

Agenda – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: 20 September 2017

Meeting time: 09.00

For further information contact:

Llinos Madeley

Committee Clerk

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Pre-meeting

(08.45 – 09.00)

1 Introductions, apologies, substitutions and declarations of interest

(09.00)

2 Inquiry into Teachers' Professional Learning and Education – evidence session 7

(09.00 – 10.00)

(Pages 1 – 39)

Professor Michael Waters, University of Wolverhampton

Attached Documents:

Research Brief

Key Issues Paper

CYPE(5)–24–17 – Paper 1 – Professor Michael Waters

3 Inquiry into Teachers' Professional Learning and Education – evidence session 8

(10.00 – 11.00)

(Pages 40 – 45)

Regional Education Consortia

Dr Kevin Palmer, Education Achievement Service for South East Wales

Anna Brychan, Central South Consortium Joint Education Service



Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales

Betsan O'Connor, Education through Regional Working
Rhys Howard Hughes, GwE

Additional information requested by the Committee on professional standards to inform the Inquiry into Teachers' Professional Learning and Education is provided in a separate supplementary pack.

Attached Documents:

CYPE(5)–24–17 – Paper 2 – Regional Consortia

4 Additional Learning Needs and Education Tribunal (Wales) Bill – Order of Amendments

(11.00 – 11.05)

(Pages 46 – 47)

Attached Documents:

CYPE(4)–24–17 – Paper 3

5 Paper(s) to note

(11.05)

All papers to note are provided in a separate supplementary pack.

CYPE(5)–24–17 – Papers 4 – 22

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

(11.05)

Break

11.05 – 11.15

**7 Inquiry into Teachers' Professional Learning and Education –
Consideration of evidence received**

(11.15 – 11.30)

8 Inquiry into Perinatal Mental Health – Consideration of draft report

(11.30 – 12.00)

(Pages 48 – 110)

Attached Documents:

CYPE(5)–24–17 – Paper 23 – Draft Report

**9 Legislative Consent: Financial Guidance and Claims Bill –
Consideration of draft report**

(12.00 – 12.15)

(Pages 111 – 122)

Attached Documents:

CYPE(5)–24–17 – Private Paper 24

CYPE(4)–24–17 – Paper 25

CYPE(4)–24–17 – Paper 26

**10 Inquiry into the Emotional and Mental Health of Children and
Young People – Preparation for visits on 28 September**

(12.15 – 12.30)

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Response from: Professor Michael Waters

Please go to <http://learning.gov.wales/docs/learningwales/publications/170901-professional-standards-for-teaching-and-leadership-en.pdf> in order to explore the standards and to read the background and public consultation documentation. The following bullet points are offered as a very brief summary.

The new standards have been produced by working groups and trialled in schools across Wales with very positive response.

There are five standards: pedagogy, collaboration, professional learning, innovation and leadership.

There is an overarching set of values and dispositions that apply to all professionals.

These five standards apply to all teachers and to those in a formal leadership role (e.g. head teacher, deputy, assistant, head of department/ phase).

The standards for leadership are at two levels: new to the role and sustained effective practice.

The majority of professionals in schools are teachers, and it is crucial that we define their roles in ways that can help lead to the successful reform of education in Wales.

For teachers, the standards are described at two levels: sustained effective practice and career entry.

There are several descriptors for each standard (32 in total across the 5 standards) that exemplify the standard.

At career entry level, the detailed descriptors serve as a basis for consideration of effectiveness, the award of Qualified Teacher Status and to help ensure sufficient development through a teacher's induction period. Teacher must satisfy the five standards, and demonstrate their effectiveness in all descriptors to be allowed to enter the profession.

Beyond career entry level, it assumes that the teacher is effective and the ambition is to use the standards to enable professional growth.

The descriptors serve as the basis for professional discussion with supervisors and peers about progress as a professional.

Where there are concerns about the performance of a teacher or leader, the descriptors could serve to help pinpoint possible shortcomings where the expected standard is not being met and can help provide the building blocks needed to help to remedy such shortcomings.

The descriptors link with each other across the five standards to address the complexity of teaching and leadership. They are not meant to be visited 'in order'.

Teachers and leaders are urged to use the Professional Learning Passport (developed by the Education Workforce Council) as a vehicle for recording their professional growth.

