

# Agenda – Culture, Communications, Welsh Language, Sport, and International Relations Committee

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Meeting Venue:

Committee Room 5, Tŷ Hywel

Meeting date: 2 March 2022

Meeting time: 09.30

For further information contact:

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## Pre-meeting registration

(09.00–09.30)

### 1 Introductions, apologies, substitutions and declarations of interest

(09.30)

### 2 Chair of Sport Wales pre-appointment hearing

(09.30 – 10.15)

(Pages 1 – 49)

### 3 Papers to note

(10.15)

#### 3.1 National Museum Wales and Arts Council of Wales Widening Engagement Action Plan 2022–25

(Pages 50 – 74)

#### 3.2 Additional information from Welsh Centre for International Affairs following one day inquiry on international relations

(Pages 75 – 78)

#### 3.3 Additional information from Wales Overseas Agency Group following one day inquiry on international relations

(Pages 79 – 81)

#### 3.4 Correspondence from Ofcom Wales regarding network news content analysis report

(Page 82)



**4 Motion under Standing Order 17.42 to resolve to exclude the public from the remainder of the meeting**

(10.15)

**5 Private debrief**

(10.15–11.00)

**Break**

(11.00–11.15)

**6 Consideration of the letter from the Llywydd in relation to the review of the Memorandum of Understanding (MOU) between the UK Government, the Welsh Government, Senedd Cymru and Ofcom**

(11.15–11.20)

(Pages 83 – 89)

**7 Legislative Consent Memorandum on the Cultural Objects (Protection from seizure) Bill: Consideration of draft Report**

(11.20–11.30)

(Pages 90 – 101)

**8 Draft strategy and priorities for the Sixth Senedd**

(11.30–12.00)

(Pages 102 – 155)

[Priorities for the Sixth Senedd consultation responses](#)

**9 Participation in sport in disadvantaged areas: Consideration of approach to engagement**

(12.00–12.30)

(Pages 156 – 160)

Document is Restricted

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# Widening Engagement Action Plan

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## 2022-25

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# Widening Engagement Action Plan 2022-25

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# Widening Engagement Action Plan 2022-25

## 1. Introduction

The purpose and focus of this Action Plan is to directly address and take forward recommendations made in the Widening Engagement Reports, published on the 19th of August 2021. The three reports, jointly commissioned by Amgueddfa Cymru – National Museum Wales and Arts Council of Wales, were authored by:

- Re:cognition, who focused on an area of semi-rural poverty
- Richie Turner Associates, who created a team focusing on deaf and disabled people
- Welsh Arts Anti-Racist Union, who focused on cultural and ethnic diversity.

The reports are the result of work commissioned by Amgueddfa Cymru and Arts Council of Wales to explore, through a series of conversations, how we widen engagement with communities we consistently fail to engage in our work. Each of the three reports focused on specific communities. As we continue to develop our plans we will take an approach that recognises intersectionality. Our intention is to undertake further work focusing on communities facing disadvantage and, we will seek to take an approach through the plan – and in future widening engagement activities - that recognises the interconnected nature of all those who face discrimination or disadvantage. Widening and deepening engagement with these communities right across Wales is a key objective for both organisations and a central strand within our Strategic Equality Action Plans (<https://museum.wales/about/policy/equality-diversity/> <https://arts.wales/about-us/strategy/equalities>). This focused plan sits within the wider context of our work on equalities.

In developing this joint Action Plan, we have worked closely with Welsh Government, and collaborated through further conversations with the three consultants involved. We have also taken account of our role as Welsh Government Sponsored bodies and the wider policy context in which we operate. Whilst the primary focus of the plan is to action recommendations presented to us in the reports, it is also our aim through this plan to support and deliver Welsh Government's Programme for Government, 2021 to 2026 (<https://gov.wales/programme-for-government-2021-to-2026>), and the priorities of the Cooperation Agreement between the Government and Plaid Cymru (<https://gov.wales/sites/default/files/publications/2021-11/cooperation-agreement-2021.pdf>).

The goals and ways of working outlined in the Well-being of Future Generations (Wales) Act 2015 have been embedded in the plan. As public bodies our work is framed by the seven goals and the five ways of working that are set out in the Act. In developing the Action Plan, we have considered the recently published *Socio-economic Duty: guidance and resources* for public bodies. Widening engagement with individuals and communities experiencing poverty and economic disadvantage is central to our work and to each of our strategies for the next ten years, and we will use the framework as we work towards a more equal Wales.

The United Nations Declaration of Human Rights (1948) includes the commitment that "everyone has the right to participate in the cultural life of their community". Putting this governmental commitment into democratic practice depends on the actions of all public bodies, including Amgueddfa Cymru and Arts Council of Wales.

We are committed to developing an approach to arts, culture and heritage that actively engages individuals and communities across Wales in deciding what counts as culture, where it happens and who makes and experiences it. This approach has been reinforced by the conversations each of our consultants held with different communities. This plan is a first step along the road to achieving our ambitions, by changing the way we think and act as public bodies responsible for arts, culture and heritage in Wales.

The reports highlight many of the challenges and barriers faced by individuals and communities in relation to engaging with arts, heritage and culture. The reports reflected the voices of the Black Lives Matter and “WeShallNotBeRemoved” campaigns which brought into sharp focus the impact of structural racism and ableism that has been prevalent in society as a whole and has prevented engagement with the arts, culture and heritage. In all three reports, the voices of those facing social-economic disadvantage can be heard, telling us clearly about the barriers and challenges they face in creating and accessing arts, heritage and culture.

Amgueddfa Cymru and Arts Council of Wales believe that culture in Wales should reflect the lives of all its citizens. People who are culturally and ethnically diverse, neuro-divergent, deaf and disabled people, and people facing social-economic disadvantage, not least those in post-industrial communities, are integral and central to our cultural life. These histories are Wales’s histories, and our two organisations will do everything we can to ensure they are at the centre of cultural practice in Wales. Our approach in taking forward this work will be one of zero tolerance to racism and ableism and to work towards ensuring people from these

communities are fully represented in the workforce, as decision makers, as visitors, as creators, participants and as audience members.

## 2. Guiding Principles

Our guiding principles provide a focus for what we aim to achieve as we deliver the Action Plan. The more detailed targets will sit with other measures in our Strategic Equality Action Plans.

These principles, as detailed in the Action Plan, are as follows:

### Leadership and Accountability

- Leadership is representative of the population.
- Leadership is anti-racist and anti-ableist with zero tolerance of any form of discrimination or inequality.
- Processes are in place for communities and stakeholders to hold us to account for delivering these actions.

### Cultural Democracy

- Cultural programmes are led and co-produced by communities.
- Arts and Heritage are representative of the histories and creativity of culturally and ethnically diverse communities in venues and digitally.
- Resources and programmes for schools support an inclusive, anti-racist and anti-ableist curriculum.
- Communities are empowered to shape and inform their own cultural experiences.
- Opportunities to access Arts funding and resources are fairer and more equitable across Wales.
- Research is shaped by people's knowledge, expertise and lived experience.

### Equality and the Welsh Language

- Methods of working are naturally bilingual, inclusive and equitable.
- Public services are naturally bilingual, inclusive and equitable.
- Wales as a multilingual nation is celebrated.
- Use of the Welsh language and opportunities to learn Welsh are supported and facilitated.

### Accessible Services

- Experiences of users, audiences and visitors are inclusive and meet the needs of D/deaf and disabled people.
- BSL is adopted as a third language in our public activity.
- Venues, museums and cultural resources are accessible.

### Workforce Development, Staff Training and Skills

- Workforce is representative of the population.
- Workplaces, public spaces, and services are safe and inclusive environments.
- Workforce is anti-racist and anti-ableist, with zero tolerance of any form of discrimination or inequality.
- Young people and artists are supported to develop their talents with employment opportunities.

### Communication and Branding

- Amgueddfa Cymru and Arts Council of Wales are easily recognisable and identifiable.
- Marketing and branding are anti-racist, anti-ableist and inclusive.



### 3. Progress to Date

Amgueddfa Cymru and Arts Council of Wales are already moving forward with this work, taking bold and innovative steps to transform their approach and to tackle the barriers individuals and communities have told us they are facing.

Exciting programmes, projects and organisational change such as those listed below exemplify the wider and deeper impact plans can accomplish:

#### At Arts Council of Wales

- Creative Steps is currently supporting seven organisations on a business development programme. The organisations are either D/deaf and disability led or led by practitioners from culturally and ethnically diverse backgrounds.
- We took a new and radical approach to the appointment of an Agent for Change who is now driving forward structural and organisational change across all aspects of the organisations work.
- We have appointed a Welsh Language Enabler who will take a radical and intersectional approach to the Welsh language.
- Hynt is a Wales wide access scheme that works with theatres and arts centres to make accessing arts experiences easier and fairer for disabled people and carers. Hynt cardholders are currently entitled to a ticket free of charge for a personal assistant at all theatres and arts centres participating in the scheme.
- Our Creative Learning through the arts Cynefin project has placed ethnically and culturally diverse artists in schools delivering projects exploring teaching and learning in relation to Black History in Wales. The first phase involved 25 schools.
- We have revised our grant making processes to include artists and creative practitioners as part of our decision-making process and recruited a cohort of new Associates to support our work.
- Through the last round of Council member recruitment, which took place earlier in 2021, the representation of people with lived experience of ableism and racism increased significantly.

#### At Amgueddfa Cymru

- A new organisational strategy, Amgueddfa Cymru 2030, is under development aimed at driving forward our service to Wales, and our contribution to the cultural life of our nation and the ways Wales is presented nationally and internationally. It has widening engagement at its heart and reflects our commitment to social justice and national renewal.
- We are taking positive action to address under representation within our organisation by:
  - offering internal and external applicants from communities experiencing racial inequalities and/or people with disabilities a guaranteed interview if they meet the essential criteria for any of the roles
  - reviewing our application process to make it more accessible and inclusive with guidance on how to apply and the offer of one-to-one support with a member of the HR Team

- offering informal tours of our museums, drop-in sessions and telephone calls to enable candidates to find out more about the roles
- being explicit in our recruitment documentation that we welcome discussions about reasonable adjustments at all stages of the recruitment process
- offering selected candidates a choice of face to face or virtual interviews.
- We are building on our practice to further collaborate with partners on exhibitions such as the history of Windrush Cymru exhibition currently touring Amgueddfa Cymru museums developed by Race Council Cymru and Black History Wales; *The Future Has A Past* exhibition developed by young people from diverse backgrounds and our collaboration with the Sub-Saharan Advisory Panel and artists from Trinidad, or of Trinidadian heritage, on reframing the Picton portrait at National Museum Cardiff.
- We have developed a charter to decolonise the collections.
- We recognise the lack of opportunities for young people facing the greatest disadvantages and are collaborating with Barnardo's, Children in Wales, Jukebox Collective, Llamau, Promo Cymru, and the Sub-Saharan Advisory Panel to develop opportunities and programmes for young people, including paid employment opportunities for over 80 independent young people between the ages of 18-25 from diverse backgrounds as part of Hands-on Heritage, funded by the National Lottery Heritage Fund.
- We have developed initiatives such as 'Objects of Comfort' in partnership with the Older People's Commissioner, Alzheimer's Society, Innovate Trust and care home providers to help older people to have a good quality of life. Resources linked to museum collections are now downloadable for care settings to use to generate conversations and stimulate happy memories for those at risk of social isolation.
- We are improving physical access to our museums and are currently undertaking the installation of a new front entrance ramp at National Museum Cardiff.

## 4. Action Plan

### Leadership and Accountability



Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Years 2023-25	Outcome	Responsibility
WAARU	Increase representation on Amgueddfa Cymru’s Board and increase youth voice on the Board and amongst the Arts Council members.	<ul style="list-style-type: none"> <li>Develop a three-year recruitment plan with Welsh Government and review process and remuneration.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver recruitment plan with Welsh Government.</li> </ul>	Leadership is representative of the population.	AC-NMW ACW
Richie Turner Associates WAARU	Board, Council members and Senior Teams champion anti-racism, anti-ableism and zero tolerance.	<ul style="list-style-type: none"> <li>Establish and deliver a mandatory training programme to Board and Council members and Senior Teams.</li> <li>Establish processes to hold organisations we support to account.</li> <li>Learn from Agent of Change work at ACW.</li> </ul>	<ul style="list-style-type: none"> <li>Review and deliver a mandatory training programme to all new Board, Council and Senior Team members.</li> <li>Deliver reflective sessions with all Board and Council members and Senior Teams.</li> </ul>	Leadership is anti-racist, anti-ableist and with zero tolerance of any form of discrimination or inequality.	AC-NMW ACW
Re:cognition Richie Turner Associates WAARU	Equalities Objectives are at the core of annual and long term Strategic Plans of each organisation.	<ul style="list-style-type: none"> <li>Board and Council, develop and deliver respective Equalities Action Plans (informed by the recommendation and including Welsh Government’s Race Equality and LGBTQ+ Action Plans) with Performance Indicators for each organisation.</li> <li>Equalities Objectives set and published for 2022-24 for each organisation.</li> <li>We will build into new policies and services steps to address the barriers experienced by people facing significant socio-economic disadvantage.</li> </ul>	<ul style="list-style-type: none"> <li>Reports to Board and Council on achievement of Equalities elements of Strategic Plans against Performance Indicators.</li> <li>Data (quantitative and qualitative) defined where possible, collected and used intelligently.</li> <li>Equalities Objectives set and published for 2024-26 for each organisation.</li> </ul>	<p>Leadership is anti-racist with zero tolerance of any form of discrimination or inequality.</p> <p>Processes are in place for communities and stakeholders to hold us to account for delivering these actions and for us to hold those we work with and support to account.</p>	AC-NMW ACW

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Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Years 2023-25	Outcome	Responsibility
<p><b>Recognition</b> <b>Richie Turner</b> <b>Associates</b> <b>WAARU</b></p> <p>Pack Part of the 2022-25</p>	<p>Senior Teams take responsibility for the delivery of the Widening Engagement Action Plan and align with Welsh Government Action Plans as published.</p>	<ul style="list-style-type: none"> <li>Review and report on Widening Engagement Action Plan to Board and Council.</li> <li>Board and Council joint meetings to review progress and future actions.</li> <li>Publish joint videos/comms to share progress made and actions to be developed.</li> <li>Plans further developed in response to the publication of Welsh Government's Race Equality Action Plan and LGBTQ+ Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Review and report on Action Plans to Board and Council.</li> <li>Annual Board and Council joint meetings to review progress.</li> <li>Publish joint videos/comms to share progress made.</li> </ul>	<p>Leadership is anti-racist with zero tolerance of any form of discrimination or inequality.</p> <p>Processes are in place for communities and stakeholders to hold us to account for delivering these actions and for us to hold those we work with and support to account.</p>	<p>AC-NMW ACW</p>
<p><b>Recognition</b> <b>Richie Turner</b> <b>Associates</b> <b>WAARU</b></p> <p>Pack Part of the 2022-25</p>	<p>Innovative and effective measures are in place.</p>	<ul style="list-style-type: none"> <li>Evaluation tool and matrix developed to measure success of the Action Plan.</li> <li>Collaborate with other organisations in Wales to identify the value of cultural engagement of and for Wales and develop measures to reflect this.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation tool and matrix used to measure progress and inform future development.</li> </ul>	<p>Processes are in place for communities and stakeholders to hold us to account for delivering these actions and for us to hold those we work with and support to account.</p>	<p>AC-NMW ACW</p>

