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Adult and Community Learning in South Wales:

A Policy and Practice Perspective

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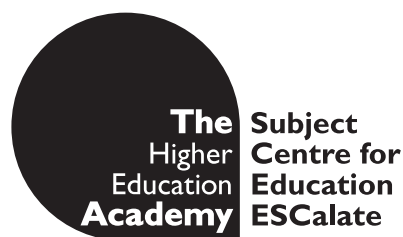
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Acknowledgements

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Readership

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This ESCalate publication will interest all those engaged in Adult Community Learning and community education projects, whether practitioners in the field or policy makers.

The authors are experienced practitioners and academics whose work has directly influenced the University of Glamorgan's community development initiative in the South East Wales Heads of the Valleys.

The publication critically reviews the provision of community education programmes and locates them within the policy initiatives from which many Adult Community Learning projects have emerged.

The publication is particularly relevant to further and higher education lecturers, teachers in community schools, community regeneration specialists, community inspection services, all those who work in adult education and lifelong learning departments in universities, NIACE, local authorities, health professionals, policy makers and civil servants.

Introduction

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In this publication we describe policy and practice around Adult and Community Learning (ACL) and the successes that can be achieved by universities when they engage fully with their communities as part of their ‘third mission’ of public service. We start by reviewing the claims for educational, health and social benefits to individuals, universities and local communities and we draw on a few case study illustrations from the GATES project in Merthyr Tydfil, a town located at the top of one of the South East Wales Valleys. We then explore contexts in Wales where policy and practice are being developed. Coordinated development of ACL can deliver significant benefits to all stakeholders when universities become fully participating members of the communities to which they belong.

The benefits of Adult and Community Learning programmes

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Wales has long been enthusiastic about social inclusion through adult and community learning linked to social inclusion and widening access. There is a proud history dating back to the days of the Learning Settlements (see Lewis 1993; Davies 2003) as well as trade union involvement (Francis 1973a, 1973b; Burge 2000), leading in more recent times to the pioneering work of the Community University of the Valleys led by the University of Swansea (Elliott et al 2000; Humphreys and Saunders 2000).

Adult and community learning (ACL) can be defined as non-occupation specific learning provision within local community settings for people aged 19 or more years (Welsh Assembly Government 2008). With this kind of remit adult and community learning is

extremely diverse in terms of learners, environments, pedagogies and subjects (see Connolly et al 2008). The concept is well placed to guide learning engagement of the hardest-to-reach in communities, particularly through informal approaches to teaching and learning. Research from McGivney (1999), Coffield (2000) and the Centre for the Wider Benefits of Learning, argues for positive impact of adult and community learning on health, confidence, personal growth, skills and employability. Studies claim that adults who take part in learning activities are more likely to exercise, to give up smoking, to reduce their consumption of alcohol (James 2004), are less likely to become obese (Feinstein et al 2002, 2003) and are more likely to take up health screening services. It has been estimated that for every 100,000

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women enrolled in adult education 116-134 cancers could be prevented (Sabates and Feinstein 2004). Older adults with illness report an improvement in their health (Dench and Regan 2000). Learning increases confidence, self-worth and general well-being (Carlton and Soulsby 1999). Those who take part in learning in adult life are more likely to take part in community activity, are more likely to have flexible attitudes and are less likely to be intolerant of the views of others. Learning has a positive effect on social cohesion (Preston and Feinstein 2004). Furthermore, taking women without qualifications to

level 2 appears to reduce their risk of depression at age 42 by 15 percent, thereby saving the country up to £200m a year (Chevalier & Feinstein 2006).

Adult and community learning is delivered by local authorities, voluntary and community organisations, further education (FE) colleges, higher education (HE) institutions, work based learning providers and the Workers' Education Association. There are also other powerful cross-sector links – examples including trade unions, prisons, museums and libraries. Collaborative partnerships are therefore a top priority (see Furlong et al 2008).

People and their stories

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There are many stories to tell but here we have limited ourselves to two stories in each of the sections and changed all names.

Stories of progression into employment and work experience

José had previously been involved in bar work but was made redundant. He had a dream of opening up a coffee shop and came into GATES to ask for advice and we were able to point him to a business advisor. In conversation however, it became clear that José had problems gaining a food hygiene certificate. He had attended the local FE College but found the two day course too demanding, largely because English is not his first language. He felt he couldn't keep up and was slowing down other class members. The flexibility of GATES' one-to-one projects meant that we could provide bespoke weekly sessions with a GATES member who speaks basic Portuguese, and provide help with revision and practice time. He successfully completed his basic food hygiene. Crucially, GATES also provided an ad hoc 'drop in' service – offering moral and practical support during

this period (this is as extra support to his business advisor; explaining things in simple terms, translating documents into easier language, photocopying, publicity material etc). José has now been in business for over a year, and we continue to provide ad hoc support.

Margaret is Polish and currently working as a cleaner in a factory. In Poland she was an art teacher and worked in graphic design. She would like to work as a graphic design artist and recognises that she needs to up-skill as the technology used in the UK is different. She is involved in work experience with the GATES team, putting together a Portuguese/Polish newsletter using Quark software. In this way she feels she is helping her community and gaining valuable work experience. More recently she has been involved in paid design work for the GATES team for a recipe book entitled A Taste of Merthyr (an outcome of a food /photography based project in which she took part). She has also been signposted to a business advisor and has made visits to the University reprographics department and local printers in the locality.

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Stories of signposting to other providers

Huw left school with no qualifications and came to GATES via the organisation ELITE and has been involved in a one-to-one computer course and work with the Merthyr Media project (MMP). He has achieved a level 1 OCN in Researching the Internet and has gone on to be involved in courses with other providers. He has just started an accredited music course based in the GATES shop.

Gary had no qualifications, had never worked and is a father of six. He came to GATES with his *Dad's Advisor* (a role developed by the Genesis Wales project). He had suffered a bad experience in school and had problems relating to other people and did not want to join a large class. When talking to Gary it became clear he was interested in dogs and so we developed a bespoke one-to-one computer course on the care of dogs. Over time, Gary's confidence grew and after successfully completing an OCN provided through Adult Community Education in the GATES building he felt confident enough to join an accredited class with another learning provider.

Stories of progression into university

Bev left school with no qualifications. She has been involved with a number of learning providers and has taken a number of courses. She became involved in a GATES belly dancing project in February 2007. This helped to build her confidence so that she was able to take part in belly dancing performances. She also became involved in the One-to-one Making Music Project where she learned how to use Q BASE and REASON to make music CDs. Bev says:

'Although I was nervous at first, the tutor's (Paul) friendly way and kind words encouraged me. The fact that I was having individual tuition and wasn't part of a large group helped because I wasn't embarrassed if I made a mistake or got something wrong because it was only me and Paul.'

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After a GATES organised trip to the ATRium (part of the University of Glamorgan) Bev decided that she would like to attend University to study music production. The GATES team supported her in her UCAS application and made several appointments on campus, taking her for interviews and facilitating discussion with student services. This year Bev began a Foundation Degree at the University of Glamorgan, with a view to progressing onto the BSc (Hons) Music Technology. An even bigger step for Bev has been the decision to move into student accommodation in Treforest and immerse herself in student life. The GATES team continue to support her and she continues her music class with GATES.

Michael retired early after a successful job as a teacher abroad. He came into the GATES shop because he had heard about our photography projects and wanted to be involved. He made a digital story on the www.merthyrdigitalstories.org.uk website and was intrigued as to the possibilities of a new interest and career. After speaking to GATES and MMP staff he successfully applied for the BA (Hons) Photography degree within the Faculty of Creative and Cultural Industries (CCI) at the University of Glamorgan. Michael is still a regular visitor to the GATES building.

Stories of social, health and other benefits

Bridgett initially attended the drop-in sessions with a friend. Since then she has attended a wide range of activities including classes and trips to exhibitions. Bridgett suffers from depression and would often spend weeks alone without seeing anyone. She believes that involvement in GATES projects has helped her to manage her illness and has often indicated that the classes give her "a reason to get up in the morning". She is an enthusiastic supporter of GATES and has become involved in a film project with MMP.

Jude became involved in an art activity as part of the Big Draw 2008 project. She had never made artwork before. In discussion it became clear that she has lived a very varied and exciting life. Her stories were often relayed to the art class. It was suggested she put pen to paper and so she joined the GATES creative writing project. This gave her inspiration and she soon became involved in the digital storytelling project. Her latest feat has been to put her story on a My Space page. Jude has been relaying her achievements to her local church group and through this generated interest in GATES activities among teenagers.

The four principles of GATES and the challenges of initial engagement

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People's stories illustrate the distinctive way that individuals engage with informal opportunities for learning. Models of increasing engagement with education, such as the *escalator model* discussed in detail below, often suggest a smooth progression pathway for adult and community learners who move upwards through levels acquiring credit and qualifications. Models can underestimate the challenge of actually engaging learners in the first place – of getting hard to reach adult learners into the entire education frame – and of tracking them in order to have tangible evidence of progression (see Payne et al 2007).

McGivney (1999) argues that it “is difficult to make a clear distinction between formal and informal learning as there is often a crossover between the two” (1999:1). She states that informal learning is a broad,

loose and variable concept. It takes place in the “life environment” and is often unplanned (by the learner at least). Keeping the delineation between formal and informal settings, she provides the following outline of informal learning:

- learning that takes place outside a dedicated learning environment and which arises from the activities and interests of individuals and groups, but which may not be recognised as learning;
- non course-based learning activities (discussion, talks or presentations, information, advice and guidance) provided or facilitated in response to expressed interests and needs by people from a range of sectors and organizations (health, housing, social services, employment services, education and training services, guidance services).

It is argued that this can lead on to “planned and structured learning such as short courses organised in response to identified interests and needs but delivered in flexible and informal ways and in informal community settings” (McGivney 1999:2).

The University of Glamorgan identified the need within the Heads of the Valleys area of South East Wales for an informal learning project. Funding was obtained from Communities First, a long term programme which responded to the Welsh Assembly 2001 Community Regeneration Review of Best Practice. This seminal analysis recognised the need for self-directed capacity building by communities and individuals in re-defining themselves and their society, in declaring and shaping their own future, and in taking control of the resources that assist with community growth. However, there is also awareness that an external catalyst might be necessary to spark off this process. Higher Education Institutions, with their “third mission” of public service, are seen as ideal vehicles for such work.

One of a series of outcomes was the evolution of Glamorgan GATES, a project which provides a sustained example of informal learning through the provision of support for grassroots Communities First areas throughout Merthyr Tydfil. Its headquarters are easily accessible in the high street and popular projects have included environmental regeneration, film production, animation, community art, music, and desk top publishing.

Principle one – focus on cultural activity

A conscious decision was made to use cultural activity (in the very broadest sense) to engage individuals in a very different type of learning experience, emanating from the idea that cultural activity should be regarded as an essential part of

community regeneration (see also Joseph Rowntree Foundation 1999; Talfan-Davies 2000; Dwelly 2001; Merli 2002; Evans & Shaw 2004).

participants themselves lead and determine the process of engagement... They are at the heart of the process... are involved in the negotiation, planning, activity and outcomes (Fegan 2003: 9).

The GATES project draws on the local traditions and customs of an area noted, historically, for its capacity to create its own culture and, also, reflects more contemporary interests and concerns. The difficulties of using art and culture as media for change in an area such as Merthyr (which only recently has a cinema, and currently has no theatre, no exhibition or gallery space, limited performance facilities, and a general under-investment in the infrastructure of the arts) means that improvisation and adaptation are key requirements of the work of Glamorgan GATES.

The borough of Merthyr Tydfil is typical of heads of the valleys communities in the post-coal era. It was once a prosperous and independent town which attracted investment and labour from afar - especially through iron, coal and major international corporates such as Hoover. Times have changed dramatically since the heavy industry decline of the 1980s. Many mines, works and factories have closed down. Statistics taken from the Welsh Index of Multiple Deprivation (Welsh Assembly Government 2005) demonstrate the extent of its current difficulties. Unemployment is currently double the United Kingdom national average. Only 56% of the working age population are in gainful employment; the overall Welsh average is 70%. Furthermore, only 32% of people of working age are in full-time paid positions.

One key factor contributing to this lies in the current low levels of educational attainment. In Merthyr, 33% of people of working age have no formal educational qualifications. The Future Skills Wales Project (Welsh Assembly Government 2005) reported that, whilst 46% of people of working age in Wales had not engaged in any form of training or learning in the twelve-month period prior to 1998, that figure rose to 69% for Merthyr. In 2001, only 15.4% of people over 16 were participating in any form of learning in the area. Similar negative statistics might be quoted with regard to health, social deprivation, petty crime, and so on.

In more recent years a major regeneration strategy for the Merthyr Tydfil area – and its fellow valley communities – has developed. It is within this context of more optimism that the GATES initiative operates, in the town's main high street. It aims to function as a “gateway” to a more productive future by providing a range of learning opportunities to enhance life chances for local people. The short to medium term focus for GATES has been on encouraging engagement with learning in a non-challenging way to build confidence, develop self esteem and broaden horizons to promote personal and community capacity for development and change. In the longer term, the project seeks to make a significant impact on currently low levels of educational attainment and participation in further/higher education in many Valley communities.

Practically, a GATE is a purpose-designed, fully equipped and staffed, physical extension of University faculties in a community setting. GATES operates in a unique way for a number of reasons. First, the GATES team was chosen not only for their academic and project management abilities but also because they have a personal link with the area, either living or having lived in the town. This means they have a

personal commitment not only to the project but to the community itself. The personal linkages between staff, individuals and organisations within the borough were initially invaluable in setting up the project and overcoming the fear of outsiders about the university ‘taking over’. It has also proven to be beneficial when trying to ascertain what learning people want or need, or when signposting to other learner providers. So, for example, project ideas have developed in informal settings such as the hairdressers or the local chip shop. It also allows GATES staff to act as role models and mentors, to act as exemplars to others in a similar way to the learning settlement movements of the past.

Principle two – team engagement

The team members involve themselves in projects as fully as possible, if not leading a project then as an organiser and/or participant. This is a deliberate act that has engendered trust and a close relationship between participants and GATES team members and allows for a meaningful dialogue to take place whereby people talk openly about their life experiences. In this way projects can be devised, developed or adjusted to fulfil specific needs. For example, when an individual is initially asked about what learning or project they would like to undertake they often have quite limited ideas about what is possible or available. After trust has been established those ideas become boundless and often are very different from the original.

Principle three – informal starting points

The informal nature of the work is a deliberate choice, as is the concentration on project activity rather than course or qualification. Such a “soft” approach is necessary in a context where disengagement, apathy, and opposition to formal learning are key barriers. The high street location

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allows taster sessions to be undertaken in the shop window. This means that people walking along the street can view the workshops and are encouraged to step off the street and join in – if only for a few minutes. Whilst GATES boasts a workshop room, music room, and film room, many of the activities take place in community settings, such as cafés, youth clubs, schools, church halls – places where people congregate. Generating participation in project activities in such a non-challenging environment can lead to later engagement in more structured learning. GATES, in part and *where appropriate for the individual*, seeks to serve as an initial entry point for a progression through an escalator based framework that can culminate in further or higher education or in training. Indeed, the trust that has developed between the team and community members has facilitated unique linkages between the university and individuals within Merthyr which has enabled a fast-tracking system to develop.

With this in mind the range of project activities undertaken by GATES has been both innovative and eclectic in its creation of projects clustered into six very broad themes: music, media, art, movement, employability and environment (see Appendix). Crucially, however, many have evolved through discussion and collaboration with local communities to ensure relevance and a response to self-perceived

needs. Over time, the GATES team have used this information to develop an 'interest' database where suggested activities, workshops, needs or ideas for future projects are logged. Priority is given to needs and activities that are not provided elsewhere. Where courses or classes are provided by others and where people feel comfortable with attending such courses (i.e. they are not intimidated by joining a larger group), individuals are signposted. In many cases GATES members physically accompany an individual to another organisation to facilitate participation. In addition to the compendium of interests, a skills database (where local people with various expertise can show an interest in becoming a tutor or demonstrator) is in operation.

Principle four – inclusive in outlook and open to all

Whilst the key target group remains those currently alienated from traditional learning GATES – where possible – works with anyone within the community. There are no age or ability constraints, and participation has come from diverse sections of the community including individuals on the fringes, schools, the elderly, young offenders, migrant workers, women's aid groups, Youth Opportunities agencies, housing associations, asylum seekers, refugees, Barnardo's, drug and alcohol abuse organisations.

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Impact

To date, approximately 7,500 individuals have participated in over 200 GATES projects. Participation takes various forms; it can refer to a one-off brief involvement in a photography project or to an intensive one-on-one workshop lasting several weeks. The GATES building also houses a computer internet café which is open to all and currently has more than 410 regular users. GATES also serves as a drop-in centre for people wanting all sorts of ad hoc advice – where they can access a course, finding information about university study, how to set up an eBay account, or even where they can find a celebration cake!

The GATES team are ever mindful of the need for progression and in line with McGivney's advice:

provide information, encouragement ... and support structures wherever necessary (1999: 80).

To that end, inter-agency partnerships have been developed with learning providers which offer accredited learning. At times these have been held in the GATES building. As stated above, where ability and desire are evident, individuals have been 'fast

tracked' to college and university. Again, this might include organising meetings with relevant academic and support staff and physically accompanying people onto campus for meetings. However we also agree with the views of Ecclestone (1993):

We need to know when accreditation is appropriate and beneficial, when it constrains achievement or access and when learning outcomes and assessment to support learning is enough without a formal certificate (1993: 179).

Thus progression is measured in different ways. Some individuals progress to another GATES project, others into work, some become involved in a community group and others into more structured learning. Crucially, the end product of project participation might be the equally valuable goal of social inclusion; beginning a business or not-for-profit organisation, or self-fulfilment and development. The links with the University of Glamorgan do not make the team 'precious' about the people in their care. Rather their best interests and needs are paramount, and if they would be better served by involvement with another agency or organisation then this could take precedence.

Policy context in Wales

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Since devolution within the UK the policy impacting on adult learning has developed in different ways. Our first comprehensive education and lifelong learning policy entitled *Learning Country* clearly illustrated the desire to create a distinctive approach:

We shall take our own policy direction where necessary, to get the best for Wales
(Welsh Assembly Government 2001)

The Learning Country policy has since been updated by *Learning Country: Vision into Action* (Welsh Assembly Government 2006), outlining the Assembly's strategic direction for education, lifelong learning and skills until 2010. This document, like its predecessor, emphasises widening participation, social justice and equality.

Following the elections in May 2007, a coalition between Welsh Labour and Plaid Cymru emerged. The two parties published their plan; *One Wales: a progressive agenda for the Government of Wales* on

27 June 2007. The policy highlights a commitment to adult learning and re-asserts the aspiration for lifelong learning:

Our vision is of a society in which learning throughout life is the norm, where the people of Wales are actively engaged in acquiring new knowledge and skills from childhood to old age. (Welsh Assembly Government One Wales: 2007)

There are a number of Welsh Assembly Government policies, strategies and initiatives which impact on this vision for lifelong learning. Indeed the broad provision of adult learning in Wales contributes to addressing many of the strategic objectives of Assembly departments. What follows is an outline of no less than a further 11 policies and strategies published over an eight year period that have crucial relevance to adult and community learning.

Making the connections

Delivering Beyond Boundaries (2006) was the Welsh Assembly Government's response to Sir Jeremy Beecham's independent review of local public service delivery, *Making the Connections* (2006). It concluded that public service performance in Wales was too patchy. Departments were often fragmented and working in silos, and the future of public services in Wales should move towards a system involving educated citizens who are able to make informed choices in order to play an active role in their communities and wider society. Adult learning plays a crucial role in enabling this to happen especially in engaging with those individuals with the poorest experiences of compulsory and 'formal' education. A second chance policy is advocated in order to re-engage economically inactive adults who have been dependent on benefits for a long time. This task necessitates bringing together education, welfare and employment specialists in order to achieve economic and cultural regeneration.

Review of further education in Wales

Led by Sir Adrian Webb, *Promise and Performance* (Welsh Assembly Government 2007) was a Wales-wide review of all post-16 education and training. Many of Webb's recommendations have an impact on adult learning – such as the re-focussing of public funding for those who have not achieved level 2; those who belong to low participation neighbourhoods; the expansion of non formal and outreach learning, and the piloting of Individual Learning Accounts as well as post hoc grant accountability to maximise flexibility in delivering to the most disadvantaged.

