

# Complete Agenda

# CABINET

## GWYNEDD COUNCIL

<b>DATE</b>	Tuesday, 10th March, 2020
<b>TIME</b>	1.00 pm
<b>LOCATION</b>	Siambwr Hywel Dda, Council Offices, Caernarfon, Gwynedd, LL55 1SH
<b>CONTACT POINT</b>	Annes Siôn 01286 679490 cabinet@gwynedd.llyw.cymru

### GWYNEDD COUNCIL CABINET MEMBERS

<b>Members</b>	
Dyfrig L. Siencyn	Leader
Dafydd Meurig	Deputy Leader, Cabinet Member for Adults, Health and Wellbeing
Craig ab Iago	Cabinet Member for Housing
Gareth Wyn Griffith	Cabinet Member for Environment
Nia Wyn Jeffreys	Cabinet Member for Corporate Support
Dilwyn Morgan	Cabinet Member for Children and Young People
Gareth Thomas	Cabinet Member for Economic Development and Community
Ioan Thomas	Cabinet Member for Finance
Catrin Elen Wager	Cabinet Member for Highways and Municipal
Cemlyn Rees Williams	Cabinet Member for Education

## AGENDA

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**THE CABINET 18/02/20**

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**Present-**

Councillors: Dyfrig L. Siencyn, Dafydd Meurig, Craig ab Iago, Gareth Wyn Griffith, Nia Wyn Jeffreys, Dilwyn Morgan, Ioan Thomas and Catrin Wager and Aled Wyn Jones (Local Member – item 6).

**Also present-**

Dilwyn Williams (Chief Executive), Iwan Evans (Head of Legal Services), Dafydd Edwards (Head of Finance Department) and Annes Sion (Democracy Team Leader).

Item 6: Garem Jackson (Head of Education Department) and Gwern ap Rhisiart (Dwyfor/Meirion Area Education Officer)

Item 7: Dewi Wyn Jones (The Council's Business Support Service Manager) and Bethan Richardson (Business Support Officer)

Item 8: Ffion Madog Evans (Senior Finance Manager)

Item 9: Aled Davies (Head of Adults, Health and Well-being Department) and Emma Quaeck (Dementia Go Programme Manager)

Item 11: Aled Davies (Head of Adults, Health and Well-being Department) and Arwel Owen (Assistant Head - Housing and Well-being)

**1. APOLOGIES**

The Cabinet Members and Officers were welcomed to the meeting and staff who had been working in all weathers during recent storms were thanked.  
No apologies were received.

**2. DECLARATION OF PERSONAL INTEREST**

No declarations of personal interest were received.

**3. URGENT ITEMS**

There were no urgent items.

**4. MATTERS ARISING FROM OVERVIEW AND SCRUTINY**

There were no matters arising from overview and scrutiny.

**5. MINUTES OF THE MEETINGS HELD ON THE 21 AND 28 JANUARY**

The Chair signed the minutes of the meetings held on 21 and 28 January 2020, as a true record.

## 6. YSGOL LLANAELHAEARN

Submitted by Cllr Cemlyn Williams

### DECISION

It was resolved to accept the observations received during the statutory consultation period as well as agreeing to:

- i. Approve the proposal to close Ysgol Llanaelhaearn on 31 August 2020, and provide a place for the pupils at Ysgol Bro Plenydd, Y Ffôr from 1 September 2020.
- ii. Approve the publication of statutory notices on the proposal in (i) above in accordance with the requirements of Section 48 of the Schools Standards and Organisation (Wales) Act 2013.
- iii. Approve the transport arrangements for the transition period only, when free transport will be available for those pupils enrolled at Ysgol Llanaelhaearn currently, to Ysgol Bro Plenydd, Y Ffôr or Ysgol Chwilog specifically, if they live over two miles from the chosen school, or that they receive free transport because of the nature of the roads in accordance with Gwynedd Council's current transport policy.

### DISCUSSION

The report was submitted and it was noted that the Cabinet had approved a request in December to commence a statutory consultation period on the proposal to close Ysgol Llanaelhaearn in accordance with the Schools Standards and Organisation (Wales) Act 2013. It was emphasised that the number of pupils had reduced to eight in recent years and that projections were highlighting the probability that numbers would reduce further over the next five years and that this, inevitably, was a prominent factor.

The Head of Education Department noted that seven responses had been received during the consultation period, along with a response from Estyn and that sessions had been arranged with pupils. The Area Officer noted the observations raised by pupils which emphasised that they were saddened that closing the school was an option and that they were eager to attend Ysgol Chwilog rather than Ysgol Bro Plenydd as a result of existing connections with the school. It was reiterated that Ysgol Chwilog and Ysgol Llanaelhaearn had been working closely but that Ysgol Bro Plenydd had been selected as an alternative school as it was geographically closer. It was added that it was possible for Ysgol Bro Plenydd to cope with the additional number of pupils and the school catchment area would be extended as a result. As the pupils were eager to attend Ysgol Chwilog, it was also elaborated that the Department would be willing to pay transport costs for the school's current pupils to attend the school if that was the wish of their parents and whether it would be possible to

register them at the school. In that regard, it was underlined that this would depend on place availability in Ysgol Chwilog, bearing in mind that children from the catchment area would be given priority. Based on the situation as it currently stood, and unless things would change substantially in September, this should not be problematic.

The local member expressed his disappointment and sadness at closing the school. He thanked and praised the staff for providing education to the remaining pupils and to the Governors for attempting to get pupils back to the school. The Education Department was also thanked for the offer to attend Ysgol Chwilog.

#### Observations arising from the discussion

- It was stated that statistics in the report highlighted the challenges that faced the school. The Department was thanked for its engagement work and it was enquired whether the Department would provide transport to both schools. It was explained that transport would be available and that school selection, therefore, depended on the wishes of parents.
- In terms of timetable, it was enquired whether it would be possible for parents to register their children at one of the two schools. It was highlighted that pupils would automatically transfer to Ysgol Bro Plenydd and that it would be up to parents to apply for registration at Ysgol Chwilog.
- Support was expressed for the offer to attend either school so that children could select their school.
- Sadness was noted with regards to closing the school and the School Governors were thanked.

## 7. COUNCIL PLAN

The report was presented by Cllr Dyfrig Siencyn

### DECISION

It was resolved to approve the Gwynedd Council Plan 2018/23 - 2020/21 Review to be submitted to the Council on 5 March 2020, subject to the following:

- Adding clauses to the Housing Department section to note the Council's actions and priorities for the forthcoming year in relation to the provision problem which is being created as a result of the number of holiday homes in the county.
- Revisions to the order of the Education Department's information in the Plan.

### DISCUSSION

The report was submitted and it was noted that the Council Plan had been originally adopted by the Full Council in 2018. It was added that the Plan would be reviewed annually. It was stated that the Council was attempting to make the Plan coherent for residents and outlined the main projects of the Council for the forthcoming year.

Attention was drawn to two new items that had been added to the Plan - Work of the Climate Change Scheme and the Housing and Property Service. It was stated that these fields addressed responsibilities in the climate change field and showed the substantial prioritisation done by the Council in the Housing Field.

Observations arising from the discussion

- The addition from the Housing and Property department was welcomed and it was emphasised that the field was challenging as a high number of houses in the county were holiday homes. It was reiterated that a clause needed to be added to the section noting their priorities for the coming year in terms of the problem being created in terms of supply in light of the number of holiday homes in the county.
- Pride was expressed that climate change could be seen in the Plan and challenges faced by Gwynedd Consultancy to protect communities were highlighted. It was emphasised that the Highways Department was also maximising recycling, reducing the amount of litter sent to landfill and attempting to reduce the creation of waste through different schemes. It was added that the Climate Change Group covered all departments and explored ways to move forward.
- The information of the Education Department in the report was discussed. It was noted that if you looked at it as a citizen that the information did not mention much about the work of the schools themselves, starting with the schools improvement service. In order to ensure clarity, it was emphasised that the Education Department's plan needed to be amended.
- Attention was drawn to Priority 8 - Businesses Receiving Support to Prosper, and it was enquired whether this work was undertaken on a daily basis. It was stated that supporting businesses was day to day work but that it had been maximised as the future was uncertain as a result of Brexit.
- It was emphasised that the report provided a clear picture of the Council's work and highlighted a clear direction.
- It was highlighted that the document was ultimately being created for residents and while it clearly highlighted what we did to serve Gwynedd residents, it did not clearly highlight how good we were at delivering this as this appeared in our Performance Report. It was also noted that the wording of the document needed to be examined in future to ensure clear Welsh. It was added there was hope that it would be possible to combine the Council Plan and the Performance Report next year so that it was possible to ensure that we had a plan noting what we do for Gwynedd residents and how good we do it - namely, matters that will be of interest to residents.
- The incorporation of the Well-being of Future Generations Act in the document was welcomed.
- Staff of the Council's Business Support Service were thanked for their work in creating the Council Plan.

## 8. 2020/21 BUDGET

Submitted by Cllr Ioan Thomas

## **DECISION**

Resolved to:

- a) Recommend to the Council (at its meeting on 5 March 2020) that:
  1. A budget of £261,837,750 should be set for 2020/21, to be funded by £187,579,040 of Government Grant and £74,258,710 Council Tax income, with an increase of 3.9%.
  2. A capital programme of £44,247,260 should be established in 2020/21, to be funded from the sources noted in Appendix 4 of the report.
- b) Approve moving forward with implementing the list of savings schemes in Appendix 3, in order to establish the budget recommended to the full Council.

## **DISCUSSION**

The report was submitted and it was noted that the budget would be submitted to the Full Council at the beginning of March. It was explained that Gwynedd's draft settlement was one of the highest in Wales and better than what had been anticipated. However, it was stated that the draft settlement was insufficient to meet inflation and additional demand on services. It was noted that the settlement in full would be announced by the Government on 25 February.

Revenue expenditure was discussed drawing attention to the Discontinuation of Specific Grants and noting that the Government funded schemes with grants and then noted that grants would not continue in the following year and that the money would not be transferred to the settlement either. As a result, it was noted that the Council needed to provide the funding. Attention was drawn to the bids seen under the Pressures on Services heading and the Chief Executive was thanked for his work to examine all bids. It was stated that the budget noted that staff collective agreement adjustments would be abolished completely this year. It was noted that the Pension Fund had received better than expected returns in recent years and, as a result, the Council would not need to add as much into the fund next year.

It was explained that savings schemes had been discussed at the Scrutiny Committees over the past few months and it was emphasised that a number of them were contentious. Following these discussions, it was stated that the number of savings schemes had reduced. Attention was drawn to the budget setting table which highlighted the Council's spending needs and that the financial deficit would be met by raising Council tax by 3.9%. As the future was currently so unclear, it was added that there was no need to look further this year and it was recommended for the report to be discussed at the Full Council meeting.

Should the settlement be lower than what had been published, the Head of Finance Department added that there were plans to use reserves in order to manage risk. It was stated that balances would not need to be used this year. It was emphasised that there was a lot of uncertainty regarding the future and a budget was needed by the Chancellor. It was stated that the department would return to the Cabinet in May or June to discuss the 2021/22 budget and it would be possible to use reserves if required. However, it was emphasised that the budget was balanced and that the savings proposed would have the least impact on residents.

Observations arising from the discussion

- It was noted that the Council had been protecting the Education Department over the past few years noting that this would also continue this year.
- It was stated that the settlement was better than what had been anticipated but it was emphasised that it was a better settlement, not a good one. It was added that savings continued to be made and over the past ten years it was highlighted that the Council had made savings of £68 million. It was elaborated that Cabinet Members were eager to be in a situation where consideration could be given to investing in services for Gwynedd residents instead of looking at savings on an annual basis.
- It was explained that the Council had good financial management and while some authorities were closer to the edge in financial terms, contrary to what had recently been suggested in the Guardian, this was not this Council's case. It was added that the Wales Audit Office was currently undertaking an investigation on how financially sustainable Local Government was.
- The department was thanked for the seminars for members. A bid for Charging Points by the Highways department was elaborated upon. It was noted that the period prior to the end of the financial year was a period where it was possible to apply for many grants by the Government but these had a very tight timetable. It was emphasised that it did not give departments the opportunity to plan their work in the long term.
- Attention was drawn to the bid for Bodfael bridge noting that the bid was for the construction of a new bridge and that this would improve provision for Gwynedd residents.

## 9. DEMENTIA GO

Submitted by Cllr Dafydd Meurig

### DECISION

Resolved to contribute £200,000 from the Transformation Fund to finance two full-time positions (in Pwllheli and Porthmadog) and two 7-hour a week posts (in Tywyn and Caernarfon) to continue the provision of the Community Dementia Go Support Service Scheme until March 2022.

### DISCUSSION

The report was submitted and it was noted that there was an increase in demand for support for those living with dementia. It was stated that this funding was for a temporary two-year period in order to fund the Dementia Go scheme. It was emphasised that after two years, it was hoped that this work would become the day-to-day work of the department. However, research work was required in order to ensure this, and evidence needed to be gathered to measure the impact of the Scheme.

The Dementia Go Programme Manager added that the scheme held activities across Gwynedd with approximately 110 people participating in them on a weekly basis. It was highlighted that being active was obviously a central part of the work to ensure balance and strength but that support was also a key part. It was stated that activities were an opportunity for people to get together at a comfortable location in their community.

Observations arising from the discussion

- Pride was expressed in seeing the scheme working and to receive a report by the Research and Analytics Service to undertake a full evaluation. It was added that there was great benefit from the scheme and a clear impact on carers and individuals.
- It was emphasised that there was support for the scheme and that members were very hopeful that robust evidence would highlight its impact. Attention was drawn to the fields that would witness an impact in future which included the Health Field as well as the care services. It was enquired whether or not the Health Board was willing to contribute, it was noted that they were supportive of the scheme. It was added that it would be possible to emphasise the benefits to the Health Field by gathering evidence

## **10. EXCLUSION OF PRESS AND PUBLIC**

Submitted by Cllr Dyfrig Siencyn

### **DECISION**

It was resolved to exclude the press and public from the meeting during the discussion on the following item due to the likely disclosure of exempt information as defined in paragraph 14 and 16, Schedule 12A of the Local Government Act 1972.

A request was made for the item to be exempt under the following section:

14.10.2 Exempt Information – Discretion to Exclude Public

(a) The public may be excluded from meetings whenever it is likely in view of the nature of the business to be transacted or the nature of the proceedings that confidential information would be disclosed.

There is an acknowledged public interest in openness in relation to the use of public resources and related financial issues. It is also acknowledged that there

are occasions, in order to protect the financial interests of public authorities that matters related to commercial information need to be discussed without being publicised. The report was specifically regarding the financial matters of other bodies and associated discussions. Publishing commercially sensitive information of this type could be detrimental to the interests of the bodies and the Council. This would be contrary to the wider public interest of securing the best overall outcome. For these reasons, the Monitoring Officer was satisfied that the matter was closed for the public interest.

## **11. POLISH HOUSING SOCIETY**

The report was presented by Cllr Dafydd Meurig

### **DECISION**

Resolved to:

1. Support the proposal to develop a detailed business plan which would suggest options for maintaining the existing care services on the site and consider whether the facilities on the site are viable in the short term and longer term.
2. Subject to receiving a viable business case, to offer financial support in order to safeguard the care and nursing provision on the site, while developing a new building / facilities subject to ensuring a fair contribution from the Health Board.
3. Approve Clwyd Alyn's application to operate in Gwynedd as a Social Housing provider, so that the Penrhos site or elements of the site can be transferred to Clwyd Alyn Housing Association.
4. Support the principle of prudential borrowing, subject to the receipt of a satisfactory, detailed business case.

### **DISCUSSION**

The report was discussed

The meeting commenced at 1.00 pm and concluded at 3.20 pm

**CHAIRMAN**

## GWYNEDD COUNCIL CABINET



<b>Date of meeting:</b>	<b>10 March 2020</b>
<b>Cabinet Member:</b>	<b>Councillor Gareth Thomas</b>
<b>Contact Officer:</b>	<b>Roland Evans</b>
<b>Contact Telephone Number:</b>	<b>01286 679 450</b>
<b>Title of Item:</b>	<b>Invest to Save Scheme - Neuadd Dwyfor, Pwllheli</b>

### **1. Decision sought:**

#### **1.1.** The Cabinet is requested to:

- Support the principle of developing a capital invest to save project to a maximum value of £779,314 in Neuadd Dwyfor in order to improve the facility, to improve opportunities to raise income and ensure the safety of users;
- Recognise the risk of losing income as a result of closing the Neuadd during the construction work if it goes ahead;
- Support the allocation of a one-off contribution from the Council's Transformation fund for the investment - namely up to **£570,000 (capital)**;
- Support the re-profiling of savings as originally agreed for the profile outlined in table 8.1;
- Support the submission of applications to external bodies in an attempt to reduce the Council's contribution and to maximise the Council's investment value;
- Support the task of identifying and collaborating with local partnerships and organisations that could support the Neuadd to reach the full saving target of £100,000 in the medium term after the investment - by setting them a challenge to reduce the financial deficit and to assist the Council to make a permanent saving of £100,000 in the budget by 2025.

### **2. The reason for the need for a decision:**

- 2.1.** Following the Council's decision on 2019 - 2022 savings, a saving target of £100,000 was set for Neuadd Dwyfor's Performing Arts Service. This target was to be realised through an Invest to Save scheme that would improve the Neuadd and opportunities to generate income there.
- 2.2.** Schemes have been developed, investment costs have been estimated and grant applications worth £120,000 have been submitted to Welsh Government.
- 2.3.** The Cabinet is requested to decide on the developed schemes and the financial resources that could be available to invest by the Council.
- 2.4.** There is also a need to highlight that the Department believes that the savings target will be extremely challenging to meet and that there is a risk that only £50,000 could be realised in the first two years. Beyond that, options and partnerships will need to be reviewed locally in order to reach the annual target of £100,000.

### **3. Background**

- 3.1.** Neuadd Dwyfor is the home of a Theatre, Cinema and Library in Pwllheli and no substantial investment has been made in the building or its resources since 1996. It has now reached a crossroad in terms of its future. A Condition Report has been undertaken with no matters of concern being identified and the building is in a relatively good condition.
- 3.2.** Its future has been discussed many times in the past and there was an attempt to outsource and transfer the Neuadd during 2013-14 failed to progress - mainly due to the high costs of doing so. The Neuadd was also highlighted as an option for closure following the Gwynedd Challenge, but this was not supported at the time and a petition with over 7,000 signatures was received. Rather than close, the Council decided not to cut the budget, but for this to be conditional on discussing options with any local organisations with the intention of them taking responsibility for the facility to reduce the cost on Gwynedd taxpayers, and any savings were to be included in efficiency savings.
- 3.3.** Following this, and in looking at options from 2019/20 onwards, the Department reported that they had not been successful in finding a local organisation to take responsibility for the facility, however another project could deliver savings of £100,000 that would require investment to be achieved. In its meeting in March 2019, the Council agreed to include this proposal as one of its savings projects to be adopted to meet the Council's financial gap.
- 3.4.** A varied programme of services and arts and cultural activities are provided in the Neuadd and it plays an important role in the community and in the area's economy. There is keen support to the Neuadd amongst local residents and Pen Llŷn residents. It is also a resource within the town of Pwllheli that attracts a high number of visitors during the holiday season.
- 3.5.** There are no facilities, similar to those of the Neuadd, in Dwyfor or North Meirionnydd meaning that people would have to travel to Caernarfon, Bangor or Llandudno should it not exist and in 2018-2019 the Neuadd was visited by over 52,000 people.
- 3.6.** The cost of providing the Neuadd's Performing Arts elements for Gwynedd Council is £161,764. By 2022, provision cost is expected to reduce to £61,764.
- 3.7.** This is the only theatre / cinema provision now run by Gwynedd Council after Neuadd Buddug, Bala was transferred to Ysgol Godre'r Berwyn; it is therefore the only type of facility funded by all Gwynedd tax-payers. Running these two Centres has been a historical matter that was transferred from the Meirionnydd and Dwyfor District Councils following the Reorganisation in 1996.
- 3.8.** Having said that, the Council has a budget of £95,820 that offers Strategic Grants for the Arts in order to support arts activities across the County, e.g. Galeri Caernarfon, Pontio, Neuadd Ogwen, Canolfan Gerdd William Mathias, Frân Wen, Theatr Bara Caws, Literature Wales, Dawns i Bawb, Opra Cymru, Plas Glyn y Weddw, The Dragon Theatre and support is provided to Cyfeillion Theatr Derek Williams, Bala.
- 3.9.** The Council also commissions arts activities and sessions as well as small grants across the County through Gwynedd Community Arts which promotes agendas relating to health and well-being, education, loneliness, community vitality, the economy and gaps in provision. Arts sessions are also provided within our libraries.

