Comisiynydd Cenedlaethau'r Dyfodol Cymru
Future Generations Commissioner for Wales

By email

25/01/2019

RE: Y Pwyllgor Cydraddoldeb, Llywodraeth Leol a Chymunedau - Cynllun y Bathodyn Glas yng Nghymru: Cymhwystra a Gweithredu / Equality, Local Government and Communities Committee - the Blue Badge Scheme in Wales: Eligibility and Implementation

Dear Equality, Local Government and Communities Committee,

Thank you for sending us the consultation on your inquiry into the Blue Badge Scheme in Wales: Eligibility and Implementation.

I receive a large amount of consultation requests. Given the capacity of my office, I have set our priority areas to focus my resources. I seek to give full responses to the consultations which relate to my priorities (i.e. transport, housing stock, energy, adverse childhood experiences, skills for the future and social prescribing) in accordance with my strategic plan.

As this consultation relates to the Blue Badge Scheme, it does not meet my criteria.

Having said that, to support your work, I attach some of my Future Generations Frameworks. My frameworks set prompts to guide public bodies and other organisations in formulating policies and taking decisions, but also to scrutinize such decisions or policies. Therefore, they could be helpful to your consultation exercise.

I hope that you will find these frameworks useful.

As I would like to create documents that are of great use for people and public bodies, I will continue developing my frameworks. Therefore, I would be grateful if you could provide us with any feedback on your experience of using them as part of your work. Thank you in advance.

Yours Sincerely,

Marie Brousseau-Navarro
Director of Policy, Legislation and Innovation
p.p. Sophie Howe

**Comisiynydd Cenedlaethau'r Dyfodol Cymru**
Siambrau'r Farchnad, 5-7 Heol Eglwys Fair
Caerdydd, CF10 1AT
*cystylltwchani@cenedlaethaurdyfodol.cymru*
cenedlaethaurdyfodol.cymru

**Future Generations Commissioner for Wales**
Market Chambers, 5-7 St Mary Street
Cardiff, CF10 1AT
*contactus@futuregenerations.wales*
futuregenerations.wales

Comisiynydd Cenedlaethau'r Dyfodol Cymru
Future Generations Commissioner for Wales

# Future Generations framework for projects

## Based on the well-being of Future Generations act

The Well-being of Future Generations (Wales) Act requires each public body to carry out sustainable development by setting (and publishing) well-being objectives designed to maximise contribution to achieving each of the well-being goals. Public Services Boards (PSBs) must also assess the state of well-being in its area, set local well-being objectives in its local well-being Plan, to maximise the PSBs contribution to achieving the well-being goals. It may be that the well-being objectives set out in (PSBs) local well-being plans are the same objectives that individual public bodies decide to adopt. The Guidance on the Framework explains its purpose and how it should be used.

*(Not for reproduction without permission from The Office of the Future Generations Commissioner for Wales)*

# 1

## Well-being Objectives

(Public Bodies and Public Services Boards)

Check to see if there is a connection between your project/ proposed activity and the relevant Public Bodies and/ or Public Services Board's Well-being Objectives and Plans – if relevant, consider the section below to ensure it can make a positive contribution, if not relevant check to ensure that your proposed activity does not conflict or work against the Well-being Objectives.

Comisiynydd Cenedlaethau'r Dyfodol Cymru
Future Generations Commissioner for Wales

| Local Well-being | Initial project development | Review of the project |
|---|---|---|
| Review the local well-being plan: look at the bigger picture, connect the dots | **Start designing your project from an understanding of the well-being of your area:**<br>▪ How does your project address issues identified in the local well-being assessment of the area?<br>▪ Where will the project be located? What does the well-being assessment of the area say about the location?<br>▪ Identify the relevant connections with the local well-being plan – how will your project support this, the local well-being objectives and the steps to meet the objectives? | **Return to the issues you identified in the local well-being plan:**<br>▪ How can you maximise the contribution of your project to the well-being of the local area and contribute to the delivery of the local well-being plan?<br>▪ Dig further - are there other things the project could contribute to in order to improve the economic, social, environmental and cultural well-being of Wales? (Looking at the seven goals will help you to do this - see the table on goals below). |
| Local well-being objectives | **Consider each of your local well-being objectives and describe how your project could support / contribute to these.**<br>***How can you ensure that:***<br>▪ Your project can positively contribute to the objectives<br>▪ Your project does not undermine such objectives<br>If your project could have an impact on older people, children or people with protected characteristics, there is further guidance available from the Older People's Commissioner, Children's Commissioner and Equalities and Human Rights Commission.<br>Older People's Commissioner<br>Children's Commissioner<br>Equalities and Human Rights Commission | Return to your local well-being objectives, and ensure that you have considered how you can maximise the contribution of your project to the relevant objectives, and in turn the seven well-being goals. |

Comisiynydd Cenedlaethau'r Dyfodol Cymru
Future Generations Commissioner for Wales

| Public Body's Objectives | Initial project development | Review of the project |
|---|---|---|
| Consider each well-being objective in turn | **Identify which objectives are directly relevant to your project.**<br>▪ What are the main elements of the objectives relevant to your project, and how will your project support these?<br>**How can you ensure that:**<br>▪ Your project can positively contribute to the objectives (the duty is to take 'all reasonable steps' to meet these objective)<br>▪ Your project does not undermine such objectives<br>Identify any overlaps with the local well-being objectives of the PSB (above) - going through the five Ways of Working (see Table below) will also help you with this. | Return to your well-being objectives, and ensure that you have considered how you could maximise the contribution of your project to the relevant objectives, and in turn the seven well-being goals. |

2

# Five Ways of Working

Using the Five Ways of Working is a key element of the legislation. They must be used throughout the life time of a project, from design to review.

