



CYNHADLEDD FLYNYDDOL ANNUAL CONFERENCE

**Cyfranogiad a phartneriaeth mewn
cyfnod o bregethu a pholareiddio**

**Participation and partnership in a time
of precarity and polarisation**

Llyfryn Crynodeb | Abstract Booklet

30 Mehefin a 1 Gorffennaf | 30 June and 1 July

Prifysgol Aberystwyth | Aberystwyth University

Cipolwg ar y rhaglen

Diwrnod 1

Dydd Llun 30 Mehefin

08:45 – 09:00

Cofrestru'n am Ymchwilwyr Newydd yn unig

Te /coffi

(Ystafell: Tŷ Trafod)

09:00 – 11:45

Sesiwn Ymchwilwyr Newydd

(Ystafell: Tŷ Trafod)

11:30 – 13:00

Cofrestru'n agor ar gyfer Y gynhadledd brif

Te / coffi Tea a cinio yn MedRus 1

(Ystafell: Lobby MedRus)

13:00 – 13:15

Cyfarchiad Croeso: Angela Hatton, Dirprwy Is-Ganghellor (Ymchwil)

(Ystafell: MedRus)

13:15 – 14:00

Prif Siaradwr: Yr Athro Irene Hardill, Prifysgol Northumbria

(Ystafell: MedRus)

14:00 – 15:30

Sesiwn Un (Gweler tudalennau 14-30 am gynodebau)

15:30 – 16:00

Seibiant Lluniaeth

(Room: MedRus 1)

16:00 – 17:30

Sesiwn Dau (Gweler tudalennau 31-41 am gynodebau)

17:30 – 17:40

Sylwadau Cau Diwrnod Un

Poetry Provided by Clare Donnison

(Ystafell: MedRus)

18:00 – 20:30

Derbynfa Diodydd a Bwffe: Gyda chyhoeddiad Adroddiad Blynyddol Cymru Wledig LPIP ar gyfer Cymru Wledig

(Aberystwyth University Arts Centre)

Diwrnod 2

Dydd Mawrth 1 Gorffennaf

08:30 – 09:00

Cofrestru'n agor

Te /coffi

(Ystafell: Lobby MedRus)

09:00 – 10:30

Sesiwn Tri (Gweler tudalennau 42-57 am gynodebau)

10:30 – 11:00

Seibiant Lluniaeth

(Room: MedRus 1)

11:00 – 12:00

Sesiwn Cyflwyniadau Amgen Gweler tudalennau 58-64 am gynodebau)

12:00 – 13:00

Lunch

(Room: MedRus 1)

13:00 – 14:30

Sesiwn Pedwar (Gweler tudalennau 65-74 am gynodebau)

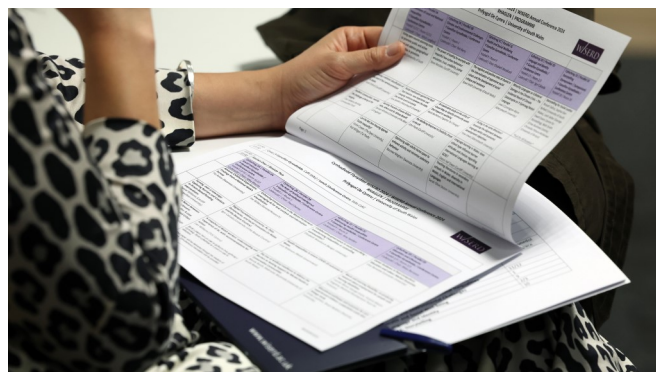
14:30 – 14:40

Comments Cau Gynhadledd: Adam Hedgecoe, Cyfarwyddwr WISERD

(Ystafell: MedRus)

14.40

Diwedd y Cynhadledd



Programme at a glance

Day 1

Monday 30 June

08:45 – 09:00

Registration open for New Researchers session

Tea/Coffee

(Room: Dialogue Centre)

09:00 – 11:45

New Researcher Session

(Room: Dialogue Centre)

11:30 – 13:00

Registration open for main conference

Lunch served in MedRus 1

(Room: MedRus Lobby)

13:00 – 13:15

Welcome Address: Angela Hatton, Pro Vice Chancellor (Research)

(Room: MedRus)

13:15 – 14:00

Keynote Lecture: Professor Irene Hardill, Northumbria University

(Room: MedRus)

14:00 – 15:30

Session One *(Please see pages 14-30 for abstracts)*

15:30 – 16:00

Refreshment Break

(Room: MedRus 1)

16:00 – 17:30

Session Two *(Please see pages 31-41 for abstracts)*

17:30 – 17:40

Day One closing comments: With Poetry provided by Clare Donnison

(Room: MedRus)

18:00 – 20:30

Drinks Reception and Buffet: With launch of the Cymru Wledig LPIP Rural Wales Annual Report *(Aberystwyth University Arts Centre)*

Day 2

Tuesday 1 July

08:30 – 09:00

Registration opens Tea / coffee

(Room: MedRus Lobby)

09:00 – 10:30

Session Three *(Please see pages 42-57 for abstracts)*

10:30 – 11:00

Refreshment Break

(Room: MedRus 1)

11:00 – 12:00

Alternative Presentations Session *(Please see pages 58-64 for abstracts)*

12:00 – 13:00

Lunch

(Room: MedRus 1)

