



A Wales of vibrant culture and thriving Welsh language Journey Checker



What is a Journey Checker?

Journey checkers explain what is possible for organisations to achieve on their 'journey' of contributing to the well-being goals set out in the Well-being of Future Generations Act. They set out the steps that public bodies should take at different stages on their journey, from making simple changes to leading the way.

It is important that the journey checkers are viewed as a set, as many steps have impacts and benefits across goals and topics. The set of journey checkers will evolve over time and the Office of the Future Generations Commissioner will use them to check the progress of public bodies in meeting the duties set out in the Act.

Journey checkers do not have to be linear: in some circumstances a 'simple change' or 'being more adventurous' action may be more appropriate than leading the way; whereas sometimes progression from a simple change through to leading the way can be seen as a cumulative process.

Each journey checker includes steps at three stages:

Making Simple Changes	Being More Adventurous	Leading the Way
<ul style="list-style-type: none"> - These steps should be quick and easy to implement, low cost and low risk; - They are 'low hanging fruit', steps that have been taken and tested by others and have a low risk of failure; - They mobilise and involve people, aligning the agendas of different departments; - They are steps that can take place within your own organisation as a good place to start. 	<ul style="list-style-type: none"> - These steps involve stepping out of a 'business as usual' mindset and acting to change how things are currently done; - They will signal early progress to wider change; - They will involve taking well-managed risks and creating a culture of ambition; - As well as the steps your organisation can take, these steps will also be about how you can enable other organisations to change. 	<ul style="list-style-type: none"> - These steps are part of systemic, transformational change to how things have always been done; - They will require reallocating and pooling resources, and time to put changes in place. - Above all they will require collaboration with other organisations and sectors. - These steps are innovative, inspirational and collaborative, putting the Act into practice across larger portfolios to achieve the Wales we want for future generations.



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In the Well-being of Future Generations Act, this goal is defined as “a society that promotes and protects culture, heritage and the Welsh Language and which encourages people to participate in the arts and sport and recreation”

Greater cross-sector support is needed to boost participation in and engagement with culture and language, and to understand their fundamental roles in contributing to economic, social and environmental well-being.

Culture and language offer the softer skills required for the creative thinking of the future.

Culture in this document is used as a term to encompass archives, arts, heritage, language, libraries, museums, play and sport.

ENABLERS

Achieving this goal is more likely to happen when:

- Organisations understand how to make the most of local assets such as libraries, play facilities, museums, galleries, sports facilities, arts organisations and historic buildings.
- There is understanding of the potential of creativity (particularly among cultural professionals) to support change in policy making and broader society;
- Business development in towns and cities is built around their cultural offer;
- There are innovative partnerships that allow for culture to be more visible in daily life, for example linking the culture and health agendas;
- Legacy projects show the long term impact of investment in culture and language.

DISABLERS

Achieving this goal is less likely to happen when:

- The contribution of culture and the Welsh language to wider outcomes and the prevention agenda is not understood or valued;
- There is short term support or funding for time-limited projects or pilots, minimising the opportunity for lasting impact;
- There is limited evidence or indicators to ‘prove’ value and impact;
- Cultural and language activities take place in siloes;
- There isn’t a full picture of local cultural assets (including buildings, spaces and people), and they aren’t linked to delivering broader objectives.

This journey checker sets out where steps contribute to the other well-being goals, using the icons set out below:

Link to goals / ways of working

- P Prosperous
- R Resilient
- H Healthier
- E Equal
- CC Community Cohesion
- CW Culture and Welsh language
- G Global
- I Involvement

Supporting the Welsh language

Contributing to the Welsh Government’s ambition of 1m Welsh speakers in Wales by 2050 through developing opportunities to utilise the language, cultivating skills and nurturing greater awareness and appreciation of the benefits of being part of a multilingual nation

Defining the issue:

According to the census statistics, the number of Welsh speakers overall has fallen from 582,000 in 2001 to 562,000 in 2011, despite an increase in the size of the population, indicating that just 19% of the population are Welsh speakers. This is far short of the Welsh Government’s target of [1m Welsh speakers by 2050](#).

Recent [Canadian research](#) demonstrates the value of bilingualism to not only the economy but to individuals through cognitive and social benefits. We need to find ways to improve the perception of the language, make it an inherent part of who we are in Wales and give people every opportunity (where they want it) to learn, maintain and develop their personal language skills. The Public Services, as the largest employer in Wales, has a huge contribution to make to this agenda and to making it possible for the Welsh Government to meet its ambitious target that will ultimately strengthen Wales’s identity and uniqueness.