# Cultural Democracy



Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Year 2023-25	Outcome	Responsibility
<p><b>Re:cognition</b>  <b>Richie Turner Associates</b>  <b>WAARU</b></p>	<p>Adopt Cultural Democracy in both theory and practice with initiatives led by communities.</p>	<ul style="list-style-type: none"> <li>Develop frameworks to contract and fund community organisations to lead and co-produce programmes and projects and be accountable to those communities for their decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Contract and/or provide grants to community organisations to lead and co-produce programmes and projects.</li> </ul>	<p>Cultural programmes are led and co-produced by communities.</p>	<p>AC-NMW                      ACW</p>
<p><b>Richie Turner Associates</b>  <b>WAARU</b></p> <p>Pack Page 59</p>	<p>Histories and creativity of culturally and ethnically diverse communities, D/deaf and disabled people and people facing social-economic disadvantage are represented and celebrated in national museums, arts and creative programmes and digitally.</p>	<ul style="list-style-type: none"> <li>Culturally and ethnically diverse, D/deaf and disabled communities and people facing social-economic disadvantage are given the resources to interpret, display and celebrate their creativity and history in museums and venues across Wales.</li> <li>Creative practitioners with lived experience and partners employed as Agents for Change to work with Amgueddfa Cymru and galleries to develop a three-year plan for changing displays and exhibitions.</li> <li>Interpretations of objects digitally available and accessible.</li> <li>Co-develop and deliver engaging community events.</li> <li>Arts funded projects and programmes co-produced with artists and communities with lived experience.</li> </ul>	<ul style="list-style-type: none"> <li>Culturally and ethnically diverse communities are supported to interpret, display and celebrate their creativity and history in museums and venues across Wales.</li> <li>Work commissioned with artists with lived experience.</li> <li>Three-year plan for exhibitions rolled out across all seven national museums and in galleries across Wales.</li> <li>Arts funded projects and programmes delivered with artists and communities with lived experience.</li> </ul>	<p>Arts and heritage are representative of the histories and creativity of culturally and ethnically diverse communities and D/deaf and disabled people.</p>	<p>AC-NMW                      ACW</p>

Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Year 2023-25	Outcome	Responsibility
WAARU  Pack Page 60	Decolonise international work and decolonise and diversify the national collections.	<ul style="list-style-type: none"> <li>Establish the criteria with community partners.</li> <li>Develop international networks to share this work.</li> <li>Support the arts in Wales to engage with national, UK wide and international networks, discussions and global commitments around climate justice, global responsibility and decolonisation.</li> <li>Suppressed histories to be fully documented and shared publicly.</li> <li>Start process of digitising collections and making publicly accessible as they are acquired.</li> <li>Develop a new collections strategy with greater diversity of collecting; a new focus on acquisition and commissioning, and more diverse representation on advisory committees relating to acquisitions.</li> </ul>	<ul style="list-style-type: none"> <li>Acquire work through commissions with artists with lived experience.</li> <li>Ensure more diverse representation on advisory committees relating to acquisitions and international work.</li> <li>Deliver greater diversity of collecting.</li> <li>Deliver a programme to digitise collections and make these available for public use under open access policies.</li> </ul>	Arts and heritage are representative of the histories and creativity of culturally and ethnically diverse communities and D/deaf and disabled people.	AC-NMW ACW
		<ul style="list-style-type: none"> <li>Further develop the successful Creative learning programme Cynefin to support better understandings of the diverse cultural heritage and landscape of Wales.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop and deliver Cynefin with schools across Wales.</li> </ul>		Resources and programmes for schools support an inclusive, anti-racist and anti-ableist curriculum.
WAARU	Develop new inclusive and anti-racist resources and programmes for schools.	<ul style="list-style-type: none"> <li>Develop school-based activities and resources to support better understandings of the diverse cultural heritage and landscape of Wales.</li> </ul>	<ul style="list-style-type: none"> <li>Work with creative practitioners with lived experience to support the delivery of Cynefin at museum venues.</li> </ul>		

Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Year 2023-25	Outcome	Responsibility
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Pack Page 61</b></p> <p><b>Re:cognition Richie Turner Associates WAARU</b></p>	<p>Create structure through which Cultural Democracy can be delivered with community organisations.</p>	<ul style="list-style-type: none"> <li>• Establish Task Force expanding the remit and partners, to include artists, in the museum’s Black Lives Matter advisory group to monitor and oversee the delivery of the joint Action Plan.</li> <li>• Establish a Deaf and Disability led task and finish group to take forward the standards for visitor experiences in arts venues and museums as outlined in the Richie Turner Associates report.</li> <li>• Continue to support the Fusion network, established through the Welsh Government’s Fusion programme and local authorities across Wales, and link with the recommendations in the Re:cognition report.</li> <li>• Establish remuneration framework for organisations and individuals involved.</li> <li>• Re-launch and build on the Arts Council of Wales Night Out community touring scheme.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore frameworks for developing community led advisory boards or people’s panels, cultural co-ordinators and community led advisory boards for initiatives at a local level.</li> </ul>	<p>Communities are empowered to shape and inform their own cultural experiences.</p>	<p>AC-NMW ACW</p>
	<p>Create structure through which Cultural Democracy can be delivered with young people.</p>	<ul style="list-style-type: none"> <li>• Embed the Amgueddfa Cymru Producers, as paid opportunities to increase representation of young people in policy development and decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Actions to be developed with the Amgueddfa Cymru Producers.</li> </ul>		<p>AC-NMW</p>
		<ul style="list-style-type: none"> <li>• Widen the Arts Council of Wales Associates Scheme to include young people in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Actions to be developed with the young associates to support young people as arts decision makers and leaders.</li> </ul>		<p>ACW</p>

Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Year 2023-25	Outcome	Responsibility
<b>WAARU</b> <b>Re:cognition</b> <b>Richie Turner</b> <b>Associates</b>  Pack Page 62	<p>A review of the Arts Portfolio Wales that will include redefining the concept and role of an Arts Portfolio organisation, the type and structure of organisations eligible to join and the process for becoming a member of the portfolio.</p>	<ul style="list-style-type: none"> <li>• Ensure a future Investment Review process is transparent and designed through co design and collaboration with all stakeholders.</li> <li>• Take account of the issues raised in relation to monitoring and reviewing the activities and commitments of Portfolio organisations, building in expectations around inclusion, anti-racism and anti-ableism</li> <li>• Review monitoring and evaluation processes to ensure funded organisations deliver proposed and planned activities that focus on working with specific communities and / or audiences.</li> <li>• Re-launch our Creative Steps programme (see below).</li> <li>• Build representation of places for culturally and ethnically diverse, deaf and disabled artists, trans and queer artists and artists on low-income or with refugee / asylum seeker status into the Cultural Contract expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the process of reviewing the Wales Arts Portfolio.</li> </ul>	<p>The Arts Portfolio Wales is more representative of the arts and cultural landscape of Wales.</p>	ACW
<b>Richie Turner</b> <b>Associates</b>	<p>Review the Arts Council of Wales grants application process to simplify and improve access for D/deaf and disabled people and others.</p>	<ul style="list-style-type: none"> <li>• Continue with the review of the Arts Council grants application process and system, including developing a range of accessible application processes.</li> <li>• Continue to develop Arts Council grant decision-making processes to involve more young people alongside people with relevant lived experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the impact of new approaches to grant application processes.</li> </ul>	<p>Arts funding is more easily accessible and reaching wider communities.</p>	ACW
<b>WAARU</b>	<p>Finalise and publish the Creative Steps funding schemes for organisations and individuals.</p>	<ul style="list-style-type: none"> <li>• Incorporating actionable demands, including support and mentoring. Investment in the scheme to be increased.</li> <li>• Review will include recruiting and developing Associates to provide support to new and emerging artists in the application and project development process.</li> <li>• Identify seed funding for local arts/ engagement activity.</li> <li>• New scheme launched.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to review and develop how ethnically and culturally diverse artists and creatives access funding.</li> </ul>	<p>Arts funding is more easily accessible and reaching wider communities.</p>	ACW



Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Year 2023-25	Outcome	Responsibility
WAARU	Share information on past and current funding decisions.	<ul style="list-style-type: none"> <li>Explore creating a digital space where individuals and organisations can find information about where arts funding has been allocated.</li> </ul>	<ul style="list-style-type: none"> <li>Review impact of sharing access to information on funding.</li> </ul>	Information on the impact of arts funding decisions is more widely accessible.	ACW
WAARU	Dormant resources made available for use by community partners and artists.	<ul style="list-style-type: none"> <li>Pilot use of dormant spaces at museums and arts venues.</li> <li>Pilot recycling of materials used in exhibitions.</li> </ul>	<ul style="list-style-type: none"> <li>Pilot hire of dormant equipment.</li> <li>Embed system and rolled out.</li> </ul>	More artists and creatives able to make, produce and share work through having access to underused resources.	AC-NMW ACW
WAARU Back Page 63	Anti-racism and anti-ableism are built into the ways third-party services are procured.	<ul style="list-style-type: none"> <li>Develop a set of procurement principles for both organisations to adopt, which evidence anti-racist and anti-ableist approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Train and support staff in the approach and share principles with the wider sector.</li> </ul>	Equality is embedded into procurement principles which are operational and evidenced.	AC-NMW ACW
WAARU	Engagement practice and research is shaped by people's expertise and lived experience.	<ul style="list-style-type: none"> <li>Non-extractive consultation models established.</li> </ul>	<ul style="list-style-type: none"> <li>Further engagement research undertaken in areas not included in this phase of work, including geographical locations and areas of economic disadvantage, as identified in conversation with communities.</li> <li>Further D/deaf and disability led research on creative/participatory activity across museum (collecting/ events/exhibitions) and arts organisations.</li> </ul>	Research is shaped by people's knowledge, expertise and lived experience.	AC-NMW ACW

# Equalities and the Welsh Language



Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Year 2023-25	Outcome	Responsibility
WAARU  Pack Page 64	Ensure effective integration of work on Future Generation Welsh Language and Equalities.	<ul style="list-style-type: none"> <li>Develop a framework for delivering Equalities and Welsh Language Objectives in line with the Future Generations.</li> <li>Equalities and Welsh Language Objectives for 2023-25 agreed and published.</li> </ul>	<ul style="list-style-type: none"> <li>Equalities and Welsh Language Objectives for 2025-26 agreed and published.</li> </ul>	Methods of working are naturally bilingual, inclusive, and equitable.	AC-NMW
		<ul style="list-style-type: none"> <li>Implement a plan to combine the work on Future Generations, Welsh Language and Equalities Committees.</li> </ul>	<ul style="list-style-type: none"> <li>Equalities and Welsh Language Objectives for 2025-26 agreed and published.</li> </ul>		ACW
WAARU	Support artists and art workers to use and learn Welsh.	<ul style="list-style-type: none"> <li>Build on initiatives already underway to support the use of the Welsh language.</li> </ul>	<ul style="list-style-type: none"> <li>Further expand language learning free schemes for staff and artists, with the National Centre for Learning Welsh, to support young creatives and artists.</li> <li>Develop approaches to supporting deaf artists and creative practitioners to learn Welsh.</li> </ul>	Use of the Welsh language and opportunities to learn Welsh are supported and facilitated.	AC-NMW ACW
WAARU	Culturally and ethnically diverse communities create and celebrate arts, culture and heritage through and in their own languages.	<ul style="list-style-type: none"> <li>Initiatives developed with culturally and ethnically diverse communities include opportunities to create and interpret in various community languages.</li> </ul>	<ul style="list-style-type: none"> <li>In consultation with culturally and ethnically diverse communities a plan is developed to incorporate community languages into wider interpretations at museums and venues.</li> </ul>	Wales as a multi-lingual nation is celebrated.	AC-NMW ACW

Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Year 2023-25	Outcome	Responsibility
WAARU	Develop Welsh language arts and cultural activity throughout the sector in Wales.	<ul style="list-style-type: none"> <li>Welsh language Enabler in post at Arts Council of Wales to lead on developing strategic action plan for Welsh language within the arts.</li> <li>Deliver plan in line with Welsh Language Mapping Report and through the work of our Ysgogwr.</li> </ul>	<ul style="list-style-type: none"> <li>Implement Action Plan for Welsh Language within the arts.</li> </ul>	Public services are naturally bilingual, inclusive, and equitable.  Use of the Welsh language and opportunities to learn Welsh are supported and facilitated.	ACW
		<ul style="list-style-type: none"> <li>Continue to develop and deliver Welsh language programmes, interpretations and services.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage use of Welsh language words and phrases in English language text and greetings, for example in exhibition interpretations and learning programmes, to support language learning and use.</li> </ul>		AC-NMW

# Accessible Services



Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Year 2023-25	Outcome	Responsibility
Richie Turner Associates Pacifi Sage	Establish and embed best practices standards for user, audience and visitor experience at arts/ cultural venues and national museums.	<ul style="list-style-type: none"> <li>Commission a further piece of work to create best practise standards focused on accessibility levels for venues and standards for staff to improve the audience/visitor experience.</li> <li>Standards developed collaboratively with D/ deaf and disabled people.</li> </ul>	<ul style="list-style-type: none"> <li>Take forward the recommendations made as part of the best practise standards.</li> </ul>	Experiences of users, audiences and visitors are inclusive and meets the needs of D/deaf and disabled people.	AC-NMW ACW
		<ul style="list-style-type: none"> <li>Focus on improved access to national museums as a key strand in the Estates Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Take forward the schedule of works as outlined in the Estates Plan.</li> </ul>		AC-NMW
Richie Turner Associates	Cultural resources and programmes available in BSL.	<ul style="list-style-type: none"> <li>BSL continues to be incorporated into new programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Programmes accessible in BSL.</li> </ul>	BSL is adopted as a third language.	AC-NMW ACW
Richie Turner Associates WAARU	Cultural resources are made accessible.	<ul style="list-style-type: none"> <li>Continue to provide physical and digital accessible cultural resources with use of easy-read and large print versions.</li> </ul>	<ul style="list-style-type: none"> <li>Work with culturally and ethnically diverse communities to plan the use of community languages alongside Welsh, BSL and English, including potentially through use of technology.</li> </ul>	Venues, museums and cultural resources are accessible.	AC-NMW ACW
Richie Turner Associates	Arts Council of Wales Hynt (access card scheme) further developed.	<ul style="list-style-type: none"> <li>Progress the development of Hynt working with UK Arts Council, DAC and Creu Cymru.</li> </ul>	<ul style="list-style-type: none"> <li>UK wide Arts Access scheme established, building on the success of the Wales Hynt.</li> </ul>	Experiences of users, audiences and visitors are inclusive and meets the needs of D/deaf and disabled people.	ACW
			<ul style="list-style-type: none"> <li>Amgueddfa Cymru to join Hynt.</li> </ul>		AC-NMW

Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Year 2023-25	Outcome	Responsibility
<b>Richie Turner Associates</b>	With Disability Arts Cymru highlight article 30 of the United Nations Convention on the Rights of Disabled People 'Bring Us Our Creative Rights: Disabled People's Cultural and International Manifesto'.	<ul style="list-style-type: none"> <li>Event held to highlight the article and call to action.</li> <li>Actions built into next iteration of Strategic Equality Plan.</li> <li>Support development of Disability History Month.</li> </ul>	<ul style="list-style-type: none"> <li>Report on impact of actions.</li> <li>Disability History Month launched.</li> </ul>	Experiences of users, audiences and visitors are inclusive and meets the needs of D/deaf and disabled people.	ACW AC-NMW

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## Workforce Development, Staff Training and Skills



Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Year 2023-25	Outcome	Responsibility
<b>Richie Turner Associates WAARU</b>	Recruit staff at all levels to be representative of the population.	<ul style="list-style-type: none"> <li>Continue to support Agent for Change Role and publish report on programme of work undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>Review impact of the role and agree future plan.</li> </ul>	Workforce is representative of the population.	ACW
		<ul style="list-style-type: none"> <li>Continue to support Agent for Change Role and publish report on programme of work undertaken.</li> <li>Establish specialist engagement roles to lead on outreach/in-reach initiatives with Public Programmes and Collections.</li> </ul>	<ul style="list-style-type: none"> <li>Establish specialist roles to lead change in HR and at senior level.</li> </ul>		AC-NMW

Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Year 2023-25	Outcome	Responsibility
Richie Turner Associates WAARU	Review and revise the HR recruitment policies and processes.	<p>Pilot new recruitment policies to support candidates from culturally and ethnically diverse communities and disabled people to include:</p> <ul style="list-style-type: none"> <li>• support with application process, including 1-1 sessions</li> <li>• guaranteed interview for those who meet the assessment job criteria</li> <li>• support for Heads of Department to act as relationship managers</li> <li>• support for travel expenses.</li> </ul> <p>Publish and make easily accessible staffing structure, including role grade, management range and executive range.</p>	<ul style="list-style-type: none"> <li>• Embed learning from pilot phase and implement new policy.</li> <li>• Diversify application process to include video and visual representation.</li> <li>• Collaborate with the Wales Public Bodies Equality Partnership to focus upon workforce diversity across sectors.</li> </ul>	Workforce is representative of the population.	AC-NMW ACW
Richie Turner Associates WAARU	Review and revise the HR employee policies and processes.	<ul style="list-style-type: none"> <li>• Develop an employee support system to support staff from culturally and ethnically diverse communities and D/deaf and disabled people.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand employee support system to include career development and progression.</li> </ul>	Workplaces, public spaces and services are safe and inclusive environments.	AC-NMW ACW
WAARU	<ul style="list-style-type: none"> <li>• Include a section on micro-aggressions in the dignity at work staff handbooks and incorporate into the disciplinary and performance policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Further review policies based on how often specific policies are triggered.</li> </ul>	AC-NMW ACW		
Richie Turner Associates WAARU	Provide mandatory training for all staff, to ensure they have the right skills and understanding.	<ul style="list-style-type: none"> <li>• Commission, develop and pilot a training programme for staff on unconscious bias, on anti-racism, anti-ableism, leading in a bilingual county and Cymraeg 2050.</li> <li>• Provide specialized community engagement training for staff working in this area, including engagement team and marketing and communications teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the training programme for all roles and Board and Council members.</li> <li>• Develop and deliver community engagement training.</li> </ul>	Workforce is anti-racist and anti-ableist, with zero tolerance of any form of discrimination or inequality.	AC-NMW ACW
Re:cognition WAARU	Provide routes to employment for young people, older people and culturally and ethnically diverse artists.	<ul style="list-style-type: none"> <li>• Develop and launch Mentoring schemes.</li> <li>• Support and remunerate placements e.g. Kickstart.</li> <li>• Review apprenticeships schemes for all ages.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with Mentoring Scheme.</li> <li>• Expand paid placement and establish early career training, interns.</li> <li>• Further develop apprenticeships schemes for all ages.</li> </ul>	Young people and artists are supported to develop their talents with employment opportunities.	AC-NMW ACW

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# Communication and Branding








Response to	Aims	Actions for Financial Year 2022-23	Actions for Financial Year 2023-25	Outcome	Responsibility
<b>Re:cognition</b>	Improve name recognition.	<ul style="list-style-type: none"> <li>• Launch new Amgueddfa Cymru brand.</li> <li>• Collaborate with community organisations to develop and improve awareness and understanding of Amgueddfa Cymru and Arts Council of Wales' services.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase recognition and promotion of engagement work and initiatives through various platforms and with partners e.g. in community fairs.</li> </ul>	Amgueddfa Cymru and Arts Council of Wales are easily recognisable and identifiable.	AC-NMW ACW
<b>WAARU Richie Turner Associates Re:cognition</b>	Increase commitment and trust.	<ul style="list-style-type: none"> <li>• Opportunities for staff to attend Board / Council meetings made more explicit.</li> <li>• Develop better networks within culturally and ethnically diverse communities and with D/deaf and disabled people.</li> <li>• Continue to use the Fusion partnership network, created through the Fusion programme, to engage with people facing economic disadvantages in Wales.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication methods developed with community organisations and local networks.</li> </ul>	Communication is more effective.	AC-NMW ACW
<b>WAARU Richie Turner Associates Re:cognition</b>	Promote inclusivity in the development of marketing materials that recognise and celebrate cultural experiences in Wales.	<ul style="list-style-type: none"> <li>• Deliver marketing materials that recognise and celebrate anti-racist practice and inclusivity.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver marketing materials that recognise and celebrate anti-racist practice and inclusivity.</li> </ul>	Marketing and branding are anti-racist, anti-ableist and inclusive.	AC-NMW ACW

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# Appendix 1






## Well-being of Future Generations

Our plan sits within the framework of the Well-being of Future Generations (Wales) Act 2015 (FGA). Our intention in responding to the reports is to implement actions that will bring about sustainable, long term change not just for people now but for our future generations. In setting and agreeing the actions in this plan we have taken into account the seven well-being goals of the act and the five ways of working. In reviewing and monitoring our progress with this plan we will measure the actions against each of the seven goals.

7 Well-being Goals	Well-being of Future Generations Act
	<p><b>A Prosperous Wales</b></p> <p>This Action Plan seeks generally to contribute to a well-educated population through widening access to arts, culture and heritage. It also specifically creates pathways to employment through creation of apprenticeships, internships and placements, for young people and people who have experienced barriers as developing creative artists. Consideration of plans for zero carbon and wider environmental impacts will be built into the design and delivery of projects and programmes.</p>
	<p><b>A Resilient Wales</b></p> <p>Working with communities to develop understanding and capacity to consider the natural environment will be part of this work. Our approach is designed to build resilient communities.</p>
	<p><b>A More Equal Wales</b></p> <p>This Action Plan is designed to address inequalities of access to arts, cultural and heritage experiences for people in all parts of Wales. It is designed to widen engagement with people and better reflect people's experiences and identities through arts, culture and heritage. It seeks to empower culturally and ethnically diverse communities, D/deaf and disabled people and people experiencing socio-economic disadvantage, with genuine involvement in developing Arts Council of Wales and Amgueddfa Cymru's work. It will create the necessary structures and support mechanisms to enable this to happen, both internally and externally.</p>
	<p><b>A Healthier Wales</b></p> <p>This Action Plan seeks to ensure that the well-being benefits offered by engagement with art, heritage and culture are extended to all communities and social groups. The Arts Council's Arts and Health programme and Amgueddfa Cymru's Art in Hospitals and Objects of Comfort initiatives will play important roles in delivering this change.</p> <p>Directly involving communities in developing and delivering offerings, both voluntary and paid for, will increase a sense of public ownership.</p>
	<p><b>A Wales of Cohesive Communities</b></p> <p>Cultural Democracy is central to the delivery of this Action Plan, with communities working collaboratively as creators, decision makers, enablers and engagers.</p>



7 Well-being Goals		Well-being of Future Generations Act
	<b>A Wales of Vibrant Culture and Thriving Welsh Language</b>	<p>The Action Plan responds to the need for action to improve and increase opportunities for people to engage in arts, heritage and culture. The focus is on those individuals and communities who have faced barriers that have prevented them from engaging in and contributing to our vibrant cultural life.</p> <p>Ensuring there are opportunities to engage with and create culture through the medium of Welsh is central to our plan, along with developing increased opportunities to engage through a range of community languages.</p>
	<b>A Globally Responsible Wales</b>	<p>The work will be shared internationally to celebrate Wales as an anti-racist, anti-ableist and inclusive country.</p>

Ways of working		How this has been applied
	<b>Prevention</b>	<p>The objectives have been informed by three intensive engagement studies with communities of interest. They aim to address inequality of access and to remove barriers which prevent engagement amongst specific communities.</p>
	<b>Long term</b>	<p>The plan recognises that long term commitment to delivery and resourcing is essential to bring about the substantive change needed. The plan forms part of both organisation's Strategic Equality Action Plans and long term strategies.</p>
	<b>Collaboration</b>	<p>This plan has come about through a partnership between Arts Council of Wales and Amgueddfa Cymru. At the heart of the plan are the communities we are aiming to reach and any actions moving forward will be informed by and developed with those communities.</p> <p>Strong partnerships with a range of different organisations already exist and these will be developed further as the plan is delivered. We anticipate new partnerships and collaborations forming as work progresses.</p>
	<b>Integration</b>	<p>The objectives have been informed through collaborative working and they will align to Welsh Government long term equality aims and contribute to a more equal Wales (FGA) and a fairer society (Equality Act, 2010). Application of the five ways of working has supported integration across duties.</p>
	<b>Involvement</b>	<p>We are committed to engagement with people and communities in the further development of the plan and the design of projects, programmes and services that drive our objectives forward.</p>

# Appendix 2

## Glossary

### Amgueddfa Cymru Producers

- The Amgueddfa Cymru Producers are independent young people between the ages of 18-25 from diverse backgrounds who are paid to act as agents of change in the museum. This initiative is part of Kick the Dust, funded by National Heritage Lottery Fund to make heritage relevant to the lives of young people aged 11-25.

### Community Organisations

- The makeup of a community organisation can vary depending on how it's structured and factors such as whether it is formally constituted, profit or not-for-profit etc.
- Generally speaking, community organisations work to bring positive changes to their communities and are the ones that tend to be on the ground doing work at the grassroots levels but are not limited to just doing this type of work.
- Communities are experienced and made in many ways. Communities are an identified group of people who are connected: geographically by locality with people living in a particular place, and/or through common identity, and/or through special interest or practice.

### Creative Steps

- An Arts Council of Wales Lottery funded scheme that focusses on supporting individual artists and organisations led by individuals from culturally and ethnically diverse backgrounds, who are deaf, disabled or identify as neuro-divergent.

### Cultural Democracy

- Cultural Democracy is a term spawned from the 'capability approach' that was developed by economist-philosopher Amartya Sen and philosopher Martha Nussbaum, which states that capabilities are 'real freedoms that people have to achieve their potential doings (activities we are able to undertake) and beings (the kind of people we are able to be). Real freedom in this sense means that one has all the required means necessary to achieve that doing or being if one wishes to. That is, it is not merely the formal freedom to do or be something, but the substantial opportunity to achieve it'. The Welsh cultural theorist and novelist, Raymond Williams also developed a significant body of thought around the concept of cultural democracy.
- At its core, Cultural Democracy is about people having the freedom and capability to create versions of culture that are given expression and celebrated in a horizontal, equitable and democratic manner. It is a framework that makes us all equal stakeholders in what counts as culture, who experiences it, who creates it and where it happens.

### Culturally and Ethnically Diverse Communities

- Finding a term that encapsulates the nuances and breadth of the communities we serve and are a part of is challenging but we have chosen to use 'culturally and ethnically diverse communities' as we believe that this term captures this breadth more than any other.
- By placing culture and ethnicity adjacently, we are recognising the ways in which culture and identity intertwine and intersect, forming the essence of who we are as people.

### Decolonise Collections

- One of the significant after-effects of colonialism is 'colonial hangover'; the legacies, ideologies and standards that are remnants of the colonial empire which are still pervasive in contemporary times.
- The work of decolonisation is centred on healing the damage that has been caused by colonialism, and is centred on disrupting 'traditional', Eurocentric and heteronormative ways of doing things.
- Decolonisation enables us to think in alternative ways about how we can eradicate hierarchies and hegemonies (domination of one group over another).
- Decolonisation should not be conflated with work centred on equality, diversity or inclusivity. This work is important in and of itself, but it is not decolonisation. Decolonisation is a specific notion that is focussed on reversing the harm caused by colonialism on a structural, systemic and epistemological level.
- The emphasis on decolonising collections is crucial as collections, and other things related to culture and heritage, are a significant aspect of how our identities, stories and histories are interpreted, re-interpreted, presented and represented.

### Fusion Programme

- *Fusion: Creating Opportunities through Culture* is a Welsh Government programme developed as a response to the 'Culture and Poverty' report written by Baroness Kay Andrews and published in 2014. As noted by the Welsh Government 'Its aim is to encourage collaboration between culture and heritage organisations and bodies such as local authorities, to increase opportunities for those in areas of economic disadvantage.'
- Amgueddfa Cymru and Arts Council of Wales are two of the key partners who support the delivery of the Fusion programme.
- See Fusion web pages [gov.wales/fusion](http://gov.wales/fusion) for an overview of the current programme and the recent initiatives - supported by a variety of local and national partners.

## Intersectionality

- Coined in 1989 by African-American critical race theory scholar Kimberle Williams Crenshaw, intersectionality is a framework for analysing the simultaneous and overlapping experience of identity categories such as but not limited to race, class, gender, sexuality and ethnicity.
- Crucially, intersectionality allows us to understand forms of oppression such as racism, classism, sexism, homophobia and xenophobia not as disparate and separate issues but mutually dependent in nature, creating an interconnected system of oppression.
- The reason why intersectionality has been a prominent framework over the years is because it helps us to understand the variety of forms of oppression we may experience simultaneously.
- Intersectionality is a complex and nuanced issue that can be extremely context specific or broader and more societal in nature. Here in Wales, we must be conscious of how intersectionality is at play from a geographical lens as well as the aforementioned categories as well.

## Lived Experience

- Lived experience has become an increasingly popular term that describes an individual's human experiences, choices and options and how people live through and respond to those experiences.
- The term 'lived experience' seeks to understand the distinctions between lives and experiences and tries to examine why and how some experiences are privileged over others.
- Lived experience is gained through direct, first-hand involvement in particular events, situations or experiences rather than through representations constructed by other people.
- Lived experiences become especially significant when examining the ways in which these experiences are shaped and influenced by policy, society and the world around us.
- Individuals with lived experience have unique knowledge, insights and perspectives that are valuable for our growth and our push towards equity and social justice.