13:00 – 14:30

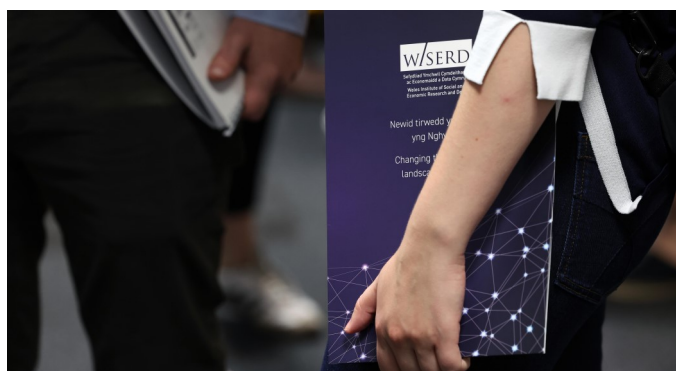
Session Four *(Please see pages 65-74 for abstracts)*

14:30 – 14:40

Closing Remarks: Adam Hedgecoe, WISERD Director, Cardiff University
(Room MedRus)

14.40

End of Conference



Croeso i Brifysgol Aberystwyth a Chynhadledd Flynyddol WISERD 2025

Mae Prifysgol Aberystwyth yn falch o gynnal 15fed cynhadledd flynyddol WISERD. Dyma'r drydedd tro y mae'r gynhadledd wedi cael ei chynnal yn Aberystwyth, a'r thema eleni fydd Cymryd rhan a phartneriaeth mewn cyfnod o ansicrwydd a pholareiddio. Yng nghyd-destun pryderon sylweddol ynghylch strwythur a dyfodol darparu gwasanaethau, cydlynid cymunedol a dyfodol cynaliadwy, mae themâu ein rhaglen a'r amrywiaeth o bobl fydd yn cymryd rhan yn dangos pwysigrwydd y materion hyn, a bywiogrwydd yr ymchwil cysylltiedig â thrafodaethau sy'n ymwneud â pholisi yng Nghymru. Bydd y prif siaradwr, Yr Athro Irene Hardill o Brifysgol Northumbria yn trafod yr heriau mae sefydliadau cymdeithas sifil yn eu hwynebu wrth fynd i'r afael ag anghenion cymhleth heb eu diwallu, gan gynnwys materion sy'n ymwneud ag iechyd, tai a chyflogaeth - materion sy'n cael eu trafod yn y DU a ledled y byd.

Bydd 14 o sesiynau cyflwyno papurau ymchwil, dwy drafodaeth banel, tri symposiwm, a gweithdai ar yr agenda, felly bydd cyfleoedd i glywed am amrywiaeth eang o waith ymchwil ym maes y gwyddorau cymdeithasol, mentrau polisi newydd a darganfyddiadau o'r trydydd sector, a hefyd cyfleoedd i drafod mewn sesiynau rhyngweithiol. Am y tro cyntaf erioed, bydd yr amserlen eleni yn cynnwys digwyddiad arbennig i ymchwilwyr newydd cyn y brif gynhadledd. Noddwyd ar y cyd gan Ysgol Graddedigion Gwyddorau Cymdeithasol Cymru a Rhwydwaith Ymchwilwyr ar Ddechrau eu Gyrfa Cymdeithas Ddysgedig Cymru. Bydd y digwyddiad yn dangos yr ymrwymiad i ddyfodol y gwyddorau cymdeithasol yng Nghymru a phwysigrwydd meithrin cysylltiadau traws-sector yn ystod pob cam gyrfa.

Mae'r gynhadledd hon hefyd yn gyfle i dynnu sylw at gynlluniau ymchwil a chanfyddiadau cynnar o raglen ymchwil tair blynedd WISERD 'Pobl, Lleuoedd a'r Cylch Cyhoeddus', a ariannwyd yn ddiweddar gan y Cyngor Ymchwil Economaidd a Chymdeithasol (ESRC) UKRI. Byddwn ni hefyd yn dysgu am y gwaith sy'n cael ei wneud gan Cymru Wledig LPIP Rural Wales, Partneriaeth Polisi ac Arloesi Lleol Cymru Wledig, sy'n gysylltiedig â WISERD. Rydyn ni'n gobeithio y byddwch chi'n ymuno â ni ar gyfer y derbyniad gyda'r nos a gynhelir gan Cymru Wledig LPIP Rural Wales ar ddiwedd y diwrnod cyntaf, lle bydd cyfle i gael copi o'u hadroddiad blynyddol.

Gobeithio y byddwch chi'n mwynhau'r gynhadledd ac y bydd yn ysgogi'ch meddwl.

Welcome to Aberystwyth University and the WISERD Annual Conference 2025

Aberystwyth University is pleased to host the 15th Annual WISERD Conference. The third meeting in Aberystwyth, this year's conference is on the theme of Participation and partnership in a time of precarity and polarisation. At a time of significant concerns around the form and future of service provision, community cohesion and sustainable futures, the themes addressed in our programme and the range of contributors present reflects the importance of these issues and the vitality of associated research and policy dialogue in Wales. Reflected in both national and international discourse, the challenges being faced by civil society organisations in addressing complex and unmet needs in areas such as health, housing and employment is the focus of our keynote speaker, Professor Irene Hardill, of Northumbria University.