Simple Changes

Being More Adventurous

Leading the Way

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<ul style="list-style-type: none"> • Employees have access during work time to free online resources to support learning / understanding of the Welsh language (P CW I) • All access points have bilingual greetings (face to face / telephone / email out of office) (CW I) • Utilisation of the Cymraeg comma on lanyards and in email signatures of staff who are Welsh speakers (CC CW I) • Cysill / Cysgeir (Welsh grammar / spellcheck resource) available to all staff (P CW) 	<ul style="list-style-type: none"> • Welsh language a core part of the organisation’s Corporate Plan with clear ambitions and actions in place for development (E CW) • All staff emails to be sent in a bilingual form (P E CW I) • Relationship with the local Menter Iaith developed (E CC CW I) • Informal opportunities for Welsh language use to support learners e.g. Cinio Cymraeg, siop siarad / buddy scheme (P CC CW I) • Eisteddfod and Urdd Eisteddfod engaged with and through this opportunities developed to engage with Welsh speaking communities (E CC CW I) • All groups receiving public money through grant schemes or strategic initiatives to publicise their funded activity bilingually (CW) • Welsh as ‘essential’ in all Job Description templates to be placed in the ‘desirable’ box only after discussion during the recruitment process for each role (P E CW) • Welsh speakers and improvers to sign up to the Siarad initiative run by Canolfan Dysgu Cymraeg Genedlaethol: https://dysgucymraeg.cymru/dysgu/siarad (P CC CW I) • Welsh music to be played in all public spaces (P CW) • Use of translator not Google Translate (or similar) to translate organisational information / documents with translations being crafted not literally translated (P E CW) • Welsh language considerations taken into account when planning any new project, activity or building (P H E CC CW I) • Partnership developed with local Menter Iaith to access to Welsh speaking individuals and communities for consultations, events, engagement etc. (E CC CW I) • Support for Welsh speakers developed to enable staff to utilise their Welsh in their professional environments e.g. health, education, sport (P H E CW I) • Questions included in staff appraisals specifically linked to their personal aspirations / commitment for learning or developing their Welsh language skills (P E CW I) • Bilingual social media accounts (CW I) • Translator(s) in-house (P CW) • Active participation in Welsh language local / regional forum to co-produce research, projects and activities to support the development of the Welsh language (E CC CW I) 	<ul style="list-style-type: none"> • Bilingualism the ‘normal’ practice (E CC CW I) • Fully bilingual internal systems e.g. policies, appraisals, contracts (P E CW) • Staff able to communicate internally in the language of their choice (P E CW I) • Regular programmes of learning to support staff to learn, develop and maintain levels of both spoken and written Welsh (P E CC CW I) • Support provided for non Public Body organisations to translate information (E CW) • Continuous CPD opportunities linked to language skills available in workplace and community settings (P E CC CW I) • Technical terminology in
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	<ul style="list-style-type: none"> • Welsh Language and culture awareness courses implemented in workplace / schools (P E CW I) • Opportunities for people to learn Welsh through cultural activity and / or in cultural context developed e.g. through song, heritage walks (R H CC CW I) • Marketing / PR plans in place to market the services available through the medium of Welsh (E CC CW I) • British Citizenship exam able to be taken through any British Language (E CW I) • Wikipedia pages developed in the Welsh Language to promote local culture and heritage and create / maintain Welsh identity on the web (CC CW G I) • Welsh language considerations given weight in planning applications to develop net gain for the language through new developments (P E CC CW I) • Welsh language representation present at every strategic consultation (this to be wider than just the Menter Iaith) e.g. Mudiad Ysgolion Meithrin, Urdd, Cymraeg i Oedolion etc. (E CC CW I) • Partnership developed with local Menter Iaith to facilitate Welsh Language consultation tables at events (even if the discussion is not specifically around the Welsh language) (E CC CW I) • Partnerships developed with organisations who can facilitate Welsh language activities as part of wider programmes of work e.g. at summer schemes, leisure centres (H CC CW I) • Planning teams to utilise Welsh language considerations to influence businesses and benefit the local community (P E CC CW I) • Specialist training developed to enable greater use of Welsh in professional settings e.g. health, education, sport (P H E CW I) 	<p>Welsh developed in all public sector areas of expertise (P R H E CC CW I)</p> <ul style="list-style-type: none"> • High level national partnership developed (that allows for local delivery / engagement) to build robust, collaborative approach to Welsh Language development across Wales (P E CC CW I)
<p>All Public Bodies covered by the Welsh Language Standards</p>	<p>Menter Iaith Merthyr Tudful Natural Resources Wales Menter Iaith Caerffili Spirit of 2010 Pontio / Betsi Cadwaladr University Health Board joint bid Menter Iaith Môn, Merthyr Tudful, Brycheiniog Highlands and Islands project, Scotland Menter Iaith Caerffili / Caerphilly County Borough Council</p>	<p>National Library of Wales Pontio / University of Bangor Gwyl Cymraeg i Ddysgwyr</p>

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	<p>Pets at Home, Carmarthenshire MA Mindfulness – Bangor University Psychology Department, making mindfulness culturally relevant to Wales and Welsh language</p>	
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Valuing creativity

Supporting those who work in Public Service in Wales to engage with culture in their daily working and recreational lives thus valuing the contribution that engagement with culture can make to well-being. Alongside this bringing out the best in our cultural professionals across Wales to sustain careers at home and on international platforms

Defining the issue:

Being creative in the workplace can stimulate productivity as well as support employee mental well-being. It is reported that companies with culturally engaged employees report [40% higher](#) customer satisfaction, a [30% increase](#) in productivity, and a [36% increase](#) in [overall performance](#).

