FUTURE SKILLS SUMMIT 2026

WHAT WE HEARD AND WHERE WE GO NEXT

POST-SUMMIT REPORT



Llywodraeth Cymru
Welsh Government

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Date	8 October 2026
Location	Swansea.com Stadium
Hosted by	Welsh Government

Summary of the evidence and priorities emerging from the Future Skills Summit, and how they will inform the next stage of work.

Skills, Higher Education and Lifelong Learning, Welsh Government

Mae'r ddogfen hon hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

1. Executive Summary

1.1 The Future Skills Summit brought together employers, education and training providers, trade unions, public services, the third sector and other partners to consider how Wales can build a skills system that is responsive to future economic and workforce needs. In doing so, it contributed to a shared national conversation about the future skills system, bringing together organisations and perspectives that each have a role in shaping future skills priorities. This report draws primarily on the workshop outputs and detailed notes, supported by Slido results and written feedback forms.

1.2 The workshop outputs and detailed notes provide the main evidence source for the facilitated discussions. Across the six workshops, delegates called for a clear short, medium, and long-term plan for skills, stronger cross-sector collaboration, and improved labour market intelligence. They also highlighted the need for more responsive qualifications, stronger core and transferable skills, clearer learner and employer pathways, stronger regional and local partnership responses, and improved access, participation and progression. Together, these priorities pointed towards a shared long-term vision for the skills system to 2035. The workshop priority asks also emphasised long-term investment, incentives and opportunities for co-investment in skills, a joined-up approach across government, meaningful community and learner voice, and the integration of Welsh language considerations throughout the skills system.

1.3 The Slido results show which issues and priorities resonated across Summit discussions. Funding and investment were ranked as the greatest risk to Wales's future skills needs, followed by system complexity, employer engagement and leadership, lifelong learning and reskilling, and workforce shortages. Across the open-text responses, delegates repeatedly called for action at pace, clear roles, measurable outcomes and a plan that connects immediate priorities with longer-term reform.

1.4 The written feedback forms provide evaluation findings and additional comments on next steps. Feedback was strongly positive overall, with 59 of 63 forms rating the Summit as excellent or good. Written comments reinforced the need to move quickly from discussion to follow-up, with clear roles, practical next steps, sustained employer, learner and partner involvement, simpler routes through the skills system, and better alignment between investment and workforce need.

1.5 Taken together, the evidence points to four broad priorities for future work: a clear and prioritised approach to further work; clearer roles and coordination across the skills system; closer alignment between investment, provision, skills intelligence and changing national, regional and sector needs; and a shared long-term vision for skills to 2035, supported by common language, data intelligence, regional delivery and Welsh-language integration.

Sources: Workshop outputs and detailed notes; Slido poll-results report and analytics summary, 8 October 2026; Future Skills Summit Feedback Tracker, 63 forms entered.



Panel discussion at the Future Skills Summit 2026.

Headline findings

- The workshop outputs called for a clear short, medium, and long-term plan for skills, supported by stronger cross-sector collaboration and clearer roles.
- Delegates emphasised the need to move from discussion to follow-up, with visible leadership, practical next steps and ways to track progress.
- Funding and investment were ranked through Slido as the greatest risk to Wales's future skills needs, followed by system complexity, employer engagement and leadership.
- The evidence highlighted the need for better labour market intelligence, a more responsive qualifications system, stronger core and transferable skills, clearer learner and employer pathways, and stronger regional and local partnership responses.
- Written feedback was strongly positive overall, with 59 of 63 forms rating the Summit as excellent or good, while also reinforcing the need for action at pace.
- The confidence polls recorded average scores of 6.4 from 138 responses and 6.1 from 97 responses. They should be treated as snapshots at two points in the day, not as a direct pre and post-Summit comparison.

What the evidence suggests

1.6 The evidence suggests that the next phase of work should focus on turning the Summit findings into a clear set of priorities that can be developed with partners. The strongest messages were the need for a practical plan for skills, continued involvement from

stakeholders, better use of skills intelligence, and Welsh medium and bilingual skills to be considered as part of wider planning rather than as a separate issue.

