



Comisiynydd  
**Cenedlaethau'r  
Dyfodol**  
Cymru

**Future  
Generations**  
Commissioner  
for Wales



**A Journey to**

# A More Equal Wales

**1: Fair work:** Ensuring equal access to decent jobs, recognising everyone's value

**2: Educational opportunities:** Enabling people to develop the skills and knowledge to be fulfilled

**3: Participation:** Giving people equal opportunities to participate in decision making, to enable equal outcomes

**4: Equality of health outcomes:** Understanding the causes and symptoms of health inequalities, including Adverse Childhood Experiences and Violence against Women Domestic Abuse and Sexual Violence





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In the Well-being of Future Generations Act,  
this goal is defined as

*“A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).”*



## Defining the goal

Equality is everyone's issue. Deepening poverty in Wales is leading to an even starker gap in the opportunities of people born into different socio-economic backgrounds.

Despite rising employment levels, work increasingly does not guarantee an adequate standard of living. Furthermore, just under one in four people from ethnic minority groups reported being lonely in Wales in 2017-18, nearly three times as many disabled people report poor mental health than non-disabled people and one in three women in Wales experience physical or sexual violence at some point in their lives. It is clear much more needs to be done within our organisations and at a national level, this means going further than the duties placed by the Equality Act (2010), and Welsh specific equality duties, by taking positive action to ensure that the future of Wales is one where people have not only an equality of opportunity, but an equality of outcome.

We all have a part to play in ensuring that people can fulfil their potential no matter where they're from. From ensuring access to decent jobs through fair work, to access to educational opportunities, ensuring equal opportunities to participate in decision-making, and taking action on health inequalities and socio-economic inequality.



### Case studies

Throughout the document you will find a number of reports relating to the topic subject. Please read the link if you see this symbol.

## 4 QUALITY EDUCATION



## Defining the goal

Where to focus action in contributing to this goal

**Ensure that people have equal access to decent jobs, recognising everyone's value.**

[\(See equal Wales journey topic 1: Fair work\)](#)

**Enable people to develop the skills and knowledge to fulfil their potential.**

[\(See equal Wales journey topic 2: Educational opportunities\)](#)

**Give people equal opportunities to participate in decision making, to enable equal outcomes.**

[\(See equal Wales journey topic 3: Participation\)](#)

**Support understanding of health inequalities.**

[\(See equal Wales journey topic 4: Equality of health outcomes\)](#)

**Support understanding of the importance of people's socio economic background and circumstances to fulfilling their potential.**

[\(Journey topic on socio economic inequality to be explored in next phase\)](#)

## Other statutory requirements in relation to this goal

The **Equality Act 2010** legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it is unlawful to treat someone.

Information and guidance can be found at <https://www.gov.uk/guidance/equality-act-2010-guidance>, including guidance in relation to the public sector Equality Duty.

The **Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015** aims to improve arrangements to promote awareness of, and prevent, protect and support victims of gender-based violence, domestic abuse and sexual violence.

Links to guidance are provided throughout this document, and the National Training Framework can be found at <https://gov.wales/national-training-framework-violence-against-women-domestic-abuse-and-sexual-violence-statutory>

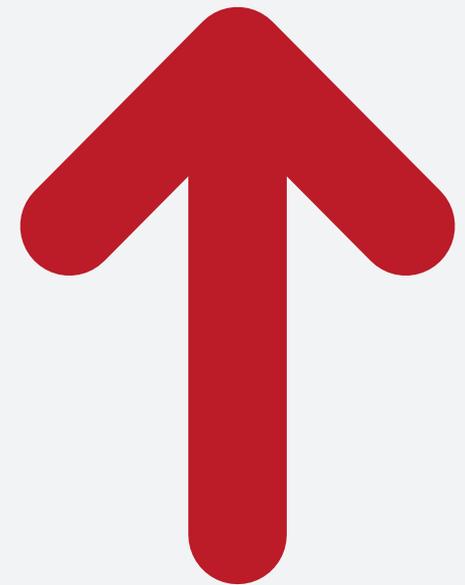


Some of the suggested steps and actions in this document complement the policies set out in legislation - specific steps and actions that adhere to these are highlighted in orange and with an 'St' symbol.

## Enablers

Achieving this goal is **more likely to happen** when...

