

MERTHYR TYDFIL ADULT COMMUNITY LEARNING AREA STRATEGY October 2009–October 2014



MERTHYR
LEARNS

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VISION STATEMENT

The Vision for Adult Community Learning for Merthyr Tydfil is

“Through partnership, the Community Learning Network will create and sustain an environment where young people and adults have access to a wide range of learning opportunities, within a community setting, which is relevant to their needs. These learning opportunities will be delivered to meet individual learning styles, therefore maximising a persons potential and achieving a greater degree of independence and quality of life.”

The Adult Community Learning Partnership within Merthyr Tydfil focuses primarily on individuals 19 years of age and older, but can include those 16 – 18 and intergenerational learning where appropriate. The following text is a summary of the aims of the ACL Area Strategy.

This strategy contains a number of key aims which seek to:

Aim 1: Improve skills for work

Increase employment and tackle economic inactivity and improve chances for promotion.

Aim 2: Improve well being and social inclusion

Enable residents to develop so that they may enjoy a healthier, stimulated and enriched life.

Aim 3: Improve communication skills and working with numbers

Enable residents to develop skills to maximise their potential and achieve a greater degree of independence.

Aim 4: Encourage learning for active citizenship and community development

Empower local residents to actively participate in the development and management of services within their own community.

Aim 5: Strengthen partnership working to ensure continuous improvement

Provide high quality learning that meets the learning styles and needs of individuals and groups in order for them to achieve their set goals.

WHY DO WE NEED A STRATEGY?

Within Merthyr Tydfil there is a commitment to providing learning opportunities for everyone through all stages in their life. Creating a culture in which learning is valued is very important for any community, irrespective of whether learning takes place in a classroom setting, an activity in the outdoors, or as a project in a community group.

In order to create a culture of valuing learning, the ACL network needs to ensure that its energy and resources are used to maximum effect; reducing duplication, planning learning activity based on community need and sharing resources wherever possible. In short, ACL needs to respond to the changing needs of the community by making learning relevant to an individuals need and also support key initiatives and policy developments in an efficient and effective way.

This strategy document is the start of the process of establishing the way forward. By learners, planners, delivering agents and facilitators of services working together to produce this document, it has meant all stakeholders have agreed on the direction of travel for ACL in Merthyr Tydfil for the next 5 years.

The ACL network will oversee the implementation of action plans for this strategy to ensure effective links with other strategies and provision are developed and maintained. The network will also be responsible for monitoring progress against the targets set. At the end of the first three years of this strategy there will be a full and comprehensive review.

HOW HAS THIS STRATEGY BEEN DEVELOPED?

This Area Strategy is the product of extensive partnership working and collaboration by members of the Merthyr Learns ACL Partnership with contributions from a range of learners and potential learners. The partnership includes public and private deliverers, further / higher education and voluntary /community sectors.

This strategy was based on:

Policy Research:

All relevant policies on a national, regional and local basis were considered to ascertain the impact on ACL services, and what impact ACL should have.

Local Research:

Data was captured and analysed on areas such as the Welsh Index of Multiple Deprivation, Welsh Assembly Government Research papers, needs analysis for the Health Social Care and Well Being Strategy and the Children and Young Persons Partnership, local organisational data, and learning participation rates.

Literature Research:

Various relevant literature was collated and analysed which included, academic research, analysis of ACL inspections; curriculum reviews.

Individual Needs Analysis:

Research was collected from local service providers and the Communities First network on existing and potential learners.

Consultation with learners, providers and facilitators of services:

The draft strategy was circulated for consultation to a wide range of stakeholders, including learners, potential learners, providers of services, commissioners of learning services.

WHERE ARE WE NOW?

Merthyr Tydfil is the smallest of the 22 Welsh unitary authorities with approximately 55,000 residents. It has 6 full wards and 5 sub-wards currently having Communities First status. Unemployment is significantly above the national average. In addition, there is a high number of economically inactive, who form the majority of the working age population. Furthermore, the most recent Welsh Health Survey shows that, when asked, more people in Merthyr Tydfil report poor physical or mental health than those living in other parts of Wales.

- ✂ Merthyr Tydfil residents report approximately 5% higher levels of treatment for high blood pressure, arthritis and respiratory illness. ¹
- ✂ The level of adults reporting treatment for mental illness is also about 5% higher. Poor mental health is linked to suicide, which is higher in Merthyr Tydfil than the average for Wales. ²

In recent years substantial amounts of regeneration funding have been secured to assist in tackling Merthyr Tydfil's economic and social challenges and major changes have been taking place in the County Borough and in the town of Merthyr Tydfil in particular. The developments include the location of 400 Welsh Assembly Government jobs, major retailing developments and the re-development of the Rhydycar leisure site. These have begun to inject new optimism into the area and stimulate economic activity and further regeneration programmes.

The intention of the ACL network is to respond to the challenges and opportunities now within Merthyr Tydfil. This will need considerable coordination and planning because as can be seen from the table below, the number of individuals without a recognised qualification is higher than the national average, and the number of people qualified to level 2 and above is well below the national average. This presents a number of challenges to the ACL network because research suggests that it is those individuals with qualifications that embrace the lifelong learning concept and take on further learning activities. Furthermore, the ACL network needs to plan carefully the level of courses which it needs to develop. The table below illustrates the most recent figures.

¹ Merthyr Tydfil Health and Well Being Strategy 2008

² Welsh Assembly Government 2008

Table: Qualifications of working age adults (post 19) in Wales, 2001–2007²

Year	MT 2001	MT 2002	MT 2003	MT 2004	MT 2005	MT 2006	MT 2007	Wales Average 2007
No qualifications	27.6	25.5	26.3	NA	23.0	21.7	21.4	15.4
Qualified to below level 2	21.5	21.3	20.0	NA	23.3	22.9	22.2	20.8
Qualified to NQF level 2 or above	50.9	53.2	53.7	NA	53.7	55.3	56.4	63.8
Qualified to NQF level 3 or above	31.4	33.0	32.0	NA	32.2	35.1	33.0	43.8
Qualified to NQF level 4 or above	15.4	17.6	15.4	NA	15.7	17.4	17.9	25.4

Due to the diverse range of activities within ACL, there is limited data available for benchmarking across Wales at a local and national level. In preparation for developing the strategy, the ACL network was committed to establishing some baseline data for monitoring the impact of the joint working.

In October 2008, a total of 2,351 learners were enrolled onto either an accredited or non accredited course with females representing 51% of learners and males 49%. This data on participation by gender within Merthyr Tydfil does not seem to reflect the national trend which has historically seen limited participation in ACL from males.

On analysis of the data, the local profile on gender across the network is distorted by the high levels of males engaged within the Neighbourhood Learning Centre's employment project. This success in engaging males and supporting them into employment through ACL was identified as a model of good practice by Estyn in their inspection of the network in March 2009.

The age range of the learners varied across the network with:

- ✂ 34% of learners representing 16–25 year olds,
- ✂ 35% of learners representing 26–49 year olds
- ✂ 14% of learners representing 50–60 year olds
- ✂ 16% of learners representing 60 year olds+ and
- ✂ 1% unknown.

Completion rates of learners on accredited courses varied across providers with 98% being identified in the best case and 69% at worst. The average rate of completion across the network equates to 87%.

The data on learners who attain a qualification from their learning activities also varies across providers. In the best cases, 100% of learners who completed the course gained a qualification with an average across the network of 74%.



STRATEGIC LINKS

The development of education and training in Wales has been published in a series of linked local and national policy documents. National policy is currently focused heavily on employment skills, and ACL has a positive contribution to this agenda, but it must be noted that ACL also positively impacts on other separate but inter related issues. Research indicates a growing trend that recognises the links between learning and health, social care, personal well being and community development. Some of the key messages from pivotal documents are detailed below.

At a Borough-wide level, the 2020 Merthyr Tydfil Community Strategy is the single, over-arching strategic document that provides the vision for all partners involved in the County Borough to follow. ACL makes a significant contribution to the majority of the seven themes within this Community Strategy, which are: (1) People power and community empowerment; (2) Safe and Sound; (3) 21st century services and facilities for all; (4) A clean, green place to be proud of; (5): Health check; (6) A thriving economy; (7) Forward through learning.

The 'Learning Country' stresses the importance of lifelong learning and the need to provide inclusive learning for all. The focus of this policy document was on equipping everyone over 16 with the skills required to enable them to fulfill their potential, develop skills for business and transform the supply and demand for lifelong learning. Subsequent reports take forward the fundamental principles of The Learning Country. Key reports include, 'One Wales' (June 2007), 'Webb' (December 2007), 'Skills That Work for Wales' (January 2008) and 'Transforming Education and Training in Wales' (September 2008).

'One Wales' states the need to equip people with the skills they need, at all levels, to enable them to make a positive contribution to the economy and their communities. It stressed that support is needed for people to get sustainable jobs.

The 'Leitch Review' of Skills and the subsequent – 'Skills That Work for Wales' have also informed national policy. This latter document states that skills will make the biggest difference to the prosperity of Wales and more employers will be encouraged to sign the Basic Skills Employer Pledge and work with trade unions to engage hard-to-reach workers in learning.

The Webb Review' of 2007 outlines the challenge for Wales in having an educated well trained population and makes it clear that more must be done for:

- ✂ Those large numbers of people with no literacy or numeracy skills;
- ✂ 14–19 learners whose choice of learning opportunities is limited;
- ✂ Employers who find the system unresponsive;
- ✂ Young people and adults not in employment, education or training;
- ✂ Disadvantages young people and adults; and
- ✂ The gifted and talented.

'Transforming Education and Training in Wales' (2008) makes it a priority for the Welsh Assembly Government to secure a workforce that is sufficiently skilled to access future high level employment opportunities. To help achieve this, the Assembly Government will seek ways to create a different partnership map and further integrate the work of providers.

The role of these Learning Partnerships will be to plan and implement change that is capable of supporting improvements outlined in Assembly Government policy:

- ✂ An increase in the rate of 16–18 participation in education, training and employment;
- ✂ An increase in the rate of 19–24 participation in education, training and employment;
- ✂ An increase in overall learner success rates, reflecting higher levels of learner completion as well as the achievement of qualification aims;
- ✂ An increase in Level 2 and 3 qualifications;
- ✂ An increase in Level 4 qualifications; and
- ✂ An increase in progression to higher level learning or higher level employment.

