



Comisiynydd
**Cenedlaethau'r
Dyfodol**
Cymru

**Future
Generations**
Commissioner
for Wales

The Future Generations Report 2020



Let's create the future together

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Chapter 5

Areas of focus



Future Generations Report 2020

Areas of Focus:

Skills for the future

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Skills for the future

The world is changing, perhaps more quickly than at any time in living memory. These changes are having profound implications to the future of work, community and well-being. Providing people with education and the opportunity to develop the right set of skills for their future is widely accepted as a significant determinant of life outcomes including health, socio-economic position and life expectancy. We need to react positively to these changes to ensure people have the right skills for our future Wales.





Skills for the future

The predicted future of skills

In addition to the global trends detailed in Chapter 1, such as, demographic changes, changes to our natural environment and inequalities, I have identified the following relevant trends and predictions which are specific to skills. See also, key trends in a Prosperous Wales Chapter.

Trends to watch:

Education

- Attainment in primary and secondary schools in Wales has risen overall in recent years, although inequalities persist with children from particular ethnic groups and children from deprived backgrounds not achieving the same outcomes as their peers.
- The number of adult learning activities has decreased significantly over the last 5 years. [In 2014/15, almost 57,000 successful learning activities for adults took place](#), compared to around 34,000 in 2018/19.
- Across the UK, formal workplace learning has declined over the last 15 years.

Employment

- [In 2019, 75.8% of working age people in Wales are economically active.](#)

- The economy in Wales is dominated by smaller enterprises, with [98.5% of all enterprises in Wales employing less than 50 staff.](#)
- [Wales has seen a proportionate increase in higher skilled jobs](#) in the last decade and a small increase in low skilled work.
- The median gross weekly earnings for full-time employees in Wales were £509 per week (2018), the second lowest rate of pay across UK nations and regions – [with the gender pay gap in Wales at 7.3%.](#)

Workforce

- [Wales has the highest percentage of its population over retirement age](#) in the UK, and it is increasing.
- [77% of working age males are employed, compared to 70% of women \(2019\).](#)





Skills for the future

The predicted future
of skills

Predictions for a possible future:

- 65% of children entering primary school today will go on to do jobs which do not yet exist
- Skills such as creativity, emotional intelligence and problem-solving will be some of the most important in the future. Behaviours and soft skills will be more valuable than qualifications
- The 'green economy' is expected to grow, with roles in manufacturing, agriculture, construction, energy and transport
- By 2030, 81.5% of the workforce will have already left compulsory education
- People are likely to stay in work longer in their lives and will need to adapt and learn new skills throughout their lifetime
- Greater participation in the workforce by people over the age of 55 could significantly increase economic well-being and productivity

The vision – Equipping people not just for work, but for a life well-lived

The Well-being of Future Generations Act not only requires us to think and plan for the future, it also allows us to envisage a different type of Wales. Given the intent of the Act and the nature of the subject matter and timescale for change, the vision for providing the right skills for the future is radical.

By 2050, Wales will have moved quickly to a system where people learn through their lives, improving on existing skills and acquiring new ones based on their individual needs. Our education system will be more personalised and self-paced, and we will move away from process-based to a project and problem-based content delivery ([A More Equal Wales](#))

The way we value, assess and resource skills programmes will have changed. The economy will no longer be the sole driver of gaining skills and learning. As more organisations rebalance their purpose beyond making money, more jobs and skills demand will be focused on social, cultural and environmental aspects of life. ([A Prosperous Wales](#) and [A Healthier Wales](#))



Our qualifications system will reinforce these valued skills, creating a system where young people are able to thrive and employer demand for softer skills are met. ([A Prosperous Wales](#), [A Globally Responsible Wales](#), [A Wales of Cohesive Communities](#), [A Wales of Vibrant Culture and Thriving Welsh Language](#))

As technology plays a bigger role in our lives, [education will also need to include essential skills](#), such as developing digital skills, programming, digital responsibility and the use of technology. ([A Prosperous Wales](#) and [A Wales of Vibrant Culture and Thriving Welsh Language](#))

Schools have a garden for children to learn to grow their own food to be incorporated into lunches and cookery classes. ([A Prosperous Wales](#), [A Resilient Wales](#) and [A Wales of Vibrant Culture and Thriving Welsh Language](#)). In Japan, children prepare fresh school lunches as an integral part of their school day.

[Education will give pupils skills beyond literacy, mathematics and sciences](#) and will include global citizenship skills (through, for example, volunteering, community service or through collaboration with businesses), creativity and innovation skills, as well as interpersonal skills such as emotional intelligence, empathy, cooperation, leadership and social awareness. The way we learn will have changed, with far more collaboration between the community, businesses, public sector and education settings.

As our industries become low carbon, with a growing 'green economy' in renewable energy and green technologies, future generations will be eco-literate – understanding the balance of natural systems that make up life on Earth and reducing the impact of climate change and biodiversity loss – enabling Wales to be a leader in the low carbon revolution. ([A Resilient Wales](#) and [A Globally Responsible Wales](#))

Our 'green' industries will have the potential to generate new employment opportunities across rural Wales, particularly with the rise in digital connectivity, enabling people to work from anywhere. ([A Prosperous Wales](#) and [A More Equal Wales](#))

Finland is frequently cited as one of the best education systems in the world and scores highly in the Program for International Assessment survey (PISA). Some of the factors that make the education successful are:

- Equal access to education is a constitutional right; pupils also attend their local school by default which minimises competition between schools
- All teachers are educated to master's degree level
- There is a national, subsidised early education and care system for children up to the age of five years old
- Children start school at six or seven years old and the early years are designed around learning through play
- Aged 16, 90% of young people choose to continue in either general education or vocational education (which includes apprenticeships)
- [University is free and adult education is highly subsidised.](#)



People working more flexibly and locally will have more time to pursue interests, hobbies and lead a more fulfilling life focused on personal well-being. ([A Healthier Wales](#), [A Wales of Cohesive Communities](#) and [A Wales of Vibrant Culture and Thriving Welsh language Culture](#)) People spending more time in their local community will boost local businesses and create more jobs. ([A Prosperous Wales](#) and [A Wales of Cohesive Communities](#))

Cultural skills will increase creativity, resilience, innovative thinking and design. Our culture, language and environmental assets will be celebrated and placed at the heart of the education and skills system. All children will be given the opportunity to learn Welsh and able to work through the medium of Welsh if they wish. ([A Wales of Vibrant Culture and Thriving Welsh Language](#) and [A Resilient Wales](#))

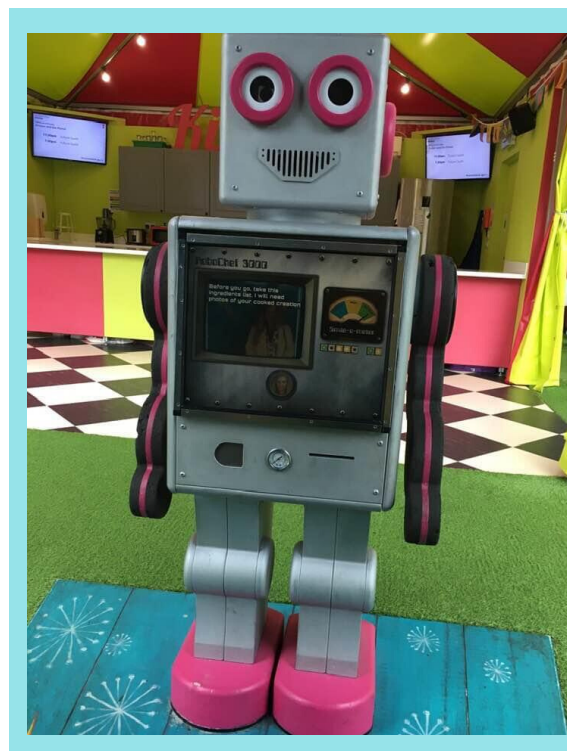
Public bodies and Public Services Boards under the Act will be developing and implementing well-being objectives on skills that maximise their contribution to all of the seven well-being goals, not just towards [A Prosperous Wales](#).

The [Green School in Bali, Indonesia](#) opened its doors in 2008. The school's goal is to shape green leaders of the future. More than 800 students aged 3-18 are enrolled in it and there are plans to expand this initiative to Mexico, New Zealand and South Africa by 2021.

[Australia's new curriculum](#) has the tagline 'Ready for a world yet to be imagined' and seeks to provide pupils with capabilities they will need in the workplace; strengthening school and employer collaboration; and developing students' career management.

In the UK, teachers are already undertaking training through the [United Nations Climate Change Academy](#) to teach children, young people and adults to protect the planet for future generations.

[Eco-Schools](#) is a global programme, engaging 19.5 million children across 68 countries, making it the largest educational programme on the planet. The programme was developed by the Foundation for Environmental Education in 1994, and run in Wales by Keep Wales Tidy. It is designed to empower and inspire young people to make positive environmental changes to their school and wider community, while building on their key skills. The programme in Wales is funded by Welsh Government and free for local authority schools, but Independent Schools are required to contribute towards the support they receive.



In [Powys](#), a teaching resource has been developed by '[Sector 39: Permaculture Design Academy](#)' on how we tackle the climate emergency in the classroom. The project takes teachers and pupils through activities that help them to understand our environment, the long-term impact of our actions, food production, consumption and well-being. It is intended to be an underpinning resource for the whole school curriculum for the leaders of tomorrow.

The [Real Play Coalition](#) is a partnership between the LEGO foundation, National Geographic, Unilever, the Ingka Group and UNICEF, and aims to build creativity and innovation skills in children through playful learning at either school or home.

The [United Arab Emirates Ministry of Education](#) has started the Artificial Intelligence and Robots Competition Series, where around 3,000 young people participate in national and international robotics, programming and technology competitions every year. Over 31 education centres across the country take part in this and work with children on technology skills.



To support the achievement of the well-being goals in relation to skills, I have:

Produced a Report [Education Fit for the Future](#) proposing a number of measures to develop future fit skills

Provided advice on skills to every public body and Public Services Boards

Produced guidance on digital skills for the future in my '[Journey on Skills](#)

Contributed to the Welsh Government's Digital Innovation Review

See [Chapter 6](#) for further information on my work



People's perception of skills

Listening to what people think and believe is an important part of involvement. That is why, in this section, I wanted to give a flavour of what people have told me, since the beginning of my term and in relation to this report.