1.7 The report therefore marks a point in the ongoing conversation about the future skills system in Wales. Some issues raised through the Summit may lend themselves to earlier consideration, while others will require further discussion, development and partnership working over a longer period.

2. About the Summit and the Evidence

Purpose

2.1 The Summit was established to generate practical ideas and inform discussion on future skills demand, investment priorities, employer engagement, skills intelligence and planning, participation and progression, and workforce transformation.

2.2 Ahead of the Summit, delegates were provided with a briefing pack setting out the context for the event, an overview of the current skills system in Wales and information to support the day's discussions.

2.3 The delegate pack formed part of the context and evidence framework for the Summit. It provided delegates with shared background on the purpose of the event, existing evidence on current and future skills challenges, the intended workshop approach and questions that would guide discussion on priorities, practical actions and future system reform.

Slido engagement

2.4 Slido recorded 180 active delegates and 760 votes across seven polls, with an average of 109 votes per poll. The polling included a word cloud, two confidence ratings, a ranking exercise and open-text questions on panel priorities, action over the next 12 months and the most important commitment arising from the Summit.

Source: Slido analytics summary and poll-results report.

Evidence base

2.5 The report brings together three complementary evidence sources:

- Workshop outputs and detailed notes, providing the main evidence source for each facilitated discussion.
- Slido results showing the issues and priorities that resonated across the wider room.
- Written feedback forms, providing evaluation and additional comments on next steps.

2.6 The report presents the main themes from the Summit evidence, drawing together workshop discussions, Slido results and written feedback.

2.7 This report presents the views and priorities shared through the Summit. It does not set out new Welsh Government policy or commitments. Instead, it brings together the evidence from the day to help inform further discussion and future work with partners.

Using and interpreting the evidence

2.8 The evidence should be read as a summary of engagement rather than as a representative survey of Wales as a whole. Workshop notes, Slido responses and written feedback show the priorities and concerns raised by people who took part in the Summit. They are most useful for identifying recurring themes, shared priorities and areas where further discussion may be needed.

3. Workshop Outputs and Facilitated Discussion Themes

3.1 The six facilitated workshops provided the main evidence source for the Summit discussions. They set out the recommendations, priority asks and suggested early actions raised across the discussion groups and provide the foundation for the wider themes identified in this report.



Workshop discussion at the Future Skills Summit 2026.

3.2 The Summit used a facilitated workshop methodology designed to turn shared evidence into practical priorities. Delegates remained in the same workshop group across the morning and afternoon sessions, first considering the main challenges facing the skills system and then developing practical responses, priority asks and suggested early actions. Each group was structured around a specific theme and set of discussion questions, with outputs subsequently drawn together as part of the post-Summit evidence base.

Workshop	Morning focus	Afternoon focus
1	Current and future skills drivers	Government actions
2	Skills demand and employer voice	Employer actions
3	Skills supply and system responsiveness	Provider actions
4	Access and lifelong learning	Regional and local partnership actions
5	System leadership and coordination	Learner and workforce actions and system reform
6	A skills vision for Wales 2035	Future skills vision and national priorities

3.3 Across the workshops, delegates called for clearer strategic direction from government, stronger collaboration across sectors, and a practical route from evidence and engagement into action. Common recommendations included a short, medium, and long-term plan for skills; agile and accessible labour market intelligence; a strengthened coordinating and mapping role for government; a more responsive qualifications system; stronger core and transferable skills; clearer learner and employer pathways; stronger links between education and industry, including employer involvement in workforce planning and skills development, greater access to meaningful work experience, modular qualifications and micro-credentials, clearer information for learners, families, communities and SMEs, and action to address barriers including transport, cost, confidence and access to flexible learning.

3.4 The workshop priority asks reinforce the need for long-term investment, incentives and opportunities for co-investment in skills, responsive skills intelligence, a comprehensive strategic vision for Wales, and a joined-up approach across government. Workshop 6 added particular emphasis on lifelong learning, data-led planning, system simplification and Welsh language considerations. Delegates argued that Wales needs a clearer shared evidence base in relation to current and future skills needs, a simpler route through existing provision, and a 2035 vision that embeds Welsh language considerations throughout education, training, workforce planning and employer engagement.