With 14 paper sessions, two panels, three symposia and workshops on the agenda, there are opportunities to hear about a wide cross section of current research in the social sciences, policy initiatives and findings from the third sector, and contribute to debate through more interactive formats. For the first time, this year's schedule includes a pre-conference event for new researchers. Jointly sponsored by the Welsh Graduate School for the Social Sciences and the Learned Society of Wales Early Career Network, this reflects the commitment to the future of social science research in Wales and the importance of building cross-sector relationships at all career stages.

This conference is also an opportunity to showcase research plans and early findings from the WISERD 'People, Places, and the Public Sphere' three-year research programme, recently funded by the UKRI Economic and Social Research Council (ESRC). We'll also find out about work currently being undertaken by Cymru Wledig LPIP Rural Wales, the Local Policy and Innovation Partnership for Rural Wales, which is affiliated with WISERD. We hope you will join us for an evening reception hosted by Cymru Wledig LPIP Rural Wales at the end of Day 1, with an opportunity to pick up their annual report

We hope that you find the conference enjoyable and insightful.



Adam Hedgecoe

Gyfarwyddwr WISERD

Mae'r Athro Adam Hedgecoe yn ethnograffydd a chymdeithasegydd gwyddoniaeth sydd â diddordeb mewn gwyddoniaeth fiofeddygol (geneteg) ac yn ddiweddar fe'i penodwyd yn gyfarwyddwr Sefydliad Ymchwil Gymdeithasol ac Economaidd a Data Cymru (WISERD). Yn dilyn cefndir academiaidd cymysg, B.A. mewn Athroniaeth a Seicoleg o Brifysgol Durham, M.A. mewn Athroniaeth Gymhwysol o Brifysgol Hull a PhD mewn Hanes ac Athroniaeth Gwyddoniaeth o Goleg Prifysgol Llundain, bu'r Athro Hedgecoe yn dysgu yn yr Adran Gymdeithaseg ym Mhrifysgol Sussex am saith mlynedd. Symudodd i Gaerdydd yn 2009 i helpu i redeg y Ganolfan ar gyfer yr Agweddau Economaidd a Chymdeithasol ar Genomeg (CESAGen) sy'n cael ei chyllido gan y Cyngor Ymchwil Economaidd a Chymdeithasol (ESRC). Ac ôl hynny cafodd amryw o rolau yn Ysgol y Gwyddorau Cymdeithasol, gan gynnwys Cyfarwyddwr Ymchwil.

Mae'r Athro Hedgecoe wedi cyhoeddi'n eang ar effaith profion genetig ar ymarfer proffesiynol a gwneud penderfyniadau mewn pwyllgorau moeseg ymchwil. Mae ei waith cyfredol yn canolbwyntio ar ganlyniadau amwys profion genomig, a sut mae grwpiau o weithwyr proffesiynol yn penderfynu a yw'r canlyniadau hyn yn bathogenig ac yn achosi afiechydon neu'n ddiniwed. Mae'n ymlacio trwy fynd â chi'r teulu (ci potsiwr anghofus o'r enw Missy) am dro, yfed coffi a cheisio cadw'n heini.

Adam Hedgecoe

WISERD Director

Professor Adam Hedgecoe is an ethnographer and sociologist of science with an interest in biomedical science (genetics) and has recently been appointed as director of the Wales Institute of Social and Economic Research and Data (WISERD). Following a mixed academic background – a B.A. in Philosophy and Psychology from Durham University, an M.A. in Applied Philosophy from the University of Hull and a Ph.D. in the History and Philosophy of Science from University College London – Professor Hedgecoe taught in the Sociology Department at Sussex University for seven years. He moved to Cardiff in 2009 to help run the ESRC-funded CESAGen research centre after which he held various roles in the School of Social Sciences, including Director of Research.

Professor Hedgecoe has published widely on the impact on professional practice of genetic tests and decision making in research ethics committees. His current work focuses on ambiguous results of genomic tests, and how groups of professionals decide whether these results are pathogenic and disease causing or simply benign. He relaxes by walking his family dog (a rather forgetful lurcher called Missy), drinking coffee and trying to stay fit.

Prif anerchiad

13:15-14:00 Ddydd Llun 30 Mehefin

Ystafell: Medrus

Cymryd rhan a phartneru mewn cyfnod o ansicrwydd ariannol a pholareiddio: myfyrdodau o Loegr