Skills that work for Wales

Following a consultation period throughout 2008 the Welsh Assembly published a skills and employment action plan. It included a response to the UK wide

Leitch Review as well as to the recommendations within the review of further education in Wales. The document recognises the contribution of adult learning (particularly in engaging the hardest-to-reach) and it makes a commitment to consulting on a policy for Adult and Community Learning.

Skills That Work for Wales (Welsh Assembly Government 2008) makes a number of references to action points including adult learning, the need to raise the skills level in Wales, a focus on partnership rather than competition, the importance of the third sector when targeting the most deprived areas, supporting an ageing population, and exploiting the wider benefits of learning.

Basic skills

The all-age *Words Talk, Numbers Count* (Welsh Assembly Government 2005) was launched in 2005 by the Basic Skills Agency to address major challenges exposed through a baseline survey in 2005. It showed that overall 440,000 adults (25% of the working age population) do not have Level 1 Literacy skills and about 990,000 adults (53% of the working age population) do not have Level 1 Numeracy skills. Non-accredited learning provided in non-formal settings is well placed to engage with under-represented groups and those who have had the poorest previous experience of education. The strategy embeds literacy, language and numeracy within a wide range of adult education provision – including arts and crafts, and information technology. Voluntary and community organisations often deliver adult learning in non-formal and informal contexts, tailoring provision to particular targeted groups. Teaching environments are often deliberately dissimilar to school – an environment which most hard-to-reach adult learners are keen to avoid. Therefore, these organisations are well placed to engage adult learners in basic skills learning in settings

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where they are more likely to participate and complete. Voluntary and community organisations are also well placed to engage adult learners in 'first-step' learning. That is, encouraging potential learners to 'give learning a go' and providing a flexible and relaxed environment in which to do so. This places practitioners in a good position to be able to identify need, support individuals and refer them on to appropriate provision or services.

The emerging Basic Skills Cymru within the Welsh Assembly (rather than having a separate Basic Skills Agency for Wales) has emphasised how important it is to target children in order to avoid later learning difficulties in adulthood. What is crucial for adult and community learning is recognition of the impact and potential of family learning. Examples include the *Language and Play* programme (designed to give literacy through play information to parents or carers of children aged 0-3), or the *Read a Million Words Together* campaign. These family learning programmes are aimed primarily at increasing children's basic skills, but they can also encourage adults back to learning.

The strategy for older people

The pioneering appointment within the Welsh Assembly of a Commissioner for Older People and the publication of *A Strategy for Older People* (Welsh Assembly Government 2008) have reinforced the promotion of health, well-being and quality of life through lifelong learning. Adult education is viewed as activity which helps older people to maintain their independence, make their voices heard in decision

making, protect their health, engage in community activities, extend employability, and cross generation boundaries.

Intergenerational strategy

The Intergenerational Strategy is the responsibility of the Older People and Long-term Care Policy Directorate in the Department of Health and Social Care within the Welsh Assembly. Adult learning contributes to the aims of the strategy by tapping into the motivation of those who have a desire to help with the educational achievements of their children and grandchildren thereby breaking cycles of disadvantage and also reducing high levels of inactivity in those aged 50 and above.

Community focused schools

The Community Focused Schools agenda builds on the principle that schools are based in the hearts of communities and create a community spirit amongst parents. They are therefore suitable organisations for reaching out to adult learners through offering more accessible and local facilities and resources, in addition to being ideal venues for family learning activities.

Reaching higher

Published in 2002 *Reaching Higher* is the strategy for Higher Education in Wales to 2010. Widening access to higher education is a key priority, including the creation of Reaching Wider partnerships. University consortia target four disadvantaged groups: Communities First wards having high levels of economic and social deprivation, Black Minority Ethnic

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populations, disabled learners, and speakers of Welsh as a first language. Young people aged 10-16 have been the main beneficiaries within the Reaching Wider projects, although family learning programmes have also been established mentoring by older age groups.

ESDGC – a strategy for action

Education for Sustainable Development and Global Citizenship (ESDGC) raises awareness and action around issues of climate change, poverty, conflict and consumer pressure. The strategy is aimed at all sectors within education – schools, youth, further and higher education, and adult and community learning. The ESDGC agenda is strongly focused on social equality. Adult learning in all its guises is considered as an essential part of the agenda. Furthermore, ESDGC is to be embedded in qualifications and accreditation, and also in the new professional standards for teachers, tutors and trainers in the lifelong learning sector.

Communities First

The Communities First programme is the Welsh Assembly's long-term strategy to improve conditions for people living in the most disadvantaged communities in Wales – identified as 142 electoral wards, representing 18% of the population. It aims to provide opportunities for local people and for the agencies that deliver services in the communities to those people.

e-Learning strategy

In response to the rapid changes in technology and knowledge the Welsh Assembly developed an e-learning strategy which identified challenges, opportunities, and access to learning by way of technology. The strategy recognises that the way individuals learn is important and that traditional learning strategies are not always adequate. Adult learning has long advocated this message, although adult educators are also aware of the limitations and the need for building communities of learning through face-to-face interaction as well as new technology.

Wales – vibrant economy

In 2005, the Assembly published *Wales: A Vibrant Economy*, the strategic framework for economic development. There is a focus on economic and business development through the upskilling of established workforces and improving the skills of new entrants to the labour market. The reduction of economic inactivity is a key concern, and within this context links between training and adult education become apparent.

Designed for Life

In 2006, the health strategy *Designed for Life* (Welsh Assembly Government 2006) includes a number of references to adult learning. Indeed, education and training underpin the workforce development element of the strategy and the preventative programme of

health promotion. Indirectly, all forms of adult education also contribute to the aims of *Designed for Life* due to the wider health benefits of participating in learning.

Transformation Agenda

Local authorities, colleges and universities are encouraged to form area partnerships in the provision of education for learners over the age of 16. The major concern is in making sure that the learning entitlements for young people – as outlined in Assembly legislation published in 2008 (*The Learning and Skills Measure 2008*) – are achieved through a more effective sharing of resources and expertise. The transformation agenda also recognises the potential for such partnerships to stretch into adult education after the age of 19, including work based learning. This may be especially feasible in the Heads of the Valleys region of South East Wales, where two lifelong learning campuses are envisaged for learners of all ages.

Adult and Community Learning Strategy

At the time of writing this paper a consultation phase for an adult and community learning strategy for Wales is nearing completion. Proposals include consortia-based resource policies, the inclusion of the voluntary sector as providers, the linking of informal and non-formal learning within the Credit and Qualifications Framework for Wales, and the inclusion of basic skills and ESOL within the adult and community learning portfolio.

Adult learning and policy initiatives

It is clear that adult learning contributes directly to the delivery of a wide range of Welsh Assembly strategies and priorities across a range of departments. The indirect contribution is even broader given the significant evidence to support the wider benefits of learning on health, social cohesion and civic participation. Whilst this demonstrates the broad and positive impact of adult learning, it has led to a risk of fragmented and under-coordinated delivery across policy areas. Indeed, many providers perceive unnecessary bureaucracy and a duplication of processes. At the same time resources are inadequate for delivering the policy plethora. ACL providers highlight the problems posed by different:

- funding application processes (with different criteria);
- conditions of funding;
- monitoring arrangements and data collection systems;
- funding periods.

In addition to the perceived bureaucracy overload, differing funding criteria and periods make it particularly challenging for providers to develop and implement long-term strategies. In order to secure funding, which may seldom be available beyond an annual cycle, providers often have to stretch their mission statements to accommodate the latest initiative. It is also reported that initiatives are developed on a cumulative basis, with new ones being added to old ones rather than replacing them, leading to 'initiative overload'.

From policy to practice – developing a model of progression

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With such an abundance of policy surrounding adult and community learning, it can be difficult to know what step to take next. There is a need to provide more coherence and continuity for individuals as well as communities engaged in learning. One way forward involves the use of a learning *escalator* as a model for progression that builds on previous educational achievement and moves towards more advanced qualifications. It uses the Credit and Qualifications Framework for Wales (Welsh Assembly Government 2004) which – like the Northern Ireland system – has nine sequential stages of attainment starting with entry level and finishing with PhD research.

The *Escalator* model recognises informal learning as an entry level starting point and then targets more formal levels of educational engagement through bite

sized accredited delivery. The model capitalises on the sector priorities outlined within the previously discussed *Wales: a Vibrant Economy* (Welsh Assembly Government 2005) and it aims to fill the provision gaps noted within the *Skills and that Work for Wales Action Plan* (Welsh Assembly Government 2008). It focuses on a wide ranging curriculum which appeals to popular interests in science, health care, sociology, psychology, environmental studies, media, journalism, animation, broadcasting, digital technology and the performing arts. In order to provide a practical focus for adult and community learning, the model is being applied to initiatives currently underway within the former heavy industrial heartlands of South Wales. This especially covers the “heads of the valleys” areas of Merthyr Tydfil, Rhondda Cynon Taff, Caerphilly, Torfaen and Blaenau Gwent.

These are priority areas for regeneration, upskilling and employment. There is a need to reach out to those populations otherwise disengaged from education, training and subsequent employment. The overall aim is the establishment of an advanced cross-sector partnership which brings together the expertise and resources of higher education institutions, colleges, schools, employers, social enterprises, and grassroots community organisations. The ultimate ambition involves establishing lifelong learning campuses in Merthyr and Ebbw Vale following the substantial loss of jobs caused by the closure of such large scale operations as Hoover and Corus Steel.

The escalator approach therefore argues for a sharing of widening access interests by universities which have similar civic engagement missions in order to attain critical mass for widening access activities through the pooling of lifelong learning expertise and resources. The subsequent removal of duplication, the simplification of communication with stakeholders, and the enhancement of quality will lead to improved levels of engagement.

Partnership and the beneficiaries

It is tempting to propose an all-sector partnership framework which includes schools, further education colleges, local authorities, voluntary organisations, employers, and universities within a given geographical region. In the fullness of time this might well be achieved, but thus far valuable lessons have been learned by the higher education sector based on the serious shortcomings of the erstwhile Community Consortia for Education and Training (CCETs). Our regrettable observation (see Morgan et al 2004; Saunders et al 2007) was a general lack of impact for these partnerships; instead they were characterised by public sector dominated talking shops alongside empty strategic planning. The CCET

inactivity - albeit with some notable exceptions- consumed the valuable resources of providers without making a difference to learners as beneficiaries.

The escalator model adheres to a more focused and manageable partnership continuum which has been developed by Trevor Sandford (2009) for the Kent and Medway LSC, and applied successfully by Tribal Consultants to the recent Geographical Pathfinders programmes in Wales. Sandford locates partnerships on a scale ranging from conflict to confederation:

- *Conflict*: distrust
- *Competition*: self interest and polarisation
- *Compliance*: declared objectives for working together but no follow-through
- *Co-existence*: territorial agreements
- *Co-operation*: some self sacrifice provided that this does not interfere with core business
- *Co-ordination*: attempts to avoid duplication
- *Collaboration*: shared problem solving and use of combined resources
- *Co-ownership*: loyalty extends to the partnership rather than individual institutions
- *Confederation*: a collective mission and identity which is then regulated and formalised

The Escalator model aims for nothing less than confederation status through building on the proven success and track record of a current *Reaching Wider* partnership entitled *First Campus*. This large scale project has achieved impact because of a continuous and realistic focus on higher education outcomes through operating three regional hubs based in Pontypridd, Newport and Cardiff supported by all of the universities and colleges in South East Wales.

Thus far the partnership has concentrated on comprehensive schools in order to introduce higher

education to 10-16 year olds who would otherwise not entertain the idea or ambition of going to college or university. One key outcome has involved delivery of accredited training of a new generation of over 600 Learning Coaches throughout Wales (Saunders 2008).

There is now the potential of going one step further and establishing a lifelong learning partnership which is committed to *all age groups*, not just young people in schools and colleges. It would be characterised by brokerage for the effective and efficient use of higher education resources and expertise throughout the heads of the valleys in order to target learner populations who are defined as having some kind of disadvantage.

The key observation which drives such partnership working is that there will be more beneficiaries when widening access resources and expertise are pooled by universities and colleges. Duplication is reduced through the centralisation of such operations as:

- Marketing and publicity
- Appointing and managing projects teams
- Guidance and the planning of progression pathways
- Development officer teamwork
- Managing employment contracts for all Escalator staff
- Bidding for additional resources
- Representation of higher education within local authority, employer, voluntary sector and further education consortia
- Appointment and management of tutors
- Curriculum design and educational development
- Quality assurance, evaluation and monitoring

The Progression Continuum

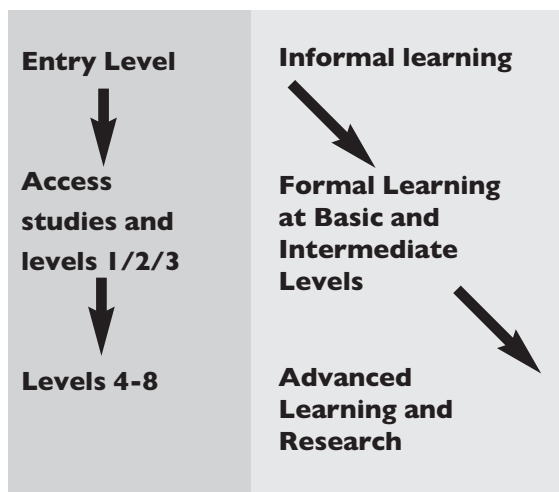


Figure 1: Progression from informal to certificated learning

The continuum begins with *informal learning*, which is characterised by curiosity, recreation and enjoyment. As emphasised by McGivney (1999), there may be no formal curriculum, assessment or classroom – but there is a building of confidence and knowledge as people engage in projects and initiatives. Pedagogic strategies involving problem based learning and action research take centre stage because of the need to ensure immediate ownership, relevance and autonomy within disadvantaged communities. These informal learning methods reach out to people who otherwise turn away from education and training because for many of them educational institutions are places of failure and rejection.

The continuum seeks transition from informal to formal studies within community settings, characterised by an essential commitment by individuals to more structured approaches to learning that lead to pre-degree accreditation by universities and the achievement of entry qualifications.

It therefore depends throughout on a close articulation between higher and further education partners in order to facilitate transition to more advanced levels of learning. Many of the above named projects include progression to level 2 and 3 studies, involving enrolment on accredited modules and courses. Local venues for projects and courses will typically include schools, voluntary centres, leisure and community complexes, workshops, and campus based summer schools.

The provision of more advanced learning then centres on campus-based provision which leads to certificates and diplomas, and thenceforth to graduate level qualifications. This includes collaboration with further education colleges for localised and responsive Foundation Degree delivery.

Provision at advanced levels tends to be more resource intensive in terms of using the latest technologies, replacing and updating equipment, developing innovative applications for teaching and assessment, having sufficient technical support, and accessing professional academic expertise within diverse university departments or faculties. There is therefore a need to locate resources strategically in efficient and cost-effective ways whilst offering maximum access to learners and employers.

Within this context the fundamental principle for an escalator partnership involves providing advice and support for higher education learning opportunities

via the development of a brokerage role between university partners so that beneficiaries can be directed towards appropriate learning pathways. Escalator therefore offers academic progression in terms of moving through nine levels of the Credit and Qualifications Framework for Wales. It also seeks physical progression in terms of encouraging movement of learners between the valleys, towns and cities of South East Wales in order to access appropriate higher and further education resources at different stages in the learning cycle.

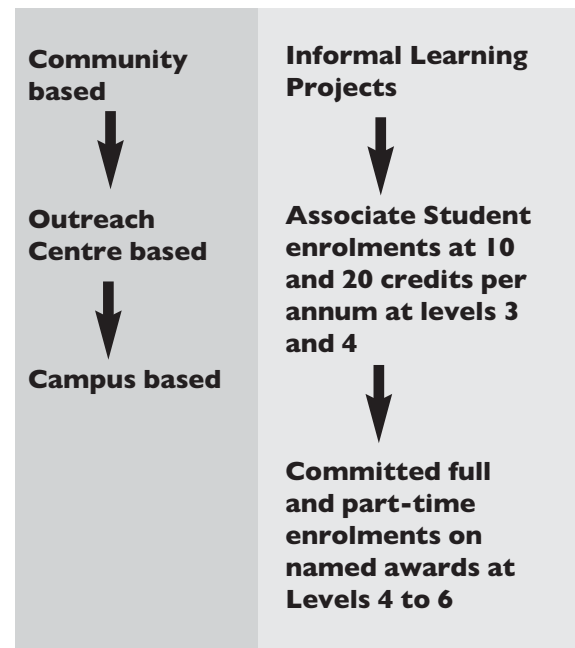


Figure 2: the physical dimension of academic progression

Community engagement in South East Wales

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There are many practical examples of successful Escalator style learning partnerships in the South East of Wales. Many demonstrate impact based on collaborative working, others have built successfully on previous projects and initiatives. Many have been successful in bringing together public sector lifelong learning providers and the local communities they serve.

Progression through Partnership

This was inspired by the *Community University of the Valleys* (Elliott et al 2000), the pioneering project of the Department of Adult and Community Education at University of Swansea. The universities of Newport and Glamorgan in conjunction with the Workers' Educational Association, have then helped adult learners in South Wales to progress to higher levels of learning in their own communities.

The BeWEHL (Bettering Wellbeing, Education, Health and Lifestyle) Initiative

Originally supporting women who live on the Bettws Estate. BeWEHL has subsequently extended provision to other areas in Newport. The overall aims are identifying the impact of learning on general confidence and well being of the project's participants and evaluating the role and impact of action research on participants and the broader community.

Llynfi Valley

This project established workshop support for later learners in the Maesteg area through projects and programmes linked to the use of internet technologies, website design, and desk top publishing.

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Science Shops

This has introduced aspects of science to learners of all ages who generate their own projects with academics facilitating a wide range of interests. The shops are based in Merthyr and Tregear with an extensive use of outreach facilities. Topics include environment campaigns, health and nutrition, and applications of engineering design and technology.

Outreach

Provides adults with non-accredited taster workshops and short foundation courses in community venues, including village halls, community schools, YMCAs, and chapels. Subjects include creative writing, creation to production, street photography, digital photography, radio skills, community art, astronomy, psychology, and community development.

Glamorgan Summer School

Provides intensive support for adults who visit a university campus for between one and two weeks and includes the use of residential services.

RISE

Working with further education colleges, universities

and community and guidance experts in order to establish progression pathways for thousands of learners located within RISE learning centres throughout Blaenau Gwent, Caerphilly, Torfaen, Newport and Monmouthshire.

Equinex

Focuses on people who have been unemployed for some time, and people with disabilities, including those with autistic spectrum disorders, sensory disabilities and learning disabilities.

Wales Institute for Community Currencies

Disseminates knowledge about best practice in Community Currencies through seminars, conferences, training events, publications, articles, interviews, videos, web-site, email lists and step-by-step guides.

Centre for Community Regeneration

Engages in community audits for Communities First wards and fora within local authorities and partnership trusts, in addition to the development of a Foundation Degree and MSc programme in Community Regeneration at the University of

Conclusion

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This paper has offered just a flavour of some of the diverse ways of working with people and the outcomes that can be achieved through a commitment to full engagement in 'third mission' activity designed to embed universities in the local communities they seek to serve. There have been a number of challenges along the way that impact on the GATES team and the way they operate. For example, in order to ensure continuing success, they have had to explore ways of developing longer-standing project groups into voluntary/not-for-profit organisations.

Working in this 'person centred' way is extremely intense. Ensuring people have a voice and are listened to, hearing their life stories, their successes and problems can be time consuming but also emotionally draining. This preliminary work is often undervalued and seems to the outside world as unstructured and loose. Developing bespoke projects and then adjusting those projects to fulfil community needs often has to be done as quickly as possible to be of immediate benefit to participants.

It has often meant that members of the GATES team have to become mini-experts in various fields. This has necessitated new skills some of which has been provided via the university, others elsewhere (for example circus skills, counselling skills). This development has to be balanced with workload, much of which takes place at evenings and weekends. In addition, living locally means that staff are seldom off duty with unpredictable workloads and hours.