3.5 The suggested early-action notes add further emphasis on maintaining momentum, continuing structured engagement with stakeholders, strengthening Regional Skills Partnerships, scaling existing successes, engaging learners earlier through schools, recognising the role of early years development, retaining workforce capacity where possible, aligning skills policy with economic growth, and building stronger links between industry, education and the third sector.

4. Slido Results

The principal risks

Delegates were asked to rank the issues they considered to pose the greatest risk to Wales's future skills needs. The table below presents the results in ranked order, reflecting the relative priority given to each issue by respondents.

Rank	Issue
1	Funding and investment
2	System complexity
3	Employer engagement and leadership
4	Lifelong learning and reskilling
5	Workforce shortages
6	AI and technology changes
7	Regional inequalities
8	Skills intelligence and forecasting

Source: Slido ranking poll: Which issue poses the greatest risk to Wales's future skills needs? Results shown in ranked order.

A clear call for action and follow-through

4.1 The strongest recurring message was that the Summit should lead to practical follow-through. In the coded responses on the most important commitment arising from the Summit, action, delivery and accountability was the most prominent theme. Delegates asked for a clear plan, action at pace, clear roles and ways to track progress. Many responses combined a desire for immediate progress with recognition that some reforms will require sustained work and investment over the longer term.

Funding, investment and value

4.2 Funding and investment was the clearest quantitative priority. Open-text responses called for appropriate and longer-term investment, support for provision that is already working, better alignment of funding with workforce and economic needs, and greater clarity about where limited resources can have the greatest impact.

A simpler and better coordinated system

4.3 Delegates described a complex landscape containing silos, duplication, fragmented support and unclear routes through the system. Responses called for stronger coordination across government and delivery partners, better connections between national, regional and sector planning, and simpler routes for employers and learners seeking support.

Employers, learners and shared responsibility

4.4 Employer voice was prominent, particularly in relation to SMEs, workforce planning, investment in training, co-design of provision, work experience, placements and apprenticeships. At the same time, delegates stressed the importance of learner choice, learner representation and wider social outcomes. The overall message was one of shared responsibility rather than ownership by any single part of the system.

Flexible pathways and lifelong learning

4.5 Responses supported stronger vocational and technical pathways, more flexible and modular learning, work-based delivery and opportunities to retrain throughout working life. Delegates raised the position of younger learners, adults already in work, older workers, people outside education or employment, and those affected by health conditions or changing technology.

Welsh language and bilingual skills

4.6 Delegates raised progression from Welsh-medium education into further and tertiary education and work, the availability of Welsh-medium provision, bilingual workforce requirements and the need to embed Welsh-language considerations throughout skills planning rather than treating them as an additional strand.

Inclusion and access

4.7 The responses highlighted barriers including health, confidence, childcare, transport, rurality, disability, additional learning needs and the cost of participation. They also called for stronger learner voice and for learning to be available in workplaces and communities as well as institutions.

AI, technology and workforce change

4.8 AI was discussed as both an opportunity and a source of disruption. Delegates asked how provision can keep pace with technological change, how learners and workers can use AI safely and effectively, and how providers and trainers can maintain up-to-date capability.

Evidence and skills intelligence

4.9 Responses called for a clearer picture of current and future workforce needs by sector and region. Labour-market intelligence, forecasting, shared data and the translation of evidence into investment and provision decisions were recurring themes.

Confidence and expectations

4.10 Delegates were first asked: “How confident are you that Wales can build a skills system fit for future economic and workforce needs?” This poll recorded an average score of 6.4 from 138 responses. The later poll asked: “Now, how confident are you that Wales can build a skills system fit for future economic and workforce needs?” It recorded an average score of 6.1 from 97 responses. Because response numbers differed and individual responses were not tracked, the results should be read as snapshots at two points in the day, not as evidence that the Summit caused confidence to fall.