A recent [IBM study](#) of 1,500 CEOs revealed that creativity is the single most important skill for leaders. In a workforce preparedness study conducted by the Conference Board, 97% of employers said that creativity is of increasing importance. Creative practice encourages experimentation and innovation throughout organisations while creative leaders take more calculated risks, find new ideas, and keep innovating in how they lead and communicate. We can nurture this through our cultural workforce in Wales (whether employed by the Public Sector or not) to the advantage of all.

Simple Changes	Being More Adventurous	Leading the Way
<ul style="list-style-type: none"> Staff encouraged to sign up for their free library card (   ) Creative staff teams encouraged to sign up to Creative Cardiff, Creative North Wales or Creative South West (  ) 	<ul style="list-style-type: none"> The range of different cultural opportunities available in the local area to staff outside of work promoted (e.g. choirs, green spaces, gyms, heritage sites, theatres, events, cinema) (    ) Staff encouraged to make use of local cultural facilities (e.g. libraries, museums, galleries, parks) during lunch breaks (   ) 5 Creative Habits of the mind adopted (   ) Bilingual DBS checks available (  ) Culture teams placed in the same directorate (e.g. arts, tourism, sport, heritage, libraries) () Cultural and 3rd sector professionals valued and paid appropriately for their time (   ) Opportunities provided for staff to participate in cultural activity e.g. running clubs, choirs, time to increase physical activity (   ) Staff creativity nurtured (   ) 	<ul style="list-style-type: none"> Cultural professionals utilised in making changes / developing projects / capital builds and redevelopments (  ) Creative tools to address organisational issues utilised e.g. drama for stress management, yoga for relaxation etc. (    ) Planning in place that has a longer term vision than the next electoral cycle (       ) Culture not pigeonholed into cultural services but seen in wider