The standards are provided on a web platform to encourage professional conversations. These conversations can be assisted by ensuring that the teacher has the knowledge of what sustained effective practice looks like.

Examples of good practice will gradually be included upon the web platform to exemplify aspects of descriptors – it has been a clear ambition from the outset that the standards should encourage growth and development.

A range of examples of professional standards from other countries and jurisdictions were considered as background to the development in Wales.

The OECD has recognised the standards as a positive development in their report of published in the spring of 2017.

The response of professional associations to the new standards is mixed though individual meetings with secretaries following the formal consultation have been productive in the main.

The standards are one aspect of the wider efforts being made by the Government to improve outcomes in schools, alongside reforms in curriculum and qualifications, Initial Teacher Education, professional learning and the development of the National Academy for Educational Leadership, the development of a self-improving education system and changes to the way pupils with additional learning needs are supported. As such the standards are integral to the reform agenda.

The standards are an important part of the drive to build a self-improving school system with collaboration across the profession as a central tenet. They are not expected to increase workload but are intended to raise the curiosity, insight and endeavour of professionals, and the expectation that professionals collaborate for the benefit of the learner, and hopefully the teacher.

The standards are intended to promote a culture of challenge, support and growth with an emphasis upon high level performance to the benefit of each pupil and to Wales.



Consortia Gwella Ysgolion Rhanbarthol Regional School Improvement Consortia

The four regions presented to the committee last in relation to progress with Successful Futures and curriculum reform. Since that date the joint work we have done between ourselves and with Welsh Government has led to improvements and greater confidence. Further continued work is required, nevertheless, this is now building on a far clearer footing and with an improved momentum.

Improvements include

1. Improved communication
2. Greater Clarity on the changes, and the scale of these changes
3. Improved collaboration and joint understanding of key partners engaged in the programme
4. A move towards making clearer links between different aspects of the change programme – eg. Teacher standards and curriculum, assessment and performance measures
5. Common Professional Learning offer, specifically now for leadership and developing for all workforce including support staff
6. Increased focus on, and clarity on roles, and accountabilities

1 IMPROVED COMMUNICATION

Since January

- The role of Change Board to facilitate work from a range of stakeholders has led to a quicker pace on key projects. Eg reducing teacher workload and supporting the AoLE development.
- Workshop days with WG colleagues to build their understanding of how schools and regions work, and specifically how change needs to be put in context for schools.

Post September

- Align the communication of all key organisations to ensure a single message to all stakeholders.

2 GREATER CLARITY

Since January

- Appointed joint regional consortia and WG identified leads for each Area of Learning and Experience (AoLE) group to work in partnership. This has provided clear joint leadership to the design and development process.
- Provided opportunities for AoLE leads to share progress and thinking with each other in order to triangulate developments and identify similarities.
- Provided clarity regarding the roles and expectations of pioneer schools and practitioners. Agreed national standards – regional implementation
- Clarified role of Welsh Gov and Consortia to deliver this agenda
- Produced core brief to all pioneers to provide clarity regarding what is required in strand 2
- Held a national event to draw together the work of curriculum and professional learning pioneer schools.

Post September

- Consortia have a key role in the next academic year:

Keeping all schools informed with developments and discussing implications of developments

Assessing the readiness of all schools to deliver and preparing packages of support to support all schools.

Ensuring pioneer schools engage with their networks of schools to support the development of the new curriculum throughout the system.

- WG/Consortia develop new core brief to provide clarity regarding the purpose of the next strand of work (strand 3) and to include in the new brief the role of key organisations such as Estyn and Qualifications Wales in supporting the agenda.

- All regions are using clusters or networks of schools as mechanism to cascade key messages. These will be critical in ensuring the delivery of consistent messages to all teachers.

3 IMPROVED COLLABORATION

Since January

- Jointly Agreed a core brief for all AoLE groups which outlined the tasks that needed to be completed by the end of the last academic year
- Jointly monitored the progress of AoLEs and intervened as and when necessary
- Developed a structured regular meetings cycle with all AoLE leads from WG and consortia to:
 - o Review output from each workshop
 - o Plan future workshops
 - o Discuss progress/issues/challenges
 - o Share lessons learned
- **Held a national pioneer conference on 10 -11 July 2017** which was the first time that practitioners from the three pioneer strands (digital, professional learning and curriculum development) came together to examine and reflect upon the output of the 6 AoLE groups
- **Change management training held for consortia, WG and AoLE leads to support the professional development of teams to lead the change required**

Post September

Increase cross AoLE working (e.g. Science and Technology and Health and Well- being have begun to discuss overlaps)

4 CLEARER LINKS AND PROGRESS (Moving forward)

Since January

There is increased understanding between all parties of the hurdles to progress, with arrangements for solutions to be discussed and actioned.

