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for Wales

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# Well-being in Wales: Planning today for a better tomorrow

Learning from Well-being Assessments 2017

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# Foreword

Whilst some might have seen well-being assessments as the first part of the process for Public Services Boards (PSBs) to comply with the Well-being of Future Generations Act, I have seen them as the first indicator of the readiness of PSBs to challenge business as usual and embrace the new ways of working that the Act requires. PSBs are to be congratulated for the positive approach they have taken to completing the assessments; they are a step in the right direction but they also highlight where the real challenges for public bodies lie in considering the needs of future generation.

The evidence they include and how it is interpreted is a fundamental part of improving the well-being of our people and communities, now and into the future. I have identified some key areas where PSB members and those providing support locally and nationally, including my office, need to focus on in order to help public bodies and PSBs make the best of the Act, not just a tick-box, compliance exercise, but a framework for improving public services, so that they are fit to meet the needs of current and future generations. These key areas for challenge include:

- A tendency to revert to describing well-being in traditional ways rather than relating local data to the well-being goals as defined in the legislation
- Addressing the clear lack of capability and confidence in relation to looking at the long-term
- The lack of meaningful consideration of the interconnections between issues and what data means in different contexts and communities

My reflections on the assessments and the conversations that I and my team have had with all PSBs suggest that some of the challenges reflect a need for better resourcing, more time and more practical and policy support to deliver the scale of change needed. However, they also reflect the need for a clearer demonstration of the willingness to change, to step out of siloes and to move away from a short-term approach to doing things the way they have always been done. Delivering the Act is a challenge that will require the strongest leadership to make the most of the opportunities for change it offers.

This report aims to highlight what the assessments say about well-being (and what they don't say), and what the learning from the ways in which the assessments have been undertaken means for well-being planning. I have worked collaboratively with a range of partners and bodies, named throughout the report, including a partnership with Netherwood Sustainable Futures, Cardiff University and Mark Lang Consulting who have provided extensive analysis about how PSBs have undertaken assessments. Part 2 of this report draws heavily on their work.

The report presents 17 recommendations, some challenging PSBs on how they may have fallen into traditional ways of doing things, some recommendations about how assessments need to evolve and the majority focusing on what needs to change to enable well-being planning that will create the step change we need for future generations.

I will be keeping a close eye on how PSBs and public bodies respond to these recommendations, linking them in with the priority areas my office will focus on.



**Sophie Howe**  
Future Generations  
Commissioner for Wales

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# Introduction & context

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Part 4 of the Well-being of Future Generations Act (“the Act”) sets out that Public Services Boards (“PSBs”) have had to publish a Local Assessment of Well-being (“Assessment”) to set out the state of economic, social, environmental and cultural well-being in a PSB area. These assessments were published for consultation during winter 2016, with the Future Generations Commissioner for Wales listed as a statutory consultee.

In addition to engaging with PSBs on an informal basis, my Office developed a partnership with Netherwood Sustainable Futures, Cardiff University and Mark Lang Consulting to provide expert analysis and evaluation of the 19 Assessments. This enabled me to provide personalised feedback to each PSB within the time frame of its consultation period, which I’ve published on the website [www.futuregenerations.wales](http://www.futuregenerations.wales). The focus of these feedback reports was on the key areas of change needed to ensure that well-being planning makes the most of the opportunities the Act provides to share resources, take new approaches to old problems and ultimately make better decisions for future generations.

I am keen to ensure that my office embodies the five ways of working set out in the legislation. We have reflected on engagement with PSBs to date and we are using this reflection to shape the approaches to providing advice going forward. I offer this report as an important contribution to the shared learning that we all need to be immersed in, as we seek to make the best of the Act to secure a Wales fit for future generations.

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# Key findings & recommendations

These are the key findings from our work with PSBs to date, largely based on our partnership work with Netherwood Sustainable Futures, Cardiff University and Mark Lang Consulting but also drawing on wider insight and information available to the office. My 17 recommendations are intended to help Public Services Board members, teams and the public service more broadly, focus on the key things that need to change and to build on our collective learning so far.

## How PSBs are structured and engage

### Key findings

At the time of publishing their assessments, the PSBs had been operating for just over a year, so it is timely to take stock of how far they have come. It is clear that consideration needs to be given to whether the ways in which PSBs are chaired and run are enabling the aspirations of the legislation to become reality.

It is important that the people who sit around the PSB table can bring the best range of insights, constructive challenge and data to the PSB.

PSBs are not yet making best use of experiential, qualitative data in their assessments and could do this more effectively by taking a more strategic approach to gathering the 'day-to-day intelligence' that is collected by services on the ground, including those run by the third sector.

It is clear that there has been a major effort from PSBs to engage with the public to seek their views. This is to be welcomed but further work is needed to enable better understanding of people's lived experiences.

### Recommendations

1. PSBs should consider whether **the way they are chaired and resourced best supports the ethos of the Well-being of Future Generations Act**, particularly in respect of facilitating collaboration, integration and involvement. They should ensure that the arrangements facilitate challenging business as usual and enable new approaches and perspectives to be developed.
2. PSBs should **review their invited membership** to ensure that representatives provide effective reach back into their sectors, to bring data, insights and experience to the PSB.
3. Further work should be undertaken to provide a **deeper understanding of people's lived experiences** through gathering and using far more of the information that partner organisations hold about people's well-being and making use of the 'day-to-day intelligence' that is gathered on the ground in communities by a range of services.
4. PSBs should consider how they can **build on their involvement work to date**, and collaborate better with each other on involvement work including through the use of media that resonates with people (including digital media).

## How well-being assessments should evolve

### Key findings

The development of assessments seems to be viewed by some PSBs as something that happens once every five years, rather than an opportunity to embed intelligence-led and evidence-based approaches into the ways in which they develop objectives and collaborate.

Many PSBs haven't yet used the data in their assessments to fully understand both the current situation and the scale and nature of the response required: implicit messages from the data needed further exploration to better understand the causes and effects of key issues and trends.

Many assessments presented an 'un-integrated' picture of well-being, looking at issues and policy challenges within narrow, traditional siloes and missing opportunities to make links between interconnected issues and therefore to understand what these connections mean for well-being.

### Recommendations

5. All partners must ensure that **the assessments are invested in as tools to develop**, in order to enhance their understanding of well-being and to help them make intelligence-led and evidence-based decisions for current and future generations.
6. Before well-being plans are set, work should be undertaken to **'dig deeper' into data** to better understand the causes and effects of key issues and trends, in relation to both community well-being and individual well-being.
7. A **more integrated approach needs to be taken to interpreting data** across economic, social, environmental and cultural well-being; before well-being plans are produced, PSBs should revisit the data in their assessment to understand how different issues interconnect and what this means for well-being in particular localities.

## Key learning for well-being planning

### Key findings

The capacity and capability to use evidence, particularly in terms of making policy, is limited across Wales and needs to be afforded greater value and resource.

The majority of assessments did not meaningfully consider the long-term, future trends or multi-generational policy challenges. There is a clear desire to do more but also key barriers in terms of capacity, expertise and confidence to think and plan for the future.

### Recommendations

8. All public bodies should explore ways to address gaps in **capacity and capability to analyse data and make evidence-based policy**, recognising that failing to do so will be a key barrier to the meaningful implementation of the Well-being of Future Generations Act.
9. Working with PSBs, the Welsh Government and the Future Generations Commissioner for Wales should explore how best to build **capacity, expertise and confidence to understand forecasting, future trends and the needs of future generations**, including considering scenarios and trends which are less certain.

The assessments paint a safe and non-contentious picture of well-being at the local level, not questioning whether current approaches to public service delivery are fit for the future, or exploring key pressures and tensions in delivery.

In many of the assessments PSBs have structured topics according to ‘traditional’ narrow views of well-being listed in economic, social, environmental and cultural siloes, and in some cases the legal definitions of the well-being goals are re-worded to deliberately not take account of the range of topics they include.

PSBs are limiting the scope of debate and discussion about well-being, through presenting the well-being goals in a high level, general sense and the assessments provide limited references to the legal duty for public organisations to maximise their contributions to the goals.

There is a mixed picture of data at ‘community level’ in assessments, with many focusing on key issues and trends at the local authority level and not fully exploring what these mean for different communities and what these differences could mean for future services.

The assessments showed limited understanding and analysis of the role of places within a regional context and included few observations about well-being in relation to regional policy challenges.

Whilst assessments generally used qualitative evidence that had been gathered through engagement, there is scope for them to make more use of qualitative, place-based data from the third sector and other bodies and networks.

More thought needs to be given to how national bodies such as Public Health Wales, Sport Wales, the Arts Council of Wales, Amgueddfa Cymru - National Museum Wales and National Library of Wales, can share information and resources to add value to well-being planning.

The assessments generally contain few links to other strategies and plans that are essential to improving well-being in the future, including local development plans and plans that are being developed as a result of legislation including the Social Services and Well-being Act and the Environment Act.

10. Despite the evidence in the assessments showing a range of alarming trends, **PSBs are only engaging in safe and non-contentious territory**. PSBs need to evidence how they are identifying and exploring tensions between different policy issues and priorities to enable an honest discussion about new approaches that need to be taken.

11. In well-being planning, PSBs must show that they are setting objectives and making decisions that **reflect how well-being is defined in the Well-being of Future Generations Act**, rather than reflecting traditional ideas and ways of doing things.

12. The **statutory duty to maximise contributions to the well-being goals** should drive PSB’s discussion, debate and reporting on local well-being rather than just providing broad context.

13. Further work needs to be undertaken to better understand the **contexts, issues, challenges and opportunities between and within communities in PSB areas** (rather than only at a local authority level), and this should be clear in well-being planning.

14. In well-being planning, PSBs should explain how they are **taking account of regional developments, collaboration mechanisms and opportunities**.

15. PSBs should develop mechanisms for **gathering and using qualitative place-based data and insights**, particularly from the third and private sectors, and fully recognise the value it adds to well-being planning.

16. **Information and evidence from national bodies** that are not members of PSBs should be considered as part of well-being planning, to make the most of the opportunities to link up wider agendas.

17. PSBs should give consideration to how to **link well-being plans to other strategies and plans**, including those related to other legislation and the Local Development Plan. This will enable key areas of delivery to be actively factored into the bigger picture of improving economic, social, environmental and cultural well-being.

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# Well-being in Wales: what we know and what we don't know

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# Part 1

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**This section sets out what the 19 well-being assessments tell us about well-being in Wales – the key issues and themes that they highlight. It also sets out what they don't tell us – information or data that is missing, particularly in terms of how well-being is addressed, as defined in the Act by the seven well-being goals.**

**There is also commentary from key partners and national bodies that have an interest in how certain topics or interest groups have been addressed in the assessments.**

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## **Purpose of Part 1**

This section of the report provides an overview of what information was included in Well-being Assessments, and where, having taken advice from key partners, I believe there are gaps. Its purpose is to provide an 'all Wales' picture based on what was included in the Assessments and to highlight interesting practice, enabling PSBs to draw on one another's strengths.

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# How this part of the report is structured

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The well-being assessments generally used one of four structures:

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Five stages of the life-cycle	Well-being outcomes identified by Public Services Boards
Economic, social, environmental and cultural well-being	The seven well-being goals

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A key element of my feedback was that in general the Assessments could have enabled greater integration of topics and issues across economic, social, environmental and cultural well-being. In the following section, my intention is to paint a more integrated picture of well-being from the individual to the strategic. As the diagram on the following page explains the intention is to start at the beginning of a person's life and look at the local and community factors that are important to well-being, and then consider broader general socio-economic, cultural and environmental factors.

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# Explaining well-being: from the individual to the strategic



# The importance of a good start in life

## 1.1

This section discusses how the assessments acknowledge the importance of a good start in life, and what information they draw upon.

**“By the time Torfaen children reach reception class in school, factors associated with where they live are already affecting their weight, health and well-being.”**

Torfaen Well-being Assessment

# 78%

...in Upper Cwmbran 78% of  
0-4 year olds live in income  
deprived households.

The assessments tend to recognise that children who have a good start in life have happier and healthier childhoods, which have far-reaching benefits for the rest of their lives. They all provide information about birth weight, breastfeeding rates, immunisations and life expectancy, which are key elements of a good start in life.

Many of the assessments provide data about the health of expectant mothers, as babies born to mothers who smoke or are obese are at greater risk of developing unhealthy lifestyles in the future. According to the *New Scientist* women who are overweight while pregnant are more likely to have babies who are biologically older than those born to women of a healthy weight. This could put the babies at a higher risk of developing chronic diseases later in life, and may reduce their life expectancy.<sup>1</sup> Some assessments also give consideration to the mental health of expectant mothers and the impact this could have on their child's start in life.

<sup>1</sup> 'Overweight mothers give birth to biologically older babies', *New Scientist*, 2016

Many of the assessments present a range of social and economic data about poverty and deprivation, and relate it to children's life chances. Child poverty is mentioned in all of the assessments, although different measures and proxy measures are used. Torfaen's Assessment sets out the stark differences between some of their communities: in Upper Cwmbran 78% of 0-4 year olds live in income deprived households, whereas in New Inn only 3% do.

**“If you can't find a job, if you're in a poor area where there aren't many jobs...you can't get all the things you want, the things you dream about when you grow up, so you lose out on a lot of things and your well-being is low.”**

Secondary school pupil –  
Swansea Well-being Assessment

All of the assessments refer to the importance of considering Adverse Childhood Experiences (ACEs) which are traumatic experiences that occur before the age of 18 and are remembered throughout adulthood. They range from suffering verbal, mental, sexual and physical abuse, to being raised in a household where domestic violence, alcohol abuse, parental separation or drug abuse is present. Evidence shows children who experience stressful and poor

quality childhoods are more likely to develop health-harming and anti-social behaviours, more likely to perform poorly in school, more likely to be involved in crime and ultimately less likely to be a productive member of society.<sup>2</sup> The lack of local data available about the numbers of children experiencing Adverse Childhood Experiences is highlighted as a gap in many Assessments, although some make links with relevant data such as numbers of victims of crime aged 17 and under, and numbers of lone families.

The sections about the importance of the early years of life generally have a strong social and health focus. In terms of the importance of a healthy environment right from the start greater consideration could be given to the natural systems that ensure and support life, including providing clean air, clean water and growing food.

**“In Wrexham, there were around 380 domestic crimes with violence recorded. Over 50% of cases involved in some way children aged under 16. Around 40% involved children under five.”**

Wrexham Well-being Assessment

## Conclusions

The assessments all acknowledge the importance of a good start in life to some extent. However, the measures and evidence used to illustrate this are relatively limited and focused on health and social issues. There was for example very little reference to the quality of the environment and air pollution and the impact that has on health in early years or whether access to green space is more or less available in areas of deprivation. In line with some of the key messages

in Part 2 of this report, greater consideration could be given to the range of economic, social, environmental and cultural factors that support a child's well-being from the moment it is born (or conceived) including for example the quality of the local environment, the safety of communities (geographical and other types of community), the prosperity of the household and the access to opportunities from an early age.