<p>)</p>	<ul style="list-style-type: none"> • Work developed with creative individuals / cultural organisations to creatively promote existing work and engage different stakeholders (E CC CW I) • Cultural staff swops with other public bodies to gain greater understanding of different ways of working (P CW I) • Welsh language considerations in place at concept phase of all project developments (P E CW I) • Potential of Eisteddfod product maximised on a wider stage both within Wales and internationally (P CW G I) • Spaces used for cultural and Welsh language activity delivered in partnership with relevant 3rd sector organisations (E CC CW I) • Welsh language content for podcasts, audio, virtual reality and augmented reality developed and delivered to support visibility, accessibility and ensure the language isn't left behind in the latest technological developments (E CW I) • Innovative collaborations developed between culture sector and other areas of Public Sector as well as third sector and private business (P R H E CC CW G I) • Performance indicator systems in place that allows for cultural sector comparison and demonstration of impact (CW I) 	<p>context of potential impact across all Public Services and communities (P R H E CC CW G I)</p> <ul style="list-style-type: none"> • Welsh speakers not feeling that they are 'being a nuisance' by utilising services in Welsh (E CC CW I) • Culture being utilised in all departments to make work relevant to citizens with opportunities developed for challenge, engagement, participation and development through cultural means (P R H E CC CW G I) • Profile of Welsh Language in Wales and its opportunities / potential for individual and community development as well as international work / visits maximised (P E CC CW G I)
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<ul style="list-style-type: none"> • Work with those who already have community links to develop new projects (I CC) 	<ul style="list-style-type: none"> • Support mechanisms in place for volunteers (P H E CC CW I) • The value / professionalism of creative professionals recognised with appropriate levels of remuneration (P H E CW I) • Opportunities provided to employ young people with cultural talent (e.g. as musicians at events / local sport coaches / blogging, vlogging about services / interpreters at heritage sites etc.) (P E CC CW G I) • Expertise shared among partners who have experience in specific cultural areas (P E CW I) • Cultural leadership opportunities in place for young people (P E CW I) • Connections made between creative professionals and wider Public Body workforce (P E CW I) • Volunteering opportunities provided in cultural settings with volunteers working alongside staff not instead of them (P H E CC CW I) • Small grant giving schemes with minimal paperwork to ensure locally developed provision and all grant giving processes pertinent to the requested amount (P E CC CW I) • Access to space for creative professionals e.g. empty shops, hot desks with a policy in place to support this (P H E CC CW I) • Aspiring cultural entrepreneurs identified and supported (P H E CW G I) • Mechanisms developed to support young musicians with talent to access fit for purpose instruments (P H E CW I) • Regional model of museum development in place where services are still delivered locally (P E CC CW G I) • Investment in culture from across Public Bodies not just from within cultural portfolio (P H E CC CW G I) • Apprenticeship models in place to support aspiring professionals to learn their cultural trade in a professional environment (P E CC CW G I) • Clear pathways for people to access the cultural profession identified and acted upon – this to include collaborative centres of excellence, academies as well as consistent provision in schools and colleges to cultural subjects (P E CW I) 	<ul style="list-style-type: none"> • Longer term funding commitments in place (P H E CC CW G I) • Work with cultural organisations / departments / individuals to plan for longer term change (P H E CC CW G I) • Cultural jobs recognised and valued as a profession on a par with others e.g. scientific, technological, engineering (P H E CC CW G I) • Sustainable pathways to achieve career success in place for cultural professionals (P H E CC CW G I) • Business mentors in place to support cultural professionals / organisations develop a more resilient business model that is less reliant on public funding (P CW I) • Support developed and provided that allows Wales to take its place on the international cultural stages and be acknowledged as a place of best cultural practice
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	<ul style="list-style-type: none"> • Model of future creative jobs and skills developed with mapping of current skills to identify future issues and address them through various training needs across the cultural sector (P E CW G I) • Skills of cultural professionals developed to nurture development of Welsh language product (E CC CW I) • Collaborative approach between Public Bodies and those funded by Public Bodies developed to nurturing skills for the future and ensuring sustainability of cultural careers (P E CW I) • Training pathways in place to recognise where people (for whatever reason) do not access traditional routes to employment in the cultural industries with targeted bursaries in place as appropriate (P H E CC CW I) • Work placements / secondments in place to allow people from the cultural sector to work with other public bodies and other organisations to support creative thinking and the development of understanding among different sectors in Wales (P H E CC CW I) • Tender documents appropriate for work being procured in place to allow for flexibility and creative thinking (P E CW I) 	<p>(P CW G)</p>
<p>Welsh Government Museums, Archives and Libraries Division</p>	<p>Head for Arts Public Health Wales Manchester Museum staff swaps with Health Board BBC Value Wales toolkit – could one be developed for culture? Canolfan Bedwyr</p>	<p>https://ahrc.ukri.org/research/funded/themesandprogrammes/culturalvalueproject/</p>
<p>Caerphilly CBC / Torfaen CBC Fusion programme and Inside Out project</p>	<p>Natural Resources Wales and CADW informal mentoring / sharing programme Sport Wales Ambassadors / MonSport Playmaker A2 Connect Take Over programme e.g. Kids in Museums Egypt Centre, Swansea / Fusion programme Tyne and Wear Museums model Addo / Swansea Council art in the public realm project Welsh National Opera's outreach programme</p>	<p>Commonwealth Games / Wales in Venice</p>

A mechanism for change

Using cultural and linguistic interventions to address wider societal issues in health, poverty, older people, regeneration, social care and education.

Defining the issue:

We are all too aware as a society of the long-term issues we face. With an ageing population, long-term illnesses becoming more prevalent and poverty of resource and aspiration increasing around us, this places increasing strain on public services across Wales already facing challenges in a difficult economic climate.

We need a shift in focus to support us to prevent long-term issues recurring or deteriorating further. Culture and the Welsh language have a key function in this agenda. Many studies have identified the physical and psychological benefits of cultural and linguistic engagement. Enhanced feelings of well-being in [older age](#), the prevention of the development of depression, the [speed of recovery from mental illness](#), the [prevention of development of chronic pain](#) and the [protection against cognitive decline](#) are well-documented. Cities of culture across the UK are models of where culture has driven [widespread regeneration](#) and [addressing issues of poverty](#) through culture are evidenced to be highly successful.

We need to learn from those around us and embed cultural and linguistic initiatives into our public services to ensure our citizens have the opportunity to live their lives to their full potential regardless of their starting point.