Yr Athro Irene Hardill

Prifysgol Northumbria

Mewn dadl yn Nhŷ'r Arglwyddi fis ar ôl dechrau pandemig COVID-19, dywedodd y Farwnes Jill Pitkeathley, 'charities are the eyes, ears and conscience of society: they mobilise, they provide, they advocate and they unite' (Hansard, 30 Ebrill 2020, <https://hansard.parliament.uk/Lords/2020-04-30/debates/7C721552-0014-4B93-913C-A33F56ED7049/CharitableAndVoluntarySector>, cyrchwyd 13 Chwefror 2025). Gweddnewidiodd y pandemig byd-eang lawer o agweddau ar fywyd bob dydd i deuluoedd, cymunedau, sefydliadau a'r gymdeithas sifil (Calvert ac Arbuthnott, 2021; Hennessey, 2022). Er ei bod yn demtasiwn fframio COVID-19 yn bandemig a ddigwyddodd ar hap megis, roedd y ffordd yr ymledai'n dangos yr anghydraddoldeb economaidd-gymdeithasol hynod ddwfn a oedd yn bodoli eisoes ym maes iechyd, cyflogaeth a thai (Peirson, 2021), gan effeithio'n ddifawr ar allu pobl i gymryd rhan mewn bywyd cymdeithasol a gallu sefydliadau cymdeithas sifil i fynd i'r afael ag anghenion heb eu diwallu (Hardill et al, 2022). Roedd y pandemig yn rhan o gyfnod estynedig o ansefydlogrwydd ac ansicrwydd yn dilyn Argyfwng Ariannol Byd-eang 2007-8 ac ehangu sawl anghydraddoldeb cymdeithasol ledled y DU (Taylor-Gooby, 2012; Wilkinson a Pickett, 2009). Mae'r anghydraddoldeb hwn wedi gwaethygu yn sgil cyni (Dorling, 2014; Timmins, 2017; Toynbee a Walker, 2017), Brexit, pandemig COVID-19 (yr Academi Brydeinig, 2021; Perry et al, 2020), ac yn ddiweddarach yr argyfwng costau byw a arweiniodd at gynnydd mewn ansicrwydd ariannol a pholareiddio cymdeithasol.

Diben Cynhadledd Flynnyddol WISERD 2025 yw trin a thrafod diwyg a swyddogaeth y gymdeithas sifil, yn benodol felly cymryd rhan a phartneru mewn cyfnod o ansicrwydd ariannol a pholareiddio yn unol â sawl graddfa ofodol. Pwysleisiodd Ongaro (2017:266) bwysigrwydd dysgu gan hanes er mwyn deall problemau cyfoes. Mae ysgolheictod o'r fath yn 'tynnu sylw at beryglon dadansoddi polisi cymdeithasol mewn ffordd anhanesyddol' ac yn dadlau bod angen deall y cyd-destun hanesyddol ehangach er mwyn dirnad newidiadau cyfredol (Lambie-Mumford, 2019: 9; Means a Smith, 1998). Yn fy nghyflwyniad byddaf yn tynnu ar fy ymchwil ddiweddar a ariannwyd gan yr ESRC, sy'n canolbwyntio'n bennaf ar Loegr, i fynd i'r afael â thema'r gynhadledd. Roedd y prosiect cyntaf yn canolbwyntio ar y gymdeithas sifil¹ yn Loegr yn y 1940au a'r 2010au. Astudiodd yr ail brosiect y camau gwirfoddol yn ystod pandemig COVID-19 ledled pedair awdurdodaeth y DU. Yn sgil ymchwil yn ystod y pandemig, tynnwyd sylw at ba mor bwysig yw cydweithio â sawl disgyblaeth, paradeim, traddodiad methodolegol yn ogystal â llunwyr polisïau ac ymarferwyr. Byddaf hefyd yn gwerthuso dull methodolegol ac arloesol a roddwyd ar waith ym mhrosiectau'r gwyddorau cymdeithasol gan yr ESRC/UKRI ar bwnc COVID-19 (Hardill et al 2022a), ynghyd â fy ymchwil fwy diweddar gyda chydweithwyr ym Mhrifysgol Northumbria (Common Sense Policy Group, 2024; Johnson et al, 2024); a Sheffield Hallam (Y Ganolfan Astudiaethau Unigrwydd).

¹Defnyddiwyd y term 'gweithredu gwirfoddol' i gwmpasu gwaith sefydliadau gwirfoddol, gwirfoddolwyr ac ymgyrchwyr (Davis Smith, 2019, t.3).

Geiradaon

Yr Academi Brydeinig (2021) Shaping the COVID Decade: addressing the long-term societal impacts of COVID-19. <https://www.thebritishacademy.ac.uk/publications/shaping-the-covid-decade-addressing-the-long-term-societal-impacts-of-covid-19/> (cyrchwyd 25 Mawrth 2021)

Calvert, J. ac Arbuthnott, G. (2021) Failures of State: The Inside Story of Britain's Battle with Coronavirus Llundain: Mudlark

Canolfan Astudiaethau Unigrwydd, Prifysgol Sheffield Hallam (<https://www.shu.ac.uk/centre-for-loneliness-studies>)

Grŵp Polisi Synnwyr Cyffredin (2024) Act Now: A vision for a better future and a new social contract Manceinion: MUP

Davis Smith, J. (2019) 100 Years of NCVO and Voluntary Action: Idealists and Realists Basingstoke: Macmillan

Dorling, D. (2014) Inequality and the 1% Llundain: Verso

Dorling, D. (2023) Shattered Nation: Inequality and the Geography of a Failing State Llundain: Verso

Hansard 2020 <https://hansard.parliament.uk/Lords/2020-04-30/debates/7C721552-0014-4B93-913C-A33F56ED7049/CharitableAndVoluntarySector>

Hardill, I., Grotz, J a Crawford, L. (gol.) (2022) Mobilising Voluntary Action in the UK: Learning from the Pandemic Policy Press, Bryste, y DU

Hardill, I., Moss, O., Wheatley, D. a Speed, E. (2022a) The Impact of COVID-19 on Methodological Innovation: Report to ESRC, Swindon, ESRC

Hennessey, P. (2022) A Duty of Care: Britain Before and After Covid Llundain, Allen Lane

Johnson, E.A., Hardill, I., Johnson, M.T. a Nettle, D. (2024) Breaking the Overton Window: on the need for adversarial co-production, Evidence & Policy. 20: 3, 393-405

Lambie-Mumford, H. (2019) 'The growth of food banks in Britain and what they mean for social policy', Critical Social Policy 39(1): 3-22.