<sup>2</sup> 'Adverse Childhood Experiences and their impact on health-harming behaviours in the Welsh adult population' *Public Health Wales*, 2015

# The role of spaces and places in people's well-being

## 1.2

This section sets out how the assessments talk about spaces and places, and how they shape our well-being.

According to research from RSPB, children living in Wales are the children least connected to nature in the whole of the UK, despite many of them living in some of the most beautiful countryside the nation has to offer.<sup>3</sup> Many of the Assessments provide data and narrative about their area's natural environment and biodiversity, including some insights into how they are currently used. However, in general this is included in an 'environment' section

with limited reference to the value of the natural environment to social, economic and cultural well-being. This reflects a key recommendation of Part 2 of this report that a more integrated approach needs to be taken to interpreting data and there should be greater exploration of the inter-relationships between pieces of evidence.

**“Opportunities for outdoor play are vital; not only does outdoor play contribute to the recommended guidelines for physical activity but substantial research finds that additional benefits including child mental well-being, cognitive development, a stronger sense of belonging to school and community and improved behaviour resulting from increased contact with the natural environment.”**

Ceredigion Well-being Assessment

<sup>3</sup> 'Four out of five UK children not connected to nature', The Guardian, 2013

**“We live in an amazing area, but lots of people live in terrible areas within it and never go to the beach. They can't because of transport and how much it costs.”**

Response to engagement – Swansea Well-being Assessment

**“The landscape, buildings, natural environment and languages spoken in Cwm Taf are the things that help people feel like they belong, which has a positive effect on happiness and well-being.”**

Cwm Taf Well-being Assessment

# 1,600

Public Health Wales estimates that the equivalent of around 1,600 deaths are attributed to exposure to fine particulate matter dust.

Many of the Assessments give some useful data about how accessible green space and nature is to people, for example the amount of tree cover in urban areas and access to green and blue spaces. In Cardiff, the areas with the least access to green spaces coincide with some of the areas which have the highest rates of crime as well as poorer health outcomes. Whilst further work should be done to better understand what this might mean in terms of well-being planning this is a useful and more integrated point to start from.

Air quality is referred to in the majority of assessments, with some focusing on data for individual communities whilst others focus on the local authority area. The majority of the assessments include this information under an 'environment' section, missing the opportunity to link air quality with wider

socio-economic issues. Public Health Wales estimates that the equivalent of around 1,600 deaths are attributed to exposure to fine particulate matter dust, and around 1,100 deaths to nitrogen dioxide emissions, each year in Wales.<sup>4</sup>

Many of the assessments make it clear how important local space and places are for well-being: people feel connected to their communities, heritage, landscape and buildings. This was a consistent theme in much of the engagement with the general public and stakeholder groups. It came up regularly as an asset most widely recognised and cherished and it was clear people have strong views about the quality of their local community places and environment.

<sup>4</sup> 'Air pollution found to worsen already strong links between deprivation and ill health', *Public Health Wales*, 2016

**“In residential areas of Cardiff, average NO2 concentrations are the highest in Wales. Levels of NO2 found in the city centre are also the highest amongst Welsh local authorities and exceed EU pollution limits. Despite the above, Cardiff is joint 4th among European capital cities in terms of residents’ satisfaction with air quality. This may indicate a need to educate Cardiff citizens about the implications of poor air quality and what they can do (in terms of using more sustainable forms of transport, for example) to improve it.”**

Cardiff Well-being Assessment

## Conclusions

The assessments acknowledge the importance of local spaces as assets, acknowledge their roles in people's well-being and consider how people engage and interact with these places. However, most well-being assessments showed very limited consideration of the significance or causes of spatial differences, including: life expectancy; the distribution and isolation of elderly residents; the differences between rural and urban or inland and coastal communities; biodiversity loss; community safety or the impact of climate change. These were described as relevant problems, but their localised impact on well-being remained unexplored. Each local authority has a wealth of thinking, analysis and interpretation from their Local Development Plan, including sustainability appraisals and strategic assessments, which could have informed a better understanding of place specific issues and the challenges for land use for future decades. This is an example of the value of qualitative place-based data from within the PSB partnership organisations. Qualitative data from people working in these bodies is

incredibly rich, and only in a few cases was it clear that this type of localised knowledge was informing the well-being assessment's understanding of spatial differences. Better integration between these activities within the PSB will help ensure that well-being plans are better able to support improvements in local well-being for current and future generations. It will also be a clear demonstration of how PSBs are adding value.

**Evidence from Sport Wales suggests that people's well-being relies on their motivation, ability and opportunity to be physically active on a regular basis. The facilities that can provide those opportunities must be inclusive, attractive, accessible and efficient and they must be what people and communities need. Well-being assessments should go further in making the connections to physical and mental health and opportunities to access nature.**

# Preventing ill health and health-harming behaviours

## 1.3

This section focuses on how the assessments present information and evidence about the importance of good health, preventing ill health and health-harming behaviours.

A photograph of a piece of lined paper with blue handwriting. The text reads: "TACKLE OBESITY BY TEACHING YOUNG PEOPLE HOW TO COOK!". The handwriting is in all caps and is slanted to the right. The paper has light blue horizontal lines.

Image from the Blaenau Gwent We Want engagement

# 2%

“...in Gwent, only 2% of residents in 2013-14 (age 16 and over) engaged with all 5 healthy behaviours.”  
Blaenau Gwent Well-being.

All of the assessments provide information about the proportion of people making relevant lifestyle choices including meeting physical activity guidelines, eating ‘five a day’, smoking, alcohol consumption and weight. However, there is often a lack of analysis about what the trends in these behaviours mean for wider health and well-being trends. For example, if rates of smoking and alcohol consumption are decreasing but physical activity

and healthy eating rates are also not improving, what does this mean for health outcomes. In the most deprived fifth of Wales, preventable mortality accounts for 25% of the overall mortality rate in men, and 20% of the overall mortality rate in women. These figures are considerably lower in the least deprived fifth, at 18% and 14% respectively.<sup>5</sup>

<sup>5</sup> ‘Measuring Inequalities’, *Public Health Wales*, 2017



# 25%

“...The UK Government’s Foresight Programme suggests that 25% of all children under 16 could be obese by the year 2050.

All of the assessments highlight obesity, and particularly childhood obesity, as a key challenge going forward. The UK Government’s Foresight Programme suggests that 25% of all children under 16 could be obese by the year 2050,<sup>6</sup> and Wales has the highest levels of childhood obesity in the UK.

A gap in many of the assessments is any mapping of other relevant data against childhood obesity levels – for example many of the Assessments show that physical activity rates in children are improving but childhood obesity is also increasing (and predicted to continue to do so) but little consideration is given to the reasons for this. This links to the key message in Part 2 of this report, that there needs to be greater exploration of the inter-relationships between pieces of evidence, and the exploration of ‘so what does this data mean?’ and ‘what does it suggest needs to change?’ In terms of physical activity the

difference between generations is often apparent. For example, in Neath Port Talbot 40% of adults are not active on any day of the week (higher than the Wales average of 34%) but the area has the highest proportion of pupils in years 3-11 ‘hooked on sport’ and the highest sport club membership in Wales.

Unhealthy eating appears to be a growing problem, with low proportions of people eating five portions of fruit and vegetables a day and predictions that this will continue to decrease until 2025. Some assessments provide information on how this links to wider factors, for example through data about numbers of people who have missed a meal in the last fortnight, or who have said money worries have stopped them inviting friends around for a meal, but there is a lack of consideration of the broader reasons for increased unhealthy eating and consideration of the role of public services in addressing this.

**“Food poverty means not being able to afford or access food for a healthy diet. It is not just about quantity, it is also about having physical access to shops that sell healthy foods and the social issues which affect which foods are eaten.”**

Cardiff Well-being Assessment

<sup>6</sup> ‘Tackling obesities: future choices – modelling future trends in obesity and their impact on health’, *Government Office for Science*, 2007

The majority of the assessments contain information about substance misuse, including levels of alcohol consumption, hospital admissions for drug and alcohol consumption and links to issues such as crime, domestic abuse and Adverse Childhood Experiences. Some of the Assessments provided interesting insights into the differences between areas. For example in both Monmouthshire and the Vale of Glamorgan rates of alcohol consumption in less deprived

areas is high but alcohol related hospital admissions are higher in more deprived areas. This may be because, as the Torfaen Assessment states: heavy drinkers in low-income communities are almost 11 times more likely to combine heavy drinking with other harmful behaviours.

[referrals related to substance abuse:] “the average age of individuals referred was 41 years of age... 64% of people experiencing substance misuse issues also had issues with employment and were not in work, 7% had housing problems and 33% experienced mental health issues.”

Neath Port Talbot Well-being Assessment

## Conclusions

It is clear that there is a wealth of available data about the prevention of ill health and health-harming behaviours, and this has been drawn out in many of the assessments. However, although many health trends are alarming – for example predictions about obesity levels and significant gaps in healthy life expectancy in different communities -

the assessments do not always dig deeper into the data to identify causes and inter-connections or question whether current approaches to public service delivery are fit for the future and are doing what is needed to address these trends (this point is picked up in Part 2 of this report).

# Mental health and well-being

## 1.4

This section explains how the assessments present information about mental health and well-being.

# 10%

At the Wales level around 10% of children have mental health issues such as stress, anxiety and depression.

Many assessments highlight mental health as a key issue, providing data about the number of adults reporting being treated for a mental illness, suicide rates and self-harming rates. Many of the assessments compare the number of adults being treated for a mental illness against the mental well-being score used in the Welsh Health Survey. This comparison suggests that in many areas there are significantly more people experiencing mental health issues than those reporting being treated for mental health issues.

According to Cardiff's Assessment, approximately 50% of people with enduring mental health problems will have symptoms by the time they are 14 and many at a much younger age, which should mean that services should be able to shape their provision for the needs of the future to some extent. The mental health of children and young people is discussed in many of the assessments. At the Wales level around 10% of children have mental health issues such as stress, anxiety and depression.<sup>7</sup> In north Wales – the number of self-harming incidents for children and young people has more than doubled between 2012-13 and 2015-16.<sup>8</sup>

**“Need better mental health services especially for children and young adults.”**

Chepstow resident, aged 34 – Monmouthshire Well-being Assessment

<sup>7</sup> 'Mental health in Wales: fundamental facts 2016', *Mental Health Foundation*

<sup>8</sup> 'Welsh Health Survey 2013-14', *Welsh Government*

Whilst the mental health of children is discussed in many assessments, there is scope for greater consideration of other parts of the population. For example, whilst the majority of assessments mention dementia as a mental illness that is more prevalent in older people, little consideration is given to how older people experience other types of mental illness such as depression. Also evidence suggests that the prison population is at a greater risk of mental health problems, and reoffending rates for people with mental health problems were significantly higher than those without mental health problems<sup>9</sup> but this is not mentioned in any assessments. Living in a household where a family member has poor mental health is also an identified Adverse Childhood Experience and so the connections should be made in terms of the well-being of children living in these households, as well as individuals who themselves experience poor mental health

There is generally a lack of consideration of the wider determinants of poor mental health and the role of factors such as access to opportunities, access to and use of green space, and wider family and societal influences.

Some assessments have used information from the Welsh Health Survey to predict the number of people with a mental health problem until 2035. For example, the graph on the following page was included in some of the north Wales assessments.

**“Recent research has linked a spike in the number of young women aged between 16 and 24 experiencing mental health problems with them being the ‘first cohort to come of age in social media ubiquity.’”**

Ceredigion Well-being Assessment

**“Mental health support, counselling, one to one support, entry into gym support, empathetic staff across the board can make a big difference to a person’s life.”**

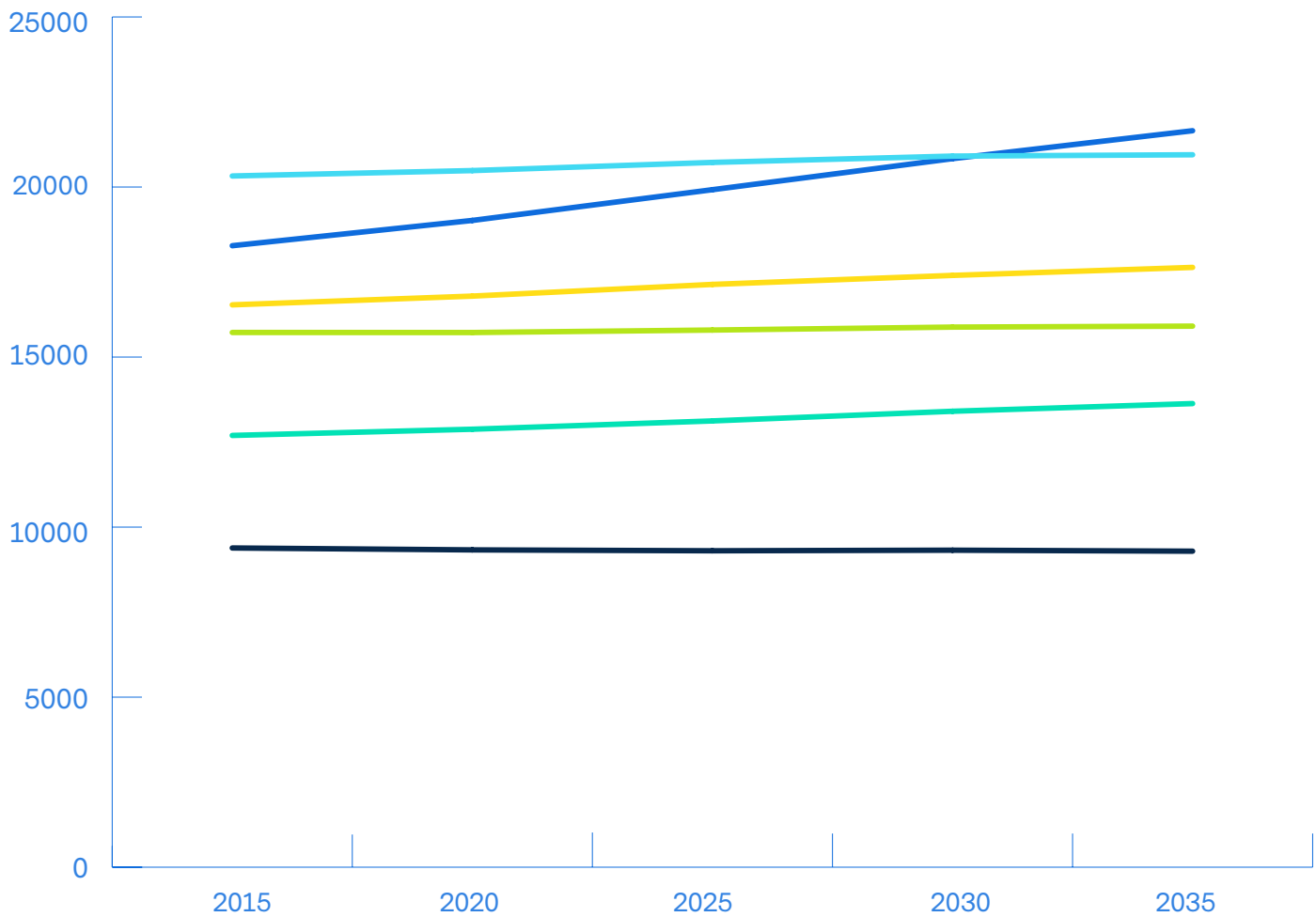
Response to engagement – Vale of Glamorgan Well-being Assessment

<sup>9</sup> ‘Ex-prisoners with mental health problems more likely to reoffend’, *The Guardian*, 2015

## Number of people aged 16 and over predicted to have a common mental health problem, North Wales, 2015 to 2035.

- Flintshire
- Wrexham
- Gwynedd
- Conwy BC
- Denbighshire
- Anglesey

Sources: 2011-based population projections, Welsh Government, Daffodil database, Institute for Public Care



### Conclusions

As PSBs move to well-being planning more thought needs to be given to how communities and services can foster good mental well-being, as well as addressing mental health problems. A key part of this links to one of the recommendations in Part 2 of this report – building a deeper understanding of people’s lived experiences, in this case specifically about what supports good mental well-being, through using all of the information that PSB organisations hold about people’s well-being.

