

PYOG

Grwp Prif Swyddogion Ieuenctid
Principal Youth Officers' Group

Curriculum for Life - What contribution can youth work make to a new curriculum for Wales?

**A discussion paper on behalf of the Wales Principal
Youth Officers' Group**



WLGA • CLILC

May 2016

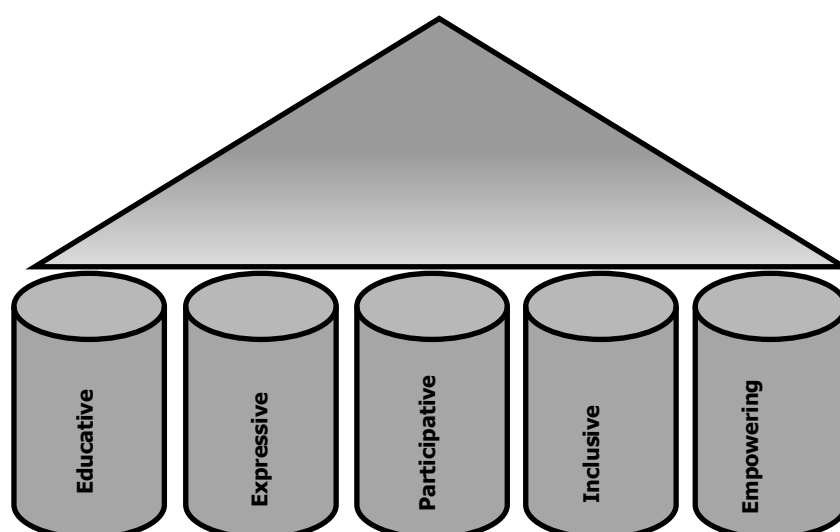
“It takes a village to raise a child”. The traditional African proverb is often quoted and, in the fast-paced, increasingly well connected world in which we live, it has never been more relevant than today. Wales is currently experiencing a once-in-a-generation opportunity to shape and develop a new curriculum for its young learners, which will equip them for life in a modern world which is far better connected and far more competitive than it has ever been. *Curriculum for Life* is a template for a new educational approach which is based around a blend of academic knowledge and broader skills development, set in the context of modern methods of learning.

As the African proverb and *Curriculum for Life* document state, the huge effort required to successfully raise our children and young people cannot be carried out by schools in isolation but requires the input of a wide range of stakeholders, both from the wider education ‘family’ and communities. This paper makes a contribution to the challenge, on behalf of the Youth Service in local authorities in Wales, as introduced by the Wales Principal Youth Officers’ Group (PYOG), the network of strategic leads for the Youth Service.

The Youth Service is the framework by which youth work is delivered; youth work is open to all young people aged 11-25 with its key purpose being to: “enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full Potential.”¹

It is based on a voluntary engagement and delivered via informal and non-formal education approaches during the period of transition from childhood to adulthood. Youth work is carried out in a variety of settings and through a number of methods, including curriculum specialities such as arts and culture, first aid, sports etc; information, advice, guidance and counselling services; project work; group work and one-to-one work, providing safe environments where young people can learn, gain qualifications and accreditation (see below) and develop a wide range of personal and social (soft) skills, which underpin an individual’s voice, influence and contribution to society.

The Five Pillars of Youth Work in Wales are that it is:



¹ Youth Work National Occupational Standards

The benefits of youth work and schools partnerships

Qualified for Life: A Curriculum for Wales - A Curriculum for Life (2015) describes the Pupil Offer as being "...about schools and practitioners working with a wide range of partners to develop a breadth of opportunities and activities that expand horizons within and beyond the traditional learning environment of the classroom...It is about partnerships beyond the school, where partners multiply the impact of each other's efforts". In other words, in order for young people to be able to access the formal curriculum delivered in schools and go on to become successful contributors to their communities, they have to be ready and able to do so. This means that they need to be happy, healthy, self-motivated and resilient "Evidence...demonstrates that young people who experience a diverse range of educational relationships in different contexts develop a stronger sense of confidence and a better understanding of how relationships work which may be beneficial effects on young people's educational engagement". NYA and Fabian Society the Contribution of Non-Formal Learning to Young People's Life Chances: Learning from Evidence (2008)

How are youth workers working with schools?