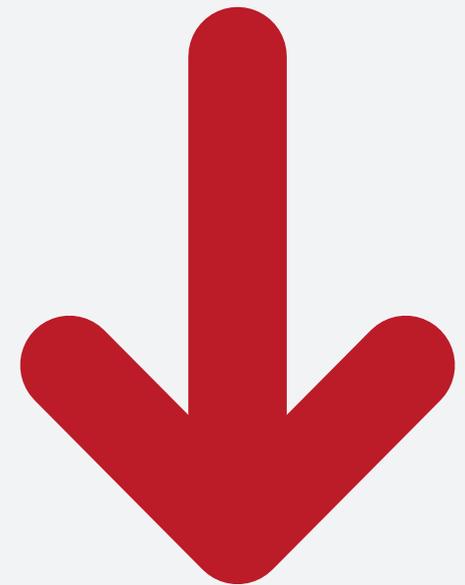
- **Diversity is celebrated.**
- **People understand what creating a more equal Wales means, and the importance of intersectionality (how different aspects of discrimination overlap/intersect).**
- **Organisations recognise that they have work to do in this area, particularly in terms of staff representation.**
- **Investment in equality and diversity is recognised as 'making good business sense', not only as the 'moral' thing to do.**
- **There is an appreciation that creating a more equal Wales has a positive impact on a number of the other well-being goals.**

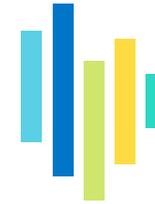


## Disablers

Achieving this goal is **less likely to happen** when...

- **Work on enhancing equality falls only to the 'equality team'.**
- **Equality and diversity is seen as 'nice to have' rather than being embedded in day-to-day business.**
- **Doing anything above the minimum legal requirement is seen as a poor use of resource (e.g. making information accessible).**
- **The complexity of intersectionality (how different aspects of discrimination overlap/intersect) is not appreciated.**
- **There is not an understanding of the concept of privilege.**





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## 2: Educational opportunities

Enabling people to develop the skills and knowledge to be fulfilled

## Defining the issue

People in Wales have a right to education so that everyone, particularly children and young people, can reach their full potential. There is a clear association between socio-economic status and educational attainment across the UK. Engagement in lifelong learning (education courses or job-related training) has declined since 2013/14, including among younger people (aged 25–34). Attainment gaps at school-leaving age persist for children with Additional Learning Needs and those eligible for free school meals.

Certain groups of children are more at risk of being bullied than others and career choices remain highly gendered, with girls being much less likely to continue studying science and maths after school. Sexist bullying tends to be targeted at girls, while lesbian, gay, bisexual and transgender (LGBT) children, and children with Additional Learning Needs, are also more likely to be victims of bullying.

1,121 children were supported by specialist VAWDASV community/outreach services in Wales in 2017/18, and 1,065 children under 16 years of age were supported in refuge provision. There has been a year in year increase of 14% in the number of children accessing refuge-based support services, with an average of 266 children being supported every quarter. There are duties under the VAWDASV Act for Local Authorities regarding reporting on numbers in education, implementing training of 'Ask and Act' and taking a whole school approach.

### Synergies and connections to other journeys



**Journey to a Globally Responsible Wales:**  
**Topic 2:** Global citizenship and leadership



## Making **Simple** Changes

St

**Local authorities** should analyse bullying data gathered by schools, including racist and disability-phobic bullying, to identify trends and help establish solutions, in line with their responsibilities under the Public Sector Equality Duty.

**Support** open days or tours at places of worship in your area, to develop staff understanding of other cultures.

Eg

E.g. **The Office of the Future Generations Commissioner for Wales** and **Public Health Wales** arranged a tour of four places of worship for staff.

HOME

**Ensure** that when you work with young people you offer careers advice that avoids stereotypes about gender, disability and other protected characteristics, is clear about employment rights, and reflects the changing nature of work in Wales (and beyond).

**Ensure** that there is Continual Professional Development for those of your staff who work with young people, around gender awareness and challenging stereotypes.

**Encourage** schools that you work with to set up uniform re-use schemes (or something similar) to support children from low-income families, including those seeking sanctuary.

Eg

E.g. A Uniform Recycle Scheme run by [Citizens Advice Denbighshire](#) has provided about 900 children in Denbigh, Ruthin and Rhyl with discounted school uniforms ahead of the new academic year.