Means, R. a Smith, R. (1998) From Poor Law to Community Care: The development of welfare services for elderly people 1939-1971 1939-1971 (ail argraffiad). Bryste, Policy Press.

Ongaro, E. (2017) Philosophy and Public Administration. Cheltenham: Edward Elgar

Perry, B L; Aronson, B., a Pescosolido, B. A. (2021) Pandemic precarity: COVID-19 is exposing and exacerbating inequalities in the American heartland Trafodion Academi Genedlaethol y Gwyddorau Chwefror 2021, 18: 8, 1-6

Pierson, C. (2021) The Next Welfare State? UK Welfare after COVID-19 Bryste, Policy Press

Taylor-Gooby, P. (2012) 'Root and Branch Restructuring to Achieve Major Cuts: The Social Policy Programme of the 2010 UK Coalition Government', Social Policy & Administration, 46 (1): 61-82.

Timmins, N. (2017) The Five Giants: A Biography of the Welfare State, trydydd argraffiad. Llundain: William Collins.

Toynbee, P. a Walker, D. (2017) Dismembered: How the attack on the state harms us all. Llundain: Guardian Books.

Keynote address

13:15-14:00 Monday 30 June

Room: Medrus

Participation and partnership in a time of precarity and polarisation: reflections from England

Professor Irene Hardill

Northumbria University

In a House of Lords debate a month into the COVID-19 pandemic Baroness Jill Pitkeathley said, 'charities are the eyes, ears and conscience of society: they mobilise, they provide, they advocate and they unite' (Hansard, April 30 2020, <https://hansard.parliament.uk/Lords/2020-04-30/debates/7C721552-0014-4B93-913C-A33F56ED7049/CharitableAndVoluntarySector> accessed February 13th 2025). The global pandemic transformed many aspects of everyday life, across families, communities, institutions, and civil society (Calvert and Arbutnott, 2021; Hennessey, 2022). While it may be tempting to frame COVID-19 as indiscriminate, its spread laid bare existing deep-rooted socioeconomic inequalities, across categories such as health, employment, and housing (Peirson, 2021) and profoundly affected participation in associational life and the ability of civil society organisations to address unmet need (Hardill et al, 2022). The pandemic formed part of an extended period of instability and insecurity, which began with the Global Financial Crisis of 2007-8 when social fault lines widened across the UK (Taylor-Gooby, 2012; Wilkinson and Pickett, 2009). These fault lines have been further exacerbated by austerity (Dorling, 2014; Timmins, 2017; Toynbee and Walker, 2017), Brexit, the COVID 19 pandemic (British Academy, 2021; Perry et al, 2020), and more recently the cost of living crisis resulting in an increase in precarity and social polarisation.

The focus of the 2025 WISERD Annual Conference is on the form and function of civil society, in particular exploring participation and partnership in a time of precarity and polarisation at various spatial scales. Ongaro (2017:266) stressed the importance of learning from history to understand contemporary problems. Such scholarship 'highlights the dangers of ahistorical social policy analysis' and argues for the need to understand current shifts within wider historical context (Lambie-Mumford, 2019: 9; Means and Smith, 1998). In my presentation I will draw on my recent ESRC-funded research, which has largely focused on England, to address the conference theme. The first project focused on civil society¹ in England in the 1940s and 2010s. The second project examined voluntary action during the COVID-19 pandemic across the four UK jurisdictions. Undertaking research in the pandemic brought into focus the vital importance of collaboration across disciplines, paradigms, methodological traditions, and with policy makers and practitioners. I will also draw on an evaluation of methodological innovation undertaken in ESRC/UKRI social science COVID-19 scheme projects (Hardill et al 2022a), along with my more recent research with colleagues at Northumbria (Common Sense Policy Group, 2024; Johnson et al, 2024); and Sheffield Hallam Universities (Centre for Loneliness Studies).

¹We used the term voluntary action as a catch all to encompass the work of voluntary organisations, volunteers and activists (Davis Smith, 2019, p.3).

References

- British Academy (2021) Shaping the COVID decade: addressing the long-term societal impacts of COVID-19. <https://www.thebritishacademy.ac.uk/publications/shaping-the-covid-decade-addressing-the-long-term-societal-impacts-of-covid-19/> (accessed 25 March 2021)
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- Centre for Loneliness Studies, Sheffield Hallam University (<https://www.shu.ac.uk/centre-for-loneliness-studies>)
- Common Sense Policy Group (2024) Act Now: A vision for a better future and a new social contract Manchester: MUP
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- Taylor-Gooby, P. (2012) 'Root and branch restructuring to achieve major cuts: the social policy programme of the 2010 UK Coalition Government', Social Policy & Administration, 46 (1): 61–82.
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OPEN PAPER SESSION

Asymmetries in material and emotional resilience during the Covid-19 transition period in Wales

The Covid-19 pandemic highlighted numerous issues latent in Wales and the U.K. that are becoming prominent areas of research in the social sciences. While the pandemic was initially framed as a unifying experience, people's experiences of Covid-19 regulations varied markedly. For some this was a relatively unproblematic period because their personal circumstances in relation to work and financial opportunities were favourable, but for others this time was one of increased uncertainty and anxiety which stemmed from their relative positions of precarity in relation to work, work opportunities, and financial situation prior to and/or during the pandemic-to-endemic period. Research, in the form of quantitative survey data and qualitative interview data, gives a picture of their unique experiences of different forms of precarity, both in terms of material or economic conditions, and their emotional and mental wellbeing.