Simple Changes	Being More Adventurous	Leading the Way
<ul style="list-style-type: none"> Proactive engagement in National Play Day (H CC CW I) Opportunities for older people to engage in culture through the Gwanwyn Festival promoted (H E CC CW I) 5 ways of engagement (Motivation, Confidence, Awareness, 	<ul style="list-style-type: none"> Budget decisions made with understanding of context and impact of cultural services / activities and how this fits with the prevention agenda (P R H E CC CW G I) Cultural opportunities included and promoted in national days e.g. World Mental Health Day (R H E CC CW G I) Section 106 rules used to develop Art in the Public Realm (P R CW) Opportunities developed for communities to participate locally in wider, national opportunities e.g. Gwanwyn Festival, Family Arts Festival, Get Creative (H E CC CW I) Creative Learning through the Arts programme of work engaged with (P E CW I) Members of targeted communities co-producing cultural projects (E CC CW I) 	<ul style="list-style-type: none"> Investment in culture considered important; social return on investment understood and money invested in the prevention agenda to support this (E CC CW G I) Arts, museums, heritage and libraries embedded into Social Prescribing models (H CW I) Cultural professionals engaged in the development of strategic planning of new ways of working

<p>Resources, Experience) implemented in all community based work (H E CC CW I)</p> <ul style="list-style-type: none"> All arts venues are signed up to the National Access Scheme – Hynt (E CC CW I) 	<ul style="list-style-type: none"> 'Be Creative' adopted alongside the usual 5 ways to well being (H CW I) Cultural opportunities / provision given consideration in care plans for older people (H E CC CW I) Understanding of potential of culture in other fields of work to address issues being raised e.g. Education, Health, Social Care, ACEs etc. (H CW I) Medical tests e.g. psychiatric available through the medium of Welsh to first language speakers (H E CW I) Welsh language activities / opportunities provided in institutions e.g. hospitals, care homes, respite centres etc. (H E CC CW I) Partnerships with the 3rd sector organisations with Welsh language obligations (e.g. Urdd Gobaith Cymru, Mudiad Ysgolion Meithrin, Young Farmers, Menter Iaith etc.) in place to develop initiatives / programmes of work that address wider societal concerns e.g. ACEs (H E CC CW I) Investment from statutory services (e.g. Education, Social Services, Health Boards etc.) utilised to develop partnerships with cultural organisations / individuals that enable joint cultural initiatives and demonstrate impact in a variety of social settings (P H E CC CW I) Partnerships with Higher Education establishments in place to develop cultural programmes of work based on need that have a robust evaluation framework (H CC CW I) Proactive engagement in existing Social Prescribing programmes e.g. National Exercise Referral Scheme, Books on Dementia (H E CW I) Targeted programmes of work utilising cultural tools and cultural professionals developed to support wider issues e.g. Community Safety, Literacy, Poverty, Social Isolation (P R H E CC CW I) Cultural professionals utilised to develop programmes of work to support future-proofing systems and processes e.g. Town Centre Regeneration, Health Care, Planning, Housing, Social Care (P R H E CC CW I) Cultural activities utilised as a catalyst for both mental and physical health (H CC CW I) Proactive debate involving key stakeholders developed to consider whether 	<p>to meet identified need (P R H E CC CW G I)</p> <ul style="list-style-type: none"> Culture in Health a priority area (H CW I) Long-term funding models developed to support involvement and engagement of communities with cultural professionals as a catalyst for change (P H CC CW I) Creative approaches to societal issues utilised e.g. teaching dance to combat falls (H CC CW I) Collaborative approach to care through the Welsh language developed and implemented (H E CW I) Health and culture sitting side by side in community settings actively contributing to each other's development and service delivery needs (H E CC CW I) Hynt model developed as an integrated cultural resource across Wales and beyond (H E CC CW I)
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	<p>there should be a Culture in Health agenda (H E CC CW I)</p> <ul style="list-style-type: none"> Partnerships in place to drive forward the Arts in Health agenda (P H CW I) Arts Co-ordinator employed in each of the Health Boards across Wales developing innovative programmes of work linked to health (P H CW I) Local health boards and Public Health Wales to collaborate with cultural professionals to proactively engage / develop cultural programmes that support health conditions e.g. Parkinson's, Fall Prevention (H E CC CW I) Holistic approach undertaken to support individuals to maintain healthy lifestyles and recover from / live with specific conditions with medical teams respecting professionalism of culture professions and acknowledging their contribution and impact in parallel with traditional medical care (H CW) Care pathways developed through the medium of Welsh involving those with experience of living with health conditions (H E CW I) Children who have Welsh medium education have access to basic tests e.g. hearing, eyesight through the medium of Welsh to ensure correct issues are identified (H CW) All aspects of culture recognised, valued and embedded into health initiatives e.g. National Exercise Referral Scheme, pregnancy pathways (H CC CW I) 	
<p>Sport Wales Cardiff and Vale Health Board</p>	<p>Age Cymru Cardiff and Vale University Health Board (Simone Jocelyn 029 29 742406) Newport Libraries, Conwy libraries Arts Council of Wales / Welsh Government National Museum of Wales and Llamau Monmouthshire Adult Services – Turning the World Upside Down National Dance Company Wales - NHS Dance for Parkinson's / Falls Prevention projects Menter Iaith Caerffili</p>	<p>Ideas, People, Places National Dance Company Wales</p> <p>Engagement with arts and community groups predicts better wellbeing in older age:</p> <p>https://whatworkswellbeing.org/our</p>