4.11 The scores are best read alongside the qualitative evidence, which shows both appetite for change and concern about funding, complexity, delivery pace and follow-through.

Source: Slido confidence polls.

5. Written Feedback and Evaluation Findings

5.1 Sixty-three feedback forms were completed by delegates. The results provide a fuller evaluation picture and should be read alongside the Slido findings and workshop evidence.

- Excellent or good overall rating of the Summit: 59 of 63 (93.7%).
- Agree or strongly agree that the Summit helped identify priorities and actions: 44 of 63 (69.8%).
- Agree or strongly agree that it enabled different perspectives and engagement: 60 of 63 (95.2%).
- Yes to future engagement: 48 of the 57 forms with a recorded response (84.2%).

Themes from written feedback

5.2 The written comments reinforce the main Slido messages while adding more texture on what delegates want to see happen next. The strongest theme was the need to move quickly from discussion to follow-up. Respondents repeatedly used language such as action, pace, implementation, follow-through and clear next steps, with several asking for a practical plan that distinguishes suggested early actions from medium- and longer-term reform.

5.3 A second strong theme was the need for clearer leadership, coordination and accountability across the skills system. Written responses called for stronger cross-government working, better alignment between national, regional and sector priorities, and simpler routes for employers, providers and learners to engage with the system. Several comments pointed to fragmentation, duplication and the need to reduce complexity, particularly for SMEs.

5.4 Employer voice and partnership working were also prominent. Respondents wanted employers, industry bodies, education and training providers, trade unions, the third sector, communities and learners to remain involved beyond the Summit. Many comments supported structured ways to continue engagement, maintain momentum and help turn the Summit discussion into practical proposals.

5.5 Funding and investment appeared throughout the written feedback, both as a concern and as an enabler of delivery. Respondents asked for investment in provision that is known to work, support for apprenticeships and entry-level recruitment, resources for reskilling and upskilling, and greater certainty where longer-term planning is required. Some comments also stressed the importance of using existing positive examples rather than starting again.

5.6 The feedback also highlighted specific areas for future skills planning, including early years and core skills, vocational and technical pathways, apprenticeships, work experience, Welsh-medium and bilingual provision, migration as part of the response to immediate shortages, sector and regional skills needs, and the importance of connecting skills policy with wider economic, health, social care, education and employment priorities.

5.7 Overall, the written feedback shows strong support for continued engagement, with a clear expectation that the Summit should lead to visible follow-up. The comments suggest that delegates valued the opportunity to contribute, while also wanting to understand how the evidence will be used and what will happen next.

Source: Future Skills Summit Feedback Tracker 1.xlsx, 63 forms entered.

6. Cross-cutting Themes

6.1 The evidence points to a set of cross-cutting themes for future work on the skills system in Wales. These themes draw across the workshop outputs and detailed notes, Slido results and written feedback, and highlight areas where delegates saw the strongest need for alignment, coordination and sustained action.

Direction, delivery and the 2035 vision

6.2 A consistent message across the evidence was the need for a clear route from engagement to delivery. Delegates wanted a short-, medium- and long-term plan that sets out early action, medium-term reform and a shared 2035 vision. Workshop 6 reinforced that this vision should be simple enough to communicate clearly, provide direction across education, training and workplace learning, and show how government, employers, providers, individuals and communities can contribute.

Funding, investment and incentives

6.3 Funding and investment featured strongly in all three evidence sources. Slido ranked it as the greatest risk to Wales's future skills needs, while workshops and written feedback highlighted the importance of long-term investment, sustainable capacity, employer investment and opportunities for co-investment, and better alignment between funding decisions and workforce priorities.

Skills intelligence and data-led planning

6.4 The evidence highlighted the need for more agile, accessible and shared labour-market intelligence. Delegates saw this intelligence as important for informing investment, provision, careers information and future policy choices, and emphasised the need for it to be presented in a way that learners, employers and providers can use.