## Making **Simple** Changes

**Encourage** schools you work with to adopt a whole education approach that includes preventative education within and throughout all parts of school and college life. This sort of approach, which involves the wider community, has also been identified as significant in relation to teaching bullying prevention messages and in relation to child sexual abuse prevention.

Eg

E.g. To support the delivery of the whole education approach the Welsh Government has published a [‘Toolkit for Schools Delivering Educational Resources’](#), developed in conjunction with Welsh Women’s Aid in partnership with AVA (Against Violence and Abuse).

St

**Local authorities** should monitor the steps they have taken to address violence against women, domestic abuse and sexual violence through their education functions, including in schools. Under the VAWDASV (Wales) Act, Local Authorities can be required to publish information about how their education functions are being exercised, including in schools, to promote the purpose of the Act.

St

**Public Bodies** have a duty to prevent VAWDASV and protect and support survivors. Under the National Training Framework all staff should complete level 1 VAWDASV awareness training and relevant staff should complete Ask and Act training. All strategic leaders should engage with level 6 training on strategic leadership on VAWDASV.

Eg

E.g. **Welsh Government** have published a [Good Practice Guidance for a Whole Education Approach to VAWDASV](#) developed in conjunction with Welsh Women’s Aid.

## Being More **Adventurous**

**Considering** the groups of people you work with, introduce initiatives to support people in the bottom quintile of the Welsh Index of Multiple Deprivation to reach their educational potential.

Eg

E.g. The Reaching Wider Programme from [Higher Education Funding Council for Wales](#).

**Explore** whether you could develop programmes within prisons to work with and educate inmates.

Eg

E.g. **South Wales Fire and Rescue Authority** programmes within prisons to work with and educate inmates.

HOME

**When** you work with young people, embed learning opportunities about equality and human rights issues from an early age, and across the new curriculum to ensure education in Wales produces citizens who respect diversity, understand the value of human rights and participate in our democracy.

**Publicise** community-based advice services providing careers advice for post-16-year-olds, linking them to high-quality apprenticeships, training and employers.

**When** you work with young people, consider how to build in opportunities for them to exercise and build physical literacy (defined as the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity throughout life).

**Develop** and deliver educational activities where young people have opportunities to connect with the diversity of your area and the wider world, deepen understanding of global issues and take action.

**Encourage** schools you work with to become a 'Right's Respecting School', an award given to schools by UNICEF.

Eg

E.g. [Birchgrove primary school in Swansea](#).

## Being More **Adventurous**



**Creatively** enable the participation of children and young people within learning on gender equality, sexuality, respect and healthy relationships.



**The Young Persons Agenda Toolkit** and Primary Agenda Toolkit was developed by Cardiff University, Children's Commissioner, Welsh Women's Aid and NSPCC Cymru.



**Adequately** train your staff to provide prevention, protection and support to children and young people affected by VAWDASV, including identification, referral and safeguarding procedures.

## Owning your **Ambition**

### National or collaborative actions

**Embed** careers and work related education in the new curriculum for children 3 – 16, and build links with employers to create authentic experiences of the world of work.

### Organisational actions

**Provide** an internship programme in your organisation to develop skills and competencies for young adults with additional learning needs.

E.g. [Project SEARCH](#) is a collaboration between **Welsh Government**, Grŵp Llandrillo, Menai College and others with **Betsi Cadwaladr University Health Board**.

**Actively** explore opportunities to set up projects and initiatives with multiple people who benefit.

E.g. this project in [Scotland](#) where children learn enterprise skills while supporting local people.

## Other examples and resources



**[A Practical Guide for School Governors](#)** - Welsh Government supports Governors in ensuring their schools are equipped to support children and young people, parents and staff affected by VAWDASV.



The Welsh Government and the Higher Education Funding Council for Wales will be producing guidance to the governing bodies of higher and further education institutions in Wales on how they may contribute to the purposes of the VAWDASV (Wales) Act 2015. This will set out how Further Education and Higher Education institutions contribute to the prevention, protection and support aspects within the Act.



The **[Bystander Intervention Initiative](#)** was developed with students to engage students and higher education institutions as an educational toolkit for the prevention of sexual coercion and domestic abuse in university and college settings.