Extending and promoting learners' experiences is highlighted as 'Building Block 3' in *Qualified for Life: A Curriculum for Wales - A Curriculum for Life*. In line with the principle of subsidiarity, as proposed by *Qualified for Life*, this provides a platform for schools and relevant stakeholders to consider, particularly at local level, how and where a local 'youth offer' and 'pupil offer' can work together in broadening experiences for all young learners.

The new ambitious curriculum offers an excellent chance for youth workers and teachers to better understand and appreciate each other's contribution. If we don't want to nurture standard young people, we must not produce standard teachers or youth workers - further opportunities for developing this area lie with the Education Workforce Council and New Deal for the education workforce (see below).

Whilst teaching and youth work are different educational approaches, they deliver their greatest impact where they both embrace and understand each other as being **complementary**. 'Communication is a recurring issue for both those working in the youth sector and those employed in formal education. Youth workers can often struggle to articulate the value of their profession. However, schools can also fail to communicate adequately how they want to work with youth workers to support their students'.² **Successful Partnerships are based on a mutual understanding of roles and are found where youth workers are an integral part of the school team.**

Some examples of effective practice include:

- 'detached work' around corridors, cafeterias, common rooms and recreation areas;
- work with various interest groups around things like school newspapers, social action and school councils and forums;
- PSHE delivery
- homework and study support clubs;
- school holiday provision;
- work with young people experiencing difficulties around schooling; and
- pastoral and personal support
- support for young people not in education, employment & training (NEET)

² National Youth Agency Commission into the role of youth work in formal education (2014)

Following a survey of youth work in formal learning settings carried out by the PYOG, the sector reported work being carried in the following curriculum/enrichment areas:

♦ Conservation/Environment	♦ Sports Achievements
♦ Community/Citizenship	♦ Outward Bound
♦ Forum/School Council	♦ After School/Lunchtime Clubs
♦ Independent Living	♦ Vocational Programmes
♦ Enterprise Activities	♦ Basic Skills
♦ Music and Drama	♦ Essential Skills
♦ Sports Leadership	♦ Arts and Crafts

...including a selection of accredited programmes:

♦ BTEC	♦ Princes Trust XL
♦ OCN	♦ PSD
♦ Youth Achievement Awards	♦ Health
♦ Adventure Service Challenge	♦ DofE
♦ First Aid	♦ ASDAN
♦ Agored Cymru	♦ Millenium Volunteers
♦ John Muir Award	♦ Youth Work Certificate

The 2014-15 Welsh Government audit of local authority youth services reported the following being delivered across Wales:

Nearly 1,600 After School Club projects; contributing to the Expressive Arts; over 600 projects of citizenship; nearly 1,500 sports and physical activity projects; over 1,100 accredited projects; nearly 600 Welsh language; nearly 600 health & wellbeing; nearly 600 black and ethnic minorities projects; nearly 300 alternative curriculum projects; nearly 300 Duke of Edinburgh Award programmes; over 400 holiday schemes; nearly 100 European and International exchanges; nearly 200 projects involving information technology: <http://gov.wales/statistics-and-research/youth-services/?lang=en>

Whilst youth work is based on a voluntary relationship with a young person, a relationship which is also led by that young person, a number of accredited programmes and qualifications are available for those who wish to pursue such a route (some of which are on the Qualifications and Curriculum Framework (QCF) but all of which provide opportunities for young people to obtain recognition for their efforts). Professionally qualified youth workers, whilst skilled in engaging young people, are also trained and well used to planning, monitoring and evaluating their work.

There is growing evidence and consensus that **many outcomes of youth work, which are termed as intrinsic** (valued by and related primarily to individuals such as happiness, self-esteem and confidence) have a positive impact on those which are termed as extrinsic outcomes (those which can be measured by other people including educational achievement, literacy and numeracy or good health). **Youth services use a variety of mechanisms and tools to measure and evidence impact and progress.**

Local authority Youth Services also work closely with their voluntary sector colleagues, both local, regional and national and should be familiar with the services available in their local area.

Current PHSE work

Currently, PHSE support by youth workers (whether based in Schools or visiting) includes the delivery of following topic areas:

♦ relationships (friends, family, girlfriends and boyfriends)	♦ bullying
♦ behaviour	♦ substance misuse
♦ anger	♦ curriculum related issues
♦ truancy	♦ sexual health
♦ self-harm	♦ crime
♦ confidence	♦ attitudes
♦ self esteem	♦ physical/sexual abuse
♦ internet safety etc.	