**Public Health Wales commented that whilst the majority of the Assessments highlight the importance of mental health, the approach taken is largely to focus on mental illness as a problem that needs to be solved rather than good mental well-being as an asset for people and communities. A focus on problems and challenges rather than assets and opportunities appeared to be a common approach in many assessments.**

# Skills and qualifications – are they fit for the future?

## 1.5

This section sets out how the assessments discuss the importance and roles of skills and qualifications.

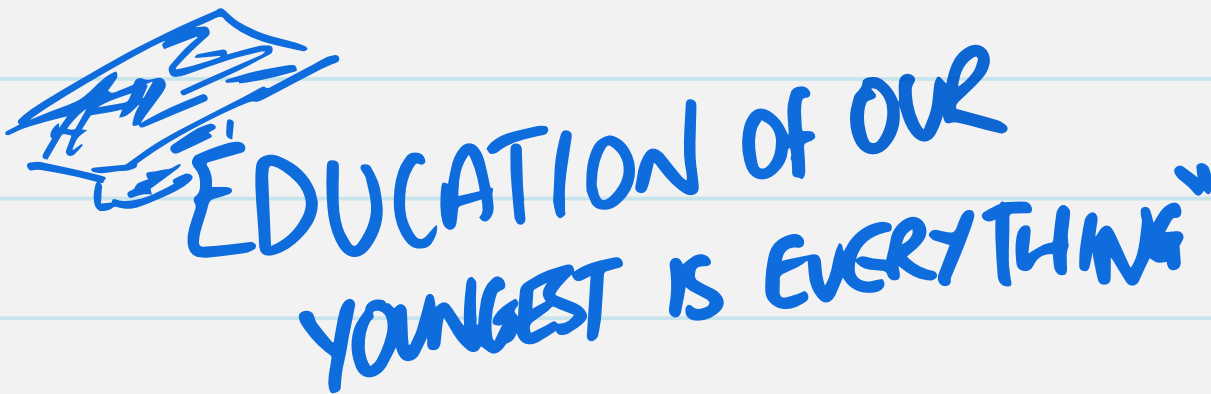


Image from the Blaenau Gwent We Want engagement

# 65%

65% of children entering school today will end up working in new job types that don't exist yet.

All of the Assessments include data and narrative about attainment levels throughout school stages, and many provide helpful narrative about links between attainment and poverty levels, with the most common measure being the relative attainment levels of pupils eligible for free school meals.

Little consideration is given to the role of school subjects beyond attainment – skills in STEM subjects (science, technology, engineering and maths)

will continue to be important but our children also need to be happy and healthy and the role of learning in developing emotional intelligence is something that could be given greater consideration by PSBs. Also, it will be important to acknowledge the importance of physical literacy which means that a person has a catalogue of technical skills along with the confidence and motivation to take part in lots of different sports and physical activities at every stage in their life.<sup>10</sup>

<sup>10</sup> 'Physical Literacy: a journey through life', *Sport Wales*, 2017

# 2050

Employers in Wales will increasingly be seeking employees who are fluent in Welsh, as we move toward the aspiration of one million Welsh speakers by the year 2050.

Whilst some assessments contain information about apprenticeships and work-based learning programmes, in general there is a lack of consideration of the importance of gaining qualification and developing skills throughout the life course, and access to building these types of skills. For example, many assessments contain data and narrative about skills and volunteering in different sections, and do not make the link that volunteering opportunities are a key mechanism for skills development and can enrich people's lives at every age.

There is also a general lack of attention in the assessments to Welsh language skills, qualifications obtained through the medium of Welsh and the demand for Welsh language skills in different sectors of the economy. Employers in Wales will increasingly be seeking employees who are fluent in Welsh, as we move toward the aspiration of one million Welsh speakers by the year 2050.

According to the World Economic Forum, 65% of children entering school today will end up working in new job types that don't exist yet<sup>11</sup> and creativity and emotional intelligence will be some of the top ten skills that workers will need. With the likelihood of artificial intelligence taking on many manual and clerical jobs, most new jobs will be in more specialised areas like computing, mathematics, architecture and engineering.

Very few considered the longer term (or even short to medium term in many cases) impact of automation and artificial intelligence on jobs in each area and, in particular, how this could pose a challenge to particular sectors or groups of people. The assessments give little consideration of whether the skills and qualifications people can access today are those that will be needed in the future.

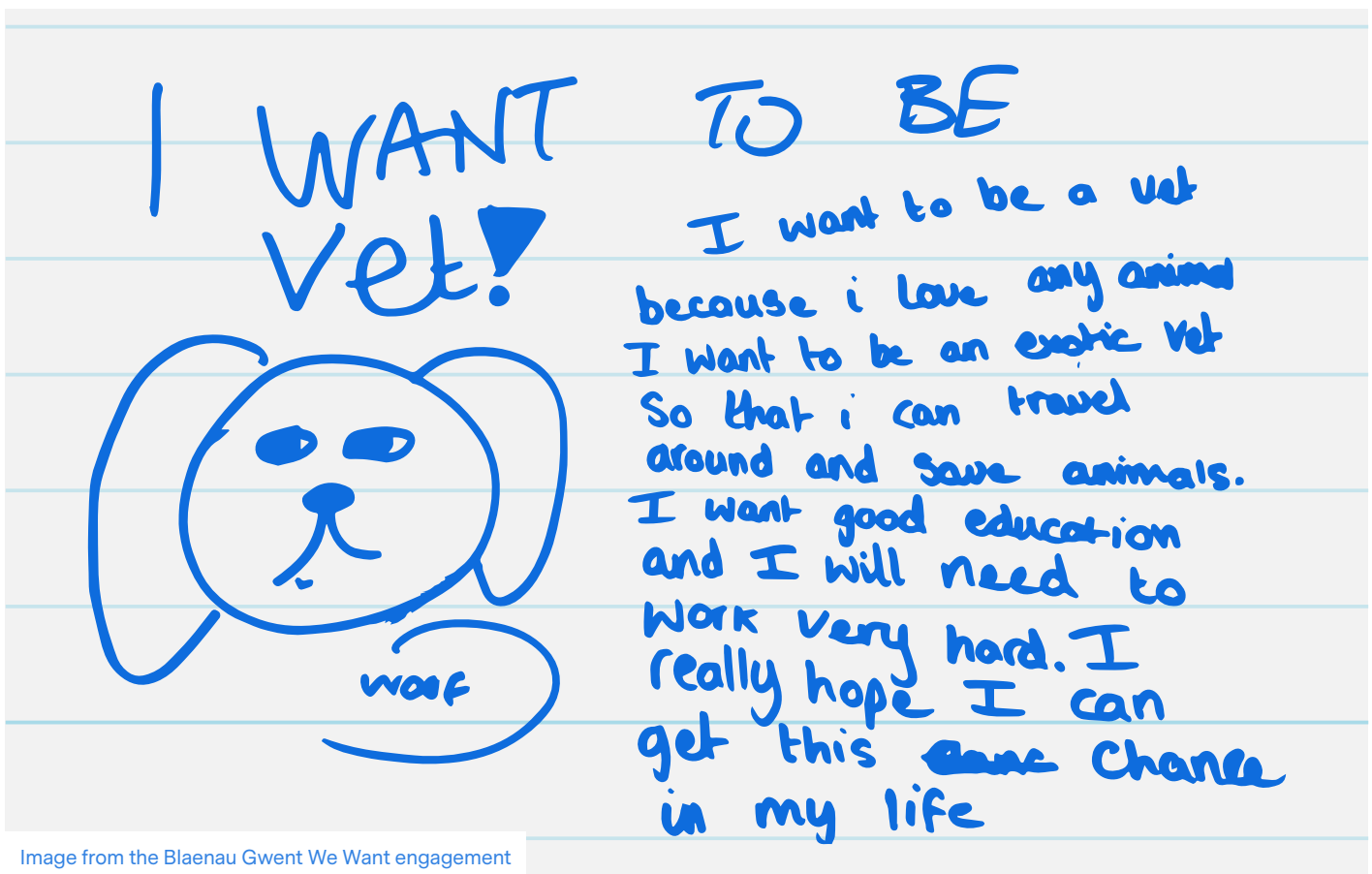
“[At key stage 4] the attainment gap between those receiving free school meals and those who do not is nearly 28% (27% compared to 55%). The all-Wales attainment gap is 32%. This is a much bigger gap than that seen at the foundation phase or key stage 2, suggesting that inequalities widen as children move through the education system.”

Wrexham Well-being Assessment

<sup>11</sup> 'The future of jobs: employment, skills and workforce strategy for the fourth industrial revolution', *World Economic Forum*, 2016

There is also little information about skills shortages in each area and profiling of the skills that are needed based on future trends and planned infrastructure programmes. This suggests that well-being assessments may be disconnected from the private sector and the work that is taking place in regional skills partnerships.

However, some assessments give some thought to this – for example, the Conwy-Denbighshire Assessment refers to a report from the UK Commission for Employment and Skills which highlights challenges facing key employment sectors, including concerns that currently many graduates leave university without up-to-date technical skills, or the softer skills required to be effective in the workplace.<sup>12</sup>



### Conclusions

The importance of the development of skills and qualifications is acknowledged in all of the assessments and is a key issue highlighted by the engagement in many areas, with people clearly concerned that young people need to have the right skills to equip them for the future.

However, there is scope for greater consideration of the schools system, subjects offered and qualifications gained

in relation to the industries that are likely to play a key role in the future. The Welsh Government which sets the National Curriculum clearly also have a role to play here. Few Assessments provide much detail about further and higher education providers in their areas, so further work is also needed to also understand their roles in ensuring skills are fit for future generations.

<sup>12</sup> 'Sector insights reports', UK Commission for Employment and Skills, 2015



# How places serve populations – infrastructure and environment 1.6

This section explains how the assessments include information about how their local areas serve their populations, through their infrastructure – both man-made infrastructure and natural infrastructure.

**“The way in which we use and manage land has a feedback loop and itself impacts upon the future benefits which we are able to receive from it.”**

Neath Port Talbot Well-being Assessment

**“Urban and urban fringe green space is disappearing; it’s becoming more difficult to ‘step out of the door’ and find space to breathe.”**

Comment from engagement – Vale of Glamorgan Well-being Assessment

# 35%

of people aged over 50  
are digitally excluded.

Data and narrative about transport is included in all assessments, including data about vehicle ownership, road capacity, use of public transport and active travel (walking and cycling) rates. Several assessments highlight the potential for more people walking and cycling. The Monmouthshire Assessment notes that a lot of tourists walk and cycle in the area, but there is

a lack of access to safe, off-road routes for families and commuters. The Cardiff Assessment sets out that as 57% of residents commute a distance of less than five kilometres there is a real opportunity for more active travel.

Infrastructure and how it enables access to services is highlighted in all of the assessments. This includes measures about access to broadband and mobile phone networks: lack of access is highlighted as a key barrier to economic well-being in rural parts of Wales. Some of the assessments emphasise the importance of access to a quality internet connection to ensure households can access a variety of services and ensure that children can develop digital skills. Digital exclusion is mentioned in some assessments, particularly in relation to older people: according to the Older People's Commissioner for Wales, 35% of people aged over 50 are digitally excluded.<sup>13</sup>

The assessments all explain to some degree the relationship between communities and their local environment, often listing local natural assets such as forests, parks, rivers, and ponds, and explaining the importance of the natural environment in providing opportunities for recreation, interaction and engagement and the resulting benefits for physical and mental well-being.

According to the 2016 'State of Nature' report in Wales one in 14 species is heading for extinction and over the long-term (1970-2013) 57% of wild plants and 40% of birds are in decline.<sup>14</sup> Most assessments note the fragility of local biodiversity, particularly due to the fragmentation of habitats by development and the disruption of wildlife corridors. Very few of the assessments consider ways in which services could be delivered in ways which minimise damage to the natural environment and to biodiversity, which will be essential to prevent further decline in the future.

**“Agricultural statistics for Monmouthshire suggest that if all residents in the county consumed the recommended 5-a-day of fruit and vegetables from the land in Monmouthshire, current production would need to expand by 30 times! If 3-a-day were obtained from Monmouthshire's land, production would need to expand by 18 times.”**

[Monmouthshire Well-being Assessment](#)

Agriculture is a key industry for many areas of Wales, and many of the assessments included information about numbers of jobs in agricultural enterprises. Again an analysis of medium and long-term challenges and opportunities was lacking in many assessments with little consideration being given to the challenges of the future for farming, including the numbers of young people leaving rural areas, the implications of Brexit, the effects of climate change and the need for people to eat healthier food.

**“Agriculture is the largest sector on the island, and we need to be considering how the UK departure from the European Union will affect our farmers. Other issues such as climate change will also undoubtedly have an effect...we need to be in a position to support this and other sectors to respond to these changes in a positive way.”**

Anglesey and Gwynedd Well-being Assessment

<sup>13</sup> 'Digital inclusion strategic framework for Wales and delivery plan', *Welsh Government*, 2016

<sup>14</sup> 'The State of Nature 2016', RSPB

The role of local places in enabling renewable energy generation was mentioned in some of the assessments, with some data about types of renewable projects and total installed capacity.