The ripple effect of informal learning is not always acknowledged. The most effective GATES promoters have been students who spread the word – to family, friends and the wider community. At a recent celebration event three generations of one family attended, all had been involved in different GATES projects. The impact for the future on the next generation in terms of university attendance, school attendance and performance, community involvement or work prospects is as yet unknown. This observation underlines the importance of engaging in longer-term tracking and progression research, with a recognition of the serious limitations of shorter-term quick-fix solutions that do not have sustainability.

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Crucially, progression routes need to be of benefit to the individual and not become driven by targets set by funding bodies or those not involved in informal learning provision. Certainly, a route or signpost should not be in the mind of the person starting a new project. The project has value in itself. As McGivney suggests:

First learning experiences should be valued for themselves as well as for setting people on the learning pathway (1999: 87).

Progression into other learning is an important potential outcome and pertinent for resource providers who follow funding rules. However, it is important that learners define for themselves what progression is. The GATES team sees progression in a number of ways, from increased self-confidence right through to university attendance – and with lots in between. Attendance is relatively easy to document, but well-being and confidence is more difficult – for instance, tracking a decrease in the need for depression medication.

Whilst progression may be valued in academic literature and government rhetoric it is distinctly undervalued in practice by those outside the informal learning field. This may be because there are often difficulties in capturing qualitative data about how an individual's life has been changed through involvement in informal learning projects. This area needs to be addressed in future research.

Last, but most importantly, short term funding is an issue that affects many organisations. Some of the projects reviewed in the last section have closed because no more resources were available. The consequence is that staff on short term contracts look for more secure employment throughout a project, leading to high turn-over and inconsistency in delivery. When it comes to the impact on the learners themselves, there is always the danger that aspirations are raised only to be dashed. Annual funding bids are particularly detrimental to long term strategy planning and project development, and strongly affect ways of working. That said, all of the above fades into insignificance when faced with a thank you card, a bunch of flowers, a celebration event, or news that one of our former participants has started his or her own business or applied to university.

The Universities of Glamorgan and Newport are now developing a long-term strategy in partnership with the Higher Education Funding Council for Wales, further education colleges, and local authorities. This is called the University of the Heads of the Valleys Institute, and it promotes the *Escalator* model through informal and bite-sized learning, Foundation Degrees, and workforce development programmes. A six-year funding plan has now been confirmed by the Welsh Assembly Government.

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Appendix

Glamorgan GATES Informal Learning Themes and Projects

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Music

Music technology: Participants learn how to record music, use microphones, mixing, midi sequencing, sampling, effects; they learn how music works, how music technology is used to create recordings, and how the music industry operates. Software such as 'Cubase 4' 'Reason' and 'Wavelab' are used.

Keyboard Lessons: Participants work on a one-on-one basis where they are taught keyboard and music skills.

Bandwagon: 16 groups and two school choirs (104 people) attended the University to produce music CDs. This project involves the organisation of workshops at the University for local bands and musicians on aspects of music production such as recording and editing.

CD making: using recording studios on campus.

Bandwagon Summer School: Top music producers were brought to Merthyr to work with local bands.

Bandwagon Africa Trip: A trip to Cape Town to work in Langa Township to help set up a music school.

Bandwagon – University Module: The young people who came to Africa completed a 20 credit University module based on their experiences.

DJ and Rap Skills: A project undertaken with eight participants from the Options Programme. This group of excluded youngsters is difficult to work with but the project has served to develop initial trust building on which future work can be built.

Indian Percussion Taster workshops: Drumming taster workshops in various areas of the borough.

Guitar: reading music and playing lessons.

African Band on the street: Performance of Amanpondo on street.

Africa Celebration Evening: An Africa Celebration Evening to raise money for African Music school projects.

STOMP Sessions Special Needs Class: Using music as means of communication.

STOMP Taster Sessions: Making music with household instruments.

Media

An evening with Rob Brydon: Hosted by Owen Money. Conversation with actor comedian Rob Brydon gave the people of Merthyr an opportunity to learn about his life and career.

A Taste of Merthyr: A food and photography project with people from all areas of the borough.

Calendar Girls: In partnership with Merthyr Libraries a calendar project fed into the 2006 calendar.

Coal House Animation Project: In partnership with BBC and First Compact and Caedraw School. This was a three week project where Caedraw pupils were given the opportunity to make an animated cartoon and visit the University of Glamorgan campus.

Community Oscars Night: A celebration of community film-making.

Digital Stories for Health: Digital stories made by a group of health professionals.

Digital Story Telling: Making digital stories with people from all over Merthyr.

Diversity Animation Project: In partnership with First Campus. This was a three week project where St Mary's pupils were given the opportunity to make an animated film about issues of cultural difference and visit the University of Glamorgan campus.

Family History: Family history project with residents of local sheltered housing.

Fishy Tales 2006: A booklet has been produced which provides information on all aspects of sport in the area. This is used as a learning tool to introduce people to the benefits of angling and to related environmental and conservational issues.

Fishy Tales 2007/08: Following the success of the first booklet and by popular demand an updated version was created.

Fun in the Darkroom: This project gave individuals the opportunity to work in the darkroom making pictures without a camera. Photograms offer an opportunity to become aware of and use darkroom techniques and chemicals in a fun way.

Intergenerational Project: The participants have collated individual folders capturing information, discussion and other activities they have take part in session by session. During the last two project sessions at Kevin Ryan Court the participants worked in groups to produce posters encapsulating the project's theme of 'games'. These were varied and portrayed the groups' interests together with an overview of the project and its processes.

'Life's a Bitch' Short Film: Film created with young people living on the Trefechan and Gurnos estate.

Merthyr – A New View: The photography project involved people who have come to live, work or study in Merthyr from other countries. Disposable cameras were given on a weekly basis to people at Merthyr College and Serrano's Café. The project has resulted in many exhibitions and the production of a set of 16 postcards.

Newsletter: Portuguese and Polish newsletter – encouraging integration and input from some of our new residents.

Photography Trip: A day trip to Hereford to attend 'Hereford Photography Festival'.

Public Art Postcards: Several postcards/info cards were produced to promote local public artwork that has been sited by GATES within the borough. The photography and design of the postcards was undertaken by a student on work experience at the shop.

Refugee Week Fringe Events: The University of Glamorgan held a conference and workshops to raise awareness of refugee issues. This included film screenings and speakers at various venues throughout the North and South of the borough as well as workshops and film screenings in local schools.

Sexual Health Leaflet: Working with a group of students from Barnardo's the aim of the project was to produce a sexual health info product of some kind that had been researched, written, designed and printed by the group. The group visited the University, local health organization and attained a research OCN as part of the project. The final leaflet has now been adopted by Health Promotions Wales.

Story Telling: Upskilling community members in storytelling skills and benefits.

Trevithick Trail Film Project: A film was made by three boys from Merthyr Tydfil Housing Association Youth Group. The film documented the Trevithick trail project. The three boys learnt a range of filming and interviewing techniques.

Video Adverts: The creation of video adverts with community members.

Video Comics: The creation of video comics with community members.

Wall of Women: To raise awareness of International Women's day, a wall of women was built in the GATES office using photographs. On March 8th (International Women's day) flowers and facts were handed out to women in the town centre.

Winter School: A film school spanning November - January.

Art and Ceramics

Ceramics Workshop: Participants were able to get their hands dirty and create a ceramics object.

Painting Class: Participants painted separate sections of a large picture using acrylics paint. The sections were put together to create one final picture with a variety of different styles.

Sewing and Craft work: Participants made a variety of bags using sewing equipment.

Art and Craft Traditions (Knitting): A 12 week course giving participants the opportunity to learn, create and experiment with knitting.

Art: A series of art classes.

Art Degree Show at the University of Glamorgan: A trip to the University's Art Degree show.

Art Drop in Sessions: An art based drop in workshop aimed at those with no or little art experience.

Art in the Park Wood Sculptures: Three wood sculptures were sculpted in Cyfarthfa Park. Sessions were run with students from Cyfarthfa High School. The sculpture displays were also designed to engage visitors to the park.

Artes Mundi Trip: A group of people were taken down to the Artes Mundi exhibition in Cardiff.

Banners and Flags, Development work: Workshops were held to help development workers and community groups to create and paint dragon tail flags suitable for festivals and processions.

Community Art (Quilting) in Cyfarthfa: A community quilting taster.

Community Art (Quilting) in Treharris: A community quilting taster.

Easter Card & Box Making: A craft project where people created their own gift boxes.

Heron Building: An art project using environmentally friendly materials. Artist Sally Matthews helped make over 20 herons at Penywern fun day and taster.

Jewellery Making: Participants learnt the basics of working in silver and designed and made their own pieces of jewellery.

Kite Making: A project run at Penywern Fun Day.

Life Drawing in Cyfarthfa: A one day workshop taster session in life drawing.

Logo Competition: GATES launched a competition to design the new GATES logo. Workshops with local groups took place and advertised to the public at large.

Love spoon Making: Traditional tools were used to create and design love spoons.

Love spoon/Ornament Making: This was a four week course giving participants a choice of creating either a love spoon or ornament using traditional and modern tools.

Modern Portrait Painting: An art and design project undertaken with Troedyrhiw Options Group involving the participation of eight young people in individual and group work. The participants created a modern self portrait.

Silver Jewellery Making: How to work in the medium of silver and bronze.

Trefechan After School Club Mural: The creation of a ceramic mural with young people in Trefechan.

Valentine Card Making: Participants were able to use different craft materials and techniques to create valentine cards.

Watercolour Christmas Card Making: Using watercolour paints and techniques participants were shown and created watercolour themed Christmas cards.

Movement

Bedlinog Dance Troop: Working with south of the Valley's young people in the setting up of dance group.

Belly Dancing: This project uses dance as a mechanism for social interaction and the passing on of new skills. Targeted at women only, the project allows women to enjoy gentle exercise in a safe, supportive and friendly environment.

Circus workshops: A series of touring circus workshops with young people living in the Gurnos, Dowlais, Aberfan, Troedyrhiw areas.

Circus workshop: Workshop with Bridging the Gap Youth.

Dance at Cyfarthfa: Polish and oriental dance by Jamiloa dancers and Polish dancers.

Dance workshops: Working with Bedlinog Communities First, this project has attracted over 50 participants for a series of workshops which culminate in a community performance.

Football Coaching: Youth Offending Team: 10 weeks' professional football coaching. Organised in partnership with football in the community development officer at Dowlais Community Centre.

Gentle Exercise to Music: A six week workshop for those with limited mobility.

Juggling Workshops: This project allows people of all ages to be involved in peer learning. Skills learnt included juggling bean bags and balls, scarves, rings and dibs, as well as a range of other circus equipment.

Kayaking Project: Working with the Youth Inclusion Project.

The Circus Comes to Town Week: Circus practitioners and performers spend one week during summer

school at the University of Glamorgan campus to provide workshops with youth leaders and development workers. The second week visited two venues (one North one South of the borough) and provided circus workshops throughout the week. The sessions ended in a performance day in which all participants took part.

Bums, Tums and Little Ones: An exercise class targeted at teenage mums and their babies.

Reflexology and Health Taster: Reflexology, head and hand massage.

Complementary Therapies Hand Massage Trelewis: Complementary hand therapy taster days and introduction to scented oils.

Employability

Basic Food and Hygiene Course: One-on-one online Basic Food Hygiene Certificate training.

Business Advice brochure and DVD: The production of a brochure and DVD for people considering setting up in business in Merthyr Tydfil.

Business Card Production: A young jewellery maker wanted to publicise her new venture and needed some business cards to distribute to potential buyers.

Business Start up: Supporting people as they start up their own business.

IT Advice: Advice and guidance training on a one-to-one basis. The student was also helped to achieve an ONC in Internet research skills and apply for a position on an MTCBC Youth Workers Certificate training course

Music Biz: Bands have a chance to learn about the business side of making music.

One-on-one Skills Development: A project working with one of the users of the Women's Aid services. A unique 'one-on-one' opportunity allows for skills to

be developed in a friendly and non-threatening environment.

Quark: Part of an upskilling for employment project.

Work experience: Work experience at the Glamorgan GATES office.

English for Work: One-on-one English provision targeted at migrant workers looking for work.

Life Coaching: Workshops and individual support for people facing life changes and loss.

MTHA Drop-In: Computers: Facilitation of setting up of internet drop-in site at local sheltered housing.

Environment

How to build a wind turbine: A one day workshop held in the GATES shop window where participants were able to build and discuss wind turbines and environmental issues.

Community Science and Technology Space: Science days run in partnership with Science Shops Wales.

Coracle Build: Following the success of an initial coracle challenge, this project enables 100 groups/schools to be included in the coracle building. It allows young people, under supervision to use hand tools normally not encountered in modern society – it develops working in various mediums and encourages achievement and self confidence. Participating schools include Caedraw, Edwardsville Heolgerrig, Pantysgallog, St Aloysius, Trelewis, Twynrobyn, Ynysowen, St Mary's.

Trevithick Trail Boulder Project: 15 pennant stone boulders with English and Welsh text sand blasted into their surfaces were created. The text was influenced by the local writing group (exciting writing squad) and other historical documents. The stones act as way-markers along the route and contributed to the local interpretation of the route.

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Trevithick Trail Granite Project: Four large slabs of granite (8' x41") were placed on the Trevithick trail near the Trevithick tunnel, the stones reflected different themes. 1) image of the engine, 2) local plant life, 3) a stylised version of route; 4) images of local people who took part in the project. These images were made by a range of groups and individuals across Merthyr, including; Afon Taff High School, Youth Inclusion Project

Trevithick Trail Wood Sculpture/display: A chainsaw artist was commissioned to hold a sculpture display at a local fair. The finished artwork was then sited on the Trevithick Trail. The sculpture depicted plant life associated with the Trevithick Trail.

Young People's Journey to Poland and Auschwitz: In partnership with the Equal project a group of young people were taken to Auschwitz.

Romeo and Juliet Festival: A borough-wide Arts and Science festival based around the theme of Romeo and Juliet.

Route 66: A lecture on the theme of the American Dream and the road in America. Discussing experience and culture and providing an in depth look at Route 66 in terms of myth and reality.

Taff Clean Up: Glamorgan GATES was responsible for removing litter and refuse from the Merthyr section of the river Taff.

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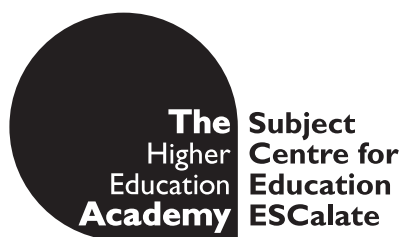
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Cydnabyddiaeth

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Gwnaethpwyd y deunydd astudiaeth achos a geir yn y papur hwn yn bosibl diolch i gefnogaeth gyson pobl Merthyr Tudful yn ogystal â rhaglen Cymunedau yn Gyntaf. Mae'r awduron yn diolch i Rob Payne a Craig Pearce a'r holl staff sydd wedi ymwneud â GATES ers i'r prosiect gychwyn bedair blynedd yn ôl. Hefyd rydym yn ddiolchgar i Dai Smith, Keith Davies a Julie Lydon am eu holl arweinyddiaeth ac anogaeth – yn y gorffennol ac yn y presennol.

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Bydd y cyhoeddiad hwn gan ESCalate o ddiddordeb i bawb sy'n ymwneud ag Oedolion a'r Gymuned yn Dysgu a phrosiectau addysg gymunedol, boed yn ymarferwyr yn y maes neu'n wneuthurwyr polisiau.

Mae'r awduron yn ymarferwyr ac academyddion profiadol y mae eu gwaith wedi dylanwadu'n uniongyrchol ar fenter datblygu cymunedol Prifysgol Morgannwg ym Mlaenau'r Cymoedd yn ne ddwyrain Cymru.

Mae'r cyhoeddiad yn rhoi adolygiad beirniadol o'r ddarpariaeth o raglenni addysg gymunedol ac yn eu gosod o fewn y mentrau polisi o ble y tarddodd llawer o brosiectau Oedolion a'r Gymuned yn Dysgu .

Mae'r cyhoeddiad yn arbennig o berthnasol i ddarlithwyr addysg bellach ac uwch, athrawon mewn ysgolion cymunedol, arbenigwyr adfywio cymunedol, gwasanaethau arolygu cymunedol, pawb sy'n gweithio mewn addysg i oedolion ac adrannau dysgu gydol oes mewn prifysgolion, NIACE, awdurdodau lleol, gweithwyr proffesiynol ym maes iechyd, gwneuthurwyr polisiau a gweision sifil.

Cyflwyniad

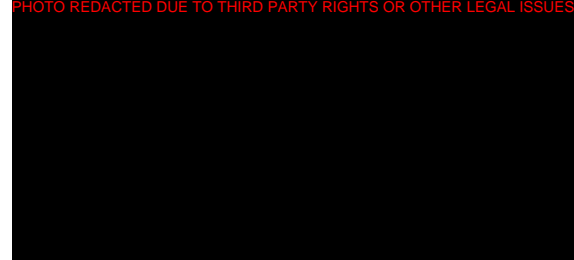
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Yn y cyhoeddiad hwn disgrifiwn bolisi ac arferion yn ymwneud ag Oedolion a'r Gymuned yn Dysgu (OGD) a'r llwyddiannau y gall prifysgolion eu cyflawni wrth ymgysylltu'n llawn â'u cymunedau fel rhan o'u 'trydedd cenhadaeth' o wasanaeth cyhoeddus. Dechreuwn trwy adolygu'r honiadau ynglŷn â buddion addysgol, iechyd a chymdeithasol i unigolion, prifysgolion a chymunedau lleol a defnyddiwn rai enghreifftiau astudiaeth achos o'r prosiect GATES ym Merthyr Tudful, sef tref a leolir ym mhen uchaf un o gymoedd de ddwyrain Cymru. Wedyn rydym yn archwilio cyd-destunau yng Nghymru ble mae polisiâu ac arferion yn cael eu datblygu. Mae datblygu OGD mewn modd cyd-drefnus yn gallu dod â buddion sylweddol i bob rhanddeiliaid pan mae prifysgolion yn dod yn aelodau sy'n cymryd rhan lawn yn y cymunedau y maen nhw'n perthyn iddynt.

Buddion rhaglenni Oedolion a'r Gymuned yn Dysgu

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Ers blynnyddoedd maith, mae Cymru wedi bod yn frwdfrydig ynglŷn â chynhwysiant cymdeithasol trwy ddysgu oedolion a chymunedol yn gysylltiedig â chynhwysiant cymdeithasol ac ehangu mynediad. Mae ganddi hanes balch sy'n dyddio'n ôl i ddyddiau'r Cytundebau Dysgu (gweler Lewis 1993; Davies 2003) yn ogystal ag ymglymiad undebau llafur (Francis 1973a, 1973b; Burge 2000), a arweiniodd yn fwy diweddar at waith arloesol Prifysgol Gymunedol y Cymoedd a arweiniwyd gan Brifysgol Abertawe (Elliott et al 2000; Humphreys a Saunders 2000).

Gellir diffinio oedolion a'r gymuned yn dysgu (OGD) fel darpariaeth dysgu nad yw'n benodol i alwedigaeth, o fewn lleoliadau cymunedol lleol, ar gyfer pobl 19 oed a hŷn (Llywodraeth Cynulliad Cymru 2008).