Given the subject expertise held, there are increasingly calls for youth workers to deliver PSHE on a more substantial basis. The less formal nature of their relationship with young people can encourage young people to discuss sensitive issues more openly. Links to community organisations and other agencies can also be exploited by youth work staff should referrals need to be made, for example to other youth service teams or substance misuse agencies.

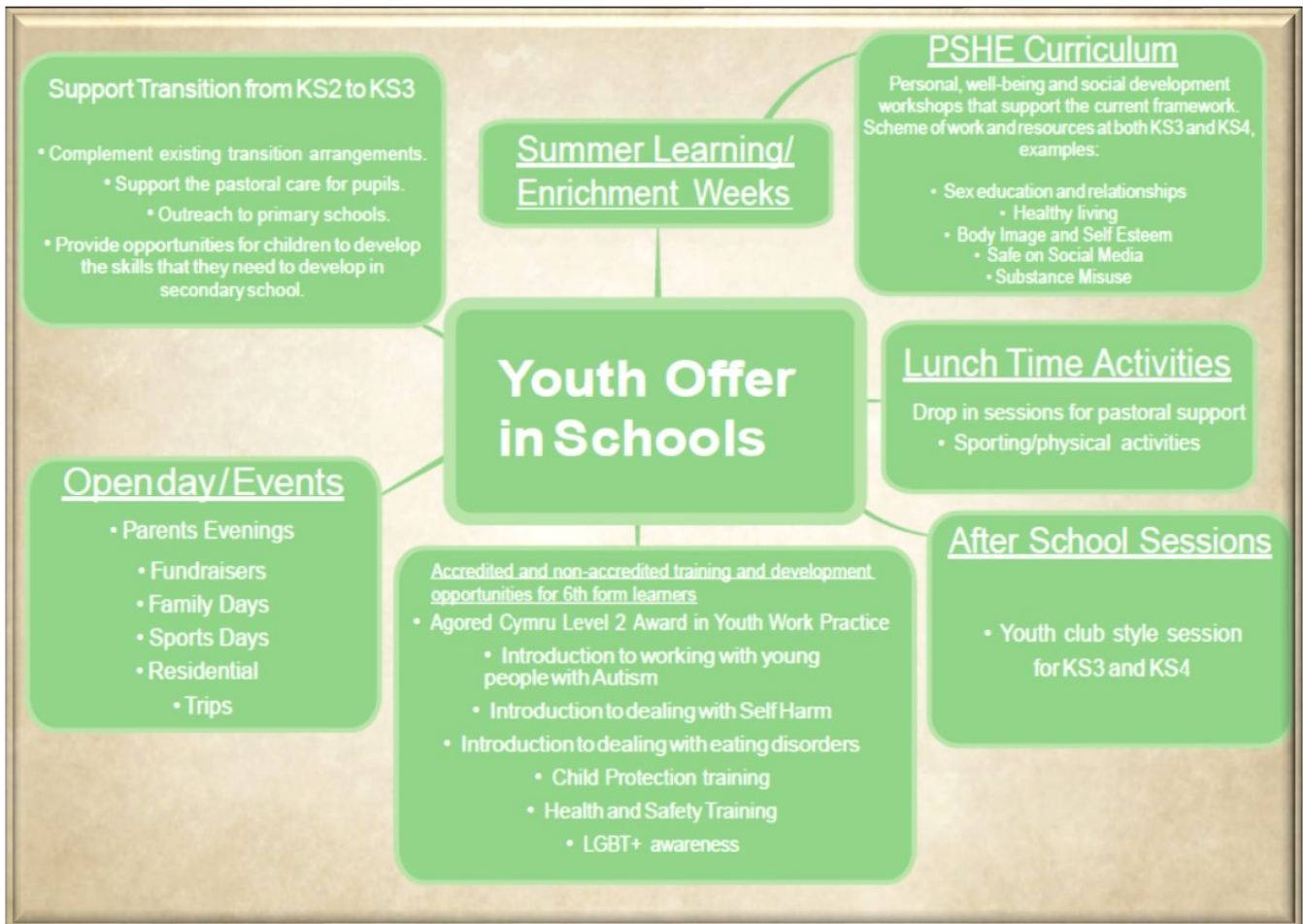
Education Workforce Council and the New Deal for Education Workforce

From April 2017, youth workers in schools will be required to register with the EWC. This will mean that registered youth workers will also be expected to work towards the aims of the EWC, in a similar way to that of teachers, FE College lecturers and support staff and work based learning practitioners.