Comisiynydd Cenedlaethau'r Dyfodol Cymru
Future Generations Commissioner for Wales

| Ways of Working | Initial project development | Review of the project |
|---|---|---|
| **Long-term:**<br>**the importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.** | Start designing your project from an understanding of how Wales might be different several generations from now, and what your long-term vision is (referring back to the goals).<br>▪ Identify the long-term, future trends and scenarios, challenges and opportunities that are most relevant to your project. These might be social, economic/political, environmental, cultural or technological and include known (e.g. ageing population, depleting natural resources), and those with a higher level of uncertainty (e.g. jobs and skills needed in the future). You may want to consider techniques such as back-casting, foresight and horizon scanning.<br>You can refer to a range of resources including the Welsh Government's Future Trends report, the World Economic Forum's Global Risks report, "Now for the Long-term" (the Report of the Oxford Martin Commission for Future Generations) and any relevant information on future trends contained in your local wellbeing assessment<br>▪ How do these trends affect your project, and what impact could your project have on these trends?<br>▪ How does your project mitigate, facilitate or make the most of these trends?<br>▪ How can you embrace long-term opportunities, recognising potential short-term needs? (You have to use the five Ways of Working to resolve potential conflicts) | **Return to the trends you identified initially.**<br>Consider how realistic the underlying assumptions are about future trends:<br>▪ If these assumptions are found to be incorrect – how useful is your project in addressing future challenges in Wales?<br>**Consider how sustainable the project will be over its lifespan:**<br>▪ How does the project support long-term well-being of people in Wales?<br>▪ Will the project be self-sustaining, or require significant additional or different resources?<br>**Consider what will happen to the project at the end of its proposed lifespan:**<br>***For example:***<br>▪ Can the materials be reclaimed / re-used / re-purposed?<br>▪ Can capacity be retained? |

Comisiynydd Cenedlaethau'r Dyfodol Cymru
Future Generations Commissioner for Wales

| Ways of Working | Initial project development | Review of the project |
|---|---|---|
| **Prevention:**<br>**prevent problems occurring or getting worse may help public bodies meet their objectives.** | Start from a broad consideration of the types of problem that your project could help prevent in the future e.g. social, economic, cultural, environmental or something specific.<br><br>What are the root causes that your project could help to address?<br><br>How does your project support the breaking of negative cycles and/or intergenerational challenges such as poverty, poor health, environmental damage and loss of biodiversity? Refer to the local well-being assessments.<br><br>How could your project minimise its own negative impacts e.g. minimising waste and resource use, emissions and air quality, social / community cohesion? | **Return to the problems and negative cycles that you identified that your project could address.**<br><br>Consider the assumptions underlying your project:<br><br>▪ Is your project reliant on other interventions being in place to address the causes of long-term cycles alongside your project?<br><br>▪ What are the conflicts emerging between different aspects of well-being and sustainability and how are these being resolved? |

Comisiynydd Cenedlaethau'r Dyfodol Cymru
Future Generations Commissioner for Wales

| Ways of Working | Initial project development | Review of the project |
|---|---|---|
| **Integration:**<br>**considering how public bodies' well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.** | Start by considering how your project aims could impact on your organisation's well-being objectives and other public bodies well-being objectives and local well-being plans (see Part 1 above).<br>▪ How does your project address issues identified in the relevant Assessment of Local Well-being (produced by the local PSB) and/or Well-being Plan (see Part 1 above)?<br>▪ Do you understand the other duties and policies at local and national level which may have relevance to your project? How could your project connect different public policy / strategic agendas, to break down silo-working and generate co-benefits e.g. how can a transport project support improvements in health, culture, worklessness. How can your project support other duties including for example the Public Sector Equality Duty, UN Convention on the Rights of the Child (CRC), Welsh Language Standards?<br>**Further guidance, e.g. Toolkit on WFGA and UNCRC commitment from Children's Commissioner, is available on**<br>Children's Commissioner<br>Equalities and Human Rights Commission<br>Welsh Language Commissioner<br>Older People's Commissioner<br>▪ What practical steps will you take to integrate your project with existing plans and strategies of other public bodies to maximise the project's contribution across the seven well-being goals?<br>▪ Consider each of the seven well-being goals and identify any risks of negatively impacting on other public bodies well-being objectives (noting likelihood of negative impacts accumulating over time). Repeat the exercise looking for the positive impacts and the potential for multiple benefits (Part 3 below on Goals will assist you further). | Return to how your project integrates with other public bodies well-being objectives.<br>Consider the projects impact on the seven well-being goals (Part 3 below will help you to do this):<br>▪ Which of the well-being goals does your project directly contribute to?<br>▪ How can your project maximise its contribution to all of the goals by aligning with relevant public body strategies and well-being objectives?<br>▪ What measures are in place to ensure that the project continues to positively contribute to the well-being goals throughout its life? |

| Ways of Working | Initial project development | Review of the project |
|---|---|---|
| **Collaboration:**<br>**acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives.** | Start by considering who are the key stakeholders from a range of related sectors and disciplines who could support the development of this project.<br>▪ Identify these key stakeholders early so that collaboration can be productive and meaningful.<br>▪ Does your range of stakeholders include public, private and third sector organisations as well as some 'unusual suspects' who may be able to bring ideas and solutions to the table which you hadn't thought about?<br>▪ How will key stakeholders be involved in supporting the development of the project, and at which stage of the project? | Return to your key stakeholder list.<br>▪ Which groups/bodies have you identified who are working towards similar goals around sustainability and well-being?<br>▪ What mechanisms are in place to ensure this collaboration is effective?<br>▪ How will you ensure that collaboration continues through the life of the project? |