In addition, links are being made between aspects of the national change programme, that were previously isolated

Curriculum and Assessment are being developed together, the University of Wales Trinity Saint David and the University of Glasgow are working directly with Pioneer Schools as part of AoLE development. They will support pioneer schools to build evidence based learning progression frameworks and to develop achievement outcomes for the progression reference points. This work will involve talking to learners directly to capture their reflections of their own progression in learning and will also be rooted in teachers' actual experience of progression in learning.

All AoLE groups also make use of members of the Curriculum and Assessment Group and other national groups.

The Independent Advisory Group, chaired by Professor Graham Donaldson, has also reviewed progress to date and shared its thoughts on progress.

From September

- Building on the work of strand 1 and strand 2, in September, the AoLE leads from WG and consortia are coming together with Professor Mark Priestly to:
 - **form a single set of recommendations for the AoLE groups** based on the strand 1 reports and considering the strand 2 proposals to date.
 - ensure a **consistency in understanding between the AoLE leads in relation to the 'big ideas'/what matters approach** and facilitate discussion around the level of flexibility that the approach could offer for it to be meaningful for all AoLEs, and appropriate for learners in Wales.
 - **Confirm what should be included in the framework to ensure clarity and consistency**
- Provide clear expectations for all AoLE workshops in the Autumn term

5 Professional Learning

Since January

- ***Developing the National Approach to Professional Learning.*** The four consortia have **worked in partnership with pioneers** to develop a National Approach to Professional Learning, specifically linking

Career Development Pathway milestones. This approach will ensure that practitioners have access to equitable provision throughout their career continuum.

- **OECD Pilot Group – *Schools as Learning Organisations (SLO)*** supporting the self improving system, informed by international research. Reflective tools are currently being field tested and WG is working with OECD and consortia to develop a wider implementation plan.
- professional learning pioneer schools will work with the curriculum pioneers and the wider school network to address emerging implications for professional learning.
- All regions are committed to making professional learning available to teachers and leaders throughout 2017-2018. In some cases, the guidance documentation underpinning professional conversations has already been redesigned so that these conversations can be couched in terms of the new standards, and in all regions the application of the new standards to newly qualified teachers makes it essential that key parts of the system are geared to work in line with the new standards. For example, all mentors supporting NQTs are being trained this term and next to ensure that they make appropriate and effective use of the new standards in support of NQTs. The Professional Learning pioneer schools in all regions have been involved in the development of the new standards and are equipped to work with NQT mentors and the advisory staff of the regional consortia to ensure that support and training are available.

Post September

Support and training available to help teachers transition to the new standards will be scheduled over time. There will be a growing programme across the areas outlined above in line with the needs of specific schools.

6 Accountability

- Rewrite of National Model starting soon. This will help clarify the roles of regions as delivery vehicles for WG.
- All change carries implications for resources, and some of these challenges are already being addressed. The production of new support and guidance documentation is already under way in all of the regions, and pilots will begin this term in making use of the new standards in dozens of schools across the country. Some of these schools are Pioneer schools, and are funded to invest in this work in support of the system. Other schools are engaging on a voluntary basis as part of the regions' investment in the self-improving-system, and the involvement of these schools carries resourcing implications. For the workforce of the regions themselves, there is a significant impact in professional development – for example in the

case of Challenge Advisers and curriculum or pedagogy advisers who will need to be operating in the terms of both sets of standards this year and moving to the new across the year. In most cases, regional consortia are working with partners in schools and HEIs to ensure that the new standards fit with the needs of participants in ITE and qualifications-based post-graduate work.

- Clarity on the expectations of all parties will help with accountability both in the short and longer term.



To: Children, Young People and Education Committee

Additional Learning Needs and Education Tribunal (Wales) Bill: preparation for Stage 2

Purpose

1. To agree the order of consideration for Stage 2 of the Additional Learning Needs and Education Tribunal (Wales) Bill (the Bill).