There is a wider context of European Union strategy and policy to consider including the Lisbon Agenda's key area of increasing investment in human capital through better education and skills and the European Employment Strategy (EES): to improve the quality and effectiveness of EU education and training systems.

At a local level, 'Turning Heads – A Strategy for the Heads of the Valleys' (2006), set within the context of the Wales Spatial Plan, provides a shared vision for what the area will look and feel like by the year 2020 and outlines ways in which this vision will be turned into reality.

Within the health and wellbeing field the benefits of learning (particularly for work) have been evidenced. The Centre for Research on the Wider Benefits of Learning identified that adult community learning enables people to get into work or progress.

A review carried out by Waddell and Burton (2006) concluded that overall, being in or returning to work was beneficial to an individual's well being.¹

The Learning and Skills Council review in 2007 also noted the positive benefits for people with disabilities and long term health issues, people 50+ and individuals with no or low qualifications. Furthermore, national policies such as 'Design for Life', 'Fulfilled Lives and Supporting Communities' and 'Health Challenge Wales' all indicate that community learning as a tool should support the agenda for citizen centered services and independent living.

In 2006 the Welsh Assembly Government published an independent review of its flagship community regeneration programme 'Communities First'. The findings and recommendations from the review have been used to re-focus the programme towards achieving clear outcomes. This is particularly targeted at improvements in employment, business development, income generation and child poverty. Education and training is seen as pivotal to underpinning these improvements and there is an expectation that local Communities First Partnerships prioritise education and training in their local action plans. Likewise there is an expectation that ACL should form part of a ladder of opportunity which provides the individual with routes to progress to the highest level of attainment within his/her capability.

¹ Waddell and Burton (2006) Is work good for your health and well being.

STRATEGIC PRIORITIES

Aim 1: Improve skills for work

Long Term Goal: By 2014 the ACL network will have supported 2100 people to gain work related qualifications and support 500 people gain employment.

Some Key findings from research and inspections

- ✂ Need for a greater focus on skills for jobs (pre–employment learning)
- ✂ Better links needed between learning and job opportunities
- ✂ Insufficient adult careers advice and guidance
- ✂ Improvements in basic and essential skills are a key priority
- ✂ Encourage greater participation and access through Welsh language courses and English for Speakers of other Languages (ESOL)
- ✂ More opportunities are required for those with learning disabilities
- ✂ Support is needed for learners to remove barriers
- ✂ The high numbers of low qualified adults in employment means a greater need for up–skilling.

What we'll do:

1. By the end of 2010 the network will develop a curriculum that meets both learners and employers needs and review that curriculum annually.
2. Increase the participation of learners in employment related courses annually by 2%
3. Ensure that the geographic spread of provision relating to skills for work is sufficient and accessible for Merthyr Tydfil residents.
4. By 2011 train all tutors in identifying basic skills needs and how to embed basic skills within their course material.
5. Develop working protocols with each employment liaison partnership by September 2011
6. Establish a community based support network to meet the needs of learners seeking employment by March 2010.
7. Increase the number of Adult learners who access Careers Advice and guidance by 2% annually.
8. Annually provide at least 4 pre-employment courses with employers that will enable individuals to develop skills to enhance employment opportunities annually.
9. Promote and encourage learners to develop their bilingual skills in order to access wider employment opportunities.
10. By 2011 work with established agencies to provide a curriculum that supports individuals with learning disabilities to gain skills to access employment.
11. Produce a marketing strategy which promotes ACL to local employers by 2011.

Aim 2: Improve well being and Social Inclusion.

Long Term Goal: By 2014 the network will have gained a commitment from key health and community organisations within Merthyr Tydfil to develop learning opportunities which support initiatives designed to improve the wellbeing and social inclusion of residents.

Some Key findings from research and inspections

- ✂ A clear need to identify and engage the hardest to reach
- ✂ There is a need to improve the health status of Merthyr Tydfil residents
- ✂ Mental and physical health can be improved through stimulated learning opportunities
- ✂ Outdoor learning provides a good environment for delivering health benefits
- ✂ Informal, non accredited learning programmes provide the catalyst for supporting an individual's well being and social inclusion.
- ✂ Learning helps fulfil individual's potential, which in turn develops their wellbeing
- ✂ Learning opportunities can help older people to maintain independence
- ✂ Individuals with a learning disability need support to ensure greater social inclusion
- ✂ Learning for learning's sake keeps people motivated and active
- ✂ Support is required to overcome barriers

What we'll do:

1. Establish a Community Health Network which mainstreams learning and identifies long term funding opportunities by March 2010.
2. By September 2010 produce an learning action plan that support the agenda of health and well-being and social inclusion for three categories of residents – young adult (16–25) adult (25–50) older adult (50 plus) and review annually.
3. Develop an action plan with key stakeholders, which incorporate learning opportunities, to improve public attitudes to mental health; physical health and learning disability by September 2010.
4. By April 2011 develop written protocols with health and social care providers that result in referrals to community health network activities and review annually.
5. Produce a Healthy Living asset management plan that prioritises investment into a network of community facilities by end of March 2011 and complete investment by September 2014.
6. Design at least three learning programmes to run yearly that specifically targets young people, up to the age of 25, not in education employment or training (NEETS) to ensure that they are benefiting from social inclusion activities and developing their overall wellbeing.
7. Provide three learning opportunities each year which support the wellbeing of individuals who are experiencing a major transition within their life.
8. By March 2011 develop links to ensure that learning opportunities can be delivered through Welsh medium course.

Aim 3: Improve communication skills and working with numbers

Long Term Goal: The network will increase the number of individuals supported to gain qualifications specifically in numeracy and literacy by 30% annually and assist at least 3,000 learners to improve their communication and number skills by embedding these skills in other learning opportunities by 2014.

Some Key findings from research and inspections

Poor essential skills will not only affect an individual's ability to secure employment but have a negative impact on health.

- ✂ There is a wide range of essential skills provision for ACL within the authority.
- ✂ Some developments are very successful e.g. the Basic skills Employer Pledge programme.
- ✂ The proportion of adults supported is small compared to the estimated need.
- ✂ There is relatively little support for adults not actively seeking work.
- ✂ There is relatively little support for adults within their own communities.
- ✂ The terminology used and current assessment procedures may deter adults from pursuing essential skills support.
- ✂ Funding streams are often complex and funding bids having no overall coordination.
- ✂ Advertising and promotion strategies are generally passive.
- ✂ Providers were generally unaware of the full range of essential skill support available within the authority.
- ✂ There is no overall coordinator for essential skills support in ACL.

What we'll do:

1. By June 2011, identify and implement standardised diagnostic assessment across the network.
2. Develop at least 3 new innovative programmes each year to attract 30 new learners annually.
3. Embed essential skills in community learning provision and map current activity to basic skills core curriculum by July 2010.
4. By December 2010 identify key barriers and introduce actions to overcome these to enable individuals to participate in learning, and review annually.
5. By September 2010, the network will produce a programme of intergenerational learning that develops the essential skills of adults.
6. By June 2010 establish working protocols with health, social care and other relevant organisations (eg probation service) to encourage clients in need of essential skill improvement to take up local learning opportunities.
7. By 2014 establish links with all key community organisations that work with hard to reach groups and promote communication skills and working with numbers.
8. By 2011 promote financial literacy and IT skills as recognised mechanisms to create greater understanding of essential skills and review annually.
9. By March 2011 investigate the possibility of establishing a coordinating position for essential skills which is jointly funded by partners.
10. By September 2010 develop a range of non accredited learning to meet learners' needs.
11. By September 2014 complete the training of all tutors and referral partners in essential skills identification and assessment.

Aim 4: Encourage learning for active citizenship and community development.

Long Term Goal: By 2014 the network will have engaged with community agents and individuals to develop skills which will have empowered the community to actively participate in all aspects of their life and influence the development of services within their own community.

Some Key findings from research and inspections

- ✂ Facilitating community development activities can require people to learn skills to participate effectively.
- ✂ Community involvement would help agencies in developing needs led services
- ✂ There is a need to establish evidence based decision making processes required for effective planning.
- ✂ ACL supports social cohesion and intergenerational communication.
- ✂ There are limited opportunities for people with a learning disability within a community setting.
- ✂ The Welsh Assembly Government has set a target of 5% growth in the number of Welsh speakers by 2011
- ✂ There is a need to embed environmental sustainability (Education for Sustainable Development and Global Citizenship– ESDGC) throughout community learning activities

What we'll do:

1. Establish a network protocol for providers to promote learning opportunities through community based facilities by March 2010.
2. Develop a curriculum for community development by September 2010 and be fully operational by the summer of 2011.
3. Finalise all Communities First Partnerships community learning plans by March 2010 and review annually.
4. Establish a portfolio of at least 10 volunteering placements in community based facilities for people with learning disabilities by July 2011 and maintain annually.
5. Provide a programme of Welsh medium informal learning activities by September 2011.
6. Establish a community development network to support the needs of individuals with special educational needs to actively participate in their community by March 2011.
7. Facilitate 3 cultural events annually which promote Welsh language and global citizenship.
8. Embed Sustainable Development and Global Citizenship into community learning programmes by March 2011.
9. Develop 2 innovative learning programmes annually which promote the development of community and citizenship.

Aim 5: Strengthen partnership working to ensure continuous improvement

Long Term Goal: By 2014 the network will have established a strong partnership which continually seeks to improve its services to its customers.

Some Key findings from research and inspections

- ✂ There is a need to improve the accessibility and availability of learning opportunities.
- ✂ The Estyn common inspection framework has been revised and will require the service providers to review current self assessment procedures.
- ✂ There is a greater emphasis on joint planning and monitoring of ACL services.
- ✂ The network needs to improve systematic collection of data which should be utilised to identify trends and drive up performance.
- ✂ Having relevant and up to date information informs effective planning.
- ✂ Standardised quality assurance processes benefit learners when they move from provider to provider.
- ✂ Publicity material across the Merthyr network does not promote diversity enough.
- ✂ Consideration of different learning styles should be given to meeting the different needs of residents.
- ✂ There is a need to develop a joint workforce development plan that maximises resources to increase the number of tutors qualified to deliver in community learning.
- ✂ Establishing quantifiable targets would enable the network to measure the success of the service being offered.
- ✂ ACL providers need to demonstrate that the services are developed and managed in conjunction with the learner's voice.