Comisiynydd Cenedlaethau'r Dyfodol Cymru
Future Generations Commissioner for Wales

| Ways of Working | Initial project development | Review of the project |
|---|---|---|
| **Involvement:**<br>**the importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.** | Start by considering how well you understand the needs, and lived experiences, of citizens who will be affected by this project, and how you will use this to inform consideration of the need for the project. Consider which methods you might use for drawing on lived experiences and who might be able to help with this. Participation Cymru's National Principles for Public Engagement is a good starting point.<br>▪ Consider how you will engage stakeholders with different forms of expertise, knowledge and backgrounds, including how you will understand the needs of the broader population and those not represented by specific interest groups.<br>▪ How well do you understand the needs and challenges of people in the area? Well-being Assessments will give some insight.<br>▪ Identify the key stakeholders affected directly and indirectly by the project. How will stakeholders be involved in the identification of the need for this project, and how will it be informed by their needs?<br>▪ How will key stakeholders be involved in the design and development of the project?<br>▪ How will key stakeholders be involved in the delivery and / or oversight of this project? | Return to how your project will involve citizens and stakeholders:<br>▪ How has the project been shaped by key stakeholders affected by the project, and particularly their needs and challenges?<br>▪ How will key stakeholders affected by the project continue to influence the project throughout its life? |

3

# Seven Well-being Goals

The well-being goals must be considered as an integrated set of seven, and the well-being objectives (considered above) should maximise contribution to all seven.

| Aspect of the Act/ definition | Examples of key elements of Act | Related areas of well-being, to support integration | Meeting the Act at a strategic level | Designing your proposal to support the intentions of the Act |
|---|---|---|---|---|
| **Prosperous:**<br>*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.* | In working towards an **innovative Wales** we should be thinking of one with a **thriving new business sector, supporting social innovation and entrepreneurs**.<br><br>Consider how innovation can be used to tackle social determinants of poor health, growing businesses in areas that have suffered economic decline, and opportunities for green growth across Wales. | The social determinants of poor health;<br><br>Growing businesses in areas that have suffered economic decline;<br><br>Opportunities for green growth across Wales. | How will this project push infrastructure provision in a more sustainable, innovative direction?<br><br>How will this project open up opportunities for new business sectors and production of public goods? | How will this project innovate to meet the challenges, and take advantage of the opportunities, set by the relevant trends identified when thinking about the 'long-term' in the Ways of Working?<br><br>Is your project modular, and could it be adapted to a changed Wales in future? |
| | In working towards a **productive Wales** we should be thinking of one which is **creating goods and providing services to meet its own needs, as well developing strong export markets.**<br><br>Consider environmental sustainability, social and cultural well-being. | Environmental sustainability and green growth;<br><br>Supporting resilient local communities and economies. | How will it support the growth of local supply chains and low-carbon business sectors?<br><br>How will the project address current needs as well as recognising future generations needs? | How will this project support productivity e.g. building local supply chains, supporting economic resilience through diversity, or providing energy through a thriving renewables sector?<br><br>If this project could have negative impacts on parts of the local economy (e.g. reduced costs of transporting goods damaging viability of local supply chain) how could you think about resolving any potential conflicts? |

**Prosperous** continued...

| | | | | |
|---|---|---|---|---|
| **Prosperous:**<br><br>*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.* | Moving towards a **low-carbon in Wales could mean an economy driven by green growth, and supports people to live low-carbon lifestyles.**<br><br>Consider the need for skills development, innovation, and employment. | Need for skills development and employment;<br><br>Innovative economy, agile and able to adapt to future change. | How will this project encourage industry and government to shift towards low-carbon and green economic growth? | What behaviours does this project encourage or discourage? e.g. does it encourage private car use? Does it increase local provision of services? Does it support an economy where jobs are located where people live, rather than just in bigger cities? Does it encourage people and businesses to buy local?<br><br>How will this project help or impede people to live low-carbon lifestyles? e.g. improving access to public transport access, increasing the supply of local renewable energy and reducing the carbon footprint of homes and buildings? |
| | In working towards a **Wales which uses resources effectively and proportionately** we should be thinking of one **which builds efficiency into design (e.g. lowering embedded carbon; building energy efficiency into design) and prioritises strategic use of globally limited resources.**<br><br>Consider how you will reduce Wales' ecological footprint and source materials locally. Also consider how you can work with other public bodies in pursuit of shared goals to allocate resources most efficiently. | Need to reduce Wales' ecological footprint and source materials locally;<br><br>Working with other public bodies in pursuit of shared goals to allocate resources most effectively. | In a context where financial, ecological, and material resources are finite, does this project offer a responsible solution to the problems posed?<br><br>Have less resource-intensive alternatives been looked at, and if so what does this approach offer over and above them? | How will the design of this project use resources efficiently and proportionately?<br><br>***For example:***<br><br>▪ How will it integrate low-carbon production techniques and reduce the embedded carbon in materials used?<br><br>▪ How will it minimise the use of finite resources?<br><br>▪ How will it maximise use of local resources and supply chains?<br><br>▪ How will it minimise waste and its impact?<br><br>Organisations such as Constructing Excellence Wales will have guidance and advice |