Little attention was given to the potential of places to generate more renewable energy from the perspective of providing opportunities for the economy, the community and carbon reduction, but the views of local

residents about renewable generation (which have been prominent in some parts of Wales) were also missing. This is an example of where contentious issues were often skirted over by their well-being assessments which suggests that Public Services Boards are perhaps not setting out the context in which they could and should be having the discussion about tensions and trade-offs across different issues and well-being goals.

**“Powys saves the largest amount of CO2 from the use of renewable generation installations in Wales...the use of onshore wind represents the largest saving of CO2 in Powys, with wind farms delivering 65%...with biomass being the next largest at 25% of the total.”**

Powys Well-being Assessment

## Conclusions

The assessments presented a range of information about how places support people’s economic, social, environmental and cultural well-being. As set out as a recommendation in Part 2 of this report there needs to be better understanding of the contexts, issues, challenges and opportunities between and within communities and the particular opportunities of particular places to improve well-being.

Also, given Wales’ commitment to reducing emissions (by at least 80% by 2050) and focus on moving towards a low carbon economy and society many of the opportunities afforded through local low carbon energy seem to have been missed. Action to reduce emissions, adapt to the impacts of climate change, being globally aware and responsible, need to happen at a localised level and the assessments in general have missed this key opportunity.

# The role of our home in our well-being

## 1.7

This section sets out what the assessments say about housing and the role of our homes in our well-being.



Image from the Blaenau Gwent We Want engagement

# 10%

Households are considered to be in fuel poverty if they have to spend more than 10% of their household income on fuel to keep their home in a satisfactory.

The assessments generally contain a lot of information about provision of housing and supporting people in housing need, including data and narrative about levels of new housing requirements (relative to population) and consideration of the ratio of average wages to average house

prices. Across the board there is a trend towards smaller households, with a particular need for housing that is suitable for the growing number of older people living alone.

# 13.8%

The Flintshire Assessment noted that those most affected by fuel poverty are lone pensioners and single parents, and that in Flintshire lone pensioners make up 13.8% of households and single parent households account for 6.3%

However, the assessments generally do not consider how housing provision and the role our home plays in our well-being need to change and adapt to the needs of the future, beyond population trends. ‘The future of housing and home: scenarios for 2030’ report sets out key challenges and scenarios for housing in the future, including persistent levels of poverty, shifting values, regional biases, changes in skills and materials needed for construction and the need for homes to adapt to the effects of climate change.<sup>15</sup> Further issues to consider could be the opportunity to embrace the smart homes (and cities) agenda in terms of planning homes for the future which could have multiple benefits in terms of energy efficiency, connections to public services, better safety and security.

Few of the assessments make the link between the trends of the need for more single person housing and the increase in isolation and loneliness, prompting the question of how our communities and services should be designed in ways which enable people to connect even if they live alone.

Some of the assessments provide useful commentary about the number of houses in the social housing sector, how this reflects demand and the impacts of reduced housing benefit payments. Most of the assessments acknowledge the impact of the homelessness duty on local authorities, the significant increase in casework focused on preventing homelessness and the numbers of people who have been prevented from becoming homeless. This is one of very few examples of data being readily available about how issues are being prevented from arising. It would also be interesting for PSBs to analyse the data about the most common reasons that people are at risk of homelessness (such as mental illness or relationship breakdown) and whether this data enables these causes of homelessness to be better addressed. If the approach was to truly reflect the aspirations of the Act in terms of a focus on prevention and in turn recognising complex causes of issues such as homelessness, then links to issues such as Adverse Childhood Experiences (which have been referenced in many of the assessments) should be explored further.

**“The statement ‘I will be able to find suitable housing if I needed to move’ recorded the lowest confidence amongst all respondents, particularly those earning less than £20,000 per annum.”**

Pembrokeshire Well-being Assessment

<sup>15</sup> ‘The future of housing and home: scenarios for 2030’, Shelter, 2016

Households are considered to be in fuel poverty if they have to spend more than 10% of their household income on fuel to keep their home in a 'satisfactory' condition. The importance of fuel poverty is picked up by some assessments, particularly those that relate to rural areas, highlighting data about levels of fuel poverty, the people most at risk from fuel poverty and average gas and electricity bills. The Flintshire Assessment noted that those most affected by fuel poverty are lone pensioners and single parents, and that in Flintshire lone pensioners make up 13.8% of households and

single parent households account for 6.3%. In general, the assessments that mention fuel poverty put it firmly in an 'economic' or 'environmental' well-being section without recognising the potential for addressing fuel poverty to deliver multiple benefits across all elements of well-being. Again, this exemplifies a significant challenge for PSB's in making the connections across different areas of well-being and demonstrating that their well-being planning is taking an integrated approach.

**“11% of residents say it is likely that they would need to have made a choice between heating their house and buying food.”**

Powys Well-being Assessment

## Conclusions

The assessments set out data about housing in their areas, with some providing detail about issues for particular communities or groups of people. Housing is also one of the main issues that people raised through the engagement exercises that have informed the assessments.

Although the assessments note the likely population trends in relation to housing provision, there is a clear opportunity for this data and information to be seen in the context of economic, social, environmental and cultural trends for the future to ensure that the places we live are fit for future generations.

# The Welsh language is part of who we are

## 1.8

This section explains how the assessments address the importance and the use of the Welsh language.

“In addition to ensuring the continuation of the Welsh language generally, learning and speaking Welsh is an important aspect for the well-being of some children, their families and their communities. There is, however, a significant challenge in ensuring opportunities to use the Welsh language outside the classroom just as much as learning the language at school.”

Ceredigion Well-being Assessment

All of the assessments underline the cultural importance of the Welsh language, and its role in sustaining our national identity, and some note the value of Welsh language skills in the workplace. However, very few of the assessments considered the Welsh language as an asset and the majority consider the Welsh language in the ‘culture’ section without realising its relevance to economic and social well-being. Ceredigion is a notable exception to this as the assessment noted that many young people who

leave the area have the advantage of two languages and are attractive employees in places where numbers of native Welsh speakers are low.

Data is generally provided on the number and proportion of Welsh speakers in the area, often breaking down data to community areas. Some assessments also provide data on the profile of Welsh speakers, where people learned Welsh and where and how frequently people use Welsh.

Data on the demography of Welsh speakers and the use of Welsh is not the only evidence that enables us to understand and assess the situation of the Welsh language and its speakers. All of the assessments consider the Welsh language in education but to varying degrees; some assessments note the number and proportion of pupils in Welsh-medium education and the number of Welsh-medium primary and secondary schools. However, there is no consideration of Welsh-medium provision in further education, work-based learning, higher education and lifelong learning. There is also no attention to issues such as availability of bilingual teaching staff or availability of childcare in Welsh to support Welsh language acquisition before or outside of statutory education.

The Welsh language will not thrive if it is limited to the classroom and many of the assessments acknowledge feedback that opportunities to use Welsh are scarce, and that there is a need to promote Welsh in the workplace and facilitate its use in the health service, especially for people who live with dementia for example. The Powys Assessment acknowledges the importance of facilitating the use of Welsh within the council and in a social capacity as opportunities to develop careers through the medium of Welsh are key to keeping Welsh speaking staff within the area.

Local authorities are now under a statutory duty to produce and publish a five-year strategy that sets out how they propose to promote the Welsh language and to facilitate its use more widely in their areas. Very few of the assessments refer to this duty and how they will deliver services in ways which enhance the use of Welsh.

**“Given Monmouthshire’s location in the south east corner of Wales...there is a general perception that Welsh language use is low. However, Monmouthshire was one of only two local authorities in Wales to see a rise in Welsh language speakers between the 2001 and 2011 Census from 9.7% to 9.9%. A major contributing factor to this rise can be assigned to the growth of the two Welsh medium primary schools.”**

Monmouthshire Well-being Assessment

## Conclusions

Whilst all of the assessments included data and narrative about the Welsh language, it is clear that there is scope for the consideration of a wider range of data and greater interpretation of data at different levels.

**The Welsh Language Commissioner has provided input into this report. In addition to what is outlined above, her office noted the lack of critical interpretation of data on the Welsh language, which reinforces the points made in Part 2 of this report about the need for greater interpretation of data. The Commissioner’s office also suggested that there could have been greater engagement with local organisations focused on the Welsh language.**



# People in decent work improving overall prosperity

## 1.9

This section explains how the assessments present information on overall prosperity and the provision of decent work.

“More than half, **55.9%** of respondents, agreed or tended to agree that people in Cardiff have access to opportunities to help them achieve their full potential. However...levels of agreement with this statement differed by nearly **20%** between the most deprived and most affluent areas of the city.”

Cardiff Well-being Assessment

# 1%

The Equality and Human Rights Commission have highlighted that across Wales only 1% of jobs are filled by disabled people.

The majority of the assessments draw on extensive data about the number of full-time (PAYE) jobs available, and some compare this against the numbers of working residents and provide interesting narrative about the reasons people commute out of the area to work. Most assessments also provide data and narrative about average earnings and the most common types of jobs. A key theme from the PSB’s engagement with people in their areas is the need for good jobs to be available locally, particularly to enable young people to stay in the communities they have grown up in.

In some cases, information about jobs and earnings is framed in a context which gives real insight into the challenges facing particular areas. For example, the Powys Assessment explains that Powys currently has the highest employment rate in Wales, but this does not guarantee prosperity because the average weekly income is low at £487 and 29% of people are employed on a part-time basis. Also Powys is the sixth most expensive local authority area in Wales to buy a house.

All of the assessments provide information on levels of unemployment, with some breaking down information to consider different characteristics of people who are unemployed or economically inactive, particularly in terms of age and disability. The Equality and Human Rights Commission have highlighted that across Wales only 1% of jobs are filled by disabled people. This, along with the divergence of disabled and non-disabled employment rates more broadly which was highlighted by some assessments, suggests that it is an issue which may require further consideration when developing well-being planning.

Most of the assessments also provide detail of average income and set this in the context of lifestyle and levels of poverty. For example, the Blaenau Gwent Assessment states that 65% of residents are 'financially stretched', which is almost double the average rate of Wales and treble that of the UK. Access to affordable childcare is highlighted as a barrier to some people

working, with some assessments including data about numbers and types of childcare settings and which communities they are based in. One of the key challenges set out in The Equality and Human Rights Commission's report 'Is Wales Fairer?' is to 'encourage fair recruitment, development and reward in employment'. Whilst it is encouraging to see data on employment<sup>16</sup> broken down in relation to some of the protected characteristics there is scope for greater consideration to be given to other groups including ethnic minorities and lesbian, gay, bisexual and transgender people.

As set out earlier in this report, in general the assessments do not explore how jobs might change in the future. However, the majority do highlight key employment sectors for the area at the current time, and discuss the role of the public sector in providing jobs in the future, particularly in relation to health and social care.

**“The divergence between the employment rate of disabled and non-disabled residents in Carmarthenshire is cause for concern with non-disabled persons almost twice as likely to be in employment than those considered as disabled under the Equality Act 2010.”**

[Carmarthenshire Well-being Assessment](#)

**“I would love to go back to work but I will be worse off as I have two children (who are not going to school).”**

Resident of Townhill - Swansea Well-being Assessment

**“There are really no or very [few] manufacturing jobs in Newport, most have been lost. We also need much more banking and insurance type jobs in the centre as it is mainly coffee shops...”**

Newport Well-being Assessment

<sup>16</sup> 'Is Wales Fairer?', Equality and Human Rights Commission, 2016

In general the sections of assessments that focus on ‘the economy’ do not reflect all of the descriptors set out in the Prosperous Wales Goal.<sup>17</sup> Indeed, some of them explicitly set out that the ‘economy’ sections of the assessment will only cover prosperity in its economic sense, which misses the point. Without an understanding of where the innovative businesses are and could be, the productivity of the local economy and whether people in their area are able to take advantage of wealth generated by securing decent work, the PSBs who focus on a more traditional definition of prosperity are likely to miss opportunities for encouraging the sort of economic growth as defined in the Act. They are going to find it challenging to demonstrate that they are meeting their statutory duty to maximise their contribution to all the well-being goals.

Whilst some of the assessments provide information on renewable energy generation and energy efficiency, very few of them recognise the importance of moving to a low carbon economy and consider how this relates to other key trends. For example, the Wrexham Assessment notes levels of energy efficiency investment through schemes such as Arbed Warm Homes. The Conwy and Denbighshire Assessment highlights the importance of the area responding to growth in the energy sector, particularly in response to the new nuclear power facility on Anglesey. The low carbon agenda is also wider than just energy generation and efficiency – little consideration is given to the investment needed in low carbon transport and housing.

“...changes are likely to lead to a more diverse set of employers operating in the [health and social care] sector and a more joined up approach to service delivery by staff. Existing occupations are likely to expand beyond their current parameters, and new roles are likely to emerge which fill gaps between the traditional health and social care professions. The potential for economic growth in this sector cannot be understated.”

Conwy and Denbighshire Well-being Assessment

## Conclusions

One of the key recommendations of this report is that PSB’s need to enable a deeper conversation about what well-being means at the local level rather than reflecting traditional ideas and ways of doing things. The ‘economic’ sections of the assessments appear to be the areas which are most problematic in this regard and which reflect traditional viewpoints that most PSBs need to be engaging in a far broader conversation about how services can enable a prosperous, low carbon future.

**Natural Resources Wales appropriately highlighted the general lack of reference to or understanding of the potential opportunities of a shift to a more circular or green economy. These opportunities include new and different markets and jobs, and the role of increased resource efficiency in reducing long-term costs.**

<sup>17</sup> A Prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.

# How people engage in their communities and what they think 1.10

This section sets out how the assessments show they have engaged with communities.



The development of the assessments has enabled all of the PSBs to engage with local people and communities, generally gathering views about what they think well-being is, what matters to them at the current time and what will matter to them in the future. Whilst some assessments gather views on how involved people feel in this process, in general there is not much consideration of how engaged people feel in decision-making locally.

The culture within a community can be a very local thing, depending on the history of the town, people who live there today, the activities that go on there and its potential for the future... People who were not linked in to local activities, the people around them or the area's history seemed to feel lonely and negative about the future.

[Cwm Taf Well-being Assessment](#)

## 25%

For example, Cardiff has one of the highest figures in Wales with just under 25% of people feeling they can influence decisions.

Image from the Blaenau Gwent We Want engagement

Many of the assessments draw on data from the National Survey for Wales about the percentage of people who feel that they can influence decisions affecting their local area. For example, Cardiff has one of the highest figures in Wales with just under 25% of people feeling they can influence decisions. Another common measure used is voter turnout, with some assessments providing data on the differences between turnout in different communities.