### **4. Neuadd Dwyfor Business Review**

- 4.1.** During 2017-18, a Business Review of the Neuadd was commissioned with funding from the Arts Council of Wales. The consultant highlighted fields for development in order to improve the performance of the Neuadd, its engagement with the local community and in order to ensure future sustainability.

- 4.2.** By undertaking surveys, forums and focus groups, we can see that many people feel that provision quality is high; however, a number of negative points are made, particularly in terms of uncomfortable seats, a cold foyer, the lack of food and drink facilities, the lack of engagement activities, new films shown later, the lack of signage in the town and the need to invest in better technology.
- 4.3.** Having said that, a number of positive points are also made, e.g. the positive impact of the Neuadd on local businesses, ticket prices, the Welsh arts programme and the importance of the Neuadd in the context of arts infrastructure in north west Wales.
- 4.4.** The Review explores options for the future and suggests that the option of investing to save could create savings of between £64,000 and £100,000 over a period of 3 years. The Department is cautious and sceptical of the £100,000 figure as there is a dependence on volunteers, external grants and as there is no guarantee that all improvements will deliver the suggested savings. We have scrutinised the options further and the possible costs and savings to the Council can be summarised as follows for the Performing Arts Service only. More detail can be seen in [Appendix A](#):

<b>Closure</b>	<b>£</b>
One off costs	170,000
	+ re-location of library
Current running costs	161,760
Annual savings following closure	(141,760)
Remaining running costs until the Building is disposed	20,000
 <b>Invest to save in the Building</b>	
Investment Costs	569,500
Current running costs	161,760
“Firm” annual savings from investing	(50,000)
Remaining running costs	111,760
Additional possible savings from achieving the Consultant’s assumptions in full	(50,000)
Remaining Running Costs	61,760

The Consultant suggests that out-sourcing or transferring the Neuadd could be investigated in the long term to reduce the running costs further – however Investment in the facility would be required before investigating.

## **5. Response: New Vision and Objectives to invest and improve the Neuadd**

- 5.1.** Until recently, both services that operate from the Neuadd have operated separately with collaboration taking place on an occasional and ad-hoc basis. The management of both staff teams in the Neuadd was changed on 1 December 2019, so that they report to one manager.
- 5.2.** A Staff Team, Users Team and Project Board have now been established to move our vision and objectives forward.
- 5.3.** The Story House, Chester was visited in October 2019 and the implementation model there has given us ideas and an inspiration to move forward.

- 5.4. Story House is a new cultural centre in Chester. The regeneration of Chester city centre was at the core of the £37m project which offers the library with the longest opening hours in Britain and a varied programme of cultural events.
- 5.5. Our vision for Neuadd Dwyfor's transformation project is:  
***Create a unified space and service that inspires, supports and serves Gwynedd residents through cultural, social and educational experiences.***
- 5.6. The aims of our project are seen in [Appendix B](#).
- 5.7. Neuadd Dwyfor corresponds to a number of national, regional and local strategies and makes an important contribution to agendas relating to health, well-being, language, culture, equality and regeneration.

## 6. Invest to Save - the need

- 6.1. In considering the need to invest to save, the Service has considered the proposals offered by the Consultant, the needs of the service and Gwynedd residents and most importantly - the realistic budget that could be available.
- 6.2. Given the financial climate, we have focused on making fundamental but crucial improvements that could lead to the delivery of savings for the Council, but also create a more favourable situation that could facilitate the transfer of the building to an organisation or to the community in future.
- 6.3. Gwynedd Consultancy was commissioned to work with us on schemes to deliver the main recommendations of the business review. The total of this capital cost is **£779,314** and further details are available on request.

## 7. FUNDING

Body	Finance	Status
Welsh Government	£50,000 - library £70,000 - library and accessible toilets	Confirmed Application submitted
Capital Receipts of the Economy and Community Department	£89,867	Confirmed
Gap to be funded by Gwynedd Council	<b>£569,447</b>	<b>Application to the Gwynedd Council Transformation Fund</b>

- 7.1. In addition to these amounts, there will be a potential loss of income to the Department while the Neuadd is closed - based on past trends, this is approximately £25,000.
- 7.2. Although there have been discussions with other potential funders, not many appropriate grants are currently available. Nevertheless, discussions will continue with: Arts Council for Wales, Visit Wales and the National Lottery Funds in an attempt to secure additional match funding.

## 8. Invest to Save - the potential income and potential saving for Gwynedd Council

- 8.1. After investing in the Neuadd, the following savings profile is anticipated:

	2021	2022	2023	2024	2025	PERMANENT TOTAL
Original savings profile	£50,000	£50,000	£0	£0	£0	<b>£100,000</b>
Amended profile for the Cabinet's approval	£25,000	£25,000	£20,000	£15,000	£15,000	<b>£100,000</b>

**8.2.** After scrutinising the work in the business review, the Economy and Community Department is confident that it will be possible to reach an income figure of £50,000 by delivering the changes and developing a new operational model in the Neuadd. This will be realised by:

Improving the food and drink offer	Increasing users by 5%
Reviewing the seats and acquiring new seats	Developing a participation programme
Reviewing the programme	Increasing digital marketing
Income from meeting / activity rooms	Improving the offer to the 'Friends of Neuadd Dwyfor'

**8.3.** By working with the Users Team and establishing a Friends Group, it is felt that local communities and organisations can be challenged to assist the Council to reach the savings target of £100,000 by 2025. If this challenge is not met, there is a risk that the running costs of the facility would continue to be over £111,000 annually to Gwynedd taxpayers.

**9. Timetable**

**9.1.** On receiving approval to proceed with the project, it is intended to operate to a restoration timetable of approximately five months. This means that the Neuadd will be transformed before the National Eisteddfod visits Dwyfor in 2021.

March - April 2020	Acquire a Constructor
April 2020	Appoint Constructor and agree on a work schedule
May - October 2020	Restoration and repair work - it could impact the Neuadd's programme and opening hours. It could also be closed for a period.
May - October 2020	Engagement work with the community and key stakeholders
Autumn 2020	Launch the Neuadd in its new form

**10. The Future**

**10.1.** As a result of the Council's investment, our vision for the future would be to transfer the Neuadd to a relevant body. Having said that, no relevant or appropriate body currently exists and in the past this did not succeed.

**10.2.** In the short term, it is felt that the best option for the Neuadd is to transform the managerial and operational arrangements in order to respond to our vision and investment objectives. In doing so, we are confident that it is possible to respond to the challenge of running the Neuadd at a reduced cost to Gwynedd taxpayers but also to create a much better service for Gwynedd residents.

**10.3.** Work is under way to develop a Users Group and Friends Group to support the Neuadd and it is possible that these groups - or an evolution of them, with support, could develop to become a body of which the Neuadd could be transferred to in the long term or become a body that could support the Council with sponsorship and fundraising campaigns, along with the development of a volunteer scheme.

**11. Conclusion**

**11.1.** Having reviewed the options, not investing to save would create a situation where Neuadd Dwyfor would be a resource generating more annual loss for the Council and put the viability and future of Neuadd Dwyfor at stake.

- 11.2.** As closing Neuadd Dwyfor would **also** require one off investment to be achieved, the difference in one off investment between both options (closing or improving the facility) is £399,500. Closure would clearly lead to more savings to the council; however it would also lead to the loss of an important facility locally. If all potential savings are achieved the facility would still cost £61,670 to all the county's taxpayers.
- 11.3.** Closing would detrimentally affect the town of Pwllheli and the area in terms of the economy and regeneration, and from an arts, cultural and linguistic viewpoint. It would remove an important resource from the community that would not be easy to re-establish or transfer to a third party.
- 11.4.** Investing to save would involve a one-off investment which would ensure that Neuadd Dwyfor had a realistic opportunity to increase income.
- 11.5.** Although it is felt that the £100,000 target, which was set as an additional income target by the Council, is ambitious, it is believed that it is possible for Neuadd Dwyfor to increase its current income level, and start to show an increase in income levels from 2021-22 onwards up to £50,000 per annum.
- 11.6.** By developing local ownership through a specific Friends Group and Project Group, it is believed that it will be possible to develop supportive structures to reduce the funding gap for Gwynedd Council in the medium term and try to reach the target of £100,000 by 2025.
- 11.7.** Even if the Neuadd succeeds in reaching its ambitious savings target of £100,000, and even if it may be possible, in the long term, to reduce the remaining running costs further through outsourcing; in the medium term, in supporting this proposal to invest, the Council will need to accept that in doing so it is inevitable that it will have to pay £61,760 to run the facility until an alternative plan emerges.

## **12. ANY CONSULTATIONS UNDERTAKEN PRIOR TO RECOMMENDING THE DECISION**

### **Views of the Chief Finance Officer:**

*“As seen from the report, this is a request for an investment of £570k. I can confirm that there are sufficient resources in the Transition Fund to fund this investment, but of course this is not an unlimited source of funding and as with all other applications from the fund the Cabinet will need to weigh up if this use of resources meets its priorities.*

*Should the Cabinet agree to proceed with the plan there is a possibility that the department could find all of the expected savings by 2025 based on the amended profile, and I accept that without capital investment it is very unlikely that this will be realised. Re-profiling, by its nature, means that the Council may have to bridge the difference between the original and revised profile.*

*In addition to the capital investment referred to in the report, the subsidy given to the performing arts at Neuadd Dwyfor would remain above £60k per annum (at 2019/20 prices) even if all the savings were realised. This will remain significantly higher than the grants or subsidy provided to other similar cultural bodies operating within Gwynedd. Therefore, in reaching a conclusion on the decision sought the Cabinet will need to consider if it wants this to continue.”*

### **Views of the Monitoring Officer:**

*“The report notes the reasoning for the Investment and the potential benefits in terms of the service to the public and savings. An investment of this nature, comes with risks attached in terms of achieving the benefits in accordance with the projections, and this will be a matter for the Cabinet to consider when assessing the matter. However, because of the Neuadd's current situation, the arguments for investing are clear, and this may facilitate the vision of transferring the Neuadd to a relevant body in the future. No further comment in terms of propriety.”*

**Views of the Local Member:**

Cllr. Dylan Bullard: *I fully support the proposals from the Economy and Community Department relating to Neuadd Dwyfor. It is an important location that is widely appreciated in Llyn and Eifionydd. Unfortunately, due to the age of the building some refurbishment is required to make it useable to all. I ask that the Cabinet support all the proposals.*

Cllr. Hefin Underwood: *I support this important investment in Neuadd Dwyfor 100%.*

**Costs and Savings for Gwynedd Council deriving from Neuadd Dwyfor's future options  
which are only relevant to the Performing Arts Service**

Option	Comments	Potential Costs / Savings
<u>Close</u>	<p>Uncertain whether or not it would lead to substantial savings for the Council or who would want to purchase the building in future.</p> <p>Contrary to the principles of Welsh Government's Transforming Towns + the Council's Regeneration agenda. 80% of Neuadd Dwyfor's audience noted that they spend an average of £5 per head in the town which is a contribution of over £100,000 per year to Pwllheli.</p> <p>Depriving a wide area of an arts and cultural provision which is an important part of the area's identity.</p> <p><u>One-off Costs:</u>            Need to relocate the Library (one-off) £60,000            Staff redundancy costs (one-off) £25,000            Grant repayments (Welsh Government + Arts Council) £85,000  <b>Total</b> <b>£170,000</b></p> <p><u>Annual Costs:</u>            Maintenance of Empty Building until its disposal (annual) £20,000  <b>Total</b> <b>£20,000</b></p> <p><u>Potential annual savings until the building is disposed:</u>            Running Costs (£61,764) – Annual Costs £20,000) <b>£41,764</b>  <u>Potential annual savings from closure and disposal:</u> <b>£61,764</b></p>	
<u>Investing in the building</u>	<p>This would lead to investing to save in the long term, reducing running costs for Gwynedd Council. After planning and preparatory work, investing to save costs have been estimated as follows:</p> <p><u>One-off Investment Costs for the COUNCIL</u>            Capital works to improve the building and seats £569,447            Compensate income revenue whilst closed £25,000  <b>Total</b> <b>594,447</b></p> <p><u>Annual Costs for the Council:</u> <b>£61,764</b></p> <p><u>Potential annual savings by developing an audience and income and as a result of collaboration with local organisations:</u> <b>£50,000 - £100,000</b></p>	
<u>Outsourcing</u>	<p>Extensive options for outsourcing are not anticipated due to the current condition of the building. Opening a discussion with a third party could be an option - however, there would be a need to learn from the</p>	

	<p>experience of failed past discussions as a result of staff transfer costs and pension requirements (TUPE), the need to invest in the resource before transfer, administration costs and the cost of any financial contribution by the Council to a third party.</p> <p><u>Likely one-off cost if investment is made before transfer</u></p> <p>Capital works to improve the building and seats</p> <p>Compensate income revenue whilst closed</p> <p><b>Total</b></p> <p><u>The costs of transferring to another entity</u></p> <p>Uncertain what these costs would be without identifying a body to transfer</p> <p><u>Potential annual savings for the Council if successfully transferred <b>without</b> a grant / financial support (*although doing this is challenging.)</u></p>	<p></p> <p>£569,447</p> <p>£25,000</p> <p><b>£594,447</b></p> <p></p> <p>?</p> <p></p> <p><b>£61,764</b></p>
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**Vision and Objectives of the Invest to Save project.**

Our vision for Neuadd Dwyfor's transformation project is:

***Create a unified space and service that inspires, supports and serves Gwynedd residents through cultural, social and educational experiences.***

Our aims for Neuadd Dwyfor's transformation project is:

1. Create one team with a clear understanding of their roles and contributions to serve Gwynedd residents making better use of Council resources and budgets
2. Create a welcoming and easily accessible space for all
3. Create a programme of excellent cultural events on a joint basis
4. Reinforce Neuadd Dwyfor's place as an essential cultural and community centre for the area and economy of Pwllheli.
5. Improve library and arts provision in Dwyfor by providing the longest opening hours of any library in Gwynedd
6. Develop local structures and a programme of activities to develop audiences and engagement.
7. Develop a Friends Group for the Neuadd to support activities and ownership locally - that could develop to facilitate a transfer in future.
8. Invest in the building in order to respond to the needs of Gwynedd residents and the new vision in order to generate income and reduce costs for taxpayers.



### Report to the Cabinet

<b>Meeting Date:</b>	10 March 2020
<b>Cabinet Member:</b>	Councillor Cemlyn Rees Williams
<b>Contact Officer:</b>	Garem Jackson, Head of Education
<b>Contact Number:</b>	<a href="mailto:GaremJackson@gwynedd.llyw.cymru">GaremJackson@gwynedd.llyw.cymru</a>
<b>Item Title:</b>	Post-16 Education

#### 1. DECISION SOUGHT

Permission is sought to hold discussions with stakeholders to consider the current provision and highlight the key considerations in order to recognise the direction and opportunities to strengthen post-16 education provision in Arfon. Subsequently, a further report is expected to be submitted to Cabinet in order to report back on the outcome of the discussions.

#### 2. REASON WHY DECISION IS NEEDED

The Education Department is seeking permission to hold a discussion with stakeholders about existing post-16 provision in Arfon.

The landscape for post-16 education is changing with the Welsh Government proposing to introduce a new act during 2020. Therefore, it is timely for the Authority to review whether the existing provision is effective for the needs of the county's young people now and for the future.

In Gwynedd, the foundations of our post-16 education system dates back forty years. Given the proposed national change/reform, there is an ideal opportunity for Gwynedd to innovate and create a post-16 education system that is fit for purpose, which combines the vocational, technical and academic, ensuring that all learners fulfil their potential.

Discussing the current provision would provide stakeholders with an opportunity to express their views on the existing system in the context of the vision, and consider opportunities to:

- support providers to ensure high quality, modern, sustainable education for learners,
- ensure consistency in choice and learning experiences for young people,
- prepare learners for the opportunities which will emerge from the economy of the future.

# GWYNEDD COUNCIL CABINET



## 3. INTRODUCTION

In January 2018, a report was submitted to the Education and Economy Scrutiny Committee which noted the intention to undertake an assessment of the current provision and noted that the findings of the assessment could inform further discussion on the path of post-16 provision in the county for the future.

In addition, at its meeting on 12 June 2018, the Cabinet endorsed the principle of considering the current post-16 provision, ensuring that the Authority would not miss an opportunity to strengthen the provision in Arfon, should there be a case to do so. To this end, a figure of £18m has been identified from Band B, 21<sup>st</sup> Century Schools Programme.

As part of the work to consider the area, *Iaith Cyf* was commissioned to carry out research on behalf of the Department, conducting interviews with headteachers, focus groups with learners, and gathering the views of parents and learners through questionnaires, in order to enrich and validate the evidence base gathered from desktop research.

Following consideration of the evidence and information gathered as part of the research, a “Post-16 Education Overview” report (**Appendix 1**) was produced. Although the general research has been conducted on the post-16 provision in Gwynedd, a more detailed overview of the provision in Arfon is given in the attached report. As a result, post-16 provision in the Bala area will be addressed in a separate area of work.

## 4. REASON AND JUSTIFICATION BEHIND THE DECISION

The appendix to this report sets out our vision for post-16 students in Gwynedd, namely to:

- i. Ensure fairness in the choice of courses and provide flexible and sustainable high quality learning experiences which equip them as independent learners with the correct information and skill to progress.
- ii. Provide effective transition into post-16 education provision, developing and maintaining access to a broad range of appropriate pathways for the individual learner and ensuring that post-16 provision evolves as the requirements of the learner and local economy changes in future.

To achieve this, we, our partners and our stakeholders need to pave the way, acknowledging what we do well, what we can improve, and developing an ambitious system to ensure the best for the learner.

The rationale and justification for recommending the decision is further detailed in the attached report. In particular, the case for change section sets out the need to address changes in education, as well as the need to prepare for the economy of the future.

# GWYNEDD COUNCIL CABINET



## 5. NEXT STEPS & TIMETABLE

Subject to receiving Cabinet support for the recommendation to initiate local discussions, in the summer term 2020, a series of working groups will be held with representation from Arfon's post-16 provision stakeholders, such as governors, headteachers, teachers and learners. Following this, there will be an opportunity for Gwynedd residents to contribute to the discussion online or in face-to-face sessions. All of this will ensure the key contribution of stakeholders and residents in developing and identifying potential solutions that would be in line with the vision for Arfon's post-16 provision.

Should the Cabinet decide to approve the recommendation, it is anticipated that a further report will be submitted to Cabinet to report back on the results of the local discussions.

## 6. ANY CONSULTATIONS UNDERTAKEN PRIOR TO MAKING THE DECISION

### **The Well-being of Future Generations Act**

The Education Department has a role in promoting the well-being objectives of the Act amongst pupils in the county through its activities and projects. The Act sets a duty on public bodies in Wales to improve economic, social, environmental and cultural well-being. As part of the duty, the Council has published well-being objectives that outline the way it will improve well-being in the "2018-23 Gwynedd Plan". Consideration will be given to the requirements of the well-being act and an assessment will be conducted in the context of the Act's well-being goals following local discussions to develop and identify possible solutions that would be in keeping with the vision for Arfon's post-16 provision.