**Prosperous** continued...

Comisiynydd Cenedlaethau'r Dyfodol Cymru / Future Generations Commissioner for Wales

| | | | | |
|---|---|---|---|---|
| **Prosperous:**<br><br>*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.* | In working towards **improving employment in Wales** we should be thinking of **reducing unemployment and underemployment as well as ensuring that new jobs created are good quality jobs**.<br><br>Consider the role of employment in reducing inequality, the need to develop jobs in low-carbon industries, and how you might collaborate with other skills/ education bodies in Wales. | Role of employment in reducing inequality;<br><br>need to develop jobs in low-carbon industries;<br><br>how might you collaborate with other skills/education bodies in Wales. | How will your project create long-term, sustainable jobs? | Are you creating jobs in places with high levels of unemployment and underemployment?<br><br>To what extent are you creating jobs that are: offering decent hours and pay; satisfying with opportunity for progression; secure and accessible to people of all ages and backgrounds? |
| | In working towards a **skilled and well-educated Wales** we should be thinking of investments which both **create opportunities for individuals and which develop a resilient and flexible workforce.**<br><br>Consider the development of a low-carbon economy, a more equal spread of economic activity across the country, and how you might collaborate with other skills/education bodies in Wales. | Low-carbon economy;<br><br>a more equal spread of economic activity across the country;<br><br>how might you collaborate with other skills/education bodies as well as the private sector in Wales. | How will your project provide training that will develop skills and knowledge which the Welsh labour market needs now and in the future? | Will training delivered in your project change people's labour market position in a lasting way, putting them in a stronger position for other jobs when the project ends?<br><br>***For example:***<br><br>▪ How will it embed lasting opportunities for skills development?<br><br>▪ How will it widen accessibility of educational institutions? |

Comisiynydd Cenedlaethau'r Dyfodol Cymru / Future Generations Commissioner for Wales

| Aspect of the Act/ definition | Examples of key elements of Act | Related areas of well-being, to support integration | Meeting the Act at a strategic level | Designing your proposal to support the intentions of the Act |
|---|---|---|---|---|
| **Resilient:**<br>*A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).* | In working towards a Resilient nation we should be thinking of **ecosystems which support social resilience and community well-being, by offering opportunities for people to enjoy nature, share outdoor space, and strengthen social ties with their communities.**<br><br>Consider the importance of heritage and access to recreation, and the restorative health effects of access to nature, and the importance of cohesive communities. | Importance of heritage and access to recreation; restorative health effects of access to nature;<br><br>importance of cohesive communities. | How will your project enhance or reduce access to, and quality of, green and open spaces? | How do the green/open spaces near your project currently help communities come together and bond? How will your project build on these benefits? Could your project include green infrastructure?<br><br>What else could you do to support social resilience and community well-being? |
| | In working towards a Resilient nation we should be thinking of **ecosystems which support economic resilience, to protect and enhance opportunities for people to work and produce in a sustainable way.**<br><br>Consider the importance of building sustainable employment in rural and coastal communities to tackle regional inequalities and maintain viable productive non-urban communities where local people can prosper. | Building sustainable employment in rural and coastal communities to tackle regional inequalities;<br><br>maintain viable productive non-urban communities where local people can prosper. | How will this project build on and unlock opportunities for green growth across Wales?<br><br>How will this project support economic resilience in rural Wales e.g. in the agriculture sector? | How will your project protect and enhance ecosystems which support economic activity in Wales?<br><br>***For example:***<br><br>▪ How will it impact opportunities for employment in wildlife and conservation?<br><br>▪ How will it impact / how could it improve livelihoods in rural communities for people of all ages and backgrounds e.g. quality of coastlines and beaches, and agricultural resources e.g. soil, pollination, regulated drainage? |

**Resilient** continued...

Comisiynydd Cenedlaethau'r Dyfodol Cymru
Future Generations Commissioner for Wales

## Resilient:

*A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).*

In working towards a Resilient nation we should be thinking of **ecosystems which support ecological resilience, making the Welsh environment more self-sustaining, and enables Wales to adapt better to changes such as climate change.**

Consider options to be adaptive to a changing environment/climate, future environmental trends and to use resources efficiently and proportionately.

Need to adapt to future environmental trends (e.g. climate change);

and to use resources efficiently and proportionately.

How will this project develop innovative solutions for infrastructure provision which prioritises environmental resilience and green infrastructure?

This Green Infrastructure Guide will help you to consider all seven well-being goals

How will this project integrate the 'precautionary principle' where environmental trends and impacts on ecosystems are unknown?

How will your project enhance biodiversity (a duty under the Environment (Wales) Act 2016), promoting principles of Sustainable Management of Natural Resources (SMNR)?

How will your project directly impact ecosystems?

***For example:***

- Will it disturb important breeding grounds or animal migration routes? Does it cut through any sites of designated environmental significance?
- How will your project add to the health, reach, and size of population that ecosystems can support? e.g. protecting areas of wildlife and investing in green infrastructure.
- How will your project indirectly impact nearby ecosystems? For example: Will it increase light pollution, damaging nearby owls' ability to hunt?
- Will replanting a forest elsewhere replace the services provided by a more mature forest?
- Will your project push ecosystems over a threshold beyond which they are at risk of collapsing?

How will this project help Wales adapt to climate change, for example the effects of increased flooding and severe weather events?