Gyda'r math hwn o gylch gwaith, mae oedolion a'r gymuned yn dysgu yn amrywiol dros ben o ran dysgwyr, amgylcheddau, addysgeg a phynciau (gweler Connolly et al 2008). Mae'r cysyniad yn ffordd dda o arwain ymgysylltu â dysgu yn y cymunedau anoddaf i'w cyrraedd, yn enwedig trwy ddulliau anffurfiol o addysgu a dysgu. Mae ymchwil gan McGivney (1999), Coffield (2000) a'r Ganolfan er Buddion Ehangach Dysgu yn dadlau dros effaith bositif oedolion a'r gymuned yn dysgu ar iechyd, hyder, twf personol, sgiliau a chyflogadwyedd. Mae astudiaethau'n honni bod oedolion sy'n cymryd rhan mewn gweithgareddau dysgu yn fwy tebygol o wneud ymarfer corff, rhoi'r gorau i ysmegu, lleihau eu defnydd o alcohol (James 2004), yn llai tebygol o fynd yn ordew (Feinstein et al 2002, 2003) ac yn fwy

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tebygol o dderbyn gwasanaethau sgrinio iechyd. Amcangyfrifwyd y gellid atal 116-134 o ganserau am bob 100,000 menyw a gofrestrwyd mewn addysg i oedolion (Sabates a Feinstein 2004). Mae oedolion hŷn sydd â salwch yn nodi gwelliant yn eu hiechyd (Dench a Regan 2000). Mae dysgu yn gwella hyder, hunanwerth a lles cyffredinol (Carlton a Soulsby 1999). Mae'r rhai sy'n cymryd rhan mewn dysgu fel oedolion yn fwy tebygol o gymryd rhan mewn gweithgareddau cymunedol, yn fwy tebygol o fod ag agweddau hyblyg ac yn llai tebygol o fod yn anoddefgar o fam pobl eraill. Mae dysgu'n cael effaith positif ar gydlyniant cymdeithasol (Preston a Feinstein 2004). Yn ogystal, mae'n ymddangos bod mynd â

menywod sydd heb gymwysterau at lefel 2 yn lleihau'r risg o iselder ysbryd o 15% pan maen nhw'n 42 oed, gan arbed £200m y flwyddyn i'r wlad (Chevalier a Feinstein 2006). Darperir oedolion a'r gymuned yn dysgu gan awdurdodau lleol, sefydliadau gwirfoddol a chymunedol, colegau addysg bellach (AB), sefydliadau addysg uwch (AU), darparwyr dysgu seiliedig ar waith a Chymdeithas Addysg y Gweithwyr. Hefyd mae cysylltiadau pwerus traws-sector eraill – mae enghreifftiau'n cynnwys undebau llafur, carchardai, amgueddfeydd a llyfrgelloedd. Felly mae partneriaethau cydweithrediadol yn flaenoriaeth bennaf (gweler Furlong et al 2008).

Pobl a'u hanesion

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Mae llawer o hanesion i'w hadrodd ond rydym wedi cyfyngu'n hunain i ddwy stori ym mhob adran, a newidiwyd pob enw.

Hanesion yn ymwneud â symud ymlaen i gyflogaeth a phrofiad gwaith

Roedd José wedi gwneud gwaith bar yn y gorffennol ond cafodd ei ddiswyddo. Roedd ganddo freuddwyd o agor siop goffi, a daeth at GATES i ofyn am gyngor ac roeddem yn gallu ei gyfeirio at gynghorydd busnes. Er hynny, wrth sgwrsio, daeth yn amlwg fod José wedi cael problemau wrth geisio am dystysgrif hylendid bwyd. Roedd wedi mynychu'r Coleg AB lleol ond bu'r cwrs deuddydd yn ormod iddo, yn bennaf oherwydd nad Saesneg oedd ei iaith gyntaf. Teimlodd nad oedd yn gallu cadw i fyny a'i fod yn arafu pethau i aelodau eraill y dosbarth. Mae hyblygrwydd prosiectau un-i-un GATES yn golygu ein bod wedi gallu darparu sesiynau wythnosol pwrpasol gydag aelod o GATES sy'n siarad Portiwgaleg sylfaenol, a darparu cymorth gydag adolygu ac amser ymarfer. Llwyddodd i gwblhau'r cwrs hylendid bwyd sylfaenol. Yn hollbwysig, darparodd GATES wasanaeth 'galw heibio' ad hoc – gan gynnig cefnogaeth foesol ac ymarferol yn ystod y cyfnod hwn

(mae hwn yn gymorth ychwanegol at ei gynghorydd busnes; egluro pethau mewn termau syml, trosi dogfennau i iaith haws, llungopïo, deunydd cyhoeddusrwydd a.y.b.). Mae José wedi bod mewn busnes am dros flwyddyn nawr, ac rydym yn dal i ddarparu cefnogaeth ad hoc.

Pwyles yw Margaret ac ar hyn o bryd mae'n gweithio fel glanhawraig mewn ffatri. Yng Ngwlad Pwyl roedd hi'n athrawes gelf a gweithiodd mewn dylunio graffig. Hoffai weithio fel artist dylunio graffig ac mae'n cydnabod bod angen iddi uwchsgilio gan fod y dechnoleg a ddefnyddir yn y DU yn wahanol. Mae hi'n cymryd rhan mewn profiad gwaith gyda thîm GATES, yn rhoi cylchlythyr Portiwgaleg/Pwyleg at ei gilydd gan ddefnyddio meddalwedd Quark. Yn hyn o beth mae'n teimlo ei bod yn helpu ei chymuned ac yn cael profiad gwaith gwerthfawr. Yn fwy diweddar cafodd ei thalu am wneud gwaith dylunio i dîm GATES, gan lunio llyfr ryseitiau o'r enw *A Taste of Merthyr* (sef canlyniad prosiect yn seiliedig ar fwyd/ffotograffiaeth y bu'n cymryd rhan ynddo). Hefyd cafodd ei chyfeirio at gynghorydd busnes ac mae wedi ymweld ag adran reprograffig y Brifysgol ac argraffwyr lleol.

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Hanesion yn ymwneud â chyfeirio at ddarparwyr eraill

Gadawodd Huw'r ysgol heb gymwysterau a daeth at GATES trwy sefydliad ELITE ac mae wedi cymryd rhan mewn cwrs cyfrifiaduron un-i-un a gwaith gyda phrosiect Cyfryngau Merthyr (PCM). Mae wedi cyrraedd lefel I Rhwydwaith y Coleg Agored (RhCA) mewn Ymchwilio'r Rhyngwyd ac mae wedi mynd ymlaen at gymryd rhan mewn cyrsiau gyda darparwyr eraill. Mae newydd ddechrau ar gwrs cerddoriaeth achrededig wedi'i leoli yn siop GATES.

Nid oes gan Gary gymwysterau, nid oedd erioed wedi gweithio ac mae'n dad i chwech. Daeth i GATES gyda'i *Gynghorydd Tad* (rôl a ddatblygwyd gan brosiect Genesis Cymru). Roedd wedi dioddef profiad gwael yn yr ysgol ac roedd ganddo broblemau'n ymwneud â chysylltu â phobl eraill ac nid oedd eisiau ymuno â dosbarth mawr. Wrth siarad â Gary daeth yn eglur fod ganddo ddiddordeb mewn cŵn ac felly datblygon ni gwrs cyfrifiaduron un-i-un yn ymwneud â gofal cŵn. Dros gyfnod, gwellodd hyder Gary, ac ar ôl cwblhau cwrs RhCA yn llwyddiannus a ddarparwyd trwy Addysg Gymunedol Oedolion yn adeilad GATES, teimlodd yn ddigon hyderus i ymuno â dosbarth achrededig gyda darparwr dysgu arall.

Hanesion yn ymwneud â symud ymlaen i brifysgol

Gadawodd Bev yr ysgol heb gymwysterau. Mae wedi ymwneud â nifer o ddarparwyr dysgu ac mae wedi dilyn nifer o gyrsiau. Ymunodd â phrosiect bolddawnsio gyda GATES ym mis Chwefror 2007. Bu hyn yn help iddi wella'i hyder fel ei bod yn gallu cymryd rhan mewn perfformiadau bolddawnsio. Hefyd cymrodd ran mewn Prosiect Gwneud Cerddoriaeth Un-i-un ble dysgodd sut i ddefnyddio Q BASE a REASON i wneud CDs cerddorol. Dywedodd Bev:

'Er fy mod i'n nerfus i ddechrau, cefais fy nghalonogi gan ffordd gyfeillgar a geiriau caredig y tiwtor (Paul). Roedd y ffaith fy mod i'n cael hyfforddiant unigol ac nid mewn grŵp mawr o gymorth oherwydd nid oeddwn yn cywilyddio os oeddwn yn gwneud camgymeriad neu'n cael rhywbeth yn anghywir gan mai dim ond fi a Paul oedd yno.'

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Wedi i GATES drefnu trip i'r ATRium (sef rhan o Brifysgol Morgannwg), penderfynodd Bev yr hoffai fynd i'r Brifysgol i astudio cynhyrchu cerddoriaeth. Cefnogodd tîm GATES hi wrth iddi wneud cais trwy UCAS a gwnaeth nifer o apwyntiadau iddi ar y campws, gan fynd â hi i gyfweiliadau a hwyluso trafodaethau gyda gwasanaethau myfyrwyr. Eleni cychwynnodd Bev ar ei Gradd Sylfaen ym Mhrifysgol Morgannwg, gyda'r bwriad o symud ymlaen at y cwrs BSc (Anrhydedd) mewn Technoleg Cerddoriaeth. Cam mwy fyth i Bev oedd penderfynu symud i lety myfyrwyr yn Nhrefforest ac ymgolli ei hun mewn bywyd fel myfyriwr. Mae tîm GATES yn parhau i'w chefnogi ac mae hi'n parhau gyda'i gwersi cerddoriaeth gyda GATES.

Ymdeolodd Michael yn gynnar ar ôl gweithio'n llwyddiannus dramor fel athro. Daeth i siop GATES oherwydd roedd wedi clywed am ein prosiectau ffotograffiaeth ac roedd eisiau cymryd rhan. Lluniodd stori ddigidol ar wefan www.merthyrdigitalstories.org.uk ac roedd yn chwilfrydig ynglŷn â'r posibiladau o gael diddordeb a gyrfa newydd. Ar ôl siarad â GATES a staff PCM, gwnaeth gais llwyddiannus i astudio ar gyfer gradd BA (Anrhydedd) mewn Ffotograffiaeth yn Ysgol y Diwydiannau Creadigol a Diwylliannol ym Mhrifysgol Morgannwg. Mae Michael yn parhau i ymweld yn gyson ag adeilad GATES.

Hanesion yn ymwneud â buddion cymdeithasol, iechyd ac eraill

I gychwyn, daeth Bridgett i sesiynau galw heibio gyda chyfaill. Ers hynny mae wedi cymryd rhan mewn amrywiaeth eang o weithgareddau gan gynnwys dosbarthiadau a theithiau i arddangosfeydd. Mae Bridgett yn dioddef o iselder ysbryd ac yn aml byddai'n treulio wythnosau ar ei phen ei hun heb weld neb. Mae'n credu bod cymryd rhan ym mhrosiectau GATES wedi ei helpu i reoli ei salwch ac mae wedi nodi'n aml fod y dosbarthiadau'n rhoi "rheswm iddi godi yn y bore". Mae'n cefnogi GATES â brwdfrydedd ac mae wedi dod yn rhan o brosiect ffilm gyda PCM.

Cymerodd Jude ran mewn gweithgaredd celf a oedd yn rhan o brosiect y Darlun Mawr 2008. Nid oedd wedi cynhyrchu gwaith celf o'r blaen. Wrth drafod, daeth yn amlwg ei bod wedi byw bywyd amrywiol a chyffrous. Yn aml, adroddodd ei hanesion i'r dosbarth celf. Awgrymwyd y dylai roi pin ar bapur ac felly ymunodd â phrosiect ysgrifennu creadigol GATES. Fe'i hysbrydolwyd gan hyn a chyn hir dechreuodd gymryd rhan yn y prosiect adrodd straeon digidol. Ei champ ddiweddaraf oedd gosod ei hanes ar dudalen MySpace. Mae Jude wedi bod yn sôn wrth ei grŵp eglwys am ei llwyddiannau ac mae hyn wedi ysgogi diddordeb yng ngweithgareddau GATES ymhlith pobl yn eu harddegau.

Pedair egwyddor GATES a heriau ymgysylltu cychwynnol

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Mae hanesion pobl yn enghreifftio'r ffyrdd gwahanol y mae unigolion yn ymgysylltu â chyfluoedd anffurfiol i ddysgu. Mae modelau ar gyfer cynyddu ymgysylltiad ag addysg, megis y *model cynyddu* a drafodir yn fanwl isod, yn aml yn awgrymu llwybr llyfn ymlaen ar gyfer oedolion a dysgwyr cymunedol sy'n symud i fyny trwy lefelau gan ennill credydau a chymwysterau. Mae modelau'n gallu methu ag ystyried maint yr her o ymgysylltu dysgwyr yn y lle cyntaf – o gael oedolion anodd eu cyrraedd i mewn i holl fframwaith addysg – a'u holrhain er mwyn cael tystiolaeth bendant o gynnydd (gweler Payne et al 2007).

Mae McGivney (1999) yn dadlau ei fod "yn anodd gwahaniaethu'n eglur rhwng dysgu ffurfiol ac anffurfiol oherwydd yn aml mae croesi drosodd yn digwydd rhwng y ddau" (1999:1) Mae'n datgan bod dysgu anffurfiol yn gysyniad eang, llac ac amrywiol. Mae'n

digwydd yn yr "amgylchedd byw" ac yn aml mae heb ei gynllunio (gan y dysgwr o leiaf). Gan gadw'r llinell rhwng lleoliadau ffurfiol ac anffurfiol, mae'n rhoi'r amlinelliad canlynol o ddysgu anffurfiol:

- dysgu sy'n digwydd y tu hwnt i amgylchedd dysgu at bwrpas ac sy'n deillio o weithgareddau a diddordebau unigolion a grwpiau, ond efallai na fydd yn cael ei gydnabod fel dysgu;
- gweithgareddau dysgu nad ydynt yn seiliedig ar gyrsiau (trafodaeth, anerchiadau neu gyflwyniadau, gybodaeth, cyngor, arweiniad) a ddarperir neu hwylusir mewn ymateb i ddiddordebau ac anghenion a fynegwyd gan bobl o amrywiaeth o sectorau a sefydliadau (iechyd, tai, gwasanaethau cymdeithasol, gwasanaethau addysg a hyfforddiant, gwasanaethau arwain).

Dadleuir bod hyn yn gallu arwain at “ddysgu cynlluniedig a strwythuredig megis cyrsiau byr a drefnwyd mewn ymateb i ddiddordebau ac anghenion a nodwyd ond a ddarperir mewn ffyrdd hyblyg ac anffurfiol ac mewn lleoliadau cymunedol anffurfiol.” (McGivney 1999:2)

Mae Prifysgol Morgannwg wedi nodi'r angen o fewn ardal Blaenau'r Cymoedd yn ne ddwyrain Cymru am brosiect dysgu anffurfiol. Cafwyd cyllid gan Gymunedau yn Gyntaf, sef rhaglen tymor hir a oedd yn ymateb i Community Regeneration: Review of Best Practice (Cynulliad Cymru 2001). Roedd y dadansoddiad arloesol hwn yn cydnabod yr angen am feithrin gallu hunangyfeiriedig gan gymunedau ac unigolion wrth ail-ddiffinio'u hunain a'u cymdeithas, wrth ddatgan a llunio eu dyfodol eu hunain, ac wrth gymryd rheolaeth dros yr adnoddau sy'n cynorthwyo twf cymunedol. Er hynny, mae ymwybyddiaeth o'r posibilrwydd y bydd angen catalydd allanol i sbarduno'r broses hon. Gwelir Sefydliadau Addysg Uwch, gyda'u “trydedd cenhadaeth” o wasanaeth cyhoeddus, fel y cyfrwng delfrydol ar gyfer gwaith o'r fath.

Un o gyfres o ganlyniadau oedd esblygiad GATES Morgannwg, sef prosiect sy'n rhoi enghraifft barhaus o ddysgu anffurfiol trwy roi cefnogaeth i ardaloedd Cymunedau yn Gyntaf sylfaenol ledled Merthyr Tudful. Mae ei bencadlys yn hygyrch ar y stryd fawr ac mae prosiectau poblogaidd yn cynnwys adfywio amgylcheddol, cynhyrchu ffilmiau, animeiddio, celf gymunedol, cerddoriaeth, a chyhoeddi pen-desg.

Egwyddor un – canolbwyntio ar weithgaredd diwylliannol

Gwnaethpwyd penderfyniad ymwybodol i ddefnyddio gweithgaredd diwylliannol (yn yr ystyr ehangaf posibl) i ymgysylltu unigolion â math gwahanol iawn o brofiad dysgu, yn deillio o'r syniad y

dylid ystyried gweithgaredd diwydiannol fel rhan hanfodol o adfywio cymunedol (hefyd gweler Sefydliad Joseph Rowntree 1999; Talfan-Davies 2000; Dwelly 2001; Merli 2002; Evans a Shaw 2004).

y cyfranogwyr eu hun sy'n arwain a phenderfynu proses yr ymgysylltiad...Maen nhw wrth wraidd y broses...yn ymwneud â'r trafodaethau, cynllunio, gweithgareddau a chanlyniadau (Fegan 2003: 9).

Mae prosiect GATES yn defnyddio traddodiadau ac arferion lleol ardal a nodwyd, yn hanesyddol, am ei gallu i greu ei diwylliant ei hun, ac sydd yn adlewyrchu diddordebau ac achosion mwy cyfoes hefyd. Mae anawsterau defnyddio celf a diwylliant fel cyfrwng ar gyfer newid mewn ardal fel Merthyr (a oedd heb sinema tan yn ddiweddar, ac sydd heb theatr na man arddangos neu oriel ar hyn o bryd, adnoddau perfformio cyfyng, a diffyg buddsoddi cyffredinol yn isadeiledd y celfyddydau) yn golygu bod addasu byrfyfyr a chymhwyso yn ofynion allweddol yng ngwaith GATES Morgannwg.

Mae bwrdeistref Merthyr yn nodweddiadol o gymunedau Blaenau'r Cymoedd yn dilyn tranc y diwydiant glo. Bu unwaith yn dref lewyrchus ac annibynnol a ddenodd fuddsoddiad a llafur o bell – yn enwedig trwy haearn, glo a chwmnïau mawr rhyngwladol megis Hoover. Daeth tro mawr ar fyfyrers dirywiad diwydiannau trwm y 1980au. Mae llawer o fwynfeydd, gweithfeydd a ffatrioedd wedi cau. Mae ystadegau a gymerwyd o Fyngai Amddifadedd Lluosog Cymru (Llywodraeth Cynulliad Cymru 2005) yn dangos maint ei hanawsterau ar hyn o bryd. Mae diweithdra ddwywaith y cyfartaledd cenedlaethol ar gyfer y Deyrnas Unedig ar hyn o bryd. Dim ond 56% o'r boblogaeth oedran gweithio sydd mewn gwaith

cyflogedig; y cyfartaledd ar gyfer Cymru'n gyffredinol yw 70%. Hefyd, dim ond 32% o'r boblogaeth oedran gweithio sydd mewn swyddi amser-llawn cyflogedig. Mae un ffactor allweddol sy'n cyfrannu at hyn ynghlwm wrth y lefelau isel cyfredol o gyrhaeddiad addysgol. Ym Merthyr, mae 33% o bobl o oedran gweithio heb gymwysterau addysgol ffurfiol. Yn ôl Prosiect Sgiliau Dyfodol Cymru (Llywodraeth Cynulliad Cymru 2005), roedd 46% o bobl o oedran gweithio yng Nghymru heb ymgymryd ag unrhyw fath o hyfforddiant neu ddysgu yn y cyfnod o 12 mis cyn 1998, ond roedd y ffigwr hwnnw'n codi i 69% ar gyfer Merthyr. Yn 2001, dim ond 15.4% o bobl dros 16 oed oedd yn cymryd rhan mewn unrhyw fath o ddysgu yn yr ardal. Gellir dyfynnu ystadegau negyddol tebyg o ran iechyd, amddifadedd cymdeithasol, mân drosedd, ac yn y blaen.

Dros y blynyddoedd diwethaf, datblygwyd strategaeth adfywio o bwys ar gyfer ardal Merthyr Tudful – a chwaer gymunedau yn y cymoedd. Mae menter GATES yn gweithredu o fewn y cyd-destun mwy optimistaidd hwn, ym mhreif stryd fawr y dref. Ei nod yw gweithredu fel "porth" i ddyfodol mwy cynhyrchiol trwy ddarparu amrywiaeth o gyfleoedd dysgu i wella cyfleoedd byw ar gyfer pobl leol. Mae ffocws tymor byr a thymor canolig GATES ar annog ymgysylltiad â dysgu mewn ffordd nad yw'n heriol, i adeiladu hyder, datblygu hunan-barch ac ehangu gorwelion er mwyn hyrwyddo gallu personol a chymunedol i ddatblygu a newid. Yn y tymor hirach, mae'r prosiect yn gobeithio cael effaith sylweddol ar y lefelau isel cyfredol o gyrhaeddiad addysgol a chyfranogiad mewn addysg bellach/uwch yn llawer o gymunedau'r cymoedd.