## Micro-aggressions

- The term was coined in the 1970s by Professor Chester M. Pierce, who first used the term to describe the experiences of African Americans, stating that 'almost all black/white racial interactions are characterised by white put-downs, done in automatic, preconscious or unconscious fashion. These mini disasters accumulate'.
- Micro-aggressions can be defined as subtle, often times unintentional (not always) interactions and behaviours that project some type of bias or discrimination towards someone; usually someone who is from a culturally and/or ethnically diverse background or someone from a marginalised community.
- The key difference between micro-aggressions and overt discrimination, bias or racism is that the person committing the act may not even be aware of it.
- There are several types of micro-aggressions:
  - Micro assaults – Using terms to describe a marginalised person or group that are knowingly derogative whilst not always intending to be offensive. An example of this could be telling a racist joke.

- Micro insults – Usually comments that are backhanded or have an underlying, offensive meaning or tone.
- Micro invalidations – Invalidating the experiences of those from a marginalized community but making it seem as if they are being overly sensitive or overreacting to something.
- Environmental micro-aggressions – When a subtle discrimination occurs within society. It is linked with a person's environmental context and encompasses the negative micro-aggressions that can happen as a result of someone's external surroundings. Examples of this could be someone watching a TV show with a lack of representation and feeling excluded or unrepresented as a result of this, or studying at a higher education institution that only has buildings named after white people.

## Neurodiversity

- Neurodiversity' is a term pioneered originally by Australian sociologist Judy Singer in the 1990s which encourages people to view neurodevelopmental differences as a natural and normal variation of the human genome. It urges society to reject any of the entrenched negativity associated with those that learn things in a certain manner or those that experience life in a different manner from a neurological perspective.
- Neurodiversity is also a reference to the virtually infinite neuro-cognitive variability within the human population. We all have unique nervous systems with a unique combination of abilities and needs and thus the whole of society is neurodiverse.
- Neurodiversity is a state of nature to be respected, an analytical tool for examining social issues and an important aspect of the conservation and facilitation of human diversity. Neurodiversity should be recognised and respected as a social category in the same vein as gender, ethnicity, socioeconomic class etc.
- We recognise that there is no 'right' way of thinking, learning and behaving and these differences should be celebrated rather than be perceived as deficits.

## Non-extractive Ways of Working

- Traditional, extractive methods of research or working involve extracting knowledge from communities and then abandoning that community or harming that community in the process as a result of harmful working methods, models or practices.
- Non-extractive ways of working is intended to alleviate the potentially harmful traditional ways of working by ensuring that communities and participants are empowered rather than extracted from.
- A 'moral economy' of knowledge co-creation that prioritises the process rather than the outcome and that centres empathetic ways of working in a mutual and reciprocal manner must be created. This would entail a shared exchange of knowledge, tools, techniques and labour between communities and organisations like ours.
- Participation without reciprocity, mutual learning and empathy results in extractive ways of working and the continued marginalisation of communities.

## Social Model of Disability

- In the 1960s and 1970s, disabled people began to challenge the way society treated them and the exclusion they faced which birthed the disability rights movement.
- The social model of disability is a framework that was developed by disabled people to identify and take action against their oppression and the framework states that people are disabled by barriers in society and not necessarily by their impairment. Barriers could be physical such as a lack of disabled toilets or they can be attitudinal such as assuming disabled people can't do certain things.
- The social model of disability was developed to directly counter the traditional, medical model of disability which perceived disabilities and impairments to be a medical problem to be prevented, cured or contained, making the disabled person feel like the problem instead of society.
- We use the term disability as holistically and inclusively as possible in this Action Plan, meaning that our use of the term includes but is not limited to those who are deaf, blind/visually impaired, have any learning difficulties, are physically impaired or those that are neurodivergent.

## WCIA follow-up written evidence for The Culture, Communications, Welsh Language, Sport, and International Relations Committee one-day inquiry on international relations on 2<sup>nd</sup> February 2022

Thank you for the opportunity to contribute supplementary written evidence to this inquiry. As requested by the Committee, this briefing provides some context to support our oral evidence session with the Committee on 2 February 2022.

### 1. Embedding Welsh values

We are pleased that Welsh values are reflected in the Strategy and that Wales' aspiration to be a globally responsible nation is included as a key component of how we present ourselves to the world. However, we feel more needs to be done to **actively embed understanding and representation of Welsh values among all Cymru Wales ambassadors** including:

- Delivering an actively anti-racist and non-colonial approach in *all* our international relations – trade, investment, sport, arts, education and culture;
- Ensuring ambassadors represent the diversity within our communities;
- Demonstrating that all international staff are well trained in key areas such as safeguarding, human rights due diligence and power dynamics
- Ensuring that international relations are enshrined in the principles of a globally responsible Wales, based on a wellbeing economy that embeds trade justice and delivers for both people and planet.

### 2. Policy Coherence

As recommended in our joint report with The Learned Society, ahead of the development of the Strategy, there needs to be greater alignment between domestic and international policy to ensure they are consistent and do not contradict values underpinning Wales as a globally responsible nation. In our view, **more needs to be done to embed and demonstrate policy coherence across Welsh Government's international and domestic policy.**

For example, WCIA is concerned that a drive for inward investment to create jobs and prosperity here in Wales will ignore fundamental issues such as the human rights track record of inward investors and how we push for ethical employment in global supply chains as well as those here in Wales. We have some way to go to build understanding of what global responsibility looks like. It is not just about tokenistic gestures but systematically ensuring that actions taken here in Wales do not harm the planet or people anywhere and have positive impacts where possible. Questions around policy coherence include:

- Who is responsible for assessing the export or investment risks (such as impacts on human rights<sup>1</sup>) of cybersecurity products and services?

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<sup>1</sup> [Human Rights Guidance for Cyber Security Companies | Institute for Human Rights and Business \(ihrb.org\)](https://www.ihrb.org/)

- Who is responsible for ensuring that compound semi-conductor companies receiving Welsh Government investment and support have robust policies and procedures on conflict minerals?
- How is a Higher Education funding model based on the recruitment of international students compatible with Wales' decarbonisation plan and who is assessing the climate change impacts<sup>2</sup> of this model?
- How is exporting a third of Welsh beef and an ambition to expand beef exports to China compatible with behaviour change plans in Wales to reduce red meat consumption in line with the EAT-Lancet guide to Planetary Health<sup>3</sup>?
- Does the Welsh Government £10m investment in the Thales Group undermine Welsh values around peace and solidarity and our ambition to become a Nation of Sanctuary? Among other technologies, Thales Group are responsible for the Watchkeeper aerial surveillance system which was developed in partnership with Elbit Systems based in Israel for use in Palestine and it has also been used to monitor refugees crossing the Channel as part of Home Office border control measures.
- How much wealth is retained in communities through the jobs created by Foreign Direct Investment, compared to that which goes to shareholders? Where do these companies pay tax? How is global responsibility communicated to Foreign Direct investors?
- How does the International Strategy help deliver the Wellbeing of Future Generations Act milestone of 'only using our fair share of the earth's resources by 2050'?

### **3. A life-long learning approach to global citizenship**

We are encouraged that global responsibility is a central theme within the Welsh Government's International Strategy, that supporting 'ethical citizens of Wales and the world' is central to the Curriculum for Wales and that active global citizenship has been included as a wellbeing indicator under the Wellbeing of Future Generations Act. Global citizenship is a key element of securing our future economic wellbeing and to foster a globally responsible outlook for generations to come. Education is key to ensuring that Welsh citizens have the knowledge, understanding and values needed to be good global citizens. Global learning enables people to develop their knowledge and skills to enhance their employability for Wales' workforce in the global marketplace and to better understand the role Wales can play in tackling global issues such as economic inequality and the climate and nature emergencies. We are delighted that this approach is already embedded in the Curriculum for Wales, and hope it will also be reflected in the new Qualifications Framework.

A global citizenship approach to climate education is also key to ensuring that learners understand the problem from a holistic viewpoint - we cannot address climate change without understanding equality, economy, power and the systemic change needed to address them. Welsh Government need to support organisations delivering effective global citizenship education through an open and transparent grants process to deliver citizenship activities (including climate education) in the curriculum.

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<sup>2</sup> [Time to cut international education's carbon footprint \(universityworldnews.com\)](https://www.universityworldnews.com)

<sup>3</sup> [EAT-Lancet Commission Summary Report.pdf \(eatforum.org\)](https://eatforum.org)

In order to drive progress in active global citizenship across Wales, a comprehensive education journey is required through school education, further and higher education and through life-long learning opportunities. Such a journey needs to incorporate behaviour change programmes being delivered through the Net Zero Plan and Public Sector Route Map. This could start with the public sector workforce and there are existing training packages developed by WCIA and Oxfam within Public Health Wales, that could be adapted for this purpose. ***Global citizenship education across the life course is essential to start to build a national consensus on the values, behaviours and actions expected from Welsh citizens which includes care and consideration for all people of the world and for the planet upon which we all depend.***

#### **4. Global Solidarity and international development**

We are disappointed by the lack of aspiration for Welsh Government to do more on international development particularly given evidence from Carwyn Jones AM (the then First Minister) to the External Affairs Committee in October 2018, stated that ‘The work of the Wales for Africa programme is not constrained by a lack of legal powers.’ This gives Wales significant opportunity to do more to maximise its contribution to secure better futures for the poorest communities globally. We would like to see Welsh Government increasing its investment in the programme, noting that it currently spends a considerably lower proportion of the national budget on Wales and Africa than the Scottish Government does on comparable work and that the Wales budget has remained relatively static for over a decade, not even increasing in line with inflation. ***We would like to see greater clarity on the vision for Wales’ International Development role and how it will be achieved and funded.***

#### **5. Expanding engagement with global diaspora living in Wales**

It is encouraging to see the extent to which Welsh Government and partners engage with Welsh diaspora and ‘affinity diaspora’ - nationals of other countries who work or study, or who once worked or studied in Wales’ as detailed in the Diaspora Action Plan. However, this focus seems to exclude global diaspora living in Wales who may not work or study here either through choice or because they are not permitted to do so. Diaspora communities living in Wales contribute significantly to our communities, economy and international profile, help develop civic-to-civic links and remittances from some diaspora communities are an important financial contribution for their home countries. ***We recommend that diaspora engagement is increased and that the needs and sensitivities of diaspora communities are considered more consistently***, for example when visits are planned from government representatives or diplomats. As a Nation of Sanctuary, Wales welcomes people seeking sanctuary who take Wales to their heart and share their love of Wales and the welcome they have felt here with friends and relatives in their home countries. Although, this may not have a significant economic gain to Wales, perhaps more importantly this story of Wales is of huge value in portraying the kind of nation we are. In addition, there are international schemes that could be explored to support work with global diaspora for international development.<sup>4</sup>

#### **6. Trade, investment and procurement**

While we understand that Welsh Government must be open to business opportunities, it must take every opportunity to make clear that it wants to work with others who share their values and commitments. ***Wales must put global responsibility at the heart of its***

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<sup>4</sup> Migration and Development - Connecting Diaspora

**investment activity.** Wales must work with the UK Government to ensure that new trade agreements guarantee high environmental and human rights standards, accompanied by strict enforcement measures. For example, new trading arrangements could see an increase in deforestation risk commodities coming into Wales, such as beef, soy, palm oil, coffee and cacao, thereby driving deforestation even higher. These imports could also undermine local economies in Wales, with the influx of cheaper imports the impact of which is already having a significant impact on Wales' Overseas Land Footprint.<sup>5</sup> WCIA is part of the newly established Trade Justice Forum for Wales and is encouraged by the proactive and cross sectoral approach to bring in expertise, evidence and support with training to enable Welsh civil society to better understand and contribute to discussions on trade.

Welsh Government has prioritised the Social Partnerships and Procurement Bill as part of the legislative programme for year one of the Senedd term. More needs to be done to better understand Wales' performance as a globally responsible nation and how this could be improved through the Procurement Bill. The Bill could be used to drive sustainable and ethical action by businesses that are supported by public bodies in relation to their activities both domestically and internationally. Ethical and sustainable certifications are available for most of the products which have the biggest impacts on the planet (soy, palm oil, coffee, cacao as well as timber<sup>6</sup>). Labels also offer procurers the ability to ensure that the global supply chains for our food, consumables and raw products do not deplete or undermine the people, bio-diversity, environment and global systems and resources upon which Wales' people rely. This would ensure that action is taken now, to reduce negative impacts of Welsh business and supply chains on future generations and the climate and nature emergency.

***We would like the Committee to look at the global impact of Welsh Government supply chains, grants and investments including but not limited to, ethical screening systems use, human rights due diligence, fair work<sup>7</sup>, overseas deforestation, whether pensions and other investments are ethical and consumption emissions of greenhouse gases.***

WCIA worked with Oxfam Cymru to undertake a series of workshops with civil society partners to develop a better understanding of what it means for Wales to be a globally responsible nation. A globally responsible Wales toolkit<sup>8</sup> was produced drawing together action that could be taken.

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<sup>5</sup> [https://www.wwf.org.uk/sites/default/files/2021-11/wwf\\_risky\\_b\\_wales.pdf](https://www.wwf.org.uk/sites/default/files/2021-11/wwf_risky_b_wales.pdf)

Wales and Global Responsibility, Addressing Wales' Overseas Land Footprint

<sup>6</sup> Deforestation free beef is organic or grass fed and local.

<sup>7</sup> For example, Fair Trade certification ensures above market floor price, contribution for community development projects, that there is no child labour and that Fair Trade farmers' children are in school.

<sup>8</sup> [Big steps to global responsibility in Wales - Welsh Centre for International Affairs \(wcia.org.uk\)](https://www.wcia.org.uk)



18th February 2021

Dear Delyth Jewell,

Thank you for the recent opportunity to give evidence to the Culture, Communications, Welsh Language, Sport, and International Relations Committee, on the 2nd February 2022. As requested during the session I am following up with some further points. They relate to the wider points made by the committee and Alun Davies' specific comments around areas we would like to see mainstreamed and embedded.

Wales Overseas Agency Group is made up of several organisations with differing priorities, and having read the WCIA written response, I know several of the wider issues including the disconnect between the International Strategy focussing on economic growth and the tensions with principles of sustainable development have been highlighted. We agree with WCIA's response, so I am taking this opportunity to focus in on some specific issues highlighted by WOAG members and issues relating directly to international development and solidarity. I hope they will support the committee with their future deliberations and support future scrutiny.

- I highlighted a need to consider the relationship between the Welsh Government and the Foreign Commonwealth and Development Office. The Department for International Development has been disbanded, the 0.7% official development assistance budget has been cut and the Wales and Africa budget has remained static for at least 5 years. These have all had a real impact on Welsh civil society and could potentially limit our ability to deliver a globally responsible Wales; a key priority in the international strategy. The strategy also states that **'...We will work more closely with the UK Department for International Development and seek to ensure that more of its funds are spent in Wales and through Welsh organisations and companies...'** The context changed very shortly after this was published, and it is important to review it and communicate progress, given the cuts and changing structure of the Foreign, Commonwealth and Development Office. As development is not a devolved issue the committee could look at the relationship with the UK Government, as well as exploring arrangements for increased powers and autonomy.
- There is a need for a separate international development strategy that, from the outset, includes the participation of indigenous people in the countries that Wales wants to work with; as well as Diaspora of these countries living in Wales. Community ownership and locally led development are important for the success of this kind of work. International Development and Global Solidarity should be delivered with the priorities of partner countries at the forefront. It is an important principle that development and global solidarity are separate from domestic trade and economic growth. The strategy could be scrutinised from this perspective.