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	<p>www.meddwl.org – website in Welsh to support those with mental illness Welsh Government Museums Archives and Libraries Division Mid and West Fire Service / Street Games Night Out Young Promoters' Scheme http://happymuseumproject.org/happy-museum-wellbeing-future-generations-act-wales/ Amber project Cardiff – self-help group that utilises cultural activity to support young people who self-injure Natural Resources Wales / Theatr Clwyd Coed Moel Famau project linking well-being to creativity, physical activity and immersion in nature</p>	<p>-work/sport-culture/ Slovenia Community Arts model Truro Dance Club (Robin Dury Uni of Plymouth study around drops in teenage pregnancy and drug use) Well-being village Llanelli / Health Hub Penarth</p>
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Prosperity and resilience
Using culture and the Welsh language as a driver for economic and environmental change

Defining the issue:

Recent research from Nesta demonstrates that the [creative industries in Wales are growing twice as fast as other sectors](#). [Swiss](#) and [Canadian](#) evidence show a positive relationship between bilingualism and GDP. And we only have to see the recent war on plastic following David Attenborough’s Blue Planet 2 to know that cultural intervention has a key role to play in educating our citizens about wider global issues.

In a world which needs to value creativity as we move towards automation, we need to capitalise on our strengths and support the development of a cultural nation that is fit for the future.

Simple Changes	Being More Adventurous	Leading the Way
<ul style="list-style-type: none"> Cultural organisations are members of the Wales Outdoor Arts Consortium led by Articulture (P R CW G I) 	<ul style="list-style-type: none"> Cultural Tourism recognised as a vehicle for economic success with joint promotion of events, facilities and activities among the sector (P R CC CW G) Areas of publically owned land identified for cultural activity (P R H CC CW) Carbon footprint of artists and sportspeople and how this offset considered in policy, maintaining recognition that it is important in broadening the cultural offer in Wales as well as in supporting sustainable careers (R H CW G) Audio / visual tools developed that engage citizens in positive action and demonstrate clearly why current economic, environmental, social and cultural issues are important (P R H CC CW G I) Support in place to ensure cultural organisations and individuals are aware of their impact on the other 6 well being goals and able to iterate how they proactively meet each one to support employability and impact of the cultural sector on public life (P R H E CC CW G I) Community Benefit plans including culture a requirement for all large-scale tender processes (P R E CC CW G I) Businesses supported to utilise natural resources when building business (P R CW G I) 	<ul style="list-style-type: none"> Cultural partnerships developed akin to the Fusion / Cyfuno model to support skill development and employability (P R E CC CW G I) Local centres being used as sources of opportunity for citizen-centred developments e.g. business incubation, sourcing of local product / service, health intervention bases (P R H E CC CW G I) Cultural activity / product developed and utilised to change people’s perceptions about key

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	<ul style="list-style-type: none"> • Guidance for the cultural sector developed by the environmental sector with landowner responsibility to open opportunities for increased use of heritage / outdoor sites for cultural product (P R CC CW) • Cultural learning from the other Celtic nations undertaken leading to increased mutual benefit from tourism and other cultural opportunities (P R CW G I) • Systems developed that reward / celebrate culture to raise its profile locally and nationally / internationally (P CW G) • Models of corporate investment developed to ensure cultural activity for staff well-being and growth of cultural economy (P H CC CW I) • Cultural activity / locations utilised to promote learning about the natural environment and increasing environmental awareness (R H CW G I) • Virtual Reality and Augmented Reality used to creatively engage individuals and businesses to be pro-active in making change (P R CW G I) • The potential of culture for the development of skills and future skills recognised and utilised in all educational and lifelong learning settings (P E CW I) • Opportunities to celebrate and promote the Welsh language and Wales's culture developed to broaden cultural perceptions and maintain cultural identity locally, nationally and internationally (CC CW G) • Environmental and cultural sector partnered with on key local and regional issues e.g. Area Statements, sustainable management of natural resources (R CW G) 	<p>national and international issues e.g. plastic use (P R H CW G I)</p> <ul style="list-style-type: none"> • Strategic agreement between landowner organisations and cultural organisations to support increased use of public and 3rd sector land (P R H CW G I) • An Architecture and Design Policy for Wales developed and implemented locally (P R H CC CW G) • Cultural landscape partnership in place between cultural and environmental sector with innovative approaches developed to mitigate key issues identified (P R H CC CW G I)
Articulture	<p>Head for Arts Planet Pledges National Museum of Wales Eisteddfod Genedlaethol / Green Man Zip World Other Celtic nations http://cymraeg.gov.wales/business/business/swyddogion/?lang=en Admiral and NoFit State Circus CADW partnerships with Natural Resources Wales (seawatch Crickieth), Wildlife Trusts</p>	<p>Fusion programme UK City of Culture models Torfaen Leisure Trust Migrations Vetch Veg / Now the Hero https://qz.com/1203068/great-minds-dont-think-alike-how-cognitive-diversity-fuels-</p>