Yn ymarferol, mae GATES yn estyniad corfforol o gyfadranau'r Brifysgol, a gynlluniwyd yn bwrpasol, gyda'r holl adnoddau a staff, mewn lleoliad

cymunedol. Mae GATES yn gweithredu mewn ffordd unigryw am nifer o resymau. Yn gyntaf, dewiswyd tîm GATES nid yn unig am eu galluoedd academig a'u galluoedd i reoli prosiectau, ond hefyd oherwydd bod ganddynt gysylltiad personol â'r ardal, naill ai'n byw neu wedi byw yn y dref. Mae hyn yn golygu bod ganddynt ymrwymiad personol nid yn unig i'r prosiect ond hefyd i'r gymuned ei hun. Roedd cysylltiadau personol rhwng staff, unigolion a sefydliadau o fewn y fwrdeistref yn amhrisiadwy wrth gychwyn y prosiect a goresgyn pryderon ynglŷn â dieithriaid o'r brifysgol yn 'cymryd drosodd'. Hefyd mae wedi profi i fod o fudd wrth geisio canfod pa ddysgu y mae pobl ei angen neu eisiau, neu wrth gyfeirio at ddarparwyr dysgu eraill. Felly, er enghraifft, mae syniadau ar gyfer prosiectau wedi datblygu mewn lleoliadau anffurfiol megis y siop trin gwallt neu'r siop sglodion lleol. Hefyd mae'n caniatáu i staff GATES weithredu fel modelau rôl a mentoriaid, i weithredu fel enghreifftiau patrymol mewn ffordd debyg i fudiadau trefniant dysgu'r gorffennol.

Egwyddor dau – ymgysylltiad y tîm

Mae aelodau'r tîm yn cymryd rhan mor gyflawn â phosibl mewn prosiectau. Os nad ydynt yn arwain prosiect, maen nhw'n drefnydd a/neu'n gyfranogwr. Dyma weithred fwriadol sydd wedi ennyn ymddiriedaeth a pherthynas agos rhwng cyfranogwyr ac aelodau tîm GATES ac sy'n caniatáu i ddeialog ystyrlon ddigwydd ble gall pobl siarad yn agored am eu profiadau bywyd. O ganlyniad gellir dyfeisio, datblygu neu addasu prosiectau i ateb anghenion penodol. Er enghraifft, pan ofynnir i unigolyn wrth gychwyn ynglŷn â pha ddysgu neu brosiect yr hoffon nhw gymryd rhan ynddo, yn aml mae ganddynt syniadau cyfyng ynglŷn â'r hyn sy'n bosibl neu ar gael. Ar ôl sefydlu ymddiriedaeth, daw'r syniadau hynny'n ddiderfyn ac yn aml maen nhw'n wahanol iawn i'r rhai gwreiddiol.

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Egwyddor tri – dechreubwyntiau anffurfiol

Dewis bwriadol oedd natur anffurfiol y gwaith, ac felly hefyd y canolbwyntio ar weithgaredd prosiect yn hytrach na chwrs neu gymhwyster. Mae dull “meddal” yn angenrheidiol mewn cyd-destun lle mae ymddieithrio, apathi, a gwrthwynebiad i ddysgu ffurfiol yn rhwystrau allweddol. Mae'r lleoliad ar y stryd fawr yn caniatáu cynnal sesiynau blasu yn ffenestr y siop. Mae hyn yn golygu bod pobl sy'n cerdded ar hyd y stryd yn gallu gwyllo ein gweithdai ac fe'u hanogir i ddod oddi ar y stryd ac ymuno mewn – hyd yn oed os yw hynny am ychydig funudau'n unig. Tra bod gan GATES ystafell weithdy, ystafell gerdd, ac ystafell ffilm, mae llawer o'r gweithgareddau'n digwydd mewn lleoliadau cymunedol megis caffis, clybiau ieuencid, ysgolion, neuaddau eglwysi – manau ble mae pobl yn ymgasglu. Mae annog cyfranogiad mewn gweithgareddau prosiect mewn amgylchedd nad yw'n heriol yn gallu arwain at ymgysylltu yn nes ymlaen mewn dysgu mwy strwythuredig. Mae GATES, yn rhannol a *lle bo hynny'n addas i'r unigolyn*, yn ceisio gweithredu fel pwynt mynediad cychwynnol ar gyfer symud ymlaen trwy fframwaith seiliedig ar gynnydd sy'n gallu diweddu mewn addysg bellach neu uwch neu hyfforddiant. Yn wir, mae'r ymddiriedaeth sydd wedi datblygu rhwng y tîm ac aelodau'r gymuned wedi hwyluso cysylltiadau unigryw rhwng y brifysgol ac unigolion ym Merthyr sydd wedi galluogi i system trywydd cyflym ddatblygu.

Gyda hyn mewn golwg, mae'r amrywiaeth o weithgareddau prosiect a gynhaliwyd gan GATES wedi bod yn arloesol ac yn eclecticig o ran creu

prosiectau sy'n dod o dan chwe thema gyffredinol iawn: cerddoriaeth, cyfryngau, celf, symudiad, cyflogadwyedd ac amgylchedd (gweler yr Atodiad). Yn hanfodol, mae llawer ohonynt wedi esblygu trwy drafodaeth a chydweithrediad â chymunedau lleol i sicrhau perthnasedd ac ymateb i anghenion hunanganfyddedig. Dros amser, mae tîm GATES wedi defnyddio'r wybodaeth hon i ddatblygu cronfa ddata o 'ddiddordebau' lle cofnodir awgrymiadau ar gyfer gweithgareddau, gweithdai, anghenion neu syniadau ar gyfer prosiectau yn y dyfodol. Rhoddir blaenoriaeth i anghenion a gweithgareddau nad oes darpariaeth ar eu cyfer yn unman arall. Lle darperir cyrsiau neu ddosbarthiadau gan eraill a ble mae pobl yn teimlo'n gysurus ynglŷn â mynychu'r fath gyrsiau (h.y. nid ydynt yn ofni ymuno â grŵp mwy o faint), cyfeirir unigolion atynt. Mewn llawer o achosion, mae aelodau GATES yn mynd gyda'r unigolyn at sefydliad arall er mwyn hwyluso cyfranogiad. Yn ogystal â'r compendiwm o ddiddordebau, cedwir cronfa ddata sgiliau hefyd (lle mae pobl leol sydd ag arbenigeddau gwahanol yn gallu dangos diddordeb mewn bod yn diwtor neu'n arddangoswr).

Egwyddor pedwar – cynhwysol o ran safbwynt ac agored i bawb

Mae'r grŵp targed allweddol yn parhau i fod y rhai sydd wedi'u dieithrio rhag dysgu traddodiadol ar hyn o bryd, ond mae GATES – lle mae hynny'n bosibl – yn gweithio gydag unrhyw un yn y gymuned. Nid oes cyfyngiadau o ran oedran neu allu, a daw cyfranogwyr o amrywiaeth o adrannau o fewn y gymuned gan gynnwys unigolion sydd ar yr ymylon, ysgolion, yr

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henoed, troseddwy'r ifanc, gweithwyr mudol, grwpiau cymorth i fenywod, asiantaethau Cyfleoedd Ieuencid, cymdeithasau tai, ceiswyr llocher, ffoaduriaid, Barnardo's, a sefydliadau cam-drin cyffuriau ac alcohol.

Effaith

Hyd yn hyn, mae tua 7,500 unigolyn wedi cymryd rhan mewn dros 200 o brosiectau GATES. Gellir cymryd rhan mewn gwahanol ffyrdd; gall gyfeirio at gymryd rhan unwaith am gyfnod byr mewn prosiect ffotograffiaeth, neu weithdy un-i-un dwys sy'n parhau am nifer o wythnosau. Mae adeilad GATES yn cynnwys caffi cyfrifiaduron rhyngwrwyd hefyd sydd yn agored i bawb ac ar hyn o bryd mae ganddo dros 410 o ddefnyddwyr cyson. Hefyd mae GATES yn gweithredu fel canolfan alw heibio i bobl sydd eisiau pob math o gyngor ad hoc – lle gallan nhw gael mynediad i gwrs, dod i hyd i wybodaeth am astudio mewn prifysgol, sut i drefnu cyfrif eBay, neu hyd yn oed ble y gallan nhw ddod o hyd i deisien ddathlu!

Mae tîm GATES yn ymwybodol bob amser o'r angen am gynnydd ac yn unol â chyngor McGivney:

rhoi gwybodaeth, anogaeth...a strwythurau cynnal pryd bynnag mae hynny'n angenrheidiol... (1999: 80).

I'r perwyl hwnnw, datblygwyd partneriaethau rhyngasiantaethol gyda darparwyr dysgu sy'n cynnig

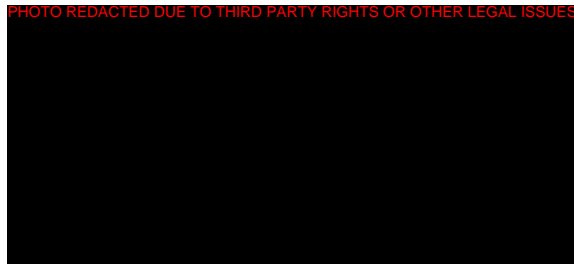
dysgu achrededig. Ar brydiau, cynhaliwyd y rhain yn adeilad GATES. Fel y sonir uchod, lle roedd gallu ac awydd yn amlwg, cafodd unigolion eu rhoi ar 'drywydd cyflym' i golegau a phrifysgolion. Unwaith eto, gall hyn olygu trefnu cyfarfodydd gyda staff academiaidd a staff cymorth perthnasol, a mynd gyda phobl i'r campws ar gyfer cyfarfodydd. Ond hefyd rydym yn cytuno â safbwynt Ecclestone (1993):

Mae'n rhaid i ni wybod pryd mae achrediad yn addas a buddiol, pryd mae'n cyfyngu ar gyrhaeddiad neu fynediad a phryd mae canlyniadau dysgu ac asesu er mwyn cynnal dysgu'n ddigon heb dystysgrif ffurfiol (1993: 179).

Felly gellir mesur cynnydd mewn ffyrdd gwahanol. Mae rhai unigolion yn symud ymlaen at brosiect GATES arall, eraill i waith, mae rhai yn dod yn rhan o grŵp cymunedol ac eraill yn troi at ddysgu mwy strwythuredig. Yn hanfodol, efallai mai nod yr un mor werthfawr fydd canlyniad cymryd rhan mewn prosiect, sef cynhwysiant cymdeithasol; dechrau busnes neu fudiad ddim er elw; neu hunangyflawniad a datblygiad. Nid yw'r cysylltiadau â Phrifysgol Morgannwg yn gwneud y tîm yn 'or-ffwdanus' ynglŷn â'r bobl yn eu gofal. Yn hytrach, eu buddiannau gorau a'u hanghenion yw'r brif ystyriaeth, ac os byddai asiantaeth neu sefydliad arall yn gallu'u gwasanaethu'n well, dyma beth all gael blaenoriaeth.

Cyd-destun polisi yng Nghymru

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Ers datganoli o fewn y DU, mae'r polisi sy'n effeithio ar ddysgu oedolion wedi datblygu mewn ffyrdd gwahanol. Roedd ein polisi cynhwysfawr cyntaf ar addysg a dysgu gydol oes, o'r enw *Y Wlad sy'n Dysgu*, yn dangos yr awydd i greu ymagwedd arbennig:

Byddwn yn cymryd ein cyfeiriad ein hunain o ran polisi lle y bo angen er mwyn cael y gorau ar gyfer Cymru.

(Llywodraeth Cynulliad Cymru 2001)

Mae polisi Y Wlad sy'n Dysgu wedi cael ei ddiweddarau ers hynny gan *Y Wlad sy'n Dysgu: Gweledigaeth ar Waith* (Llywodraeth Cynulliad Cymru 2006), sy'n amlinellu cyfeiriad strategol y Cynulliad ar gyfer addysg, dysgu gydol oes a sgiliau hyd at 2010. Mae'r ddogfen hon, fel ei rhagflaenydd, yn pwysleisio ehangu cyfranogiad, cyfiawnder cymdeithasol a chydreddoldeb.

Yn dilyn yr etholiadau ym mis Mai 2007, ffurfiwyd clymblaid rhwng Llafur Cymru a Phlaid Cymru. Cyhoeddodd y ddwy blaid eu cynllun: *Cymru'n Un*:

rhaglen flaengar ar gyfer Llywodraethu Cymru ar 27 Mehefin 2007. Mae'r polisi'n tanlinellu ymglymiad i ddysgu oedolion ac mae'n ailddatgan y dyhead am ddysgu gydol oes:

Ein gweledigaeth yw cymdeithas lle mai dysgu gydol oes yw'r norm, lle mae pobl Cymru yn mynd ati yn ddiwyd i gasglu gwybodaeth a sgiliau newydd drwy gydol eu hoes.

(Llywodraeth Cynulliad Cymru, Cymru'n Un: 2007)

Mae nifer o bolisiau, strategaethau a mentrau gan Lywodraeth Cynulliad Cymru sy'n effeithio ar y weledigaeth hon o ddysgu gydol oes. Yn wir mae darpariaeth eang ar gyfer dysgu oedolion yng Nghymru yn cyfrannu tuag at fynd i'r afael â nifer o amcanion strategol adrannau'r Cynulliad. Mae'r hyn sy'n dilyn yn amlinellu o ddim llai nag 11 o bolisiau a strategaethau pellach a gyhoeddwyd dros gyfnod o wyth mlynedd sydd â pherthnasedd hollbwysig i ddysgu i oedolion a'r gymuned.

Creu'r cysylltiadau

Cyflawni Ar Draws Ffiniau (2006) oedd ymateb Llywodraeth Cynulliad Cymru i adolygiad annibynnol Syr Jeremy Beecham o'r modd y caiff gwasanaethau lleol eu darparu, sef *Creu'r Cysylltiadau* (2006). Daeth i'r casgliad fod perfformiad gwasanaethau cyhoeddus yng Nghymru'n rhy anghyson. Yn aml roedd adrannau'n dameidiog ac yn gweithio mewn seilos h.y ar eu pennau eu hunain, a dylai dyfodol gwasanaethau cyhoeddus yng Nghymru symud tuag at system o ymglymu dinasyddion addysgedig sy'n gallu gwneud dewisiadau gwybodus er mwyn chwarae rhan weithredol yn eu cymunedau ac yn y gymdeithas ehangach. Mae dysgu oedolion yn chwarae rhan hollbwysig o ran galluogi hyn i ddigwydd, yn enwedig wrth ymgysylltu'r unigolion hynny gyda'r profiadau gwaethaf o addysg orfodol a 'ffurfiol'. Argymhellir polisi ail gyfle er mwyn ail-ymgysylltu oedolion economaidd anweithgar sydd wedi bod yn ddibynnol ar fudd-daliadau am gyfnod hir. Mae'r dasg hon yn ei gwneud hi'n angenrheidiol i ddod ag arbenigwyr addysg, lles a chyflogaeth at ei gilydd er mwyn cyflawni adfywiad economaidd a diwylliannol.

Adolygiad o addysg bellach yng Nghymru

Syr Adrian Webb fu'n arwain *Addewid a Chyflawniad* (Llywodraeth Cynulliad Cymru 2007), sef adolygiad Cymru-gyfan o'r holl addysg a hyfforddiant ôl-16. Mae llawer o argymhellion Webb yn effeithio ar ddysgu oedolion – megis ail-ganolbwyntio cyllid cyhoeddus ar gyfer y rhai sydd heb gyrraedd lefel 2; y rhai sy'n perthyn i gymdogaethau â chyfranogiad isel; ehangu dysgu anffurfiol ac allgymorth, a threialu Cyfrifon Dysgu Unigol yn ogystal ag atebolrwydd o ran grantiau post hoc i uchafu hyblygrwydd wrth ddarparu ar gyfer y rhai mwyaf difreintiedig.

Sgiliau sy'n gweithio i Gymru

Yn dilyn cyfnod o ymgynghoriad trwy gydol 2008, cyhoeddodd Cynulliad Cymru gynllun gweithredu sgiliau a chyflogaeth. Roedd yn cynnwys ymateb i Adolygiad Leitch a oedd yn ymdrin â'r DU yn gyffredinol yn ogystal ag ymateb i'r argymhellion o fewn yr adolygiad ynglŷn ag addysg bellach yng Nghymru. Mae'r ddogfen yn cydnabod cyfraniad dysgu oedolion (yn enwedig o ran ymgysylltu'r rhai anoddaf eu cyrraedd) ac mae'n ymrwmo i ymgynghori ynglŷn â pholisi ar gyfer Oedolion a'r Gymuned yn Dysgu.

Mae *Sgiliau sy'n Gweithio i Gymru* (Llywodraeth Cynulliad Cymru 2008) yn cyfeirio nifer o weithiau at bwyntiau gweithredu gan gynnwys dysgu oedolion, yr angen i godi'r lefelau sgiliau yng Nghymru, ffocws ar bartneriaeth yn hytrach na chystadleuaeth, pwysigrwydd y trydydd sector wrth dargedu'r ardaloedd mwyaf difreintiedig, cynnal poblogaeth sy'n mynd yn hŷn, ac ymelwa ar fuddion ehangach dysgu.

Sgiliau sylfaenol

Yn 2005 lanswyd *Geiriau'n Galw, Rhifau'n Cyfrif* (Llywodraeth Cynulliad Cymru 2005) sy'n berthnasol i bob oedran, gan yr Asiantaeth Sgiliau Sylfaenol, i fynd i'r afael â heriau o bwys a amlygwyd gan arolwg gwaelodlin yn 2005. Dangosodd yn gyffredinol bod 440,000 o oedolion (25% o'r boblogaeth oedran gweithio) heb sgiliau Llythrennedd Lefel 1 a bod tua 990,000 o oedolion (53% o'r boblogaeth oedran gweithio) heb sgiliau Rhifedd Lefel 1. Mae dysgu heb achrediad a ddarperir mewn lleoliad heb fod yn ffurfiol yn ffordd dda o ymgysylltu â grwpiau heb gynrychiolaeth ddigonol a'r rhai sydd wedi cael y profiad gwaethaf o addysg yn flaenorol. Mae'r strategaeth yn gosod llythrennedd, iaith a rhifedd o fewn ystod eang o ddarpariaeth addysg i oedolion – gan gynnwys celf a chrefft, a thechnoleg gwybodaeth.

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Yn aml mae grwpiau gwirfoddol a chymunedol yn darparu dysgu oedolion mewn cyd-destunau heb fod yn ffurfiol ac anffurfiol, gan addasu darpariaeth ar gyfer grwpiau neilltuol a dargedwyd. Yn aml mae amgylcheddau dysgu yn fwriadol annhebyg i ysgol – sef amgylchedd y mae'r mwyafrif o oedolion anodd eu cyraedd yn awyddus i'w osgoi. Felly mae'r sefydliadau hyn mewn safle da i ymgysylltu dysgwyr mewn oed o ran dysgu sgiliau sylfaenol mewn lleoliadau lle maen nhw'n fwy tebygol o gymryd rhan a chyflawni. Hefyd mae sefydliadau gwirfoddol a chymunedol mewn safle da i ymgysylltu dysgwyr mewn oed o ran dysgu 'cam cyntaf'; hynny yw, annog darpar ddysgwyr i 'roi cais ar ddysgu' a darparu amgylchedd hyblyg a hamddenol er mwyn gwneud hynny. Mae hyn yn rhoi ymarferwyr mewn safle da i allu adnabod angen, cefnogi unigolion a'u cyfeirio at ddarpariaeth neu wasanaethau priodol.

Mae Sgiliau Sylfaenol Cymru sy'n ymgodi o fewn Cynulliad Cymru (yn hytrach na chael Asiantaeth Sgiliau Sylfaenol ar wahân ar gyfer Cymru) wedi pwysleisio pwysigrwydd targedu plant er mwyn osgoi anawsterau dysgu yn nes ymlaen mewn oedolaeth. Yr hyn sy'n hanfodol ar gyfer dysgu oedolion a chymunedol yw cydnabod effaith a photensial dysgu fel teulu. Mae enghreifftiau'n cynnwys rhaglen *laith a Chwarae* (a gynlluniwyd i roi gwybodaeth ynglŷn â llythrennedd drwy chwarae i rieni neu ofalwyr plant 0-3 oed), neu ymgyrch *Darllenwch Filiwn o Eiriau Gyda'ch Gilydd*. Prif nod y rhaglenni dysgu fel teulu hyn yw cynyddu sgiliau sylfaenol plant, ond hefyd maen nhw'n gallu annog oedolion i fynd nôl i ddysgu.