**Question: Do you think people listen to you and understand what you want?**

**“I think people do but they don’t yet understand why I want what I want because the actions don’t follow through.”**

**“No because I am young and I am small – people don’t see me and I am not popular.”**

Engagement output from Merthyr Tydfil Youth Forum, Cwm Taf Well-being Assessment

Some of the assessments have focused on engaging with children and young people, through youth forums, school workshops and workshops with particular groups, such as young people who are homeless or are carers. Some assessments make effective use of the School Sport Survey, for example in Neath Port Talbot children are nine times more likely to enjoy physical education ‘a lot’ if their ideas about school sport are always listened to, and provision is shaped to meet their needs.

## “Having good representatives who actually listen to what young people want to say.”

Engagement with young people, Carmarthenshire Well-being Assessment



Image from Ceredigion Schools Project

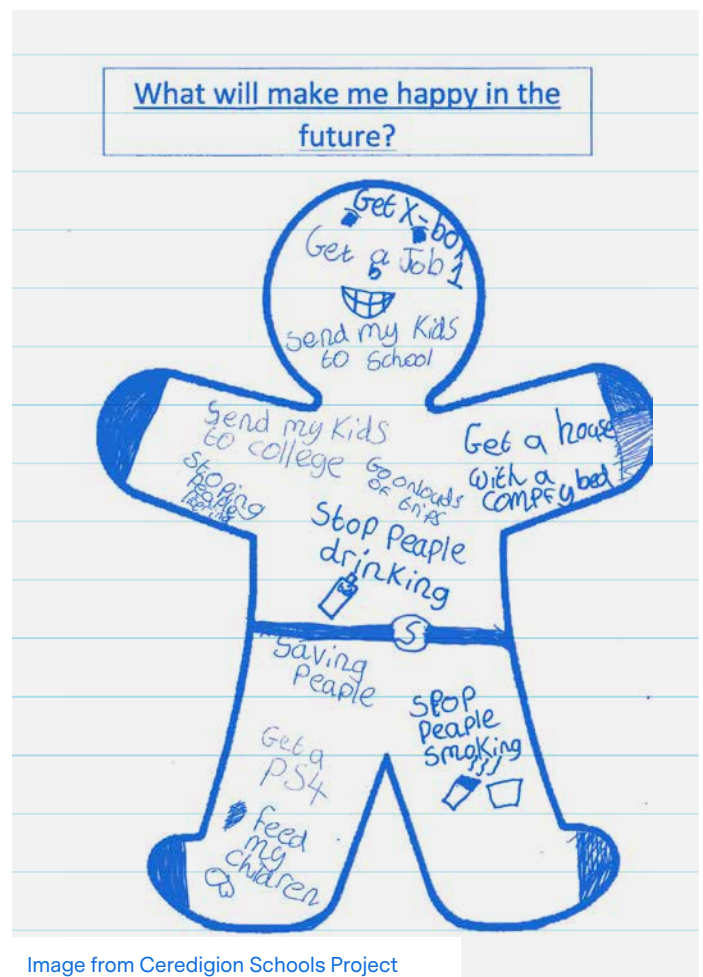


Image from Ceredigion Schools Project



‘Beth Nesa?’, the recent report from the Children’s Commissioner for Wales includes findings that children and young people’s experiences of participation in decision-making in the local area were less positive (than their participation in schools) with only a minority saying that they had been consulted about decisions or thinking that children’s views made a big difference.<sup>18</sup> It is clear from the assessments that have highlighted input from children and young people that they value having a voice and impacting decisions made locally that will affect their future. I would like to see PSBs building on their engagement as part of the well-being assessments by exploring whether engagement with young people influences decisions that are taken by public bodies, and this should be explored in well-being planning.

The importance of volunteering is mentioned in the majority of the assessments, particularly in relation to cultural well-being and social well-being, and it is clearly viewed as an important way for people to get involved in communities. Data is included on numbers of formal and informal volunteers, and some assessments discuss levels of awareness of and access to volunteering. The role of engaging in arts activities is discussed in most of the assessments, with many highlighting the lack of available data about involvement in the arts and about its benefits to well-being.

The third sector has clearly played a role of some sort in the majority of the assessments, although this varies considerably across Wales. An example of a third sector body having active input into an assessment is in Cwm Taf, where Interlink collated all the information that it had collected through conversations, networks, workshops and events into one document which clarified key issues being experienced by citizens and communities. However, Citizens Advice Cymru are an example of a missed opportunity in terms of third sector involvement in many areas. They have considerable trend data about the most pressing issues for people, including housing, debt and insights into the likely future impact of the full roll-out of universal credit.

**“We need to rediscover our aspiration for our communities – poor mining communities – fervour for education and community spirit has been lost. Schools need to lift young people’s eyes again to what they can achieve.”**

Engagement through future scenarios event, Caerphilly Well-being Assessment

## Conclusions

Engagement and involvement is clearly an area where PSBs have focused considerable effort, and in some cases, have sought to really understand how local people, including young people, feel about well-being and the future of their communities. However, this isn’t a consistent picture. There is the opportunity to build on this through well-being planning, enabling deeper conversations about what should happen in different areas and how to address the tensions this may create. PSBs also need to better understand the

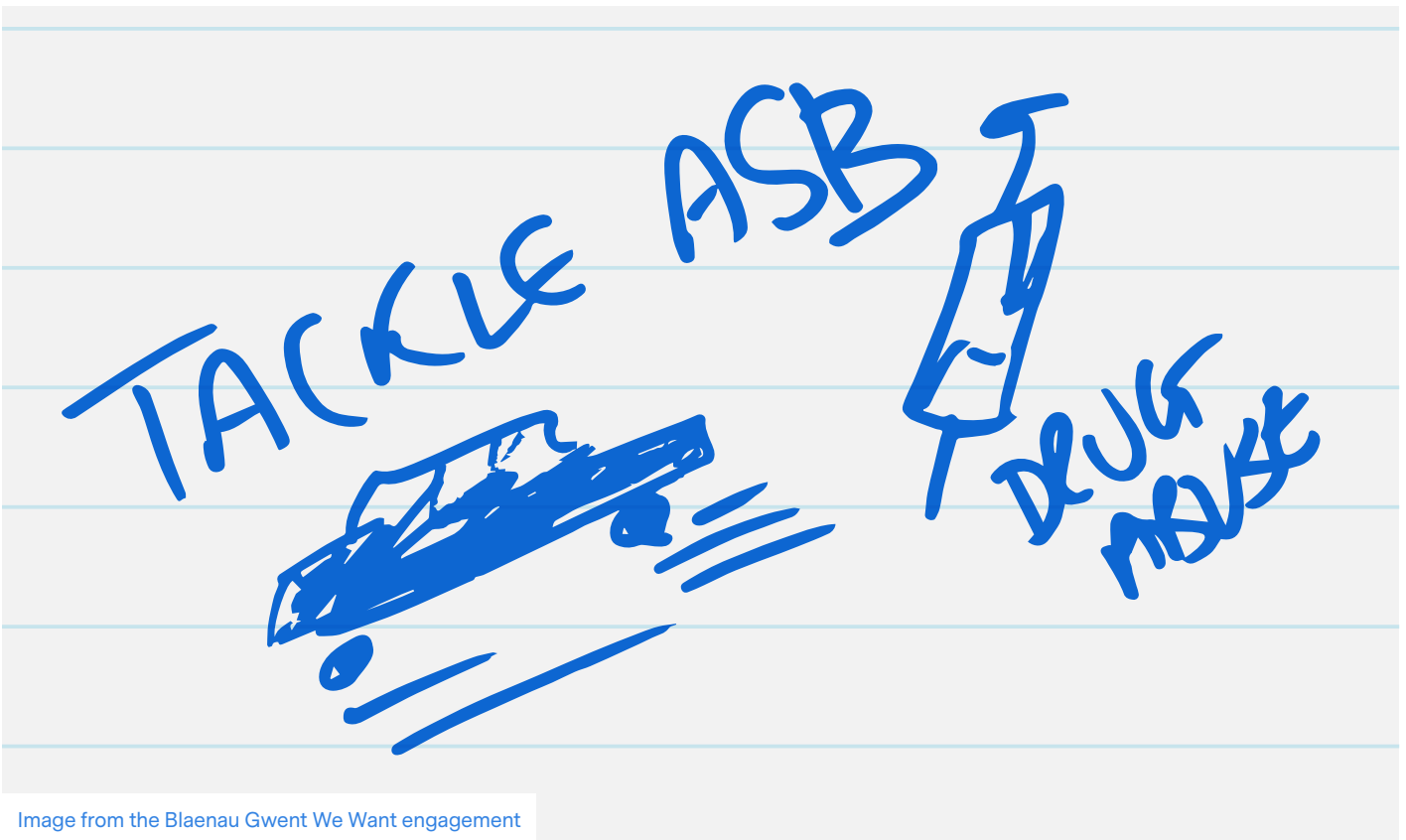
way people live their lives and consider more innovative and diverse ways to involve people. Part 2 of this report presents recommendations about involvement, including the need to ensure invited members provide effective reach-back into their sectors, the use of information from partner organisations to have a deeper understanding of people’s lived experiences and the need to build on involvement work to date and collaborate more effectively across public services.

<sup>18</sup> ‘Beth nesa? What next: the findings’, *Children’s Commissioner for Wales*, 2016

# How safe people are and how safe they feel

## 1.11

This section sets out the information in the assessments that relates to crime and community safety.



## 32

nationally cybercrime was one of the 32 most common offences committed in 2016.

All of the assessments contain data and narrative about crime and community safety, and these range from being focused on traditional ideas about crime and safety to those which give some thought to how crime is changing and challenges for the future. Many include data on levels and types of crimes by community, anti-social behaviour and perceptions of community safety. There is a general lack of integration of data about crime and safety in a broader context: for example, drug and alcohol misuse is a driver for many types of crime but equally is a symptom of poverty and a lack of mental or physical well-being.

# 75%

**of respondents to the 2016 Ask Cardiff survey felt that Cardiff was a safe city... Residents in Cardiff East and disabled people are amongst those least likely to believe Cardiff is a safe city (65.0% and 58.9% respectively agree that it is)."**

Cardiff Well-being Assessments

Many of the assessments draw on surveys about the perceptions of safety, and thought should be given to how meaningful the data from these surveys is, as there is a risk that perception surveys prioritise the most obvious issues and mask a range of underlying, more serious issues. For example, evidence given to the UK Home Affairs Committee about policing included the suggestion that there is a bias in reporting of perceptions of feeling unsafe towards the 'fearful safe people' or 'worried well' who live in relatively prosperous places where relatively low levels of recorded crimes are experienced.<sup>19</sup>

Information about violence against women, domestic abuse and sexual violence is included in many of the assessments. The level of domestic abuse appears to have risen in many areas (for example by 19% in Monmouthshire and by 18% in Blaenau Gwent), however many assessments note that a factor in this is likely to be increased reporting and improved recording of incidents.

If this is true, very few assessments made the link between the data on this type of crime and vulnerability. Given that policing demand is increasingly focused towards vulnerability a greater sense of integration in recognising the links to other areas that the assessments considered (e.g. Adverse Childhood Experiences, mental health and poverty) would be expected.

Some of the assessments include useful data that gives an insight into how crime is changing and some challenges for the future. For example, some of the assessments from areas of Gwent present data about the rise of cybercrime with cyber bullying and harassment as the most prominent trend, followed by cyber fraud and cyber exploitation. Gwent Police has introduced additional training for officers in relation to cybercrime offences, which encompasses all types of crime connected with the internet.

**"...figures released by the National Police Chiefs' Council shows that in the week following the vote to leave the EU the UK number of [hate crime] incidents rose by 58%. Although national figures have since reduced, public attitudes and behaviours in the wake of the EU referendum have highlighted a discourse particularly in race/faith relations..."**

Wrexham Well-being Assessment

<sup>19</sup> 'Policing: Police and Crime Commissioners', House of Commons, 2010



Many of the assessments include data on hate crime, showing that it is increasing, with the EU referendum vote thought to be a contributing factor. Research carried out by the Equality and Human Rights Commission suggests that there is significant under reporting of disability-related harassment to public authorities, and this may suggest a lack of recognition of partners in the role they should play in encouraging reporting of harassment.<sup>20</sup>

Information about the perpetrators of crime (as well as the victims) is included in some of the assessments, with data provided on reoffending rates and level of entrants to the youth justice system. In general, consideration of the needs of perpetrators of crime is a gap in assessments, although the Blaenau Gwent Assessment shows the criminogenic needs of offenders in the local area and explains how they are being addressed. Again, this is an area which could and should be linked to other areas of the reports which cover Adverse Childhood Experiences, poverty and mental health in particular.

**“Ceredigion has the lowest level of first time entrants into youth justice system in the UK. The number of first time entrants across the UK has been steadily dropping since 2005, due most likely to the increase in preventative and early intervention support for families and young people.”**

[Ceredigion Well-being Assessment](#)

**“Latest figures from the Office of National Statistics show that nationally cybercrime was one of the 32 most common offences committed in 2016, with an estimated 2 million incidents, compared to 686,000 domestic burglary offences.”**

[Monmouthshire Well-being Assessment](#)

## Conclusions

Whilst the assessments provide part of the picture of the safety of communities, well-being planning needs to build on this to ensure that the most significant issues for well-being are understood even though these may be issues that are not widely acknowledged, understood or spoken about.

The National Probation Service has emphasised the importance of understanding the causes and contributing factors of crime and reoffending within the local area, as well as the protective factors that may help to reduce an individual's risk of reoffending and/or harm. Individuals involved in the criminal justice system often have a number of complex and inter-related needs which can relate to factors such as education/training/employability, health (physical and mental), accommodation, and drug/alcohol use amongst others. Consideration of the needs of the local offender population and pathways out of offending, should help PSBs plan for the future and balance short and long-

term service requirements, whilst also helping to reduce risk of reoffending, reduce the number of future victims and related cost to the taxpayer of further involvement in the criminal justice system.

Welsh Women's Aid expected to see violence against women feature more strongly, particularly under health and well-being and community safety sections of the assessments, and feel it is disappointing that there is little evidence of the needs of victims from Black and minority ethnic communities or identification of gender inequality being a cause and consequence of violence against women. PSBs can provide leadership on preventing violence against women through better collaboration with third sector specialist services that deliver gender and culturally responsive support and by working with us to create more resilient and effective community and agency responses and achieve 'change that lasts.'

<sup>20</sup> 'Out in the Open: tackling disability-related harassment', Equality and Human Rights Commission, 2016

# Our changing population and the need for us to age well

## 1.12

This section sets out how the assessments address key population trends, and in particular our ageing population.

**“We love to learn and attend classes at the youth and community centre but the funding has been cut and it is vital for retired/older people to be able to socialise and learn so as not to be a burden on the health services.”**

Abergavenny resident aged 62 – Monmouthshire Well-being Assessment

# 40%

At the UK level, the number of people aged 65+ is projected to rise by over 40% in the next 17 years to over 16 million.