### **Equality**

The Education Department has a responsibility to promote equality as well as general duties to ensure fairness and foster good relations. The Equality Act 2010 requires the Council to consider the impact of any change to a new policy or procedure on people with protected equality characteristics, namely race, gender, disability, language, religion or belief and age.

An initial Equality Impact Assessment has been produced as part of the work of drawing up a current overview of post-16 education provision in Gwynedd, and the Assessment will be updated regularly in the light of local discussions to develop and identify possible solutions that would fit with the vision for Arfon's post-16 provision. See **Appendix 2**.

# GWYNEDD COUNCIL CABINET

## Views of the statutory officers

### Monitoring Officer:

*“The recommendation permits the door to be opened for discussion with the wide range of stakeholders who are involved with the provision of post 16 education. The steps proposed are appropriate and proportional when this is considered. It is also appropriate that on its conclusion the results of the work are reported back to the Cabinet for consideration. I am therefore satisfied of the propriety of the recommendation”*

### Chief Finance Officer:

*“I welcome the intention to review post-16 education provision in Arfon, and initial discussions with stakeholders, and then with all residents, is an appropriate way of proceeding. Having received the results of the discussions a further report will be brought to the Cabinet which will enable it to consider and identify the characteristics of the provision for the future. I am therefore supportive of the decision sought”*

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### Appendix:

Appendix 1 – Post-16 Education Overview

Appendix 2 – Equality Impact Assessment

### Background Papers:

laith Cyf’s report “An assessment of the current post-16 education provision in Gwynedd” April 2019	<a href="http://www.gwynedd.llyw.cymru/modernisingeducation">www.gwynedd.llyw.cymru/modernisingeducation</a>
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# POST-16 EDUCATION

## Overview





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Gwynedd and Anglesey Post-16 Education Consortium

Dwyfor Meirionnydd and Grŵp Llandrillo Menai

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# Foreword

***“My vision is to establish a post-16 education system that places the needs of all of our learners at the centre of our provision.***

*Your background, location or circumstance should not determine your choices or your future path. I would like to see a system that is flexible, and one that provides the highest quality of education and training, fostering skills that are in demand in the local, regional and national economy, in order to ensure clear pathways towards prosperity for every young person in Gwynedd.”*



**Clr. Cemlyn Rees Williams**  
**Cabinet Member for Education**



**Garem Jackson**  
**Head of Education,**  
**Gwynedd Council**

***“The landscape for post-16 education in Wales is changing.***

*In order to ensure excellent opportunities, choices and experiences for post-16 young people, it is essential that we, our partners and our stakeholders pave the way, acknowledging what we do well, what we can improve, and developing an ambitious system to ensure the best for learners. The foundations of our post-16 education system dates back forty years, therefore, there is an ideal opportunity for Gwynedd to be innovative and create a fit-for-purpose post-16 education system that combines the vocational, technical and academic, ensuring that every learner achieves his or her potential.”*



***Ensuring fairness and strong support for every post-16 learner in Gwynedd to succeed and realise his or her potential”***

Our vision for post-16 learners in Gwynedd is to:

- I. ensure fairness in the choice of courses and provide flexible and sustainable high quality learning experiences which equip them as independent learners with the correct information and skills to progress.
- II. provide effective transition into post-16 education provision, and develop and maintain access to a broad range of appropriate pathways for the individual learner and ensuring that post-16 provision evolves as the requirements of the learner and local economy changes in future.





## Part I: Case for change

### Addressing changes in education

1. The landscape for post-16 education in Wales is changing with the Welsh Government proposing to introduce a new act in 2020. Therefore, it is timely to review whether the provision in Gwynedd is effective for the needs of young people in the county and addresses the impact of schemes to ensure new skills for key jobs in the future.
2. In January 2020, the Welsh Government Minister for Education published her vision for a new post-16 education framework which will lead to higher levels of skills that promote innovation, facilitate investment and improve leadership and management. Learners are expected to gain access to a series of broad and appropriate pathways which enable access to learning at all levels. There will be a need for a smooth transition between vocational, technical and academic pathways. The Minister expects the pathways to be clear, to meet the needs of the individual, and consider the economic and social priorities of Wales.
3. Professor Hazelkorn, 'Towards 2030' (2016), which included a proposal to establish one new authority for the regulation, supervision and coordination of the post-compulsory sector. The Welsh Government has stated its intention to establish the Commission for Tertiary Education and Research for Wales (CTER) to provide supervision work, strategic direction and leadership for the post-compulsory education and training sector.
4. The strategic plan of the new Commission would be based on the principles of The Well-being of Future Generations (Wales) Act 2015, and it would focus on outcomes. In 2015, the Welsh Government set seven well-being goals for Wales, namely, A Prosperous Wales; A Resilient Wales; A More Equal Wales; A Healthier Wales; A Wales of Cohesive Communities; A Wales of vibrant culture and thriving Welsh Language and a Globally Responsible Wales.
5. Gwynedd needs to prepare for a new landscape and direction for post-16 education in Wales. In addition, the education system in the future will need to address the emerging needs of the economy locally and regionally and develop employable skills.

6. The need to improve employability skills will be the foundation of all post-16 provision, to raise employment ambitions and meet aspirations of learners in Gwynedd and will be a key objective when planning the provision. Therefore, it is anticipated that post-16 provision will be planned and prioritised to reflect the needs of the local and national labour market, as well as deliver the skills that are required by local employers. For learners who choose an academic pathway, it is also essential that those learners have the necessary skills for their employment following post-16 education and higher education. In order to achieve this, providers will need to offer a coordinated and flexible range of provision which is suitable for every learner.
7. In order to implement this approach, a specific focus should be placed on ensuring that individuals are being supported continuously to develop, maintain and improve their learning and skills, throughout their education and careers. The encouragement given to learners to continue with education and learning in work will lead to a greater likelihood that young people in Gwynedd will stay longer in the labour market, and will be better able to adapt to changes when transferring from jobs and careers with various employers and sectors.
8. The national direction has been steered by Prosperity for All, a national strategy published by Welsh Government in 2017. One of the main areas is 'Ambitious and Learning' with 'Skills and Employability' also identified as a priority. The Welsh economy has changed substantially over the past 20 years, where a decline has been seen in manufacturing jobs, from 18% to 10% of all jobs. 98.5% are businesses that employ fewer than 50 people, with 76.6% being sole traders. It is estimated that 46.4% of jobs in Wales have the potential to change as a result of automation, and the Welsh Government has established a Review of Digital Innovation to report on the potential impact of automation on Wales.
9. Ensuring that post-16 education offers training in the skills sought out by employers is a key element of the strategy. In a Welsh Government survey in 2017, 66% of employers with vacancies noted that a lack of specialist skills for the role was a substantial factor in the failure to appoint applicants. In addition, 45% were concerned that applicants were unable to demonstrate the ability to solve complex problems.
10. Gwynedd Council is a member of the North Wales Regional Skills Partnership (North Wales RSP), which has identified new operating methods to support businesses to benefit from new powers. In its 2019/21 plan, the Partnership has noted the need to address the growth in inconsistencies across the region, as well as ensuring a progression programme for some sectors. Research has highlighted the under-use of advanced skills, shortages and gaps in skills across the majority of our key sectors, as well as recruitment difficulties and a lack of STEM skills (including the take-up of STEM subjects after GCSEs).
11. Therefore, it will be important for an ambitious plan for post-16 provision to acknowledge that skills requirements such as digital skills and SMART technology are still changing, and there will be a need to develop a flexible workforce with fit-for-purpose qualifications that will drive innovation and enterprise skills.
12. In a survey on behalf of the North Wales RSP in 2018, 29% of workers noted that new workers were not 'ready for work'. Specifically, there was a lack of specific work skills, lack of work experience, lack of qualifications and poor attitudes and motivation. Just over half of employers currently offer work experience for school leavers, Further Education or University students in North Wales.

**13. The future economy will require relevant skills for new industries such as digital services, the aerospace industry, de-carbonisation, automation and artificial intelligence. It will be essential for plans for the provision of post-16 education to acknowledge changes in the nature of the economy, both nationally and locally, and prepare young people for the opportunities deriving from the new jobs.**



**"Learners are expected to gain access to a series of broad and appropriate pathways that allow access to learning on all levels. There will be a need for smooth bridging between vocational, technical and academic pathways. Pathways must be clear, meet the needs of the individual, and consider the economic and social priorities of Wales."**

**Kirsty Williams AM - Minister for Education**

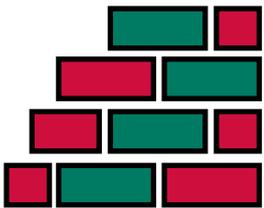


**Llywodraeth Cymru  
Welsh Government**

14. It is expected that the post-16 education plan will respond to the future needs of core sectors through providing education and training in relevant skills. The North Wales RSP survey shows that all core sectors face substantial challenges.



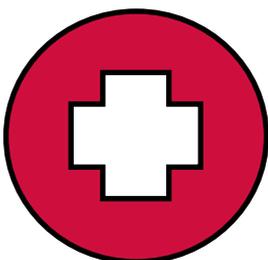
15. **The Energy Sector:** 50% of energy sector businesses are currently facing challenges, with a high percentage in the professional, technical and skilled trade occupations. Apprenticeships are an important pathway for the energy and low-carbon economy, which is specifically tailored towards employers' needs. The majority of employers in the sector employ apprentices on level 3, with degree apprenticeships offered in engineering at level 4+.



16. **The Construction Sector:** 78% of businesses in the construction sector are currently facing skills challenges, with a high percentage of them in skilled trades, professional, associated, technical jobs. Apprenticeships are an important access pathway into the construction sector, with 66.7% of employers in the sector employing apprentices, mainly on levels 2 and 3, and one or two high-level apprenticeships.



17. **The Financial and Professional Services Sector:** the sector makes a substantial contribution to the region, as a key employment source, relevant to employment in the Foundation Economy. It is also a key resource through its provision of specialist services for businesses across all sectors. It is a relatively balanced sector in terms of the need to use the Welsh language and a high number in the sector are younger than 50 years of age. In a recent survey, 43% of employers were projecting that current digital skills will be a challenge to their business in the future.



18. **The Health and Social Care Sector:** this sector provides almost a third of all apprenticeships across Wales. This investment in skills is essential to the sustainability of the health and social care sector and meets the government's programme for the Foundation Economy. There is a consistent demand from employers for level 2 and 3 trained domiciliary care staff, in line with the need to comply with the regulations.



19. **The Tourism and Hospitality Sector:** this sector is acknowledged as a key contributor to the North Wales economy. Tourism and hospitality contributes £2bn per annum to the region's economy and employs 40,000 people. In North West Wales, Travel and Tourism and Hospitality and Catering courses are currently offered mainly in Bangor, Dolgellau and Llandrillo.



20. **The Food and Agriculture Sector:** the North Wales RSP survey shows that 46% of food and agriculture industry businesses in North Wales request Welsh language skills in the workplace. 67% in the industry were facing challenges with skills such as skilled trade occupations, professional occupations, and processing, plant and machinery workers. 58% of employers in the food and agriculture industry reported that they had experienced difficulties when recruiting quality assurance and technical managers, as well as automation engineers and health and safety officers.

21. Census data shows that generally the number of people speaking Welsh reduces between the age 16-25. Between 2001 and 2011, the greatest reduction in the percentage of Welsh speakers was seen in the 16-19 year old group, with a reduction from 41.9% to 38.9% in 2011. In Gwynedd, the greatest reduction was seen in the percentage of Welsh speakers in this age group, from 75.8% in 2001 to 68.6% in 2011.
22. The Welsh Government's strategy for the Welsh language, published in 2017, places a new focus on the Welsh language, and it notes Welsh Government's ambitious vision for ensuring million Welsh speakers by 2050. This vision involves further developing the methods which are most likely to achieve the required goal, namely the transfer of Welsh from one generation to the next, and developing and maintaining Welsh language skills throughout the education and training system
23. One of *Cymraeg 2050*'s main objectives is to ensure that fewer young people lose their Welsh language skills as they move from statutory education to post-16 education and higher education, and that more of them reach their mid-20s and beyond with a continued grasp of the language. In 2017, Estyn published a report on Welsh-medium and bilingual teaching and learning in further education across Wales. Estyn identified that not many learners continued to study through the medium of Welsh or bilingually when moving from school to college. This lack of progression between different periods of education and the world of work result in that those who have received a Welsh-medium education or those who have learnt Welsh at school, often losing their skills.
24. Given that over half of our learners leave school at 16 years, and that the majority move on to further education, work-based learning or employment, post-compulsory education and training providers, therefore, have a key role to play in terms of maintaining the Welsh language skills of learners in order to respond to the increasing demand for a bilingual workforce and contribute to the government's vision of a million speakers. Learners and young people need to be aware of the benefits of continuing to develop their Welsh language skills and the importance of making regular use of the language in order to maintain proficiency and confidence when preparing for the work-place, and employers need to be encouraged to offer more opportunities to use the Welsh language in the workplace. In this respect, apprenticeships are important in terms of ensuring that Welsh speakers continue to use the Welsh language after their education comes to an end. Welsh medium apprenticeships could help to respond to the demand for Welsh skills in the work-place, as well as benefit the economy.
25. The North Wales Regional Skills and Employment Plan shows the need for Welsh language skills amongst the region's workforce, now and in the future. In North Wales, as well as being the first language in many workplaces, the demand for Welsh language skills is increasing in a number of growth sectors, both regionally and nationally. In 2015, the greatest need for Welsh language skills (57%) was in North West Wales, and the largest number of jobs noting that Welsh language skills were essential or desirable could also be found in North West Wales.
26. Consequently, we have a duty to ensure the whole range of post-16 education in Gwynedd in the future delivers a comprehensive bilingual provision for young people that will enable them to further develop their Welsh language skills, and respond to the needs of employers and the economy in Gwynedd, in the North Wales region, and beyond.

***“The highest percentage of employers noting that the Welsh language is 'essential' in the region are located in Gwynedd.”***



## 27. The Vision of Coleg Cymraeg Cenedlaethol

*“In the field of A Level provision in schools and the post-16 provision offered by further education colleges, we will work closely with partners to ensure that the broadest possible range of provision is available through the medium of Welsh. This will include supporting the A Level provision where the number of pupils is low, where appropriate.”*



## Additional Learning Needs (ALN)

28. The Additional Learning Needs and Education Tribunal (Wales) Act 2018 creates a single legislative system for supporting children and young people aged between 0 and 25 years who have ALN. It will supersede the two systems currently utilised to support children and young people of mandatory school age who have Special Education Needs (SEN); and young people in further education with Learning Difficulties or Disabilities (LDD).
29. The new system supersedes the existing support plans (including SEN Statements, individual education plans for learners, and Learning and Skills Plans for post-16 learners) with a new statutory plan referred to as an Individual Development Plan (IDP).
30. If a young person has SEN and attends a maintained school or further education establishment, that young person will be entitled to receive an IDP. However, the Act does not give the right for young people with SEN to receive continuous education up to 25 years. Its intention, rather, is to provide access to further education or training on an equal basis as those without SEN.
31. It should be noted that the Act does not extend to higher education, work-based learning or apprenticeships. Nevertheless, our vision is to ensure that young people with ALN are also able to benefit from the whole range of opportunities and experiences in the field of post-16 education and training, and to transition conveniently from education to work-based learning, apprenticeships or employment.



32. In Wales, post-16 education is provided by tertiary establishments, sixth form centres and schools for 11-18 year olds. In some areas, further education colleges are the only formal education and training providers for people aged over 16 years and the sector has a role to enable young people and adults to realise their potential, and provide a skilled workforce. However, in the majority of areas, the sixth forms of secondary schools co-provide A Level education as well as some vocational courses.
33. In 2008, the Welsh Government published the policy "Transforming the Education and Training Provision in Wales". Some of the policy's objectives were to reduce duplication in the provision, and improve the choice for further education college and sixth form learners. In order to address these objectives, the policy noted the need to identify local solutions, rather than determine one national model.
34. The Learning and Skills (Wales) Measure came into force in 2009, and consequently, arrangements were put in place across Wales to ensure the ability of secondary schools to act in accordance with the Measure's requirements, to offer high quality learning experiences and a high standard of education. The Measure also noted that every post-16 establishment had to develop a local curriculum offer that would include at least 30 courses, with five of those courses being vocational courses, and at least five being general courses.

## Post-16 provisions in Gwynedd



35. Historically in Gwynedd, sixth form classes in every secondary school in the county provided A Level courses for young people. The core subjects were offered at each school and the wider offer depended on the expertise and timetables of each individual establishment. Little travelling between schools took place.
36. The way in which post-16 education was provided in Dwyfor and Meirionnydd was changed in the 1990s. Sixth form classes were abolished at the secondary schools in those areas, excluding Ysgol y Berwyn, and a tertiary college was established to which the pupils transferred at the end of their statutory education at 16 years of age.
37. The current post-16 provision in Gwynedd is provided at six secondary schools in Arfon, namely Ysgol Brynrefail, Ysgol Dyffryn Nantlle, Ysgol Dyffryn Ogwen, Ysgol Friars, Ysgol Syr Hugh Owen and Ysgol Tryfan, and at two further education colleges, namely Coleg Menai (Bangor) and Coleg Meirion Dwyfor (Glynllifon, Pwllheli and Dolgellau) which are a part of Grŵp Llandrillo Menai. There is also a sixth form at Ysgol Godre'r Berwyn, Bala.
38. Since 2013, Arfon secondary schools have been in partnership with the Gwynedd Local Authority, Anglesey secondary schools, Anglesey Local Authority and Grŵp Llandrillo Menai, referred to as the Gwynedd and Anglesey Post-16 Education Consortium, to set the area's post-16 curriculum by means of a partnership arrangement. This, in addition to other activities, enables the schools to address the Learning and Skills (Wales) Measure 2009 which states that every post-16 establishment must offer 30 choices in terms of courses for learners, five of which have to be vocational courses. Since the Consortium was established, a number of changes have occurred in the education field, it is timely therefore to look at whether the efficiency of the current arrangements continue to deliver the original strategic vision.

## Sixth form in Arfon schools



- 11-18 secondary school located in Bangor.
- 1,367 pupils: 219 learners in the sixth form.
- Bangor primary schools are in the school's catchment area and the school is also accepts pupils from the wider area including Anglesey.



- 11-18 secondary school located in Bangor.
- 430 pupils: 81 learners in the sixth form.
- Similar to Ysgol Friars, Bangor primary schools are in the school's catchment area.



- 11-18 secondary school located in Caernarfon.
- 864 pupils: 118 learners in the sixth form.
- The school's catchment area includes Ysgol Hendre, Ysgol Maesincla, Ysgol Rhosgadfan, Ysgol Llandwrog, Ysgol Rhostryfan, Ysgol Bontnewydd, Ysgol y Gelli, Ysgol Santes Helen, Ysgol Y Felinheli and Ysgol Felinwnda.



- Ysgol uwchradd 11-18 wedi ei lleoli ym Methesda.
- 464 o ddisgyblion: 56 o ddysgwyr yn y chweched dosbarth.
- Mae ysgolion cynradd y dalgylch yn cynnwys Ysgol Abercaseg, Ysgol Penybryn, Ysgol Llanllechid, Ysgol Tregarth, Ysgol Bodfeurig, Ysgol Rhiwlas a Ysgol Llandygai.



**YSGOL BRYNREFAIL**

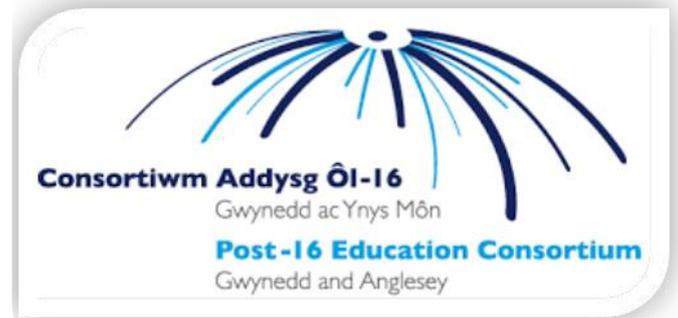
- 11-18 secondary school located in Llanrug.
- 773 pupils: 117 in the sixth form.
- The school catchment area includes primary schools at the foot of Snowdon, namely Ysgol Bethel, Ysgol Waunfawr, Ysgol Gwaun Gynfi, Ysgol Dolbadarn, Ysgol Llanrug and Ysgol Gymunedol Penisarwaen.