Y strategaeth ar gyfer pobl hŷn

Mae penodiad arloesol Comisiynydd Pobl Hŷn o fewn Cynulliad Cymru a chyhoeddiad *Strategaeth ar gyfer Pobl Hŷn* (Llywodraeth Cynulliad Cymru 2008) wedi atgyfnerthu hyrwyddo iechyd, lles ac ansawdd bywyd trwy ddysgu gydol oes. Gwelir dysgu oedolion fel gweithgaredd sy'n helpu pobl hŷn i gadw eu hannibyniaeth, sicrhau y clywid eu lleisiau wrth wneud penderfyniadau, diogelu eu hiechyd, cymryd rhan mewn gweithgareddau cymunedol, ehangu cyflogadwyedd, a chroesi ffiniau cenedlaethau.

Strategaeth ar gyfer pontio'r cenedlaethau

Cyfrifoldeb y Gyfarwyddiaeth Polisi Pobl Hŷn a Gofal Hirdymor o fewn Adran Iechyd a Gofal Cymdeithasol Cynulliad Cymru yw'r Strategaeth ar gyfer Pontio'r Cenedlaethau. Mae dysgu oedolion yn cyfrannu tuag at y nod o ddefnyddio cymhelliant y rhai sydd ag awydd i helpu o ran cyraeddiadau addysgol eu plant a'u hwyrion a thrwy hynny torri cylchoedd o anfantais a hefyd lleihau lefelau uchel o anweithgarwch ymhlith pobl 50 oed a hŷn.

Ysgolion bro

Mae agenda Ysgolion Bro yn adeiladu ar yr egwyddor bod ysgolion wedi'u seilio wrth wraidd cymunedau a'u bod yn creu ysbryd cymunedol ymhlith rhieni. Felly maen nhw'n sefydliadau priodol ar gyfer estyn allan at ddysgwyr mewn oed trwy gynniig cyfleusterau ac adnoddau mwy hygyrch a lleol, yn ogystal â bod yn lleoliadau delfrydol ar gyfer gweithgareddau dysgu fel teulu.

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Ymgeisio yn uwch

Yn 2002, cyhoeddwyd *Ymgeisio yn Uwch*, sef y strategaeth ar gyfer Addysg Uwch yng Nghymru hyd at 2010. Ehangu mynediad i addysg uwch yw'r flaenoriaeth allweddol, sy'n cynnwys creu partneriaethau Ymestyn yn Ehangach. Mae consortia o brifysgolion yn targedu pedwar grŵp difreintiedig: wardiau Cymunedau yn Gyntaf sydd â lefelau uchel o amddifadedd economaidd a chymdeithasol, poblogaethau Du a Lleiafrifoedd Ethnig, dysgwyr anabl, a'r rhai sy'n siarad Cymraeg fel mamiaith. Pobl ifanc 10-16 oed sydd wedi elwa fwyaf o fewn y prosiectau Ymestyn yn Ehangach, er y sefydlwyd rhaglenni dysgu fel teulu hefyd ar gyfer mentora gan grwpiau hŷn eu hoedran.

ADCDF – strategaeth ar gyfer gweithredu

Mae Addysg ar gyfer Datblygu Cynaliadwy a Dinasyddiaeth Fyd-eang (ADCDF) yn codi ymwybyddiaeth a gweithredu ynglŷn â materion newid yn yr hinsawdd, tlodi, gwrthdaro a phwysau oddi wrth ddefnyddwyr. Anelir y strategaeth at bob sector o fewn addysg – ysgolion, ieuencid, addysg bellach ac uwch, a dysgu oedolion a chymunedol. Mae agenda ADCDF yn canolbwyntio'n gryf ar gydraddoldeb cymdeithasol. Ystyrir dysgu oedolion yn ei holl ffurfiau yn rhan hanfodol o'r agenda. Hefyd, bydd ADCDF yn cael ei fewnosod mewn cymwysterau ac achrediad, ac yn y safonau proffesiynol newydd ar gyfer athrawon, tiwtoriaid a hyfforddwyr yn y sector dysgu gydol oes.

Cymunedau yn Gyntaf

Rhaglen Cymunedau yn Gyntaf yw strategaeth hirdymor Cynulliad Cymru i wella amodau ar gyfer pobl sy'n byw yng nghymunedau mwyaf difreintiedig Cymru – nodwyd 142 ward, sy'n cynrychioli 18% o'r boblogaeth. Ei nod yw rhoi cyfleoedd i bobl leol ac i'r asiantaethau sy'n darparu gwasanaethau yn y cymunedau ar gyfer y bobl hynny.

Strategaeth e-ddysgu

Mewn ymateb i'r newidiadau cyflym mewn technoleg a gwybodaeth mae Cynulliad Cymru wedi datblygu strategaeth e-ddysgu sy'n nodi heriau, cyfleoedd, a mynediad at ddysgu trwy ddefnyddio technoleg. Mae'r strategaeth yn cydnabod bod y ffordd y mae unigolion yn dysgu yn bwysig ac nad yw strategaethau dysgu traddodiadol yn ddigonol bob amser. Mae dysgu oedolion wedi cefnogi'r neges hon ers tro, er bod addysgwyr oedolion yn ymwybodol hefyd o'r cyfyngiadau a'r angen i adeiladu cymunedau dysgu trwy ryngweithio wyneb i wyneb yn ogystal â thechnoleg newydd.

Cymru – economi yn ffynnu

Yn 2005, cyhoeddodd y Cynulliad Cymru: *Economi yn Ffynnu*, sef y fframwaith strategol ar gyfer datblygu economaidd. Mae ffocws ar ddatblygu economaidd a busnes trwy uwchsgilio gweithluoedd sefydlog a gwella sgiliau newydd-ddyfodiaid i'r farchnad lafur. Mae lleihau anweithgarwch economaidd yn fater allweddol, ac o fewn y cyd-destun hwn daw cysylltiadau rhwng hyfforddiant ac addysg i oedolion yn amlwg.

Cynllun Oes

Mae'r strategaeth iechyd, *Cynllun Oes*, (Llywodraeth Cynulliad Cymru 2006) yn cynnwys nifer o gyfeiriadau at ddysgu oedolion. Yn wir, mae addysg a hyfforddiant yn tanatgu elfen datblygu gweithlu'r strategaeth a'r rhaglen ataliol o hybu iechyd. Yn anuniongyrchol, mae pob ffurf ar addysg i oedolion yn cyfrannu at amcanion *Cynllun Oes* hefyd oherwydd y buddion iechyd ehangach a ddaw trwy gymryd rhan mewn dysgu.

Agenda Gweddnewid

Anogir awdurdodau lleol, colegau a phrifysgolion i ffurfio partneriaethau ardal mewn darpariaeth addysg ar gyfer dysgwyr dros 16 oed. Mater o bwys yw sicrhau bod yr hawliadau dysgu ar gyfer pobl ifanc – fel yr amlinellir mewn deddfwriaeth gan y Cynulliad a gyhoeddwyd yn 2008 (*Mesur Dysgu a Sgiliau 2008*) – yn cael eu cyflawni trwy rannu adnoddau ac arbenigedd yn fwy effeithiol. Hefyd mae'r agenda gweddnewid yn cydnabod y potensial i'r fath bartneriaethau ymestyn ar gyfer addysg i oedolion y tu hwnt i 19 oed, gan gynnwys dysgu seiliedig ar waith. Efallai y bydd hyn yn arbennig o ddichonadwy yn ardal Blaenau'r Cymoedd yn ne ddwyrain Cymru, lle rhagwelir dau gampws dysgu gydol oes ar gyfer dysgwyr o bob oedran.

Strategaeth Oedolion a'r Gymuned yn Dysgu

Wrth i'r papur hwn gael ei ysgrifennu, mae cyfnod ymgynghori ar gyfer strategaeth oedolion a'r gymuned yn dysgu bron â gorffen. Mae cynigion yn cynnwys polisiâu adnoddau sy'n seiliedig ar gonsortia, cynnwys y sector gwirfoddol fel darparwyr, cysylltu dysgu anffurfiol a heb fod yn ffurfiol o fewn Fframwaith Credydau a Chymwysterau Cymru, a chynnwys sgiliau sylfaenol a Saesneg ar gyfer Siaradwyr Ieithoedd Eraill o fewn y portffolio oedolion a'r gymuned yn dysgu.

Dysgu oedolion a mentrau polisi

Mae'n eglur bod dysgu oedolion yn cyfrannu'n uniongyrchol at gyflawni ystod eang o strategaethau a blaenoriaethau Cynulliad Cymru ar draws amrywiaeth o adrannau. Mae'r cyfraniad anuniongyrchol yn ehangach fyth, o ystyried y dystiolaeth sylweddol i gefnogi buddion ehangach dysgu o ran iechyd, cydlyniant cymdeithasol a chyfranogiad dinesig. Tra bod hyn yn mynegi effaith eang a phositif dysgu oedolion, mae wedi arwain at y risg o ddarpariaeth sy'n dameidiog a heb ei chyd-drefnu'n ddigonol ar draws meysydd polisi. Yn wir, mae llawer o ddarparwyr yn canfod biwrocratiaeth ddiangen a dyblygu prosesau. Ar yr un pryd, mae adnoddau'n annigonol ar gyfer darparu'r plethora o bolisiâu. Mae darparwyr OGD yn amlygu'r problemau sy'n codi oherwydd:

- prosesau gwahanol ar gyfer ceisiadau am gyllid (gyda meini prawf gwahanol);
- amodau gwahanol ar gyllid;
- trefniadau monitro a systemau casglu data gwahanol;
- cyfnodau cyllido gwahanol.

Yn ogystal â'r gorlwytho biwrocratiaeth ymddangosiadol, mae meini prawf a chyfnodau gwahanol ar gyfer cyllid yn ei gwneud hi'n arbennig o heriol i ddarparwyr ddatblygu a gweithredu strategaethau hirdymor. Er mwyn sicrhau cyllid, a fydd efallai ar gael yn anfyfych y tu hwnt i gylch blynyddol, yn aml mae'n rhaid i ddarparwyr ymestyn eu datganiadau cenhadaeth i gynnwys y fenter ddiweddaraf. Hefyd nodir bod mentrau'n cael eu datblygu ar sail gronns, gyda mentrau newydd yn cael eu hychwanegu at hen rai yn hytrach na'u disodli, sy'n arwain at 'orlwyth o fentrau'.

O bolisi i arfer – datblygu model o gynnydd

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Gyda chymaint o bolisiau'n ymwneud â dysgu oedolion a chymunedol, mae'n gallu bod yn anodd gwybod pa gam i'w gymryd nesaf. Mae angen darparu mwy o gydlyniant a pharhad ar gyfer unigolion yn ogystal â chymunedau sy'n ymgysylltu â dysgu. Mae un ffordd ymlaen yn ymwneud â defnyddio *cynyddu* dysgu fel model ar gyfer dilyniant, sy'n adeiladu ar gyraeddiad addysgol blaenorol a symud ymlaen tuag at gymwysterau uwch. Mae'n defnyddio Fframwaith Credydau a Chymwysterau Cymru (Llywodraeth Cynulliad Cymru 2004) sydd – fel y system yng Ngogledd Iwerddon – â naw cam dilyniantol o gyraeddiad sy'n dechrau ar lefel mynediad a gorffen gydag ymchwil Doethuriaeth.

Mae'r model *Cynyddu* yn cydnabod dysgu anffurfiol fel dechreubwynt lefel mynediad ac wedyn mae'n – targedu lefelau mwy ffurfiol o ymgysylltiad addysgol trwy ddarpariaeth cyrsiau byrion achrededig. Mae'r

model yn manteisio ar y blaenoriaethau sector a amlinellir yn *Cymru: Economi yn Ffynnu* (Llywodraeth Cynulliad Cymru 2005) a drafodwyd eisoes, a'i nod yw llanw bylchau o ran darpariaeth a nodwyd yn y *Cynllun Gweithredu Sgiliau sy'n Gweithio i Gymru* (Llywodraeth Cynulliad Cymru 2008). Mae'n canolbwyntio ar gwricwlwm eang ei gwmpas sy'n apelio at ddiddordebau poblogaidd mewn gyddoniaeth, gofal iechyd, cymdeithaseg, seicoleg, astudiaethau amgylcheddol, y cyfryngau, newyddiaduraeth, animeiddio, darlledu, technoleg ddigidol a'r celfyddydau perfformio. Er mwyn darparu ffocws ymarferol ar gyfer dysgu oedolion a chymunedol, mae'r model yn cael ei weithredu mewn mentrau sydd ar waith ar hyn o bryd o fewn yr ardaloedd lle bu diwydiannau trwm yn ne Cymru, gan gynnwys ardaloedd Merthyr Tudful, Rhondda Cynon Taf, Caerffili, Torfaen a Blaenau Gwent ym Mlaenau'r Cymoedd.

Mae'r rhain yn ardaloedd â blaenoriaeth ar gyfer adfywio, uwchsgilio a chyflogaeth. Mae angen ymestyn allan at y poblogaethau hynny sydd fel arall wedi ymddieithrio rhag addysg, hyfforddiant a chyflogaeth ddilynol. Y nod cyffredinol yw sefydlu partneriaeth traws-sector uwch sy'n tynnu ynghyd arbenigedd ac adnoddau sefydliadau addysg uwch, colegau, ysgolion, cyflogwyr, mentrau cymdeithasol a sefydliadau cymunedol sylfaenol. Mae'r uchelgais eithaf yn ymwneud â sefydlu campysau dysgu gydol oes ym Merthyr a Glyn Ebwy yn dilyn colli llawer iawn o swyddi ar ôl cau gweithfeydd mawrion megis Hoover a Gwaith Dur Corus.

Felly mae'r dull cynyddu yn dadlau o blaid rhannu buddiannau ehangu mynediad gan brifysgolion sydd â chenadaethau ymgysylltu dinesig tebyg er mwyn cyrraedd mäs critigol ar gyfer gweithgareddau ehangu mynediad trwy gyfuno arbenigedd ac adnoddau dysgu gydol oes. O ganlyniad bydd dileu dyblygu, symleiddio cyfathrebu â rhanddeiliaid, a gwella ansawdd yn arwain at lefelau gwell o ymgysylltu.

Partneriaeth a'r buddiolwyr

Mae temtasiwn i gynnig fframwaith partneriaeth pob-sector sy'n cynnwys ysgolion, colegau addysg bellach, awdurdodau lleol, mudiadau gwirfoddol, cyflogwyr a phrifysgolion o fewn ardal ddaearyddol benodol. Ymhen amser mae'n bosibl y gellir cyflawni hyn, ond hyd yn hyn mae'r sector addysg uwch wedi dysgu gwersi gwerthfawr yn seiliedig ar wendidau difrifol y diweddar Consortia Cymunedol dros Addysg a Hyfforddiant (CCAH). Ein harsylwad gofidus ni (gweler Morgan et al 2004; Saunders et al 2007) oedd bod diffyg effaith gyffredinol gan y partneriaethau hyn; yn hytrach, fe'i nodweddyd fel siopau siarad a ddominyddwyd gan y sector cyhoeddus ochr yn ochr â chynllunio strategol gwag. Roedd anweithgarwch y CCAH – er hynny, roedd rhai eithriadau nodedig – yn llyncu adnoddau

gwerthfawr darparwyr heb wneud gwahaniaeth i ddysgwyr fel buddiolwyr.

Mae'r model cynyddu'n glynu at gontinwwm partneriaethol mwy canolbwyntiedig a hydrin a ddatblygwyd gan Trevor Sandford (2009) ar gyfer Cyngor Dysgu a Sgiliau Caint a Medway, ac a weithredwyd yn llwyddiannus gan Tribal Consultants yn achos rhaglenni Braenaru Daearyddol diweddar yng Nghymru. Mae Sandford yn gosod partneriaethau ar raddfa yn amrywio o wrthdaro i gydffederasiwn:

- *Gwrthdaro*: drwgdybiaeth
- *Cystadleuaeth*: hunan-les a pholareiddio
- *Cydymffurfiad*: amcanion hysbys ar gyfer cydweithio ond dim dilyn drwodd
- *Cydfodolaeth*: cytundebau tiriogaethol
- *Cydweithredu*: rhywfaint o hunanberth os nad yw'n ymyryd â'r busnes craidd
- *Cydgysylltu*: ymdrechion i osgoi dyblygu
- *Cydweithio*: datrys problemau ar y cyd a defnyddio adnoddau cyfunol
- *Cyberchnogaeth*: mae teymgarwch yn ymestyn i'r bartneriaeth yn hytrach na'r sefydliadau unigol
- *Cydffederasiwn*: cenhadaeth gyfunol a hunaniaeth sydd yn cael ei reoleiddio a'i ffurfioli

Nod y model Cynyddu yw dim llai na statws cydffederasiwn trwy adeiladu ar lwyddiant sicr a hanes partneriaeth gyfredol *Ymestyn yn Ehangach* o'r enw *Campws Cyntaf*. Mae'r prosiect sylweddol hwn wedi cael effaith oherwydd bod canolbwyntio parhaus a realistig ar ganlyniadau addysg uwch trwy gynnal tair canolfan ranbarthol yn seiliedig ym Mhontypridd, Casnewydd a Chaerdydd a gefnogir gan holl brifysgolion a cholegau de ddwyrain Cymru.

Hyd yn hyn mae'r bartneriaeth wedi canolbwyntio ar ysgolion cyfun er mwyn cyflwyno addysg uwch i blant 10-16 oed na fyddent fel arall yn ystyried y syniad

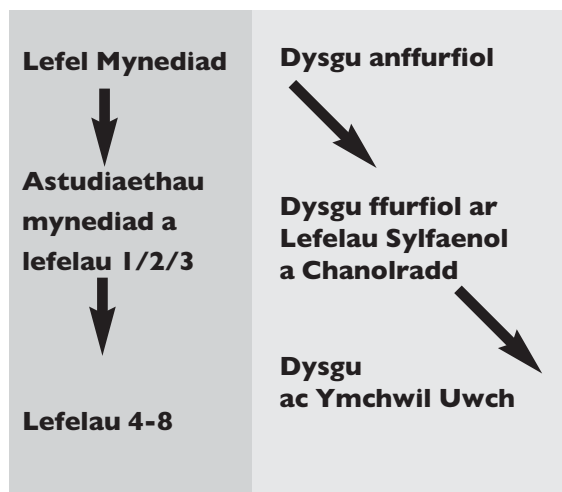
neu'r uchelgais o fynd i goleg neu brifysgol. Roedd un canlyniad allweddol yn ymwneud â darparu hyfforddiant achrededig i genhedlaeth newydd o dros 600 Anogwr Dysgu ledled Cymru (Saunders 2008).

Nawr mae'r potensial i fynd gam ymhellach a sefydlu partneriaeth dysgu gydol oes sydd wedi'i ymrwymo i bob grŵp oedran, nid pobl ifanc mewn ysgolion a cholegau'n unig. Ei nodwedd fyddai broceriaeth dros ddefnyddio adnoddau ac arbenigedd addysg uwch yn effeithiol ac effeithlon ledled Blaenau'r Cymoedd er mwyn targedu poblogaethau o ddysgwyr sydd wedi'u diffinio fel rhai sydd o dan ryw fath o anfantais.