Background

2. The Committee reported on the general principles of the Bill on 24 May 2017. The debate on the general principles of the Bill was held on 6 June 2017. The general principles were agreed by the Assembly, and the Bill has proceeded to Stage 2. The deadline set by the Business Committee for the completion of Stage 2 proceedings is 20 October 2017.

Order of consideration

3. The order of consideration is the order in which the sections and schedules of the Bill are arranged for the purpose of disposing of amendments. Standing Orders provide for a default order of consideration. This is the order in which the sections and schedules appear in the Bill. It is open to the Committee to vary the order of consideration if it wishes to do so.

4. The Bill contains 88 sections and 1 schedule. Section 1 is an overview section relating to the whole Bill. To help streamline proceedings as much as possible, it is proposed that the Committee agrees to consider the overview section following the substantive provisions to which it relates (to enable amendments to substantive provisions to be disposed of before any consequential amendments to the overview section).

5. On this basis, the proposed order of consideration is:

- Sections 2-88
- Schedule 1
- Section 1
- Long title.

Amendments

6. The role of the Committee at Stage 2 is to consider and dispose of amendments tabled to the Bill. Any Member may table amendments for consideration at Stage 2.

7. Following the agreement of the general principles of the Bill, tabling opened on 7 June 2017. A number of amendments have been tabled and are published on the Bill's web page. To ensure that there is sufficient time to

dispose of all amendments, the first Stage 2 meeting has been scheduled for Wednesday 4 October. Standing Orders require that all amendments are tabled five working days before they are to be considered. The tabling deadlines are therefore

- Monday 25 September (Welsh Government)
- Wednesday 27 September (other Members)

8. A provisional Stage 2 meeting has been scheduled for Thursday 12 October to consider any amendments that are not disposed of in that first meeting.

Financial Resolution

9. The financial resolution for the Bill has not yet been moved. We anticipate that this will be moved on Tuesday 3 October. In accordance with Standing Order 26.69, no proceedings may be taken on the Bill after Stage 1 unless a financial resolution has been agreed. This does not prevent the tabling of amendments. Similarly, any decision made in relation to the order of consideration of such amendments may be taken by the Committee prior to the financial resolution being passed. Members should note, however, that if the financial resolution is not agreed on 3 October, the Committee cannot consider and dispose of amendments to the Bill.

Action

10. Members are asked to consider and agree the proposed order of consideration for amendments to the Bill (paragraphs 3 to 5).

Agenda Item 8

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

Document is Restricted

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



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA/CS/0483/17

Lynne Neagle
Chair
Children, Young People and Education Committee

23 August 2017

Dear Lynne,

Thank you for your letter of 24 July regarding the Legislative Consent Memorandum (LCM) on the UK Government's Financial Guidance and Claims Bill.

I refer to the points in your letter requesting further information and have listed the responses against each point below;

- i. The reasons why the Welsh Government considers it appropriate for the Single Financial Guidance Body (SFGB), rather than an appropriate Welsh body/organisation, to have responsibility for creating a strategy to improve the provision of financial education to children and young people in Wales.
 - As 'Education' is devolved, the aspect of the SFGB's strategic financial capability function to support and co-ordinate the provision of financial education (as a curriculum activity) to children and young people is a devolved matter, which lies solely with the Welsh Government. This is recognised by Department for Work and Pensions, the sponsor department.
 - The Welsh Government (and the other Devolved Administrations) will continue to lead on our own Financial Inclusion Strategy, which includes the financial capability of children and young people. However, as happens now with the current UK Financial Capability Strategy, it is important to link both strategies to ensure that the particular challenges facing devolved administrations are fully recognised in the UK strategy, the full range of funded activities are better joined up, best practice is shared, and partners work more collaboratively across debt, financial capability and financial education.
 - Schools and learning settings in Wales will be able to access the financial capability and money guidance activities that will be funded through the SFGB. This function is currently undertaken by the Money Advice Service

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We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

(MAS) and financial education/capability projects provided across all age groups within Wales have recently benefitted from £1.7 million funding through the MAS 'What Works Fund'. These projects are testing the effectiveness of various interventions in order to build the evidence base around what types of interventions make a measurable impact on bringing sustainable improvements to people's financial capability. It is important that Wales continues to benefit from funding in this area, and these activities are appropriately linked to devolved debt advice funding.