The Pandemic/Endemic period changed the nature and practices of many occupations, some positive, such as flexible home working, but others found that they were unable to work at all, and some proportion of these were ineligible for furlough and found themselves reliant on the benefits afforded under our welfare system. Covid-19 showed, in certain respects, that none of us are sufficiently robust or resilient to unforeseen shocks of this kind, and many, if not all, are not above forms of precarity that many underwent on a daily basis before the Pandemic. In the interviews conducted in Wales many instances of people's lives being altered in ways that affected not only their immediate material conditions, but also their emotional states and mental health, such that some suffered high levels of mental distress or even radically altered their views on politics and the social contract. More generally, the overall uncertainty of outcomes and differential impacts caused unease and uncertainty, increased distrust of authorities (especially where hypocrisy was evident) and anxiety about what future scenarios of similar scale might look like. For some, their experiences of precarity were bound up with objective conditions, i.e. material/economic, whilst for others they were bound up with perceived, subjective, change in status, remembering that for others these conditions changed in the opposite direction.

Some of these uncertainties were evidently generated by people's relationships to different sorts of media in an age of increasing technologization and globalisation, and the increasing remoteness, or alienation from, traditional social and political institutions. Belonging and identity with community or nation seem to offer some protection from the worst effects of precarity attendant on isolation and uncertainty.

In this presentation I would like to discuss the various ways in which these themes help us understand the idea of precarity and the precariat in their objective and subjective forms. The research questions that motivated this study were concerned with the relationship between Individualist or Collectivist outlooks and attitudes/behaviours in relation to vaccines and restrictions as pandemic moved into endemicity. Theoretical questions are understood through Anthony Giddens's and Habermas's theories of modernity and political participation, interview interpretation is guided by the Symbolic Interactionism of Herbert Blumer and Erving Goffman.

Aidan Bark-Connell, *Bangor University School of History, Law and Social Sciences*

Navigating the Politics of Cross-border Conservation of Coastal habitat (C3)

Estuarine and coastal environments (ECEs) provide essential ecosystem services, including coastal defence, carbon sequestration, and biodiversity provision. Yet ECEs are facing increasing conservation challenges. Urbanisation and rising sea levels have led to coastal squeeze, a process in which ECEs become trapped between rising sea level and defended coastlines. Conservation is further complicated by complex governance structures, especially when ECEs span multiple political and administrative borders. Coordination across differing policies, regulations, and stakeholder interests is required to conserve transboundary ECEs.

This research will seek to explore the bottlenecks around the conservation of transboundary ECE habitats, with a planned focus on four key case studies across the British Isles: the Severn Estuary, Dee Estuary, Solway Firth, and Carlingford Lough. Each site crosses multiple local and national jurisdictions, with Carlingford Lough uniquely spanning the UK-EU border and complicated by post-Brexit governance.

A central feature of this research is the use of co-design to shape its direction. Rather than beginning with fixed research questions, the project is engaging a wide range of stakeholders including environment agencies, coastal partnerships, conservation NGOs, and land trusts, through semi-structured interviews. This process allows for the co-production of knowledge and ensures that the research reflects the lived experiences, challenges, and priorities of those actively involved in managing and conserving coastal habitats. The evolving nature of the research design is a deliberate strategy to align the study with the dynamic realities of environmental governance across the British Isles.

Planned methods include a systematic literature review, policy analysis, and stakeholder workshops, which will be shaped by the co-design process. These activities will target both institutional and on-the-ground actors, including local landowners, industry representatives, and partnership coordinators. Findings from early interviews will refine the research questions and guide subsequent data collection. Once co-developed, qualitative data will be analysed using NVivo to support thematic coding.

A key focus is understanding the role of coastal partnerships in bringing together a diverse range of stakeholders, including industries, local authorities, and national governments, to coordinate conservation efforts. These partnerships aim to facilitate cooperation and knowledge exchange, ensuring that decision-making processes incorporate multiple perspectives. However, the transboundary nature of these sites exacerbates governance challenges, as differing legal frameworks, priorities, and jurisdictions complicate coordination efforts and hinder the implementation of cohesive management strategies.

By identifying key governance barriers and potential strategies for enhancing cooperation, this study aims to contribute to best practices for collaborative governance in transboundary coastal habitat management. Findings will support policy recommendations, inform habitat restoration initiatives, and provide insights for developing nature-based solutions that integrate ecological, social, and economic considerations. Ultimately, this research seeks to promote more effective, inclusive, and adaptive governance frameworks that can support the long-term sustainability of coastal habitats on a global scale. In this presentation, I will share emerging insights from the co-design process and early stakeholder interviews, emerging gaps in the literature and highlight lessons for collaborative governance across complex coastal landscapes.

Alys Samuel-Thomas, Swansea University, Department of Geography

Instagram: wetlandswanderer

Changing Contours of State and National Identities in Wales: the Case of Young Citizens

The British 'state' and mainland nations of England, Scotland and Wales are experiencing transformation in a globalising world. The dynamics of how these nations are constituted within the broader 'British' framework is changing, and with it the national identities of Welsh, Scottish, English and/or British individuals. Compound national identity (when an individual may choose to identify with multiple interplaying identities) requires further investigation to understand the nuances of constructing national identity in this unique context, and how multinational environments determine how it may be navigated.