The youth work sector continues to evolve and improve the quality of its workforce and via the [Education Training Standards \(ETS\) Council Wales](#) as the body which endorses training programmes. Whilst the EWC provides a new level of assurance as to the professional status of youth workers and the safeguarding of learners, parents and general public, it provides a unique opportunity for the education workforce to learn from each other in the drive to improve standards.

Annex 1

Example of a local youth offer



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**Cwrícwllwm am Oes - Cyfraniad gwaith
ieuenctid at gwrícwllwm newydd Cymru**

**Papur trafod ar ran Cylch Prif Swyddogion
Ieuenctid Cymru**



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Mai 2016

“Y pentref i gyd fydd yn magu plentyn.” Dyfynnir y ddihareb hon o Affrica yn aml ac, yn y byd cyfoes rydyn ni’n byw ynddo, mae’n fwy perthnasol nag erioed.

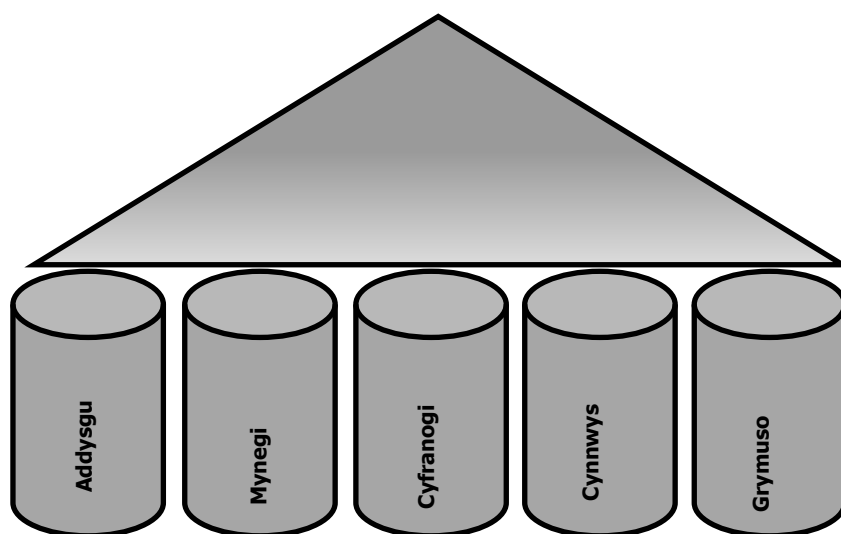
Mae gan Gymru gyfle a ddaw unwaith ym mhob cenhedlaeth i lunio cwrícwllwm fyddai’n paratoi dysgwyr ifanc ar gyfer byd sy’n cysylltu ac yn cystadlu’n gryfach nag erioed. Mae *Cwrícwllwm am Oes* yn dempled ar gyfer ffordd addysgol newydd sydd wedi’i seilio ar gyfuniad o wybodaeth academiaidd a medrau ehangach yng nghyd-destun dulliau dysgu cyfoes.

Mae’r ddihareb o Affrica a *Chwrícwllwm am Oes* fel ei gilydd yn datgan bod angen ymdrech fawr i fagu plant a phobl ifanc a bod angen amrywiaeth helaeth o bobl berthnasol ym maes addysg a chymunedau fel ei gilydd i gymryd rhan ynddi, nid dim ond yr ysgolion. Mae’r papur hwn yn cyfrannu at y drafodaeth ar ran gwasanaethau ieuenctid awdurdodau lleol Cymru. *Cylch Prif Swyddogion Ieuenctid Cymru*, rhwydwaith swyddogion sy’n arwain y gwasanaethau ieuenctid yn strategol, sydd wedi’i gyflwyno