What we'll do:

1. Develop and implement a partnership area self assessment process for the new Estyn Framework by January 2011.
2. Provide training on the self assessment process by September 2010 and then annually.
3. Establish a Management Information System that collates standardised data from across the network by March 2011 and review annually.
4. All network ACL tutors to be qualified, or working towards, appropriate minimum qualifications by September 2011.
5. By March 2010 ensure a systematic approach to recording the views and needs of the learner and communities.
6. Ensure learning opportunities provide for different learning styles by reviewing the curriculum on an annual basis.
7. Establish and maintain a marketing and promotional plan for the ACL network by July 2010.
8. Annually review the effectiveness of services to ensure they meet the needs of gender, age, equality and diversity. First review September 2010.
9. Develop a strategy for keeping in touch by December 2010.
10. Produce a joint Workforce Training Programme across the network by March 2011.
11. Review appropriateness of teaching venues and shared resources by September 2010.

UNDERPINNING THEMES

The following themes are regarded as cross cutting and will be when developing and implementing learning opportunities within Merthyr Tydfil

- ✂ Consider barriers for active participation
- ✂ Developing Welsh language opportunities.
- ✂ Embedding / contextualising basic skills
- ✂ Providing a variety of teaching methods, including E and Blended learning
- ✂ Equality and diversity
- ✂ Economic sustainability
- ✂ Environmental Sustainability and Global Citizenship (ESDGC)
- ✂ Maximizing resources
- ✂ Providing support as needed for learners
- ✂ Crèche and daycare facilities



FUNDING

ACL in Merthyr Tydfil is supported through a variety of funding streams, often with diverse objectives. These include:

- ✂ Direct funding from the Welsh Assembly Government (e.g. Local Authority grant, Merthyr Tydfil College funding, University of Glamorgan funding)
- ✂ Grant funding (e.g. Communities First, Big Lottery Fund, Basic Skills Cymru)
- ✂ European funding
- ✂ Contracts from other sources

We will work to utilise revenue and capital funding streams to pursue opportunities that will enable us to meet the goals and objectives of this ACL Area Strategy.



MEASURING THE PROGRESS OF THE STRATEGY

The success of the Adult Community Learning Strategy will be measured against Key Performance Indicators which have been jointly agreed by the ACL service providers within Merthyr Tydfil.

Areas for monitoring and evaluation

Accessing Services

1. Increase the number of individuals enrolled on a course by 1% annually from a base line of 2351 enrolled in October 2008.
2. Establish a baseline figure by October 2010 of learners engaged in the network's learning activities and monitor annually.

Delivery

1. All partners to improve in completion rates by a minimum of 5% by 2014.
2. All partners to improve attainment rates of those enrolled by a minimum of 5% by 2014.
3. Ensure 200 adult learners are engaged in E-Learning by September 2010 and increase by 10% annually.

Participation

1. 5% increase in the number participating in Welsh for Adults by 2014.
2. Increase learner voice through the facilitation of 11 focus groups (100 learners) annually.
3. All tutors to participate in CPD courses for embedding ESDGC, basic skills and E learning by 2011 and refresh and update knowledge annually.
4. Facilitate 11 taster events to encourage participation annually.
5. Increase the number individuals with a disability participating in community learning activities by 10% by 2014.

Quality

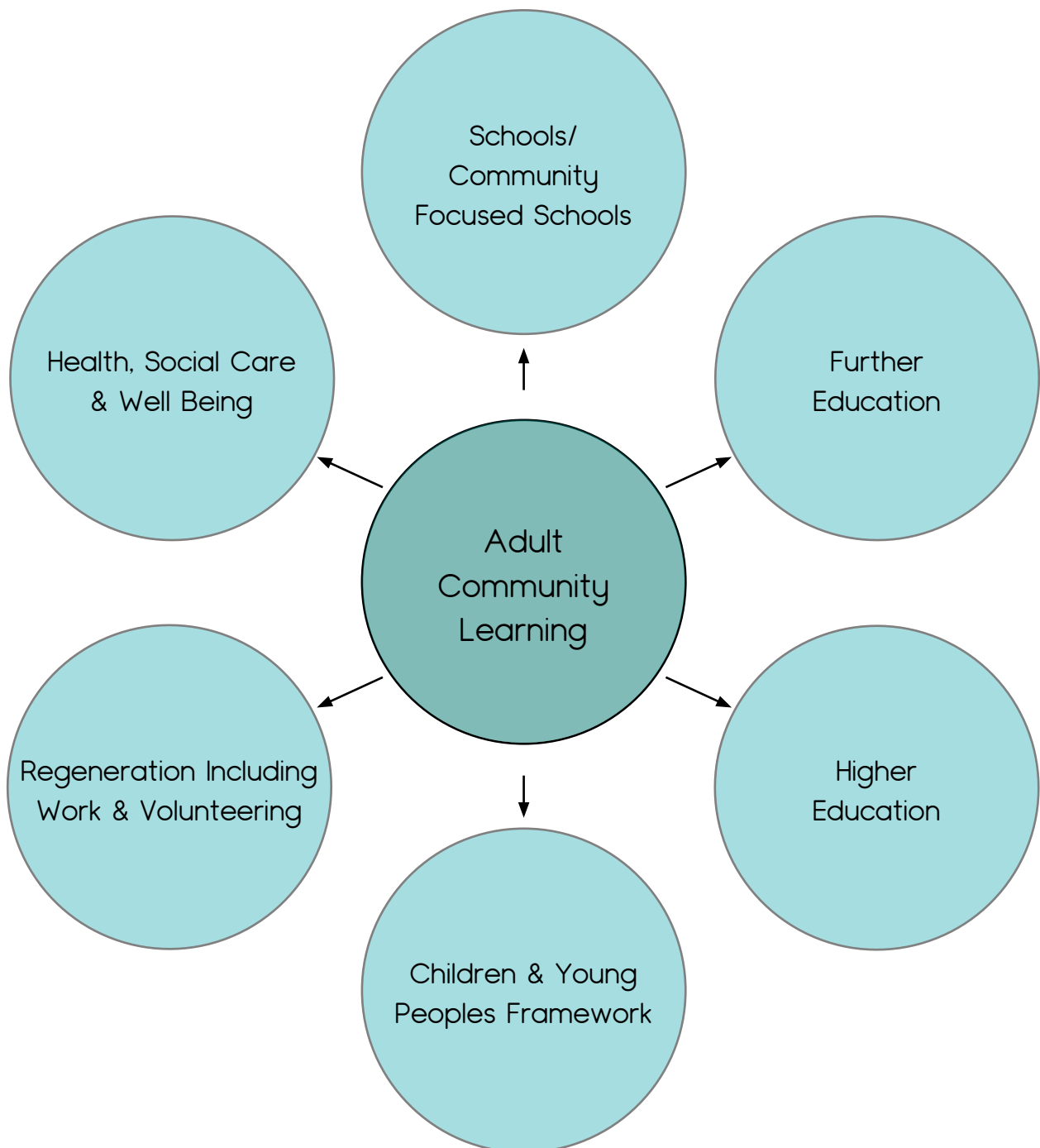
1. Produce joint self assessment report by March 2010 and then annually.
2. Produce joint quality development action plan March 2010 and then annually.
3. Produce joint ACL training and development plan by December 2011 and review annually.
4. 10 voluntary organisations supported to develop quality assurance systems by March 2014.

Each aim will have an identified lead (who will chair the relevant sub group) along with a support officer. The aim leads and supports are identified as follows:

AIM	LEAD	SUPPORT
Aim 1 : Improve Skills for work.	Bridges into Work Manager Neighbourhood Learning Centre Integrated Adult Services Department, MTCBC	Job Match
Aim 2 : Develop Skills for Well being and social inclusion.	Health and Social Care Facilitator Voluntary Action Merthyr Tydfil	Gellideg Foundation Group
Aim 3 : Improve Communication Skills and Working with Numbers.	Head of Business and Lifelong Learning Merthyr College	Community Education
Aim 4 : Encourage Learning for Active Citizenship and Community Development	Communities First Programme Co-ordinator	Workers Education Association (South)
Aim 5 : Strengthen Partnership Working to Ensure Continuous Improvement	Adult Community Learning Co-ordinator Integrated Adult Services Department, MTCBC	Merthyr College