People's views included:

- Deprivation is still one of the biggest determinants of educational outcomes.
- Learning is important because it has a social impact. It is not just for a qualification gained or a job filled.
- Lifelong learning is not valued and retaining people in part-time further or higher education is a challenge.
- Mental ill-health is becoming more common and having an impact on education for children and young people. Parents also told me that schools are struggling to cope with children with additional learning needs.
- There is a need for greater emphasis on emotional intelligence, psychological awareness and personal resilience in the curriculum and professional learning for teachers.
- Better connections are needed between schools, further education, higher education, public bodies and businesses to plan for the future workforce.
- Businesses suggested increased contact with schools within the new curriculum, but there can be problems with engaging schools and around sharing of data.
- Businesses called for entrepreneurship to be taught more widely in schools.
- With major reform in compulsory education, post-16 learning needs reform too. Currently there is a concern that lifelong learning lacks vision and direction
- More jobs and skills development are required for the foundational economy, with social care highlighted as an industry which will be in future demand.
- Creativity and cultural industries are a growing industry. Bringing creativity and culture into education is helping people engage who may not have continued their learning.
- People need to be prepared for more 'green jobs', particularly in rural Wales with agriculture, with a need to further develop skills and the economy to meet carbon emission targets in Wales and the UK.
- There is a perceived lack of 'good' and 'skilled' jobs available in rural Wales, but a recognition that technology offers opportunities to create roles and to work in existing roles more effectively.
- There is a need for more practical and applied educational opportunities, such as using the outdoors for education, community engagement and apprenticeships.



- The aspirations and ambitions of young people should be encouraged and raised. There is a need for diversity, particularly more Black Asian and minority ethnic role models, women and disabled people in different roles and industries.
- There is a mismatch of skills needed between learners, employers and the long-term economic, environmental, social and cultural well-being of Wales.
- The current education prepares young people for exams, not for life - the [Welsh Youth Parliament](#) have called for life skills to be taught as a designated lesson and integrated into other subjects as part of the curriculum and the Children's Commissioner for Wales also found that young people aged 11-18 years old wanted to learn about life skills in school.



I would like to thank the following people and organisations for their contribution to my work and thinking in this area

I would like to thank, in particular, our partner, [Professor Calvin Jones of Cardiff University Business School](#), who worked with us to publish the collaborative report, “Education Fit for the Future in Wales”, and to produce advice for organisations on developing a skilled population, fit for future technological change as part of a ‘journey towards a prosperous Wales’.

I would also like to thank the [National Academy for Education Leadership](#), [Professor Phil Brown of Cardiff University](#), [Qualifications Wales](#), [Colegau Cymru](#), trade union representatives, [Welsh Government](#), the [Children's Commissioner for Wales](#), [Sally Holland](#), the [Welsh Language Commissioner Aled Roberts](#), business representatives such as [Bluestone](#), [Menter Mon](#), [Castell Howell](#), [Acorn Recruitment and Business in the Community](#), and many more for their help in and engagement with my team on this issue.

In addition to this involvement, I also have carried out my statutory duty to monitor and assess progress by public bodies in meeting their well-being objectives and the requirements of the Act in general and conducted research. As a result of these activities, I have identified the following opportunities and challenges.

Your Voice

In engaging with over 5,000 people, the below views are representative of the key issues which have been shared with my office in forming this report

"[We need to] Develop REAL life skills. [We] Need to start delivering functional, meaningful, purposeful and relevant skills-based education (current academia doesn't always provide the necessary attributes/credentials needed to survive and succeed in the modern world)."
(Our Future Wales response)

"Flexible working for families: Working from home more regularly would improve our mental health. It would reduce the current strain on the transport network if it was more of a mainstream activity. It allows families to work around each other's commitments such as school meetings..."
(Our Future Wales response)

"It's a green valley now but there are no jobs...9000 people lost jobs in closure of steelwork. Need to grow jobs based in green infrastructure..."
(Our Future Wales conversation, Ebbw Vale)

"As it stands, there is no vision for this in Wales – for post-16. It's bizarre that the body responsible for upskilling and workforce planning does not have a workforce plan itself. Does Wales want to have its own skills system? If it does, then it needs an infrastructure."
(Education sector professional at my 'Skills for the Future' roundtable, 2019)

"Invest in future industries – tidal energy – look at big ticket industries."
(Our Future Wales event, Bangor)

By giving people the opportunity to develop softer and more transferable skills, it will allow them to be adaptable and develop new skills before the need appears ensuring Wales in the future is leading the way."
(Helen Atkinson, Scouts Cymru)

Challenges and Opportunities for change

Wales in the present

In 2019/20, [the skills system in Wales received £700m in funding from Welsh Government](#) and its agencies. Made up of: £425m for Further Education, £88.9m for work-based learning, £56.2m for employability and skills, and £141m in teaching grants for Higher Education (alongside tuition fees).

[There has been a 9% reduction in per-pupil](#) spending on education in Wales, in the decade to 2021.

[91% of teachers think schools should be doing more to help students develop soft skills.](#)

[43% of young people don't feel prepared to enter the work force](#) and worry they lack confidence and soft skills.

[There is a shift in focus away from qualifications to values and attitudes](#) already happening by employers when recruiting.

[46.4% of jobs in Wales](#) have a high potential for change due to automation, 6.5% of which have the highest level.

[Approximately 4,500 businesses were operating in low carbon](#) and renewable energy with 11,000 employees in Wales in 2015.

The world is changing at a rate we have never seen before. Our education and skills system must adapt if we are to face the challenges and grasp the opportunities these global trends present.

Skills must be seen as a driver of wider well-being

What future generations need

A pupil that begins primary school today will leave school in the late 2030's and their career will last through 2080 or beyond. Having the right education and opportunities to develop the right set of skills is widely accepted as being one of the most significant determinants of their life outcomes including health, socio-economic position and life expectancy. The purpose of an education and skills system must go beyond just preparing people for work, it must prepare us for a life well-lived.

We need a national vision for education and lifelong learning, providing people with the life skills to live well in cohesive communities, secure decent work and improve their health. Taking a wider view of 'skills for the future' would go beyond skills for work to contributing to reducing inequalities, understanding the impact of climate change on biodiversity and our planet's natural resources, prevention of social problems, such as poor mental health and Adverse Childhood Experiences and provide us with bilingual communities, rich in culture.



Where we are

The new curriculum provides a solid framework for realising the well-being of individuals in Wales. However, teachers will need to be supported to deliver a whole school approach to well-being and the inspection regime will need to reflect this too

The new [Curriculum for Wales](#) will be rolled out throughout the primary school sector by 2022. Its mission clearly recognises the importance of the education system in creating well-rounded citizens who, in turn, will be part of creating the Wales we want for future generations.

A key feature is that the curriculum recognises the power of gaining skills for wider well-being and provides a blueprint for children and young people to acquire skills, experiences and knowledge that promotes individual and national well-being, through its four purposes:

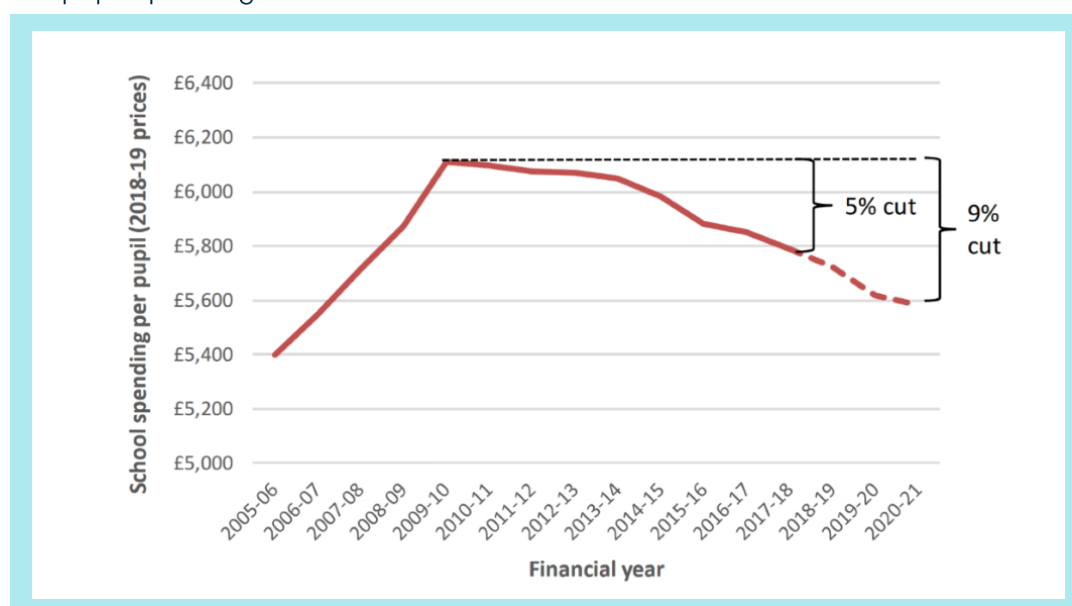
- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work

- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

The curriculum has great potential, but its power will be in its implementation. It is essential that the development and teaching of the new curriculum is collaborative and involves public sector, businesses, charities, organisations and members of the community. Teachers will also need to be supported and prepared (personally and professionally) to deliver an approach that places well-being at the centre of the school and community. [Estyn \(the education and training inspectorate\)](#) will need to reflect these changes in how success is measured.

This significant culture change comes at a time when resources have been stretched—spending per pupil has been falling for years (see graph below) and teachers are already reportedly overwhelmed. A 10% increase in per pupil budgets, which would get us back to previous levels, would require around £200million per year.

Per pupil spending in Wales:



Source: Sibieta (2019)



There will need to be a significant increase in the number of teaching staff and resources to deliver the new curriculum, if it is to reach its potential

The Welsh Government should support teachers by enabling learning, providing access to properly developed content and best practice approaches from across and outside of Wales. This needs to be coupled with continuous professional learning and an increase in teaching practitioners to cope with the changes the curriculum represents.

"If we don't fund schools properly we're almost certainly locking in a dysfunctional economy for another generation or two generations [...] The new curriculum requires much wider areas of learning and it also requires teachers to be more autonomous, to be more flexible and to create more content themselves... to ask teachers to do that job (without additional resources and staff) is just unfair."

Professor Calvin Jones (2019)

The 'Schooling Re-imagined' review indicates a positive step towards a better understanding of the contributions schools can make to well-being in its broadest sense

The [Education Minister has announced](#) a review into 'Schooling Re-imagined', which provides an opportunity to consider how education and schools can have a wider impact on well-being for current and future generations. This review could be fundamental in taking us to the next step, beyond community focused schools towards the concept of community well-being hubs and joining up the contribution schools can make to wider well-being beyond teaching for academic attainment.

Many public bodies and Public Service Boards are thinking about improving skills in a narrow sense – missing opportunities to drive wider well-being and focusing just on improving the economic well-being of their area or improving their workforce to adapt to changing demands

The findings and recommendations of the review needs to clearly reflect how they apply the principles of the Well-being of Future Generations Act.