Mae gwaith ymhlith yr ifainc yn mynd rhagddo trwy fframwaith y Gwasanaeth Ieuenctid. Mae gwaith ieuenctid ar gael i bobl ifanc rhwng 11 a 25 oed. Dyma ei brif ddiben: ‘Galluogi pobl ifanc i ddatblygu mewn modd cyfannol gan gydweithio â nhw er eu datblygiad personol, cymdeithasol ac addysgol fel y gallan nhw feithrin eu llais, eu dylanwad a’u priod le yn y gymdeithas a chyflawni eu llawn dwf.’¹

Mae gwaith ieuenctid wedi’i seilio ar yr egwyddor y bydd pobl ifanc yn cymryd rhan ynddo o’u gwirfodd trwy ddulliau anffurfiol a lled ffurfiol wrth bontio plentyndod a byd oedolyn. Fe fydd yn mynd rhagddo mewn amryw fannau a thrwy nifer o ddulliau megis pynciau arbennig yn y cwrícwllwm (y celfyddydau, gweithgareddau diwylliannol, cymorth cyntaf, y chwaraeon ac ati); gwasanaethau hysbysu, cynghori, bugeilio a chwnsela; prosiectau, cylchoedd a chysylltiadau unigol gan gynnig mannau diogel lle y gall pobl ifanc ddysgu, ennill cymwysterau/achrediaeth (gweler isod) a meithrin amrywiaeth helaeth o fedrau personol a chymdeithasol sy’n ategu llais, dylanwad a chyfraniad pawb yn y gymdeithas.

Dyma Bum Piler Gwaith Ieuenctid yng Nghymru:



¹ Safonau Galwedigaethol Gwladol Gwaith Ieuenctid

Manteision gwaith ieuenctid a phartneriaeth ysgolion:

Mae Cymwysedig am Oes: Cwríclwm i Gymru - Cwríclwm am Oes (2015) wedi disgrifio'r Cynnig i Ddisgyblion fel a ganlyn: 'Bydd ysgolion ac ymarferwyr yn cydweithio ag amrywiaeth helaeth o bartneriaid i lunio ystod o gyfleoedd a gweithgareddau fydd yn ehangu gorwelion yn yr ystafell ddosbarth a'r tu hwnt iddi. Mae'n ymwneud â phartneriaethau y tu hwnt i'r ysgol lle bydd partneriaid yn atgyfnerthu effaith ymdrechion ei gilydd.' Mewn geiriau eraill, er mwyn i'r ifainc allu manteisio ar gwríclwm ffurfiol yr ysgolion a mynd ymlaen i gyfrannu'n llwyddiannus yn eu cymunedau, rhaid iddyn nhw fod yn barod ac yn gallu gwneud hynny. Felly, rhaid iddyn nhw fod yn bobl hapus ac iach, cryf eu cymhelliant a'u cadernid. 'Mae tystiolaeth wedi dangos bod pobl ifanc sy'n profi cysylltiadau addysgol amryfal mewn gwahanol gyd-destunau'n tueddu i fod yn fwy hyderus a deall hanfod cysylltiadau yn well, a gall hynny effeithio er eu lles ar eu ffordd o ymgysylltu ag addysg.' NYA a Chymdeithas Fabian, 'The Contribution of Non-Formal Learning to Young People's Life Chances: Learning from Evidence' (2008)

Sut mae gweithwyr ieuenctid yn cydweithio â'r ysgolion?

'Maen Adeiladu 3' *Cymwysedig am Oes: Cwríclwm i Gymru - Cwríclwm am Oes* yw ehangu a hyrwyddo profiadau dysgwyr yn ôl yr egwyddor y dylai grym fod mor agos at y bobl ag y bo modd. Bydd hynny'n rhoi cyfle i'r ysgolion a phobl gysylltiedig ystyried sut a ble y gallai 'cynnig i'r ifainc' weithredu ym mhob bro i ehangu profiad pob dysgwr ifanc.

Mae'r cwríclwm uchelgeisiol newydd hwn yn cynnig cyfle ardderchog i weithwyr ieuenctid ac athrawon ddeall/gwerthfawrogi cyfraniad ei gilydd yn well. Os nad ydyn ni am fagu pobl ifanc unffurf, ddylen ni ddim hyfforddi athrawon na gweithwyr ieuenctid unffurf. Bydd gan Gyngor Gweithlu Addysg a'r Fargen Newydd ragor o gyfleoedd i ddatblygu'r agwedd hon ymhlith ein gweithwyr (gweler isod).

