. Local partnerships between authorities and voluntary sector are in some disrepair and thus not able to ensure a co-ordinated and consistent offer.
* Relationships with schools and colleges are patchy and some young people cannot afford to take up the extra-curricular opportunities available to their wealthier peers. In some places youth work plays an important role in the implementation of the engagement and progression framework. However, the potential for youth work’s contribution to education is not fully realised. At present Estyn primarily focusses its work on schooling and is no longer providing an authoritative overview of youth work provision as the basis for accountability.
* The views of young people are not consistently sought nor acted on; this lack of systematic consultation means that existing services may no longer meet changing needs, nor are the young being helped to become active, democratic citizens.

**Useful features on which to build**

The Welsh Government has produced a clear Strategy document aimed at developing the work from 2014 -18. This document suggests a helpful balance between work which is open access and that which is targeted on particular groups, including through the deployment of ‘lead workers’.

An overview of the work in local authorities is maintained through an annual audit (though this does not cover the activities of voluntary bodies which are substantial providers).

The government is encouraging the roll out of a (still embryonic) Quality Mark which will assist local authorities to judge their own performance. It has set out a clear Youth Engagement and Progression framework and a draft National Outcomes Framework. The government is firmly committed to the principles of the UNCRC.

The re-shaping of the school curriculum, notably through the concept of ‘areas of experience ‘ has the potential to engage youth work more fully in helping to embed and extend the formal curriculum, for example in PSE and in extracurricular activities in music, drama, and IT. The presence of youth workers on school and college sites could offer useful pastoral and learning support to students.

The plans of the Education Workforce Council to register qualified youth workers, including all school based youth workers, and contribute to their continued professional development could do much to support the sector.

There is disquiet in the sector about aspects of the current position of services for young people and therefore an openness to change.

**The Youth Work Offer**

The proposals in this paper are concerned principally with that range of provision, usually outside the classroom and often beyond the school gate, which supports young people and extends their life experiences. The primary goal of youth work is the promotion of personal and social development and this core task distinguishes it from other services more concerned, say, with their academic or vocational achievement. The paper does not deal with wider aspects of policies and services which have an impact on young people including health or employment (and in these arenas the ‘Extending Entitlement ‘policy paper remains an influential guide).

Any offer needs to reflect youth work’s values and approaches (for example as set out in the WLGA paper ‘Youth Work in Wales: Principles and Purpose’ in 2013). It has to be realistic, and take account of the capacity and skills of the people involved - fulltime, part-time and voluntary - and the broad level of resource likely to be available: at present, spending by local authorities is just over £2 per week per head of their population aged 11-19 years. Any offer must reflect the changing needs and interests of the young and enable them to choose those settings and activities which engage them as well as encouraging them to move beyond the sometimes limiting contours of their own neighbourhoods.

Since schooling is the universal service for the young, youth work should aspire to having a complementary role with schools, linking to the new ‘pupil offer’ of the curriculum, enriching what is offered in the classroom and also building resilience so as to help young people to deal with future personal and social crises. Such action however, would need to be matched by a willingness of schools and colleges to understand how to involve youth work as a partner.

 The key task is to ensure the availability of skilled, knowledgeable and trusted adults in a range of settings, including intensive work for those with multiple needs requiring particular support and development. The relationships built with the young will lie at the heart of the effectiveness of a youth work offer: The Wales Charter for Youth Work. What is proposed below identifies a basic offer across Wales; to be fully effective it will need to be articulated and co-ordinated in each locality, ideally for each local authority, town and city.

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| **The Wales Charter for Youth Work**All young people will be entitled to easy access through the medium of English or Welsh to:* Safe, warm, well-equipped meeting places providing opportunities for sustained relationships, exciting leisure-time activities in arts and sport, and new experiences which widen their horizons.
* Opportunities to take part in outdoor adventure and in residential and international experiences.
* Opportunities to participate in decision-making via informal and formal structures for youth engagement locally and nationally (e.g. young mayors, youth councils and Senedd). Such arrangements to have clear references to participation standards; to be based on UNCRC principles; and seek to engage young people in shaping and scrutinising the services which affect them.
* Information, guidance and support on matters which concern them including employment, housing and mental well-being. The service can be accessed both through digital media and via trusted and trained adults.

 * Encouragement to learn more about their own culture and the cultures of other people.
* Co-ordinated provision by youth workers in all secondary schools and colleges, extending the ‘pupil offer’ and thus enriching the formal curriculum and supporting personal and social development.
* Opportunities to be civic activists e.g. by volunteering.
* Recognition and /or accreditation for their achievements in personal and social development both in schools and colleges and in the community.
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