Y nodwedd allweddol sy'n gyrru'r math hwn o weithio mewn partneriaeth yw y bydd mwy o fuddiolwyr pan gyfunir adnoddau ac arbenigedd ehangu mynediad gan brifysgolion a cholegau. Bydd llai o ddyblygu wrth ganoli gwaith megis:

- Marchnata a chyhoeddusrwydd
- Penodi a rheoli timau prosiectau
- Arweiniad a chynllunio llwybrau dilynol
- Gwaith tîm swyddogion datblygu
- Rheoli cytundebau cyflogaeth ar gyfer yr holl staff Cynyddu
- Cynnig am adnoddau ychwanegol
- Cynrychiolaeth ar ran addysg uwch o fewn consortia awdurdodau lleol, cyflogwyr, y sector gwirfoddol ac addysg bellach
- Penodi a rheoli tiwtoriaid
- Cynllunio cwricwlwm a datblygiad addysgol
- Sicrhau ansawdd, gwerthuso a monitro

Y Continwwm Dilyniant



Ffigur 1: Dilyniant o ddysgu anffurfiol i ddysgu tystysgrifedig

Mae'r continwwm yn dechrau gyda *dysgu anffurfiol*, a nodweddir gan chwilfrydedd, difyrwch a mwynhad. Fel mae McGivney'n ei bwysleisio (1999), efallai nad oes cwricwlwm, asesu neu ystafell ddsbarth ffurfiol – ond mae adeiladu hyder a gwybodaeth yn digwydd wrth i bobl ymgysylltu mewn prosiectau a mentrau. Mae pwyslais ar strategaethau pedagogiaidd yn ymwneud â dysgu seiliedig ar broblemau ac ymchwil gweithredol oherwydd yr angen i sicrhau perchnogaeth, perthnasedd ac ymreolaeth ddi-oed o fewn cymunedau difreintiedig. Mae'r dulliau dysgu anffurfiol hyn yn ymestyn allan i bobl sydd fel arall yn troi eu cefnau ar addysg a hyfforddiant oherwydd i lawer ohonynt mae sefydliadau addysgol yn golygu methiant a chael eu gwrthod.

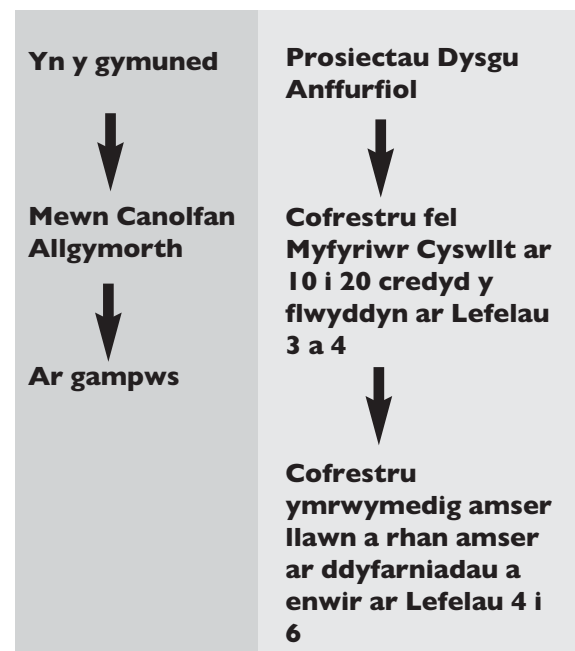
Mae'r continwwm yn ceisio trawsnewid o astudiaethau anffurfiol i astudiaethau ffurfiol o fewn lleoliadau cymunedol, a nodweddir gan ymrwymiad hanfodol gan unigolion i ddulliau mwy strwythuredig o ddysgu sy'n arwain at achrediad cyn-gradd gan brifysgolion ac ennill cymwysterau mynediad.

Felly mae'n dibynnu drwyddi draw ar drafod agos rhwng partneriaid addysg uwch ac addysg bellach er mwyn hwyluso'r trawsnewid i lefelau dysgu uwch. Mae llawer o'r prosiectau a enwir uchod yn cynnwys dilyniant i astudiaethau lefel 2 a 3, sy'n cynnwys cofrestru ar gyfer modiwlau a chyrсияu achrededig. Bydd safleoedd lleol ar gyfer prosiectau a chyrсияu yn cynnwys ysgolion, canolfannau gwirfoddol, canolfannau hamdden a chymunedol, gweithdai, ac ysgolion haf ar gampysau.

Wedyn mae darpariaeth dysgu uwch yn canoli ar ddarpariaeth sy'n seiliedig ar gampysau sy'n arwain at dystysgrifau a diplomâu, ac o hynny ymlaen at gymwysterau lefel gradd. Mae hyn yn cynnwys cydweithio gyda cholegau addysg bellach er mwyn darparu Gradd Sylfaen yn lleol ac mewn modd ymatebol.

Mae darpariaeth ar lefelau uwch yn tueddu dibynnu mwy ar adnoddau o ran defnyddio'r technolegau diweddaraf, amnewid a diweddarau offer, datblygu cymwysiadau arloesol ar gyfer addysgu ac asesu, cael cymorth technegol digonol, a chael mynediad at arbenigedd academiaidd proffesiynol o fewn adrannau neu gyfadrannau prifysgol amrywiol. Felly mae angen lleoli adnoddau'n strategol mewn ffyrdd effeithlon a chost-effeithiol wrth gynnig y mynediad ehangaf i ddysgwyr a chyflogwyr.

O fewn y cyswllt hwn mae egwyddor sylfaenol ar gyfer partneriaeth er mwyn cynyddu yn ymwneud â rhoi cyngor a chefnogaeth i gyfleoedd addysg uwch trwy ddatblygu rôl broceriaeth rhwng partneriaid prifysgol fel y gellir cyfeirio buddiolwyr at lwybrau dysgu priodol. Felly mae Cynyddu yn cynnig dilyniant academiaidd o ran symud trwy naw lefel Fframwaith Credydau a Chymwysterau Cymru. Hefyd mae'n ceisio am ddilyniant ffisegol o ran annog dysgwyr i symud rhwng pentrefi, trefi a dinasoedd de ddwyrain Cymru er mwyn cael mynediad at adnoddau addysg uwch a phellach priodol mewn camau gwahanol yn y cylch dysgu.



Ffigur 2: dimensiwn ffisegol dilyniant academiaidd

Ymgysylltu cymunedol yn ne ddwyrain Cymru

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Mae llawer o enghreifftiau ymarferol o bartneriaethau dysgu dull Cynyddu llwyddiannus yn ne ddwyrain Cymru. Mae llawer yn dangos effaith yn seiliedig ar weithio cydweithredol, ac eraill wedi adeiladu'n llwyddiannus ar brosiectau a mentrau blaenorol. Mae llawer wedi llwyddo dod â darparwyr dysgu gydol oes sector cyhoeddus ynghyd â'r cymunedau y maen nhw'n eu gwasanaethu.

Dilyniant trwy Bartneriaeth

Ysbrydolwyd hyn gan *Community University of the Valleys* (Elliott et al 2000), sef prosiect arloesol gan Adran Addysg Oedolion a Chymunedol Prifysgol Abertawe. Yn dilyn hyn mae prifysgolion Casnewydd a Morgannwg mewn cydweithrediad â Sefydliad Addysg y Gweithwyr wedi helpu dysgwyr mewn oed yn ne Cymru i symud ymlaen at lefelau dysgu uwch yn eu cymunedau eu hunain.

Menter BeWEHL (Bettering Wellbeing, Education, Health and Lifestyle)

I ddechrau roedd y prosiect yn cefnogi menywod a oedd yn byw ar Ystâd Y Betws. Ers hynny mae BeWEHL wedi ymestyn darpariaeth i ardaloedd eraill yng Nghasnewydd. Yr amcanion cyffredinol yw nodi effaith dysgu ar hyder cyffredinol a lles cyfranogwyr y prosiect a gwerthuso rôl ac effaith ymchwil gweithredu ar gyfranogwyr a'r gymuned ehangach.

Cwm Llynfi

Sefydlodd y prosiect hwn gefnogaeth gweithdy ar gyfer dysgwyr hwyrach yn ardal Maesteg trwy brosiectau a rhaglenni sy'n ymwneud â defnyddio technolegau rhyngryd, cynllunio gwefannau, a chyhoeddi pen-desg.

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Siopau Gwyddoniaeth

Mae'r rhain wedi cyflwyno agweddau ar wyddoniaeth i ddysgwyr o bob oedran sy'n cynhyrchu eu prosiectau eu hunain gydag academyddion yn hwyluso amrywiaeth eang o ddi-ddordebau. Mae'r siopau wedi'u lleoli ym Merthyr a Thredeg ar ac maen nhw'n gwneud defnydd eang o gyfleusterau allgymorth. Mae'r pynciau'n cynnwys ymgyrchoedd amgylcheddol, iechyd a maeth, a chymwysiadau dylunio a thechnoleg peirianeg.

Allgymorth

Yn darparu gweithdai blasu heb achrediad a chysiau sylfaen byrion i oedolion mewn lleoliadau cymunedol, gan gynnwys neuaddau pentref, ysgolion cymunedol, sefydliadau YMCA, a chapeli. Mae'r pynciau'n cynnwys ysgrifennu creadigol, o greu i gynhyrchu, ffotograffiaeth stryd, ffotograffiaeth ddigidol, sgiliau radio, celf gymunedol, seryddiaeth, seicoleg, a datblygu cymunedol.

Ysgol Haf Morgannwg

Yn rhoi cefnogaeth ddwys i oedolion sy'n ymweld â champws prifysgol am rwng wythnos a phythefnos ac sy'n cynnwys defnyddio gwasanaethau preswyl.

RISE

Gweithio gyda cholegau addysg bellach, prifysgolion ac arbenigwyr cymunedol ac arwain er mwyn sefydlu llwybrau dilynol ar gyfer miloedd o ddysgwyr mewn canolfannau dysgu RISE ledled Blaenau Gwent, Caerffili, Torfaen, Casnewydd a Sir Fynwy.

Equinex

Yn canolbwyntio ar bobl sydd wedi bod yn ddi-waith am gyfnod hir, a phobl ag anableddau, gan gynnwys y rhai sydd ag anhwylderau sbectrwm awtistig, anableddau synhwyraidd ac anableddau dysgu.

Sefydliad Arian Cymunedol Cymru

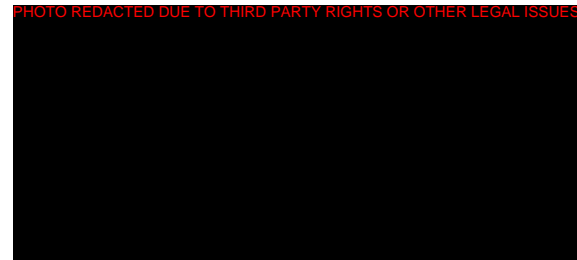
Dosbarthu gwybodaeth ynglŷn ag arfer gorau ym maes Arian Cymunedol trwy seminarau, cynadleddau, digwyddiadau hyfforddi, cyhoeddiadau, erthyglau, cyfweiliadau, fideos, gwefan, rhestrau e-bost a chanllawiau cam-wrth-gam.

Y Ganolfan Adfywio Cymunedol

Cynnal archwiliadau cymunedol ar gyfer wardiau Cymunedau yn Gyntaf a fforymau o fewn awdurdodau lleol ac ymddiriedolaethau partneriaethol, yn ogystal â datblygu Gradd Sylfaen a rhaglen MSc mewn Adfywio Cymunedol ym Mhrifysgol Morgannwg.

Casgliad

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Mae'r papur hwn wedi cynnig blas yn unig ar rai o'r ffyrdd gwahanol o weithio gyda phobl a'r canlyniadau y gellir eu cyflawni trwy ymrwymiad i ymgysylltiad llawn mewn gweithgaredd 'trydedd cenhadaeth' sydd â'r nod o osod prifysgolion yn y cymunedau lleol y maen nhw'n dymuno eu gwasanaethu. Bu nifer o heriau ar hyd y ffordd sydd wedi effeithio ar dîm GATES a'r ffordd mae'n gweithredu. Er enghraifft, er mwyn sicrhau llwyddiant parhaus, mae'r tîm wedi gorfod archwilio ffyrdd o ddatblygu grwpiau prosiect sydd wedi gweithredu am gyfnod hirach i fod yn sefydliadau gwirfoddol/dim er elw.

Mae gweithio yn y modd hwn sy'n 'canolbwyntio ar y person' yn ddwys iawn. Mae sicrhau bod gan bobl lais a'u bod yn cael eu clywed, gwrando ar hanesion eu bywydau, eu llwyddiannau a'u problemau, yn gallu cymryd llawer o amser a threthu'r emosionau hefyd. Yn aml mae'r gwaith rhagarweiniol hwn yn cael ei ddiystyru ac i'r byd allanol mae'n ymddangos yn ddistrywthur a llac. Yn aml, mae'r rhaid gweithio mor gyflym â phosibl wrth ddatblygu prosiectau pwrpasol ac wedyn addasu'r prosiectau hynny er mwyn ateb anghenion cymuned, os ydynt i fod o fudd i gyfranogwyr yn syth.

Yn aml, golyga hyn bod aelodau tîm GATES wedi gorfod dod yn arbenigwyr ar raddfa fechan mewn amrywiaeth o feysydd. Mae hyn wedi galw am sgiliau newydd a darparwyd rhai ohonynt trwy'r brifysgol, ac eraill o fannau eraill (er enghraifft, sgiliau syrcau, sgiliau cynghori). Mae'n rhaid cydbwysu'r datblygu hyn â llwyth gwaith, sydd yn aml yn digwydd gyda'r nos ac ar benwythnosau. Yn ogystal, mae byw'n lleol yn golygu mai anaml y mae'r staff oddi ar ddyletswydd ac mae'r llwyth gwaith a'r oriau'n anrhagweladwy.

Nid yw effeithiau ehangach dysgu anffurfiol yn cael eu cydnabod bob amser. Y rhai sydd wedi hyrwyddo GATES fwyaf yw'r myfyrwyr sydd wedi lledu'r gair – i'w teuluoedd, eu ffrindiau a'r gymuned ehangach. Mewn un dathliad diweddar, roedd tair cenhedlaeth o un teulu'n bresennol, ac roeddent i gyd wedi cymryd rhan mewn gwahanol brosiectau gyda GATES. Ni wyddys hyd yn hyn beth fydd yr effaith am y dyfodol ar y genhedlaeth nesaf o ran mynychu prifysgol, mynychu'r ysgol a pherfformiad, ymgysylltu â'r gymuned, a'r arolygon am waith. Mae'r sylwad hwn yn tanlinellu pwysigrwydd olrhain ac ymchwilio cynnydd tymor hirach, a chydabod cyfyngiadau difrifol atebion cyflym, tymor byrrach nad ydynt yn gynaliadwy.

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Mae'n hanfodol i lwybrau dilyniant fod o fudd i'r unigolyn ac ni ddylid eu gyrru gan dargedau a osodir gan gyrff cyllido neu'r rhai nad ydynt yn ymwneud â darpariaeth dysgu anffurfiol. Yn sicr, ni ddylai llwybr neu gyfeiriad fod ym meddwl y person sy'n cychwyn prosiect newydd. Mae gan y prosiect werth ynddo'i hun. Fel yr awgryma McGivney:

Dylid gwerthfawrogi'r profiadau dysgu cyntaf am yr hyn ydyn nhw yn ogystal ag am osod pobl ar lwybr dysgu (1999: 87).

Mae dilyniant at ddysgu arall yn ganlyniad potensial pwysig ac mae'n berthnasol i ddarparwyr adnoddau sy'n dilyn rheolau cyllido. Er hynny, mae'n bwysig i ddysgwyr ddiffinio drostyn nhw'u hunain beth yw cynnydd. Mae tîm GATES yn gweld cynnydd mewn nifer o ffyrdd, o fwy o hunanhyder hyd at fynychu prifysgol – a llawer o bethau eraill. Mae mynychu cwrs yn weddol hawdd i'w ddogfennu, ond nid felly lles a hyder – er enghraifft olrhainio lleihad yn yr angen am feddyginiaeth ar gyfer iselder ysbryd.

Tra bod cynnydd yn cael ei werthfawrogi mewn llenyddiaeth academiaidd a rhethreg gan lywodraeth, yn ymarferol nid yw'n derbyn digon o bwysigrwydd gan y rhai y tu allan i faes dysgu anffurfiol. Efallai mai oherwydd yn aml mae'n anodd nodi data ansoddol ynglŷn â'r ffordd y mae bywyd unigolyn wedi newid wrth gymryd rhan mewn prosiectau dysgu anffurfiol. Dyma faes y mae angen cyfeirio ato mewn ymchwil yn y dyfodol.

Yn olaf, ond yn bwysicaf oll, mae cyllido byrdymor yn fater sy'n effeithio ar lawer o fudiadau. Mae rhai o'r prosiectau a adolygwyd yn yr adran flaenorol wedi cau oherwydd nid oedd mwy o adnoddau ar gael. O ganlyniad mae staff ar gytundebau byrdymor yn chwilio am waith mwy sicr trwy gydol cyfnod prosiect, ac mae hyn yn arwain at drosiant uchel ac anghysondeb mewn darpariaeth. Yn achos yr effaith ar y dysgwyr eu hunain, mae'r perygl yn parhau y bydd gobeithion yn cael eu codi ac yna'u dryllio. Mae ceisiadau blynyddol am gyllid yn arbennig o niweidiol i gynllunio strategaeth a datblygu prosiectau hirdymor, ac mae hyn yn cael effaith fawr ar ffyrdd o weithio. Wedi dweud hynny, mae'r cyfan oll yn ymddangos yn ddi-nod pan mae rhywun yn derbyn cerdyn diolch, tusw o flodau, yn dathlu, neu'n darganfod bod un o'n cyfranogwyr blaenorol wedi dechrau busnes ei hun neu wneud cais i fynd i brifysgol.

Nawr, mae Prifysgol Morgannwg a Chasnewydd yn datblygu strategaeth hirdymor mewn partneriaeth â Chyngor Cyllido Addysg Uwch Cymru, colegau addysg bellach, ac awdurdodau lleol. Prifysgol Sefydliad Cymoedd yw'r enw, ac mae'n hyrwyddo'r model Cynyddu trwy ddysgu anffurfiol a chyrsgiau byrion, Graddau Sylfaen, a rhaglenni datblygu gweithlu. Erbyn hyn mae Llywodraeth Cynulliad Cymru wedi cadarnhau cynllun cyllido chwe blynedd.

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Atodiad

Themâu a Phrosiectau Dysgu Anffurfiol GATES Morgannwg

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Cerddoriaeth

Technoleg cerddoriaeth: Mae Cyfranogwyr yn dysgu sut i recordio, defnyddio meicroffonau, cymysgu, dilyniannu midi, samplu, effeithiau; maen nhw'n dysgu sut mae cerddoriaeth yn gweithio, sut y defnyddir technoleg cerddoriaeth i greu recordiadau, a'r ffordd y mae'r diwydiant cerddoriaeth yn gweithredu. Defnyddir meddalwedd megis 'Cubase 4', 'Reason' a 'Wavelab'.

Gwersi Allweddellau: Mae cyfranogwyr yn gweithio ar sail un-i-un, yn dysgu sgiliau allweddell a cherddoriaeth.

Bandwagon: Bu 16 grŵp a dau gôr ysgol (104 o bobl) yn mynychu'r Brifysgol i gynhyrchu CDs cerddorol. Mae'r prosiect hwn yn cynnwys trefnu gweithdai yn y Brifysgol ar gyfer bandiau a cherddorion lleol ynglŷn ag agweddau ar gynhyrchu cerddoriaeth megis recordio a golygu.

Gwneud CDs: Gan ddefnyddio stiwdios recordio ar y campws.

Ysgol Haf Bandwagon: Daethpwyd â chynhyrchwyr cerddoriaeth o'r radd flaenaf i Ferthyr i weithio gyda bandiau lleol.

Taith Bandwagon i Affrica: Taith i Cape Town i weithio ym maestref Langa er mwyn sefydlu ysgol gerddoriaeth.

Bandwagon – Modiwl Prifysgol: Cyflawnodd y bobl ifanc a fu yn Affrica fodiwl Prifysgol 20 credyd a seiliwyd ar eu profiadau.

Sgiliau DJ a Rapio: Prosiect a gynhaliwyd gydag wyth cyfranogwr o Raglen Dewisiadau. Roedd y grŵp hwn o bobl ifanc a oedd wedi'u heithrio o'r system addysg yn anodd gweithio â nhw ond llwyddodd y prosiect i ddatblygu ymddiriedaeth gychwynnol a gellir adeiladu ar hyn ar gyfer gwaith yn y dyfodol.

Gweithdai Blas ar Offerynnau Taro Indiaidd: Gweithdai blas ar ddrymio a gynhaliwyd mewn manau gwahanol yn y fwrdeistref.

Gitâr: Gwersi darllen cerddoriaeth a chwarae.

Band Affricanaidd ar y stryd: Perfformiad gan Amanpondo ar y stryd.