Er bod athrawon a gweithwyr ieuenctid yn defnyddio dulliau addysgu gwahanol, bydd yr effaith fwyaf lle gallan nhw ddeall bod y **naill rôl yn gymar i'r llall**. 'Mae cyfathrebu yn thema sy'n codi dro ar ôl tro i'r rhai sy'n ymwneud â gwaith ieuenctid ac addysg ffurfiol fel ei gilydd. Gall fod yn anodd i weithwyr ieuenctid fynegi gwerth eu galwedigaeth, yn aml. Gall ysgolion fethu â chyfleu'n ddigonol sut yr hoffon nhw gydblythu â gweithwyr ieuenctid er lles eu disgyblion hefyd, fodd bynnag.'² **Bydd partneriaethau'n llwyddiannus pan fo'r aelodau'n deall rôl ei gilydd a phan fo gweithwyr ieuenctid yn rhan annatod o dîm yr ysgol.**

Dyma rai arferion effeithiol:

- 'gwaith allanol' mewn coridor, caffeteria, ystafell gyffredin neu fan hamdden;
- gweithio gyda chylchoedd ynglŷn ag amryw ddiddordebau megis papur newydd yr ysgol, gweithredu'n gymdeithasol a chynngor/fforwm yr ysgol;
- addysg bersonol, cymdeithasol ac iechyd
- clybiau gwaith cartref a chymorth ar gyfer astudio;
- darpariaeth yn ystod gwyliau'r ysgol;
- gweithio gyda phobl ifanc mae bywyd yn yr ysgol yn anodd iddyn nhw;
- cymorth bugeiliol a phersonol;
- cymorth i bobl ifanc nad ydyn nhw'n ymwneud ag addysg, gwaith na hyfforddiant.

² Comisiwn Asiantaeth Genedlaethol Ieuenctid am rôl gwaith ieuenctid ym maes addysg ffurfiol (2014)

Dyma feysydd lle mae gwaith ieuenctid yn mynd rhagddo mewn sefydliadau addysg ffurfiol yn ôl arolwg Cylch Prif Swyddogion Ieuenctid Cymru:

♦ Cadwraeth/yr amgylchedd	♦ Cyflawni yn y chwaraeon
♦ Cymuned/dinasyddiaeth	♦ Hyfforddiant antur
♦ Fforwm/cyngor yr ysgol	♦ Clybiau amser cinio/ar ôl yr ysgol
♦ Byw'n annibynnol	♦ Rhaglenni galwedigaethol
♦ Gweithgareddau menter	♦ Medrau sylfaenol
♦ Cerddoriaeth a drama	♦ Medrau hanfodol
♦ Arwain yn y chwaraeon	♦ Celfyddydau a chrefftau

...gan gynnwys amryw raglenni achrededig:

♦ BTEC	♦ Ymddiriedolaeth Tywysog Cymru
♦ OCN	♦ Datblygu personol/cymdeithasol
♦ Gwobrau Llwyddiant Ieuenctid	♦ Iechyd
♦ Her Gwasanaethau Antur	♦ Gwobr Dug Caeredin
♦ Cymorth Cyntaf	♦ ASDAN
♦ Agored Cymru	♦ Gwirfoddolwyr y Mileniwm
♦ Gwobr John Muir	♦ Tystysgrif Gwaith Ieuenctid

Dyma'r hyn sy'n mynd rhagddo yn ôl arolwg Llywodraeth Cymru o wasanaethau ieuenctid yr awdurdodau lleol yn 2014-15:

Bron 1,600 o glybiau ar ôl yr ysgol; cyfrannu at y celfyddydau mynegol; dros 600 o brosiectau dinasyddiaeth; bron 1,500 o brosiectau chwaraeon a gweithgareddau corfforol; dros 1,100 o brosiectau achrededig; dros 600 yn y Gymraeg; bron 600 iechyd a llesiant; bron 600 o brosiectau i bobl o dras groenddu neu leiafrifol; bron 300 o brosiectau amgen na'r cwrícwlm; bron 300 o raglenni ar gyfer Gwobr Dug Caeredin; dros 400 o gynlluniau gwyliau; bron 100 o raglenni cyfnewid yn Ewrop a'r tu hwnt; bron 200 ynglŷn â thechnoleg gwybodaeth: <http://gov.wales/statistics-and-research/youth-services/?lang=en>