- The current strategy also states the Welsh Government will ***“Demonstrate global responsibility by rebranding and expanding the successful Wales for Africa programme to become the Wales and Africa programme with a focus on sustainability.”*** The programme has been rebranded. However, we are still unclear about what resources are committed to the expansion or indeed the areas under consideration. The Scottish Government recently committed to a Loss and Damage fund for countries vulnerable to climate change; WOAG would welcome the opportunity to discuss similar ambitious goals for Wales. The committee could consider what expansion could look like in the short and long term.
- We believe that there needs to be an international strategy that better considers the trade offs between economic growth and global responsibility. Sustainable development, if a priority, should be a consideration in trade and economic development. WCIA has covered this point at length in their response. However, it is important to highlight the work of WOAG member Size of Wales and WWF and their [‘Making Wales a Deforestation Free Nation’](#) report, which highlights some of the ways Welsh Government would be able to enact global responsibility. This is particularly important given the increasing urgency of the climate and biodiversity crises, and should be a focus of scrutiny.
- There were discussions about improved mechanisms for civil society to engage with the Welsh Government on international issues and ensure cohesion across all portfolios. Having listened to the evidence across the course of the day, it seems that there was a mixed picture. WOAG has been able to engage well on specific campaign issues like the People’s Vaccine. However, we need more mechanisms to support all departments to enact global responsibility and plan longer term; and not focus solely on short-term campaign issues. With a broad range of issues to advocate on, it can be difficult for organisations to communicate with the Welsh Government in a purposeful way in order to make change, particularly where for the last two years focus has rightly been on Covid-19 and recovery. We would like to see a future where there was capacity to consider both domestic and global simultaneously.
- While there currently isn’t a prospect of a separate strategy for international development and global solidarity. There is a need for the current International Strategy to be reviewed based on the seismic events of the last two years including Covid, the increased awareness of racism as a result of the death of George Floyd, the nature and climate emergencies and commitments made at COP26. While these were not unknown issues and should have been given importance, the increasing awareness around them should enable deeper and more radical decision making. We are particularly interested in the integration and monitoring of the commitments made at COP26.

- In relation to the specific example of the draft Social Partnership and Procurement Bill, there has been specific concern that global responsibility is absent. The International Strategy has as a priority '**...Cement our reputation as a Fair Nation – a nation committed to Fair Trade, Fair Work and Fair Play, especially through our work on equality...**' The reach of this work should include our global footprint. The Social Partnership and Procurement Bill is an example of an opportunity for the Welsh Government to exercise commitment to the 'fair' principle acknowledging our impact on rights, biodiversity, climate and economies of lower and middle income countries. This omission perhaps demonstrates where 'globally responsible' has been siloed into specific themes like Wales and Africa and climate change, and there needs to be leadership to ensure it is implemented across all of the Welsh Government.

Thank you for the recent opportunity to give evidence to the committee. As Co-Chair of Wales Overseas Agency Group, I was pleased to see the active interest in the issues and the searching questions that were asked of people giving evidence. There are many excellent initiatives happening in the international space, and Wales has much to be proud of in terms of its ambitions to be a globally responsible nation. I hope that our contribution helps to drive this forward in a positive way.

As mentioned earlier, Wales Overseas Agency Group has a very diverse membership with many competing priorities from sustainable and ethical supply chains to relief efforts during humanitarian crises. If the committee would like to further understand our collective work I would be very happy to arrange a round table discussion.

We are looking forward to continued work with the committee. Please get in contact if there are areas that you feel need further expansion.

Yours Faithfully,



Claire O'Shea

Co-Chair Wales Overseas Agency Group

# Agenda Item 3.4

Members have been sent an independent report by Prof Stephen Cushion of Cardiff University examining how the main TV news providers (the PSBs and Sky) reported devolved policy issues on their flagship bulletins.

Professor Cushion and his team supplemented detailed content analysis of broadcasts in June and July 2021 with interviews with senior editors from each broadcaster to better understand the editorial choices they made. The key findings from the report are:

- Largely as a consequence of Covid-19, **coverage of devolved issues has improved** compared to similar studies in 2015 and 2016.
- Interviews with senior news editors revealed that **newsrooms have become increasingly conscious of reporting devolved policy differences in network news**.
- There was **agreement among all editors of the need for signposting in reports so audiences understand if an issue is relevant to only in one or some of the UK nations**. However, they also acknowledged the challenges of capturing the complexity of devolution with time limited bulletins.
- The analysis done by Professor Cushion's team showed that **devolution was a potentially relevant factor in approximately 40% of the news items assessed during the study. Of these, roughly 3 in 5 reports made some reference to devolution, while 2 in 5 contained no signposting about relevance in different parts of the UK** – e.g. an interview with the Secretary of State for Education about covid measures in schools made no reference to the fact these rules applied only in England.
- **BBC TV news reporting supplied far more references to devolved powers than other network news providers**, while BBC online news more explicitly signposted the relevance of devolved issues than television news.
- Overall, despite an increase in the coverage of the devolved institutions since 2015, **missed opportunities to explain different Government decisions remain**.

The report has been published online here:

[Network News report - Ofcom](#)

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# Agenda Item 7

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

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**Children, Young People  
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Senedd Committee Chairs

18 February 2022

## **Findings of our 6<sup>th</sup> Senedd priorities engagement with children and young people**

Dear Committee Chairs,

As part of the consultation that we carried out to inform our priorities for the 6<sup>th</sup> Senedd, the Senedd's citizen engagement team undertook a series of engagement activities with children and young people on our behalf. The purpose of that engagement was to find out more about what matters most to children and young people.

The citizen engagement team heard directly from 127 children across seven sessions. They engaged with children and young people across Wales, in a diverse range of locations and settings. They targeted children that we as a Committee find difficult to reach, such as children under 12 and children from low income families. The team reported their findings back to us during our meeting on 27 January.

I and my fellow Committee members were struck by the clarity with which the children and young people communicated their concerns and priorities. Clear themes emerged from the engagement work, with nuances that reflect the diversity of the children who contributed and their different experiences of the world around them. They spoke about deforestation, littering, social isolation, mental health, poverty, hospital waiting times, infrastructure, diversity, social media and much more. They shared their views - and their visions for a better Wales – clearly and articulately.

After considering the report, we felt strongly that we should share it with you. Everything that the children and young people raised with us is directly relevant to at least one other Senedd Committee. Much of it is relevant to various Committees, and some of it should resonate with us all.

I have therefore attached the citizen engagement team's report to this letter. I hope that you are able to find the time to consider it and incorporate its findings into your work.

I appreciate that there is so much work for Senedd committees to do, and it can seem as if there is never enough time to do it all. The Children, Young People and Education Committee therefore warmly welcomes any opportunities for joint working where it is in our mutual interests – or more importantly, in the mutual interests of children and young people in Wales - to do so.

Yours,



Jayne Bryant MS

Chair of the Children, Young People and Education Committee

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

# Young People's Priorities for the Committee in the 6th Senedd

Children, Young People and Education Committee

January 2022

Over the summer of 2021 the Children, Young People and Education Committee (*Committee* hereafter) conducted an open consultation aiming to understand stakeholders priorities for the Committee during the length of 6th Senedd term. A summary of the responses was prepared by Senedd Research.

In October 2021, the committee agreed to seek the views of children and young people to further understand the issues that they care about and to inform the [Committee's strategic plan](#).

Due to a breadth of consultation data available in the public domain from engagement conducted with 12 year olds and older (*young people* hereafter), a focused consultation was conducted with 11 year olds and under (*children* hereafter) to fulfil a knowledge gap and therefore have the biggest impact on informing the committee.

To ensure the voices of all ages were heard, the Committee also agreed to speak with one group of young people.



## Methodology

The approach conducted for this piece of work facilitated conversations to enable the gathering of information about children's lives and their perspectives. It was primarily a qualitative approach. Using the following principles from participatory frameworks, engagement was designed to:

- **Ensure a safe and communicative space**, where participants didn't feel there was a 'right' or 'wrong' answer to the questions they were being asked as they might be used to this from within a school setting.
- **Include groups that were less visible either generally within Committee consultation or from the research already undertaken**. This was achieved by targeting an under 12 age group and only involving one group of young people. Also, all three schools groups were from schools offering Free School Meals to over 40% of their pupils.
- **Offer a range of options for engagement** that suited individual participants, for example, this approach allowed participants to contribute visually, verbally, in writing or by drawing.

## Sample

**Seven** sessions were held with **127** children and young people. Audiences included:

- **Home Educated children and young people**. A drop-in session was held in the National Botanical Garden of Wales and facilitated by Senedd staff.
- **Primary school educated children**. Three classroom based environment led sessions were conducted by Senedd staff or school staff. Participants came from the following schools; Ysgol Ffordd Dyffryn, Llandudno; Trinant Primary School, Caerphilly and; Ringland Primary, Newport.
- **Nursery school children**. Two nursery based sessions were conducted by nursery staff within the setting and in their local area. Participants came from Thornhill Playgroup, Cwmbran.
- **Young people**. A virtual session was conducted by two Members of the Senedd and supported by Senedd staff. Participants came from The Wales Federation of Young Farmers Clubs (YFC hereafter).

For the style of this approach this sample size should provide enough data to address the aims of this work and complement existing all Wales based research.

## Approach

Each group was invited to take part face to face. In total three sessions were delivered by Senedd staff face to face. Two were delivered digitally by Senedd staff and two were delivered by the setting. The two sessions delivered by the setting occurred in the

nursery setting, an approach recommended for this age group as introducing a new person to very young participants can be distracting and affect the collection of genuine results.

Each group session plan was developed around the following overarching questions:

1. If you could make a “perfect vision of Wales” what would you include?
2. What are your favourite things about Wales? And why do you like them?
3. What don't you like about Wales and why would you want to see less of this?
4. What would you change about Wales if you could?

In advance of the session, each group was invited to answer these questions with photography. At each session, other than the virtual event with YFC, A0 maps of Wales and paper people were used as a resource to promote the sharing of their thoughts on these questions. You can see images of some of the maps in Appendix A.

During each session staff would explore the reasoning around what the young people were creating asking non-leading questions. Verbatim quotes were collected to add context to their picture making, mark marking and map making. This allowed the young people to analyse their thoughts and opinions and then verbalise them.

**Member involvement** and attendance at face to face sessions was limited by the ongoing Covid regulations. However, Jayne Brant MS (Chair of the Committee) and James Evans MS (A member of the Committee) were able to attend the virtual session held with YFC.

## Key Findings

The data collected at each session has been analysed and the key findings illustrated below. Key themes were identified as most prevalent themes emerging from the data. Several of the themes link with Articles from the United Nations Convention on the Rights of the Child. Verbatim quotes are highlighted in grey boxes. Themes are displayed in order of the highest prevalence first:

### Environmental Concerns

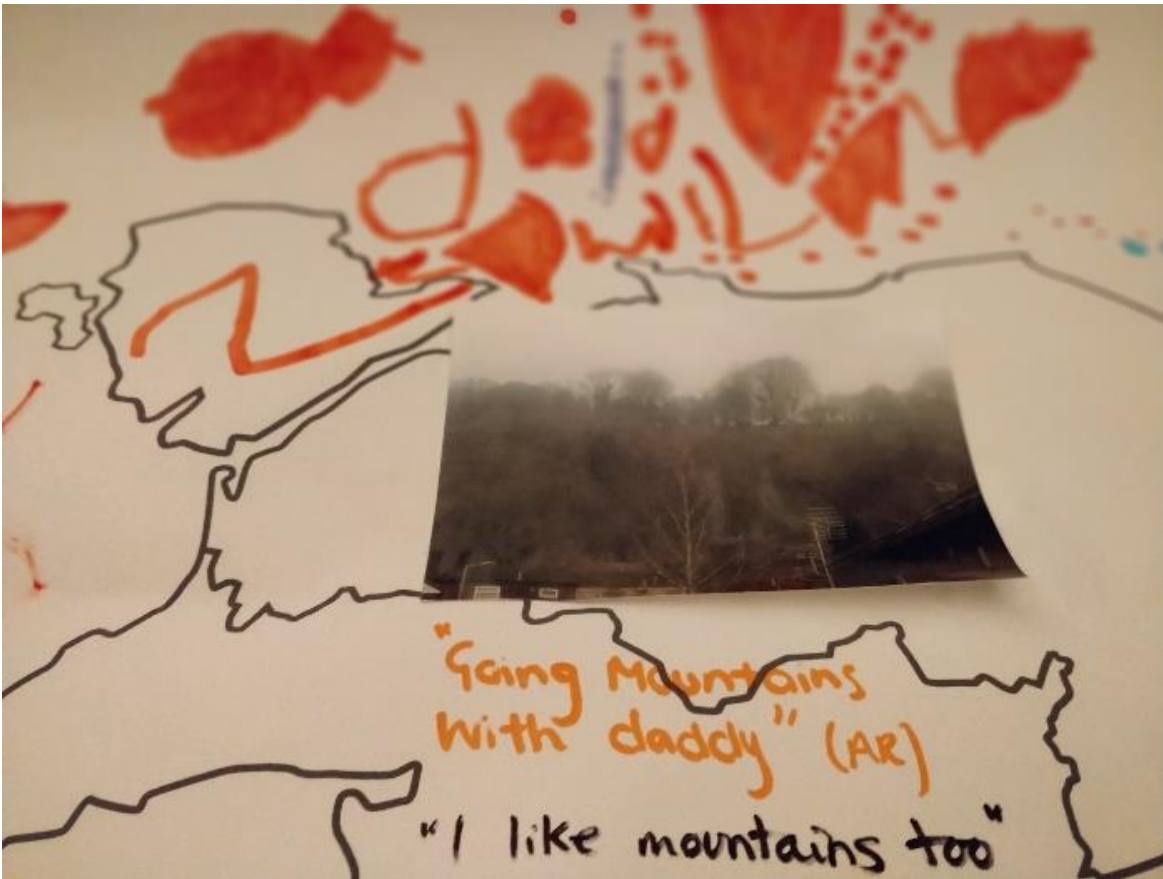
**Article 12: Your right to say what you think should happen and be listened to.**

**Environmental concerns were the primary focus** on almost all of the maps as well as raised at the virtual session with YFC and illustrated with photographic images.

Comments could be divided into:

- a) those that demonstrated awareness and appreciation of the environment, nature and wildlife;

Within the nursery setting two children liked the mountains nearby and commented 'going mountains with daddy' and 'I like mountains too'.