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	<p>Wales (bug walks) etc. / Wye Valley River Festival Head for Arts Earth Hour / Ship Shape Migrations / RSPB partnership Urdd residential sites / activities Forests planted by Natural Resources Wales in mining areas – linking culture, historical prosperity and the environment Coastline histories – links to the economy and environment UNESCO links between tangible cultural heritage, intangible cultural heritage and natural heritage</p>	<p>business-greatness/ https://warwick.ac.uk/research/warwickcommission/futureculture/mission/ Dyfi biosphere Scotland / Scandinavia architectural identity part of cultural identity</p>
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Culture available to all

Placing culture and the Welsh language at the heart of society by enabling our citizens to access and engage with their own and other cultures and feel its relevance and importance to their lives and well-being

Defining the issue:

People experience culture in every part of their daily lives even if this is not acknowledged fully. From the clothes we wear to the music we listen to, to the games we play and the buildings we inhabit – culture is around us wherever we are and is key to our social connection and personal identity.

[Article 27 of the Universal Declaration of Human Rights](#) states that “everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.” Cultural rights are, therefore, inseparable from human rights, as recognized in Article 5 of the 2001 UNESCO Declaration on Cultural Diversity, and can be defined as the right of access to, participation in and enjoyment of culture. This includes the right of individuals and communities to know, understand, visit, make use of, maintain, exchange and develop cultural heritage and cultural expressions, as well as to benefit from the cultural heritage and cultural expressions of others.

Simple Changes	Being More Adventurous	Leading the Way
<ul style="list-style-type: none"> Free access ensured to Parkrun on publically owned land (H E CC CW I) Night Out Scheme supported – committing to underwriting small amounts of money to enable community groups to access and promote professional performances in their community (P E CC CW I) Continued free access to museums, libraries and green spaces 	<ul style="list-style-type: none"> Cultural strategy developed and implemented (CW I) Cultural grassroots activity available locally for all citizens (P H E CC CW I) Relaxed performances and opportunities (those that are suitable for people with autism / dementia) available in all cultural venues (H E CC CW I) Accessible performances / interpretation available in all cultural venues, including consideration of Welsh language interpretation / accessibility (E CC CW I) Individual stories creatively collected (e.g. through digital stories) and presented to policy makers to ensure stakeholder voices are heard both to develop / refine policy and to demonstrate the impact of experiencing culture on individual lives (H E CC CW I) Local cultural offer promoted – ensure this is not duplicated through new publicly funded initiatives (H E CC CW I) Local libraries as partners in key interventions to support targeted work with refugees, people living in rural isolation, older people, young parents etc. (H E CC CW G I) Mechanisms in place for developing collections for future generations to see what 	<ul style="list-style-type: none"> National Culture strategy developed and implemented in partnership with all sectors (P R H E CC CW G I) Creative interventions utilised to connect local communities with policy makers (E CC CW I) Diversity Forum for the cultural offer in the county / region implemented to ensure diversity of representation, programme and interpretation (E CC CW G I) Immersive technology