- 11-18 secondary school located in Penygroes.
- 419 pupils: 58 learners in the sixth form.
- Primary schools in the catchment area include Ysgol Bro Llifon, Ysgol Brynaerau, Ysgol Llanllyfni, Ysgol Baladeulyn, Ysgol Nebo, Ysgol Bro Llieu and Ysgol Talysarn.

## Gwynedd and Anglesey Post-16 Education Consortium

39. The Gwynedd and Anglesey Post-16 Consortium's curriculum provision is identified and agreed through the partnership contract rather than being carried out by individual schools and colleges. Although the governing board of an individual establishment is free to request that a post-16 course is provided at its establishment, the request must be considered by the partnership as part of the area curriculum.
40. Despite the fact that the Consortium has managed to rationalise the AS and A Level offer, the current system does not offer the same experience for every learner. Across schools in Arfon, the number of subjects provided at individual school sites which do not have to follow the partnership agreement



varies, along with the number of learners who study their chosen subjects at other schools across the partnership. As a result, learners travel during the day between schools and/or colleges for their lessons in a block of at least two hours, with some of those lessons running until 5.00pm, and being held twice a week.

## Dwyfor/Meirionnydd

### Ysgol Godre'r Berwyn

41. Ysgol Godre'r Berwyn, Bala, a 3-19 all-through school, opened its doors in September 2019 following an investment of £10.27 million. The school has modern resources for the area's pupils, as well as a public library and bespoke resources for the arts, such as a dance hall and theatre. Ysgol Godre'r Berwyn is the only secondary school in Meirionnydd and Dwyfor with a sixth form. It has 349 pupils (with 182 in the primary), including 46 sixth form learners. The school serves an extensive rural area, which includes the catchment areas of Ysgol Bro Tryweryn, Ysgol Ffridd y Llyn and Ysgol OM Edwards primary schools.
42. Strategic arrangements have been established between Ysgol Godre'r Berwyn and the Coleg Meirion Dwyfor site in Dolgellau, with the intention of offering an extensive choice of relevant choice of academic and vocational courses, improving educational resources and the learners' experience in the sixth form. The school offers 18 courses for year 12 and 13, which are taught on the site, and no children travel to other sites at present.



43. Grŵp Llandrillo Menai (GLIM) was established in 2012 following the merger of Coleg Llandrillo, Coleg Menai and Coleg Meirion-Dwyfor. It is recognised as the largest further education college in Wales, with learning sites in the counties of Anglesey, Gwynedd, Conwy and Denbighshire. It employs 2,000 staff and provides courses for approximately 27,000 students. A broad range of academic and vocational courses are offered in more than 35 field subjects.
44. GLIM offers the largest choice of A Level courses in North Wales. It is possible to choose from 40 AS/A Level subjects and to study on a full-time or part-time basis. The A Level campuses are located in Bangor, Dolgellau, Pwllheli, Rhos-on-Sea and Rhyl sixth form. The number of general education students in 2018/19 was 238 at Coleg Meirion-Dwyfor (Pwllheli and Dolgellau) and 59 at Coleg Menai (Bangor).
45. The post-16 learners from Ysgol Botwnnog, Pen Llŷn, Ysgol Glan y Môr, Pwllheli and Ysgol Eifionydd, Porthmadog, tend to choose to study at Coleg Meirion-Dwyfor, Pwllheli for Level 3/ vocational courses. The post-16 learners of Ysgol Ardudwy, Ysgol y Moelwyn, Ysgol Bro Idris and Ysgol Uwchradd Tywyn tend to choose to study at Coleg Meirion-Dwyfor, Dolgellau for level 3/ vocational courses. Agriculture and forestry courses are provided at Coleg Meirion-Dwyfor Glynllifon, near Caernarfon.
46. At Coleg Meirion-Dwyfor, 27 A Level courses are offered at the Dolgellau and Pwllheli sites, along with a range of vocational courses. There is video conferencing provision between the Pwllheli and Dolgellau campuses. At Coleg Menai, there is vocational provision and some A level provision. The site offers a choice of technology courses, although the provision is not as extensive as Coleg Meirion-Dwyfor due to provision at the schools in Arfon.

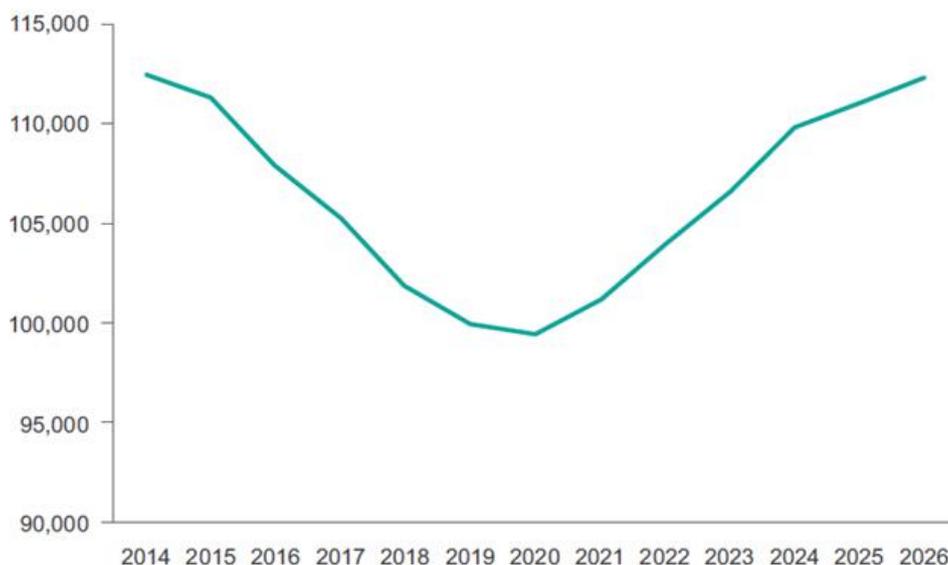


## Part 3: Arfon Post-16 Education

47. In considering the key factors, it is necessary to ensure that the provision will not only address operational challenges which have already been identified, but will also build a strategic framework for post-16 education for the long-term. The key factors in ensuring efficient and viable future provision are included in this section, as well as noting stakeholders' views on their experiences of the current system.
48. Cwmni Iaith Cyf were commissioned by the Educational Department to collect evidence through interviews and focus groups with learners and students, parents, and leaders of secondary schools and colleges. The parameters for the research were agreed and the questions to be asked in the interviews and questionnaires were determined following input from officials from the Education Department. The work was carried out between December 2018 and April 2019.

### Sixth form pupil numbers

49. The number of 16 to 18 year olds in Wales has fallen steadily since 2014, with a 11.6% reduction in numbers by 2020. As a result, a reduction in the 16-18 population has led to a reduction in the number of learners feeding into post 16 education. However, numbers are expected to return to the 2014 level by 2026, with the situation in Gwynedd close to the national average.

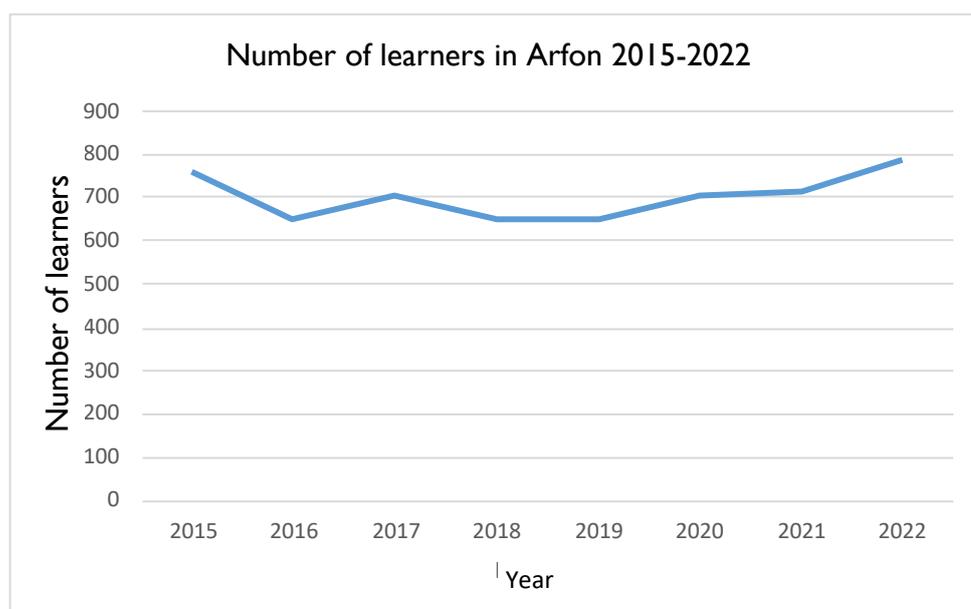


50. Currently, there are 647 learners in the sixth form (Years 12 and 13) at Arfon secondary schools (September 2019), with over two-thirds of the learners either studying at Ysgol Friars (229 pupils), Ysgol Syr Hugh Owen (118 pupils) or at Ysgol Brynrefail (117 pupils).

<b>Number of learners in Arfon sixth forms (September 2019)</b>			
<b>School</b>	<b>Yr. 12</b>	<b>Yr. 13</b>	<b>Total</b>
<b>Friars</b>	119	100	219
<b>Syr Hugh Owen</b>	71	47	118
<b>Brynrefail</b>	66	51	117
<b>Dyffryn Nantlle</b>	31	27	58
<b>Tryfan</b>	52	27	79
<b>Dyffryn Ogwen</b>	27	29	56
<b>Total</b>	366	281	647

Source: September 2019 Census

51. There has been a reduction in the numbers who attend sixth form education at Arfon schools, with around 100 fewer learners at present, compared with the numbers in 2015. Nevertheless, projections for learner totals over the next three years show an increase in the number of learners, where it is anticipated that there will be 844 learners at Arfon schools by September 2022.



52. Based on historical evidence, the Government has identified that at least 150 learners (across years 12 and 13) are needed as a minimum to ensure a viable sixth form. Given this threshold, only Ysgol Friars has a viable sixth form in Gwynedd, with numbers at Ysgol Dyffryn Ogwen, Ysgol Dyffryn Nantlle and Ysgol Tryfan significantly below the figure of 150 learners.



53. Gwynedd is a rural county with a population demography who live in villages or small towns. Ensuring a broad choice at individual schools, where learner numbers for some subjects are low, is an ongoing challenge. The arrangement in place since the Gwynedd and Anglesey Post-16 Education Consortium was established has assisted with the aim of attempting to increase the number of subjects available to learners at individual schools in Arfon.
54. The colleges and secondary schools in Arfon, through the Consortium arrangements, are able to address the need to offer 30 subjects, in line with the Measure. The partnership system has resulted in every school, regardless of the size of their sixth form provision, being able to offer 25 A Level subjects and 5 Level 3 BTEC subjects, thus reaching the required 30 subjects which every school must meet. In addition, current arrangements mean that Arfon secondary schools are allowed to offer the core subjects, namely Biology, Chemistry, Physics, Mathematics, Welsh and English.
55. Nevertheless, there is a substantial difference in the choice available from one college and school to the other:
- Grŵp Llandrillo Menai is moving in the direction of establishing specialist centres in Arfon/Anglesey, with the Coleg Meirion-Dwyfor provision offering a general choice.
  - Some secondary schools in Arfon are able to offer subjects without assistance from the Consortium arrangements, whilst other secondary schools are more dependent on the partnership courses in order to be able to offer the 30 subjects.
  - Ysgol Godre'r Berwyn has a restricted choice of post-16 courses, and is unable to offer 30 subjects without the partnership with Coleg Meirion Dwyfor
56. The size of the sixth form does not necessarily correspond to the number of subjects offered at each establishment.

School	Numbers	Number on subjects offered internally in 2018/19
<b>Brynrefail</b>	117	13
<b>Dyffryn Nantlle</b>	58	10
<b>Dyffryn Ogwen</b>	55	11
<b>Friars</b>	219	23
<b>Tryfan</b>	81	11
<b>Syr Hugh Owen</b>	118	16

57. Nevertheless, the number of learners attending external courses is constrained by factors such as:
- the guidelines of individual schools on allowing one external subject only per pupil,
  - the practicality of travelling from the registered school to some of the external courses,
  - the language medium of external courses,
  - fewer internal courses available at some schools.

This has resulted in three quarters of Arfon Y12/13 learners choosing only a combination of in-house subjects - in practice, their actual choice of courses may be less than the total of over 30 courses provided through the joint working arrangements.



## The views of the parents, learners and leaders about the post-16 curriculum choice.

58. At the schools where subject choice columns are available for A Level courses, some pupils refer to conflict as their subjects of choice were in the same column. The vast majority of learners in the focus group were able to choose the subjects they wished, although there were some barriers, mainly due to the need to travel to another setting or due to the numbers who wished to follow the course.

*"I would have chosen one subject in a different school; however, going to a different school was too much."*

*"I chose not to follow a subject as I could not follow it at the my preferred school."*

The learners said that they had plenty of course choice, with a few exceptions, **"No state school in the area offered Economics."**

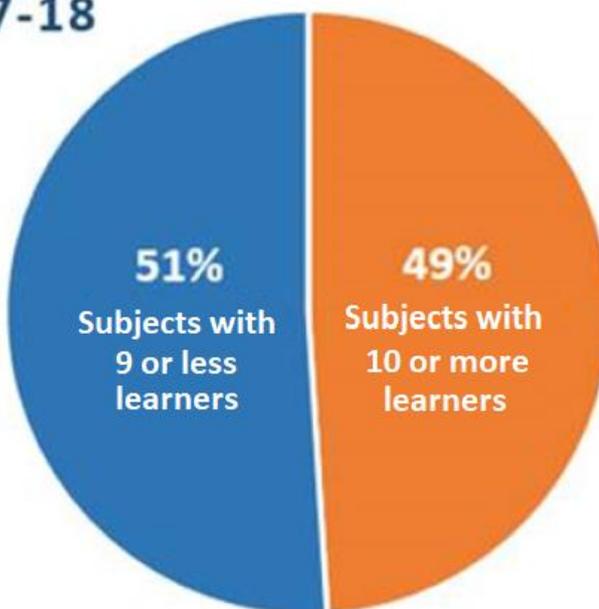
***"We wish to see greater variety of opportunities for learners, and see them able to move seamlessly between different parts of the sector."***



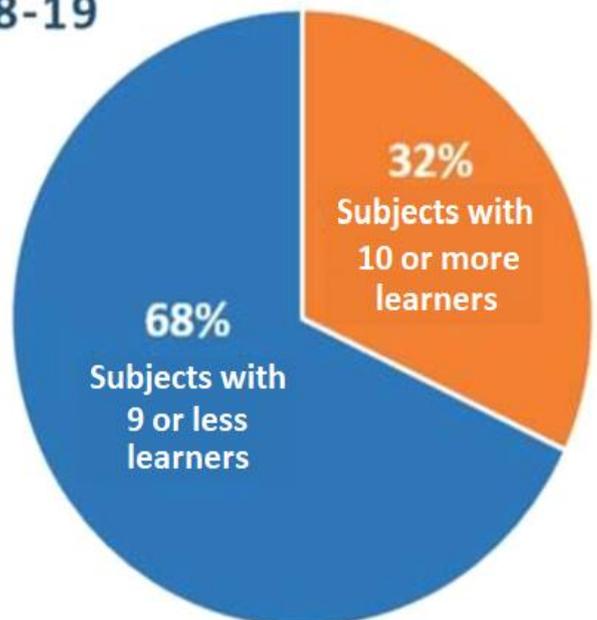
## Class sizes

59. Nationally, on average, there are 11 or 12 learners in an A Level class in a sixth form, but in some sixth forms, the number is substantially lower. In comparison, on average, there are 18 or more learners in an A Level class at Further Education colleges and sixth form colleges.
60. Financially, it is considered that a minimum of 9 learners are needed to ensure that a post-16 subject is viable. Therefore, it will be a challenge for every sixth form with a number of classes with fewer than 9 learners to run efficient courses within the budget available to them to provide a post-16 education. This could lead to pressure on the year 7-11 budgets to maintain small numbers in sixth form classes
61. As all Arfon secondary schools are allowed to offer a minimum of 6 core A Level subjects, some subjects will be held with fewer than 9 learners at present.
62. In 2017/18, 51% of core A Level subject classes in Arfon had fewer than 9 learners. Within a year, the percentage of classes with 9 or fewer learners has increased substantially. In 2018-19, 68% of all core courses have 9 or fewer learners, this is an increase of 17% since 2017-18.

2017-18



2018-19



## The views of the parents, learners and leaders about the support with post-16 choices

63. When discussing the bridging arrangements from pre-16 education to post-16 education and advice regarding courses, the learners' experiences were similar at the majority of the schools.

***"Strong advice from teachers and family members to choose the subjects I enjoyed as well as my strongest subjects."***

***"Had some advice from the school - teachers etc., but not enough in my opinion. I depended a lot on the previous experiences of people who had studied the subjects in the past, rather than the school."***

***"My ambition is to develop a post-mandatory education and training system for Wales that is easy for our learners to navigate and which supports our ability to compete in the future on the global stage."***

***Kirsty Williams AM - Minister for Education***



Llywodraeth Cymru  
Welsh Government



64 Gwynedd Council has set the goal of continuous improvement in the consistency of education standards and access to specialist subjects as part of post-16 provision in the county.

65. **Nationally, in 11-18 schools, sixth form educational attainment and outcome measures are reported upon, in terms of:**

- **Level 3:** How many learners achieve the level 3 threshold (2 A Level qualifications or equivalent at grades A\*-E)
- **3 A\*-C:** How many achieve 3 A\*-C A Level grades (or equivalent qualification) after enrolling for at least 2 A Levels (or equivalent qualification).
- **3 A\*-A:** How many achieve 3 A\*-A A Level grades (or equivalent qualification) after enrolling for at least 2 A Levels (or equivalent qualification).

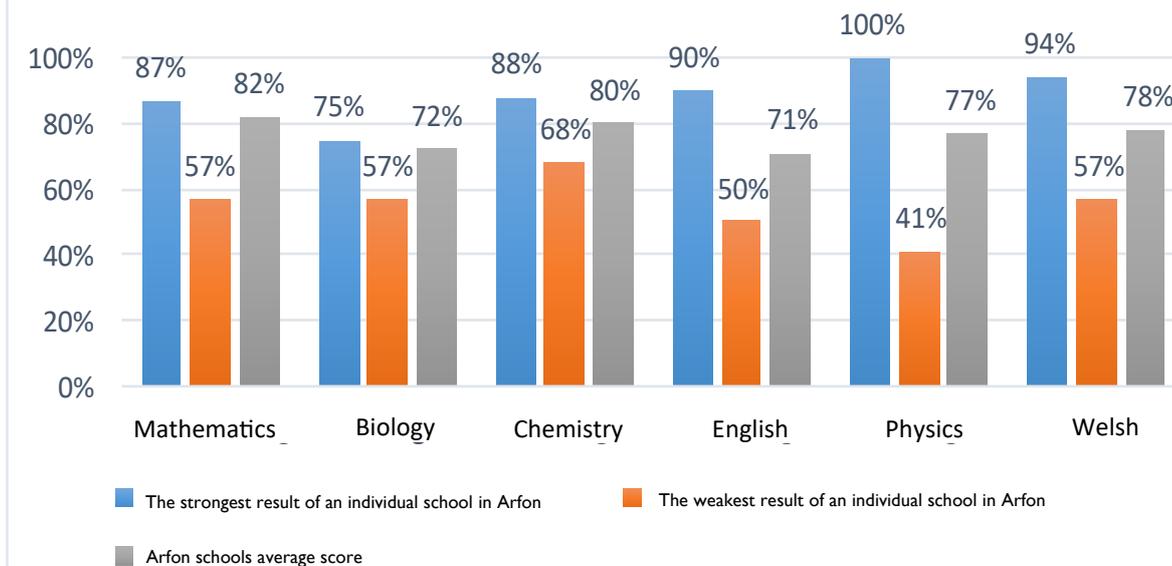
		2016/17	2017/18	2018/19
% who entered for at least 2 A levels and achieved 3 A* - A grades	Arfon secondary schools	12.5	14.3	13.8
	Wales	10.5	13.4	13.2
% who entered for at least 2 A levels and achieved 3 A* - C grades	Arfon secondary schools	62.2	60.6	61.7
	Wales	54.7	57.9	58.4
% who reached the Level 3 threshold	Arfon secondary schools	97.9	97.5	97.5
	Wales	97.1	97.3	97.9

66. The existing system has led to a variance in the performance in individual subjects at some schools. One additional external factor which could impact on results is the number of learners who receive private lessons in addition to the provision available to them at the schools. In examining the average results of all schools over a three-year period, it is possible to see a variation across schools.