All of the assessments identify high-level population trends that will present challenges to public services in the future. The key trends identified are:

- Our ageing population
- Significant local gaps in healthy life expectancy
- Levels of loneliness and isolation
- Migration of young people from rural areas

At the UK level, the number of people aged 65+ is projected to rise by over 40% in the next 17 years to over 16 million.<sup>21</sup> All of the assessments contain projections of the significant increase in people aged over 65 and over 80 in their areas. For example, in Gwynedd

it is expected that there will be an additional 60% of over 80s living in the area in 20 years' time. The assessments generally provide information about projected levels of dementia, although different approaches are taken to this. In Flintshire, it is predicted that the number of people with dementia will rise by 66% by 2030, which is one of the highest projections across Wales. The Flintshire Assessment notes that whilst the rise in dementia is a common challenge across the world, there are some challenges that are specific to Wales, including the impact on rural communities and the need for people to be able to use their language of choice.

<sup>21</sup> 'Later life in the United Kingdom', Age UK, 2017

# 30%

For example, in Denbighshire over 11,600 people provide unpaid care and almost 30% of them provide 50 or more hours of care a week.

All of the assessments contain information about unpaid carers, including data about numbers and profiles of carers, dependency ratios and the impact of the caring role on the physical and mental health and well-being of carers. For example, in Denbighshire over 11,600 people provide unpaid care and almost 30% of them provide 50 or more hours of care a week.

In general, the assessments portray the ageing population as a problem to be solved, focusing on the challenges for the health and social care system. While the level of challenge could be significant, this is a missed opportunity to recognise how the wisdom, experience and time that older people can give can be an asset to communities. The Older People's Commissioner for Wales has been clear that public bodies need to be thinking about how their services enable the development of communities that enable and empower older people to contribute and to participate, enabling positive, preventative outcomes that help maintain their health, independence and well-being.

**“Social media replaces friends sometimes; someone may have over a 1,000 friends but how many of them have they actually met in real life?”**

Secondary school pupil - Swansea Well-being Assessment

**“In age-friendly communities, people of all ages actively participate, it is easy for people to stay connected, active and healthy in later life, and appropriate support is available to those who need it. Age-friendly communities are built around suitable homes and neighbourhoods, designed to encourage physical activity, be safe and bring people of all ages together.”**

Ceredigion Well-being Assessment

Another key population trend that is covered by all the assessments is the gap between healthy life expectancy in the most deprived and least deprived communities. Healthy life expectancy is an estimate of how many years people will live in a healthy state (this is different from life expectancy which considers the whole of someone's life). Data across all of the assessments demonstrate that people living in the most deprived communities are likely to enjoy fewer years of good health, and for a smaller proportion of their lives. The Vale of Glamorgan has one of the biggest gaps in Wales, with women from less deprived places having 23.5 more healthy years than women in more deprived places, and men having 20.9 more healthy years.

The impact of loneliness and isolation was highlighted as a key population theme in many of the assessments although it is important to note that they are not the same thing. It is clear that they are problems that affect all parts of our society and communities, particularly as the ways we live, socialise and connect with communities are changing rapidly.

A key trend noted in rural areas was that of birth rates decreasing and the likelihood of this continuing and the effects of fewer young people in communities and the increasing mobility of young people. Some assessments explored the reasons for this, with lack of access to opportunities, jobs and infrastructure being a key part of the picture.

“there are **10.1%** fewer children under the age of 16 in Gwynedd than there were 30 years ago...some areas have seen a much sharper fall in numbers – for example in Ffestiniog there are **25.3%** less children under the age of 16 than there were 30 years ago.”

Anglesey and Gwynedd Well-being Assessment

## Conclusions

The assessments all referred to key population trends and most acknowledged their importance to the future of public services, particularly recognising the challenges of our ageing population. As outlined in Part 2 of this report, many of the trends present significant challenges, as well as some opportunities and this should trigger honest discussion

about whether new approaches are needed to tackle emerging issues. There is scope for greater consideration of the inter-connections between population trends and broader policy decisions. For example, the ways communities are designed must seek to address the trend toward greater isolation and loneliness to change.

# The global effects of what we do

## 1.13

This section explains how the assessments have considered the global impacts of our communities.

“When asked for their priorities for future well-being, the top three for 16-24 year olds are ‘minimising climate change’ (68%), ‘job satisfaction’ (60%) and ‘having enough money’ (56%). Interestingly, the least important factor in the present is considered the most important for the future.”

Ceredigion Well-being Assessment

The purpose of the Globally Responsible Wales well-being goal is to recognise that in our inter-connected world what we do in Wales can have positive and adverse impacts outside of Wales. This was a weak area in many of the assessments, with generally limited consideration of the global effects of what we do locally, now and in the long-term. The assessments have missed the opportunity to demonstrate how policies and spending can minimise negative impacts within supply chains, reduce carbon emissions and support a transition to a low carbon and resource-efficient economy.

Climate change was mentioned in all assessments, with data and narrative about the per capita carbon footprint of local authorities, how this is changing over time and the importance of the issue to people. Some assessments explored the source of emissions in some detail – for example in Wrexham there was a 10% reduction emissions in housing stock between 2014-16. It is widely known that as a nation we are legally obliged to reduce our emissions by at least 80% by the year 2050, but very few of the assessments acknowledged this or made links with how service delivery needs to change

in order to meet this ambitious target. Other opportunities for reducing carbon emissions and moving towards carbon neutral premises were missed altogether. Micro-generation through solar, wind and district-heating were not referenced, nor were efforts to enhance the efficiencies of public-premises or publicly-contracted businesses.

# 80%

It is widely known that as a nation we are legally obliged to reduce our emissions by at least 80% by the year 2050.

Other global effects were mentioned in some assessments, with far less prominence. Waste and recycling rates were frequently mentioned as global issues, however there was little evidence of a focus on waste reduction. A key area where public bodies can impact (positively or adversely) at a global level is through the procurement of products and services – this was hardly mentioned. Some of the assessments included their ecological footprint as a way of illustrating excessive resource use.

There was some discussion of the need for greater education and engagement about our global impact. The mapping of third sector relationships would be useful for PSBs to consider. For example, between schools and charities supporting syllabus content on education for sustainable development and global citizenship (ESDGC); a reflection on global volunteering links between health boards and African hospitals; African placements with the Welsh Government's International Learning Opportunities Programme; or twinning with European countries.

Some assessments gave some consideration to global trends that could have an impact on communities, including the potential for the rapid spread of infectious diseases in an increasingly interdependent world, and the impact of greater numbers of refugees and asylum seekers due to climate change. Details could have been given on the numbers of people resettled locally via the various UK Government refugee resettlement schemes as a means of highlighting the local response to the global displacement crisis.

## Conclusions

Acknowledgement of Wales' global impact is a key part of the Well-being of Future Generations Act and is a missed opportunity for the majority of the assessments.

**The Sustainable Development Alliance has provided input into this report. The Welsh Centre for International Affairs (a member of the Alliance) suggests that the key area where public bodies can impact (positively or adversely) at a global level is through the procurement of products and services – this was hardly mentioned in assessments. As a Fair Trade Nation, we know anecdotally that many authorities in Wales are buying Fair Trade tea, coffee, sugar, bananas, rice and cotton, however this was not included. In addition, we know that some use their procurement to buy MSC (marine stewardship council) certified fish, FSC (forest stewardship council) certified timber and paper products while others are using sustainable palm oil in fryers, or encouraging suppliers to reduce their carbon emissions in fleet vehicles through using recycled cooking oil.**

# Well-being Assessments the first time around – key lessons for well-being planning

# Part 2

## Setting the context

In November 2016 my office developed a partnership with Dr. Alan Netherwood from Netherwood Sustainable Futures, Dr. Andrew Flynn from Cardiff University and Dr. Mark Lang from Mark Lang Consulting (“the research team”) to review each of the 19 Well-being Assessments (“assessments”) being produced by the PSBs. The aim of this review was to enable me to provide bespoke advice to the PSB Boards and teams developing the assessments about how they could be improved, and how they could build on their work to date to enable effective well-being planning in line with the aspirations of the Well-being of Future Generations Act. Table 1 at Annex 1 sets out the review criteria developed by the research team, which informed my individual feedback to each PSB and the broader findings and recommendations in this report.

The following section draws on this work, providing a précis of the key messages emerging from the research team’s analysis, the key questions it raises for well-being planning and some of the data and models that have been used to understand the activity of PSBs and other bodies from across Wales. We have also used these to inform our discussion and recommendations in Part 1 of this report.

→ The full report from the research team is available on our website.

## Purpose of part 2

This section of the report sets out the key learning from the development of assessments, largely based on the work of the research team but also on insights and information that my Office has gathered through extensive engagement with PSBs - members and support teams.

My 17 recommendations within the report are drawn from this analysis and relate to how PSBs are structured and engage, how assessments should evolve as well as recommendations for well-being planning.



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# Development of assessments 2.1

## (learning for well-being planning)

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This section draws upon wider evidence and information gathered by my Office from a range of organisations, in addition to the report provided by the research team.

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The research team explored how the assessments were produced, the wider context of their production, how they were feeding into well-being planning, and how they were seen by those producing them. In their report, the team set out that the assessments suggest that PSBs are operating in different modes, summarised below:

**‘Compliance mode’:** in a few cases there were minimal links between the assessment itself and well-being plan development, with some PSB teams (at the time) unclear about what the assessment was for and how it would be used in coming months to inform well-being planning.

**‘Conversation mode’:** many PSBs invested resources in consulting widely with their communities about what well-being meant to them, perhaps with little clear understanding of how this wide discussion might inform the plan in coming months. Some PSB teams reflected that it may have been better to spend more time at the beginning of the process thinking about what the plan might be for, before going into wide consultation about the assessment.

**‘Objective mode’:** many PSBs seemed to view the assessment as a means to gathering evidence to support the rationale for what would be going into the well-being plan, with a strong focus on objectives. In these cases, the research team did not get a sense that the assessments were viewed as a tool to be invested in over time.

**‘Investment mode’:** some PSBs had clearly set up their assessments as a tool to add to over time, in terms of both the data and evidence under different themes, or in community profiles. They were committed to investing resources to develop their evidence and in some cases there was also a strong reflection on data gaps and data quality.

**‘Wider-application mode’:** in a few cases, there were indications that the assessment might influence other agendas within the local area, for example through clear links to the local development planning process.

**‘Challenge mode’:** as explained later in this report, the research team suggest that assessments could be used to explore and challenge traditional views of well-being at the local level, although there is little evidence that many PSBs are in this mode at the current time.

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**Recommendation**  
All partners must ensure that the assessments are invested in as tools to develop, in order to enhance their understanding of well-being and to help them make intelligence-led and evidence-based decisions for current and future generations.

The range of these approaches may explain some of the key barriers experienced by PSB teams including the willingness (or lack) of bodies to share information and the status and profile of the assessment in relation to other pressing work for partners and senior leaders. Whilst it is difficult to make a clear link to the level of interest (and therefore commitment of time and resources) shown by PSB members and the quality of the assessments, anecdotal evidence from some PSB support teams suggests that much of the work of the assessments was done ‘on top of the day job’ and therefore the extent to which they were able to fully embrace the work was limited. The resourcing of this work (and more broadly the work of PSBs) is an issue which I have recently raised with the National Assembly’s Finance Committee about the accuracy of the Regulatory Impact Assessment in relation to the Bill.

It is also worth noting that different perceptions about what assessments are have resulted in some PSBs attempting to strike a very difficult balance between providing an accessible, outward facing document that reflects the ‘conversation’ with the public, alongside technical data on well-being drawn from a range of sources. In future PSBs could consider developing a number of different ‘products’ for different audiences to communicate the data and its significance at varying levels of complexity.

#### **Acknowledging the importance of the sustainable development principle**

In statute, the sustainable development principle is defined as ‘ensuring the needs of the present are met without compromising the ability of future generations to meet their own needs.’ To act in accordance with the principle public bodies have to take account of the five ways of working (long-term, prevention, integration, collaboration and involvement), all of which are discussed in detail in different parts of this report.

However, it is also important that the sustainable development principle is considered in its own right because it focuses actions on considering future generations. It is unlikely that PSBs will challenge existing approaches if they only apply the ways of working – and not the principle itself in their work.

#### **Collaborating with cross-sector and national partners**

It is clear that the process of developing the assessments has catalysed public sector collaboration to evolve in local areas, including through enabling radically different approaches to working together – for example in Rhondda Cynon Taf and Merthyr Tydfil (Cwm Taf), in Conwy and Denbighshire, and in Gwent where a strategic well-being assessment group was established to share learning amongst the five local PSBs in the area. However whilst this collaboration is to be welcomed there is scope for greater collaboration across PSB areas, different sectors and with national public bodies.

## Recommendation

Further work should be undertaken to provide a deeper understanding of people's lived experiences through gathering and using far more of the information that partner organisations hold about people's well-being as well as making use of the 'day-to-day intelligence' that is gathered on the ground in communities by a range of services.

The Wales Council for Voluntary Action (WCVA) have gathered insights from their Chair, staff and seven of the community voluntary councils (CVCs) about the sector's role in relation to assessments. Some of their key insights are as follow:

- The extent that the assessments have benefitted from information from the third sector is variable: in some areas significant amounts of data have been provided, particularly through the local CVCs, whereas in other areas CVCs and other bodies have felt under-utilised.
- In some areas there is encouraging recognition of the value of the data that the third sector can provide: however whilst some public bodies themselves have moved to a form of engagement, with questions helpfully framed around 'what matters to you?', which is more positive than the traditional 'consultations and limited questions' approach, it has been challenging for PSBs to include and reflect the often rich, experiential qualitative data held by the third sector in the assessments.

- There is an urgent need for skills development in analysing and using this kind of experiential data for it to be better reflected in the assessments and ultimately to inform well-being planning. In some areas there may still be some doubt as to the value of experiential data and whether the insights supplied by the third sector are sufficiently robust. (For example there can still be a preference for data and surveys rather than focus groups and anecdotes).

The assessments also suggest that there has been little engagement with the private sector and consideration of their role in well-being, whether as employers, as part of the fabric of the community, or as local economic 'assets'.

Use of data and evidence held by national bodies was also patchy and this meant that opportunities may have been missed to provide more insight in particular areas. Greater thought needs to be given to how national bodies such as Public Health Wales, Sport Wales, Arts Council, Amgueddfa Cymru - National Museum Wales and

National Library of Wales, can add value to well-being planning. There should be a joined-up plan for their inclusion in well-being planning to enable efficient sharing of information and resources, as it is not feasible for these bodies to regularly interact with each and every PSB.

### Involving people to understand their lived experiences

It is clear that there has been a major effort from PSBs to engage with the public to seek their views and develop evidence for the assessments, with some PSBs managing to engage with thousands of people. However, the interpretation of this carefully gathered material in the assessment itself was variable, with some weaving qualitative data into a compelling narrative about well-being, others providing word maps, or lists of issues with little interpretation.