<p>(R H E CC CW I)</p>	<p>'today' is like (CC CW I)</p> <ul style="list-style-type: none"> • Green spaces promoted as places to play, get fit, enjoy cultural experiences (R H E CC CW I) • Cultural programmes of work supported by public transport infrastructure or active travel opportunities e.g. at evenings, weekends and Bank Holidays (P H CC CW G I) • Access audit of cultural facilities undertaken to ascertain where issues are prevalent for audiences, freelancers and staff with an action plan developed and implemented as a result of this (P H E CW I) • Investment made in local cultural providers who are skilled - these skills developed / nurtured to ensure consistency of provision across Wales (P CW I) • Investment in making culture accessible to local communities through membership schemes / passports to activity / place etc. (H E CC CW I) • Cultural activities available at every play scheme / play event e.g. craft box, dressing up box to widen brief beyond sport (H E CC CW I) • Individuals' stories told through cultural mechanisms (digital stories, museum interpretations etc.) to inspire others to have a voice and provide different perspectives on Welsh life (E CC CW G I) • Existing delivery staff asked if they can speak Welsh to enable cultural services e.g. swimming lessons, sporting sessions at half term projects to be delivered through the medium of Welsh (H E CW I) • Heritage connected to contemporary society with reimagining of the past taking place rather than reliance on telling the story as it has always been told (R CC CW I) • Active engagement in the BBC's <i>Get Creative</i> initiative (P H E CC CW I) • Local people playing a part in programming cultural venues and activities (P E CC CW I) • Those involved in the support / education of children and young people to actively signpost them to extra-curricular cultural opportunities and support creative career 	<p>collaboratively utilised to connect people, share information and engage communities with the cultural offer (P H E CC CW I)</p> <ul style="list-style-type: none"> • A clear collaborative local plan in place to engage diverse communities in Welsh culture. This to recognise what being 'Welsh' is (which will be different across Wales) as well as how ideas on culture are celebrated, redefined and locally implemented (E CC CW G I) • Strategic partnerships in place between cultural providers to ensure equity of provision across Wales and layers of opportunity from grassroots to elite activity as well as local and national events (H E CC CW I) • Joint advocacy of the impact of cultural engagement developed (H CW I) • Collaborative cultural 'passport' in place to track
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	<p>choices (P H E CC CW I)</p> <ul style="list-style-type: none"> • Cultural subjects taught at both GCSE and A Level (P H CW I) • Cultural provision in education establishments (e.g. Music Services) preserved and made fit for 21st Century (P H E CW I) • Cultural venues utilised instead of classrooms to teach regular curriculum (P R H E CC CW I) • Participatory projects developed where language is secondary to the activity (H E CC CW I) • Development of local cultural activity in community spaces supported e.g. for reading groups, choirs, walking groups, genealogy (R H E CC CW I) • Development of childcare opportunities alongside cultural activity to enable parents to access culture independently of cultural activity for families (H E CC CW I) • A programme of cultural dates in place with local cultural professionals taking AMs, Local Councillors, Chief Executives etc. along to a cultural event / activity and discussing it with them to develop awareness / understanding of impact. (H E CW I) • Mechanisms of engaging local communities in heritage initiatives developed (R E CC CW G I) • Collaboration between cultural providers nurtured to add value to existing offers (H E CC CW G I) • Collaboration between cultural providers developed to support learning, skill development and potential efficiencies (P CW I) • Trust built with diverse communities across Wales to gain wider understanding of contemporary Welsh culture and ways developed to involve them in new initiatives / interpretations to make product and process increasingly relevant to Wales today and tomorrow (E CC CW G I) • Cultural pop-ups developed to ensure culture is reflective of different communities across Wales and has a place within them (R E CC CW I) • School facilities utilised for wider cultural community learning / participation 	<p>usage of services and promote new opportunities (H E CC CW I)</p> <ul style="list-style-type: none"> • Large scale approach to making cultural facilities accessible to staff, audiences, participants and cultural professionals including specific capital pots in place to deal with overarching building developments needed (P H E CC CW I) • Futures thinking developed to make cultural services and facilities fit for purpose both now and for future generations (R E CC CW I) • Cultural corridors developed across Wales that utilise public and third sector land to connect cultural sites and creative institutions (P R H E CC CW I)
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	<p>outside of school hours to include use of floodlit pitches for extracurricular and community use ((R) (H) (E) (CC) (CW) (I))</p> <ul style="list-style-type: none"> • Flexibility of contact with Welsh speakers to ensure that people can communicate verbally, in writing, digitally etc. ((E) (CW) (I)) • Inclusivity and diversity of participants in cultural activity prioritised, particularly in those historically seen as elitist e.g. golf, opera ((P) (H) (E) (CC) (CW) (I)) • Green spaces utilised for cultural activity with innovative partnerships in place to reach rural communities of Wales ((P) (R) (H) (E) (CC) (CW) (I)) 	
<p>Local Authorities Arts Council of Wales</p>	<p>Blackwood Miners’ Institute / Rhondda Cynon Taf Theatres Theatr Genedlaethol’s ‘Sibrwd’ app: http://sibrwd.com/ Abertawe Bro Morgannwg University Health Board / Caerphilly 50+ Forum https://www.nationaltrust.org.uk/croome/features/potter-and-ponder-a-sensory-experience CADW monument pass, Chapter citizen card, behind the scenes tours etc. Menter Iaith Caerffili Theatr Soar organ initiative / Hedd Wyn projects in North Wales Awen Cultural Trust National Museum of Wales https://museumsandwellbeingalliance.wordpress.com/ University of Bangor / Pontio Shooting roots / Festivals in England / Green Man Dusty Forge / Bryn Celli Du Ynys Mon Guerilla Museum (Cardiff Story Museum) Sport Wales research Natural Resources Wales archive of stories from people working in forestry in Wales Natural Resources Wales ICiPS award for land collaboration with Welsh Archaeological Trusts)</p>	<p>Gentle / Radical National Museum Wales Canadian model of support for music and circus (investment from the public purse) Torfaen Leisure Trust / Carmarthenshire physical literacy scheme Scandanavia / Holland</p>