There are collaborative opportunities that public bodies and Public Services Boards are missing to drive wider well-being through their well-being objectives on skills. "Skills and learning" is the most frequently mentioned topic across well-being objectives and steps, covering themes like: compulsory education in schools; reducing poverty and strengthening the economy through lifelong learning and job creation; empowering people through volunteering; and developing the workforce of the organisation.

Public bodies need to better apply the five ways of working of the Act, to avoid setting narrow well-being objectives on skills that are– focused solely on improving economic well-being and missing opportunities to improve broader well-being. The common measures of progress used by public bodies are all economic; either educational attainment, numbers of jobs created or economic growth. This problem is indicative of silo-based, short-term working that the Act aims to challenge.

In [Carmarthenshire](#), [Bridgend](#) and [Neath Port Talbot](#), there are ongoing schemes for outdoor learning classrooms and Forest Schools.



Public bodies should be collaborating with, and involving, a wider set of people to review and design well-being objectives, such as: schools (pupils, governors, headteachers), further and higher education institutions, local business, community groups, Regional Skills Partnerships and others. This could lead to public bodies understanding the broader benefits and steps they can take to improve all aspects of well-being through skills.

There are, however, positive examples of public bodies working with schools and other organisations to achieve environmental and social benefits.

In **Denbighshire**, children in Ruthin have been granted access to a protected piece of land adjacent to their school as an 'outdoor classroom' and they will be helping to monitor endangered species using GoPro cameras. They will be carrying out practical tasks, selling any by-products (such as weaved willow baskets) at the school fair.



Many schools across Wales are part of the Eco-Schools programme. In **Merthyr Tydfil**, four schools have achieved Platinum status, placing them among the best in the world.

Public bodies and Public Services Boards should go further in clearly showing how they are integrating their objectives on skills with their other objectives

A focus on skills present a multitude of opportunities to drive progress in other areas of well-being and to prevent some of the problems facing our current and future generations like: tackling the climate emergency, reversing the loss of nature, dealing with Adverse Childhood Experiences, improving health and keeping people well for longer.



Whilst there is recognition of these connections amongst a few public bodies, many are lacking a coherent approach to identifying links that I would have a bigger impact on all aspects of well-being if they integrated their objectives more explicitly.

For example, many public bodies are seeking to improve the local economy, but have failed to make explicit connections to their other objectives on improving supply of affordable housing, creating new transport infrastructure or increasing Welsh speakers in the area – and how these could be driven by improving local skills.

It is encouraging that, a few public bodies whose normal remit is not education, have recognised how they can go further to contribute to a skilled population. It is positive that projects like this are becoming more widespread and I encourage public bodies to continue collaborating in this way.

The education system (and other services) in Wales are taking steps to become ‘ACE aware’ and support mental health

The new Curriculum for Wales 2022 provides a once-in-a-generation opportunity to create well-being schools – a whole approach to give well-being and coping mechanisms equal weighting to skills like literacy and numeracy. This means involving the wider community around the school in providing a safe environment for children that has staff and community members trained in psychological awareness and trauma.

The [Arts Council of Wales](#) are seeking to develop creativity and participation in the arts, recognising that creativity is a key skill for the future.

Similarly, national park authorities have set well-being objectives that connect their remit on preserving natural resources to skills and employment. For example, 'To encourage and support the development of sustainable employment and businesses, particularly in tourism and recreation' and 'Manage sustainable outdoor recreation opportunities for health, education and economic benefit'.

Amgueddfa Cymru are the leading provider of learning in Wales outside of a traditional classroom – in 2017-18, they welcomed over 186,000 schoolchildren and students to their museums.

Many children, young people and adults in Wales experience Adverse Childhood Experiences, such as domestic abuse, substance misuse, family separation, parental incarceration and parental death. Research shows the negative impacts of experiencing Adverse Childhood Experiences on educational outcomes and life chances, but involving the community in school life has huge potential to increase the psychological resilience of children against the impact of such experiences.

For example, simply having a trusted adult in your life, which is often through school, intergenerational projects, or joining a sports club or a creative hobby, can help to provide some personal resilience for children against the negative effects of Adverse Childhood Experiences. ([See chapter on Adverse Childhood Experiences for further information](#))



It is positive that, following recommendations made by the Children, Young People and Education Committee in 2019-20, [Welsh Government has invested a further £7million](#) into improving the mental health of children and young people in Wales and an investment of £2million to support health and well-being in colleges. It continues to be important that investment is made in creating psychologically aware and nurturing environments for children and young people.

Mental health and well-being is the most frequently raised topic with the Children's Commissioner for Wales and something many people have spoken to me about this during 'Our Future Wales' conversations.

The Children's Commissioner raises awareness of children's rights, encouraging schools and public services to adopt an approach that has the United Nations Convention on the Rights of the Child at the centre of decision-making and delivery - see [the "Right Way" framework](#). Together the Children's Commissioner and I produced [guidance for public bodies](#) on how they can apply the Well-being of Future Generations (Wales) Act and the Rights of the Child.

Mental health and well-being education should be prioritised in the delivery of the curriculum to help nurture a generation of emotionally resilient children. This will help children to better understand their emotions and their own emotional distress, develop coping strategies and know when to ask for help. Teaching of these vital skills will result in more children staying in school. It will improve the life trajectories of many children and help prevent children from becoming trapped in cycles of lifelong inequality and adversity.

There are some excellent examples of schools focusing on well-being, particularly at a primary school level. Arguably, there is much less space for this in the secondary school curriculum; especially when GCSE courses form the basis of teaching and learning from year 10 and increasing number of schools are starting to teach the course from year 9. The further and higher education sectors should also be included, ensuring their workforce is skilled to deal with mental health issues and also in teaching their students to identify and act on Adverse Childhood Experiences and improve personal resilience (See the section on Adverse Childhood Experiences.)

Wrexham Public Services Board have established a Senedd yr Ifanc; involving young people in decisions that affect them.

The Public Services Board have used our joint guidance on the United Nations Convention Rights of the Child and Well-being of Future Generations (Wales) Act to help the Senedd yr Ifanc launch their own youth campaign: 'Our Well-being'. The campaign involved 1,350 local 11-18 year olds and the results were shared with Sally Holland, the Children's Commissioner, by the Senedd at a board meeting in March 2019. One young person said: 'We hope young people's futures in Wrexham are made easier through the teaching of necessary life skills to include awareness of healthier eating.'

Millbrook Primary School, Newport are an 'ACE aware' school. They see themselves as a central part of community-based response to tackling Adverse Childhood Experiences, working with children, their families and the wider community.



The social enterprise, [Training in Mind](#), is seeking to work more in schools, as part of curriculum development, with children and young people to train them in mental health first aid. Their aim is to train people with the tools, understanding and confidence to deal with all aspects of mental health and well-being.

Merthyr Tydfil Borough Wide Youth Forum -
In Merthyr, young people produced a Mental Health DVD, which that won the High Sheriffs award and, alongside a toolkit, is now used to discuss mental health with other young people across the borough. Merthyr also has the Rights Respecting Schools programme (in which half of their schools are involved), which seeks to promote an ethos of mutual respect so that staff and pupils feel listened to and valued. I would like to see more public bodies and schools thinking on how mental health education and discussions can be best introduced to young people and schools.

Plan and prepare for how technological breakthroughs will change the way we live and work

What future generations need

Breakthroughs in technology could mean job displacement, job creation and changes to how we experience work. With about [60% of all occupations having at least 30% of activities](#) that are technically automatable, based on currently demonstrated technologies, the impact could be substantial.

In simple terms, some research suggests 46.4% of current jobs are likely to change and, of these, 65% are held by women. Automation may also widen the gap between richest and poorest areas, urban and rural Wales. We all need to be prepared in Wales for this 'game-changer'.

However, technology also has the potential to address many issues of well-being and equality. If parts of jobs are automated, this could free up time for more human-focused interaction in public services. As I have advised Welsh Government, an increase in automation and artificial intelligence means kindness in public services is even more important. Technology could also reduce the burden of long hours, allowing people to spend more time on their own and their family's well-being and potentially address the challenges of caring for an ageing population and the pressures that this can put on increasing number of (mainly) women in what is described as the 'sandwich generation' (those caring for children and older relatives).

Already, technology is facilitating new ways of working flexibly, by increasing numbers of people who can work from home, benefitting those with caring responsibilities, disabled people and also reducing the need to travel.

[In Japan](#), there is a café with robot waiters who are controlled remotely by people with disabilities who are at home. The robots transmit video images and audio, allowing their controllers to direct them from a home computer.

["Technology is not fate"](#). It can improve our well-being, the quality of jobs and the delivery of public services if we recognise the challenges and take action now. See recommendations about a four day working week and Universal Basic Income in the chapter on 'A Prosperous Wales'



Where we are

Technology has already changed how many of us live and work

At the time of writing and as a result of the COVID-19 outbreak, we are experiencing large-scale remote homeworking and home schooling. Whilst the circumstances are challenging, the abrupt change to our lifestyles have forced public, private, voluntary sectors and communities to adapt to a new way of communicating.

Some of this change has brought positive benefits to well-being and could provide us with lessons for the future on how we take advantage of technological breakthroughs. For example, less people commuting means better air quality and benefits for environmental well-being. People spending time with their families and close community fosters social and cultural well-being. Whilst a devastating time for many businesses, some have found new custom by repurposing and adapting their business model to take better advantage of technology.

“Ensuring that people have the skills, education and training to enable our economy to thrive. We need to be ahead of the curve and as a small and potentially agile nation, we should be able to achieve this. We need more joined up thinking at policy level and think long term.”
(Our Future Wales response)

The health and social system, have in the space of a couple of weeks achieved online consultations, are [facilitating the use of technology for older people](#) to engage with friends and relatives in the outside world and are working closely with [business to co design and develop equipment](#) at breakneck speed.

Children, young people and adults have accessed digital education platforms, which make access to high quality education and training easily accessible with an internet connection, ease the pressure on educators to provide relevant, topical and useful content and allow learners to continue their learning journey. Digital learning is open to anyone, anywhere, and provides flexible, self-paced learning which fits around other personal caring or professional work needs. This opens up opportunities for areas of rural Wales, who describe a youth ‘brain drain’, where more young people are moving away from rural Wales to cities or leaving Wales to study and work abroad. Providing opportunities to learn and work remotely, along with taking advantage of new technologies in agricultural practices, could counter this demographic trend, provided good digital infrastructure is available.

The COVID-19 outbreak has come suddenly, and at a huge cost. However, planning and preparing for the long-term and seeking to take advantage of new technologies would place Wales in a strong position not just in terms of responding to crises in the future but in terms of meeting the ongoing vision set out in the well-being goals.