Er bod gwaith ieuenctid wedi'i seilio ar berthynas y bydd rhywun ifanc yn ymwneud â hi o'i wirfodd (perthynas y bydd yn ei harwain, hefyd), mae nifer o raglenni achrededig a chyrsgau astudio ar gyfer cymwysterau ar gael i'r rhai a hoffai ddilyn y trywydd hwnnw. Mae nifer o'r rheiny'n perthyn i Fframwaith y Cymwysterau a'r Cwrícwlm ond byddan nhw i gyd yn rhoi cyfleoedd i bobl ifanc ennill cydnabyddiaeth am eu hymdrechion. Yn ogystal â'u medrau ar gyfer ymgysylltu â phobl ifanc, mae gweithwyr ieuenctid proffesiynol wedi'u hyfforddi o ran trefnu, monitro a gwerthuso eu gwaith, ac maen nhw'n hen gyfarwydd â'r maes hwnnw.

Mae mwy a mwy o dystiolaeth a chydysyniad y bydd **llawer o'r rhinweddau cynhenid sy'n deillio o waith ieuenctid** (megis hapusrwydd, hunan-barch a hyder) yn effeithio'n dda ar y rhai anghynhenid sy'n deillio ohono (megis cyrhaeddiad addysgol, llythrennedd, rhifedd ac iechyd da). **Mae gwasanaethau ieuenctid yn defnyddio amryw ffyrdd o fesur yr effeithiau a'r cynnydd a hel tystiolaeth berthnasol.**

At hynny, mae gwasanaethau ieuenctid yr awdurdodau lleol yn cydweithio'n agos â mudiadau gwirfoddol lleol rhanbarthol a chenedlaethol, a dylen nhw wybod pa wasanaethau sydd ar gael.

Addysg bersonol a chymdeithasol ar hyn o bryd

Dyma'r pynciau lle mae gweithwyr ieuenctid sy'n perthyn i ysgolion neu'n ymweld â nhw yn cynnig cymorth ar hyn o bryd:

♦ perthynas â chyfeillion, y teulu a chariadon	♦ camddefnyddio cyffuriau
♦ ymddygiad	♦ materion y cwrícwllwm
♦ dicter	♦ iechyd rhywiol
♦ colli'r ysgol	♦ troseddu
♦ hunan niweidio	♦ agweddau
♦ hyder	♦ cam-drin corfforol/rhywiol
♦ hunan-barch	♦ diogelwch y Rhynggrwyd
♦ bwlio	

Mae mwy a mwy o alw am arbenigedd gweithwyr ieuenctid yn y maes hwn. Mae natur eu perthynas â phobl ifanc yn llai ffurfiol ac, felly, gall disgyblion drafod materion o'r fath yn fwy agored. Gall gweithwyr ieuenctid fanteisio ar gysylltiadau â mudiadau cymunedol ac amryw asiantaethau eraill (megis timau eraill gwasanaeth ieuenctid neu asiantaethau dros faterion camddefnyddio cyffuriau) i ddibenion atgyfeirio, hefyd.

Cyngor Gweithlu Addysg a'r Fargen Newydd i Weithlu Addysg

O fis Ebrill 2017, bydd gofyn i weithwyr ieuenctid mewn ysgolion gofrestru â Chyngor Gweithlu Addysg. Felly, bydd disgwyl iddyn nhw weithredu yn ôl nodau'r cyngor hwnnw fel yr athrawon, darlithwyr y colegau, staff cymorth dysgu ac ymarferwyr dysgu yn y gwaith.

Mae sector y gwaith ieuenctid yn parhau i ddatblygu a gwella ansawdd ei weithlu trwy ei drefn ei hun a thrwy [Cyngor Safonau Addysg a Hyfforddiant Cymru](#) (y corff sy'n rhoi sêl ei fendith ar raglenni hyfforddi). Er y bydd Cyngor Gweithlu Addysg yn rhoi lefel newydd o ran dilysu statws gweithwyr ieuenctid a diogelu dysgwyr, rhieni a'r cyhoedd i gyd, bydd yn cynnig cyfle unigryw i bawb ym maes addysg ddysgu oddi wrth ei gilydd er safonau gwell, hefyd.

Atodiad 1

Enghraifft o gynnyg lleol i'r ifainc