Noson Dathlu Affrica: Noson Dathlu Affrica i godi arian ar gyfer prosiectau ysgol Gerddoriaeth Affricanaidd.

Sesiynau STOMP Dosbarth Anghenion Arbennig: Defnyddio cerddoriaeth fel ffordd o gyfathrebu.

Sesiynau Blasu STOMP: Gwneud cerddoriaeth gydag offerynnau cartref.

Cyfryngau

Noson gyda Rob Brydon: Gydag Owen Money'n cyflwyno. Sgwrs gyda'r actor a'r comediwr Rob Brydon, a fu'n gyfle i bobl Merthyr ddysgu am ei fywyd a'i yrfa.

Blas Ar Ferthyr: Prosiect yn ymwneud â bwyd a ffotograffiaeth gyda phobl o bob rhan o'r fwrdeistref.

Merched Calendr: Mewn partneriaeth â Llyfrgelloedd Merthyr, cyfrannodd y prosiect calendr at galendr 2006.

Prosiect Animeiddio Coal House: Mewn partneriaeth â'r BBC a First Compact ac Ysgol Caedraw. Prosiect tair wythnos oedd hwn ble cafodd disgyblion Caedraw gyfle i wneud cartŵn wedi'i animeiddio ac ymweld â champws Prifysgol Morgannwg.

Noson Oscars Cymunedol: Dathliad o wneud ffilmiau cymunedol.

Straeon Digidol am Iechyd: Straeon digidol wedi'u creu gan grŵp o broffesiynolion iechyd.

Adrodd Straeon Digidol: Creu straeon digidol gyda phobl o bob rhan o Ferthyr.

Prosiect Animeiddio ar Amrywiaeth: Mewn partneriaeth â Champws Cyntaf. Prosiect tair wythnos ble cafodd disgyblion Santes Fair gyfle i wneud ffilm wedi'i hanimeiddio ynglŷn ag amrywiaeth diwylliannol ac ymweld â champws Prifysgol Morgannwg.

Hanes Teuluol: Prosiect hanes teuluol gyda thrigolion tai gwarchod lleol.

Fishy Tales 2006: Cynhyrchu llyfryn sy'n rhoi gwybodaeth ar bob agwedd o'r gamp yn yr ardal. Fe'i defnyddir fel arf dysgu i gyflwyno pobl i fuddion pysgota â gwialen a materion cysylltiedig yn ymwneud â'r amgylchedd a chadwraeth.

Fishy Tales 2007/08: Yn dilyn llwyddiant y llyfryn cyntaf, ac oherwydd y galw gan y cyhoedd, crëwyd diweddariad.

Hwyl yn yr Ystafell Dywyll: Rhoddodd y prosiect hwn gyfle i unigolion weithio mewn ystafell dywyll yn tynnu lluniau heb ddefnyddio camera. Mae ffotogramau'n rhoi cyfle i ni ddod yn ymwybodol o dechnegau a chemegau ystafell dywyll a'u defnydd mewn ffordd ddifyr.

Prosiect Pontio'r Cenedlaethau: Mae'r cyfranogwyr wedi cyfuno ffolderi unigol sy'n cynnwys gwybodaeth, trafodaethau a gweithgareddau eraill y mae'n rhaid iddynt eu gwneud o sesiwn i sesiwn. Yn ystod y ddwy sesiwn olaf yn Llys Kevin Ryan, gweithiodd y cyfranogwyr mewn grwpiau i gynhyrchu posteri a oedd yn crynhoi thema'r prosiect, sef 'gemau'. Roedd y rhain yn amrywiol ac roedden nhw'n portreadu diddordebau'r grwpiau yn ogystal â rhoi golwg gyffredinol ar y prosiect a'i brosesau.

'Life's a Bitch' ffilm fer: Ffilm a grëwyd gan bobl ifanc sy'n byw yn ystadau Trefechan a'r Gumos.

Merthyr – Golwg Newydd: Prosiect ffotograffiaeth yn ymwneud â phobl sydd wedi dod i fyw, gweithio neu astudio ym Merthyr o wledydd eraill. Rhoddwyd camerâu tafladwy yn wythnosol i bobl yng Ngholeg Merthyr a Chaffi Serrano. O ganlyniad i'r prosiect, cynhaliwyd nifer o arddangosfeydd a chynhyrchwyd set o 16 cerdyn post.

Cylchlythyr: Cylchlythyr mewn Portiwgaleg a Phwyleg – i annog integreiddio a chyfraniadau gan rai o'n trigolion newydd.

Taith Ffotograffiaeth: Taith diwmod i Henffordd i fynychu 'Gŵyl Ffotograffiaeth Henffordd'.

Cardiau Post Celf Gyhoeddus: Cynhyrchwyd nifer o gardiau post/cardiau gwybodaeth i hyrwyddo celf gyhoeddus leol a osodwyd gan GATES o fewn y fwrdeistref. Myfyriwr ar brofiad gwaith yn y siop fu'n gyfrifol am y ffotograffau a chynlluniau'r cardiau.

Digwyddiadau Ymylol Wythnos Ffoaduriaid: Cynhaliodd Prifysgol Morgannwg gynhadledd a gweithdai i godi ymwybyddiaeth ynglŷn â ffoaduriaid. Dangoswyd ffilmiau a bu trafodaethau mewn amrywiaeth o leoliadau yng ngogledd a de'r fwrdeistref yn ogystal â gweithdai a dangos ffilmiau mewn ysgolion lleol.

Taflen Iechyd Rhywiol: Gan weithio gyda grŵp o fyfyrwyr o Barnardo's, nod y prosiect oedd llunio cynnyrch o ryw fath a oedd yn rhoi gwybodaeth am iechyd rhywiol a gafodd ei ymchwilio, ysgrifennu, cynllunio ac argraffu gan y grŵp. Bu'r grŵp yn ymweld â'r Brifysgol a sefydliad iechyd lleol a chyflawnwyd RhCA mewn ymchwil fel rhan o'r prosiect. Mae'r daflen derfynol bellach wedi'i mabwysiadu gan Hybu Iechyd Cymru.

Adrodd Straeon: Uwchsgilio aelodau'r gymuned mewn sgiliau a buddion adrodd straeon.

Prosiect Ffilm Llwybr Trevithick: Ffilm gan dri bachgen o Grŵp Ieuenctid Cymdeithas Tai Merthyr Tudful. Roedd y ffilm yn dogfennu prosiect Llwybr Trevithick. Dysgodd y tri bachgen amrywiaeth o dechnegau ffilmio a chyfweld.

Hysbysebion Fideo: Creu hysbysebion fideo gydag aelodau'r gymuned.

Comics Fideo: Creu comics fideo gydag aelodau'r gymuned.

Mur Menywod: I godi ymwybyddiaeth ynglŷn â Diwrnod Rhyngwladol y Menywod, adeiladwyd mur yn swyddfa GATES gan ddefnyddio ffotograffau. Ar 8 Mawrth (Diwrnod Rhyngwladol y Menywod) rhoddwyd blodau a ffeithiau i fenywod yng nghanol y dref.

Ysgol Aeaf: Ysgol ffilm a gynhaliwyd rhwng mis Tachwedd i fis Ionawr.

Celf a Serameg

Gweithdy Serameg: Bu cyfranogwyr yn cael eu dwylo'n frwnt a chreu gwrthrych serameg.

Dosbarth Paentio: Paentiodd cyfranogwyr rannau gwahanol o ddarlun mawr gan ddefnyddio paent acrylig. Rhoddwyd y rhannau at ei gilydd i greu un llun a oedd yn cynnwys amrywiaeth o arddulliau gwahanol.

Gwnio a Chreffftwaith: Lluniodd cyfranogwyr amrywiaeth o fagiâu gan ddefnyddio offer gwnio.

Traddodiadau Celf a Chreffft (Gwau): Cwrs 12 wythnos a oedd yn rhoi cyfle i gyfranogwyr ddysgu sut i wau a chreu ac arbrofi â gwau.

Celf: Cyfres o ddsbarthiadau celf.

Sioe Gradd mewn Celf ym Mhrifysgol Morgannwg: Taith i sioe Gradd mewn Celf y Brifysgol.

Sesiynau Celf Galw Heibio: Gweithdy galw heibio yn seiliedig ar gelf i'r rhai oedd heb ddim profiad neu ychydig iawn o brofiad o ran celf.

Cerfluniau Pren Celf yn y Parc: Crëwyd tri cherflun pren ym Mharc Cyfarthfa. Trefnwyd y sesiynau gyda myfyriwyr o Ysgol Uwchradd Cyfarthfa. Cynlluniwyd yr arddangosfeydd cerfluniau i ddenu ymwelwyr i'r parc hefyd.

Taith Artes Mundi: Aethpwyd â grŵp o bobl i arddangosfa Artes Mundi yng Nghaerdydd.

Baneri a Llumanau, Gwaith Datblygu: Cynhaliwyd gweithdai i helpu gweithwyr datblygu a grwpiau cymunedol greu a phaentio baneri cynffon draig sy'n addas ar gyfer gwyliau a gorymdeithiau.

Celf Gymunedol (Cwiltio) yng Nghyfarthfa: Blas ar gwiltio yn y gymuned.

Celf Gymunedol (Cwiltio) yn Nhreharris: Blas ar gwiltio yn y gymuned.

Gwneud Cardiau a Blychau Pasg: Prosiect crefft ble roedd pobl yn creu blychau i ddal anrhegion.

Adeiladu Crychydion: Prosiect celf gan ddefnyddio deunyddiau ecogyfeillgar. Helpodd yr artist Sally Matthews pobl i wneud dros 20 crychyd mewn diwmod difyr a sesiwn flasu ym Mhen-y-wern.

Creu Gemwaith: Dysgodd y cyfranogwyr dechnegau sylfaenol gweithio gydag arian a chynllunio a gwneud darnau o emwaith.

Gwneud Barcud: Prosiect a gynhaliwyd yn Niwmod Hwyl Pen-y-wern.

Bywllunio yng Nghyfarthfa: Gweithdy undydd – blas ar fywllunio.

Cystadleuaeth Logo: Lansiodd GATES gystadleuaeth i gynllunio logo newydd i GATES. Cynhaliwyd gweithdai gyda grwpiau lleol a chafodd ei hysbysebu i'r cyhoedd yn gyffredinol.

Gwneud Llwy Garu: Defnyddiwyd offer traddodiadol i greu a chynllunio llwyau caru.

Gwneud Llwy Garu/Addurn: Cwrs pedair wythnos oedd hwn ac roedd gan gyfranogwyr ddewis i greu naill ai llwy garu neu addurn gan ddefnyddio offer traddodiadol a modern.

Paentio Portread Modern: Prosiect celf a dylunio gyda Grŵp Dewisiadau Troedyrhiw. Bu wyth person ifanc yn gweithio'n unigol ac fel grŵp. Bu'r cyfranogwyr yn creu hunanbortread modern.

Gemwaith Arian: Gweithio gydag arian ac efydd.

Murlun Clwb ar ôl Ysgol Trefechan: Creu murlun serameg gyda phobl ifanc yn Nhrefechan.

Gwneud Cerdyn Sant Ffolant: Defnyddiodd y cyfranogwyr ddefnyddiau a thechnegau gwahanol i greu cardiau Sant Ffolant.

Gwneud Cerdyn Nadolig Dyfrlliw: Dangoswyd i'r cyfranogwyr sut i ddefnyddio paent a thechnegau dyfrlliw ac aethpwyd ati i greu cardiau dyfrlliw ar thema i'r Nadolig.

Symud

Grŵp Dawns Bedlinog: Gweithio gyda phobl ifanc yn ne'r cymoedd i sefydlu grŵp dawns.

Bolddawnsio: Mae'r prosiect hwn yn defnyddio dawns fel dull ar gyfer rhyngweithio cymdeithasol a throsglwyddo sgiliau newydd. Wedi'i dargedu at fenywod yn unig, mae'r prosiect yn caniatáu i fenywod fwynhau ymarfer corff ysgafn mewn amgylchedd diogel, cefnogol a chyfeillgar.

Gweithdai Syrcas: Cyfres o weithdai syrcas teithiol gyda phobl ifanc sy'n byw yn ardaloedd Y Gurnos, Dowlais, Aberfan a Throed-y-rhiw.

Gweithdy Syrcas: Gweithdy gyda Bridging the Gap Youth.

Dawns yng Nghyfarthfa: Dawnsio Pwylaidd a dwyreiniol gan ddawnsywyr Jamiloa a dawnsywyr Pwylaidd.

Gweithdai Dawns: Gan weithio gyda Chymunedau yn Gyntaf Bedlinog, mae'r prosiect hwn wedi denu dros 50 cyfranogwr i gyfres o weithdai sy'n gorffen gyda pherfformiad cymunedol.

Hyfforddiant Pêl-droed – y Tîm Troseddau leuenctid: Hyfforddiant pêl-droed proffesiynol dros 10 wythnos. Wedi'i drefnu mewn partneriaeth â swyddog datblygu pêl-droed yn y gymuned yng Nghanol Gymunedol Dowlais.

Ymarfer Corff Ysgafn i Gerddoriaeth: Gweithdy chwe wythnos ar gyfer y rhai sydd â symuedd cyfyngedig.

Gweithdai Jygl: Mae'r prosiect hwn yn caniatáu i bobl o bob oedran gymryd rhan mewn dysgu cyfoed. Mae'r sgiliau a ddysgir yn cynnwys jyglu bagia ffa a pheli, sgarffiau, cylchoedd a dibs yn ogystal ag amrywiaeth o offer syrcas arall.

Prosiect Caiacio: Gweithio gyda'r Prosiect Cynhwysiant leuenctid.

Wythnos y Syrcas yn dod i'r Dref: Treuliodd ymarferwyr a pherfformwyr syrcas wythnos yn ystod ysgol haf ar gampws Prifysgol Morgannwg yn cynnal gweithdai gydag arweinwyr ieuentid a gweithwyr datblygu. Yn ystod yr ail wythnos, bu ymweliadau â dau leoliad (un yng ngogledd y fwrdeistref ac un yn y de) a chynhaliwyd gweithdai syrcas drwy'r wythnos. Gorffennodd y sesiynau gyda'r cyfranogwyr i gyd yn cymryd rhan mewn diwrnod perfformio.

Penolau, Boliau a Babis: Dosbarth ymarfer corff wedi'i dargedu at famau yn eu harddegau a'u babanod.

Blas ar Adweitheg ac Iechyd: Adweitheg, tylino pen a dwylo.

Therapiau Cyflenwol, Tylino Dwylo, Trelewis: Diwrnodau blasu therapïau dwylo cyflenwol a chyflwyniad i olew persawrus.

Cyflogadwyedd

Cwrs Bwyd a Hylendid Sylfaenol: Cwrs hyfforddi Tystysgrif Hylendid Bwyd Sylfaenol un-i-un ar-lein

Llyfryn a DVD Cyngor Busnes: Cynhyrchu llyfryn a DVD ar gyfer pobl sy'n ystyried sefydlu busnes ym Merthyr Tudful

Cynhyrchu Cardiau Busnes: Roedd gemydd ifanc eisiau hysbysebu ei menter newydd ac roedd angen cardiau busnes ami i'w dosbarthu ymhlith darpar brynwyr.

Cychwyn Busnes: Cefnogi pobl wrth iddynt ddechrau eu busnes eu hunain.

Cyngor ar TG: Cyngor ac arweiniad ar sail un-i-un. Hefyd cafodd y myfyriwr gymorth i gyflawni RhCA mewn sgiliau ymchwil ar y rhyngwrwyd a cheisio am le ar gwrs hyfforddi Tystysgrif Gweithwyr Ieuentid CBSMT

Busnes Cerddoriaeth: Mae bandiau'n cael cyfle i ddysgu am ochr fusnes creu cerddoriaeth.

Datblygu Sgiliau Un-i-un: Prosiect gydag un o ddefnyddwyr gwasanaethau Cymorth i Fenywod. Mae cyfle 'un-i-un' unigryw yn galluogi datblygu sgiliau mewn amgylchedd cyfeillgar ac anfygythiol.

Quark: Rhan o brosiect uwchsgilio ar gyfer cyflogaeth.

Profiad gwaith: Profiad gwaith yn swyddfa GATES Morgannwg.

Saesneg ar gyfer Gwaith: Darpariaeth Saesneg un-i-un wedi'i dargedu at weithwyr mudol sy'n chwilio am waith.

Hyfforddiant Bywyd: Gweithdai a chymorth unigol i bobl sy'n wynebu newidiadau a cholled yn eu bywydau.

CTMT Galw Heibio: Cyfrifiaduron: Hwyluso sefydlu safle galw heibio ag adnoddau rhyngwrwyd ar gyfer tai gwarchod lleol.

Yr Amgylchedd

Sut i adeiladu tyrbîn gwynt: Gweithdy undydd a gynhaliwyd yn ffenestr siop GATES ble roedd cyfranogwyr yn gallu adeiladu a thrafod tyrbînau gwynt a materion amgylcheddol.

Gofod Gwyddoniaeth a Thechnoleg Gymunedol: Diwrnodau gwyddoniaeth wedi'u cynnal mewn partneriaeth â Siopau Gwyddoniaeth Cymru.

Adeiladu Cwrwgl: Yn dilyn llwyddiant her cwrwgl cychwynnol, mae'r prosiect hwn wedi galluogi 100 grŵp/ysgol i gymryd rhan mewn adeiladu cwrwgl. Mae'n caniatáu i bobl ifanc, o dan oruchwyliaeth, ddefnyddio offer llaw nas gwelir fel arfer mewn cymdeithas fodern. Mae hyn datblygu gweithio gyda cyfryngau gwahanol ac annog cyrhaeddiad a hunanhyder. Mae'r ysgolion sy'n cymryd rhan yn cynnwys Caedraw, Edwardsville, Heolgerrig, Pantysgallog, St Aloysius, Trelewis, Twynrodyn, Ynysowen a Santes Fair.

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Prosiect Meini Mawr Llwybr Trevithick: Crëwyd 15 maen mawr o garreg Pennant gyda thestunau Cymraeg a Saesneg wedi'u chwythellu amynt â thywod. Dylanwadwyd ar y dewis o destunau gan grŵp ysgrifennu lleol (Sgwad Sgwennu Cyffrous) a dogfennau hanesyddol. Mae'r meini fel nodwyr llwybr ar hyd y ffordd ac maen nhw'n cyfrannu tuag at ddehongliad lleol o'r llwybr.

Prosiect Gwenithfaen Llwybr Trevithick: Gosodwyd pedwar slab mawr o wenithfaen (8'x 41') ar Llwybr Trevithick ger twnnel Trevithick. Mae'r meini'n adlewyrchu themâu gwahanol. 1) delwedd injan, 2) planhigion lleol, 3) delwedd arddulliedig o'r llwybr, 4) delweddau o bobl leol a gymerodd ran yn y prosiect. Lluniwyd y delweddau hyn gan amrywiaeth o grwpiau ac unigolion o ardal Merthyr, gan gynnwys Ysgol Uwchradd Afon Taf a'r Prosiect Cynhwysiant Ieuenctid.

Arddangosfa Cerfluniau Pren Llwybr Trevithick:

Comisiynwyd artist llif gadwyn i gynnal arddangosfa cerflunio mewn ffair leol. Gosodwyd y gweithiau celf gorffenedig ar Llwybr Trevithick. Mae'r cerfluniau'n dangos planhigion a gysylltir â Llwybr Trevithick.

Taith Pobl Ifanc i Wlad Pwyl ac Auschwitz: Mewn partneriaeth â phrosiect Equal, aethpwyd â grŵp o bobl ifanc i Auschwitz.

Gŵyl Romeo a Juliet: Gŵyl Gelf a Gwyddoniaeth ledled y fwrdeistref ar thema Romeo a Juliet.

Route 66: Darlith ar thema'r Freuddwyd Americanaidd a ffyrdd yn America. Trafod profiadau a diwylliant a rhoi golwg fanwl ar Route 66 yn nhermau myth a realiti.

Glanhau'r Taf: Bu GATES Morgannwg yn gyfrifol am lanhau sbwriel o'r rhan o'r afon Taf sy'n rhedeg trwy Ferthyr.

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ymchwil, astudio preifat, beimiadaeth ac adolygu, cyn belled â bod yr awdur gwreiddiol ar cyhoeddwr yn
cael eu cydnabod.