Employer, learner and community voice

6.5 Delegates emphasised that the skills system should be shaped by those who use and deliver it. Employer voice, learner voice, community insight, trade union perspectives,

provider expertise and third sector experience all featured in the evidence. The overall message was one of shared responsibility, with stronger mechanisms needed to keep these voices involved as future work develops and to enable employers, providers and government to work together on identifying skills needs, workforce planning and skills development.

Regional and local partnership delivery

6.6 Regional and local delivery was a strong cross-cutting theme. The evidence pointed to the role of Regional Skills Partnerships, education providers, local employers and community partners in translating national priorities into practical action. It also highlighted the need to break down organisational silos and strengthen collaboration across regions.

Participation, progression and lifelong learning

6.7 The Summit evidence reinforced the importance of core and transferable skills, lifelong learning, adult reskilling, vocational and technical pathways, work experience, apprenticeships and progression routes that are easier for learners, families, communities and SMEs to understand. Delegates also highlighted barriers to participation, including health, caring responsibilities, transport, rurality, accessibility, confidence and cost, alongside the need for flexible provision that supports adults, older workers and those outside education or employment. The evidence also highlighted the importance of careers information and guidance in helping learners and families understand the routes available.

Welsh-medium and bilingual skills

6.8 Welsh-language considerations were raised through the workshop evidence, Slido responses and written feedback. The evidence points to the need to embed Welsh-medium and bilingual provision within mainstream skills planning, not as a separate strand. This includes pathways from Welsh-medium education into further and tertiary education, training and work, as well as employer involvement, workforce planning and confidence to use Welsh professionally.

Technology and workforce transformation

6.9 AI and technological change were identified as both opportunities and risks. The evidence highlighted the need for provision that can keep pace with workplace change, support safe and effective use of AI, and enable timely upskilling and reskilling for learners, workers, providers and employers.

7. Next Steps

7.1 The Summit evidence will help inform the next stage of work on the skills system in Wales. The immediate focus will be to use the themes identified through the Summit evidence to support further discussion and development with partners.

7.2 The Summit marks the beginning of the next phase of conversation rather than the conclusion. Welsh Government will consider the evidence alongside existing policy and programme activity and will continue to work with partners as the next stage develops.

7.3 The following table summarises the main follow-up themes suggested by the evidence:

Follow-up theme	What this means	Evidence source
Develop a shared view of priorities for skills.	Use the Summit evidence to identify the issues that need further discussion and practical development.	Workshops, Slido and written feedback.
Clarify roles across the skills system.	Explore how government, employers, providers, learners, trade unions and partners can each contribute to future work.	Workshop priority asks and written feedback.
Continue stakeholder engagement.	Maintain momentum by keeping partners involved as themes from the Summit are developed further.	Workshop notes and feedback comments.
Improve the use of skills intelligence.	Support better understanding of national, regional and sector skills needs to inform future planning.	Workshop outputs and Slido open-text themes.
Reflect Welsh-medium, bilingual, inclusion and lifelong-learning themes.	Ensure these cross-cutting issues are considered as part of wider skills planning and follow-up discussion.	Workshop 6, Slido responses and written feedback.

Annex A – Evidence sources

A.1 This annex lists the main source materials used to prepare the report. It identifies the evidence considered; it does not reproduce the source documents in full.

- Slido poll-results report for the Future Skills Summit, 8 October 2026.
- Slido analytics summary report.
- Future Skills Summit Feedback Tracker, 63 forms entered.
- Workshop summary notes covering recommendations, priority asks and suggested early actions from six facilitated discussions.
- Future Skills Summit Delegate Pack, issued to delegates in advance of the Summit, including labour-market evidence, discussion context, workshop themes and questions, and the Summit agenda.



Cefin Campbell MS, Deputy Minister for Skills and Tertiary Education, delivering the opening remarks at the Future Skills Summit 2026.

Annex B – Workshop summary notes

B.1 The following summary captures the recommendations and priority asks from the six workshop discussions.