This paper explores the construction and navigation of national identity among British students at Welsh universities. This study aims to investigate the ways that individuals navigate and construct their national identities within the multination-state system of Britain; when individuals have multiple identities to call upon, this research seeks to understand which components they value and employ to determine their self-understanding and social location in various contexts. The research employs Kiely et al.'s model of identity 'markers' and 'rules' of national identity for this purpose; markers are social characteristics an individual may use to justify their national identity claims, whilst rules outline the value of these markers and how they are employed or assessed.¹

Using mixed-methods, the research employs a constructivist theoretical approach, using a causation and outcome approach. Firstly, a broad understanding of the 'outcome' of national identification amongst Welsh university students is established using a questionnaire; this produces descriptive analysis of the reality of national identity amongst the 62 participants. The key measurement of identity is the 'Moreno' question, which asks individuals to identify not simply with one identity or another, but how much they identify with their nation or state on a Likert scale.² The findings show how respondents chose between national and British identity differed between Welsh and English-born respondents: a higher proportion of Welsh respondents chose 'nation-only' than English respondents, whilst more English respondents rejected 'nation' altogether in favour of a British identity.

The 'causation' of how and why an individual chooses their identity is investigated through qualitative interviews with 12 students; participants' views on the social, political and cultural dimensions of national identity are established to understand the processes of construction and navigating their national identity and others'. Analysis of the 'markers' and 'rules' valued by participants shows that early socialisation and cultural immersion through active engagement are considered important to attaching oneself to an identity. When exploring these findings during interviews, participants chose to align themselves with British and/or national identity based on how they aligned with key cultural and historic values. How respondents defined British, Welsh and/or English identity determined how they chose to define themselves.

By further establishing these findings in Wales, we can work towards a better and more comprehensive comparison of English, Scottish and Welsh 'nation' identities alongside or against British identity. This can improve our understanding of the socio-political transformation currently being seen in Great Britain's politics and society, including movements of independence and tensions between identity groups.

¹ Kiely, R., Bechhofer, F., Stewart, R. and McCrone, D. 2001. *The Markers and Rules of Scottish National Identity*. *The Sociological Review* 49(1), pp. 33–55. doi: 10.1111/1467-954X.00243.

² Moreno, L. 2005. *Dual identities and stateless nations (the 'Moreno question')*. *Scottish Affairs* 54, pp. 1–21

Betsi Doyle, Cardiff University, School of Social Sciences

The Welsh-Speaking Experience: Minoritised Language and Belonging Through the Lens of Phenomenology

The notions of worlds, being-at-ease and in-betweenness have contributed substantially to minority studies in phenomenology and philosophy more broadly. Owing to the group of Latina Feminist Philosophers that established these concepts, they are primarily applied in the context of race, gender and sexuality. However, little attention has been given to the experiences of minoritised language speakers, which appears to be a lacuna in the phenomenology of in-betweenness, world-travel, and belonging.

I will then claim that although an epistemic lens could be used to chronicle the experiences of minoritised language speakers, we can expand the potential impact of speaking a minoritised language beyond failing to be heard through the affective dimension expressed by Latina Feminist Phenomenology. This approach allows us to introduce the affective experiences of non-belonging and possible existential unease, in-betweenness and split-subjecthood of minoritised language speakers. This appears to be an 'affective' lacuna in broader minoritised language studies.

To expand- Given the 'minoritized' nature of one of the languages that minoritized language speakers speak, they likely possess within them the language that has rendered it 'minoritized'. This makes the situation much more tense because the speaking subject is not navigating between two languages but rather between languages that have been specifically dominant and subordinate to each other. Such questions feel like asking what it would be like to be both a prisoner and an officer. Here, we see the affective dimension take hold.

This paper may establish the following aphorism for minoritized language studies: 'It is no longer about what I know, but what I know and feel in knowing the languages in which I live.'

Owing to my background as a Welsh language speaker, it feels only right that this presentation will platform (and introduce the audience for the first time) to marginalised Welsh-language voices in philosophy and linguistics like J.R. Jones and D.Z Phillips. Owing to the innately affective experience of speaking a language, my personal experience of traversing language borders will also play a part in the presentation.

Dotson, K. (2011) 'Tracking Epistemic Violence, Tracking Practices of Silencing', *Hypatia*, 26(2) doi: 10.1111/j.1527-2001.2011.01177. x.

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Jones, G. (1968). *The Dragon Speaks Two Tongues*. London: Dent.

Jones, J.R (1966) *Prydeindod*. (Cyfres Digidol y Coleg Cymraeg Cenedlaethol e-print 2013)

Lugones, M. (2022) 'Playfulness, "world"-travelling, and loving perception', *Feminist Philosophy of Mind*,

Ortega, M. (2015) 'Latina feminism, experience, and the self', *Philosophy Compass*, 10(4), doi:10.1111/phc3.12211.

Phillips, D.Z (1993) 'Pam Achub Iaith' in *Efrydiau Athronyddol* (Cyfres 56)

Dotson, K. (2011) 'Tracking Epistemic Violence, Tracking Practices of Silencing', *Hypatia*, 26(2) doi: 10.1111/j.1527-2001.2011.01177. x.