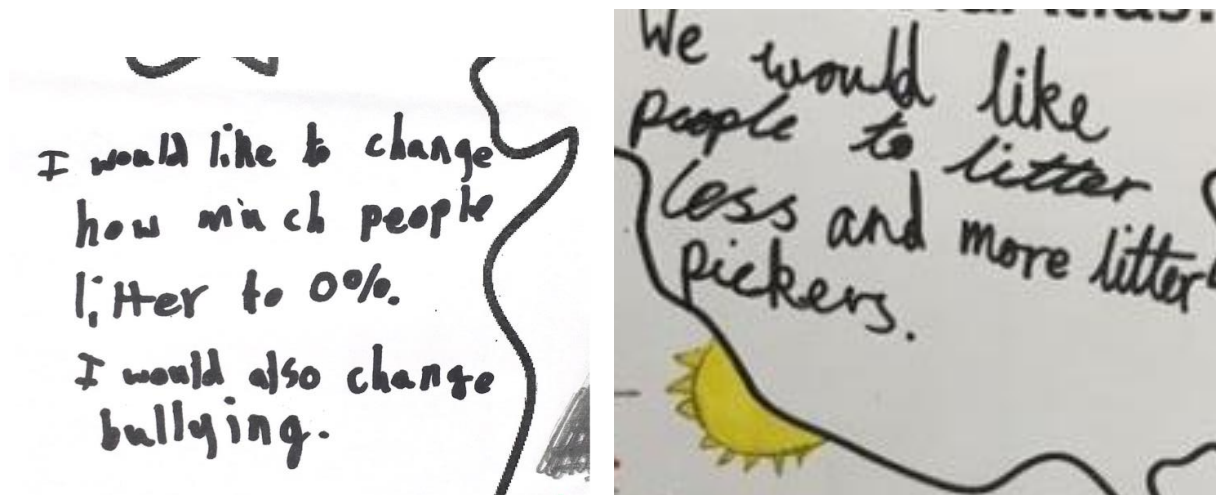
Participants from the schools took pictures in their local areas of natural beauty and mentioned beauty spots they liked to visit.



Wild and captive animals also featured within the images:



b) appeals for improvements to cleanliness in their local area;



Participants in the school drew pictures of litter and shared concerns about the amount in their areas. There was a particular focus on plastics.

Within the nursery setting several children were in agreement that they did not like rubbish and one child said 'rubbish go in bin'.

Dog waste was verbally mentioned several times and photographed once by the children. Only one photo was added to the map (nursery staff commented that 'the map would be covered in poo photos otherwise!') One child commented 'yuck poo!' 'Rubbish go in bin', 'rubbish don't go in there' and 'might tread in it' in reference to dog waste.



Comments to support concerns to the local environment from other children and young people were:

*There's litter everywhere and we need more bins. – child aged 9-11*

*We went out to pick up litter on a litter hunt and picked up so many bags full of plastic. – child aged 9-11*

*Keep Seas / Beaches clean - Home schooled participant*

*(Facilitator asked: What don't you like about Wales?) The rubbish because it's effecting all the animals. – child aged 9-11*

*(Facilitator asked: What don't you like about Wales?) Firstly we have litter, if it goes into the sea it can make our planet more polluted. It can cause more fires, cause more storms that affect us. (Facilitator asked: Where is the litter?) We are one of the best for not littering but I do see when people come out of the shop they just drop their papers on the floor from their things. (Facilitator asked: What can we do about this, what are your ideas?) Maybe add a little bit less plastic to things so some things can come in cardboard or other things because there are lots of plastic things in the shops when you walk in. – child aged 9-11*

*Stop using plastic, give people a fine for littering and there could be cameras everywhere on every street. – child aged 9-11*

*We can't ban plastic, we probably still need to use it for different things don't we, but you can get rid of some of it but don't think all of it. We need to be first*



*in the world for recycling so there is like no litter in the streets anymore. – child aged 9-11*

**C) And; appeals for action against things that children and young people felt were damaging to the environment.**

Comments collected from the maps or shared verbally included:

*Stop killing animals and stop using plastic straws – child aged 9-11*

*Get rid of some plastics – child aged 9-11*

*Easier ways to recycle and less plastic packaging in Welsh supermarkets - Home school participant*

*More trees, we shouldn't cut down all the trees. – child aged 9-11*

*(Facilitator asked: What don't you like about Wales?) Deforestation (Facilitator asked: In Wales or in the world?) In the world (Facilitator asked: Does it affect us here in Wales?) Yes (Facilitator asked: What should we be doing?) Instead of cutting down trees we should be planting – child aged 9-11*

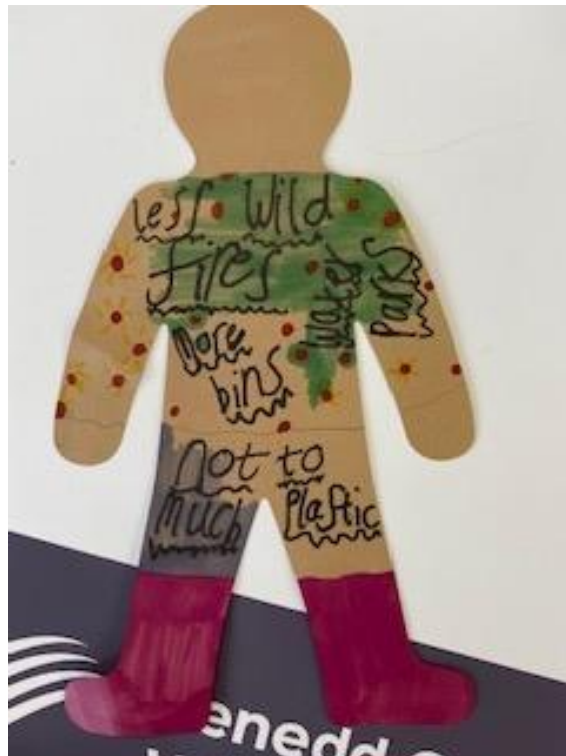
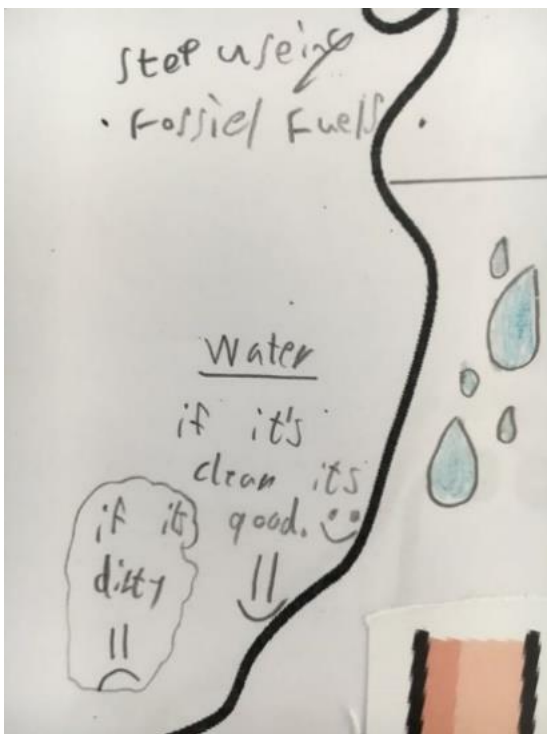
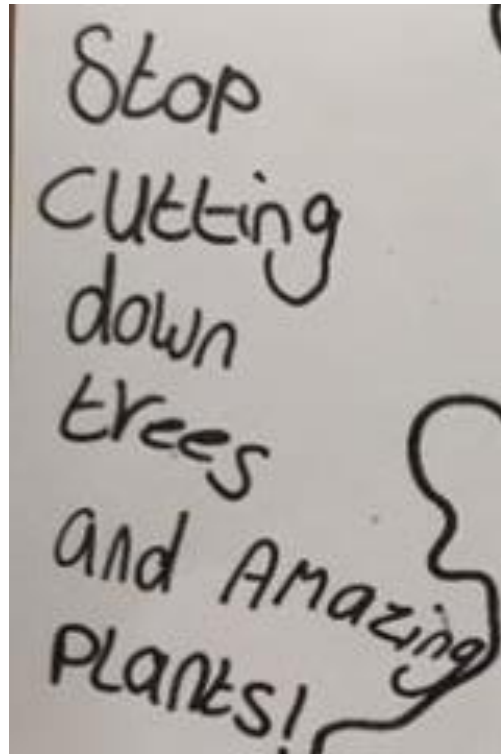
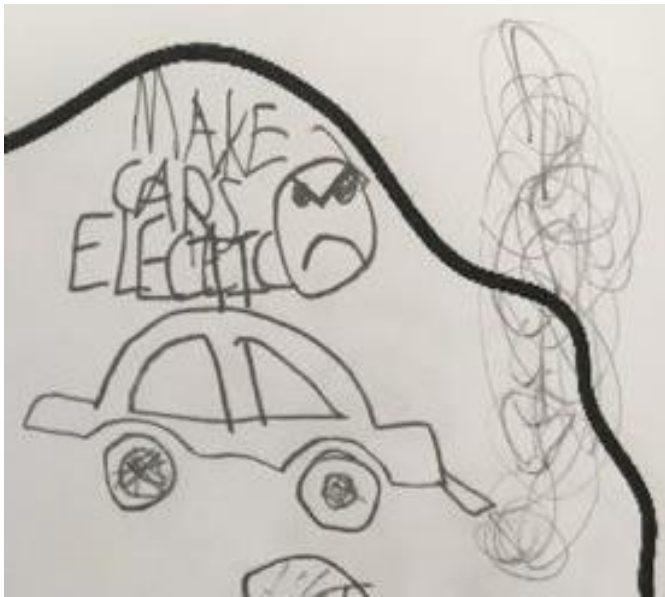
*Less wildfires because we have lots of wildfires up on the mountain. They kill the animals and are dangerous for all the people. – child aged 9-11*

*(Facilitator asked: What don't you like about Wales?) Cars, I don't like them because they cause pollution. More cycling and walking to School, electric cars not gas or fossil fuel. – child aged 9-11*

*Green Cars only – less building roads - Home schooled participant*

*I think things like the 5p bag tax does make a lot of difference because before that was in place I can remember going on holiday in England and there was just so much plastic waste compared to Wales. I think it's important we think more about the environment as much now as we did when the 5p bag tax came in. We've got so such a nice environment and landscapes in Wales. I think we do do quite a bit too. But I think there's more we can do. – Participant from YFC*

These images were collected from the school sessions:



Participants from schools shared images they'd taken of litter in their area and the presence of renewable energy sources in their local area:



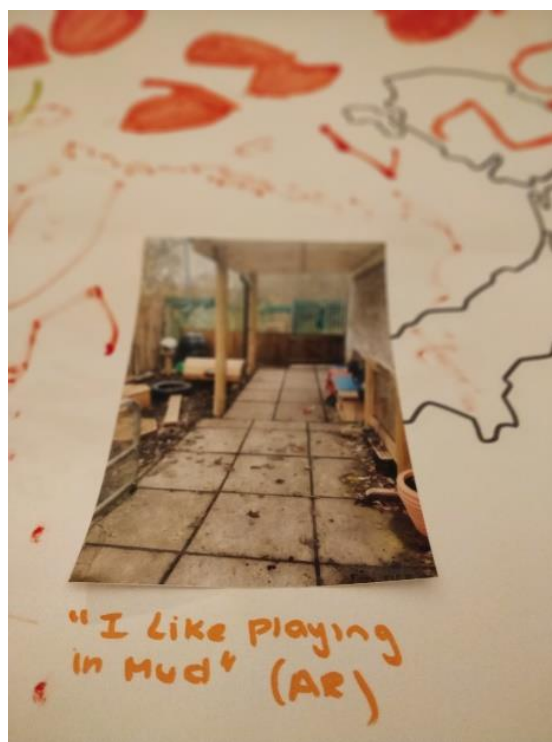
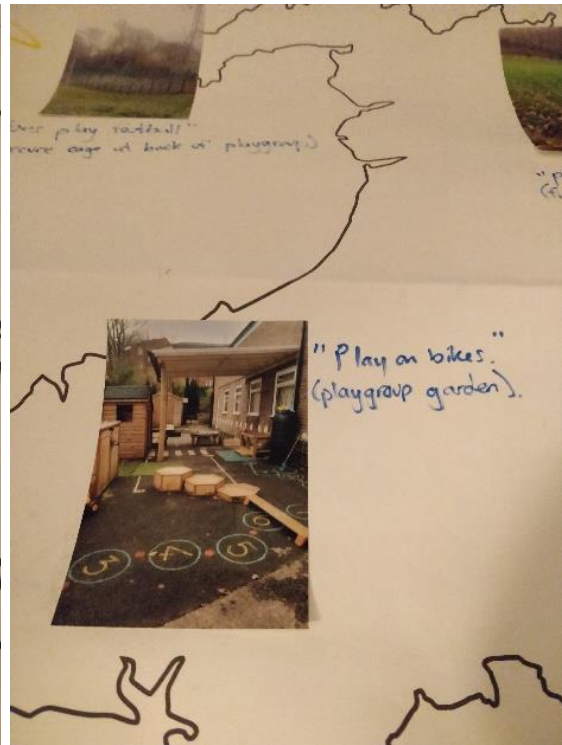
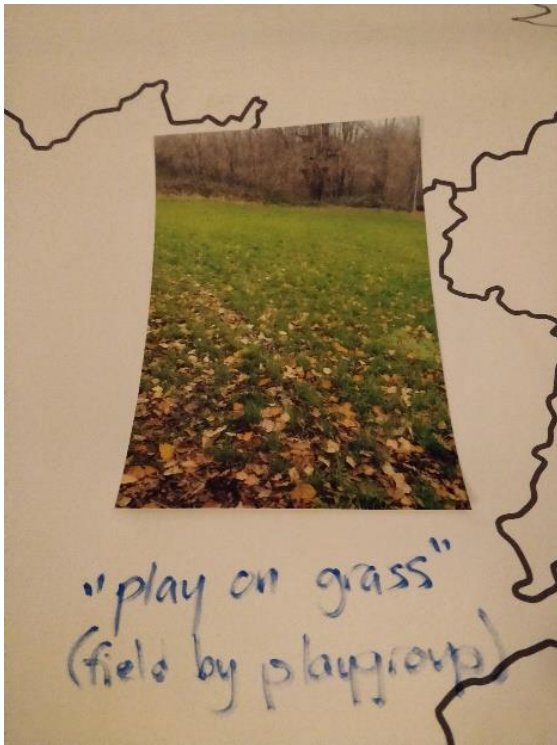
## Security in the context of relaxing and playing

Article 31: Your right to relax and play.

Children and young people across many groups expressed how important play was to them.