Nationally, skills planning is lacking long-term thinking, focused on reacting to skills gaps rather than proactively preparing and planning for the skills of the future and meeting the well-being goals for Wales

The three Regional Skills Partnerships in Wales influence almost £400million of skills provision and have a key role in influencing where and what people learn, currently based on labour market intelligence and employer led insight. The partnerships are responsible for publishing [Regional Employment and Skills Plans](#), but these are mainly focused on current skills gaps and fail to make connections with the wider well-being objectives of the public bodies and Public Services Boards of the area.

Whilst the approach of the Regional Skills Partnerships has merit in terms of planning for skills in the short to medium-term, there needs to be more focus on the longer-term skills requirements of Wales and the impact of megatrends, such as technological breakthroughs.

Several recent reviews have recommended Regional Skills Partnerships take a longer-term view, [strengthening their data-gathering and analysis](#) (particularly when it comes to understanding Welsh language skills) and [reforming them as 'Regional Enterprise Partnerships'](#), shifting their focus to raising employer demand and investment in training, rather than simply focusing on the supply-side of providing learners to fill gaps in current industries.

"New technology means that remote working and flexible working means new jobs can be created within the North Wales area. But we need education around what is possible and open in this way of working – people might not know that this is possible or even open to them. In the future of work."
(Rural business leaders, Our Future Wales conversation)

It is clear to me that more support is needed for Regional Skills Partnerships (and others including any successors bodies created) to better understand and plan proactively to deliver skills which meet the aspiration of the Act.

Welsh Government need to provide support to Regional Skills Partnerships to develop long-term insight, including how they take account of the impact of emerging technological breakthroughs. The [Regional Employment and Skills Plans](#) should demonstrate how they are integrating their work with the well-being objectives of public bodies and Public Services Boards within their area.

Public bodies and Public Services Boards should move beyond setting well-being objectives and steps that respond to the short-term economic opportunities and industries of today, and instead, use long-term scanning horizon scanning to mould our future economy

Whilst a few public bodies and Public Services Board have made references to the impact of technology, changing demands for skills, climate change and demographic change, there is little translation into what this means practically for children and young people learning in school or lifelong learning. The connection between these challenges and opportunities and the skills needed for the future of their local area is currently lacking.



Their steps and performance measures also tend to relate to the present picture. For example, 'continue to raise the educational attainment of pupils,' 'Support young people into education, employment and training'. Steps mainly relate to either improving educational attainment or increasing employment opportunities. Performance measures tend to focus on qualifications gained by pupils or economic activity levels.

Positively, some public bodies have discussed digitalisation and 'future skills'. For example, Caerphilly County Borough Council have set an objective to 'Improve education opportunities for all: support learning that enables young and adult employment opportunities including a focus on future skills. Improve 'Digital Skills' for all ages.'

However, public bodies need to expand on what these future skills mean in practice. This reinforces my finding that Welsh Government should provide a lead in long-term thinking and support Regional Skills Partnerships to play a role in helping public bodies consider the long-term future skills needs and economy.

Welsh Government should start to plan and prepare for the impact of technological change on work and skills by implementing the recommendations of “Wales 4.0 Delivering Economic Transformation for a Better Future of Work”

The recommendations aimed at Welsh Government help public bodies and others in Wales to plan and prepare for technological breakthroughs, including:

- Set an ambitious vision for Wales 4.0. This vision should be informed by commencing a national conversation with citizens on the future of work and the economy.
- Conduct a range of reforms aimed at building capacity within post-compulsory education so that it is can deliver the step-change required in preparing for the future of work in an age of lifelong learning.
- Develop a new skills framework for Wales to achieve a better way of matching jobs to people and people to jobs.
- Establish a new Lab for Work at Wales 4.0, which will act as a central resource for industry, government and social partners to gain insight on future trends concerning technology and its impact on the economy and work.

This would help to address my finding that public bodies and Regional Skills Partnerships, responsible for planning and delivering skills in Wales, need more support and assistance in thinking long-term, horizon scanning and future scenario planning (see chapter on cultural change).



Champion the increasing demand for 'softer skills'

What future generations need

We need to place more value on softer skills, rather than qualifications and knowledge.

[Future trends](#) show how society and technological breakthroughs will drive demand for skills such as like creativity, problem-solving and communication, which are difficult to automate. I have made recommendations to government that kindness and well-being should be at the heart of public policy, the workforce of the future will need to reflect these skills.

“Over half of employers (60%) value broader skills, such as listening and problem-solving, as one of their three most important considerations when recruiting school and college leavers.”

CBI, Educating for the Modern World (2018)

The skills and knowledge children and young people are taught to pass exams are unlikely to match these future skills needs. We must move the focus of the education and skills system away from qualifications and towards skills for humanity. The new Curriculum for Wales 2022 is the first step, but schools and colleges should make greater use of the public, private and voluntary sector to give valuable experiences for life and work so we can move the focus away from qualifications and towards skills for the future.

In August 2019, two post-GCSE work experience students devised an Instagram survey and asked 150 young people what their views were on examinations at age 16 in Wales. They found that:

- 79% of respondents agreed that “exams don’t really or / don’t at all” measure ability and knowledge.
- 90% agreed with the statement “teachers prepare you for exams, not for life.”
- They said: “(The exam system is) Very dated and focuses and all leads up to a memory test whereas it should offer things such as lessons about mortgages taxes good credit etc.”

“The education and skills system needs to do more to improve ‘soft skills’ ...This should be reflected in the curriculum in the first instance but also in much greater use of work experience opportunities. This is the best means of closing the gap between employer expectations and employee capabilities. Small and medium-sized enterprises need to be heavily engaged in this programme.”

Federation of Small Businesses
"A Skilful Wales" (2018)

Where we are

The Curriculum for Wales 2022 is a positive first step, with a focus on softer skills [and an aim](#) to prepare children and young people to “thrive in a future where digital skills, adaptability and creativity are crucial, where there is a blend of experiences, knowledge and skills, and that is rooted in Welsh values and culture.”

However, the benefits of the new curriculum will only be realised if it is implemented fully, with teachers prepared (personally and professionally) to deliver its challenging requirements. This involves working in a different way, involving a broader range of people in education.



There is evidence that local authorities and Welsh Government are missing opportunities to involve and engage education leaders and teaching staff in delivering the national well-being vision set out in the Act though the education system

The Act should be at the centre of how schools design their own curriculum based on the national model. Whilst the new curriculum is very much aligned to the principles of the Act, by involving the education sector and monitoring the progress of public bodies, I have found that local education authorities are missing opportunities to engage schools in the broader mission of meeting their well-being objectives across all areas.

This means that the connections are not being clearly made regarding the ability of the schools, teachers and the wider education system to deliver on local objectives such as 'Healthy Choices in a Healthy Environment' and 'Children and young people get the best start to life and are equipped with the skills they need to be successful learners and confident individuals'. This also indicates that there is a broader, systemic issue in a missed opportunity to set the national mission for education in the context of the vision for Wales through the Well-being of Future Generations Act.

Welsh Government and local education authorities need to better communicate how the Well-being of Future Generations Act links to the delivery of the new curriculum to ensure that education helps Wales meet its well-being goals.

“The Future Generations Commissioner for Wales delivered a seminar to the National Academy for Education Leadership...the significance of the Act became clear and how it could affect future activities when working with local and national government.

Despite this it became obvious that the Act was not well known by educators in the room! This in itself is a concern as it is a pivotal piece of legislation which could act as a lever for joint working across the system.

Leaders in schools should be informed about the Act and its implications, referring not only to headteachers but also to Governors, who do have a duty of care for the wellbeing of headteachers. Well-being for all must remain a key driver in policy decisions across the system.”

Karen Lawrence, an associate of the National Academy for Education Leadership

Welsh Government should support schools to provide learning beyond the traditional teaching classroom, as the curriculum envisages. As such, public bodies should be making more use of employers and business in their area to support teaching and learning in softer skills and work experience

The concept of a teacher standing in front of a room full of students who listen and respond is increasingly a thing of the past. Technology is bringing new ways of teaching and learning to everyone. However, teaching softer skills and work experience could be an opportunity for more digital, and in-person, collaboration. Welsh Government and public bodies should be encouraging schools and colleges to make greater use of the public, private and voluntary sector to give children and young people valuable experiences for life and work.



In my collaborative paper with Cardiff University Business School, [Education fit for the future in Wales](#), I have recommended that learning should be created and delivered in partnership with business, charities and others. This will not only benefit children and young people but the wider community members too:

“Few teachers will have direct, personal experience of multiple professions, or the gig economy [...] early retired, gap year students, activist citizens, gamer-geeks and ancestry buffs...can help deliver authentic learning, not just sit on governing boards. Their social capital cannot go to waste.”

Professor Calvin Jones (2019)

Children and young people having early engagement with business makes a significant difference in reducing the chances of them not being in employment, education or training when they leave compulsory education, because they are given the necessary skills and experience for life and employment.

There are a number of programmes in place with this aim, such as the Business in the Community [‘Business Class’](#) programme, funded by Welsh Government, and Careers Wales [‘Business Engagement Programme’](#) and some run by larger business to connect with schools. Similarly, there are some programmes in place which foster entrepreneurial skills, such as [‘Young Enterprise in Wales’](#) and Welsh Government Business Wales [‘Big Ideas Wales’](#). However, there is no comprehensive, publicly visible approach to school and employer / business engagement across Wales.

This lack of national mission to engage society, business, employers and other public bodies in modern ways of educating children, young people and adults mean some businesses find it challenging to collaborate with schools in some parts of Wales:

“There is no linkage between the private sector and schools in our area via the Council. We are keen and it seems the only way we can do it is via the third sector. As the new curriculum comes in there needs to be coordinated engagement with the private sector to tell them about the sort of help schools might need. We could provide help and engage our supply chains to help too.”

Corporate Social Responsibility Director of a major Welsh employer ([January 2020](#))

To encourage better collaboration, I recommend Welsh Government explore some form of tax relief for businesses who are involved in developing skills amongst learners in schools and the wider education system.

By being involved in schools, colleges and universities, businesses could benefit from an increased local workforce and productivity. Children, young people and adults could be learning the relevant skills for the future and gaining experience in different industries. Welsh Government should use their taxation powers and the economic contract to incentivise entrepreneurs, large businesses, micro-businesses and Small to Medium Enterprises to work directly with schools as part of a Wales wide programme.



Re-think qualifications to reflect skills for the future

What future generations need

New methods of assessment are needed as more employers demand softer skills, and advances in technology mean experience is becoming more valuable than knowledge. Traditional forms of examination and assessment are becoming less fit for purpose, as education systems will need to be more about teaching people to live well than pass exams.