- ii. How the Welsh Government anticipates it will work in practice with the Single Financial Guidance Body in relation to the provision of financial education of children and young people in Wales.
 - Clause 2(8)(e) within the Financial Guidance and Claims Bill provides that the SFGB will work closely with the Devolved Administrations. The requirement for the SFGB to work with the Devolved Administrations reflects the SFGB's UK wide role on money guidance and in its coordination role of a UK national strategy covering debt, financial capability and financial education which will need to reflect the Devolved Administrations' lead on debt advice within their jurisdictions.
 - MAS officers meet regularly with officials to ensure MAS funded activities are supporting the strategic priorities of the Welsh Government as set out in the Financial Inclusion Strategy and Delivery Plan, and this is expected to continue with the new SFGB.
 - The Bill requires the SFGB to establish a committee and UK Ministers have indicated that Devolved Administrations will be represented within the SFGB. In particular, UK Ministers propose that representatives from the Devolved Administrations should have a formal role in the commissioning of local services to take full advantage of local expertise and sectoral knowledge. In this regard, the Bill includes provision requiring the SFGB to work with the Devolved Administrations in respect of its strategic financial capability function together with providing the objective that the SFGB works closely with the Welsh Ministers regarding the provision of information, guidance and advice to members of the public.
- iii. How the planned UK-wide strategy would fit with the development of the new Curriculum for Wales and in particular the Government's wish to avoid its piecemeal reform.
 - The Welsh Government asked Estyn to undertake a review on the quality and provision of financial education in schools and how teaching and learning in this area has developed. Estyn's review is one of the actions within the Welsh Government Financial Inclusion Delivery Plan, which sets out actions and success measures required to monitor progress in enhancing support for financial inclusion and financial education across Wales.
 - Estyn published their findings in July 2017. Their findings will inform future curriculum development, indicate areas of good practice, and provide a steer on potential areas for improvement. A copy of the report and the Government response can be found at:

<http://gov.wales/topics/educationandskills/schoolhome/raisingstandards/estynremit/estynreports/managing-money-financial-education-in-primary-and-secondary-schools/?lang=en>

- Welsh Government is working with our four Regional Education Consortia and the MAS to support schools in using interventions that help them to measure and understand changes in learners' financial skills. This includes resources which we are actively promoting to schools, designed to enhance teachers' skills, knowledge and understanding to drive the effectiveness of financial education. I do not envisage this changing in substance through the development of the SFGB, though we will keep the matter under review going forward.
- iv. What is known at this stage on how financial education will be provided under the new Curriculum for Wales.
- Estyn's review findings will be taken into account in the development of the new Areas of Learning and Experience (AoLEs). Work on the AoLEs commenced with Pioneer Schools in January 2017.
 - Through the reform arrangements we have put in place, it is for the network of Pioneer Schools to consider the scope of each of the curriculum AoLEs. In this context, this relates to both the Mathematics and Numeracy and Health and Well-being AoLEs. In so doing, Pioneer Schools will be working with key relevant organisations, including the Money Advice Service, Credit Unions and Estyn, to consider how financial education should feature. For example, the mathematics and numeracy Pioneer working group will meet these external experts to consider financial education in September, and I fully expect their input to be drawn on further as curriculum development work progresses.
 - I am also clear that our education reforms will also include significant support for our teaching professionals. That is why I launched the National Network for Excellence in Mathematics (NNEM) in July, as part of our national approach to professional learning. I have asked the NNEM to work with Pioneer and lead schools to support evidence-based pedagogical development in financial education, for improved classroom practice, ensuring that the teaching workforce has access to appropriate training, development and support linked to the new curriculum.

Yours sincerely



Kirsty Williams AC/AM

Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Carl Sargeant AC/AM
Ysgrifennydd y Cabinet dros Gymunedau a Phlant
Cabinet Secretary for Communities and Children



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SFGB. This function is currently undertaken by the Money Advice Service ('MAS') and financial education/capability projects provided across all age groups within Wales have recently benefitted from £1.7 million funding through the MAS 'What Works Fund'. These projects are testing the effectiveness of various interventions in order to build the evidence base around what types of interventions make a measurable impact on bringing sustainable improvements to people's financial capability. It is important that Wales continues to benefit from funding in this area, and these activities are appropriately linked to devolved debt advice funding.

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Yours sincerely



Carl Sargeant AC/AM

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Cabinet Secretary for Communities and Children