

PWYLLGOR CRAFFU ADDYSG A PHLANT 13^{eg} MAWRTH 2019

STRATEGAETH ECWITI A LLESIANT DRAFFT AAP CSG: Cynigion i hyrwyddo Ecwiti, Llesiant, Cynhwysiant ac Ardderchogrwydd yng nghymunedau dysgu Sir Gâr

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- I dderbyn, a chynnig sylwadau ar, gynnwys yr adroddiad strategol DRAFFT hwn
- I ystyried cynnig arweiniad pellach parthed datblygu argymhellion yn y papur
- I ystyried cymeradwyo canfyddiadau interim yr adroddiad a'i argymhellion

Rhesymau:

'Addysg yng Nghymru: Cenhadaeth ein Cenedl' (2017-21) yw cynllun LIC ar gyfer sicrhau fod pob person ifanc yng Nghymru yn cael cyfle cyfartal i gyrraedd y safonau uchaf.

Mae'r papur hwn yn ystyried y cyd-destun polisi Cenedlaethol ac hefyd yn ymgorffori agendâu Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn ac Addysg 2030 UNESCO – fel y bydd Sir Gâr yn ymroddedig at sicrhau '*ysgolion cryf a chynhwysol sydd wedi ymrwymo i sicrhau rhagoriaeth, tegwch a lles*' a bod '*pob dysgwr yn bwysig, ac yn gydradd bwysig*'

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: NA

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:

Cyng. Glynog Davies (Addysg a Phlant)

Y Gyfarwyddiaeth: Addysg a Phlant	Swyddi:	Rhifau Ffôn / Cyfeiriadau E-bost:
Enw Pennaeth y Gwasanaeth: J. Aeron Rees	Pennaeth Cwricwlwm a Lles	01267 246 532 JARees@sirgar.gov.uk
Awdur yr adroddiad: Aeron Rees	Pennaeth Cwricwlwm a Lles	

EXECUTIVE SUMMARY

EDUCATION AND CHILDREN SCRUTINY COMMITTEE 13th MARCH 2019

CCC DEC DRAFT EQUITY AND WELL-BEING STRATEGY: Proposals to promote Equity, Well-being, Inclusion and Excellence in Carmarthenshire's Learning Communities

1. BRIEF SUMMARY OF PURPOSE OF REPORT.

Ensuring that each individual has an **equal opportunity** for life-changing and life-enhancing educational progress is a fundamental human right. This should be supported by an **equitable** and **inclusive** education system, which stresses pupils' **well-being**, coupled with a complementary focus upon educational **excellence**. The draft report maps out a proposed strategic direction which unifies these important concepts, with recommendations which can influence development and delivery in Carmarthenshire's learning communities for the next 10 years or so, and begin to do so with immediate effect.

The reports sets out to:

- define key terms and concepts
- propose a draft vision and mission statement to take this strategy forward
- outline key enablers for this strategy
- summarise the international, national and county policy context
- outline challenges and opportunities
- summarise projects already underway that promote equity and well-being
- examine implementation considerations and a range of proposed projects
- introduce models which can harness and guide our approach to implementation
- provides interim recommendations as to ways forward

This report will be subject to further consultation and revision.

DETAILED REPORT ATTACHED	YES
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IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: J. Aeron Rees Head of Curriculum and Wellbeing

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	NONE	YES	NONE	YES	YES	NONE

POLICY, CRIME & DISORDER AND EQUALITIES

'Education in Wales: Our national mission' (2017-21) is a plan of action that sets out how the school system in Wales will move forward to ensure the effective implementation of the new curriculum for Wales, It has four enabling objectives, the third being '*strong and inclusive schools committed to excellence, equity and well-being*'. Whilst this document requires close attention for the short term, its contents being therefore applicable for ensuring Carmarthenshire's contribution towards the national mission – there are also wider ramifications. Two cases in point are, firstly, the Well-being of Future Generations Act (2015) – with its goal of '*a more equal Wales – a society that enables people to fulfil their potential no matter what their background or circumstances*'. Secondly, the '*Global Goals for Sustainable Development*' are a set of 17 goals set by the United Nations in 2015. The formal name is '*Transforming our World: the 2030 Agenda for Sustainable Development*'. As part of this, UNESCO has been entrusted to pursue '*inclusive and quality education for all and promoting learning*'.

This strategy aims to position Carmarthenshire's approach within the international and national policy backdrop.

FINANCE

Subject to consideration, there may be financial growth considerations to support this evolving approach, in an incremental manner, over the next few years.

RISK MANAGEMENT

Major forces such as globalisation, the UK's position in the European debate and more localised micro-economic and other considerations are challenging cohesion and inclusivity in communities and the schools which serve them. This is at a time where concern about learners' well-being is firmly in the ascendancy. In addition, resources have been squeezed at the very time that they're required to address socio-economic change. All tolled, a unified and integrated approach is vital, so that pressures on schools and learners can be positively managed. The consequences of not doing so may expose children and young people to a number of unquantifiable risks.

STAFFING IMPLICATIONS

It is proposed, in the first instance, that a 3rd tier manager assumes oversight of this strategy. This may be achieved by considering restructuring duties of existing staff and/or considering short term secondment.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: J. Aeron Head of Curriculum and Wellbeing
Date: Rees

- 1. Local Member(s) – N/A**
- 2. Community / Town Council – N/A**
- 3. Relevant Partners – N/A**
- 4. Staff Side Representatives and other Organisations – Senior Officers and third tier managers; Curriculum and Well-being Strategic Group; learners;**

**Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:**

**THESE ARE DETAILED BELOW:
(see Annex of paper for bibliography and references)**