The Climate Change Risk Assessment 2017 has relevant data and evidence

Comisiynydd Cenedlaethau'r Dyfodol Cymru / Future Generations Commissioner for Wales

| Aspect of the Act/ definition | Examples of key elements of Act | Related areas of well-being, to support integration | Meeting the Act at a strategic level | Designing your proposal to support the intentions of the Act |
|---|---|---|---|---|
| **Healthier:**<br>*A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.* | In working towards a **healthier Wales** we should be thinking of how we **use our understanding of the social, economic, environmental and cultural determinants of mental and physical health and well-being** to change the decision we make.<br><br>Consider the unequal distribution of environmental problems such as noise and air pollution which have negative impacts on people and places<br><br>Consider the importance of broader factors such as social connectedness, good access to opportunities and services and good work, to health and well-being. | Unequal distribution of environmental problems such as noise and air pollution and the social impacts these have;<br><br>Health trends linkes to future changes in the environment (e.g. extreme weather);<br><br>Importance of broader factors to physical and mental health and well-being; such as connectedness, good jobs, access to opportunities and services. | How will this project address the determinants of mental and physical health and well-being of people of all ages? | How will your project impact air quality? How will these changes be distributed between different areas, enhancing or reducing health inequalities?<br><br>How will this project affect local mental health, both during the construction phase and afterwards in its everyday functioning, for example increasing stress and anxiety of people living locally?<br><br>How will this project address the social, economic, environmental and cultural determinants of health and well-being, thereby preventing ill health?<br><br>Consider how your project could be informed by evidence from sources such as the Public Health Outcomes Framework: |

**Healthier** continued...

Comisiynydd Cenedlaethau'r Dyfodol Cymru
Future Generations Commissioner for Wales

| | | | | |
|---|---|---|---|---|
| **Healthier:**<br><br>*A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.* | In working towards a **healthier Wales** we should be thinking of how we n**eed to develop the infrastructure that enables people to make healthier choices.**<br><br>Consider income inequalities and the need for low-carbon supply chains in food production. Also consider public bodies who are working on reducing health inequalities. | Income inequalities;<br><br>need for low-carbon supply chains in food production;<br><br>public bodies who are working on reducing health inequalities;<br><br>provision of healthy food;<br><br>opportunities for exercise and active travel. | How will this project encourage or discourage people of all ages and backgrounds to make healthier choices and behaviours? | How will this project protect and improve local access to quality outdoor spaces for revival, restoration and exercise? For example, adding new public pathways, existing cycling, walking and riding trails, clean beaches and other opportunities for outdoor recreation e.g. running, swimming.<br><br>How will this project create and impact opportunities for exercise and active travel?<br><br>How will this project impact local supply chains to improve affordable access to sustainable, healthy, fresh produce?<br><br>How will this project enable the understanding and/or provision of healthy food options? |

Comisiynydd Cenedlaethau'r Dyfodol Cymru / Future Generations Commissioner for Wales

| Aspect of the Act/ definition | Examples of key elements of Act | Related areas of well-being, to support integration | Meeting the Act at a strategic level | Designing your proposal to support the intentions of the Act |
|---|---|---|---|---|
| **More equal:**<br>*A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances).* | In working towards a **more equal Wales** we should be thinking of how we **use spending strategically to reduce social, geographic and economic inequalities.**<br><br>Consider the important role of cultural diversity in creating vibrant culture, the relationship between health and inequality, and the value to a more productive Wales of developing better skills and jobs in Wales. | Role of cultural diversity in creating vibrant culture; relationship between health and inequality;<br><br>need to develop skills and job opportunities in Wales. | How will this project be developed in a way that recognises the Public Sector Equality Duty and helps address inequalities and contribute towards a fairer society.<br><br>How will this project provide levers for reversing long-term disadvantage, and support disadvantaged groups in ways which are sustainable in the long-term?<br><br>How will this project be developed in such a way that it does not lead to massive transfers of public resources and assets to a small group of interested organisations or individuals? | Is the project based in a place which is in priority need of investment? How does this link with issues highlighted by the well-being assessment for the area of your project?<br><br>How have you identified and considered how the scheme will bring opportunity to areas of high multiple deprivation?<br><br>Who benefits most from this project? For example, poorer people stand to benefit more from public transport, affordable energy, and public space and amenities.<br><br>Who is negatively impacted - directly or indirectly - by this project? Are these impacts avoidable, and if not how could a suitable resolution be proposed?<br><br>How will this project affect marginalised groups or groups with protected characteristics for example Black, Asian, Minority Ethnic people; Women; Lesbian, Gay, Bisexual, Transgender people; and Disabled people? A number of authorities have a legal obligation to conduct Equalities Impact Assessments as part of the Public Sector Equality Duty |

**More equal** continued...

Comisiynydd Cenedlaethau'r Dyfodol Cymru / Future Generations Commissioner for Wales

| | | | | |
|---|---|---|---|---|
| **More equal:**<br>*A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).* | In working towards a **more equal Wales** we should be thinking of how **we need to tackle the accumulation of wealth and power at the top which has failed to "trickle down"**<br><br>Consider what affect a more equal dispersal of power and wealth could have on Wales' options to tackle ecological degradation and greenhouse gas emissions, and support the development of a prosperous, geographically distributed economy?<br><br>Think also about the Ways of Working, in particular Involvement. | What affect a more equal dispersal of power and wealth could have on Wales' options to tackle ecological degradation and greenhouse gas emissions and supporting the development of a prosperous, geographically distributed economy?<br><br>Need to involve local people meaningfully (refer to "Involvement" under the Ways of Working Table above). | | How will this project ensure that decisions are made in a democratic and equal way, ensuring all voices and opinions are heard rather than allowing powerful voices to dominate?<br><br>Consider, for example, where decisions are made and which groups have access to decision-makers.<br><br>How will this project engage with social enterprises, co-operatives and employee-owned businesses in its supply chains? |
| | In working towards a **more equal Wales** we should be thinking of how **we need to address poverty, lack of wealth and opportunities for those worst off in society, and promote equality of opportunity.**<br><br>Consider the need to improve education and employment opportunities, tackling low pay, and aligning improvements in material conditions with sustainable lifestyles. | Need to improve education and employment opportunities;<br><br>tackling low pay;<br><br>and aligning improvements in material conditions with sustainable lifestyles. | | How will this project add additional resources to areas of multiple deprivation, e.g. employment, public facilities to build social capital, quality infrastructure such as schools and healthcare? |