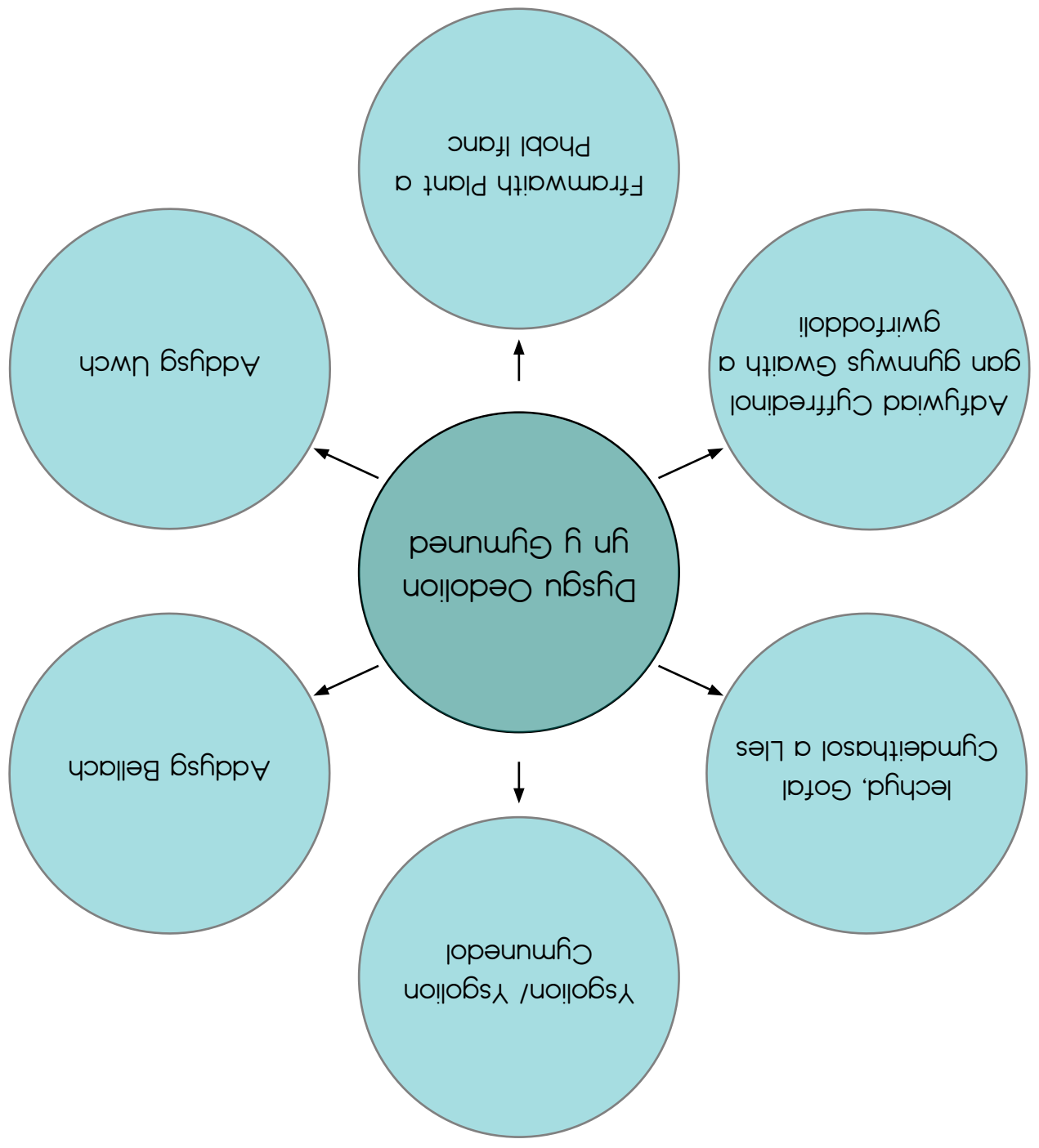
ACL LINKS TO OTHER LEARNING AGENDAS

Merthyr Tydfil ACL network acknowledges that its work through informal and formal learning provision supports the continual learning of individuals whether they are employed or unemployed, in full time education or in part time education. Listed below are just some of its links.



CYSYLLTIADAU DYSGU OEDOLION YN Y GYMUNED GYDAG AGENDAU DYSGU ERAILL

Mae rhwydwaith Dysgu Oedolion yn y Gymuned Merthyr Tudful yn cydnabod bod ei waith drwy ddarpariaeth dysgu anffurfiol a ffurfiol yn cynorthwyo dysgu parhaus unigolion p'un ai ydy'n nhw mewn gwaith neu'n ddil-waith, mewn addysg amser llawn neu addysg ran amser. Isod, ceir rhestr o rai o'i gysylltiadau.



4. Hyrwyddo 11 digwyddiad biasu yn flynyddol i annog pobl i gymryd rhan.

5. Cynnydd o 10% yn nifer yr unigolion ag anabledd sy'n cymryd rhan mewn gweithgareddau dysgu yn y gymuned erbyn 2014.

Ansawdd

1. Cynhyrchu adroddiad hunan asesu ar y cyd erbyn Mawrth 2010 ac yn flynyddol wedi hynny.

2. Cynhyrchu cynllun gweithredu datblygu ansawdd ar y cyd erbyn Mawrth 2010 ac yn flynyddol wedi hynny.

3. Cynhyrchu cynllun hyfforddi a datblygu ar y cyd ar gyfer Dysgu Oedolion yn y Gymuned erbyn Rhagfyr 2011 a'i adolygu'n flynyddol.

4. Cefnogi 10 mudiad gwirfoddol i ddatblygu systemau sicrhau ansawdd erbyn Mawrth 2014

Fe fydd gan bob nod arweinyr penodedig (fydd yn cadeirio'r is grŵp perthnasol) ynghyd a swyddog cefnogol. Mae arweiniad a chefnogaeth y nod wedi ei dynodi fel a ganlyn:

NOD	ARWAIN	CEFNOGAETH
Nod 1 : Gwellia sgiliau ar gyfer gwaith	Pontydd i mewn i Waith Canolfan Dysgu'r Gymdogaeth Adran Gwasanaethau Oedolion Cyfunedig, 'MTCBC'	Paru Swydd
Nod 2 : Datblygu Sgiliau ar gyfer Les a Chynhwysiad Cymdeithasol	Hyrwyddwr Gofal Iechyd a Chymdeithasol Gweithred Wirfoddol Merthyr Tudful	Grŵp Sylfaen Gellideg
Nod 3 : Gwellia sgiliau Cyfathrebu a Gweithio gyda Rhifau	Pennaeth Busnes a Dysgu Gydol Oes Coleg Merthyr	Addysg Gymunedol
Nod 4 : Annog Dysgu ar gyfer Dinasyddiaeth Weithgar a Datblygiad Gymunedol	Cydgysylltwr Rhaglen Cymunedau yn Gyntaf	Cymdeithas Addysgiadol Gweithwyr (De)
Nod 5 : Cryfhau Partneriaeth Gweithio i Sicrhau Gwelliant Parhaol	Cydgysylltwr Dysgu Gymunedol i Oedolion Adran Gwasanaethau Oedolion Cyfunedig, 'MTCBC'	Coleg Merthyr

MESUR CYNNYDD Y STRATEGAETH

Caiff llwyddiant Strategaeth Dysgu Oedolion yn y Gymuned ei fesur yn ôl Dangosyddion Perfformiad Allweddol a gytunwyd ar y cyd gan ddarparwyf gwasanaeth ym Merthyr Tudful.

Mesydd i'w monitro a'u gwerthuso

Cael gafael ar y Gwasanaethau

1. Cynyddu nifer yr unigolion sy'n ymrestru ar gwrs o 1% o waelodlin o 2351 ym mis Hydref 2008.

2. Erbyn Hydref 2010, sefydlu ffigwr gwaelodlin o ddysgwyr sy'n cymryd rhan yng ngweithgareddau dysgu'r rhwydwaith a'i fonitro'n flynyddol.

Cyflênwï

1. Pob partner i wella cyfraddau cwblhau o leiafswm o 5% erbyn 2014.

2. Pob partner i wella cyfraddau cyrhaeddïad y rhai a ymrestrodd o leiafswm o 5% erbyn 2014.

3. Sicrhau bod 200 o ddysgwyr o oedolion yn cymryd rhan mewn E-ddysgu erbyn Medi 2010 a'i gynyddu 10% bob blwyddyn.

Cyfrangïad

1. Cynydd o 5% yn nifer y rhai sy'n cyfrannogi mewn Cymraeg i Oedolion erbyn 2014.

2. Cynyddu'r cyfleoedd i ddysgwyr leisio'u barn drwy sefydlu 11 grŵp ffocws (100 o ddysgwyr) yn flynyddol.

3. Pob tiwtor i fynyachu cyrsiau Datblygiad Proffesiynol Parhaus i sefydlu ADCDF, sgiliau syfrænoi ac E-ddysgu erbyn 2011 ac i loywi a diweddaru eu gwybodaeth yn flynyddol.

CYLLIDO

Cefnogir Dysgu Oedolion yn y Gymuned ym Merthyr Tudful drwy ystod o ffynonellau cyllido, yn aml gydag amcanion amrywiol. Mae'r rhain yn cynnwys:

- ✓ Ariannu uniongyrchol gan Lywodraeth Cynulliad Cymru (e.e. grant Llywodraeth Leol, cyllid Coleg Merthyr Tudful, cyllid Prifysgol Morgannwg)
- ✓ Ariannu grant (e.e. Cymunedau'n Gyntaf, Cronfa'r Loteri Fawr, Sgiliau Sylfaenol Cymru)
- ✓ Cyllid Ewropeidd
- ✓ Contractau o ffynonellau eraill

Byddwn yn gweithio i fanteisio i'r eithaf ar ffynonellau cyllido a dilyn cyfleoedd fel y gallwn gwdd â nodau ac amcanion y Strategaeth Ardal Dysgu Oedolion yn y Gymuned hon.



THEMAU CREIDIDOL

Ystyri'r bod y themâu canlynol yn trawstori a dylid eu hystyried wrth ddatblygu a gweithredu cyfleoedd dysgu ym Merthyr Tudful.

- ✓ Ystyried y rhwystrau rhag i bobl gyfranogi'n weithredol
- ✓ Datblygu cyfleoedd drwy gyfrwng y Gymraeg
- ✓ Sefdlu sgiliau sylfaenol / rhoi sgiliau sylfaenol yn eu cyd-destun
- ✓ Darparu amrywiaeth o arddulliau addysgu gan gynnwys E-ddysgu a dysgu Cyfunol
- ✓ Cydraddoldeb ac amrywiaeth
- ✓ Cynaliadwyedd economaidd
- ✓ Cynaliadwyedd Amgylcheddol a Dinasyddiaeth Fyd-Eang (ADCDF)
- ✓ Manteisio i'r eithaf ar adnoddau
- ✓ Darparu cymorth i ddysgwyr yn ôl yr angen
- ✓ Cyfleusterau Crèche a Gofal Dydd



1. Mewn partneriaeth yn yr ardal, datblygu a gweithredu proses hunan asesu ar gyfer Fframwaith newydd Estyn erbyn Ionawr 2011.
2. Darparu hyfforddiant ar y broses hunan asesu erbyn Medi 2010 ac yna'n flynyddol.
3. Sefdlu System Rheoli Gwybodaeth sy'n coladu data safonol y rhwydwaith erbyn Mawrth 2011 ac yna'i adolygu'n flynyddol.
4. Rhaid i bob tiwtor y rhwydwaith feddu ar gymwysterau neu'n gweithio i gyflawni cymwysterau priodol erbyn Medi 2011.
5. Erbyn Mawrth 2010, sicrhau dull systematig o gofnodi barn ac anghenion y dysgwyr a'r cymunedau.
6. Sicrhau bod cyfleoedd dysgu yn darparu ar gyfer gwahanol arddulliau dysgu drwy adolygu'r cwrwicwlwm yn flynyddol.
7. Sefdlu a chynnal cynllun marchnata a hyrwyddo rhwydwaith Dysgu Oedolion yn y Gymuned erbyn Gorffennaf 2010.
8. Cynnal adolygiad blynyddol o effeithiolrwydd y gwasanaethau i gwrd ag anghenion cenedl, oed, cydraddoldeb ac amrywiaeth. Adolygiad cymharol, Medi 2010.
9. Datblygu strategaeth i gadw cysylltiad erbyn Rhagfyr 2010.
10. Ar y cyd, cynhyrchu Rhaglen Hyfforddiant y Gweithlu ar draws y rhwydwaith erbyn Mawrth 2011.
11. Adolygu pa mor briodol ydy'r lleoliadau dysgu a'r adnoddau a rennir erbyn Medi 2010.