## Recommendation

Information and evidence from national bodies that are not members of PSBs should be considered as part of well-being planning, to make the most of the opportunities to link up wider agendas.

### Recommendation

PSBs should consider how they can build on their involvement work to date, and collaborate better with each other including through the use of media that resonates with people (including digital media).

There are some assessments which used creative ways to reach out to people including the 'Blaenau Gwent we want' which generated many of the images used in this report, and the 'Wrexham we want' which included the involvement of young people. Also, Ceredigion and Caerphilly are examples of assessments that do a good job of balancing qualitative insights with quantitative evidence.

As explained in Part 1 'how people engage in their communities and what they think', whilst some assessments gather views on how involved people feel in the process of developing assessments, in general there is not much consideration of how engaged people feel in decision-making locally.

Whilst PSBs have made progress with involvement there is clearly more work to do to ensure that new approaches are developed which enable services to make use of the range of experiential data that is collected by services on the ground, and strengthen this through effective involvement to better understand people's lived experiences.

A key element of this is to make better use of opportunities to collaborate. This happened effectively with some examples of joint engagement activities between PSBs, but there is little evidence of PSB members linking this to other engagement work. Saving on resources and effort could be made if PSBs and their constituent members put in place mechanisms for more co-ordinated ongoing engagement, not just for the specific purpose of an assessment but as a way of gleaning information on a regular basis from their communities.

Another key element is to make better use of digital tools: exploring how digital involvement could engage new groups of people, empower people and forge new relationships at the local level. There is a growing body of global best practice on 'digital democracy' and the exploration of this could be an opportunity for PSBs across Wales to collaborate and share learning.

#### Linking in with other strategies and plans

There was little indication from most PSBs that the assessments had been developed with clear links to other strategies and plans in mind, apart from the assessments and reviews that are listed in the statutory guidance. As identified earlier in this report, the link to local development plans seems to be a particular missed opportunity given its significance in terms of development of housing and associated infrastructure, employment opportunities and the protection of the natural environment, and consideration of positive or negative impacts.

Some of the assessments were developed with close links to the parallel process of developing the Population Assessment under the Social Services and Well-being Act, with constructive approaches to sharing data and engagement. However, the research team note that this was often difficult and confusing for staff, the public and other organisations involved.

There is the opportunity for well-being planning to build links with a range of plans and areas of work required by legislation including the Environment (Wales) Act, the Welsh Language Standards and the Violence against Women, Domestic Abuse and Sexual Violence Act.

### Recommendation

PSBs should give consideration to how to link well-being plans to other strategies and plans, including those related to the Social Services and Well-being Act, and local development plans. This will enable key areas of delivery to be actively factored into the bigger picture of improving economic, social, environmental and cultural well-being.

# Public service governance

## 2.2

This section draws upon wider evidence and information gathered by the Office from a range of organisations, in addition to the report provided by the research team.

### Taking stock of the first year of PSBs

At the time of publishing their assessments, the PSBs had been operating for just over a year, so it is timely to consider whether they are making the most of their potential to be a key delivery mechanism for the aspirations of the Well-being of Future Generations Act, or whether they are local service boards by another name.

Insight and intelligence provided to my office, including through the assistance we provided to PSB teams during the development of assessments, have suggested the following opportunities for considering whether the ways PSBs work best support the ethos of the Well-being of Future Generations Act:

#### A. How PSB meetings are managed

It has been observed that PSB meetings can involve a large volume of unrelated presentations often with no scheduled space to debate complex and challenging issues, or to discuss creative innovative approaches. The PSB should not necessarily be a comfortable place which supports business as usual but should become a forum for constructive challenge amongst the members. It is important to avoid the PSB becoming overwhelmed by reports, process and bureaucracy and the agenda and management of meetings should carefully crafted to allow the space for members to fully consider how they can collectively apply the five ways of working to the setting and delivery of their well-being plans.

#### B. Who chairs and leads PSBs

Consideration should be given to who chairs the PSB, and what this means for how meetings are perceived and run. Possible options could be having a chair who is not a core member (an approach that has been adopted by several PSBs) or rotating the chair. It is important that all members of the PSB are able to inform and influence the work of the PSB including through the setting of agendas.

#### C. Who sits on PSBs

It is important that the people who sit around the table can provide effective reach back into their organisations and sectors in order to bring the best range of data and insight to enable effective well-being planning. Further thought and honest reflection should be undertaken in relation to how well this is currently happening and what opportunities there are to improve.

#### D. Where PSBs meet

It has been observed that many PSB meetings are held at local authority venues; however in terms of creating shared ownership and involvement, consideration should be given to having meetings in neutral or community venues, or rotating venues of the wider membership of the PSB.

**E.** PSBs attitude to challenging business as usual

As set out earlier in this report, it appears that PSBs are ‘playing safe’ in how they are approaching well-being, and not yet taking the opportunity to challenge ‘business as usual’ approaches. This level of challenge will be essential to combat entrenched mind-sets and ways of working, and to enable new approaches and perspectives to be developed.

**F.** PSBs attitude to risk

Consideration must be given to how PSB members and PSBs collectively view risk and what needs to change for them to take well-managed risks, allowing for adaptive leadership and the space to fail.

**G.** PSBs enabling genuine collaboration

Thought should be given to how shared ownership of engagement, planning and delivery processes can enable all partners, including the third sector, to contribute in the most effective and meaningful way - in effect, partners working together within an agreed framework to listen together, plan together, do together and evaluate together.

## Recommendations

PSBs should consider whether the way they are chaired and supported best supports the ethos of the Well-being of Future Generations Act, particularly in respect of facilitating collaboration, integration and involvement. They should ensure that the arrangements facilitate challenging business as usual and enable new approaches and perspectives to be developed.

PSBs should review their invited membership to ensure that representatives provide effective reach back into their sectors, to bring data, insights and experience to the PSB.

### Public service capacity and capability to consider and use evidence

The research team suggest that capacity and capability to use evidence, particularly in terms of making policy, is limited across Wales and needs to be afforded greater value and resource.

In their report they draw on theoretical frameworks to explain why undertaking ‘sustainable development assessments’ does not necessarily lead to a change of practice, because of the level of challenge they present to existing agendas or dominant interests, and the inherent complexity of the range of issues involved.

The assessments have been developed over a relatively short period of time and with a heavy reliance on data and policy capacity from some of the partner organisations. The following sections set out some of the key challenges that the assessments have highlighted including the tendency to revert to traditional ways of defining and framing well-being, the lack of meaningful exploration of what well-being means at the community level, the need for greater interpretation of data and the gap in capacity and skills to think for the long-term.

Both I and the research team consider that these challenges are symptomatic of a lack of capacity and skill across public bodies to effectively gather, analyse and use evidence, and to make intelligence-led, evidence-based policy. There are many reasons for this, not least the stripping back of resources in the ‘policy’ or corporate centre of public bodies due to financial constraints, but consideration needs to be given, across public services, universities and other institutions that can play a role, to how this can be addressed.

### Recommendation

**All public bodies should explore ways to address gaps in capacity and capability to analyse data and make evidence-based policy, recognising that failing to do so will be a key barrier to the meaningful implementation of the Well-being of Future Generations Act.**

# Framing well-being

## 2.3

The research team found that PSBs took a very wide range of approaches to the scale, nature and the ways well-being was interpreted across the 19 assessments. Even in those which used common data (for example the Gwent authorities) or approached well-being from a similar perspective (for example west Wales PSBs focusing on life stages, or north east Wales PSBs using a common data set), the ways well-being was ‘framed’ and described were different.

**Table 2** at Annex 1 provides an overview of the approaches to interpreting and describing well-being.

In many assessments there was a lack of explanation about why the PSB had taken their chosen approach to explaining well-being. The team explored this through phone conversations with PSB teams, with responses ranging from “we determined our approach from the data available” to “we carefully considered which approach would resonate with partners and the public” Some PSBs continued with ‘frames’ from previous work on single integrated planning, for example Cardiff, Swansea and the Vale of Glamorgan, while others had taken the opportunity to develop new approaches to considering well-being.

In some assessments it was not clear why the themes, measures and structure had been chosen to represent well-being, and in many, because of lack of interpretation of data, it was not clear why each measure was actually relevant to the well-being of the community.

### Using the well-being goals to frame well-being planning

The assessments took a range of approaches to explaining how the descriptions of local well-being linked to the well-being goals (which set out what well-being is at the Wales level). Only a few assessments provided evidence that the actual definition of each goal had been explored by the PSB to add value to discussions about local well-being – indeed in some cases assessments redefine the goals in order to deliberately not take account of the range of topics they include.

There was a lack of acknowledgement or evidence that specific issues impact on multiple goals; many assessments provided a ‘traditional’ and singular approach to linking particular issues to the goals, for example economic measures link only with the prosperous goal, poverty only with equality, the resilient goal only with environmental quality. However, it’s encouraging that Powys and Cwm Taf PSBs explored how particular issues impacted

on multiple goals through their consultations. These approaches could be built upon and duplicated by other PSBs. In addition, the assessments provided limited references to the legal duty for bodies to maximise their contribution to the goals.

Many of the assessments suggest that PSBs are limiting the scope of debate on well-being by presenting how the goals are relevant in a ‘general’ sense, rather than using the goal definitions as an opportunity to open up debate about what well-being is and about the roles of different local organisations in maximising their contributions to the goals.



### The structure of assessments

**Table 3** in Annex 1 shows how each of the PSBs structured their approach to assessments. The table also shows the numbers of topics within these themes, which range from 14 to 75 different pieces of data to ‘tell the story’ of local well-being. This diversity should be welcomed and it is clear that the quality of assessments is not determined by their structure – there is no best way to develop this picture of local well-being.

As set out by the research team in their report, the following tables show the most frequently used ‘topic’ for each aspect of well-being under the four themes of economic, social, environmental and cultural well-being, and indicate whether these were framed predominantly as:

- a ‘problem’ or issue to manage;
- an asset to help in delivering well-being;
- both assets and problems for the local community.

Topics under **Economic Well-being** included:

Economic Topic	Frequency	Framed as asset or problem to be managed?
Educational attainment and skills	19	Asset
Local economic assets/opportunities	15	Asset
Income	12	Problem
Economic activity and employment	11	Problem
Transport infrastructure/connectivity	11	Problem
Growth of new technology/broadband	10	Both
Business viability and support	8	Problem
Local employment opportunities	7	Asset

### Recommendation

The statutory duty to maximise contributions to the well-being goals should drive PSB’s discussion, debate and reporting on local well-being rather than just providing broad context.

It appears that many PSBs have approached economic well-being in a ‘traditional’ narrow and shallow way using a combination of available measures, lists of local economic assets and a focus on business support services. There was minimal evidence of data being gathered to develop a discussion about what the nature of economic well-being should be or what sort of economy might be developed in the locality in the future, particularly with reference to the actual definition of the ‘Prosperous Wales’ goal which includes “a low carbon society which recognises the limits of the global environment”. This more traditional approach taken by some PSBs may mean that they will not be well placed to meet their duty to maximise their contributions to the goals, and will therefore need to review their approach.

Topics under **Social Well-being** included:

Social Topic	Frequency	Framed as asset or problem to be managed?
Housing	19	Problem
Life expectancy	17	Problem
Crime and community Safety	17	Problem
Healthy lifestyles	16	Both
Early years interventions	15	Problem
Emotional/mental health	14	Problem
Adverse Childhood Experiences	14	Problem
Ageing well	12	Both (predominantly problem)

The assessments suggest that the ‘social well-being agenda’ had a heavy health bias, perhaps as a result of health bodies taking a lead in coordinating information and in some cases authoring these sections of the assessments. Whilst the sharing of the responsibility for producing the assessments amongst PSB partners is welcomed, the assessments appear to reflect the tendency to continue the traditional framing of well-being with consideration of certain sections being allocated to ‘usual suspects’ (organisations) without drawing on the wealth of knowledge and insight from other members of the PSB and beyond, to assist with a more integrated analysis of well-being.

Apart from housing, the social well-being ‘frame’ was dominated by a wealth of health related data which was used well to explain the importance of these problems and of preventing ill health. More emphasis should be provided on community and social assets as part of a broader commentary on social well-being in the area.

## Recommendation

In well-being planning, PSBs must show that they are setting objectives and making decisions that reflect how well-being is defined in the Well-being of Future Generations Act, rather than reflecting traditional ideas and ways of doing things.

Topics under **Environmental Well-being** included:

Environmental Topic	Frequency	Framed as asset or problem to be managed?
Biodiversity and habitat connectivity	13	Both
Waste and recycling	12	Problem
Landscape as economic asset	11	Asset
Flood management	10	Problem
Reducing carbon emissions	9	Problem
Water management	8	Problem
Climate change	8	Problem
Air quality	8	Problem

There was a strong acknowledgement throughout the assessments of the value of a quality environment and landscape to well-being and this featured very strongly in local engagement. At the same time, the main way environmental well-being was framed was in terms of problems to be managed, and the services that public bodies provide to manage these problems (flood management, waste management and recycling). The depth of discussion on key environmental policy challenges for the local communities needs to improve if we are to understand the significance of these issues to other areas of well-being. For example, although many assessments described why biodiversity, climate change and air quality were important in generic terms, there was limited insight into their significance to the well-being of communities in the area.

Topics under **Cultural Well-being** included:

Cultural Topic	Frequency	Framed as asset or problem to be managed?
Welsh language	17	Both
Creative arts groups and projects	10	Asset
Sports and leisure	7	Asset
Cultural identity	6	Asset
Tourism	5	Asset
Specific cultural assets	5	Asset

In contrast to many of the other sections, cultural aspects of well-being were predominantly framed as assets. However, the approach that was taken to assessing cultural well-being appeared to be shallow and narrow, drawing on national surveys of museum visits, census material on Welsh language use and local authority data on visits to leisure facilities and libraries. Whilst I recognise the challenges around the lack of unavailability of data, PSBs need to be far more descriptive of the vibrancy of their areas' culture around the arts, language, social networks, cultural activities, information networks, the role of social media, the night time economy.

# Community-based perspectives

## 2.4

The Well-being of Future Generations Act and statutory guidance are clear that assessments should focus on well-being from a place-based perspective and consider the needs of particular communities in their area.