Workshop 1: Current and Future Skills Drivers | Government Actions

B.2 Workshop 1 highlighted the pace and complexity of change affecting Wales's current and future skills needs. Delegates identified growing demand for technology, innovation, cyber security, defence, data science and AI skills, alongside concern about pressure on core skills such as problem solving, creativity and curiosity. They also pointed to pressures from an ageing workforce and demographic change, industrial transition, regional disparity, rural access, apprenticeship quality and funding uncertainty, and emphasised the need for early intervention, stronger careers guidance, lifelong learning and adult reskilling. For government action, the workshop called for a clearer and more coordinated framework for identifying and responding to skills gaps through social partnership. Delegates wanted a simpler system, stronger collaboration between government, employers, providers and the third sector, better support for SMEs, and a stronger focus on retaining and using skills already in Wales. The cross-cutting message was that action is needed now, with short, medium, and long-term responses that link national skills intelligence, regional planning and local delivery, and ensure provision remains agile enough to respond to changing learner, employer and economic needs.

Workshop 2: Skills Demand and Employer Voice | Employer Actions

B.3 Recommended a more responsive and collaborative approach to skills development, with government, employers and education providers sharing responsibility for identifying skills needs, investment and workforce development. The workshop highlighted the disconnect between changing industry needs and the pace at which policy, qualifications and provision can respond, particularly as AI and technological change reshape the labour market and entry-level opportunities. Delegates called for better labour-market intelligence, stronger employer involvement in workforce planning, and closer collaboration between employers, colleges and universities. They also emphasised making it easier for employers to invest in training, recognising the different capacity of SMEs and larger organisations, and exploring targeted approaches to co-investment. The main asks were to listen and engage more effectively with employers; improve labour-market intelligence and future skills forecasting; and provide clearer economic and sector priorities to guide skills planning and investment.

Workshop 3: Skills Supply and System Responsiveness | Provider Actions

B.4 Recommended a more responsive skills and qualifications system that can keep pace with changing learner and employer needs. The workshop highlighted delays in developing qualifications, funding constraints, gaps in entry-level and progression routes, and the importance of developing core and transferable skills from school through further and higher education and working life. Delegates called for clearer vocational and academic pathways, stronger careers information and guidance, meaningful work experience, and better links

between education and industry. The discussion also emphasised building on successful employer / provider partnerships and existing good practice. The main asks were for flexible and responsive qualifications; stronger development of core skills, including before age 16; clearer careers and qualification pathways; stronger national and regional collaboration; and clearer ownership for building on effective practice. Delegates wanted to move from repeated discussion to timely action, with clearer accountability for delivery.

Workshop 4: Regional and Local Partnership Responses

B.5 Recommended stronger regional and local partnership responses to improve access to skills, lifelong learning and progression into work. The workshop highlighted barriers facing disadvantaged learners, NEETs, young people affected by poverty or low confidence, adults needing to reskill, and older workers, including transport, cost, low awareness of local opportunities and unclear pathways. Delegates emphasised the need for better links between schools, further and higher education, employers and industry, more meaningful work experience, stronger employer engagement, and clearer information for learners, families and SMEs. The discussion also highlighted the role of Regional Skills Partnerships, the need to reduce bureaucracy, improve funding flexibility, support micro-credentials and credit transfer, and make better use of public procurement and government leadership to support skills development. The priority ask was to break down silos and strengthen cross-sector collaboration across regions, bringing together education providers, training organisations, employers, public bodies and communities.

Workshop 5: System Leadership, Learner Pathways and Reform

B.6 Recommended a simpler, more coherent skills system with clearer routes for learners, parents, employers and advisers. The workshop highlighted that the current system can be difficult to navigate, particularly for young people who do not follow a traditional academic route and for adults seeking part-time or flexible learning. Delegates also highlighted the need to make pathways easier for families and communities to understand, to build on examples that already work in sectors such as agriculture, food, health and construction, and to ensure funding, staffing and qualification reform can keep pace with changing learner, employer and technology needs. Delegates emphasised transferable skills and qualifications, modular qualifications and micro-credentials, alongside stronger employer engagement in schools, improved work experience and broader experiences of work. The discussion also pointed to the need for better workforce planning, Welsh-medium provision, international learning on AI and technology, and a clearer national skills strategy aligned with industrial and economic priorities. The priority ask was a joined-up approach across government to skills, with shared responsibility, clearer priorities and funding aligned across government.