Comisiynydd Cenedlaethau'r Dyfodol Cymru / Future Generations Commissioner for Wales

| Aspect of the Act/ definition | Examples of key elements of Act | Related areas of well-being, to support integration | Meeting the Act at a strategic level | Designing your proposal to support the intentions of the Act |
|---|---|---|---|---|
| **Cohesive Communities:**<br>*Attractive, viable, safe and well-connected communities.* | In working towards **more viable communities** we should be thinking of how we **need to be able to provide basic goods, services and jobs locally.**<br><br>Consider how this can support low-carbon lifestyles, decent and local jobs, and attractive places to live. | How this can support low-carbon lifestyles, decent and local jobs, and attractive places to live? | How will your project support communities to be more cohesive, locally viable, well-connected, safe and attractive? | How will this project impact or improve access to and availability of amenities locally?<br><br>How will this project provide long-term local jobs? |
| | In working towards a well-connected Wales we should be thinking about supporting people to be able to access local amenities which help communities connect to themselves, and provide good links to other parts of the country for recreation and internal tourism.<br><br>Consider the need for local jobs, local supply chains, opportunities to develop local arts, music, culture etc. | Need for local jobs, local supply chains, opportunities to develop local arts, music, culture etc. | | How will this project support local amenities and strengthen social relationships?<br><br>***For example:***<br>▪ will it make local businesses and amenities more or less viable?<br>▪ How will improved transport links positively and negatively impact diverse groups? |

**Cohesive Communities** continued...

Comisiynydd Cenedlaethau'r Dyfodol Cymru / Future Generations Commissioner for Wales

| | | | | |
|---|---|---|---|---|
| **Cohesive Communities:**<br>*Attractive, viable, safe and well-connected communities.* | In working towards **safer communities** we should be thinking about how we **support people to feel safe, and a have a sense of belonging and support in their communities.**<br><br>Consider how inequality impacts who can feel safe in public space and under what circumstances. | How does inequality impact who can feel safe in public space and under what circumstances? | How will your project support communities to be more cohesive, locally viable, well-connected, safe and attractive? | How will this project make public space feel safer and more welcoming, particularly for children, older people, people with disabilities, women and other groups to ensure diverse and lively public space.<br><br>If this project is creating new public space - e.g. parks and woodlands - how will local people be involved in its management to build social ties and increase local cohesion?<br><br>How will this project support the key themes within the Ageing Well in Wales programme eg developing age-friendly and dementia supportive communities? |
| | In working towards **attractive communities in Wales** we should be thinking about how we **offer distinctive neighbourhoods reflecting local character, where people want to live and perceive places as supporting a good life.**<br><br>Consider how outdoor space, heritage sites and cultural activities can provide opportunities for learning and recreation, vibrant and diverse local arts/music/ culture.<br><br>Think also about the Ways of Working – in particular Involvement. | How can outdoor space, heritage sites and cultural activities provide opportunities for learning and recreation, vibrant and diverse local arts/music/ culture?<br><br>How can local people be meaningfully consulted on their desires and needs for their area? | | How will this project create neighbourhoods that are pleasant to live and work in? For example, infrastructure that makes it easier to move around locally (e.g. cycleways); quality green public space; green infrastructure; good design.<br><br>How will this project design these features in partnership with the community to meet their needs and desires for the area/ space? This could include the design concept, the design of street furniture, and involvement of local artists as well as residents.<br><br>How will this project improve the physical appeal of local spaces, whilst compensating for any potential negative impacts? |

Comisiynydd Cenedlaethau'r Dyfodol Cymru
Future Generations Commissioner for Wales

| Aspect of the Act/ definition | Examples of key elements of Act | Related areas of well-being, to support integration | Meeting the Act at a strategic level | Designing your proposal to support the intentions of the Act |
|---|---|---|---|---|
| **Vibrant culture:**<br>*A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation* | In working towards **a culturally vibrant Wales** we should be thinking about how we **support communities and ways of life that are sustainable, as part of a Wales where cultural diversity flourishes in a way that recognises and promotes the unique culture of Welsh communities and its language.**<br><br>Consider the impacts of inequality on community viability, the ability of diverse groups to participate in cultural life, and other bodies (e.g. land use planning) who you can work with to support this goal. | Impacts of inequality on community viability;<br><br>the ability of diverse groups to participate in cultural life and;<br><br>other bodies (e.g. land use planning) who you can work with to support this goal. | How will this project contribute to a culturally vibrant Wales, recognising the potential direct and indirect impacts on Welsh communities and the Welsh language? | Consider the **direct impacts** of this project.<br><br>How will this project retain and enhance local cultural and language opportunities, e.g. providing new venues e.g. art/ music/dance studios, sports facilities, arts festivals, museums/galleries, live music venues, cinemas), protecting and maintaining established ones; supporting local artists and traditional builders by involving them in the design of the project and new bits of public space.<br><br>How will this project ensure that these opportunities are accessible to all, e.g. affordable, public transport accessible, have disability access.<br><br>Consider the indirect impacts this project might have on the sustainability of local cultural diversity. This is about the behaviours that your project may trigger. For example, might it distort local housing markets by encouraging second home ownership? Or impact the viability of local facilities venues (consider those that cater to minority groups e.g. Lesbian, Gay, Bisexual, Transgender venues as well as more mainstream venues), or marginalise Welsh language? If so, what efforts will be taken to sustain vibrant culture, for example protecting cultural venues and facilities? |