	16-19 number of learners	A*-A	A*-C	D-E	A*-E
Mathematics	233	105 (45%)	190 (82%)	37 (15%)	227 (97%)
Biology	187	46 (25%)	132 (72%)	53 (27%)	185 (99%)
Chemistry	191	69 (36%)	152 (80%)	34 (17%)	187 (97%)
English	144	24 (17%)	106 (71%)	38 (29%)	144 (100%)
Physics	131	43 (33%)	99 (77%)	27 (21%)	128 (98%)
Welsh	158	37 (23%)	123 (78%)	35 (22%)	158 (100%)

67. The following graph demonstrates that there are marked differences in the number of learners across the Arfon schools receiving grades A\*-C in the core subjects.

## Post-16 A\* - C core subject results for Arfon schools 2016-19



**Mathematics:** Over a 3 year rolling period, in four out of the six schools in Arfon, 40% of all learners managed to achieve A\*-A grades. At every school in Arfon, except one, over 70% of the learners managed to achieve A\*-C grades. On average across Arfon, 97% of all learners at the schools managed to achieve A\*-E grades.

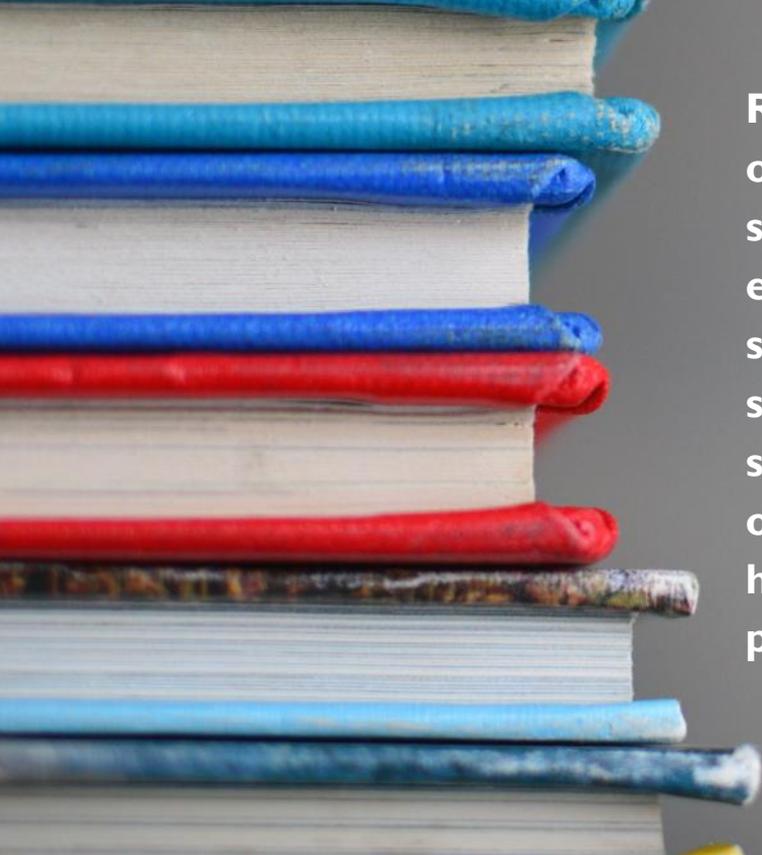
**Biology:** Over a 3 year rolling period, in four out of the six schools in Arfon, all learners managed to achieve A\*-E grades. On average, 25% of all learners managed to achieve A\*-A grades, with 99% of all learners achieving A\*-E grades. Over a 3 year rolling period, variation is seen in the number who studied the subject from one school to another, with 81 sitting examinations in the subject at one school, and only 8 sitting an examination in the subject at another school.

**Chemistry:** Over a 3 year rolling period, variation is seen in the Chemistry results across schools in Arfon, with schools varying from 14% to 55% of learners achieving A\*-A grades. All learners in five out of the six schools in Arfon managed to achieve A\*-E grades over a 3 year rolling period.

**English:** Over a 3 year rolling period, 144 learners in Arfon sat English examinations, with 17% of those achieving A\*-A grades. In two schools, fewer than 4% of learners achieved A\*-A grades. Although all learners at Arfon schools managed to achieve A\*-E grades, 29% achieved D-E grades.

**Physics:** Over a rolling period, on average, 33% of all learners in Arfon managed to achieve A\*-A grades, and 77% of all learners achieved A\*-C grades. Despite these successes, the results in this subject varies across Arfon schools.

**Welsh:** Over a 3 year rolling period, 40% of learners at one school in Arfon achieved A\*-A grades, whilst 33% of learners at another school in Arfon achieved D-E grades. In general, 100% of all learners at Arfon schools managed to achieve A\*-E grades, with 78% achieving A\*-C grades and 22% achieved D-E grades.



**Removing an under-performing course or a non-viable course from that school's offer does not necessarily enable the school to make savings, as staff may be employed across the school and may teach more than one subject. In addition, unless the school offers the subject for learners, it would have to pay for another school to provide the course on its behalf.**

## Ensuring a comprehensive bilingual provision

68. In accordance with the Gwynedd Education Language Policy, post-16 courses are available through the medium of Welsh or bilingually at the majority of Arfon secondary schools, with the exception of Ysgol Friars, where the post-16 provision at the school is English-medium. At the remaining secondary schools, from the evidence received to date, it appears that learners are given an open choice as to which language they wish to study their A Level courses, with a number choosing to study Sciences and Mathematics through the medium of English, but with some use of Welsh during lessons.
69. In terms of the provision at Coleg Meirion-Dwyfor, Pwllheli and Dolgellau sites, it was noted that all A Level subjects are available through the medium of Welsh or bilingually, with staff capacity allowing for 90% of the courses to be available bilingually. However, there is no Welsh medium A Level provision at Coleg Menai (Bangor) as the A Level provision there is restricted, so as not to undermine the Welsh medium provision of Arfon (and Anglesey) secondary schools.
70. It is acknowledged that there is a general lack of Welsh medium resources for post-16 courses and this is an obstacle for the medium of the provision and for the learners choosing to study through the medium of Welsh. It was also noted that some awarding bodies were based in England and therefore, it was not possible to study some courses through the medium of Welsh.

## The views of learners about the Welsh-medium provision:

71. Learners' views of Welsh-medium provision:

***"I was not advised to follow them through the medium of Welsh, but I do follow my courses in Welsh."***

***"Teachers do not encourage either way, except for mathematical and scientific subjects where they favour English."***

72. Among the reasons for choosing to follow courses in Welsh are:

***"Have remained with Welsh through school, not going to change my way of life with tasks."***

***"I succeed better in Welsh but there is a lack of Welsh resources."***

73. Among the reasons for studying through the medium of English are:

***"I chose to follow the majority of my subjects in English as more resources were available and there is a need to know the scientific terms in English in order to go to university. Discuss in Welsh as that is what is natural."***



## Ensuring appropriate resources

### The national financial situation

74. Further education establishments and sixth forms in schools are funded in a different way. The colleges receive their financial allocations directly from Welsh Government, with an allocation for the sixth form in schools being distributed by Welsh Government to local authorities annually, which then transfers the funding to individual schools. Since 2015-16, the budgetary allocations for further education colleges and sixth forms are determined under the new post-16 Planning and Funding Framework, which superseded the former National Planning and Funding System (NPFS).

### Local budgetary situation

75. The size of the post-16 grant in Gwynedd varies substantially across the individual schools, mainly in accordance with the numbers of year 12/13 learners and the number of subjects studied by every learner - from £294,990 to £848,216. Consequently, the funding has a substantial impact on the ability of some schools to maintain an appropriate provision and on the financial sustainability of the sixth form.
76. The varied nature of total numbers in Y12 and Y13 across individual schools (between 50 and 206), can substantially affect the financial sustainability of the post-16 provision at individual schools.

77. The table below outlines the % of post-16 learning lessons represent as a %/number of the total lessons across yr7- yr13 in every secondary school in Arfon.

<b>Number of Learners, Curriculum and Staffing</b>	<b>YDO</b>	<b>YB</b>	<b>YDN</b>	<b>YF</b>	<b>YT</b>	<b>YSHO</b>
% of year 12 and 13 learners out of total school	12%	16%	17%	16%	16%	14%
Number of Y12 and 13 learners	55	115	71	206	67	121
Year 12 and 13 lessons	88	131	99	321	103	176
Total number of lessons	635	917	610	1,679	535	1,146
% Curriculum and Staffing of post-16 lessons	<b>13.9%</b>	<b>14.3%</b>	<b>16.2%</b>	<b>19.1%</b>	<b>19.3%</b>	<b>15.4%</b>

78. The average contribution to post-16 curriculum and staffing at Arfon secondary schools was 16.6%, varying from 13.9% to 19.3%. Any change in the number of internal subjects and/or in the number of weekly lessons at the school could lead to a significant change in this staffing percentage and thus in the financial sustainability of the sixth form.

## Transportation costs

79. The total cost of transporting learners to external courses is £92,458, which represents 2.9% of schools' expenditure for their sixth form. This is a relatively substantial amount, bearing in mind that the percentage attending external courses is restricted by individual schools to a varied degree.

<b>Number / % of Pupils Attending External Courses</b>	<b>ARFON</b>	
	<b>Number</b>	<b>%</b>
<b>Attend 0 External Course</b>	<b>471</b>	<b>74.2%</b>
<b>Attend 1 External Course</b>	<b>146</b>	<b>23.0%</b>
<b>Attend 2 External Course</b>	<b>18</b>	<b>2.8%</b>
<b>Attend 3 External Course</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>635</b>	<b>100.0%</b>

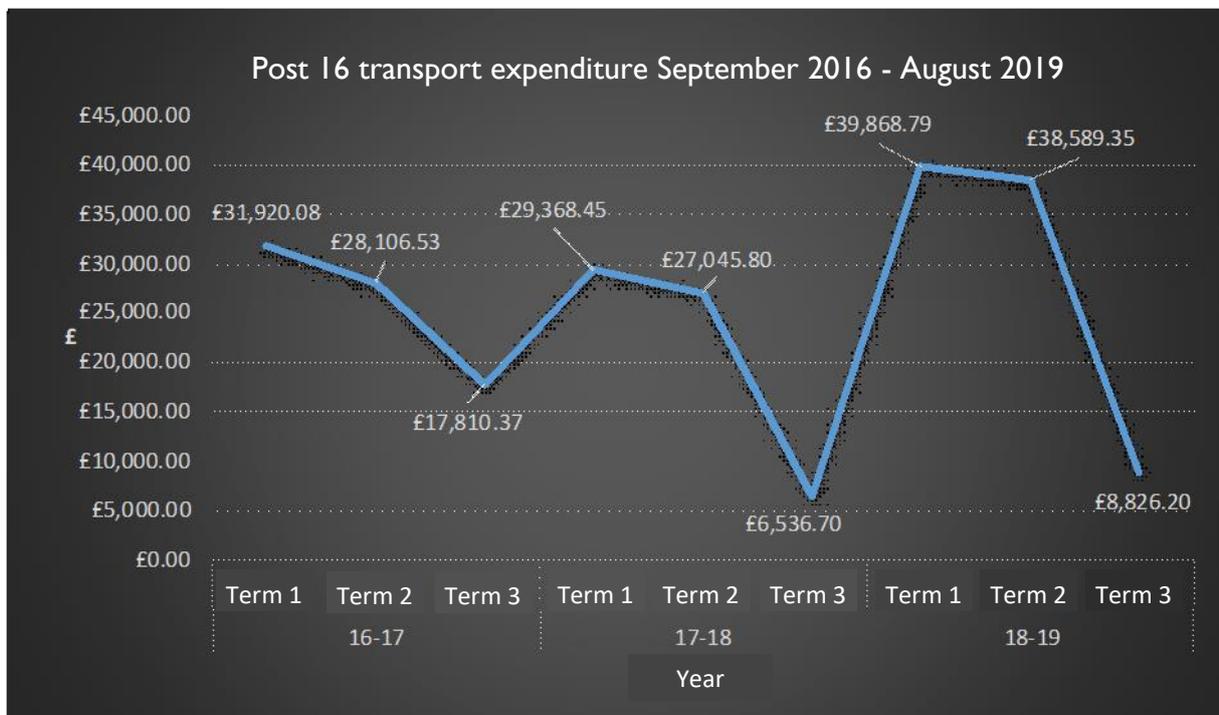
80. The number of pupils attending external courses is constrained by factors such as the guidelines of individual schools on allowing only one external subject per pupil, the practicality of travelling relatively far from a few schools to some of the external courses, the medium of the external courses, the availability of fewer internal courses at some schools, etc. This has led to three-quarters of the learners of Y12/13 in Arfon only choosing a combination of internal subjects – and as a result, the actual choice of courses available to them is much less than the total of over 30 courses being provided via the collaboration arrangements.

### Annual transportation costs 2015-19

Year	£	Number of learners
2016-17	£77,836.98	258
2017-18	£62,950.95	248
2018-19	£87,284.34	196
<b>Total</b>	<b>£228, 072.27</b>	<b>702</b>



81. The current transportation arrangements allow the post-16 education partnership to operate with the timetables of a cross-section of subjects at a number of education centres. Therefore, relatively 'fixed' transportation arrangements can be drawn up for the journeys and requirements of every pupil.
82. Despite the success in collecting and transporting around 234 learners from various education establishments in a year, over 20 journeys are cancelled every month due to pupil absences and lessons being cancelled for various reasons. This in turn affects the likelihood of local taxi companies undertaking the work, which then restricts the market and increases costs. Another factor that affects the probability of taxi companies tendering for the work is the drop in the need for learners to be transported to lessons during the summer term every year.
83. Any change to the education provision of individual education establishments tends to impact the transport costs of another school. For example, if a school offers a subject internally, rather than sending their learners to another school, this would result in increased costs for the schools which still require transport for their learners to attend a course at another establishment.



## The views of the parents, learners and leaders about the travelling to other education establishments.

84. A vast number of focus group members said that a sufficient number of courses were available to them, although some commented that there was insufficient choice within the schools. The majority of the comments related to travelling time, settings and the associated practicalities.

***"One weakness as a result of the travelling is that working time is swallowed up when travelling in a taxi - there is no opportunity to get on with things immediately after the lesson and no opportunity to foster a relationship with the teacher and access support outside the lessons, e.g. Design and Technology course as Dyffryn Nantlle - it would be nice to be able to spend more time at the school to work on practical aspects and use the resources there, but I have to catch a taxi!"***

On the other hand, some learners said -

***"All travel time was acceptable and was no more than 30 minutes each way."***

85. Leaders, learners and some parents feel that enough choice of courses are available within a reasonable travelling distance. Some learners have not chosen a specific subject due to the need to travel to another setting. A few pupils have moved schools for post-16 courses in order to avoid travelling and to be able to follow all of their subjects in one setting.
86. Travelling to another setting is viewed by headteachers and pupils as a waste of time and loss of learning time.



87. The aim for our ambition to develop a new post-16 education system in the county is to achieve fairness and strong support for all learners in Gwynedd to succeed and realise their potential. The vision set out in this document is to ensure fairness in the choice of courses by providing high quality, flexible and sustainable learning experiences. As a result, our children will develop as independent learners with the right knowledge and skills to move forward. Providing for an effective transition to post-16 education, developing and maintaining access to a wide range of appropriate pathways for the individual learner will be an important part of the task of ensuring that provision evolves and meets the new needs of the future economy.
88. This overview seeks to summarise the current position of post-16 education provision in the county's secondary schools through the Consortium's planning system, highlighting the merits of that system and identifying the considerations necessary to ensure that we offer the provision and the best possible standards for our learners.
89. Therefore, on the basis of all these factors, it shows that it is timely to look afresh at the opportunities to improve provision, in particular to address:
- the variable outcomes and quality of provision leading to a lack of consistency in the opportunities and experiences provided for learners across the county;
  - small teaching groups in a number of subjects and a lack of peers to enrich the learning experience, the extent to which a real offer of 30 courses is achieved due to practical constraints and the restraint of the offer by individual schools;
  - travel challenges including costs and lost educational time; the need to ensure opportunities for learners to take advantage of the provision of courses available through the medium of Welsh and bilingually.
90. To begin planning for the forthcoming national developments relating to the post-16 education system, it is intended to organise local discussions with a representation of stakeholders for post-16 provision in Arfon during 2020. There will be an opportunity to discuss the provision for the Meirionnydd area under a previously identified project. The discussions are expected to include how we will:
- support providers to deliver high quality, modern, sustainable education for learners,
  - ensure consistency in choice and learning experiences for young people,
  - prepare learners for the opportunities which will emerge from the future economy.
  - prepare a business plan for improving post-16 education provision by applying to Band B - 21st Century Schools Programme up to £18m with 65% of cost funded by the Welsh Government
91. Meetings and activities will seek to identify views locally and to develop and identify possible solutions which would address the challenges facing post-16 provision in Arfon. Discussions with relevant representation from stakeholders are planned for March to June 2020. It is then anticipated that a report will be prepared for Gwynedd Council's Cabinet in the Autumn term 2020 reporting back on the outcome of those discussions.

All photos or graphics used are part of the collections available from 'Freepik.com', 'pexels.com,' and 'unsplash.com'.

They are all 'free to use' category photos.

# Equality Impact Assessment

The Council is required (under Equality Act 2010) to consider the impact of a change in any policy or procedure (or the creation of a new one) on people with protected equality characteristics. The Council also has additional general duties set out in part 2b. A timely equality impact assessment must therefore be made before making a decision on any relevant change (i.e. one that affects people with a specific protected characteristic).

## 1 Details

### 1.1 What is the name of the policy / service in question?

Post-16 Education

### 1.2 What is the purpose of the policy / service that is being created or changed? What changes are being considered?

Our vision is “Ensuring fairness and strong support to every post-16 learner in Gwynedd to succeed and realise his or her potential”

### 1.3 Who is responsible for this assessment?

Garem Jackson, Head of Education

### 1.4 When did you begin the assessment? What version is this?

Version 2 – 26 February 2020

## 2) Implementation

### 2.1 Who are the partners that you will have to work with to carry out this assessment?

As the work develops, it is envisaged that the assessment will require work with partners and representatives of Arfon’s post-16 provision stakeholders, such as governors, headteachers, teachers and learners.

## 2.2. What steps have you taken to engage with people with protected characters?

*laith Cyf* was commissioned to carry out research on behalf of the Department, conducting interviews with headteachers, focus groups with learners, and gathering the views of parents and learners through questionnaires, in order to enrich and validate the evidence base gathered from desktop research. The work was conducted between December 2018 and April 2019.

The *laith Cyf* report can be found on the Modernising Education website [www.gwynedd.llyw.cymru/modernisingeducation](http://www.gwynedd.llyw.cymru/modernisingeducation)

## 2.3 What was the result of the engagement?

A report was produced to present the research collected as part of *laith Cyf*'s research – this report can be found on the Modernising Education website: [www.gwynedd.llyw.cymru/modernisingeducation](http://www.gwynedd.llyw.cymru/modernisingeducation)

## 2.4 What other information informed the way you operate?

In January 2018, a report was submitted to the Education and Economy Scrutiny Committee which noted the intention to undertake an assessment of the current provision and noted that the findings of the assessment could inform further discussion on the path of post-16 provision in the county for the future.