“The hard-headed focus on exams is at least partly to blame for education systems being ‘hopelessly ill-fitting’ when it comes to modern skills. Exam results in traditional subjects (and news headlines related to PISA results) have become misguided short-term metrics for government performance. Other, less tangible but more relevant skills are then neglected as they distract from the ‘short-term key performance indicators [like PISA and the OECD]’. They have already done so much damage because schools concentrated just on the passing of exams without the development of the complementary skills that young people need to lead a flourishing life and be successfully employed.”

Sir Anthony Seldon (Vice Chancellor of the University of Buckingham and adviser to the Worldwide Educating for the Future Index)

“Experiences that allow collaboration, communication and teamwork for all students often happen beyond classroom walls. We need to facilitate for these experiences in context, and our classrooms need to be a reflection of this.”

McLaughlin



We need to move towards assessing people in a way that is more narrative based, not focused on age at time of assessment and that separate exam results from school performance and teacher accountability. This means fundamental change in Wales and in countries across the world, where systems measure comparative performance, such as the Organisation for Economic Co-operation and Development and Programme for International Student Assessment (OECD PISA).

Existing qualifications are not fulfilling the role required of them currently and are even less likely to equip children for future lives and workplaces.

Looking at the softer skills that are already in demand, the social, demographic, environmental and economic trends impacting on Wales and the wider lens of the Well-being of Future Generations Act, narrow qualifications focused on memorising information or solving linear problems will not be fit for the future. The way children and young people are currently taught to pass exams will not provide them with the skills and knowledge to meet future needs.



Where we are

In my collaborative paper with Cardiff University Business School, '[Education fit for the future in Wales](#)', I have called on Welsh Government to:

- Radically re-think qualifications at age 16. GCSEs are no longer fit for purpose and should reflect the aspirations of the Curriculum for Wales 2022.
- Introduce assessments that focus on diversity and are centred around pupils, not testing, providing greater academic value and benefit.

Our current qualifications system reinforces traditional ways of teaching and learning, focusing on the wrong things. The way we currently assess children and young people, particularly through GCSE examinations at age 16, works against the aim of the new curriculum, which looks to provide children with the skills for the future of work and life in Wales.

Assessment should reflect the values and principles of the new curriculum: a focus on narrative feedback, a move away from age-based assessing and a need to separate pupil assessment from how we hold teachers and schools to account.

The Organisation for Economic Co-operation and Development are already moving in this direction, working on assessing social and emotional skills. The Worldwide Educating for the Future Index recognises assessment systems are particularly hard to reform but notes that if assessment systems fail to reflect the future skills that employers demand, they will lose credibility naturally.

Wales could learn from countries like France and Finland, who are ahead of the curve, with top index marks for the project-based learning focus of their assessment frameworks.

We should be aspiring to place Wales alongside countries such as Finland, Singapore, Hong Kong and Japan, cited as having the best education systems in the world. These countries have reformed their assessment methods, so they are not standardised and centred around empowering learners to conduct their own learning.

I have already recommended that [Qualifications Wales](#) should align our qualifications system with the Well-being of Future Generations Act and our vision for education and the economy in Wales, as they seek to create qualifications in line with the new curriculum as part of [Qualified for the Future](#). Learning should be taken from [reviews of the Welsh Baccalaureate](#).

It is interesting to note that for those who said 'this cannot be done' this is exactly what is being done in response to the disruption to exams and learning as a result of COVID-19.

“Governments need to wake up. There are signs that some are recognising the challenges ahead. In China, there is a sense that the strong tradition of highly competitive exam-based education is no longer suitable. When a system like China’s wakes up to something, you know it’s a trend.”

Catherine Whittaker, Chief Executive EtonX



Embrace lifelong learning as the new norm

What future generations need

As educational and career pathways become less defined with people embarking on several careers in different sectors during their working life, giving up 'the nine-to-five' and finding purpose in their areas of passion, they will need to continuously build on their skill set. We need to work together to create a lifelong learning ecosystem that everyone can access at any time.

Future generations will need to keep learning to meet technological, ecological and demographic challenges of the future – helping us to reduce inequalities, prevent Adverse Childhood Experiences, seek to halt climate change, biodiversity loss and become a successful Wales of the future.

Different forms of lifelong learning will need to be connected to create a sustainable, innovative, digital and entrepreneurial ecosystem in which everyone can participate, at any point in life, including young people, employed workers, displaced workers, the underemployed and the unemployed.

“So, what should we tell our children? To stay ahead, you need to focus on your ability to continuously adapt, engage with others in that process, and most importantly retain your core sense of identity and values. For students, it’s not just about acquiring knowledge, but about how to learn. For the rest of us, we should remember that intellectual complacency is not our friend and that learning – not just new things but new ways of thinking – is a lifelong endeavor.”

Blair Sheppard Global Leader, Strategy and Leadership Development, PwC

Where we are

Currently there is no national vision for lifelong learning equivalent to the Curriculum for Wales 2022 for schools and there is not enough priority of importance attached to lifelong learning

Whilst the new curriculum provides a solid basis for Wales’ compulsory education system to reflect the principles of the Act, there is no vision for post-compulsory learning and skills development in Wales from the age of 16.

The creation of a new Commission for Tertiary Education and Research provides a significant opportunity to develop a long-term vision and curriculum for post-16 learning and the skills system in Wales, using the principles of the Act

The Education Minister has announced the creation of the [Commission for Tertiary Education and Research](#), with the main aim of strengthening and simplifying the post-16 sector in Wales. The Commission, when established in 2023, will be taking responsibility for post-compulsory education i.e. further and higher education, apprenticeships, adult learning, government funded research, and schools based post-compulsory education and training.

The Commission should be established in a way that reflects the principles of the Well-being of Future Generations Act and Welsh Government should direct the Commission to produce a national vision for lifelong learning that helps us to meet the national well-being goals.



A national vision should include development of a new Skills Framework for Wales, as recommended by “[Wales 4.0 Delivering Economic Transformation for a Better Future of Work](#)” to better match jobs to people and people to jobs

Reformed Regional Skills Partnerships should be responsible for translating this national vision and ambition into regional activity with local providers, promoting collaboration between the education and business sectors, rather than competition.

A new Skills Framework for Wales would create more flexible boundaries between educational institutions and employers.

It is encouraging that Welsh Government have introduced initiatives such as the Degree Apprenticeship, combining workplace learning with a degree qualification and Personal Learning Accounts, providing funding for vocational training for people in employment. A more coordinated approach is needed to ensure these opportunities are open to all, more widespread than the current pilot approaches and known to workplaces across Wales as an opportunity for a more skilled workforce.

Public bodies need to embrace the ambition for lifelong learning and should offer every opportunity to their staff to provide workplace learning opportunities. It is positive that a few public bodies and Public Services Boards have started to consider their own long-term workforce needs

Although public bodies have set well-being objectives to improve their workforce, this often relates narrowly to the impact of austerity on their organisation – rather than anticipating skills needed for future change. Rarely have they reflected on the public services likely to be needed in a future Wales, with the impact of societal and technological changes.

In [Singapore](#), their Skills Framework is an integral component in planning the workforce of the future. The Singaporean Skills Framework is co-created by employers, industry associations, education institutions, trade unions and government for the Singapore workforce. The Skills Framework provides key information on sector, career pathways, occupations/job roles, as well as existing and emerging skills required for the occupations/job roles. It also provides a list of training programmes for skills upgrading and mastery. The Skills Framework aims to create a common skills language for individuals, employers and training providers.

In [Rhondda Cynon Taf](#), there are several initiatives, such as the “RCT employment pathway”, which supports people to develop skills in line with growth sectors and the needs of local employers, including: local apprenticeship and graduate schemes, work experience and placements at a variety of levels, including university internships, providing opportunities for young people leaving the social care of the council through the ‘[Care2work](#)’ and ‘[Step in the Right Direction](#)’ programmes.

Hywel Dda Health Board have introduced ‘[Destination NHS](#)’ and ‘[Grow your Own](#)’ as ways of developing their workforce through attracting local talent. Destination NHS is a partnership with Pembrokeshire College and Swansea University to create their workforce of the future, with young people aged 16-18 years old in the local area. Grow your Own is aimed at increasing registered nurses through a combination of measures, such as part time degrees with Swansea University and the Open University, as well as opportunities for people returning to nursing.

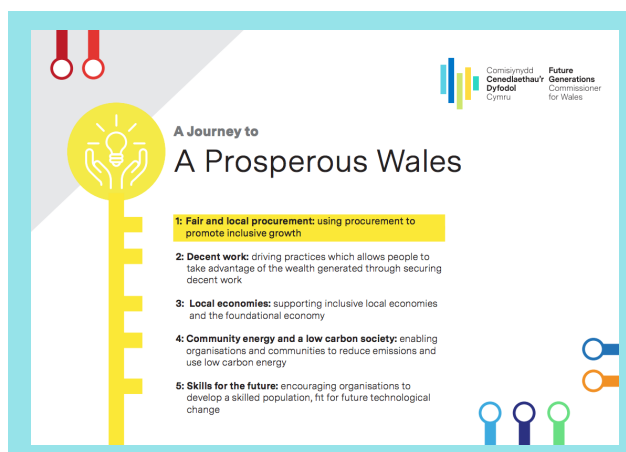


This links to my findings that there needs to be a long-term vision for public services in Wales to 2050 and, alongside this, long-term planning for the workforce will be needed.

This is an area where Welsh Government should be taking a lead.

My work with Cardiff University Business School set out some steps that public bodies could take on the '[Journey towards a Prosperous Wales](#)' on developing a skilled population, fit for future technological change. In order to embrace lifelong learning, public bodies should:

- Undertake workforce audits and skills gap analyses - looking through the lens of the seven national well-being goals, including Welsh language skills needs- to identify any gaps to be filled.
- Become a learning organisation by providing and actively promoting whole-life learning.
- Place the emphasis on adaptive learning, rather than accrediting processes.
- Become a caring-aware organisation where work-life balance is built in to the organisational 'DNA'. Create job ladders in areas where there has been no opportunity for progression, including introducing job switching to help people gain new skills.



Community learning, involving many organisations, should be at the heart of providing a vision of lifelong learning for the future

There are some excellent examples of schools collaborating with others and involving the community in providing lifelong learning opportunities for parents and local adults. There is the potential for public bodies and Public Services Boards to be driving this sort of activity much more consistently throughout Wales.

[Monkton Priory Community School from Learning & Work Institute Wales](#) video



Ensure that our education and skills system is flexible to demographic change and works for everyone

What future generations need

Our approach to skills must enable us to tackle some persistent inequalities in Wales. We need to find ways to narrow the inequalities across education, skills and employment, whilst taking advantage of accelerating demographic changes.