**Vibrant Culture** continued...

| | | | | |
|---|---|---|---|---|
| **Vibrant culture:**<br><br>*A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation* | In working towards a **culturally vibrant Wales** we should be thinking about how we support **protection and enhancement of natural, cultural and historical heritage sites.**<br><br>Consider the employment provided by heritage sites - particularly in rural areas - and the importance of equal access to heritage. | Employment provided by heritage sites - particularly in rural areas;<br><br>importance of equal access to heritage. | How will this project contribute to a culturally vibrant Wales, recognising the potential direct and indirect impacts on Welsh communities and the Welsh language? | How will this project affect nearby natural or other heritage sites?<br><br>What impact does your project have on the overall landscape of the area?<br><br>How will this project increase accessibility of local heritage sites? |
| | In working towards a **culturally vibrant Wales** we should be thinking about how we support **arts, sports and recreation being locally available, accessible, and affordable.**<br><br>Consider the importance of building social ties, flourishing diversity, and prosperous localities which can support lots of activities for a lively public life. | Importance of building social ties, flourishing diversity, and prosperous localities which can support lots of activities for a lively public life. | | How will the project increase local access for all to arts, sports and recreational activities?<br><br>Can the scheme make extra investments which offer more arts, sports and recreational activities opportunities that are affordable and accessible to local people? |

Comisiynydd Cenedlaethau'r Dyfodol Cymru / Future Generations Commissioner for Wales

| Aspect of the Act/ definition | Examples of key elements of Act | Related areas of well-being, to support integration | Meeting the Act at a strategic level | Designing your proposal to support the intentions of the Act |
|---|---|---|---|---|
| **Globally responsible:**<br><br>*A globally responsible Wales. A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being and the capacity to adapt to change (for example climate change).* | In working towards a **globally responsible Wales** we should be thinking about how we **support global well-being through sustainable consumption of resources, reduced greenhouse gas emissions, contributing to global knowledge on sustainability good practice and also developing and educating our own global citizens.**<br><br>Consider for example, the need for low-carbon economies and lifestyles, and proportionate use of resources, and understanding the impact of our own lifestyles on the rest of the world. | Need for low-carbon economies and lifestyles;<br><br>proportionate use of resources; and<br><br>understanding the impact of our own lifestyles on the rest of the world. | How will this project offer global leadership or innovation in sustainable infrastructure?<br><br>How can your project follow national or international innovative sustainable infrastructure models?<br><br>How will this project contribute to a system where resources used and greenhouse gas emissions can be brought down?<br><br>How has this project so far, and how will it continue to, build on best practice in sustainability from around the world? | ***Consider:***<br><br>**What Wales is bringing in from the rest of the world e**.g. responsible purchasing (sustainable and ethical / Fairtrade sourcing, global supply chains); the volume of resources that Wales is consuming (both in the development of the project and the behaviours that it will induce).<br><br>And **what Wales is putting out into the world based on our unique qualities** e.g. developing sustainable, low-carbon technologies; providing a positive example of how infrastructure projects can integrate and promote wider well-being.<br><br>Overall, how is your project impacting the rest of the world - ecological footprint, reducing greenhouse gas emissions, both in its production and its use? |

Comisiynydd Cenedlaethau'r Dyfodol Cymru
Future Generations Commissioner for Wales

Llywodraeth Cymru
Welsh Government

# Future Generations Framework for service design

This simple framework is a tool to help people working in public services to apply the Well-being of Future Generations Act ways of working to service design.

The Well-being of Future Generations Act provides the basis for driving a different kind of public service in Wales, with five ways of working to guide how public services should work to deliver for people:

- **Long term:** the importance of balancing short-term needs with the need to safeguard the ability to also meet long term needs.
- **Prevention:** how acting to prevent problems occurring or getting worse may help public bodies meet their objectives.
- **Integration:** considering how public bodies' well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.
- **Collaboration:** acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives.
- **Involvement:** the importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

The framework on the following pages describes what the five ways of working mean in practice for service design, setting out a series of questions to consider alongside four key concepts:

- **Delivering an integrated service with partners in the best interest of the people accessing the service.**
- **Starting from what people can do, not what they can't, and involving them in decision-making as an equal partner.**
- **Ensuring people can access the service they need, when they need it and only for as long as they need it.**
- **Always learning, positively challenging and aiming to improve.**

The framework can be used by those who design and oversee provision of services to prompt thought, have structured discussions, and make decisions, about new ways of working to ensure services are resilient and are seeking to improve the well-being of people now and in the future.

Making the connections: thinking about how your service contributes to your organisation's well-being objectives and public services board's well-being plan:

- How does the service address issues identified in the assessment of local well-being of the area?
- How does the service impact on, or support, the well-being objectives of your organisation?
- Do you understand how your service impacts on, or supports, the delivery of the local well-being plan of the public services board?