Workshop 6: Skills Vision for Wales 2035 | Future Vision and National Priorities

B.7 Workshop 6 called for a clear, ambitious skills vision for Wales to 2035, supported by stronger system leadership, better coordination and a simpler route through existing provision. Delegates argued that Wales does not lack activity but needs to bring activity together into a more coherent, agile and accessible system. Key themes included lifelong

learning, reskilling and upskilling throughout working life; stronger single evidence based on current and future skills needs; clearer national direction that still reflects regional differences; and stronger employer involvement, including SMEs. The workshop placed significant emphasis on the Welsh language, including confidence to use Welsh professionally, Welsh-medium provision, employer involvement and embedding Welsh throughout education, training, workforce planning and investment decisions. The priority ask was to be bold: set out where Wales is trying to get to by 2035, show what the future skills system should look like, and make clear how government, employers, providers, individuals and communities can collectively get there.

Suggested early actions raised in the notes

B.8 The suggested early-action points included maintaining momentum, continuing structured engagement with stakeholders, strengthening Regional Skills Partnerships, building on and scaling existing successes, engaging learners earlier through schools, recognising early years development and play-based learning as part of core skills development, protecting workforce capacity where possible, aligning skills policy with economic growth, strengthening links between industry and education, recognising the role of the third sector, and building on existing good practice and reviewing activity that is less effective.

Annex C – Organisations represented at the Summit

C.1 The following list is based on the organisations recorded as attending the Summit.



Delegates at the Future Skills Summit 2026.

- ACCA Cymru/Wales
- ADS Group
- Adult Learning Wales
- Agored Cymru
- Airbus
- Aspire Systems
- Avril Lewis Consulting
- Bangor University / Prifysgol Bangor
- Barford Owen Davies
- BBC Wales / BBC Cymru
- Business in Focus / Managing Business Wales BDG Service
- C&P Engineering Services Ltd
- Cambrian Training Company
- Cardiff and Vale College / Coleg Caerdydd a'r Fro
- Cardiff Capital Region Skills Partnership / Partneriaeth Sgiliau Prifddinas-Ranbarth Caerdydd

- Cardiff Metropolitan University / Prifysgol Metropolitan Caerdydd
- Cardiff University / Prifysgol Caerdydd
- Career Development Institute
- Careers Wales / Gyrfa Cymru
- CBI
- CECA Wales
- Chambers Wales SESWM
- Chwarae Cymru | Play Wales / Chwarae Cymru
- City & Guilds
- Clybiau Plant Cymru Kids' Clubs / Clybiau Plant Cymru
- Coleg Cymraeg Cenedlaethol
- Coleg Sir Gâr
- Coleg y Cymoedd
- ColegauCymru
- Community Housing Cymru / Cartrefi Cymunedol Cymru
- Community Union
- Confederation of Swedish Enterprise
- Construction Industry Training Board
- Construction Sustainability Consultant
- CSconnected
- Cwm Taf Morgannwg University Health Board / Bwrdd Iechyd Prifysgol Cwm Taf Morgannwg
- Digital Health and Care Wales / Iechyd a Gofal Digidol Cymru
- DWP / Yr Adran Gwaith a Phensiynau
- ECITB
- Equity
- Federation of Awarding Bodies (FAB)
- Federation of Master Builders Cymru / Ffederasiwn y Meistri Adeiladu Cymru
- FinTech Wales
- FSB Wales
- GE Aerospace Wales
- Genpower
- GMB union
- Gower College Swansea / Coleg Gŵyr Abertawe
- Great British Energy – Nuclear
- Grŵp Llandrillo Menai
- HEIW / Addysg a Gwella Iechyd Cymru
- Hywel Dda University Health Board / Bwrdd Iechyd Prifysgol Hywel Dda
- ICAEW
- Institute of Directors
- ISEIW
- ITSUS Consulting / Women in Cyber Unlimited
- iungo