Nod 5: Atgyfnerthu gweithio mewn partneriaeth er mwyn gwella parhaus

Nod Tymor Hir: Erbyn 2014, bydd y rhwydwaith wedi sefydlu partneriaeth gref sy'n ceisio gwella'i gwasanaethau i gwsmeriaid yn barhaus.

Casgliadau allweddol ymchwil ac arolygon

- ✓ Mae angen gwella hygyrchedd ac argaeledd cyfleoedd dysgu.
- ✓ Cafodd fframwaith arolygu cyffredin Estyn ei ddiwygio a bydd angen i'r darparwr gwasanaeth adolygu gweithdrefnau hunan asesu cyfredol.
- ✓ Mae mwy o bwyslais ar gynllunio ar y cyd a monitro gwasanaethau Dysgu Oedolion yn y Gymuned
- ✓ Mae angen i'r rhwydwaith wella'r modd o gasglu data'n drefnus y dydd ei ddefnyddio i gantod tueddiadau a sicrhau gwell perfformiad. Cael gwybodaeth berthnasol a'r wybodaeth ddiweddaraf ydy sail cynllunio effeithiol
- ✓ Mae dysgwyr, pan fyddan nhw'n symud o ddarparwr i ddarparwr, yn elwa o gael prosesau sicrhau ansawdd wedi'u safonli.
- ✓ Dydy deunydd cyhoeddusrwydd ar draws rhwydwaith Merthyr ddim yn hyrwyddo amrywiaeth yn ddigonol.
- ✓ Dylid ystyried gwahanol arddulliau o ddysgu i gwrdd ag anghenion gwahanol drigolion.
- ✓ Mae angen datblygu cynllun datblygu gweithlu ar y cyd sy'n manteisio i'r eithaf ar yr adnoddau er mwyn cynyddu nifer y tiwtoriaid sy'n gymwys i gyflwynu i'm maes dysgu cymunedol.
- ✓ Byddai sefydlu targedau mesuradwy yn galluogi'r rhwydwaith i fesur llwyddiant y gwasanaethau a gynigir.
- ✓ Mae angen i ddarparwyr Dysgu Oedolion yn y Gymuned ddangos bod y gwasanaethau'n cael eu datblygu a'u rheoli ynghyd â barn dysgwyr.

1. Sefdlu protocol rhwydwaith ar gyfer darparwyr i hyrwyddo cyfleoedd dysgu drwy gyfleoeddau yn y gymuned erbyn Mawrth 2010.
2. Datblygu cwrwllwm ar gyfer datblygiad gymunedol erbyn Medi 2010 ac yn weithredol erbyn haf 2011.
3. Cwblhau holl gynlluniau dysgu gymunedol Partneriaethau Gymunedau'n Gyntaf erbyn Mawrth 2010 a'u hadolygu'n flynyddol.
4. Sefdlu portffolio o 10 lleoliad gwirtfoddoli o leiaf mewn cyfleoeddau yn y gymuned ar gyfer pobl ag anawsterau dysgu erbyn Gorffennaf 2011 a chynnal hyn yn flynyddol.
5. Darparu rhaglen o weithgareddau dysgu anffurfiol drwy gyfrwng y Gymraeg erbyn Medi 2011.
6. Sefdlu rhwydwaith datblygiad gymunedol i gefnogi anghenion unigolion ag anghenion addysgol arbennig i gyfranogw'n weithredol yn eu cymunedau erbyn Mawrth 2011.
7. Treftu 3 digwyddiad diwyllianol yn flynyddol sy'n hyrwyddo'r iaith Gymraeg a dinasyddiaeth fyd-eang.
8. Sefdlu Datblygiad Cynaliadwy a Dinasyddiaeth Fyd-eang yn rhaglenni dysgu gymunedol erbyn Mawrth 2011.
9. Datblygu 2 raglen dysgu flaengar yn flynyddol sy'n hyrwyddo datblygiad cymunedol a dinasyddiaeth.

Nod 4: Anng dygu ar gyfer dinasyddiaeth weithredol a datblygiad cymunedol

Nod Tymor Hir: Erbyn 2014, bydd y rhwydwaith wedi ymgysylltu gydag asiantau cymunedol ac unigolion i ddatblygu sgiliau a fydd yn rhoi grym i gymunedau i gyfrannog i'n weithredol ym mhob agwedd o'u bywyd a dylanwadu ar ddatblygu gwasanaethau o fewn eu cymunedau eu hunain.

Casgliadau allweddol ymchwil ac arolygon

- ✓ Gall hwyuso gweithgareddau datblygu cymuned olygu bod pobl yn dysgu sgiliau i gymryd rhan yn effeithiol.
- ✓ Byddai ymwneud cymunedol yn helpu asiantaethau i ddatblygu gwasanaethau yn ôl yr angen
- ✓ Mae angen prosesau gwneud penderfyniadau'n seiliedig ar dystiolaeth i sicrhau cynllunio effeithiol.
- ✓ Mae Dysgu Oedolion yn y Gymuned yn cefnogi cydlyniaid cymdeithasol a chyfatrbu rhwng cenedlaethau.
- ✓ Cyfng ydyr cyfleoedd yn y gymuned i bobl ag anhawster dysgu yn y gymuned
- ✓ Gosododd Llywodraeth Cynulliad Cymru darged o dwt o 5% yn nifer y siaradwyr Cymraeg erbyn 2011.
- ✓ Mae angen i sefydlu cynnaladwyedd amgylcheddol (Addysg ar gyfer Datblygu Cynulliadwy a Dinasyddiaeth Fyd-Eang – ADCDF/ESDGC) drwy holl weithgareddau dysgu yn y gymuned.

1. Erbyn Mehefin 2011, cantod a gweithredau asesiad diagnostig ar draws y rhwydwaith.
2. Datblygu o leiaf tair rhaglen newydd flaengar bob blwyddyn i ddenu 30 dysgwr newydd bob blwyddyn.
3. Sefydlu sgiliau hantodol yn narpariaeth dysgu gymunedol a mapio gweithgaredd cyfiredol i gwricwlwm sgiliau sylfaenol creiddiol erbyn Gorffennaf 2010.
4. Erbyn Rhagfyr 2010, cantod y rhwystrau allweddol a chyflwyno gweithrededd i'w goresgyn er mwyn galluog'r unigolion hyn i gyfrannogi mewn dysgu ac adolygu'r rhain yn flynyddol.
5. Erbyn Medi 2010, bydd y rhwydwaith yn cynhyrchu rhaglen o ddysgu rhwyng cenedlaethau sy'n datblygu sgiliau hantodol oedolion.
6. Erbyn Mehefin 2010, sefydlu protocolau gweithio gyda sefydliadau iechyd, gofal cymdeithasol a sefydliadau perthnasol eraill (e.e. y gwasanaeth prawf) i annog cleientiaid sydd angen gwellau sgiliau hantodol i fanteisio ar gyflleoedd dysgu yn lleol.
7. Erbyn 2014, sefydlu cysylltiadau gyda'r holl sefydliadau cymuneddol allweddol sy'n gweithio gyda grwpiau anodd eu cyrraedd a hyrwyddo sgiliau cyfathrebu a gweithio gyda rhifau.
8. Erbyn 2011 hyrwyddo ymwybyddiaeth ariannol a sgiliau TG fel mecanweithiau cydnabyddedig i ddeall sgiliau hantodol yn well ac adolygu hyn yn flynyddol.
9. Erbyn Medi 2011 ymchwilio i'r posibilrwydd i sefydlu safle cysylltiol ar gyfer sgiliau hantodol wedi'i ariannu ar y cyd gan bartneriaid.
10. Erbyn 2010, datblygu ystod o ddysgu heb fod yn achrededig i gwrdd ag anghenion dysgwyr.
11. Erbyn 2014 cwblhau hyfforddiant yr holl diwtoriaid a phartneriaid cyfeirio mewn cantod ac asesu sgiliau hantodol.

Nod 3: Gwellia sgiliau cyfathrebu a gweithio gyda rhifau

Nod Tymor Hir: Bydd y rhwydwaith yn cynyddu'r nifer o unigolion a gairff eu cynorthwyo i ennill cymwysterau, yn benodol cymwysterau rhifedd a llythrennedd, o 30% yn flynyddol a chynorthwyo o leiaf 3,000 i wella'u sgiliau cyfathrebu a rhif drwy sefydlu'r sgiliau hyn mewn cyfleoedd dysgu eraill erbyn 2014.

Casgliadau allweddol ymchwil ac arolygon

Bydd sgiliau hanfodol gwael yn effeithio ar allu unigolyn i gael gwaith a hefyd yn effeithio'n negyddol ar ei iechyd.