*Words that sum up my best of Wales – freedom, creativity, resilience - Home school participant*

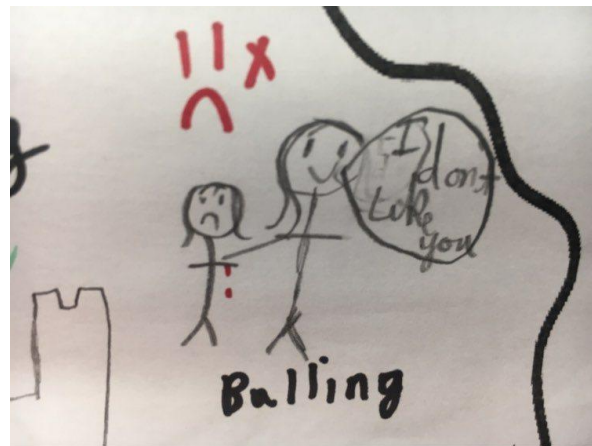
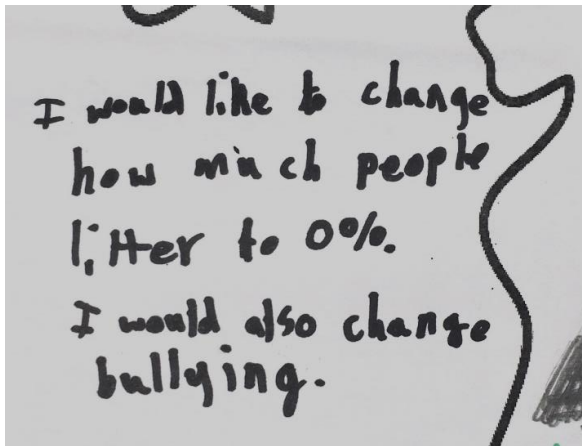
In the nursery sessions there was a clear theme of play and enjoyment at the nursery and in their local area.. The children wanted to take a photo of the playgroup garden saying 'I play in mud'. One of the older children wanted a picture in front of the 'big butterfly' and the other children joined in saying 'play with toys', 'do pictures' and 'stickers'.



However some participants struggled to find places to play for various reasons:

*I don't really go out because there's not much to do and my Mam might be moving again. I have three friends, I did have friends before I moved. I moved a lot of times (over 5). I want to make more friends and I'd like to talk to my old friends too. I don't really want to move again. – child aged 9-11*

The participants in schools shared experiences and perspectives on when those spaces or their personal safety felt under threat:



*There's lots of fighting around here. It's like the Hood up here. It's all the naughty teenagers. They spray spray-paint all over the place and they ruined our swings and jumped all over them. They tell us to get off the swings. They can go far away and not destroy the children's parks. – child aged 9-11*

*I want a skatepark that doesn't get wrecked by the teenagers, they keep digging it up and trying to set fire to it. – child aged 9-11*

Within the nursery session, one child said 'he parked there' pointing out that there was very little space for staff and children to pass by safely on the path:





Other children pointed out overgrown bushes meaning children were unable to walk down a path without moving onto the grass (when holding hands in pairs) 'didn't like the prickles'.

Many children and young people requested an increase in the number, variety and quality of spaces to spend time with family, with particular reference to outside spaces and local parks:



*I want more places to go to like places to go on walks with my family. Like Pen y Fan Pond because it's not next to the road. – child aged 9-11*

*I like indoor places like a museum and trampoline parks. I like going places with my family. – child aged 9-11*

*Culture 😊 – Better access please but love the opportunities in Wales, castles, theatres, dancing – Home school participant*

## Health – including access to good physical and mental health

**Article 6: You have the right to life and to grow up to be healthy.**

At the virtual session with YFC, mental health was discussed in detail. **Isolation as a result of the pandemic, social media and child poverty were identified by young people as instigators for poor mental health.** (Please see the “Diversity and Inclusion” section for data on child poverty):

*Mental health support is something I'm really passionate about. In my undergraduate dissertation I wrote about how in general we [society] think it's older people that don't want to come forward and talk about it – perhaps because of a stiff upper lip attitude. However my research actually found it was young people who had more stigma towards it despite being educated on it so much more. – Participant from YFC*

*COVID has affected levels of mental health. Mental health has been heightened because of isolation. We've been behind computers and the isolation of being away from family and so forth has exacerbated the problem. – Participant from YFC*

*Social media plays a huge role in young people's mental health – but unfortunately I don't see how we can really police it easily. There are some obvious approaches out there. Like encouraging the young people to unfollow people who don't make them feel happy. But at the end of the day who's actually gone through their social media and taken out the people who don't make them feel good. It's such a big thing in our lives and it's going to be our lives now forever. – Participant from YFC*

*Unfortunately, we're seeing much more of this issue [poor mental health] than we are seeing the positive sides of social media. – Participant from YFC*

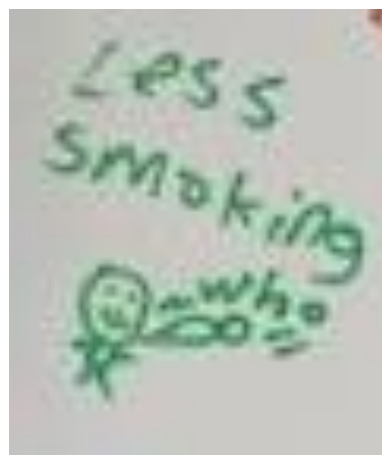
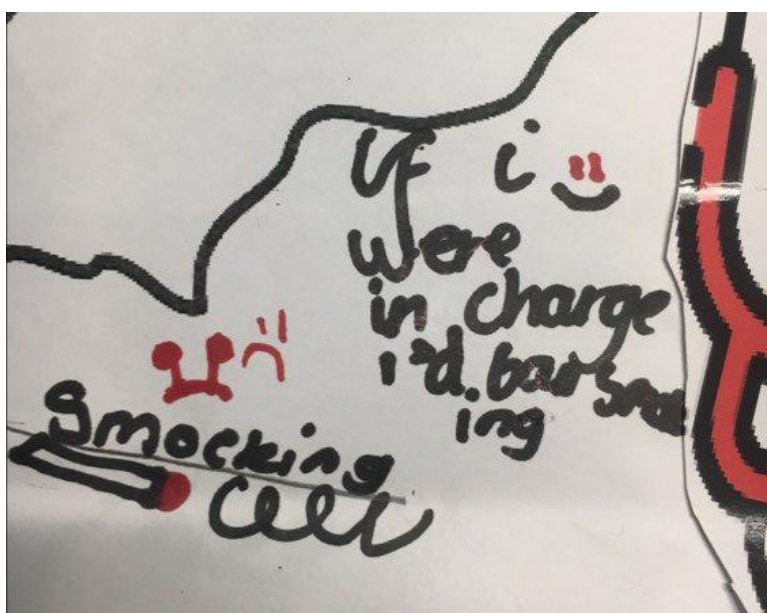
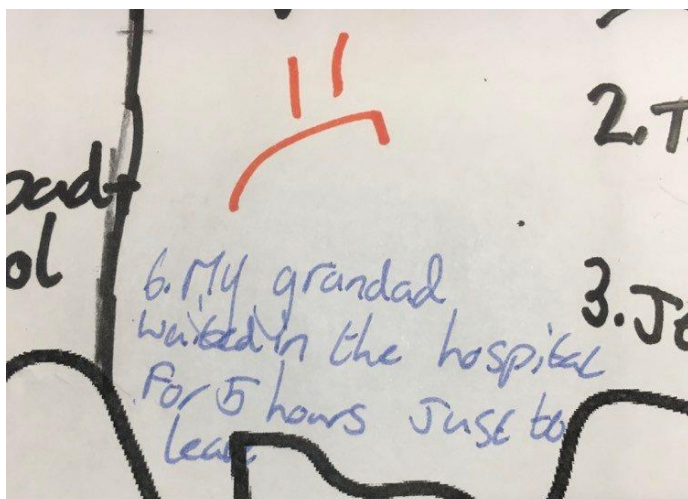
*One thing that I would change if I could, if I had a magic power, is that people can only post their real life rather than their ideal vision [...] we [social media users] end up comparing ourselves and feeling hopeless. – Participant from YFC*

Participants suggested nature could help mitigate poor mental health:

*I love the countryside and beaches – more people should spend more time outside in my opinion – makes people happy! – Home school participant*

*People can go out to nature they hear the birds singing it helps them calm. – child aged 9-11*

References were made by school participants about **waiting times and their dislike of smoking** and under the map titled “what would you change in Wales?” one home schooled participant said “More Carers” and “More Male Carers!”:





*Smoking can affect your health, I know it's addictive but it shouldn't be if it affects your health. Why should it be there at all because it's affecting your lungs. – child aged 9-11*

*(Facilitator asked: What would you like to change?) When you go to into hospital there are gigantic ques. – child aged 9-11*

## Access to services

**Article 29: Your right to become the best that you can be.**

**Closures of services and centralisation of facilities, lack of affordable homes and poor internet connection** were among a range of things that young people felt held them back from being the best they could.

Participants from the YFC group felt that **the future of Wales should focus on children and young people primarily**. Ensuring this group has the security and support to be able to grow up and live in their local area as they felt a lot of services are being centralised or closed. This was echoed by some younger participants who were aware of hospital closures or the need to have services more locally:

*I think young farmers have a vision of a better Wales for the future of young people [...] We need to make sure that the future is safe and secure for them in regards to being able to work in agriculture. A lot of young people are moving away from agriculture and moving away from rural areas because they're not able to afford to live in rural areas [...] We've heard of local small schools closing, and we are losing those communities in those areas. I know my local school here has closed and it does feel that you lose the community. –*

Participant from YFC

*I think that it's important to have something to still bring those young people back into those areas. – Participant from YFC*

*I put a school on the map too so I can walk to it and my dad has to get up really early in the morning to travel to work. I'd like it if we had everything so we could walk there like a local school and jobs. - child aged 9-11*

There was a sense that **participants were grateful for their rural surroundings** but also that they **wanted a good balance with sharing it with people who come from outside the area**. Their reasons for this were to ensure respect for the area and the safety of local people and the economy.

*I'm lucky in the area I live in. I live in a rural area of Wales and we've been very very lucky throughout COVID. That's made me appreciate much more of what I have around me. – Participant from YFC*

*(Facilitator asked: How do you feel living here in the summer?) The summer has loads of great things but way too many tourists. – child aged 9-11*

*We want our town not to be so messy. Tourists come and leave their rubbish - child aged 9-11*

The group shared **dismay at the infrastructure around internet access in rural areas**. They explained how this is prohibiting their lives and ability to stay in these rural areas due to the lack of being able to work successfully from home, something they have observed is more of a norm these days. They also raised concerns of personal safety when they had a lack of signal in rural areas:

*Internet access will be something that affects young people's decision to stay in rural areas. Unless we can get that sorted, people are really going to have to move away from those areas due to not being able to work from home as well as someone in urban areas. – Participant from YFC*

*What I don't like about Wales is the whole Internet and phone signal thing. As someone who works from home at the moment, it's a pain in my bum sometimes. But also, it made me feel less safe going on walks in my area [...] Sometimes this stopped me from going on those walks. – Participant from YFC*

**Issues around affordable housing were raised** with concerns about young people having to leave the areas that they have grown up in:

*I think that's very important during the next five years in the Senedd that Members make sure that young people are looked after and young people that have been in those areas over the years are able to stay in those areas. Or rural Wales is going to be more like an old age pensioners area. There is room for both age groups in every area, but I think the priority for support needs to be the younger generation for the future of Wales going forward. – Participant from YFC*

*Being 22 years old now I'm in the typical age group to look to buy a house but with rising house prices and so forth it is proving very difficult. I know this issue may be difficult to sort out over five years because that's a big job, but I can see it's only getting harder and harder, with holidaymakers coming in all the time. Boosted prices with second homes. It's a hard thing to balance in Wales*

*because we don't want to segregated ourselves away from the rest of the country. We want people to come in. We want that economic support and money from those holidaymakers. But we don't want those people taking our houses. – Participant from YFC*

One participant explained they felt they were at a disadvantage due to becoming a professional even though this was what society needs. This meant they have **'lost their independence'**:

*As someone who went to university and therefore didn't have a wage from 16 straight through to what am I now (22) it makes it even harder to buy a house. My brother is hardly 20 years old, and he's buying a house at the moment but it's only because he worked straight from coming out of school. Because I went to university I'm at a disadvantage even though I've got a professional job. I've lost out on my independence because I'm still at home. Perhaps this is a reflection on current wages too. As I'm doing jobs that are stuck on minimum wage. We [society] make it hard for people who go to university to come out the other end financially successful but we [society] need people to go to university to come out with these degrees and training skills because these people are then the future for tomorrow. They will be those teachers teaching children. – Participant from YFC*

## Education and Welsh language

**Article 28: Your right to learn and go to school.**

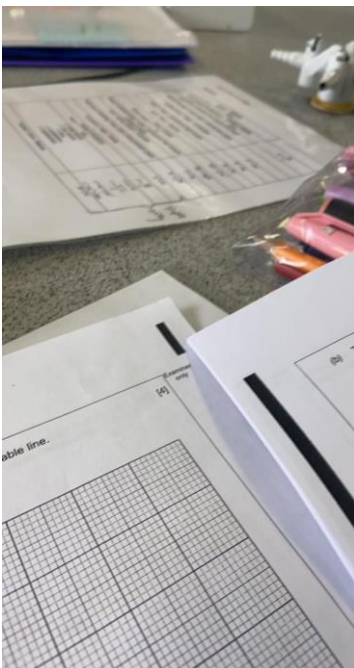
In general young people expressed their satisfaction with their education.

*Our school has a lot of energy, it's nice and positive, they are nice when people are sad – child aged 9-11*

Below is a reversible paper person that one participant created of their 'superhero teacher':



A YFC member submitted this photograph saying schools are something that they like about Wales:



Home school educated participants wanted to see **more long term funding for home education** and they requested **free exams** and **free Welsh language lessons**.