*laith Cyf* was commissioned to carry out research on behalf of the Department, conducting interviews with headteachers, focus groups with learners, and gathering the views of parents and learners through questionnaires, in order to enrich and validate the evidence base gathered from desktop research.

In addition, a “Post-16 Education Overview” report was produced which presents and details:

- The vision for post-16 students in Gwynedd
- The case for change
- Current provision in Gwynedd
- Post-16 education in Arfon
- Opportunities to improve the provision

Below is a link to the Post-16 Education Overview report (Appendix 1): [www.gwynedd.llyw.cymru/modernisingeducation](http://www.gwynedd.llyw.cymru/modernisingeducation)

## 2.5 Are there any gaps in evidence that need to be gathered?

Not at this point, but gaps may become apparent as the direction of the work becomes more apparent.

### 3) Identifying the Impact

**3.1 The Council must give due regard to the impact any changes will have on people with equality characteristics. What impact will the new policy/service or the proposed changes have on these characteristics? You are welcome to add further characteristics if you wish.**

<b>Characteristics</b>	<b>What type of impact?*</b>	<b>In what way? What is the evidence?</b>
<b>Race (including nationality)</b>	-	It is premature to recognise any effect at this point
<b>The Welsh language</b>	-	It is premature to recognise any effect at this point
<b>Disability</b>	-	It is premature to recognise any effect at this point
<b>Gender</b>	-	It is premature to recognise any effect at this point
<b>Age</b>	Positive	The work will focus on post-16 provision – as a result, whatever the direction of the work, it is likely to have an impact on 16-18 year olds.
<b>Sexual orientation</b>	-	It is premature to recognise any effect at this point
<b>Religion or belief (or lack of belief)</b>	-	It is premature to recognise any effect at this point
<b>Gender reassignment</b>	-	It is premature to recognise any effect at this point
<b>Pregnancy and maternity</b>	-	It is premature to recognise any effect at this point
<b>Marriage and civil partnership</b>	-	It is premature to recognise any effect at this point

\* delete as appropriate

**3.2 It is the Council’s duty, under the Equality Act 2010, to contribute positively to a fairer community by promoting equality and good relationships in their activities in the areas of age, gender, sexual orientation, religion, race, transgender, disability and pregnancy and maternity. The Council must give due regard to the way any change affects these duties.**

<b>General Duties of the Equality Act</b>	<b>Does the policy have an impact?*</b>	<b>In what way? What is the evidence?</b>
<b>Remove illegal discrimination, harassment and victimisation</b>	No	It is premature to recognise any effect at this point.

<b>Promoting equal opportunities</b>	No	Premature to recognise any effect at this point. However, we will ensure that whatever the direction of the work, we promote equal opportunities.
<b>Encouraging good relationships</b>	No	Premature to recognise any effect at this point. However we will ensure that whatever the direction of the work, we promote good relations.

\* delete as appropriate

#### 4) Analysing the results

**4.1 Is the policy therefore likely to have a significant, positive impact on any of the equality characteristics or the General Duties and what is the reason for this?**

It is premature to assess the equality impact or the general duty

**4.2 Is the Plan therefore likely to have a substantial, negative impact on any of the equality characteristics or General Duties and what is the reason for this?**

It is premature to assess the equality impact or the general duty

**4.3 What should be done?**

Select one of the following:

Continue with the plan as it is robust	-
Adapt the plan to remove any barriers	-
Suspend and abolish the plan as the detrimental impacts are too large	-
Continue with the plan as any detrimental impact can be justified	-

**4.4 If continuing with the plan, what steps will you take to reduce or mitigate any negative impacts?**

Not applicable

**4.5 If you do not take further action to remove or reduce negative impacts, explain why here.**

Not applicable

#### 5) Monitoring

**5.1 What steps will you take to monitor the impact and effectiveness of the plan (action plan)?**

This assessment will be updated regularly as the work develops.

## GWYNEDD COUNCIL CABINET



### Report to a meeting of the Gwynedd Council Cabinet

<b>Date of meeting:</b>	<b>10 March 2020</b>
<b>Cabinet Member:</b>	<b>Councillor Nia Jeffreys</b>
<b>Contact Officer:</b>	<b>Delyth G Williams, Policy and Equality Officer</b>
<b>Contact Telephone Number:</b>	<b>01286 679708</b>
<b>Title of Item:</b>	<b>Strategic Equality Plan 2020-24</b>

#### 1 THE DECISION SOUGHT

The Cabinet is requested to approve the document

#### 2 THE REASON FOR THE NEED FOR A DECISION

The purpose of the Plan is to reduce inequality between people with protected characteristics and people without those characteristics in accordance with the Equality Act 2010 and the Cabinet's wishes.

#### 3 INTRODUCTION

This is the Council's third Strategic Equality Plan. The first was published in 2012, and the following issue in March 2016. The Plan for 2020-24 builds on these previous plans, recognising that there is still core work to be done to secure equality for people with the 9 characteristics protected by the Act.

Between November 2019 and the beginning of February 2020, following the Cabinet's approval, the Council engaged on the proposed contents of the Plan. 190 responses were received, and the vast majority of these were supportive of the objectives. Meetings were also held with the Equality Core Group and two self-advocacy groups for people with a learning impairment. More information on the responses is available in the Equality Impact Assessment.

Based on the observations received we have revised the Plan, the wording of two Objectives and the Action Plan. We believe that these changes improve and strengthen the Plan so that we can genuinely move towards ensuring fairness for everyone and embed the concept of equality within the Council's work.

Improving the information we have from and about people with protected characteristics is important to us as a Council with the "Ensuring Fairness for All" project included in the new Gwynedd Council plan 2018-23 (which will be

submitted to the Full Council for adoption on the 5th of March). The outcomes and findings of this project will underpin all future work in this field.

#### 4 THE RATIONALE AND JUSTIFICATION FOR RECOMMENDING THE DECISION

This Plan has been prepared in accordance with the duty to produce and publish a Strategic Equality Plan. We have included representatives of people with particular equality characteristics from the beginning. We have also engaged with the public and have improved the Plan based on their comments, and saw that the vast majority of respondents supported the approach taken in the Plan. We therefore believe that this is a strong plan which will lead to improving equity to all people in Gwynedd.

#### 5 ANY CONSULTATIONS UNDERTAKEN PRIOR TO RECOMMENDING THE DECISION

We have included the Equality Core Group from the start of the process. We will be engaging extensively should the draft Plan be approved.

An Equality Impact Assessment is attached. Its findings support the direction taken and have not identified any significant negative impacts.

### **The Statutory Officers' observations**

#### **i) Chief Finance Officer**

I support the decision sought to adopt the Equality Plan for 2020-2024.

I am comfortable that the cost of the implementation plan will be comparatively low. I expect that it will be possible to meet these costs within existing revenue budgets but if not, additional funding will need to be sought through the usual arrangements.

#### **ii) Propriety Officer**

In accordance with the Council's duties under equalities legislation the Council needs to review its Equalities Objectives at least every four years. Undertaking an engagement process meets the statutory requirements and principles in relation to the holding of a review. It is important that the Cabinet satisfies its self that what is recommended represents an appropriate response to the consultation. I have nothing further to add in relation to propriety.



# Gwynedd Council's Strategic Equality Plan

## 2020-24



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# Gwynedd Council's Strategic Equality Plan

## 2020-24

I am pleased to present Gwynedd Council's Strategic Equality Plan for the next four years.

We want to ensure that every service we provide is available to every person in Gwynedd - in a way that is suitable for them and ensures fairness for all the people of the county. Realising this is at the heart of the vision of the ten of us who are Members of the Council's Cabinet.

Our aim is to achieve this by implementing five key objectives that will ensure that equality is deeply rooted within the Council's work and that all our staff understand the importance of the field.

The input of the Gwynedd Equality Core Group was central to the preparation of this plan as well as the members of the public who participated in the consultation on the draft scheme. The views and comments of participants have been used to improve and strengthen the scheme and we are indebted to everyone who has contributed to this process, thank you all.

This is an ambitious and practical Plan that will put all of the people of Gwynedd at the heart of what the Council is working to achieve.



Councillor Nia Jeffreys,  
Gwynedd Council Cabinet Member for  
Corporate Support



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If you need this document in a different format or language contact the Equality Officer on [equality@gwynedd.llyw.cymru](mailto:equality@gwynedd.llyw.cymru) or 01286 679708.

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## 1. Introduction

- 1.1 Gwynedd Council is very eager to ensure that equality is deeply rooted within the Council's work in order to improve our services for all the people of Gwynedd.
- 1.2 Each individual possesses at least 5 characteristics, and thus all of the Council's work involves people with protected characteristics. Some elements of work, however, deal specifically with particular protected characteristics, such as the Adults, Health and Well-being Department (age and disability characteristics), the Children and Families Department (age, pregnancy, maternity) and the Education Department (age). Nevertheless, it is important to note that all of us possess characteristics that are protected under the Act, and as such, further work is required to ensure that every member of staff and every elected member is fully aware of how to ensure fairness for all by reducing inequality.
- 1.3 One of the ways in which Gwynedd Council does this is by producing a Strategic Equality Plan which fulfils the public sector duties under the Equality Act 2010 (the Act).
- 1.4 The Act has been designed to reduce inequalities between specific groups by asking public bodies to give due attention to the need to:
  - eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
  - advance equality of opportunity between people who share a relevant protected characteristic and those who do not.

- foster good relations between people who share a protected characteristic and those who do not.

The following are protected characteristics under the Act:

- Age
- Gender reassignment
- Gender
- Race – including ethnic or national origin, colour or nationality
- Disability
- Pregnancy and maternity
- Sexual Orientation
- Religion or belief - including non-belief
- Marriage and civil partnership

As a Council, we are committed to the principles contained within the Well-being of Future Generations (Wales) Act 2015 in order to improve the economic, social, environmental and cultural well-being of communities in Gwynedd. Gwynedd Council's Strategic Equality Plan 2020-24, the Council's day-to-day work and the improvement priorities identified in the Council Plan 2018-23 will contribute to our well-being objectives ([Gwynedd Council Well-being Statement 2019-20](#)). When carrying out our work we will seek to ensure that we operate in accordance with the five sustainable development principles which have been adopted nationally: namely long-term, prevention, integration, collaboration and inclusion. The two additional principles adopted by the Gwynedd and Anglesey Public Services Board, namely the Welsh language and Equality, will also be central to our work.





## 2. How are these characteristics relevant to Gwynedd?

- 2.1** If we were to think of Gwynedd as a village of only 100 inhabitants, half of these would be women, 23 out of the 100 would be of pensionable age (65 years old and over), 17 would be young people under 16 years old, and 4 would be from a black or ethnic minority background. 21 individuals would have a long-term illness or impairment which restricts them, 12 households would be earning less than £10,000 a year, and 9 of the 60 in working age would be claiming unemployment benefits. 59 people would be Christians, 30 people would have no religion and 2 of them would follow another religion.
- 2.2** Language (of any kind) is not a protected characteristic under the Equality Act, but we believe nonetheless that language is an important consideration, and is also significant in terms of Human Rights. 65% of Gwynedd's population are Welsh speakers, and as such the Welsh language has been identified as a priority in terms of the well-being of the county's residents. The Welsh Language (Wales) Measure 2011 bestows official status upon the Welsh language in Wales, and also requires us to work in such a way that ensures that the Welsh language is treated no less favourably than the English language in Wales.

In the planning and provision of our services, we will ensure that these principles are safeguarded and given consideration alongside the protected characteristics under the Equality Act, in order to ensure that all services respond to the language needs of the local population.



### **3. Producing the Equality Plan 2020-24**

- 3.1** The Equality Plan 2020-2024 builds on the Strategic Equality Plan 2016-2020 and seeks to protect each of the above characteristics by promoting equality and diversity for the benefit of our staff and the people of Gwynedd. It outlines the key areas which we will be focusing on over the next four years in order to improve our services for the residents of Gwynedd, and it ensures that our own internal arrangements promote equal opportunities among our workforce.
- 3.2** The Council believes that this plan is an ambitious one. Having said that, it should be borne in mind that this remains a difficult financial period for the Council, and we do not wish to include any action which we are unable to progress. This Plan is also being drawn up during a time of great uncertainty and, therefore, it is important to ensure that the basics are done properly. In order to do this, we have taken a step back in order to ensure that we focus on the right things.
- 3.3** This includes ensuring that any changes the Council could make to services will not affect people with specific protected characteristics any more than they affect the rest of society. This may involve treating people who possess a certain characteristic differently from people who do not possess the same characteristic, e.g. providing audio documents for blind people. When introducing any change, it is essential that we include the voices of those people in the decision-making process by way of consultation and gathering their views.

- 3.4 In order to improve the way in which the Council engages with people who possess protected characteristics, the Equality Core Group was formed in 2018. This Group includes members from other groups who represent people with protected characteristics, and the Group has been part of the work of producing this new Plan from the outset. There are also other forums and partnerships that perform wider functions, such as the Older People's Council, and such forums are essential to provide input and advice on equality matters, and to analyse the impact of decisions on specific groups of people. We have also undertaken an engagement exercise with the North Wales Public Sector Equality Network on the areas in which we collaborate for north Wales. A number of operational matters relevant to Gwynedd were raised, and we will give these due attention over the period of this Plan.
- 3.5 In addition to the engagement work, we have given full consideration to relevant data in producing the Plan, for example the valuable data on equality in Wales presented in the Equality and Human Rights Commission's latest state-of-the-nation report, '[Is Wales Fairer? \(2018\)](#)', and the Equality and Human Rights Commission's report on the response of Welsh Authorities to the General Duty. We have also compiled a document of regional information which contains information on Gwynedd.





## 4. The Period of the previous Plan (2016-2020)

- 4.1 The [Gwynedd Council Strategic Equality Plan 2016-20](#) had identified long-term objectives in order to improve our services for the residents of Gwynedd who share protected characteristics, and to improve participation and opportunities for our staff. We are happy to report that we accomplished several action points during the four-year period.
- 4.2 We believe that setting up the Equality Core Group, and the fact that the voice of people with protected characteristics is heard, will improve our services. The same is true for equality impact assessment arrangements - an example of this is seen with the refuse and recycling collection arrangements where it was identified that bins left on the streets caused problems for disabled people.
- 4.3 In addition, a work programme was completed to create the right circumstances for people from various backgrounds to represent the people of Gwynedd by standing as candidates to become Elected Members. One of the things that was identified was that people did not have sufficient information about the support available for women as Elected Members, and therefore the information was provided.
- 4.4 A questionnaire was also prepared in order to monitor the protected characteristics of our staff which will enable us, once enough people have completed it, to identify the make-up of our staff. Having done this, we will be able to see whether there is anything that prevents people with specific characteristics from applying for jobs.

- 4.5 A comprehensive analysis of the work accomplished during the four-year period will be published in the 2019-20 Annual Report.
- 4.6 As previously noted, the objectives were long-term and much work remains to be done. This is reflected in the work because a number of topics covered in the previous Plan have been incorporated in the new objectives.
- 4.7 It must be borne in mind that much of the Council's work is specifically for people with certain protected characteristics, particularly in the Adults, Health and Well-being Department, the Children and Families Department, and the Education Department as noted above. The Council has protected these Departments throughout a period of austerity, taking public consultations into consideration. Other Departments within the Council have also done specific things in response to the needs of people who possess specific protected characteristics as part of their day-to-day work, e.g. establishing LGBT (Lesbian, Bisexual, Gay, Transsexual) sections in Bangor and Caernarfon libraries in order to make them more accessible and raise their profile. We have also kept up to 63 public toilets open with the support of Town and Community Councils and other partners - which will be very important to enable older people and people with specific conditions to be part of their communities. All the work the Council undertakes can be seen by viewing the Council Plan 2018-23.





## 5. Additional Duties under the Equality Act 2010

5.1 The Equality Act 2010 places certain duties on public sector organisations.

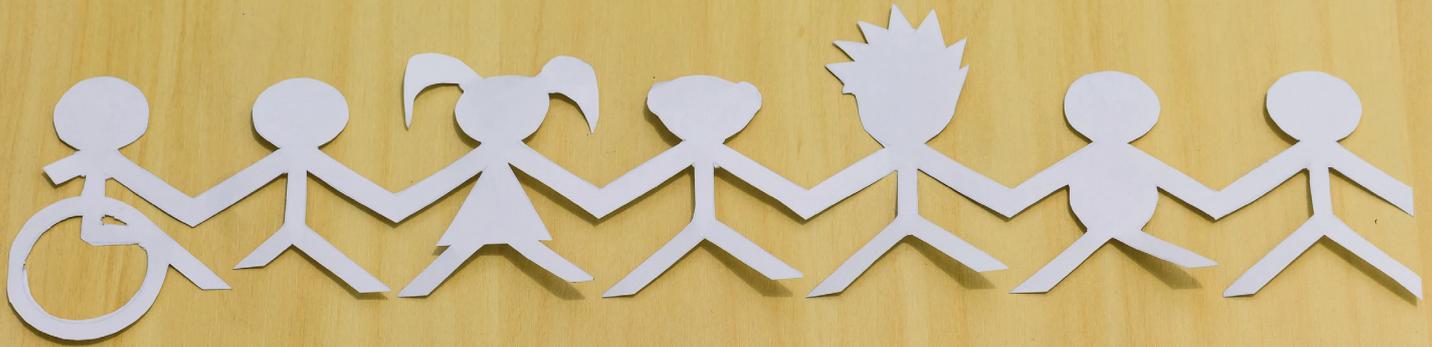
5.2 These include general duties which require us to:

- a) Safeguard against any illegal discrimination, harassment and persecution
- b) Promote equal opportunities between people who possess protected characteristics and those who do not
- c) Foster good relations between people who possess protected characteristics and those who do not.

The Council is already seeking to discharge these duties e.g. through the Equality Impact Assessments we undertake for all our policies and procedures, by celebrating diversity days/months such as the International Day of People with Disabilities and LGBT History Month, and through the work of our Community Cohesion Officers who organise events within communities.

We believe that the best way for us to improve our compliance during the next four years is to collect information, go back to basics and look at the culture of the Council. Having done so, it will be possible for us to move forward.

- 5.3** Welsh Government also places specific additional duties on public sector organisations, including those outlined below.
- 5.4** We have a duty to prepare Equality Impact Assessments, which is a process of assessing how our services and policies affect different people, especially when we change them or create new ones. The Cabinet considers Impact Assessments on every relevant matter in order to assist with its decision-making process, including financial decisions. This ensures that its members are better informed about how their decisions will affect people with protected characteristics - which will lead to better decisions.
- 5.5** It is also important to carry out Equality Impact Assessments on matters that are not submitted to Cabinet. It is fair to say that progress has been made in terms of the numbers completed since the beginning of the Plan in 2016. However, this process needs to be improved further, and we have set an Objective in the Action Plan below to ensure this.
- 5.6** We have a duty when undertaking procurement activities to give due attention to the inclusion of equality considerations. Furthermore, it should be considered whether it would be appropriate to impose equality conditions in relation to the performance of the contract. The Council is in the process of establishing a system to encompass this, and the work will proceed during the coming period.
- 5.7** In order to meet our monitoring requirements we will regularly review the development of elements of the Plan over the four-year period through our internal performance challenge arrangements, and the projects above will be addressed by the relevant Cabinet Members.
- 5.8** Also, near the start of each financial year we will publish an Annual Report, which will evaluate the progress made against the Plan as a whole during the previous year, especially the Action Plan. At the beginning of this Plan, we will take a step back as there is an action within each objective which relates to the gathering of evidence, especially through engagement. We will then have a better understanding of what we should do to improve the lives of the people of Gwynedd who possess specific protected characteristics. Therefore, it is expected that we will be able to add greater detail to the Action Plan during the coming years.
- 5.9** We will also publish a new Plan every four years. The plans and annual reports are available on our website or by contacting the Policy and Equality Officer.