- ✓ Ceir ystod eang o ddarpariaeth sgiliau hanfodol ar gyfer Dysgu Oedolion yn y Gymuned o fewn yr awdurdod
- ✓ Mae rhai datblygiadau yn llwyddiannus iawn e.e. rhaglen Adduned Cyflogwr Sgiliau Syftaenol
- ✓ Mae cyfran yr oedolion a gynorthwyr yn fach o'i gymharu â'r angen a amcangyfrifir.
- ✓ Cymharol fychan ydy'r cymorth i oedolion heb fod yn chwilio'n weithredol am waith
- ✓ Cymharol fychan ydy'r cymorth ar gyfer oedolion o fewn eu cymunedau eu hun.
- ✓ Gallai'r derminoleg a ddefnyddir a'r gweithdrefnau asesu cyfredol rwystro oedolion rhag chwilio am gymorth gyda'u sgiliau hanfodol.
- ✓ Mae ffrydiau cyllido yn aml yn gymhleth a thrwyddi draw does dim cydlyniaid rhwng ceisadau am gyllid
- ✓ Yn gyffredinol, goddefol ydy strategaethau hysbysu a hyrwyddo Yn gyffredinol ddyd darparwyr ddim yn ymwybodol o ystod iawn y cymorth sgiliau allweddol sydd ar gael o fewn yr awdurdod.
- ✓ Does dim cydlynedd cyffredinol ar gyfer cymorth sgiliau hanfodol o fewn Dysgu Oedolion yn y Gymuned

1. Sefydlu Rhwydwaith Iechyd Cyfuneddol sy'n prif ffrydio dysgu a chanfod cyflleoedd cyllido hir dymor erbyn Mawrth 2010.
2. Erbyn Medi 2010 llunio cynllun gweithredau sy'n cynorthwyo agenda iechyd a lles a chynhwysiad cymdeithasol ar gyfer tri chategori o drigolion – yr oedolyn ifanc (16–25), yr oedolyn (25–50), yr oedolyn hŷn (50+) a'i adolygu'n flynyddol.
3. Erbyn Medi 2010, datblygu gyda budd-ddelïaidd allweddol gynllun gweithredau sy'n cynnwys cyflleoedd dysgu, i wella agwedd y cyhoedd at iechyd meddwl, iechyd corfforol ac anableddau dysgu
4. Erbyn Ebrill 2011 llunio protocolau ysgrienedig gyda darparwyr iechyd a gofal cymdeithasol sy'n golygu cyfeirio at weithgareddau rhwydwaith iechyd cyfuneddol a'u hadolygu'n flynyddol
5. Llunio cynllun rheoli asedau Byw'n Iach sy'n rhoi blaenoriaeth i fuddsoddi mewn rhwydwaith o adnoddau cyfuneddol erbyn diwedd Mawrth 2011 a chwblhau buddsoddiad erbyn Medi 2014.
6. Cynllunio o leiaf dair rhaglen ddysgu i'w cynnal yn flynyddol yn benodol i dargedu pobl ifanc hyd at 25 oed sydd ddim mewn addysg, gwaith na hyfforddiant (NEETS) i sicrhau eu bod yn manteisio ar weithgareddau cynhwysiad cymdeithasol ac yn datblygu eu lles cyffredinol.
7. Darparu tri chytie dysgu bob blwyddyn sy'n cynorthwyo lles unigolion sy'n mynd drwy newid mawr yn eu bywydau.
8. Erbyn Mawrth 2011, datblygu cysylltiadau i sicrhau y gellir cyflwynu cyflleoedd dysgu drwy gwrs cyfrwng Cymraeg

Nod 2 – Gwellia sgiliau er lles a chynhwysiad cymdeithasol

Nod Tymor Hir: Erbyn 2014, bydd y rhwydwaith wedi sicrhau ymrwymiad gan sefydliadau iechyd a chymunedol allweddol o fewn Merthyr Tudful i ddatblygu cyfleoedd dysgu sy'n cernogi mentrau a gynllunwyd i well lles a chynhwysiad cymdeithasol y trigolion.

Casgliadau allweddol ymchwil ac arolygon

- ✓ Gwir angen i gantod a chynnwys y rhai mwyaf anodd eu cyrraedd Mae angen gwellia statws iechyd trigolion Merthyr Tudful.
- ✓ Gellir gwella iechyd corfforol a meddyliol drwy gyfleoedd dysgu ysgogol
- ✓ Mae dysgu yn yr awyr agored yn darparu amgylchedd da er lles iechyd pobl
- ✓ Mae rhaglenni dysgu anffurfiol, heb eu hachredu, yn fodd i gynorthwyo lles a chynhwysiad cymdeithasol unigolyn.
- ✓ Mae dysgu'n help i gyflawni potensial unigolyn a fydd yn ei dro yn datblygu eu lles.
- ✓ Gall cyfleoedd dysgu helpu pobl hŷn i gynnal eu hannibyniaeth.
- ✓ Mae angen cymorth ar unigolion ag anawsterau dysgu i sicrhau cynhwysiad cymdeithasol
- ✓ Mae dysgu er mwyn dysgu yn cymhell pobl a'u cadw'n weithredol Mae angen cymorth i oresgyn rhwystrau.

1. Erbyn diwedd 2010 bydd y rhwydwaith wedi datblygu cwrïcwilm sy'n cwrdd ag anghenion dysgwyr a chyfllogwyr fel ei gilydd ac yn adolygu'r cwrïcwilm hwnnw'n flynyddol
2. Cynyddu cyfranogiad dysgwyr mewn cyrsiau'n gysylltiedig â'r gweithle o 2% yn flynyddol.
3. Sicrhau bod y ddarpariaeth o sgiliau ar gyfer gwaith yn ddigonol ar draws yr ardal dddearyddol ac yn hygyrch i drigolion Merthyr Tudful.
4. Erbyn 2011, bydd pob tiwtor wedi'i hyfforddi i ganfod anghenion sgiliau sylfaenol a sut i sefydlu sgiliau sylfaenol yn neuadd eu cwrs.
5. Datblygu protocolau gweithio gyda phob partneriaeth cyswllt cyfllogaeth. Erbyn Medi 2011.
6. Sefydlu rhwydwaith cymorth yn y gymuned i gwrdd ag anghenion dysgwyr sy'n chwilio am waith cyfllogedig erbyn Mawrth 2010.
7. Cynyddu o 2% yn flynyddol yn y nifer o Oedolion sy'n dysgu sy'n defnyddio Cyngor a chyfarwyddyd Gyrfaoi.
8. Yn flynyddol, darparu o leiaf 4 cwrs cyn-gyfllogaeth gyda chyfllogwyr a fydd yn galluogi unigolion i ddatblygu sgiliau i wella cyfleoedd cyfllogaeth
9. Hyrwyddo ac annog dysgwyr i ddatblygu eu sgiliau dwyieithog er mwyn cael mynediad i gyfleoedd cyfllogaeth ehangach.
10. Erbyn 2011, gweithio gydag asiantaethau sefydledig i ddarparu cwrïcwilm sy'n cynorthwyo unigolion ag anabuddau dysgu i ennill sgiliau i gael mynediad i waith cyfllogedig.
11. Llunio strategaeth marchnata sy'n hyrwyddo Dysgu Oedolion yn y Gymuned i gyfllogwyr lleol erbyn 2011.

BLAENORIAETHAU STRATEGOL

Nod 1– Gwellia sgiliau ar gyfer gwaith

Nod Tymor Hir: Erbyn 2014, bydd rhwydwaith Dysgu Oedolion yn y Gymuned wedi cynorthwyo 2100 o bobl i ennill cymwysterau ar gyfer gwaith cyflogedig a chynorthwyo 500 o bobl i gael gwaith.

Casgliadau allweddol ymchwil ac arolygon

- ✓ Yr angen i ffocysu ar sgiliau ar gyfer swyddi (dysgu cyn gwaith)
- ✓ Cysylltiadau gwell sydd eu hangen rhwng y dysgu a chyflieodd swyddi.
- ✓ Cyngor a chyfarwyddyd gyrfaoi annigonol ar gyfer oedolion
- ✓ Yr angen i wellia sgiliau sylfaenol a hanfodol yn flaenoriaeth allweddol
- ✓ Annog mwy o gyfranogiad a mynediad drwy gyrsiau Cymraeg a chysiau Saesneg ar gyfer siaradwyr ieithoedd eraill (ESOL)
- ✓ Angen mwy o gyflieodd ar gyfer y rhai ag anawsterau dysgu
- ✓ Angen cymorth ar gyfer dysgwyr i symud rhwystrau
- ✓ Mae'r niferoedd uchel o oedolion isel eu cymwysterau mewn gwaith yn golygu bod angen mwy o uwchsgilio.

buddsoddiad mewn cyfalar dynol drwy addysg a sgiliau gwell a Strategaeth Cyflogaeth Ewropeaidd (EES) i wella ansawdd ac effeithiolrwydd addysg a systemau hyfforddiant yr UE.

Ar lefel leol, mae 'Sgyniadau Blaengar – Strategaeth ar gyfer Blaenau'r Cymoedd' (2006) yng nghyd-destun Cynllun Gofodol Cymru yn darparu gwledigaeth ar y cyd o naws a golwg yr ardal erbyn y flwyddyn 2020 ac mae'n amlinellu'r dulliau o droi'r wledigaeth hon yn realiti!

Catwyd tystiolaeth o fudd dysgu (yn enwedig ar gyfer gwaith) ar iechyd a lles pobl. Mae Canolfan Ymchwil ar Fudd Ehangach Dysgu wedi canfod bod dysgu oedolion yn y gymuned hefyd yn galluogi pobl i fynd i mewn i fyd gwaith neu i symud ymlaen. Daeth arolwg gan Waddel a Burton (2006) i'r casgliad cyffredinol byddai bod mewn gwaith neu ddychwelyd i fyd gwaith yn lleol i unigolion.

Nododd arolwg Cyngor Dysgu a Sgiliau yn 2007 hefyd y manteision positif i bobl ag anableddau a phobl yn dioddef o salwch tymor hir, pobl dros 50 oed ac unigolion heb ddim cymwysterau neu gymwysterau isel. Ar ben hynny, mae polisiâu cenedlaethol megis 'Cynllun Oes', 'Bywydau Bodion a Chymunedau Cefnogol' a 'Her Iechyd Cymru' i gyd yn dynodi y dialai dysgu yn y gymuned fod yn art i gyhoorthwyo agenda gwasanaethau wedi'u canoli ar ddinasyddion a byw'n annibynnol.

Yn 2006 cyhoeddodd Llywodraeth Cynulliad Cymru arolwg annibynnol o'r rhaglen addfywio cymunedau flaengar 'Cymunedau'n Gyntaf'. Defnyddiwyd casgliadau ac argymhellion yr arolwg i ailffocysu'r rhaglen i gyflawni canlyniadau clir. Targedwyd hyn yn benodol at welliannau mewn cyflogaeth, datblygu busnes, cynhyrchu incwm a thlodï plant. Ystyri'r bod Addysg a Hyfforddiant yn ganolog i ategu'r gwelliannau hyn ac mae disgwyl bod Partneriaethau Cymunedau'n Gyntaf yn blaenoriaethu addysg a hyfforddiant yn eu cynlluniau gweithredau lleol. Yn yr un modd mae disgwyl i Ddysgu Oedolion yn y Gymuned fod yn rhan o'r llwybr cyfleoedd i unigolion gyflawni hyd eithaf eu gallu i fod yn fwy ymatebol i anghenion cymunedau unigol.