**Apprenticeships** were discussed at the YFC session. Participants felt although they are necessary they need more structure and **should be assessed by demand from the perspective of the employer and apprentice**:

*I think apprenticeships are a vital part of rural areas to be honest. With apprenticeships, it's getting the correct apprenticeships in the correct places. Because we're seeing a lot of people that are going for apprenticeships but they might not be old enough to drive. They might be old enough to drive but can't. Catching a bus at the correct time to the correct place is, well, completely impossible in our area anyway. They usually don't turn it or they turn up two hours too late. - Participant from YFC*

**Social media** was also discussed with the emphasis to **include it in the curriculum** in order to mitigate poor mental health:

*I definitely think it's important for social media to be part of the curriculum, but I have I worked in a school where time was set aside for talking about this topic, but their form tutor was an old man who clearly didn't understand social media and it's affects. So it's important to get the balance of how to get that message across right and getting the children to actually take notice of it. – Participant from YFC*

Young people were positive about Welsh language education:

*We want more Welsh language to be included in the world. – child aged 9-11*  
*Love the language!!! More Welsh activities. – Home school participant*

## Diversity and Inclusion

**Article 3:** Everyone who works with children should always do what is best for each child.

The topics of **racism** and **gender balance** occurred in several groups, mainly with requests to **'stop racism'** or where participants wanted to highlight that they **felt these topics are 'still' a problem**. Occurrences were verbal and visual:



*I want more inclusivity for gender and races – Home schooled YP*

*I said black lives matter because it's important. – child aged 9-11*

*I think in schools they [poorer families and children] can be treated differently. From my experience, maybe the school isn't looking out for them as much as other pupils because they've got special education needs and so forth, they then end up with adverse situations when they're older and then unfortunately cost Wales extra money because society should have intervened earlier rather than intervening at crisis point. – Participant from YFC*

*Inclusivity is not just about in schools. It includes the community. It includes us as a younger generation and the older generations living in rural communities. -Participant from YFC*

*I've seen a big change in women in agriculture during the last five to 10 years. I think the appreciation of the work women do within agriculture is getting closer to being level with men. [...] We've seen the unions doing a lot of work showing what women do in agriculture. However in my opinion we shouldn't*

*have to be doing that, we should be on level playing fields by now and it doesn't matter what sex you are because at the end of the day we can all do the work. I'm glad to say that it is going in the right direction. -Participant from YFC*

Also, in reference to **Article 27: Your right to a good standard of living**, child poverty was discussed. Children were **concerned child poverty is still prevalent** and they expressed how they felt it was affecting children and young people today:

*I think it's bad that some children don't have money for a bike. – child aged 9-11*

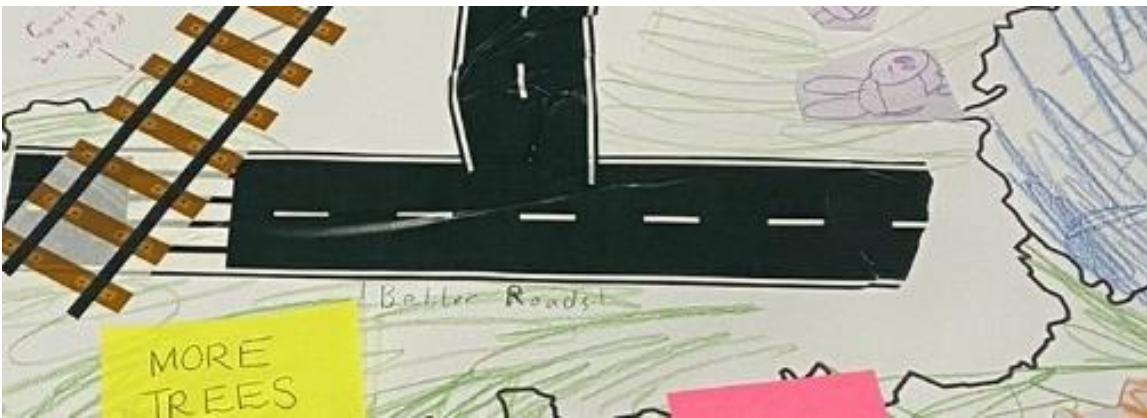
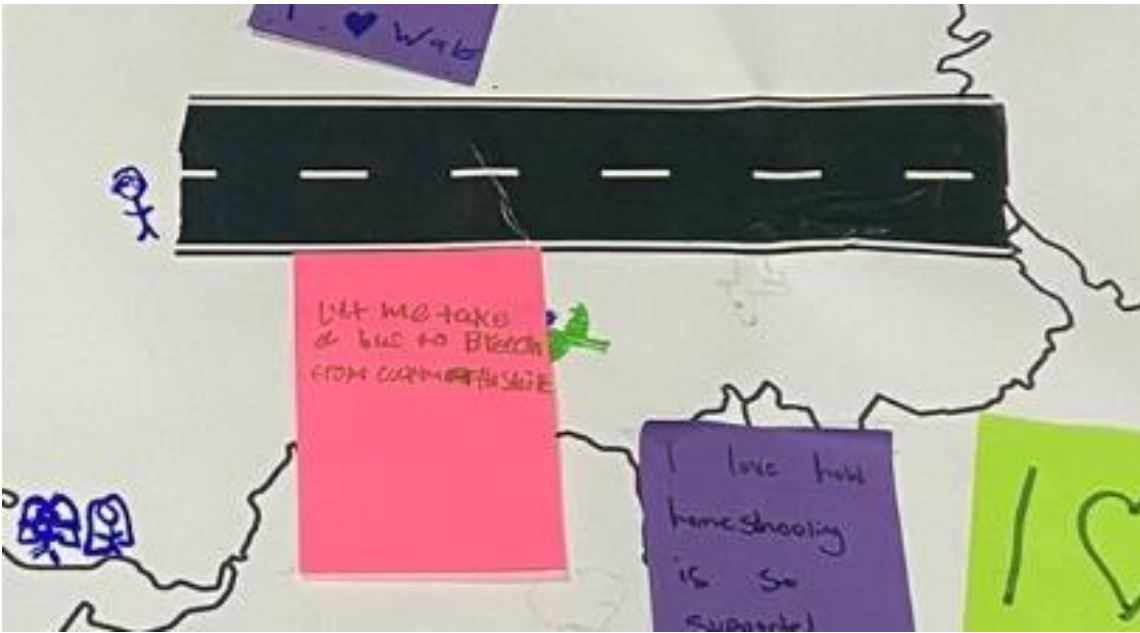
*I have to cycle to get to school, it's ok the traffic isn't bad. More should cycle to school but not everyone can afford a bike, we should do something about that. – child aged 9-11*

*Make more jobs and give more money (Facilitator asked: What do you mean more and better paid jobs?) Yes, so that people don't get homeless so that they can afford what they need. – child aged 9-11*

*I feel like COVID has segregated people from being people who can afford a laptop, and people who can't, especially for young people. When they don't have a laptop they can't pick up their school work so easily making it more difficult when they go back to school. I work in a school and I have seen how far behind some children have been because of not being able to afford a laptop and that really affects their mental health, not just because they can see they are behind, but because they can see, that they can't afford one like other people. They know they have missed out on two months of education and are asking themselves "Where am I going to be in the future? What's the point in trying for my future?" And this attitude can spiral. – Participant from YFC*

## Transport and Connectivity

Participants wanted improved public transport, with particular reference given to **better train infrastructure, public transport and increased electric cars** (see comments above):







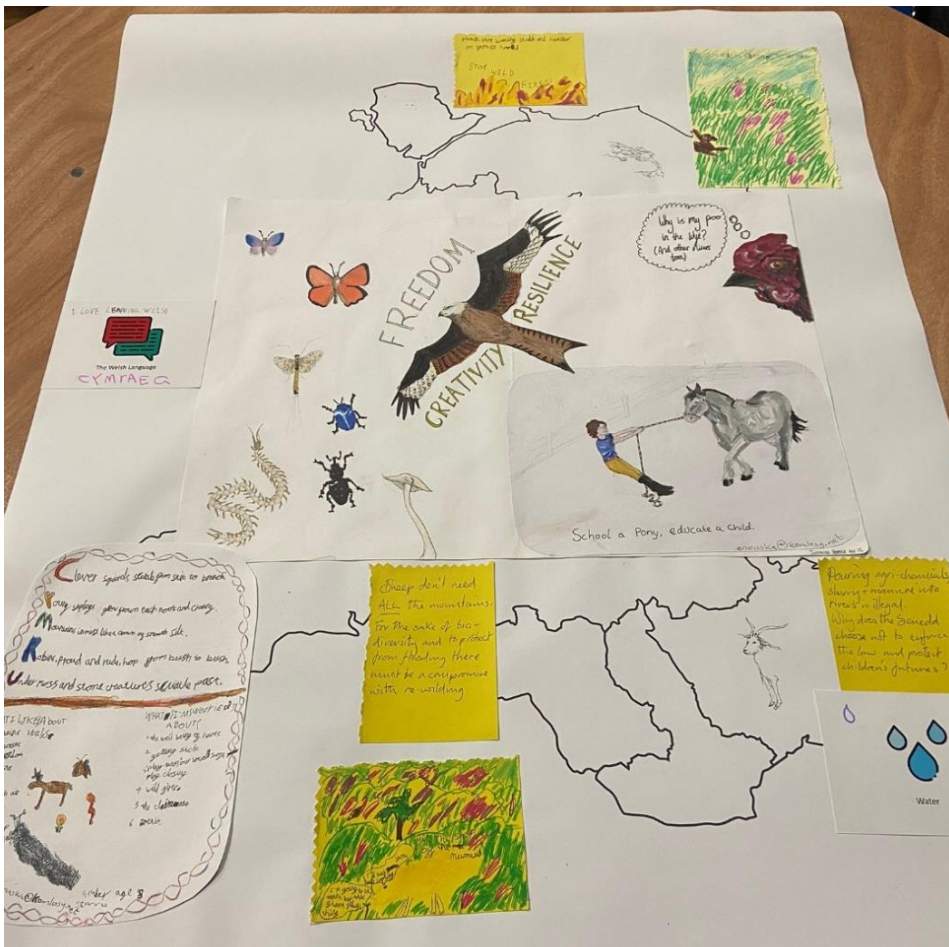
This quote related to the map above on the left:

*We need better trains and roads. We put more train places on our map so people can get the train instead of driving. We made it so all the tracks all over Wales connect up. – child aged 9-11*

There were also references to north and south road connections (see map above and on the right):

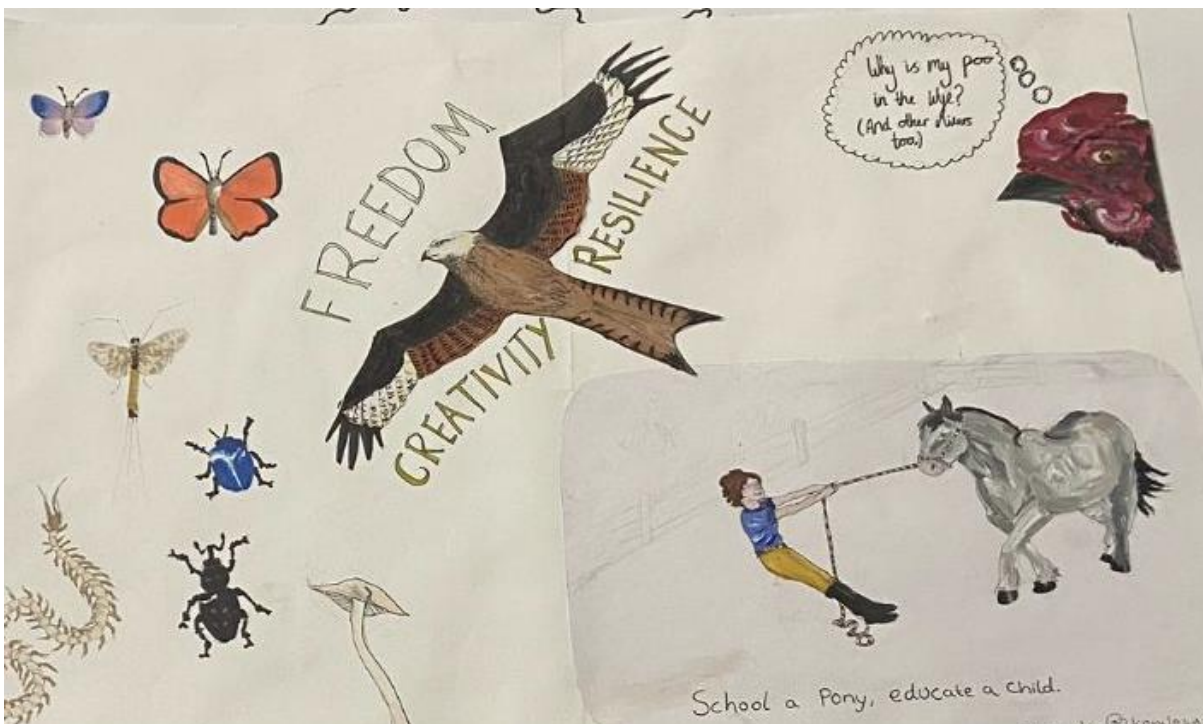
*I went up to North Wales for a big bike ride. It took forever and the road was really bad to get there. – child aged 9-11*

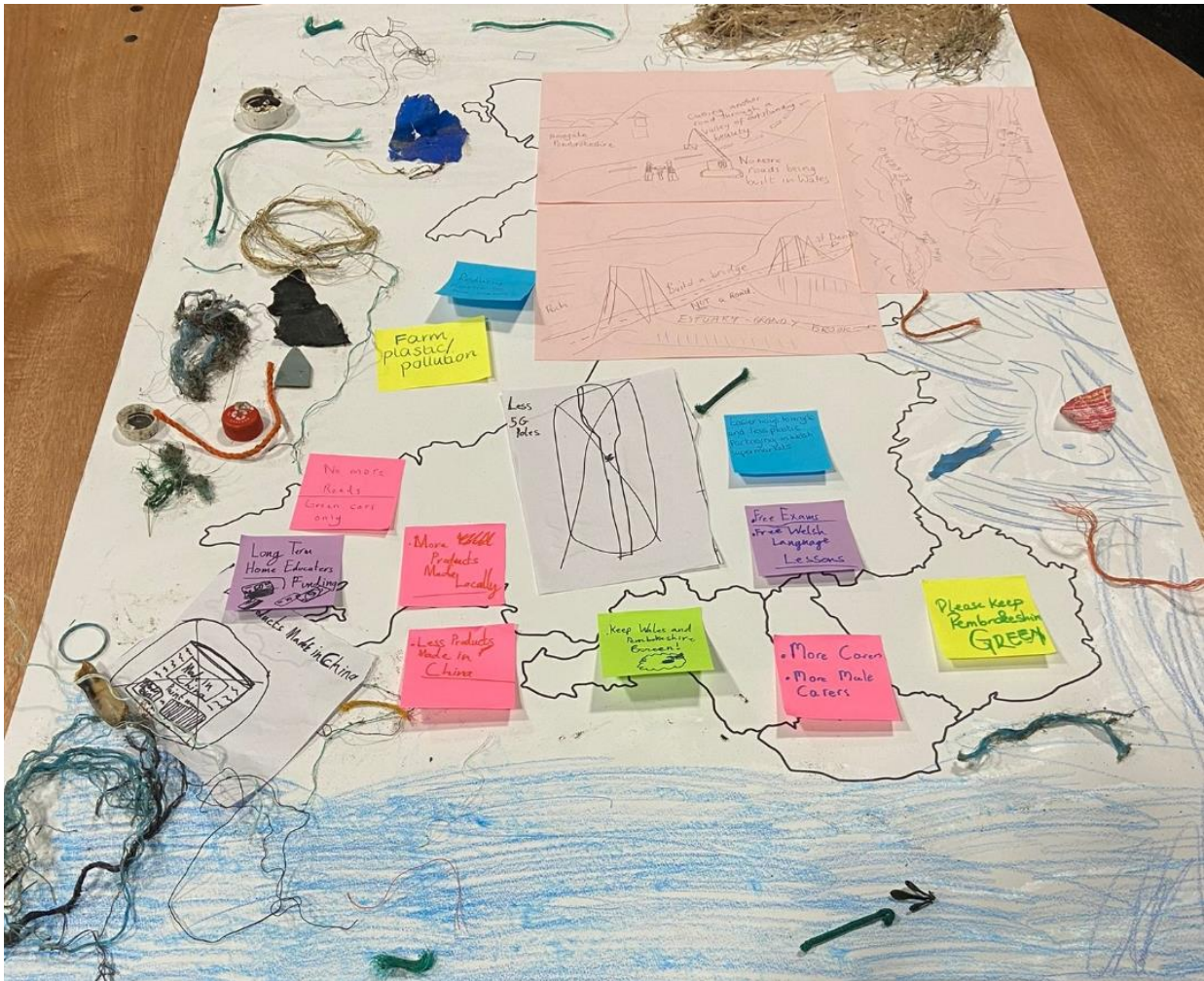
Appendix A:



Above: Map making example from home school group

Below: Detailed shot of map making example with home school group





Above: Map making example from home school group

Below: Above: Map making example from nursery setting





Above and Below: Map making examples from school groups



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

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# Agenda Item 9

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

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