OGL © Crown copyright 2018 WG33869 Digital ISBN 978-1-78903-395-3

**Long term:** the importance of balancing short-term needs with the need to safeguard the ability to also meet long term needs

| What this means for service design | Questions to consider |
|---|---|
| Always learning, positively challenging and aiming to improve | • Have you identified and considered the long term trends that might affect your service area, what impact these trends could have on your service/your service could have on these trends, and what is being done in response? (These might be known e.g. an ageing population, depleting natural resources, or those with higher uncertainty e.g. jobs and skills needed for the future.)<br>• Is a range of evidence (including people's stories and other data) captured to test effectiveness of the service (now and for the future) in a meaningful way?<br>• What are the challenges (current and future) the service faces and how might they be overcome? Is the service seeking opportunities to learn from best practice elsewhere and joining up with networks which can facilitate shared learning?<br>• What are the opportunities available to the service provider and how can they make best use of them?<br>• Does the service try out innovative solutions to delivery aimed at the most effective outcomes, learn from them and move forward? |
| Ensuring people can access the service they need, when they need it and only for as long as they need it | • Does the service provider understand (and predict) how demand could change over time and work with partners to more effectively understand it?<br>• Is the service treating the immediate need or symptom, without tackling the root causes? If so, are the long term implications of taking this approach understood?<br>• Is there appropriate critical assessment of need; is professional judgement and evidence informing the response?<br>• Does the service provider understand and assess whether intervening will lead to longer term better outcomes than not intervening at all? |

| What this means for service design | Questions to consider |
|---|---|
| Delivering an integrated service with partners in the best interest of the people accessing the service | • Is the service reliant on other interventions being in place to address the causes of long term cycles? |
| Starting from what people can do, not what they can't and involving them in decision making as an equal partner | • Does the service provider understand what matters to people, their strengths and the strengths of wider communities in which they live – now, and how that might change in future? |

**Prevention:** how acting to prevent problems occurring or getting worse may help public bodies meet their objectives

| What this means for service design | Questions to consider |
|---|---|
| Ensuring people can access the service they need, when they need it and only for as long as they need it | • Does service delivery have a suitably strong focus on preventing problems occurring or getting worse, breaking the cycle and helping people to avoid crisis rather than supporting people in crisis?<br>• Do you understand what issues you are seeking to prevent? What are the root causes, how could these be avoided/remedied? How early can the service intervene and how can the service provider build resilience?<br>• Are you working with people to bring down (or end) the level of intervention in people's lives over time wherever possible, with the flexibility to adapt to changing circumstances? |
| Starting from what people can do, not what they can't and involving them in decision making as an equal partner | • Does the service help people towards independent living rather than creating dependency?<br>• Do you have flexibility to ensure the intervention fits the needs and circumstances of the citizen and avoids harm? |
| Always learning, positively challenging and aiming to improve | • Does the service consider how it can minimise/resolve negative impacts and have most beneficial impacts across economic, environmental, social and cultural well-being? |

**Integration:** considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies

| What this means for service design | Questions to consider |
|---|---|
| Delivering an integrated service with partners in the best interest of the people accessing the service | • Is delivery viewed by partners as part of a 'whole system' which reflects users' full pathway through different services?<br>• Has the service provider considered how the service is impacting on other public bodies (positively or negatively)?<br>• Is there understanding of collective responsibility for outcomes across services, with services aligned to avoid unintended harm?<br>• What practical steps can the service provider take to integrate the service with the existing plans and strategies of its own or other public bodies, to maximise the service's contribution towards each of the seven well-being goals? |
| Always learning, positively challenging and aiming to improve | • Can the service demonstrate continuous improvement from regular reflection and critical review?<br>• Is there a framework and proportionate process in place for collective performance assessment, including from a citizen's perspective, and do you have accountability arrangements to support this?<br>• Could there be potential conflicts in service delivery with other services or public bodies, and how might you seek to resolve, manage and mitigate these? |

**Collaboration:** acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives

| | |
|---|---|
| Delivering an integrated service with partners in the best interest of the people accessing the service | • Are partners working together in a flexible way, across organisational boundaries, to deliver a seamless service to people?<br>• Have you identified a full range of partners, including organisations from private or third sectors, who could play a productive role in this service area?<br>• Does the service provider think about (and predict) how demand could change over time and work with partners to more effectively manage it?<br>• Is there equity, trust and a shared vision between partners?<br>• Are there reciprocal arrangements across public services (e.g. shared resources, shared budgets)? |
| Always learning, positively challenging and aiming to improve | • Is best practice shared to reduce cross sector variation where it is appropriate to do so?<br>• Is success celebrated – both within the service and across partners? |

**Involvement:** the importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves

| | |
|---|---|
| Starting from what people can do, not what they can't and involving them in decision making as an equal partner | • Do you understand what matters to service users, their strengths, and the strengths of wider communities in which they live? How is this used to inform the need for the service and how it is delivered?<br>• Is the service seeking to harness and build on a service user's strengths?<br>• Does the service encourage people to take responsibility for themselves and their own improvements?<br>• Are service users involved in reaching decisions that affect them?<br>• Is the service considering the support that might be available from others in the community?<br>• Is service delivery tailored for individual service users, recognising that individuals will have differing capacity to respond? |
| Delivering an integrated service with partners in the best interest of the people accessing the service | • Is the system designed through an understanding of how citizens engage with public services and the outcomes they are looking for?<br>• Has the service been designed from the perspective of the service user, through involving them and reflecting the diversity of the potential users of the service? |
| Ensuring people can access the service they need, when they need it and only for as long as they need it | • Are people being encouraged to manage *without* intervention, where appropriate?<br>• Is the service working with citizens to explain the role of different partners in delivering the service, and managing expectations? |
| Always learning, positively challenging and aiming to improve | • Are services and service users working as partners in the business of improvement? |