Mae'r ddogfen olaf hon yn nodi mai sgiliau fydd yn gwneud y gwahaniaeth mwyaf i lewyrch economaidd Cymru ac anogir rhagor o gyflogwyr i arwyddo Adduned Cyflogwr Sgiliau Sylfaenol a chydweithio gyda'r undebau llafur i gynnwys gweithwyr anodd eu cyrraedd mewn dysgu.

Mae 'Adolygiad Webb' yn 2007 yn amlinellu'r siâlsens sy'n wynebu Cymru i sicrhau poblogaeth uchel eu dysg ac wedi'u hyfforddi'n dda ac mae'n ei gwneud hi'n glir bod rhaid cyflawni hyn ar gyfer:

- ✓ Y nifer uchel o bobl heb sgiliau llythrennedd na rhifedd;
- ✓ Dysgwyr rhwng 14-19 oed sy'n gyfyng eu dewis o gyfleoedd dysgu;
- ✓ Cyflogwyr sy'n cael y system yn anatbol;
- ✓ Pobol ifanc ac oedolion heb fod mewn gwaith, addysg na hyfforddiant;
- ✓ Pobol ifanc ac oedolion dan anfantais; a'r
- ✓ Dawns a'r talentog

Mae 'Trawsnewid Addysg a Hyfforddiant yng Nghymru' (2008) yn flaenoriaeth i Lywodraeth Cynulliad Cymru i sicrhau gweithlu digonol ei sgiliau i ddod o hyd i gyfleoedd cyflogaeth uchel eu lefel. I fod o gymorth i gyflawni hyn, bydd Lywodraeth y Cynulliad yn chwilio am ddulliau i greu map partneriaeth gwahanol ac i integreiddio gwaith darparwyr ymhellach.

Rôl y Partneriaethau Dysgu hyn fydd cynllunio a gweithredu'r newid a fydd yn gallu cynorthwyo'r gwelliannau a amlinellwyd ym mholisi Llywodraeth y Cynulliad:

- ✓ Cynnydd yng nghyfradd cyfranogiad pobl ifanc 16-18 oed mewn addysg, hyfforddiant a chyflogaeth;
- ✓ Cynnydd yng nghyfradd cyfranogiad pobl 19-24 oed mewn addysg, hyfforddiant a chyflogaeth;
- ✓ Cynnydd cyfrédinol yng nghyfraddau llwyddiant dysgwyr yn adlewyrchu lefelau uwch o gwblhau yn ogystal â chyflawniad nodau cymhwyster;
- ✓ Cynnydd yng nghymwysterau Lefel 2 a 3;
- ✓ Cynnydd yng nghymwysterau Lefel 4; a
- ✓ Chynnydd yn y dilyniant i ddysgu lefel uwch neu gyflogaeth uwch ei lefel.

Mae cyd-destun ehangach strategaeth polisi'r Undeb Ewropeaidd i'w ystyried yn cynnwys maes allweddol Agenda Lisbon o gyfyddu

CYSYLLTIADAU STRATEGOL

Cyhoeddwyd datblygiad addysg a hyfforddiant yng Nghymru mewn cyfres o ddogfennau lleol a chenedlaethol cysylltiol. Ar hyn o bryd mae polisi cenedlaethol yn canolbwyntio'n gryf ar sgiliau cyflogaeth ac mae gan Dysgu Oedolion yn y Gymuned gyfraniad positif i'r agenda hwn ond rhaid nodi bod Dysgu Oedolion yn y Gymuned hefyd yn dylanwadu'n gadarnhaol ar faterion gwahanol ond cysylltiedig. Mae ymchwil yn dangos y tueddiad cynyddol sy'n cydnabod y cysylltiad rhwng dysg a iechyd, gofai cymdeithasol, lles personol a datblygiad cymunedol. Isod ceir rhai o gasgliadau allweddol y prif ddogfennau.

Ar lefel y Fwrdeistref, Strategaeth Gymunedol 2020 Merthyr Tudful ydy'r un ddogfen strategol drostwal sy'n darparu gwledigaeth ar gyfer holl bartneriaid y Fwrdeistref Sirol. Mae Dysgu Oedolion yn y Gymuned yn gwneud cyfraniad sylweddol i fwyafrit o saith themat strategaeth Gymunedol, sef: (1) Grym y bobl a rhoi grym i gymunedau; (2) Byw ac iach; (3) Gwasanaethau a chyflusterau'r 21fed ganrif i bawb; (4) Lle glân a gwyrdd y gall pobl ymfalchïo ynddo; (5): Proffion iechyd; (6) Economi sy'n ffynnu; (7) Ymlaen drwy ddysg

Mae 'Y Wlad sy'n Dysgu' yn pwysleisio pwysigrwydd dysgu gydol oes a'r angen i ddarparu dysgu cynhwysol ar gyfer pawb. Ffocws y ddogfen bolis hon ydy rhoi'r sgiliau angenrheidiol i bawb dros 16 oed er mwyn iddyn nhw gyflawni eu potensial, datblygu sgiliau ar gyfer busnes a thrawsnewid y galw am ddysgu gydol oes. Mae adroddiadau ar ôl hyrny wedi defnyddio egwyddorion sylfaenol 'Y Wlad sy'n Dysgu'. Ymhlith yr adroddiadau allweddol mae 'Cymru'n Un' (Mehefin 2007), Webb (Rhagfyr 2007) Sgiliau sy'n Gweithio i Gymru (Ionawr 2008) a 'Trawsnewid Addysg a Hyfforddiant yng Nghymru' (Medi 2008).

Mae 'Cymru'n Un' yn datgan yr angen i roi'r sgiliau angenrheidiol i bobl ar bob lefel i'w galluogi i wneud cyfraniad positif i'r economi a'u cymunedau. Mae'n pwysleisio bod angen cymorth a chefnogaeth ar bobl iddyn nhw gael swyddi cynaliadwy.

Mae 'Adolygiad Sgiliau' gan Leitch a'r adroddiad 'Sgiliau sy'n gweithio i Gymru' a dilynodd hefyd yn seiliedig ar bolisi cenedlaethol gwybodus.

Roedd ystod oed dysgwyr yn amrywio ar draws y rhydwaiith gyda:

- 34% o ddysgwyr yn cynrychioli pobl rhwng 16 – 25 oed,
- 35% o ddysgwyr yn cynrychioli pobl rhwng 26 – 49 oed
- 14% o ddysgwyr yn cynrychioli pobl rhwng 50 – 60 oed
- 16% o ddysgwyr yn cynrychioli pobl 60 + oed a
- 1% yn anhysbys

Roedd cyfraddau cwblhau cyrsiau achrededig yn amrywio ar draws cyfleinwyr gyda'r gorau o 98% a'r gwaetha a gantfuwyd oedd 69%. Cyfradd cwblhau ar gyfartaledd ar draws y rhydwaiith oedd 87%.

Mae'r data ar ddysgwyr sy'n cyflawni cymhwyster o'u gweithgaredd dysgu hefyd yn amrywio ar draws cyfleinwyr. Yn yr achosion gorau, enillodd 100% o ddysgwyr a gwblhodd y cwrs gymhwyster a'r cyfartaledd ar draws y rhydwaiith oedd 74%.



hynny sydd yn meddu ar gymwysterau sydd fwyaf tebygol o groesawu cysyniad dysgu gydol oes ac i ymgymryd â gweithgareddau dysgu pellach. Hefyd, mae angen i rwydwaith Dysgu Oedolion yn y Gymuned gynllunio lefel y cyrsiau y mae angen eu datblygu yn ofalus. Mae'r tabl isod yn dangos y ffigurau diweddaraf.

Tabl: Cymwysterau oedolion oed gweithio (ôl 19 oed) yng Nghymru, 2001–2007²

Blwyddyn	2001	2002	MT 2003	MT 2004	MT 2005	MT 2006	MT 2007	Cymru 2007
Dim Cymhwyster	27.6	25.5	26.3	NA	23.0	21.7	21.4	15.4
Cymhwyster lefel NQF lefel 2	21.5	21.3	20.0	NA	23.3	22.9	22.2	20.8
Cymhwyster lefel NQF lefel 2 neu uwch	50.9	53.2	53.7	NA	53.7	55.3	56.4	63.8
Cymhwyster lefel NQF lefel 3 neu uwch	31.4	33.0	32.0	NA	32.2	35.1	33.0	43.8
Cymhwyster lefel NQF lefel 4 neu uwch	15.4	17.6	15.4	NA	15.7	17.4	17.9	25.4

Oherwydd ystod amrywiol gweithgareddau Dysgu Oedolion yn y Gymuned, cyfng ydy'r data sydd ar gael ar gyfer meincnodi ar draws Cymru ar lefel leol a chenedlaethol. Wrth baratoi ar gyfer datblygu'r strategaeth, roedd rwydwaith Dysgu Oedolion yn y Gymuned wedi ymrwymo i sefydlu gwaelodlin data ar gyfer monitro effaith y cydweithio.

Ym mis Hydref 2008, cofrestrwyd cyfanswm o 2,351 o ddysgwyr ar gyrsiau oedd naill ai wedi'u hachredu neu ar gyrsiau heb eu hachredu gyda menywod yn cynrychioli 51% a dynion yn cynrychioli 49% o'r dysgwyr. Mae'n ymddangos nad yw'r data hwn ar gyfranogiad yn ôl rhyw o fewn Merthyr Tudful yn adlewyrchu'r tueddiad cenedlaethol sydd, yn y gortfennol, wedi dangos mai cyfng oedd nifer y dynion yn dysgu yn y gymuned.

O ddadansoddi'r data gwelir bod y profil lleol yn ôl rhyw ar draws y rwydwaith wedi'i ystumio gan lefelau uchel o ddynion yn cymryd rhan ym mhrosiect cyflogaeth Canolfan Ddysgu'r Gymdogaeth. Ystyriwyd y llwyddiant hwn o gael dynion i gymryd rhan a'u cynorthwyo i mewn i fyd gwaith drwy Ddysgu Oedolion yn y Gymuned yn fodel o arfer dda gan Estyn yn ystod eu harolwg o'r rwydwaith ym mis Mawrth 2009.