- Jisc
- Learners
- Learning and Work Institute
- Ledwood Mechanical Engineering Ltd
- Make UK
- Manufacturing Wales
- MediWales
- Medr - Commission for Tertiary Education and Research / Medr – Y Comisiwn Addysg Drydyddol ac Ymchwil
- Mentrau Iaith Cymru Cyf
- Microsoft UK
- Mid Wales Regional Skills Partnership / Partneriaeth Sgiliau Rhanbarthol Canolbarth Cymru
- Ministry of Defence / Y Weinyddiaeth Amddiffyn
- National Federation of Roofing Contractors-SW
- National Grid plc
- National Training Federation Wales / Ffederasiwn Hyfforddiant Cenedlaethol Cymru
- National Trust Cymru / Ymddiriedolaeth Genedlaethol Cymru
- Natural Resources Wales / Cyfoeth Naturiol Cymru
- NFU Cymru
- North Wales Regional Skills Partnership / Partneriaeth Sgiliau Rhanbarthol Gogledd Cymru
- NPTC Group of Colleges / Grŵp Colegau NPTC
- NUS Cymru / Undeb Cenedlaethol y Myfyrwyr Cymru
- Pearson
- Pembrokeshire College / Coleg Sir Benfro
- Pembrokeshire County Council / Cyngor Sir Penfro
- PeopleCert
- Peter Lynn and Partners Solicitors
- Philtronics Limited
- ProMo Cymru
- Public Health Wales / Iechyd Cyhoeddus Cymru
- Qualifications Wales / Cymwysterau Cymru
- Regional Learning and Skills Partnership / Partneriaeth Dysgu a Sgiliau Rhanbarthol
- Rolls Royce
- Rolls-Royce SMR Ltd
- RWCMD / Coleg Brenhinol Cerdd a Drama Cymru
- Safran Seats
- Sgil Cymru
- Shotton Mill Limited
- Social Care Wales / Gofal Cymdeithasol Cymru
- Swansea Council / Cyngor Abertawe
- Swansea University / Prifysgol Abertawe

- T. Richard Jones Ltd
- Talent Beyond Boundaries
- TechEd Programmes Ltd
- The College Merthyr Tydfil / Y Coleg Merthyr Tudful
- The Crown Estate / Ystad y Goron
- The King's Trust
- The Open University in Wales / Y Brifysgol Agored yng Nghymru
- Toyota Motor Manufacturing UK Ltd
- Trinity College Dublin
- TUC Cymru
- UCU / UCU Cymru
- Unite The Union Cymru / Unite Cymru
- Universities Wales / Prifysgolion Cymru
- University of South Wales / Prifysgol De Cymru
- Urdd Gobaith Cymru
- UWTSD / Prifysgol Cymru, Y Drindod Dewi Sant
- VodafoneThree
- VTCT Skills
- Watkins & Gunn
- WCVA / Cyngor Gweithredu Gwirfoddol Cymru
- Welsh Government / Llywodraeth Cymru
- Welsh Local Government Association / Cymdeithas Llywodraeth Leol Cymru
- WJEC / CBAC
- Woodknowledge Wales
- WorldSkills UK
- Wrexham University / Prifysgol Wrecsam
- Y Ganolfan Dysgu Cymraeg Genedlaethol

Annex D – Agenda

D.1 The Summit agenda included the following main sessions:

Time	Session
09:15 - 09:45	Arrival and networking
09:45 - 10:10	Welcome and opening remarks
10:10 - 10:30	Learning and Work Institute presentation
10:30 - 11:20	Discussion: Wales's future skills landscape
11:40 - 12:30	Workshop discussions: shared priorities and challenges
13:20 - 13:45	Skills for Growth – an international perspective
13:45 - 14:35	Workshop discussions: practical responses and next steps
14:55 - 15:45	Discussion: key themes and next steps
15:45 - 16:00	Closing remarks

D.2 The full agenda, including breaks and lunch, was provided to delegates in advance as part of the Future Skills Summit Delegate Pack.

For further information about the Future Skills Summit and the next stage of work, please contact **futureskillssummit@gov.wales.**