There are persistent inequalities in Wales that mean groups of people miss out on opportunities and are an untapped resource of skills and experience. There is a need for a wider range of people in the education and skills system to work towards a more prosperous and equal nation. (See section on 'a more equal Wales'.)



The diversity of our workforce needs to include growing our Welsh language skills, in and beyond the classroom, and throughout the life course. Public, private and voluntary sector organisations need to develop skills, promote our culture, heritage and status as a bilingual nation, particularly as creativity will be one of the most attractive skills for the future.

We need to find ways to stop ‘brain drain’ from rural parts of Wales, where young people are moving away to find work and study. As such, we need to encourage areas of Wales to seize opportunities to grow the ‘green’ and low carbon economy and embrace new digital ways of working. We need to see technology as an enabler for people to work from afar and have flexibility in their lives, supporting entrepreneurs and business to thrive in all areas of Wales.

With our population getting older, Wales needs to plan positively, seeing older people as valuable contributors to the economy and society. People are likely to stay in work longer in their lives and will need to adapt and learn new skills throughout their lifetime. Greater participation in the workforce from people over the age of 55 could significantly increase economic well-being and productivity.

Where we are

Whilst things are improving, persistent inequalities remain in Wales when it comes to education and employment

From an early age, Indian and White children are more likely to achieve their education milestones than Black or Gypsy / Roma / Irish Traveler children. Girls consistently outperform boys in schools. Despite some improvement in attainment, pupils with Additional Learning Needs face challenges in meeting the same education milestones as their peers.

The starkest differences in equality are between children growing up in affluent areas and children in the most deprived. Wealthier children not only do better academically, but children living in poverty are significantly more likely to be excluded from school, which has an adverse impact on their education and life chances. These are also children more likely to be experiencing Adverse Childhood Experiences, such as domestic abuse, parental separation and substance misuse in the home.

Socio-economic disadvantage is also strongly linked to poorer outcomes in mental health. There is now overwhelming evidence of the strong link between socio-economic disadvantage and suicidal behaviour. Suicide rates are two to three times higher in the most deprived neighbourhoods compared to the most affluent.

Exclusion from school can result in loneliness and social isolation for many children. This is connected to a lack of belonging for children and young people; if they are out of schools they can be away from their only source of support and community and opportunity to interact with their own peer group.



Loneliness and isolation can have a serious impact on physical and mental health and are risk factors for suicidal behaviour. Samaritans [research](#) shows that lonely and disconnected children often turn into lonely and disconnected adults.

Through Welsh Government's new curriculum and public bodies working with local education authorities, we need to shift our focus from firefighting to prevention across schools in Wales to reduce the number of children excluded from school, in turn reducing the economic, social and most importantly, human costs. This will help improve the life trajectory of children who are at an increased risk of inclusion due to inequality, and will help break lifelong cycles of disadvantage, loneliness and adversity.

Unless more is done to drastically reduce the number of children that are excluded from school, and a public health approach to mental health and adversity experienced by children and young people is embedded in the culture of each school, then many will continue to be trapped in cycles of lifelong disadvantage. Most public bodies and Public Services Boards have objectives relating to narrowing this gap, but it is a challenge that can take generations to overcome.

Public bodies and Public Services Boards should apply the lens of the Act to their well-being objectives; involving people in the stories behind this data and collaborating with others to try to impact on reducing inequalities. Welsh Government and public bodies should be collaborating better, both internal departments and externally with other organisations, to understand the needs and barriers of gaining skills for different members of society.

Adopting an education system that is more personalised, self-paced and focused on skills for a changing world (rather than traditional knowledge), could help children from different backgrounds have greater control over their educational outcomes.

The Curriculum for Wales 2022 offers opportunities to provide such an education system, provided it is resourced and implemented effectively. The 'Schooling Re-imagined' review, which [the Education Minister has announced](#), also provides an opportunity to consider how education and schools can have a wider impact on well-being for current and future generations.

Growing and emerging industries in Wales have existing gender inequalities that could increase if they are not addressed now

The [overall gender pay gap](#) in Wales for hourly earnings was 14.8%. Women are much more likely than men to work in low-pay occupations and are slightly more likely to work in insecure employment. From an early age, girls are under-represented in Science, Technology, Engineering and Maths (STEM) subjects, meaning that they could be less able to take advantage of emerging technologies.

The World Economic Forum Global Challenge Insight Report on the Future of Jobs identify four industries (basic and infrastructure; energy; mobility; and information, communication technology) which currently report female participation of under a fifth. These industries also report a more dramatic drop of female employees between junior and senior level positions.



Several public bodies are taking steps to address the inequalities between genders in their own workforce. For example, through steps within their well-being objectives like 'Undertake a gender pay gap analysis and analyse employment and recruitment data'.

Public bodies are also seeking to introduce temporary job swaps and placements to provide different people with different experiences, and tackle all forms of under-representation, such as this project:

Case study: [Women Adding Value to the Economy \(WAVE project\)](#)

This [project](#) sought to encourage skills development and career progression, with the aim of tackling the gender pay gap. One of the methods used was 'job shadowing / swapping', giving people the opportunity to find out if other roles within their organisation suited their skillset and were attainable with some training. One success was lower grade admin staff progressing careers in IT within the health service; as the same systems were being used, but just in a different way, so skills transfer was relatively easily done.

However, far more will be needed to increase equality in our future workforce. The [Gender Equality Review](#) reports call on Welsh Government to lead from the front to "adopt a radical vision for gender equality, based on an equal sharing of power, resources and influence for all women, men and non-binary people, including proactively removing barriers against women's participation in the economy, public and social life."

The report includes several recommendations aimed at Cabinet and public bodies, that government could be continuing the momentum with to ensure our education and skills system works for everyone equally. Welsh Government should take the opportunity to set a radical vision for gender equality in Wales, with a focus on ensuring occupational segregation and gender pay gaps are prevented in industries of the future.



There is insufficient action to adopt proactive measures for improving diversity through well-being objectives and steps. These measures should include setting challenging targets for recruitment; ensuring people of different ethnic minorities are visible and represented in their organisation.

Public bodies and Public Services Boards have made high-level references to equality in their well-being objectives and steps relating to equality but have not yet made specific reference to increasing diversity.

Welsh Government have recently published a [Diversity and inclusion strategy for public appointments](#), which is a step in the right direction. Public bodies should be adopting the suggested actions aimed at providing equal opportunity for all, such as providing mandatory equality training and unconscious bias training.

People are staying in work and learning for longer, as Wales' population is getting older. Our education and skills system needs to adapt and take advantage of this for society and the economy

In Wales, we already have the highest percentage of people over retirement age in the UK and the proportion is increasing. An older population can bring challenges for the health and social care sector, in particular; however, this could be overwhelmingly positive if the older population remained healthier and were provided with opportunities to contribute to society for longer. Public bodies should recognise this trend and put in place well-being objectives and steps that support older people to age well, providing opportunities to share their skills and knowledge.

For example, it is encouraging that Welsh Government have introduced bursaries for the over 60's to undertake Master's Degrees. Other initiatives could include supporting more flexible working and improving the training offer for people later in life and planning how we capture the skills and experience of those people who do choose to retire, for younger generations.

Case study: notes from New Zealand

In [New Zealand](#), 78% of people aged 55-64 and 43% of people over 65 are in employment. Increasing the percentage in the UK from 64% to 21% respectively could have a potential Gross Domestic Product gain of around £182 billion.

Key drivers of employment of older workers are public pension policies, life expectancy and their caring responsibilities. Successful policy measures include: increasing retirement age, supporting flexible working, improving the flexibility of pensions and offering further training and support for older workers to become 'digital adopters'.

These examples reinforce my findings that there is untapped social capital in our communities that could be adding value to the education and skills system. Welsh Government should establish an intergenerational skills swap programme, that would link people more effectively together to meet economic and social demand.

Public bodies and Public Services Boards should more widely adopt intergenerational programmes to help us to adapt to demographic changes



There are emerging pockets of good practice in intergenerational work in Wales and some public bodies and Public Services Boards are adopting projects that value the wider benefits, but these are mostly delivered in an 'ad-hoc' way and are reliant on short-term funding. More of these initiatives could help us solve several societal issues and should provide us with the skills needed for the future.

Case study: linking young and old through technology

Local authorities across [Gwent](#) have partnered with [Aneurin Bevan Health Board](#) to develop the "[Ffrind I Mi](#)" Programme which is helping them address their collective well-being objectives, including tackling loneliness and isolation, giving every child the best start in life and anticipating technological change.

One of the initiatives is a collaboration with [Digital Communities Wales](#), aiming to link younger and older people together in shared interests through technology. The children are trained as 'Digital Heroes' and spend time with the older people, understanding their interests and history, whilst using virtual reality glasses, iPads and personal technology assistants to teach them what's possible with tech.

The children involved are becoming more ethically informed and the older people involved are benefiting from using technology as an alternative to medication in dealing with conditions such as dementia, anxiety, loneliness. This has also been shown to have a positive impact on falls prevention too.



It is a positive step in the right direction that Social Care Wales and Health Education Wales have developed the first ever workforce strategy, stretching to 2030. More pace and progress are needed if we are to avoid a 'perfect storm' in our health and social care workforce

Our older population is likely to also mean we will need more skills in health and social care. [In Wales](#), there are 33 pensioners per 100 people of working age now. By 2040, that is predicted to rise to 40 pensioners per 100 people of working age. This will present particular challenges, not least because the NHS workforce itself is ageing. In 2009, 29% of the workforce were over the age of 50; however, ten years later, this has risen to nearly 40%.

We need to also address the fundamental issue of valuing the social care profession as a skill for the future. [The Workforce Strategy for Health and Social Care to 2030](#) sets out implementation involving:

- Very high levels of staff engagement, motivation, well-being and satisfaction;
- Better recruitment and retention of staff through attractive and flexible working arrangements and career opportunities;
- Increased levels of Welsh language skills;
- Intelligence and workforce planning enabling us to meet our population need.

This is positive, and more pace and progress are now needed to ensure we avoid a 'perfect storm' of increased demand along with the need to improve the recognition and reward for the current workforce. We need to plan for these changes by investing, now, in a national wellness system focused on creating the environment for people to stay healthy, well, active and feel like contributors. (See the [section on a Healthier Wales in Chapter 3](#)).