## 6. Implementing the Strategic Equality Plan 2020-24

- 6.1** Although the Plan for 2020-24 builds on the previous Plan, we also see an opportunity here to change our way of thinking. Our intention is to ensure that equality is thoroughly embedded in the Council in order to ensure that it is a natural part of our work across the organisation, and that it does not sit as a separate project.
- 6.2** The Action Plan below outlines **how** we will set about achieving our objective of creating a more equal Gwynedd. In presenting the Objectives and the Action Plan below, our aim is to focus on ensuring that the arrangements for considering protected characteristics are embedded, with the aim of leading to an improvement in the way we do things. Therefore, the Action Plan focuses on changing the Council's internal culture in order to lead to improvement in services, rather than looking at operational matters alone, in order to then improve services for the people of Gwynedd. Every objective is expected to meet the requirements of each characteristic.

We have identified two main work fields, as noted in 6.3 and 6.4 below.

**6.3 Improving our internal systems so that all residents of Gwynedd receive appropriate services that meet their needs.**

During the initial engagement, the Equality Core Group had drawn attention to a number of operational issues, and these were also raised during the consultation. We believe that the best way to give due regard to these, as well as the matters raised by the Equality and Human Rights Commission in a report on the response of Welsh Authorities to the General Duty under the Equality Act 2020, is to look at our core systems as a whole.

Thus in Objectives 1, 2 and 3 we will improve our training, assess impact more effectively and gather views in order to gain a proper understanding of the barriers faced by the people of Gwynedd. This information will allow us to produce further, more detailed action plans on the remaining four objectives during the four-year period.

## 6.4 Improving the economic situation of people with protected characteristics in Gwynedd.

The Council welcomes Welsh Government's decision to include the socio-economic duty as an active part of the Equality Act 2010 as it is implemented in Wales. The evidence from ['Is Wales Fairer?'](#) clearly demonstrates that some people with protected characteristics are statistically more likely to be poorer than the rest of society.

Following the publication of its Well-being Assessments, the Gwynedd and Anglesey Public Services Board has identified poverty as a priority. Unfortunately, the data on material deprivation according to protected characteristics is not available locally. Nevertheless, other evidence is available which gives us an idea of the situation.

There is a high number of people out of work in Gwynedd (5.5%) but it is interesting to note that the number of men who are unemployed (4.7%) is substantially lower than women (6.4%), which is contrary to the rest of the region. The fact that 12.2% of disabled people in Gwynedd are unemployed, compared to 4.7% of people who are not disabled, is striking. Unfortunately, the statistics for people from ethnic minorities are not available at authority level due to low numbers.

Another factor that could show deprivation is a lack of access to a car or a van. Grade DE households (semi-skilled, unskilled and unemployed occupations) are much less likely to have access to a vehicle than AB households (advanced and intermediate occupations). Only 15% of people from a white background in Gwynedd are without access to this type of vehicle compared to approximately 35% of people from an Asian background (with other ethnic groups falling between both peaks). Disabled people are also more likely to be without access - 32% of people who state that they are significantly affected by an impairment or a long-term condition do not have access to a vehicle compared to the 12.6% of people who are not affected by a disability or a condition.

As one of Gwynedd's largest employers, it is essential that we ensure that our internal systems are effective enough as a starting point, and Objectives 4 and 5 reflect this within the field of work.

It has emerged during the consultation that people feel that the Council's recruitment policy is insufficiently inclusive, particularly in terms of enabling residents who do not speak Welsh to secure jobs. We will need to consider how we could change this perception and highlight the support provided to Welsh learners within the Council.

## 7. Action Plan

See the objectives and action points on the following pages...



# Objective 1:

To strengthen and deepen the capacity and commitment of Gwynedd Council Staff and Elected Members in the field of equality, by ensuring that they receive the right training.

## Why?

It has emerged, through everyday work in this area, that not all staff members fully understand the need to prioritise equality considerations, or are uncertain of how to do this properly. This is shown in the operational matters raised during the consultation, the recommendations by the Equality and Human Rights Commission, and the lack of understanding of the value of suitable Equality Impact Assessments in all cases.

Training materials can become out of date, and we have identified the need to reassess the available training resources in order to make them more fit for purpose, create new training and ensure that people are more willing to complete it. We do not have enough information on what prevents people from undertaking the training either, and research work will be required to ensure suitable, attractive and effective training.

We have identified additional challenges such as reaching some front-line staff; and furthermore, the need for equality principles to be incorporated into other relevant training, in order to embed equality deeper within the Council's work.

## How?

1. We will create an equality training programme as a core area that will be varied, innovative, specific, and of the highest quality. It will be appropriately tailored for all staff members on all levels, along with Elected Members, in order to improve their understanding of their duty towards equality. In order to do this, we will:
  - consider the effectiveness of our current training and discover what would help staff to understand more about the field;
  - work with Council Managers in order to discover which presentation methods would be most suitable for the needs of various staff, e.g. front-line staff, managers;
  - commission training providers who have lived experience of the field to provide specialist face-to-face training to our staff as required;
  - continue with the work of raising staff's awareness and understanding of equality;
  - monitor staff awareness of the Act through the training's feedback forms.

Preparation work in 2020-21 and operational from April 2021 onwards

	<p>2. Elected Members have access to the Members' Portal, an electronic intranet which contains information about training and events relevant to them. Over the period of the Plan, we will update the Portal with training guidelines and information relevant to equality. We will also hold a promotion campaign by using the Members' e-newsletter, "Rhaeadr", to raise awareness of the information available on the Portal.</p> <p>3. "Ffordd Gwynedd" is the name given to the "way" we in Gwynedd Council will ensure that we put the people of Gwynedd at the centre of everything we do. Ultimately, the success of Ffordd Gwynedd will be judged on whether individuals' experiences when they come into contact with the Council are positive ones that will meet their needs. In moving forward, we will continue to work on strengthening the equality element as part of the Ffordd Gwynedd training. This will also be the case for the Welcome to the Council sessions for new staff members.</p>	<p>September 2020 and then as required</p> <p>September 2020</p>
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**Outcome:** That members of the workforce, whatever their jobs, have a better understanding of the field and are confident in performing their duty toward individuals and groups with protected characteristics. Elected Members will also understand and be more confident in their duty to challenge and make decisions.

**Measure:** In order to measure success we will conduct a survey to assess understanding and establish a baseline in 2020, before conducting another survey in 2024.

## Objective 2:

Improve the information we have from and about people with protected characteristics.

## Why?

Putting the people of Gwynedd at the centre of everything we do is a cornerstone to the way the Council works and this, of course, includes people with various protected characteristics. It is not possible to do this without receiving and acting on the expert opinion of the people in question. We are required to do this in line with the Equality Impact Assessment guidelines of the Equality Act 2010 as it is implemented in Wales.

Information has been gathered about the residents of Gwynedd, e.g. the Well-being Assessment of the Gwynedd and Anglesey Public Services Board, responses to Gwynedd Council surveys such as the Gwynedd Challenge and "Which Services are Important to You?" and, of course, information from our Departments. Nevertheless, we have identified that we are not doing enough as a Council to ensure that the voices of people with protected characteristics are included as a matter of course when making everyday decisions regarding service changes (especially decisions that are not submitted to the Cabinet).

## How?

1. In order to understand any barriers that the residents of Gwynedd who have various protected characteristics may face when dealing with the Council. We will conduct a comprehensive public survey in order to identify these barriers and what we could do in response. This work will include a variety of different methods in order to reach a cross-section of the public, especially those who do not usually take part. We will ensure confidentiality for all participants.
2. We will work to develop more contact with groups or individuals who have protected characteristics, by continuing to work with the Equality Core Group and expanding it, and by making contact with additional groups of people with particular protected characteristics in order to continue to receive a range of viewpoints. We will also ensure that our Residents Panel includes a variety of people with protected characteristics, by targeting as required.

By March 2021

Ongoing

	<p>3. By working with managers and Heads of Departments, we will ensure that everyone in the Council understands the needs of people with various protected characteristics. We will use the information gathered to improve our services and create Equality Impact Assessments. Our Access/Equality Policy will need to be reviewed, whilst also considering the operational recommendations of the Equality Core Group.</p>	<p>Ongoing, but the policy will be updated by January 2022</p>
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<p><b>Outcome:</b></p>	<p>Gwynedd Council will have a better understanding of the needs and obstacles faced by people with protected characteristics who receive our services, and we can put that to use in order to improve our procedures. We can use our existing networking groups to take advantage of meetings and events that have been organised already.</p>
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<p><b>Measure:</b></p>	<p>We intend to undertake wider engagement in order to reach people who do not usually contribute to such engagement / consultation exercises, and we will need to ensure that we accomplish this. One way of doing this would be to determine, by way of consultation, whether the individuals taking part have participated in the past, and whether or not they would have done so of their own volition.</p> <p>We will forge close contacts with groups in order to have a better representation on the Equality Core Group.</p> <p>We will have implemented an effective procedure for information sharing</p>
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## Objective 3:

Build on the work already carried out to embed Equality Impact Assessments as a tool to ensure better decision-making.

## Why?

Improving our Equality Impact Assessment arrangements was an important part of the Strategic Equality Plan 2016-20. In its initial discussion about the new Plan, the Cabinet has noted that although the number and quality of our assessments have improved, there is room for further improvement. By using the assessments to their full potential, we can ensure that we put all the people of Gwynedd at the centre of everything we do as a Council, by giving due attention to equality matters. It will enable us to address the operational matters, including those raised by the Equality Core Group and during the consultation, in a manner which will comply with equality requirements.

Conducting Equality Impact Assessments is, of course, a statutory requirement under the Equality Act 2010 as it is implemented in Wales.

This Objective is closely linked to Objective 2, as use of the engagement work will be required in order to undertake Equality Impact Assessments.

## How?

1. We will set up additional training specifically for relevant staff and Elected Members, focusing on the benefits of the Equality Impact Assessments, and we will provide guidance and advice on undertaking them in order to give thorough consideration to any potential impacts on the residents of Gwynedd. The content of the training will be regularly reviewed in order to ensure that it is up-to-date.
2. Over the coming years, we will also strengthen arrangements by ensuring that Elected Members are increasingly confident to challenge the quality of Equality Impact Assessments as a natural part of their work in receiving reports/information as a basis for decision-making in the Cabinet, Scrutiny Committees and Performance Challenge meetings. The training will be essential to ensure that this procedure works well, and we will provide guidelines for the various meetings.

By April  
2021

Ongoing with  
guidelines  
in place by  
September  
2020

	<p>3. We will continue to work with the Council Departments to ensure that due regard is given to equality requirements within any process of identifying savings or cuts. During the period of this Plan, we will ensure that timely and high quality Equality Impact Assessments are maintained and that they contribute to the process of identifying any plans. We hope that through this, we will be aware of any negative implications that decisions on budgetary cuts will have for specific minority groups in Gwynedd, and mitigate them where possible.</p>	Ongoing
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<b>Outcome:</b>	Decisions are made on a firm basis at every level of the Council as staff and Elected members understand and act on their duty.
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<b>Measure:</b>	Scrutinise the quality of Equality Impact Assessments, paying particular attention to seeking progress in terms of the number of assessments submitted in a timely manner.
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## Objective 4:

Act to reduce the gender pay gap and identify any pay gap based on any other characteristic.

## Why?

Although the previous two audits have demonstrated that the Council provides equal pay to women and men, the average pay gap continues, as it does in every other local authority. On the whole, this is due to the fact that women are less likely to apply, and therefore are less likely to be offered, jobs on higher pay scales within the Council. We have already identified this as a matter of priority that needs to be addressed, which is why the 'Women in Leadership' project is included in the [Gwynedd Council Plan 2018-2023](#). It is also a matter that Welsh Government and the Equality and Human Rights Commission are eager for us to address.

Although national evidence shows that other wage gaps exist, such as the difference between disabled people and the rest of any workforce, it proves difficult to gather enough information within the Council as we depend on staff members to provide the information voluntarily. As with every other public organisation, the numbers who do so are low. During the 2016-20 Plan, we have amended our staff questionnaire and have uploaded it to the Council's self-service system in order to make it as easy and as accessible as possible.

## How?

1. Over the coming years, we will focus on encouraging more staff to complete the optional equality data questionnaire in order to increase the amount of data we have. This will allow us to set a baseline, identify gaps in our workforce and to undertake audits based on other protected characteristics. We will do employ various methods of doing this during the period of the Plan, including an advertising campaign and raising the awareness of staff members who are new to the self-service system.
2. We will continue to conduct an annual audit on the wage gap between men and women, and by collecting the data noted above, will work to develop our ability to undertake such an audit in relation to other protected characteristics. In addition, we will undertake a pay audit every three years in order to ensure that we are still paying fair wages. We will also work towards putting plans in place to reduce any gaps that emerge in light of the audit.

Ongoing

Annual audit.  
Next wage audit  
by April 2021

	<p>3. Work has also been ongoing as part of the Women in Leadership Project (one of the projects contained within the Council Plan 2018-23) which has identified that the number of women in management roles in the Council is disproportionately low, given that women form 70% of the entire workforce. The project's main objective is to increase the number of women who apply for and attain leadership positions within the Council by reviewing the conditions and the working environment to attract more women to undertake these posts in future.</p>	<p>In line with the Plan's timetable</p>
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<p><b>Outcome:</b></p>	<p>More women applying for leadership positions, reduction in the gender-based wage gap, other gaps have been identified and work to reduce these has commenced.</p>
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<p><b>Measure:</b></p>	<p>We will collaborate in order to become familiar with the measurable outcomes of the Women in Leadership project. The implementation plan will focus on culture change as well as encouraging and inspiring women to consider leadership and management roles.</p> <p>We must await the outcome of the next pay audit before setting further measures.</p>
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## Objective 5:

Take action to attract a range of applicants for posts in order to increase the diversity of our workforce.

## Why?

The Council is one of the county's largest employers, employing nearly 7,000 people. Therefore it is important that we work towards ensuring that our workforce reflects the Gwynedd working age population as far as it is possible. The Cabinet has identified this as one of its main priorities for the Plan in its initial discussions.

We have already identified a lack of data available to us in relation to the protected characteristics within our workforce and, unfortunately, this shortfall creates problems as we attempt to take appropriate action in this field. Therefore, the success of the work outlined above under Objective 4 is integral and crucial to accomplishing Objective 5.

It should be noted that we have no intention to undertake the work in an artificial manner. Rather, we will seek to highlight the opportunities available to people from various backgrounds, in order to ensure that we can attract the broadest possible range of applicants. This will provide us with assurance that we find the best person for every job in order to enable us to offer the best service consistently throughout the county and to meet the needs of our people.

## How?

1. We will use the information that has been gathered from the equality questionnaire (see Objective 4) and will be conducting research and engagement with the public and our staff in order to discover any factors that prevent specific groups of people with protected characteristics from applying for jobs. We will also work to discover ways of encouraging them to do so, e.g. by advertising jobs on a wider level than the Council website alone, in order to attract a broader range of applications.

Ongoing

2. We will collaborate with other public bodies within our region such as North Wales Police or Betsi Cadwaladr University Health Board in order to address any obstacles identified. This could also provide access to a wider range of people, bearing in mind that the equality profile of all workforces are unlikely to be the same.

Ongoing

3. Prioritise working towards reaching Level 2 of the 'Disability Confident' scheme in order to be a 'Confident Employer', and look into becoming a Stonewall Champion.

September 2022

<b>Outcome:</b>	Greater diversity of applicants for posts, which will lead to greater diversity in our workforce.
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<b>Measure:</b>	We can use the annually-published information on our workforce's protected characteristics to identify any progress.
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# Equality Impact Assessment

The Council is required (under the Equality Act 2010) to consider the impact that any changes in any policy or procedure (or the creation of a new policy or procedure), will have on people with protected equality characteristics. The Council also has additional general duties to ensure fairness and to foster good relations. Therefore, a timely Equality Impact Assessment should be made before a decision is taken on any relevant change (i.e. that affects people with a protected characteristic).

## 1 Details

### 1.1. What is the name of the policy / service in question?

Strategic Equality Plan 2020-24

### 1.2 What is the purpose of the policy / service that is being created or amended? What changes are being considered?

The purpose of the Plan is to reduce inequality between people with protected characteristics and people without those characteristics in accordance with the Equality Act 2010 and the Cabinet's wishes.

### 1.3 Who is responsible for this assessment?

Delyth G Williams, Policy and Equality Officer

### 1.4 When did you commence the assessment? Which version is this?

Commenced 27 February 2019  
2nd version commenced 26 September 2019  
3rd version commenced 11 February 2020

## 2) Action

### 2.1 Who are the partners it will be necessary to work with to undertake this assessment?

- Equality Core Group
- The public, especially people with particular protected characteristics
- The Cabinet and Elected Members of Gwynedd Council.

### 2.2 What steps have you taken to engage with people with protected characteristics?

Two initial sessions were held with the Equality Core Group. The draft Plan represented the Council's response to their observations. A further discussion was held with the Equality Core Group on 16 January 2020.

A consultation was undertaken with the general public between 16 December and 7 February through a paper questionnaire (including easy-read) and on-line. Around 150 organisations were notified of the consultation. A meeting was held with two Learning Impairment Self-Advocacy groups where everyone was supportive of the Objectives and where the easy-read questionnaires were distributed. Paper copies were sent to the Older People Council. We tried to arrange a meeting with the LGBT+ Youth Club, but this was not possible. 190 responses were received.

### 2.3 What was the outcome of the engagement?

At the initial meetings the Equality Core Group raised many matters that needed addressing in the following areas:

Education  
Health and Social Services  
Justice and Community Safety  
Participation  
Living standards  
Employment

These matters are being addressed by the relevant services.

At the January meeting they were supportive of the direction of the plan and agreed with the Objectives, but they had observations on each objective. Some comments related to the wording and format of the Plan and we have attempted to respond to those. Some matters were operational in nature, which are being passed on to the relevant service. Also:

#### **Objective 1**

- It is important to ensure that the right people provide the training
- Need something every 2-3 years but it should not be a 'tick box' exercise.
- Need to raise awareness of 'invisible' disabilities
- Need to accept the 'social model'
- A list of Elected Members' training attendance should be published (similar to

- attendance in the full Council / meetings)
- Improve people's understanding that everyone has characteristics
- Understanding as opposed to awareness of equality
- The training must be tailored
- Train people so that they can teach others about access etc.
- Ensures resources
- Secure feedback e.g. mystery shopper

**Objective 2:**

- Need to improve understanding of people's real needs - not a 'tick box' exercise
- Learning from others e.g. BCUHB

**Objective 3**

- Raise awareness of the importance of an impact assessment - raise it to the same status as Safety Assessments.
- Could we have a designated person who is responsible for this in every department?

**Objective 4**

- Need to look at what obstacles are causing a pay gap e.g. do we need a more flexible 'flexi' system?
- Disabled people might not be able to work full-time

**Objective 5**

- Why is the 'Disability Confident' Scheme not happening until September 2022?
- Improving access in general
- Remember the Access to Work Scheme

Of the 190 responses received to the questionnaire, most were supportive of the 5 Objectives. The details are as follows:

**Do you agree with Objective 1? Yes 179, No 11**

The reasons given for saying "no" were: the costs of the training, everyone should already be operating like this, considering the Welsh language as part of Equality could be unfair to those who are not fluent in Welsh. Two people said that equality is too much work / is irrelevant.

**Do you agree with Objective 2? Yes 182, No 8**

The reasons given for saying "no" were: concern about the privacy and sensitivity of the characteristics, and that we should already have the information. One person said that only certain people in powerful jobs were safeguarded.

**Do you agree with Objective 3? Yes 179, No 11**

The main reason for stating "no" here was that it is a waste of time and money (a tick box exercise rather than actual work). Some noted that there was not enough information to answer the question and one person thought that the outcome would not achieve the vision of the Equality Act 2010.