BLE YDYN NI NAWR?

Merthyr Tudful ydy'r lleiaf o'r 22 awdurdod unedol yng Nghymru gyda thua 55,000 o drigolion. Mae 6 ward iawn a 5 is-ward â statws Cymunedau'n Gyntaf ar hyn o bryd. Mae diweithdra'n sylweddol uwch na'r cyfartaledd cenedlaethol. Yn ychwanegol, mae nifer uchel o bobl sy'n economaidd anweithgar, sef y mwyafrif o'r boblogaeth oed gweithio. Ar ben hynny, mae'r Arolwg Iechyd Cymru diweddaraf yn dangos bod mwy o bobl ym Merthyr Tudful yn dioddef o iechyd corfforol neu feddyliol gwael na'r rhai sy'n byw mewn ardaloedd eraill yng Nghymru. .

☑ Mae trigolion Merthyr Tudful yn nodi lefelau tua 5% yn uwch o driniaeth pwysau gwaged uchel, gwynegon a salwch resbiradol;¹

☑ Mae tua 5% yn fwy o oedolion hefyd yn datgan eu bod yn cael triniaeth ar gyfer salwch meddyliol. Mae salwch meddyliol yn gysylltiedig â hunanladdiad sy'n uwch ym Merthyr Tudful na chyfartaledd Cymru ²

Yn ystod y blynyddoedd diwethaf, sicrhawyd cyllid sylweddol ar gyfer adfywio i helpu delio gyda sidensiau economaidd a chymdeithasol Merthyr Tudful ac mae newidiadau pwysig wedi digwydd yn y Fwrdeistref Sirol ac yn enwedig yn nhref Merthyr Tudful. Ymhlith y datblygiadau mae lleoli 400 o swyddi Llywodraeth Cynulliad Cymru, datblygiadau manwerthu mawr ac ailddatblygu safle hamdden Rhydycau. Mae'r rhain i gyd wedi dechrau chwistrellu teimlad o obaith yn yr ardal ac ysgogi gweithgaredd economaidd a rhaglenni adfywiad pellach.

Bwriad rhydwaiith Dysgu Oedolion yn y Gymuned ydy ymateb i'r sidensiau a'r cyflleoedd sydd yn bodoli nawr ym Merthyr Tudful. Bydd angen sicrhau cydlyn, cydgyssylltu a chynllunio sylweddol oherwydd, fel y gwelir yn y tabl isod, mae nifer yr oedolion heb gymhwyster cydnabyddedig yn uwch na'r cyfartaledd cenedlaethol ac mae nifer y bobl wedi'u cymhwyso hyd at lefel 2 ac uwch yn llawer yn is na'r cyfartaledd cenedlaethol. Mae hyn yn golygu nifer o sidensiau i rwydwaiith Dysgu Oedolion yn y Gymuned gan fod ymchwil yn awgrymu mai'r unigolion

¹ Strategaeth Iechyd a Lles Merthyr Tudful 2008
² Llywodraeth Cynulliad Cymru 2008

SUT DATBLYGWYD Y STRATEGAETH?

Mae'r Strategaeth Ardal hon yn gynnyrch gweithio ar y cyd a chydweithio eang gan aelodau Partneriaeth Merthyr yn Dysgu Oedolion yn y Gymuned (Merthyr Learns ACL) gyda chyfraniadau gan ystod o ddysgwyr a darpar ddysgwyr. Mae'r bartneriaeth yn cynnwys cyflwynwyr o'r sectorau cyhoeddus a phreifat/addysg uwch a sectorau gwirfoddol/cymunedol.

Seilwyd yr ymchwil ar y canlynol:

Ymchwil Polisi:

Ystyriwyd yr holl bolisiau perthnasol yn genedlaethol, rhannbarthol a lleol er mwyn canfod yr effaith ar wasanaethau Dysgu Oedolion yn y Gymuned a pha ddylanwad ddylai fod gan Dysgu Oedolion yn y Gymuned

Ymchwil Lleol:

Casglwyd a dadansoddwyd data ar feysydd megis Mynegai Amdiffradedd Llusog Cymru, papurau ymchwil Llywodraeth Cynulliad Cymru, dadansoddiad o anghenion ar gyfer Strategaeth Iechyd, Gofal Cymdeithasol a Lles a Phartneriaeth Plant a Phobol Ifanc, data sefydliadol lleol a chyfraddau cyfranogiad.

Ymchwil Llenyddiaeth:

Cafodd llenyddiaeth berthnasol ei choliadu a'i dadansoddi, llenyddiaeth oedd yn cynnwys ymchwil academaidd, dadansoddiad o arolygon Dysgu Oedolion yn y Gymuned, adolygiadau cwrwllwm.

Dadansoddi Anghenion Unigolion:

Casglwyd ymchwil darparwyr gwasanaeth lleol a rhydwaiith Cymunedau'n Gyntaf ar ddysgwyr sydd eisoes yn bodoli a darpar ddysgwyr.

Ymgynghori gyda dysgwyr, cyflwynwyr a hyrwyddwyr gwasanaethau:

Cylichlithrwyd y strategaeth ddrafft ar gyfer ymgynghori arni i ystod eang o fudd-ddedlaid, gan gynnwys dysgwyr, darpar ddysgwyr, darparwyr gwasanaethau, comisiynwyr gwasanaethau dysgu.

PAM MAE ANGEN STRATEGAETH ARNON NI?

O fewn Merthyr Tudful mae ymrwymiad i ddarparu cyfleoedd dysgu i bawb ar bob adeg o'u bywyd. Mae creu diwylliant lle rhoddir gwerth ar ddysgu yn bwysig iawn i unrhyw gymuned, boed yn ddysgu yn y dosbarth, yn weithgaredd awyr agored neu'n brosiect ar gyfer grwpiau cymunedol.

Er mwyn creu diwylliant o roi gwerth ar ddysg, mae angen i rwydwaith Dysgu Oedolion yn y Gymuned sicrhau ei fod yn manteisio i'r eithaf ar ei egni a'i adnoddau, er mwyn lleihau ar y dyblygu, cynllunio gweithgareddau dysgu yn seiliedig ar anghenion cyfnewidiol y gymuned a rhannu adnoddau drwy wneud dysgu'n berthnasol i anghenion yr unigolyn a hefyd cefnogi mentrau allweddol a datblygiadau polisi mewn modd effeithiol ac effeithlon.

Bydd y ddogfen strategaeth hon yn gyrchwyn ar y broses o sefydlu'r ffordd ymlaen. Mae cael dysgwyr, cynllunwyr, asiantau cyflenwi a hyrwyddwyr gwasanaethau i gydweithio i gynhyrchu'r ddogfen hon wedi golygu bod yr holl fudd-ddedlaid wedi cytuno ar gyfeiriad Dysgu Oedolion yn y Gymuned ym Merthyr Tudful dros y 5 mlynedd nesaf.

Bydd rhydwiaith Dysgu Oedolion yn y Gymuned yn gorchwylu'r cynlluniau i weithredu'r strategaeth hon i sicrhau bod cysylltiadau effeithiol gyda strategaethau a darpariaethau eraill yn cael eu datblygu a'u cynnal. Bydd y rhydwiaith hefyd yn gyfrifol am fonitro cynnydd yn erbyn y nodau a osodwyd. Ar ddiwedd tair blynedd gyntaf y strategaeth hon cynhellir arolwg llawn a chynhwysfawr.

DATGANIAD O'R WELEDIGAETH

Gwledigaeth Dysgu Oedolion yn y Gymuned ar gyfer Merthyr Tudful:

“Drwy bartneriaeth, bydd darparwyr Dysgu yn y Gymuned yn creu a chynnal amgylchedd lle mae pobl ifanc ac oedolion yn cael mynediad i ystod eang o gyflleoedd dysgu o fewn eu gymuned sy'n berthnasol i'w hanghenion. Cairf y cyflleoedd dysgu hyn eu cyflawni i gwrdd ag arddulliau dysgu unigolion, a thrwy hynny, fanteisio i'r eithaf ar eu potensial a chyflawni mwy o annibyniaeth a gwell ansawdd bywyd”

Mae Partneriaeth Dysgu Oedolion yn y Gymuned ym Merthyr Tudful yn canolbwyntio'n bennaf ar unigolion oed 19 a hyn, ond gall gymwys rhai rhwng 16 ac 18 oed a dysgu rhwng cenedlaethau lle bo'n briodol. Isod, ceir crynodeb o nodau Strategaeth Ardal Dysgu oedolion yn y Gymuned.

Mae'r strategaeth yn cynnwys nifer o nodau allweddol sy'n ceisio:

Nod 1: Gwellia sgiliau ar gyfer gwaith

Cynyddu cyflogaeth a delio ag anweithgarwch economaidd a gwellia cyfleoedd ar gyfer dyrchafiad.

Nod 2: gwellia sgiliau er lles a chynhwysiad cymdeithasol

Galluogi trigolion i ddatblygu sgiliau i wneud eu bywyd yn fwy iach, mwy ysgogol a'i gyfoethogi.

Nod 3: Gwellia sgiliau cyfathrebu a gweithio gyda rhifau

Yn fodd i drigolion ddatblygu sgiliau i fanteisio i'r eithaf ar eu potensial ac i fod yn fwy annibynnol.

Nod 4: Annog dysgu ar gyfer dinasyddiaeth weithredol a datblygiad cymunedol

Rhoi grym i drigolion lleol i gyfranogyn weithredol mewn datblygu a rheoli gwasanaethau o fewn eu gymunedau eu hunain.

Nod 5: Atgyfnerthu gweithio mewn partneriaeth er mwyn sicrhau gwelliant parhaus

Darparu dysgu o ansawdd uchel sy'n cwrdd ag arddulliau dysgu ac angheion unigolion a grwpiau er mwyn iddynt nhw gyflawni eu targedau gosodedig.

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STRATEGAETH DYSGU OEDOLION YN Y GYMUNED ARDAL MERTHYR TUDFIL Hydref 2009–Hydref 2014



MERTHYR
YN DYSGU