### Understanding communities

The following table shows the number of ‘community areas’ that were defined by each PSB:

Area	No.	Area	No.
Anglesey and Gwynedd	15	Monmouthshire	5
Blaenau Gwent	4	Neath & Port Talbot	8
Bridgend	3	Newport	21
Caerphilly	1	Pembrokeshire	3
Cardiff	6	Powys	7
Carmarthenshire	6	Swansea	6
Ceredigion	1	Torfaen	3
Conwy & Denbighshire	11	Vale of Glamorgan	3
Cwm Taf	4	Wrexham	1
Flintshire	7		

The research team showed that some PSBs focused on the area as a whole, with limited insight into local issues; others broke their area down into ‘constituencies’ which would be recognised by and resonate with people who live there. Other geographical criteria applied by PSBs included those used by the police, council wards and areas already used in public service planning on poverty and deprivation (lower and medium super output areas – LSOA and MSOA).

In reviewing assessments it was clear that some of the community area profiles were in the early stages of development, containing lists of data, maps and little else. It is possible that these approaches indicate a desire to reach basic compliance with the statutory guidance in which case PSBs need to undertake further work to make sure they are not missing opportunities for the assessments to help them set objectives to maximise their contributions to the goals.

It was also noted that there were a number of PSBs who had already developed a rich picture of specific communities in their area, drawing on both qualitative and quantitative data to explain what it is like to live in particular communities and the key challenges people face in these communities. These PSBs are likely to be better placed to develop well-being plans which make a positive impact on their communities now and in the future.

## Recommendation

Further work needs to be undertaken to better understand the contexts, issues, challenges and opportunities between and within communities in PSB areas (rather than only at a local authority level), and this should be clear in well-being planning.

### Explaining differences between communities

It was clear that some PSBs had more confidence in identifying specific communities and their particular challenges. In some cases, for example poverty, deprivation and flooding, maps and some commentary explained specific localities which had particular localised challenges. Other PSBs used similar evidence but did not interpret it to explain spatial differences. Further work is needed to understand whether this variation is down to PSBs having the confidence to interpret collected data, whether they have the skills or capacity to do so, or whether there is a lack of desire to single out specific communities.

A key finding and recommendation from both this work and the insight acquired from my team over the last year is that there needs to be a greater recognition of the value of qualitative place-based data from within the PSB partnership organisations. Qualitative

data, including experiences and insights, from the third sector and other bodies and networks is incredibly rich and only in a few cases did the research team consider that this type of localised knowledge was informing the PSBs 'understanding of communities and their spatial differences. This is a key area that will be a missed opportunity for PSBs if it is not addressed through well-being planning.

As mentioned in the previous section, an important gap in many of the assessments was the link with the local development plan, with little consideration having been given to how the wealth of thinking, analysis and interpretation that goes into an LDP, including sustainability appraisals and strategic assessments, could have informed the assessments in terms of place-specific issues, as well as the challenges for land use in future decades.

### Taking account of assets in communities

The assessments showed a limited understanding of the economic, social, environmental and cultural capital in our communities. Building up a picture of the assets and what is good about particular places and communities is vital as well-being planning progresses. A strategic approach is needed to map assets, understand different 'capitals' (for example social capital) and to gather more detailed views from communities about their assets and how they are used.

## Recommendation

PSBs should develop mechanisms for gathering and using qualitative place-based data and insights, particularly from the third and private sectors, and fully recognise the value it adds to well-being planning.

It is clear that some of the PSBs need to make progress in moving into this space, focusing on assets available to solve problems as part of the assessment, rather than focusing on problems and how public services will solve them, and consideration should be given to how PSBs can be better supported and resourced to make this shift.

### Considering the role of PSBs in regional delivery

Assessments showed a limited understanding and analysis of the role of places within a regional context and included few observations about well-being in relation to regional policy challenges including transport, health provision, housing, landscape, and the resilience and development of key infrastructure. It was particularly surprising that few PSBs who are part of City Deal proposals referenced or drew insight and data from the work that is being done at this level.

As PSBs undertake well-being planning they will need to consider their links with regional economic, health and infrastructure agendas and make the most of the collaborative approaches that are emerging within ‘clusters’ of PSBs in different parts of Wales.

### Recommendation

**In well-being planning, PSBs should explain how they are taking account of regional developments, collaboration mechanisms and opportunities.**

# Interpreting data

## 2.5

How the data included in assessments was interpreted was a key issue in the majority of feedback reports from my office to the PSBs. Many assessments were ‘data-led’ – they were based around the data that was available which was then mapped to areas or topics of well-being, rather than using well-being as the starting point and drawing in relevant data. The research team suggest that there was minimal interpretation of collected data in many assessments: that the weakest provided a compendium of data with very limited analysis and the strongest uses the data to successfully illustrate wider well-being challenges for the locality. The team also noted that this is a mixed picture across Wales and often within sections of each assessment.

### Recommendation

Before well-being plans are set, work should be undertaken to ‘dig deeper’ into data to better understand the causes and effects of key issues and trends, in relation to both community well-being and individual well-being. Making the connections between data about different issues.

The data in assessments should enable PSBs to understand both the current situation and the scale and nature of the response required. A key issue is that often there may have been an implicit message from the data that needed ‘deeper digging’ or further explanation but there is a lack of exploration of ‘so what does this data mean?’ and ‘what does it suggest needs to change?’ Many examples of this are given in Part 1 of this report, including in the section ‘preventing ill health and health-harming behaviours’. Many of the assessments show that physical activity rates in children are improving but childhood obesity is also increasing (and predicted to continue to do so) but little consideration is given to the reasons for this.

## Recommendation

A more integrated approach needs to be taken to interpreting data across economic, social, environmental and cultural well-being. Before well-being plans are produced, PSBs should revisit the data in their assessment to understand how different issues interconnect and what this means for well-being in particular localities.

PSBs need to ensure that the frame and the data they use support the narrative about local well-being, rather than leading the narrative about well-being. This means that for each piece of information there needs to be a clear explanation of why it matters for well-being, and that implicit links to well-being need to be made more explicit if the data is to be useful to decision makers.

### Making the connections between data about different issues

How assessments painted an integrated picture of well-being was another key element of my feedback to each PSB. While some PSBs undertook specific exercises for the assessment to think about their data across the seven well-being goals and four well-being themes, many more looked at particular issues and policy challenges within existing silos, within a very narrow, traditional frame.

In ‘the role of spaces and places in people’s well-being’ in Part 1 of this report, an example of this approach is that many of the assessments provide data and narrative about their area’s natural environment and biodiversity, including some insights into how they are currently used. However, in general, this is included in an ‘environment’ section with limited reference to the value of the natural environment to social, economic and cultural well-being.

### Examples of where simple links were generally not made were

- Air quality and health
- Contaminated land and flooding
- Business and the City Deal
- Tourism and environmental assets (and national parks)
- Business and transport
- Infrastructure and climate change
- Biodiversity and agriculture
- Rural business and connectivity
- Rural isolation and mental health
- New technology and community cohesion

Each of these ‘topics’ has a direct relationship with the other, yet their relationship was not explored or even acknowledged in some of the assessments, despite data sets being available. This illustrates PSBs gathering data, describing the data but not using it to assess local well-being. A good example of where this was done well was from Flintshire where the assessment explained the relationship between young people, rural housing and rural isolation (three separate data sets) but interpreted them to describe a particular well-being challenge for local young people.



### Exploring the implications of data for the public sector

Despite showing a range of alarming trends, the assessments generally paint a safe and non-contentious picture of well-being at the local level, not questioning whether current approaches to public service delivery (that have political support) are fit for the future.

The research team suggest that overall the assessments give a very limited analysis of the implications of their data for how the public sector delivers services, and further thought needs to be given to this to ensure PSBs develop well-being objectives and plans that put in place robust approaches to future service provision and can inform their own service redesign. In relation to an issue or topic it would be helpful to consider what the key challenges are to communities and the public sector, whether current approaches are adequate to meet the challenges in the locality and what further activity is needed and who needs to do it.

A related issue is the extent to which assessments explore the challenges, pressures, 'trade-offs' and opportunities for well-being at the local level. (By trade-offs we mean the different elements of a decision or different policy issues that may create tensions with one another). It was evident in many cases that PSBs are not acknowledging or exploring trade-offs that relate to key policy or service delivery priorities, for example trade-offs between transport and health, land use and climate change or biodiversity and economic development, emerging from these assessments.

### Recommendation

**Despite the evidence in the assessments showing a range of alarming trends, PSBs are only engaging in safe and non-contentious territory. PSBs need to evidence how they are identifying and exploring tensions between different policy issues and priorities to enable an honest discussion about new approaches that need to be taken.**

# Considering the long-term and future generations

## 2.6

Consideration of the long-term underpins the Well-being of Future Generations Act. Public bodies must take account of ‘the importance of balancing short term needs with the need to safeguard the ability to meet long-term needs, especially where things done to meet short term needs may have detrimental long-term effect’. The need for assessments to take account of the long-term was a clear part of the statutory guidance which suggests that ‘it is...expected that public bodies and public services boards look at least 10 years ahead, although best practice would be to look 25 years ahead.’

### Considering future trends

There were a variety of approaches to thinking about future trends and future generations in assessments. The research team note that a small number of PSBs provided a very clear focus on the potential impact of ‘topics’ on future generations of people living within their area, notably Cardiff and Powys. For each topic there was a reflection on what the long-term outcome or scenario might be (given existing trends); what questions this might raise, the possible consequences of inaction and the shift required to take preventative measures. The Vale of Glamorgan assessment focused on future scenarios in their community areas, providing a persuasive narrative about the likely impacts of trends for different communities. While the quality of the analysis varied, the discipline of thinking specifically about future generations was clearly part of these assessments and this is to be commended.

However, the majority of assessments provided little insight into future trends or multi-generational policy challenges. Some PSBs questioned the validity and value of focusing on the future, describing it as an ‘inexact science’ whereas others were very vague about their approach to long-term planning and forecasting. Often where long-term trends were acknowledged, generic, national material was referred to without application to the local area. In terms of climate change, economic change, Brexit and technological change, data from the Climate Change Risk Assessment, and (when it became available), material from the Welsh Government on future trends, was referred to but in most cases, its relevance to the area was not explored or explained.

More examples of lack of consideration of long-term thinking are given in Part 1 of this report. For example, in the section ‘skills and qualifications – are they fit for the future?’: it is explained that very few of the assessments gave any consideration of the types of skills needed for future jobs or the likely impact of automation and artificial intelligence on jobs in different places and in relation to different parts of the population.

#### **Barriers to long-term thinking**

As part of the telephone call the research team and my office had with each PSB team (to help shape my feedback on draft assessments) it was noted that many teams had not focused on future trends in the draft assessments, and there was a common acknowledgement that they could have done much more, by working on local scenarios. They saw value in the process, but also indicated that this was a skills gap which would need support.

The assessments have highlighted consideration of the long-term as a key challenge for public services going forward and something that my office will actively explore. Collectively we need to build the capacity, expertise and confidence for people to go beyond normative approaches to policy development and to enable them to be more comfortable with uncertainty while using their expertise to make reasonable assumptions, which can be scrutinised, about the impact of future trends in their local area.

#### **Recommendation**

**Working with PSBs, the Welsh Government and the Future Generations Commissioner should explore how best to build capacity, expertise and confidence to understand forecasting, future trends and the needs of future generations, including considering scenarios and trends which are less certain.**

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# Annex 1

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**These tables are taken from the full report from Netherwood Sustainable Futures, Cardiff University and Mark Lang Consulting which is available at [www.futuregenerations.wales](http://www.futuregenerations.wales)**

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# Table 1 Review criteria developed by the research team, which provided the basis of feedback on draft assessments from the office of the Future Generations Commissioner for Wales

1	How effectively have the seven <b>national well-being goals</b> been reflected in the well-being assessment?
2	To what extent does the data content of the assessment focus on the <b>area and place</b> and reflect the variety of communities across the area?
3	To what extent does the data content of the assessment focus on <b>public service needs</b> , within communities and for particular service users?
4	The extent to which the <b>quantitative analysis</b> and methods provides a broad picture of environmental, economic, cultural and social well-being - with commentary on the implications of this 'picture' for communities.
5	The extent to which <b>qualitative analysis</b> and methods provide a broad picture of environmental, economic, cultural and social well-being- with commentary on the implications of this 'picture' for communities.
6	How well the assessment addresses the key <b>challenges</b> to well-being over the short, medium and long-term? This includes the trade-offs, tensions, and deficits as well as assets.
7	The level and method of <b>engagement, involvement and collaboration</b> across the partnership in producing the assessment, including engagement with communities, public, third sector and private organisations.
8	The level of <b>integration</b> between traditional policy and organisational silos in producing the assessment.
9	The level of foresight and use of <b>future trends</b> analysis in producing the assessment and recognition of the well-being of future generations.
10	The extent to which the assessment has considered <b>cross boundary</b> issues for regional and national action.
11	How effectively has the <b>sustainable development principle</b> been used to shape the process of Assessment production and data content?
12	The approach to <b>data quality and data gaps</b> during the assessment and moving forwards towards the setting of well-being objectives and well-being planning.
13	Clarity of how the assessment will be carried forward to develop analysis, local objectives and <b>plan production</b> .
N.B In addition to this the framework sought evidence of innovative approaches and <b>emerging good practice</b> in assessing local well-being.	

## Table 2 How well-being was described and interpreted in different places

How well-being was described and interpreted	Assessments which displayed these characteristics were:
<b>Strategic</b> These provided a strategic overview of determinants of well-being for the area, with a clear focus on communities of interest and key challenges	Monmouthshire, Powys, Cwm Taf
<b>Topic focused</b> These provided a wealth of data on various ‘topics’ for the area as a whole, and individual communities – with limited strategic overview.	Wrexham, Conwy and Denbighshire, and Blaenau Gwent
<b>Outcome based</b> These focused on outcomes for citizens under a number of well-being ‘themes’ – and included strategic challenges	Vale of Glamorgan, Cardiff, Swansea
<b>Data focused</b> These provided a description of relevant data on well-being under different well-being themes.	Caerphilly, Torfaen, Newport, Flintshire, Bridgend, Gwynedd and Anglesey, Neath Port Talbot
<b>Life stages and services</b> These focused on the life stages of individual citizens, key challenges and relevant public services at each stage.	Pembrokeshire, Ceredigion, Carmarthenshire

## Table 3 How different assessments were structured

Assessment structures	Themes	Topics
Anglesey and Gwynedd	4 well-being themes	14
Blaenau Gwent	4 well-being themes	30
Bridgend	4 well-being themes	43
Caerphilly	7 well-being goals	54
Cardiff	7 place based outcomes	44
Carmarthenshire	5 life stages	18
Ceredigion	5 life stages	23
Conwy and Denbighshire	none	36
Cwm Taf	4 well-being themes	21
Flintshire	none	35
Monmouthshire	4 well-being themes	21
Neath & Port Talbot	4 well-being themes	36
Newport	4 well-being themes	21
Pembrokeshire	5 life stages	22
Powys	4 well-being themes	32
Swansea	6 people based outcomes	19
Torfaen	4 well-being themes	75
Vale of Glamorgan	4 local themes	18
Wrexham	7 well-being goals	41