**Do you agree with Objective 4? Yes 175, No 15**

The main reason here was the cost, with some concerned that it might lead to job losses which would impact on a service or limit the employer's choices. Some people mentioned equal pay for the same jobs and believed that this should already be happening. Two people stated that the pay gap did not exist and one person said that the pay gap must be removed, and not just reduced.

### **Do you agree with Objective 5? Yes 171, No 19**

There was concern that this objective would lead to positive discrimination. Three people wanted to secure jobs for local people and two felt that we need to note how we would achieve the objective.

Those who completed the questionnaire were given the chance to answer two additional questions also:

### **Is there anything else that the Council should consider including in the Equality Plan 2020-2024?**

This question received 60 responses. The main messages were:

- The need to think about disabled people – issues surrounding physical access to buildings so as to allow disabled people to live independently. Need to include disabled people when doing the work in order to have an understanding of needs. Remember that disability is not confined to wheelchair users only. Need to consider the needs of people with varying physical impairments. Identify hidden impairments, especially in considering accessible toilets, using the phone. Pay for disabled people.
- Comments about the Plan and the questionnaire in general – Have included everyone. Unhappy with the format of the questionnaire. Ensure that it confirms what is expected in the Equality Act 2010. A good start bearing in mind the financial constraints, but there is more to be done. Need to revisit the Plan after receiving the 2022 Census results in order to revise it as required. Too much focus on the Council staff instead of the people of Gwynedd – where is the equality for young people and older people in it? Need to ensure that it will still be possible to deliver the plan whatever the political and social situation may be.
- Language – some of the respondents felt that the inclusion of the Welsh language as a characteristic discriminated against those who do not speak Welsh/learners and ethnic minorities. A feeling that those who do not speak Welsh are marginalised from job opportunities within the Council. Want to see English-medium education opportunities.
- Need to be more aware of the obstacles faced by lesbian, gay, bisexual and trans people.
- Training – management courses for female employees, specialist courses for managers to support the objectives, help employees to spread equality throughout the population of Gwynedd, teach about equality in schools.
- The plan is too vague - need to be able to measure and identify the success of the Objectives. Also, what is the cost?
- There is no need for such a Plan, do proper work in its place. A waste of money that will not help the people of Gwynedd.
- Pay gap – need to identify the reasons behind the pay gap, recognise the possibility that it might be reduced 'artificially' by gender self-identification
- Rural matters – inequality of services and opportunity between rural and urban areas, the conditions of the roads.

The following were also noted

- Activities for young people in deprived areas
- Look at the make-up of groups and committees from the perspective of equality characteristics
- An opportunity for older people to share their experience with young workers.
- The need to address poverty amongst older people
- People who wish to return to Gwynedd have to pay more Council tax

- Equality between areas in Gwynedd
- How to ensure that the people of Gwynedd understand equality matters?
- Keep matters such as planning private, if there is a risk that people will come to know about the person's equality characteristics, and provide an accessible method of contact.
- Consider local people first
- More flexibility within the workforce
- The needs of people who do not use the internet to have paper versions – send copies to every house
- Measure the use of public services by minority groups
- The importance of public transport for everyone in order to attend health appointments, shop, socialise, volunteer etc.
- Remember that equity is just as important as equality and that there are 9 characteristics.
- Consider the effect of a decision on men and women
- A question about a Community Council

**Please note any further comments:**

We received 39 observations here

- General comments on the plan - Need a detailed action plan with measurable targets. A hope that work has already been done, especially on Objectives 1 and 2. We welcome the emphasis on collecting data and information in order to have a firm basis, it is tick box exercises that cost too much. Need balance to ensure that it is not done excessively. I welcome the plan - an important area. It is achievable. The Council is developing. Not promoting some characteristics more than others.
- Language – concern that the standard of English is compromised due to Welsh-medium education and is preventing young people from securing meaningful work. A belief that the Welsh language should not be a characteristic, and need to ensure that there are no restrictions to people accessing services in full through the medium of English.
- Elected Members – The Cabinet should be 50:50 men and women, and arrangements need to be changed completely to ensure that there is fairness for women in the workplace. Councillors should remember the words of Martin Luther King, 'It's not the colour of their skin, but the content of their character' as a metaphor for dealing with people in general. Look at Councillors' pay.
- A need to ensure that people can submit comments, complaints etc. when they want, by providing accessible ways of doing so. Ensure that they are duly addressed, and solutions provided.
- Better support for LGBT+ young people e.g. fund the GISDA group and challenge homophobia in general.
- More information needed on the feasibility of delivering this e.g. training.
- A question about a Community Council
- Need a Disability Equality Officer
- How will Brexit affect equality?

**2.4 On the basis of what other evidence do you operate?**

Looking at the matters that were identified by the Equality Core Group during the initial meetings, most of them are operational matters that belong to the Departments. It was decided

that the best way of addressing these would be to take a step back and look at the Council's internal systems to ensure that we are making a difference throughout the Council's work, and not just the identified issues. Any operational matter from the consultation e.g. transport, will be addressed in the same way.

The main sources of information that were used are:

['Is Wales fairer? 2018'](#) (the Equality and Human Rights Commission's latest state-of-the-nation report)

A Report by the Equality and Human Rights Commission on Welsh Authorities' response to the General Duty

Regional Data Document

Information collected from previous surveys

[The Gwynedd and Anglesey Public Services Board's Well-being Assessment](#)

## 2.5 Are there any gaps in the evidence that needs to be collected?

There are gaps in the data that is available locally, probably due to low numbers. We will need to see whether it is possible to access or collect this information.

## 3) Identifying the Impact

**3.1 The Council must give due attention to the impact that any changes will have on people with the following protected characteristics. What impact will the new policy/service or proposed changes have on people with these characteristics? You are welcome to add other characteristics if you wish.**

Characteristics	What type of impact? *	In what way? What is the evidence?
<b>General</b>	Positive	<p>The aim of the Plan is to ensure that awareness regarding the needs of people with protected characteristics is deeply-rooted within the Council's work. Since everyone has characteristics such as race, age and gender, this will ensure that services are improved for all the people of Gwynedd. Having said this, we will need to focus more on some cohorts than others, and they will therefore benefit more.</p> <p>We are conducting Equality Impact Assessments on the various projects within the Plan, and the work on engagement and collecting information which is noted in the Plan will be central to this.</p>
<b>Race (including ethnicity)</b>	Positive	Some respondents to the consultation have identified some issues of race relating to the Welsh language. They feel that

		<p>the Council's language policy discriminates against non-Welsh speaking people from minority groups (i.e. most of them being immigrants either from England or from other countries).</p> <p>We acknowledge that this is a concern for them, but we also note our statutory duty to give an equal status to, and protect, the Welsh language as a minority language in Wales.</p>
<b>The Welsh language</b>	Positive	<p>There was some objection to the decision to consider Language as part of Equality.</p> <p>We acknowledge that this is a concern, but on the other hand, given that 65% of the population of Gwynedd are Welsh speakers, the Council is operating a Language Policy which ensures that "All residents of the county can use the Council's services through the medium of Welsh and English, and that firm actions are taken to ensure that the user's choice of language is noted and respected at all times". The ability to implement this policy consistently across the whole county, and ensure that individuals can access a service in Welsh if they wish (in accordance with the requirement under the Welsh Language (Wales) Measure 2011 means that consideration must be given to the Welsh language when recruiting and developing services.</p> <p>It must be remembered that any Welsh speaker who is appointed to a post will necessarily be able to provide that service in English also.</p> <p>The Welsh language will be given consideration alongside the other factors. See also Race, above</p>
<b>Disability</b>	Positive	<p>Matters relating to disability have been identified (by the Equality Core Group and the respondents to the questionnaire). They will be addressed as operational matters within the Services and as part of the work on the Action Plan.</p> <p>The Plan will be positive for people with this characteristic, as is highlighted in General (above).</p> <p>It was noted that the pictures in the document were too bright, therefore we will provide a black and white version as well as other formats.</p> <p>The Council is accepting the social model of disability.</p>
<b>Gender</b>	Positive	<p>Women's contribution in the world of work and as representatives has been raised by the Equality Core Group and the respondents to the questionnaire. This will be further addressed when implementing the Action Plan. The Plan will be positive for people with this characteristic, as is highlighted in General (above).</p>
<b>Age</b>	Positive	<p>Matters relating to age have been identified and will be addressed within the Services and when implementing the Action Plan. This will be addressed within the impact assessments on the projects. The Plan will be positive for people with this characteristic, as is highlighted in General (above).</p>

<b>Sexual orientation</b>	Positive	Matters relating to sexual orientation have been identified by the Equality Core Group and the respondents to the questionnaire. They will be addressed within the Services and when implementing the Action Plan. The Plan will be positive for people with this characteristic, as is highlighted in General (above).
<b>Religion or belief (or non-belief)</b>	Positive	One respondent to the consultation identified some religion matters relating to the Welsh language. This person felt that the Council's Language Policy excluded non-Welsh speaking people which could include people from some particular religions. We would argue that this is a race issue, and not religion. The Plan will be positive for people with this characteristic, as is highlighted in General (above).
<b>Gender reassignment</b>	Positive	Matters relating to gender reassignment have been identified by the Equality Core Group and the respondents to the questionnaire, and will be addressed when implementing the Action Plan. The Plan will be positive for people with this characteristic, as is highlighted in General (above).
<b>Pregnancy and maternity</b>	Positive	The Plan will be positive for people with this characteristic, as is highlighted in General (above).
<b>Marriage and civil partnership</b>	Positive	The Plan will be positive for people with this characteristic, as is highlighted in General (above).

**3.2 The Council has a duty under the Equality Act 2010 to contribute positively to a fairer society through advancing equality and good relations in its activities in the fields of age, gender, sexual orientation, religion, race, transgender, disability and pregnancy and maternity. The Council must give due attention to the way any change impacts on these duties.**

<b>General Duties of the Equality Act</b>	<b>Does it have an impact?*</b>	<b>In what way? What is the evidence?</b>
<b>Eliminate unlawful discrimination, harassment and victimisation</b>	Yes	The evidence of the Equality Core Group has shown that the members have concern about some of our services, and some comments on operational matters were received in the responses to the questionnaire. If implemented correctly, the Action Plan will deal with this because it will improve the way we work. We will collect information which will inform us if discrimination, harassment or victimisation is occurring so that we can take action against it.
<b>Advance equal opportunities</b>	Yes	The Plan's intent is to work towards ensuring fairness for everyone. The evidence of the Equality Core Group and the responses received shows that we have work to do to achieve this. We will therefore collect further evidence, in accordance with the Actions in the Plan, and act on the result. We also have Action Points which make a start on the work.

<b>Foster good relationships</b>	Yes	Good relations between people who share a protected characteristic and those who do not comes from ensuring fairness for everyone. By delivering the Action Plan, and taking positive action towards some characteristics, we will ensure that our services are fair.
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**4) Analysing the results**

**4.1 Is the policy therefore likely to have a significant, positive impact on any of the protected characteristics or the General Duty? What is the reason for this?**

The aim of Gwynedd Council's Strategic Equality Plan is to have a significant, positive impact on the lives of the people of Gwynedd who use our services, and also our staff. We have used the relevant observations that were received during the engagement to improve the Plan. The operational matters will be passed on to the services.

**4.2 Is the policy therefore likely to have a significant, negative impact on any of the protected characteristics or the General Duty? What is the reason for this?**

No significant negative impact has been identified.

**4.3 What should be done?**

Select one of the following:

Continue with the policy / service as it is robust	X
Amend the policy to remove any barriers	
Suspend and remove the policy as the detrimental impacts are too great	
Continue with the policy as any detrimental impact can be justified	

**4.4 If you continue with the plan, what steps will you take to reduce or mitigate any negative impacts?**

The response to the Objectives by the Core Group and from the questionnaire has been very positive. The comments provided by some has shown us that the wording of some Objectives and activities was not clear enough, particularly Objective 5, and we have changed that accordingly. We will pass any observations that are operational in nature onto the right services and include them as part of the engagement (Objective 2)

**4.5 If you are not taking any further action to remove or reduce the negative impacts, please explain why here.**

Not applicable.

**5) Monitoring**

**5.1 What steps will you take to monitor the impact and effectiveness of the policy or service (action plan)?**

The Plan will be presented to the Council Cabinet for approval in March 2020.

We will be monitoring regularly, especially as the results come in from any work carried out to collect evidence. We will also produce an Annual Report early on in every financial year to report on any progress from the previous year. The results of the 2021 Census will be useful.

We will produce a Strategic Equality Plan every four years.

## GWYNEDD COUNCIL CABINET



### Report to the Cabinet

**Date of Meeting:** 10 March 2020  
**Cabinet Member:** Councillor Dilwyn Morgan  
Councillor Craig ab Iago  
**Contact Officer:** Dafydd Gibbard, Head of Housing and Properties  
Catrin Thomas, Assistant Head Supporting Families  
**Contact Details:** 01286 679913  
**Subject:** Maesgeirchen Integrated Centre, Bangor.

#### 1. DECISION SOUGHT

- 1.1. Cabinet approval is sought to move to work with the community of Maesgeirchen, Betsi Cadwaladr Health Board, Adra to develop a potential plan for an Integrated Center on the estate for family support services and provisions and to report back with recommendations for the way forward.

#### 2. REASON WHY DECISION IS NEEDED

2.1 The Council adopted its "Asset Plan 2019-2029" on March 7th, 2019. The plan includes the allocation of a contribution of £500,000 towards the development of an Integrated Family Support Center in Maesgeirchen. Expenditure is programmed for 2021/22 onwards.

2.2 It is anticipated that some of the Asset Plan monies will need to be used for preparatory work in 2020/21

2.3 The Head of Housing and Property will co-ordinate the project across Council Services, with the support of the Assistant Head Supporting Families and Assistant Head Economy and Community to ensure appropriate governance to the Supporting People's Wellbeing Board and the Regeneration Board.

#### 3. INTRODUCTION AND JUSTIFICATION BEHIND THE DECISION

3.1 The national tackling poverty programme : **Communities First** ended in 2018. Maesgeirchen remains in the 10% most deprived communities in Wales.

3.2 £5m was invested in a new school building for Ysgol Glan Cegin in 2017. Due to site and budget constraints the school is unable to accommodate services beyond education.

3.3 The area remains one of 6 **Flying Start** areas in Gwynedd. The programme provides more support and opportunities for families with children under the age of 4, namely an increased Early Years health service; Childcare; Parenting Support; and Early Support with language development.

3.4 The area has also been designated as one of 13 communities throughout Wales that the Big Lottery has identified for the **Invest Local Programme**. The programme is managed by Building Community Trust and is a 10 year programme that uses the strengths, skills and talents of people, groups and societies of the communities to change things for the better. Each area has £1m to spend on local priorities. It is the people of the community themselves who decide how to develop the community, how to use the money, which organisations they work with, and how to make those decisions. Partneriaeth Maesgeirchen Partnership and the Maes-Ni Group have been engaging extensively with the community locally to develop this programme for almost 2 years.

3.5 This work has identified that the priorities for the community over the next period are to develop a community centre / hub, maintain community pride, and develop community activities.

3.6 In 2017, the **Targeted Regeneration Investment Programme (TRI)** was launched by the Welsh Government which promotes economic regeneration, with activities that focus on individuals and areas of greatest need. As part of the programme arrangements, a regional strategy has been prepared for North Wales, which identifies the city of Bangor as a priority area. The programme may be extended beyond the initial 3 year period (2018-21), and if so, a potential opportunity to target additional resources from this programme may arise.

3.7 The Council and its partners have been involved in the Welsh Government's **Children First Programme**. The Programme aimed to bring partners together to trial different ways of working, utilising current resources, to improve life outcomes for children and their families. The Children First Board has completed a needs assessment; engaged with children, young people and families on the estate; and produced an Action Plan that identifies what we want to change, and how. Several agencies are leading on different elements of the action plan and a number of local projects and solutions are now in place on the estate.

3.8 From this work the Council is leading on the **Transforming Early Years Services' Project** in conjunction with the Health Board, Childcare provision and education in the area. The project looks at the whole system for supporting children and their families. The workforce across the organisations has embarked on a Ffordd Gwynedd intervention.

3.9 Engagement with families and workers on the estate has shown that what is important is:

- "Getting help when I need it, from someone I trust". (with school, parenting, crime, getting work, being healthy, childcare),
- "Having plenty of things to do in our community outside of school and school time, for all ages, and in a comfortable place",
- "We want our community looking clean and beautiful",
- "To feel proud of our local community",
- "Being safe and our children safe in our community".

3.10 Families and residents have also said that they want support and resources in the community to allow them to do more for themselves and their community.

3.11 Although the Council currently has a presence on the estate, employees and service users have reported that the services available are not easily accessible, and there is no suitable, friendly, comfortable and less formal space on the estate where services and

the community can come together to work together. Despite the barriers, residents and workers report that there is a good relationship between workers and families on the estate, with evidence showing that families repeatedly turn to workers when needed.

3.12 The services based on the estate wish to work in a different way, more connected to each other and to the community itself.

#### **4. NEXT STEPS AND TIMESCALES**

- 4.1. An opportunity has arisen for the Council to plan and develop its estate provisions in conjunction with the Maes-Ni Group to establish an Integrated Center.
- 4.2. Over the next year we want to work with partners locally to scope and assess the feasibility of establishing a joint integrated center.
- 4.3. We want to scope out new models of management and governance with the community in line with the vision of the Regeneration Board.
- 4.4. The aim is to develop a viable plan for a multi-purpose Integrated Center on the estate that would meet the needs of the residents and provide the Council with the opportunity to overcome the current barriers in delivering support services.
- 4.5. When the Council's Asset Management Plan was drawn up we were aware that a new development on the estate was required in order to try to realise the above and seek to replace the existing unsuitable buildings. We did not know what the needs would be at the time and the first phase of this project will be to try and establish the true cost if we are to achieve the goal. It should therefore be borne in mind that at this point we do not know if the capital contribution from the Council will be sufficient to meet the demand.
- 4.6. Following completion of feasibility work on the needs, costs and models of service delivery and site management, a further report will be submitted before moving on to the next stage.

#### **5. ANY CONSULTATIONS UNDERTAKEN PRIOR TO MAKING THE DECISION**

##### **5.1. LOCAL MEMBERS' VIEWS:**

Councillor Nigel Pickavance:

"As one of the local members for the Marchog ward I would like to provide you with my views regarding the proposed integrated Community centre. I can't express enough the need for such a Centre in Maesgeirchen.

At the moment we have some great services in Maesgeirchen and partners, however it is concerning that whilst work is often carried out in partnership, communication often breaks down with residents having to move from building to building, leaving the estate to travel for some of these services which often fails logistically.

We have also identified the need for community cohesion since the loss of the Maesgeirchen Social Club. The Community felt a great blow with this loss and this multi-function building could have this element included.

Given the population of Maesgeirchen and the Community first classed status, it goes without saying that there is a huge need for such a hub in our Community. I can only see this being of great benefit to our Community and I support the idea and hope it will develop into reality."

Councillor Dylan Fernley :

“As a local member within Marchog I would like to note my support for the proposed project. Our community has done much work on bringing people together to address the limited facilities we have within our community. Developing a community hub that could include space for agencies to work from, and a leisure and wellbeing aspect would greatly benefit our residents. We are a large community, with a variety of needs and aspirations, and this project is an opportunity for us to work together to improve our community”.

## **5.2. STATUTORY OFFICERS' VIEWS:**

### **i. Monitoring Officer:**

The report notes that the project has been identified in the Councils Asset Plan. The recommendation to jointly seek a solution with partners and the local community offers a way forward which also recognises the principles of the Well Being of Future Generations Act.

### **ii. Head of Finance:**

I support the decision sought. Undertaking detailed research, including collaboration with others and community engagement, is essential if the development of the Integrated Family Support Centre in Maesgeirchen is to be a success. Such research will not only ensure that the proposed provision is suitable, but will also form part of the necessary work to establish detailed costs for the project. I can confirm that £500k has been allocated in the Asset Management Plan for the development of such a centre.