Our education and skills system must seek to get us closer to one million Welsh speakers by 2050 and a ‘Wales of vibrant culture and thriving Welsh language’

The [Welsh Language Commissioner](#) has conveyed concerns to government regarding changes to our population and what power our education, skills and employment has over growing the language. The Welsh Language Commissioner suggests Welsh Government should be setting strong and clear measures in matters such as: the development of the new curriculum, teacher training, the development of Welsh-medium learning resources and the ability of learners to travel to their chosen Welsh language school.

"As demographic shifts impact on Wales and more people move to cities, it is important that rural communities, where the Welsh language thrives, are attractive places for people to live, work and learn – otherwise inequalities between parts of Wales could increase. Planning and economic development strategies and funding must be used constructively to promote the language in these areas. This is especially true as new funding pathways are developed to replace EU funding."

Welsh Language Commissioner (2018)

Once young people leave school there is a worrying trend that many lose their Welsh language skills, mainly because of a lack of opportunity to speak the language. The use of Welsh in post-16 education is currently relatively low.

The [Welsh Language \(Wales\) Measure \(2011\)](#) is a positive step. It places duties on public bodies to plan the workforce's Welsh language skills, give opportunities for people to learn and use the language at work and ensure services can be provided in Welsh to the public. Welsh Government have also launched programmes to support learning Welsh in work and many public bodies have set well-being objectives to improve the Welsh language skills within their workforce and meet their statutory duties under the [Welsh Language \(Wales\) Measure \(2011\)](#).

To reach the target of [one million Welsh speakers by 2050](#) and keep people learning through life, there is much more that can be done in post-compulsory education. The workplace, Further and Higher education settings are important places that can ensure continuity in learning and retaining Welsh language skills post-16.

Welsh Government, public bodies, and Public Services Boards should encourage and promote the Welsh language and culture through apprenticeship opportunities, recruitment and work-based learning. I also reiterate my recommendation that the new [Commission for Tertiary Education and Research](#) should reflect the principles of the Act, including moving us closer towards a ‘Wales of vibrant culture and thriving Welsh language’ in its national vision for lifelong learning in Wales.

Case study: [Dysgu Cymraeg](#)

The [Welsh Government](#) have invested in provision for learning Welsh in work and in the community. [‘Work Welsh’](#) is a programme of courses designed to strengthen Welsh language skills, and increase the use of Welsh in the workplace, developed by the National Centre for Learning Welsh. There are courses aimed at people of all abilities.

Take advantage of new environmental industries in Wales

What future generations need

Looking to the long-term future and our national well-being goals, we need to shape a different economic model for Wales, focussed on a greener economy, one that is far more circular (creating less waste) and benefits future generations. (See the section on Decarbonisation in this Chapter and a Prosperous Wales in Chapter 3).

Our current and future generations will need different skills for a future that will rely on halting and preventing the impacts of climate change, biodiversity loss and dealing with major socio-economic change.

Described as 'eco-literacy' (an understanding of our ecosystems), the people of Wales feel it is important children and young people learn about climate change to influence behaviour change and prepare them for jobs of the future. (See the section on a Resilient Wales in Chapter 3).

All sectors will need to recognise the different skillsets needed to meet our carbon reduction targets and exploit opportunities in a 'green' and circular economy, with renewable energy, less waste and more responsible businesses.

Opportunities need to be created and provided across Wales in farming, rural, post-industrial and urban areas to develop new technologies and new industries.

Where we are

The Curriculum for Wales 2022 provides an opportunity to give more focus to environmental well-being in the education system

As I have already outlined, if implemented and resourced effectively, the new curriculum applies the principles of the Act to compulsory education. It is encouraging that, already, there are programmes which encourage children and young people to learn skills for the future that will help them meet environmental, social and economic challenges.

Case studies:

“Tomorrow's adults need to be able to design and shape an equitable, sustainable and socially progressive world.”

[Cymbrogi Futures](#), based in Pembrokeshire, is a new organisation founded on the principles of the Well-being of Future Generations Act. They are providing residential courses for children, young people, teachers, entrepreneurs and businesses, based on learning the skills needed to build a sustainable Wales. These courses focus on the circular economy, sustainable food systems and energy. This is underpinned by well-being, creative problem solving, experiential science, resilience and storytelling.

The [Bridgend Food Recycling Mission](#) is a competition open to all primary schools across Bridgend. The aim of the programme is to teach pupils how food waste is recycled in Bridgend County Borough, and then transformed into electric power. It also hopes to encourage pupils to become more aware of their environmental impact. Activities and resources are available online to integrate the competition with other areas of the curriculum such as maths, science, Personal Social Education and Education for Sustainable Development and Global Citizenship.



[Black Mountains College](#) is a new educational institution that uses the [Brecon Beacons National Park](#) as a classroom to prepare students to confront the challenges facing future generations. The college focuses on skills (not subjects) designed to spark creativity and adaptive thinking in tune with nature. The college will teach skills for a low impact, low carbon way of life.

There are opportunities for Wales to be at the forefront of emerging economies like the digital and low carbon, 'green' economies of the future, if we recognise now that we will need different skills to take advantage of this

Our [targets to reduce carbon emissions](#) by at least 95% before 2050 and have a carbon neutral public sector by 2030 provides Welsh Government with a significant opportunity to be at the forefront of emerging economies. A vision and plan to make Wales the most eco-literate country in the world is needed to take advantage of these opportunities.



Welsh Government should encourage public bodies and Public Services Boards to drive change in the public and private sectors, to accelerate government support for growing new sectors, alternative energy businesses, emerging engineering processes, product design and waste management, to lead the way in a 'green economy'.

As 80% of our land is farming, agricultural and rural, there are opportunities to improve skills in novel farming techniques, that produce less emissions, increase renewable energy sources using natural resources and improve the management of natural resources by responsible land use and agricultural practices.

The [Low Carbon Delivery Plan for Wales](#) recognises this shift will require funding and collaboration between Government, local authorities, business, education settings and communities.

There are businesses in Wales already adapting their processes and seeking skills in environmental expertise and sustainability.

[Paint 360](#) and [RCT Council](#) have been working together for several years. Paint 360 are a paint recycling social enterprise, treating leftover paint so it can be reused, lowering carbon emissions and waste. The company are also part of a growing number of businesses with a social purpose; providing employment for ex-offenders and others far away from the labour market.

This video clip describes how Paint 360 has been used in a school in Rhondda Cynon Taf.



“The long-term challenge of decarbonisation across different sectors and regions throughout Wales requires us to focus on our future skills needs to ensure we transition our workforce and maximise the opportunities presented by global clean growth. The skills and training needs for a low carbon economy may need us to focus around the up skilling and re-skilling of people around new technologies, industries, trades and approaches.”

[Prosperity for All: Low Carbon Delivery Plan for Wales \(2019\)](#)

Regional Skills Partnerships and City / Growth Deals provide an opportunity to grow skills and industry in the ‘green economy’

I am encouraged that the four economic growth deals across Wales have a focus on low carbon energy, public transport and nurturing skills in creativity and developing industries. For example, Swansea Bay City Deal have recently submitted their business case for government approval, based on low carbon initiatives.

As I have already recommended, with Welsh Government support, the reformed Regional Skills Partnerships should be taking a long-term view, supporting public bodies to consider the future skills needs for their area and; therefore, informing the setting and reviewing of the well-being objectives of public bodies and Public Services Boards.

Case study: [Swansea Bay City Deal](#)

A portfolio of major projects, totalling £58.7 million, aimed at tackling climate change and building regional excellence in renewable energy includes four connected elements:

- An energy positive Swansea Bay Technology Centre building on Baglan Energy Park. The excess energy from solar and other renewable technologies will be converted into hydrogen at the nearby Hydrogen Centre to be used to fuel hydrogen vehicles.
- A National Steel Innovation Centre that will support the steel and metals industry in Port Talbot and Wales, whilst reducing its carbon footprint.
- Decarbonisation projects including an electrical vehicle charging network, air quality modelling and real-time monitoring to enable better informed air quality decisions.
- An Industrial Futures project to address the gap between demand and supply for businesses and available land in the Port Talbot Waterfront Enterprise Zone.



Public bodies and Public Services Boards need to recognise the different skill sets that we will need to meet our carbon-reduction targets and exploit opportunities in a 'green' and circular economy, with renewable energy, less waste and more responsible businesses

This reiterates my advice that public bodies and Public Services Boards should be generally seeking to integrate their well-being objectives more explicitly on skills with their other objectives and steps. However, our carbon emission targets provide an added impetus to set objectives that improve skills, whilst improving environmental well-being.

Many more opportunities exist to integrate objectives, such as: where public bodies are seeking to build more affordable, fit for the future housing, they should be connecting this with providing the opportunity for local people to gain skills in green energy, sustainable construction methods and planning for the future through apprenticeships, learning and employment.

Public bodies and Public Services Boards should now be explicitly showing how their well-being objectives and steps seek to improve social, cultural, economic and environmental well-being.



Your Voice

In engaging with over 5,000 people, the below views are representative of the key issues which have been shared with my office in forming this report

“The public sector set low or no Black Asian and minority ethnic recruitment targets. Welsh Government have various strategies that set out their commitment to improve access to employment, apprenticeships, education etc. and achieve equality of outcome for Black Asian and minority ethnic people. However, there is no definable process for pathways for Black Asian and minority ethnic individuals to progress to positions of influence and decision-making which are essential to ensure we are active recipients in the Well-being of Future Generations Act vision of Wales as a prosperous nation.”

(Race Alliance Wales, November 2019)

“Caring and having compassion is something that cannot be replaced by automation and will always have a place in the world no matter the sector.”

(Helen Atkinson, Scouts Cymru)

“Education, health and social care are still working too independently in many areas. Early years support needs more careful thought and should be family centred.”

(Our Future Wales response, Guide Dogs Cymru)

“More equal access to opportunities- particularly around access to education.”

(People's Platform)

“I would like to see the same equality of opportunities in terms of cultural and adult education opportunities as any other area of Wales.”

(Our Future Wales response)



Skills

Recommendations for Welsh Government

Key Recommendation

Welsh Government should bring all sectors together as part of a coordinated national mission to deliver education fit for the future. This should be funded through the creation of a Welsh Education Tax, directed towards the transition to the new Curriculum for Wales and provision for lifelong learning.

Policy Recommendations

Welsh Government should:

- Direct the new Commission for Tertiary Education and Research to produce a national vision for lifelong learning that helps us to meet the national well-being goals. The Commission should be established in a way that reflects the principles of The Well-being of Future Generations (Wales) Act 2015. The national vision should include development of a new Skills Framework for Wales, as recommended by 'Wales 4.0 Delivering Economic Transformation for a Better Future of Work' to better match jobs to people and people to jobs.
- Use taxation powers and the economic contract to incentivise entrepreneurs, large businesses, micro-businesses and small and medium enterprises to work directly with schools as part of a Wales wide programme.
- Create a vision and plan to ensure Wales becomes the most eco-literate country in the world.
- Radically re-think qualifications at age 16, towards assessments that focus on diversity and are centered around pupils, not testing, reflecting the aspirations of the new Curriculum for Wales 2022.
- Establish an intergenerational skills switch programme.
- Prioritise mental health and well-being education in the delivery of the Curriculum for Wales, to help nurture a generation of emotionally resilient children.
- In collaboration with local education authorities, shift their focus towards prevention across schools in Wales to reduce the number of children excluded from school, helping to improve the life trajectory of children who are at an increased risk of inclusion due to inequality, and help break lifelong cycles of disadvantage, loneliness and adversity.





Policy Recommendations (continued)

Welsh Government should...

- Create an action plan to develop the future skills needed to deliver public services in 2050.
- Increase teaching practitioners and support teachers to access continuous professional learning, including access to properly developed content and best practice approaches across and outside Wales, to maximise the potential of the new Curriculum.
- Implement the recommendations of the Gender Equality Review with a particular focus on the implications of future trends as well as current challenges (Also a recommendation in the section on a More Equal Wales in Chapter 3).



Skills

Recommendations for Welsh Government

Process Recommendations

In their day to day actions Welsh Government should **stop**:

- Valuing traditional knowledge based qualifications over softer skills like creativity, problem-solving and communication.
- Taking traditional approaches to recruitment and retention of staff – well-being is of higher priority to most ‘millennials’ than any other factor of work.
- Measuring success by economic well-being alone.
- Providing funding for businesses without requiring them to contribute towards the national mission on education and skills for the future.
- Measuring school and university performance on economic value and assessment results and instead move towards measures of well-being.

In their day to day actions Welsh Government should **start**:

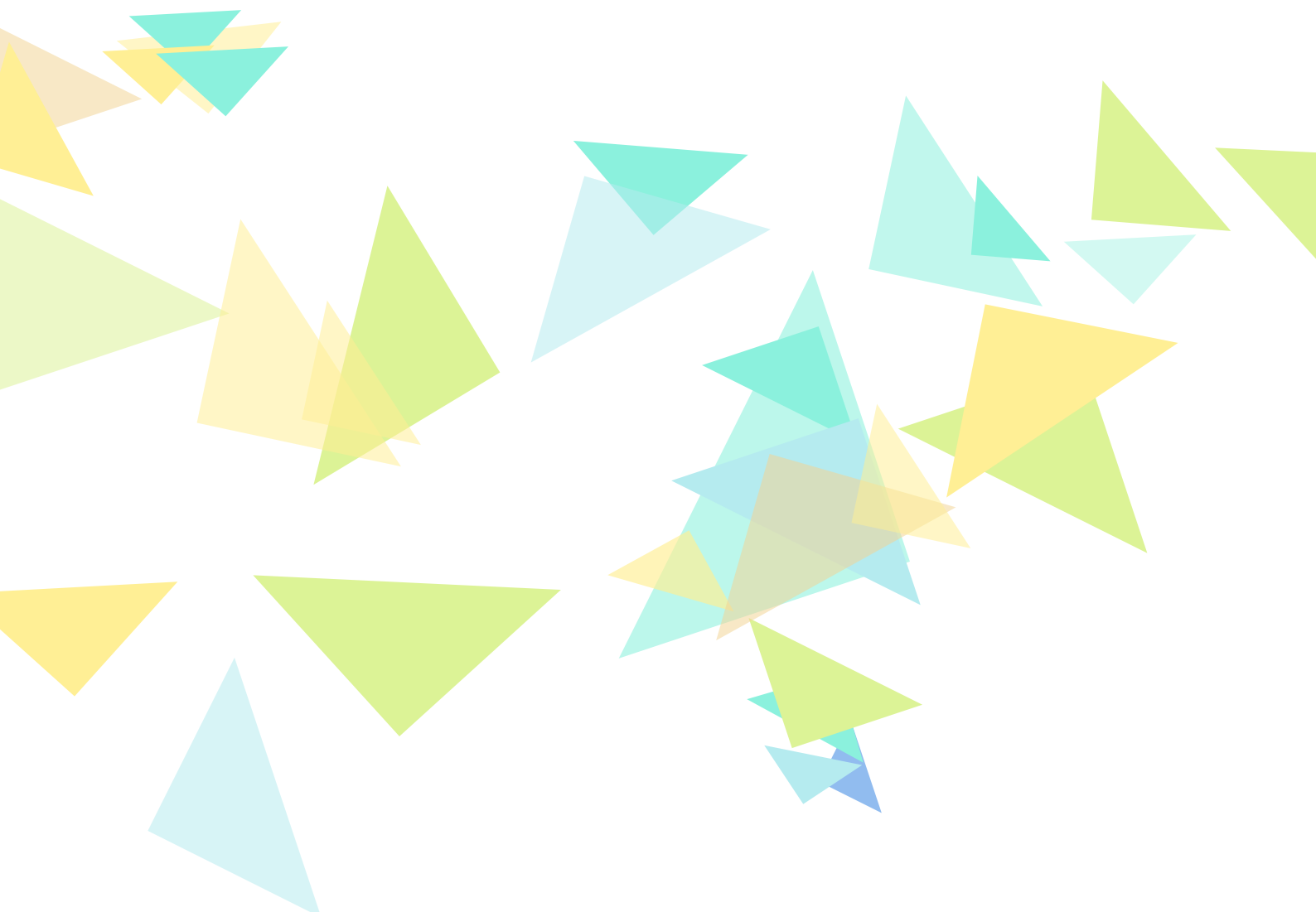
- Encouraging all schools to collaborate with public bodies, business, charities and community members in their area.
- Communicating clearly how the Act links to the delivery of the new curriculum to ensure the education sector are helping Wales to meet the well-being goals.
- Putting in place recruitment and workforce planning processes identifying and rewarding skills identified for the future.
- Finding ways to place eco-literacy at the centre of education and lifelong learning. (Also a recommendation in the section on a Globally Responsible Wales in Chapter 3).
- Providing support to Regional Skills Partnerships to develop long-term insight and require their Regional Employment and Skills Plans to demonstrate how they are applying the Act and integrating their work with the well-being objectives of public bodies and Public Services Boards in their area.



Process Recommendations (continued)

In their day to day actions Welsh Government should start:

- Implementing the recommendations of the 'Wales 4.0 Delivering Economic Transformation for a Better Future of Work' to plan and prepare for the impact of technological change on work and skills.
- Encouraging public bodies and Public Services Boards to get us closer to carbon reduction targets, by accelerating government support for growing new sectors, alternative energy businesses, emerging engineering processes, product design and waste management to lead the way in a 'green economy'.



Skills

Advice on setting well-being objectives for all public bodies and boards covered by the Well-being of Future Generations Act (including Welsh Government)

Please refer to the chapter on Setting Good Well-being Objectives, but in setting their objectives specifically in relation to skills all public bodies and boards covered by the Well-being of Future Generations Act (including Welsh Government) should:

- Collaborate and involve a wider set of people to review and design well-being objectives, such as: schools (pupils, governors, headteachers); Further and Higher Education institutions; local business; community groups; Regional Skills Partnerships and others. This could lead to public bodies understanding the broader benefits and steps they can take to improve all aspects of well-being through skills.
- Set well-being objectives on skills which are shaped towards meeting all the well-being goals rather than just focusing on ‘A Prosperous Wales.’
- Clearly show how they are integrating their objectives on skills with their other objectives.
- Move beyond setting well-being objectives and steps that respond to the economic opportunities and industries of today and, instead, use long-term horizon scanning to mould our future economy - not just ensure current businesses have the workforce they need now and in the short-term.
- Undertake their own workforce audits and skills gap analyses, looking through the lens of the seven well-being goals, including Welsh language skills needs, to identify any gaps to be filled.

In setting their **steps**, public bodies and boards covered by the Well-being of Future Generations Act (including Welsh Government) should focus in the following areas and should:

- Recognise the different skill sets that we will need to meet our targets to reduce carbon emissions and exploit opportunities in a ‘green’ and circular economy; with renewable energy, less waste and more responsible businesses.
- More widely adopt intergenerational programmes to help us to adapt to demographic changes.
- Seek to reduce inequalities by involving people in the ‘story behind the data’ and collaborating with others.
- Develop skills, promote our culture, heritage and status as a bilingual nation – particularly as creativity will be one of the most attractive skills for the future.



Skills

Recommendations for all public bodies and boards covered by the Well-being of Future Generations Act (including Welsh Government)

Process Recommendations

In their day to day actions they should **stop**:

- Measuring success on economic well-being alone, educational attainment, numbers of jobs created or economic growth and move towards recognising the wider contribution improving skills has on well-being.
- Providing funding for business without requiring them to contribute towards the national mission on education and skills for the future.
- Dismissing job applicants on the basis of qualifications alone, rather than life experience and skills.

In their day to day actions they should **start**:

- Collaborating with others who can help them to set and meet their skills-related objectives and have broader benefits beyond economic well-being.
- Re-assessing the measures of progress and outcomes for skills.
- Promoting culture and Welsh language through apprenticeships, work-based learning and ensuring that it is built in at the start of any technological development.
- Putting in place mechanisms to support and encourage lifelong learning, workforce learning, apprenticeships and work experiences.
- Adopting proactive measures in setting well-being objectives and steps, which include setting challenging targets for recruitment, retention and progression of women, Black, Asian and minority ethnic groups and disabled people; ensuring that they are visible and represented at all levels in their organisation.



Process Recommendations (continued)

In their day to day actions they should start:

- Adopting the actions of the Diversity and Inclusion Strategy for Public Appointments, aimed at providing equal opportunity for all, such as providing mandatory equality training and unconscious bias training.
- Communicating how The Well-being of Future Generations (Wales) Act 2015 links to the delivery of the new curriculum, to ensure that education helps Wales meet its well-being goals; including the role schools, colleges and universities could play in meeting local well-being objectives.
- Collaborating with other public, private and voluntary sector organisations to support teaching and learning, provide work experience opportunities and apprenticeships.
- Creating job ladders in areas where there has been no opportunity for progression. Consider introducing job switching to help people progress and gain new skills.



Resources / Useful Information

Future Generations Commissioner for Wales

- [Education fit for the Future in Wales](#)
- [Journey to a Prosperous Wales](#) including
- [Skills for the future: encouraging organisations to develop a skilled population, fit for future technological change](#)

Welsh Government

- [Review of Digital Innovation Report](#)

Other

- [IPPR A 21st century skills system for Wales report](#)





Comisiynydd
**Cenedlaethau'r
Dyfodol**
Cymru

**Future
Generations**
Commissioner
for Wales