Hopwood, M. (2022) *Dychmygu Iaith*. Cardiff: Gwasg Prifysgol Cymru.

Jones, G. (1968). *The Dragon Speaks Two Tongues*. London: Dent.

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Ortega, M. (2015) 'Latina feminism, experience, and the self', *Philosophy Compass*, 10(4), doi:10.1111/phc3.12211.

Phillips, D.Z (1993) 'Pam Achub Iaith' in *Efrydiau Athronyddol* (Cyfres 56)

Daniel Southall, Cardiff University, ENCAP

3 MINUTE FLASH TALKS

1. Inclusive Spaces: experiences of using Shared User Pathways (SUPs) in Swansea

Since lockdown in 2021, there has been an increase in the number of people using public space in Wales. Numbers are further increased with the local authority's promotion of walking a cycling to meet Active Travel (Wales) Act 2013 targets. Arguably, some of these public spaces have had little chance to develop a clear etiquette among users. Through engaging with stakeholder organisations of public spaces in Swansea, this research offers a case study into how public space is navigated and highlights how barriers can emerge when different user's needs aren't considered.

Matthew Howell, *Swansea University*

2. Everything is connected: Language and Housing Activism in Wales

Studies of language resilience rarely address policy areas which are not explicitly linguistic, but language/community vitality is affected by many policy areas, including housing. The historicity of activist and political party interest in the intersection between these policy areas in Wales can be clearly traced through activist and party manifestos since the 1960s, as well as interviews with key actors. Drawing on a historical institutionalist framework, I aim to highlight that institutional change may be simultaneously incremental and transformative, and to demonstrate the importance of the linguistic impacts of policies which are not explicitly language-related.

Anastasia Llewellyn, *University of Ottawa*

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3. Climate Justice Universities: How can universities 'walk the walk', create transformational change, and lead towards a more just and equitable future

Humanity faces multiple intersecting civilisational crises (McCowan, 2025), epitomised by climate and ecological breakdown, but caused by social structures which prioritise profit over people and planet (McGeown & Barry, 2023). Rather than thinking differently about these challenges, universities have been coopted by this paradigm (Jessop, 2018). Transformation is required if universities are to fulfil their role as social institutions and lead in a time of precarity and polarisation.

This talk seeks to provoke discussion about what it would look like if universities prioritised a "more healthy, equitable and climate-stable future" (Stephens, 2024) and 'walked the walk' of their own research.

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McCowan, T. (2025) *Universities and Climate Action*. London, UK: UCL Press. Available at: doi:10.14324/111.9781800088290 (Accessed: 19 May 2025).
McGeown, C. and Barry, (2023) 'Agents of (Un)Sustainability: Democratising Universities for the Planetary Crisis', *Frontiers in Sustainability*, 4, pp.1-14. Available at: doi:10.3389/frsus.2023.1166642 (Accessed: 19 May 2025)
Stephens, J.C. (2024) *Climate Justice and the University: Shaping a Hopeful Future for All*. Baltimore, MA, US: John Hopkins University Press.

Jay Chard, *Faculty of Business and Creative Industries, University of South Wales*

4. Is there a new ethnicity in the UK? The construction of a diaspora

Over 150,000 people from Hong Kong have arrived in the UK with the British National (Overseas) visa since 2021 (Commons Library 2024). Since then, a Hong Kong diaspora has been strengthened as these immigrants identify as Hongkongers (vis-à-vis Chinese) (Yue 2023), set up organisations and communities (Tang 2023), and conduct activism for Hong Kong (Fong 2022). This qualitative study (ethnography and interviews) deploys a social movement approach to diaspora (Sökefeld 2006, 2008) where diaspora is seen as a continuous process. This first-year PhD work-in-progress aims in exploring the diverse interpretations of diasporic Hong Kong identity in the UK.

Ka Long Tung, Cardiff University, School of Modern Languages

5. Empowering Students, Creating Homes

The housing crisis pervades every conversation our team has with stakeholders. Notably absent from the discourse, however, are students – this despite a recent survey showing that 87% have experienced some sort of issue in their accommodation.

Our talk will explore how student housing co-operatives could provide a viable alternative to the often sub-standard offerings of the market and make recommendations for how supporting organisations can help students to exert voice, choice and control over their homes whilst studying in Wales.

Kathryn Robinson and Casey Edwards, Communities Creating Homes—CWMPAS

6. “You’re only paid what the last person fought for” (Rosenfeld, 2021). What has been won for Social Care workers in Wales?

Persistently low rates of pay and growing in work poverty had led to a call for action. However, there’s no agreement of exactly what should be done or who should be responsible for doing it.

This mixed method study draws on literature from Employment Relations and Social Justice. It explores the Real Living Wage (RLW) in Social Care movement in Wales which is led by a civil society Community Organising network called Citizens Cymru Wales.

Key findings add clarity to the “low hanging fruit” criticism of the RLW and explore perspectives from multiple stakeholders on what has been “won”.

Celia Netana, Cardiff Business School, Cardiff University

Electoral ‘Game-pocalypse’: Using a Systematic Mapping Study to Understand the Role of Gamification in Policial Campaigns

Gamification - the addition of gaming elements to non-gaming contexts - serves as a tool for participatory innovation. It has spread to many areas of public life, most notably through education and, specifically in politics, e-participation. Yet, there currently exists no comprehensive summary of the way in which it is used within election contexts. To that end, this paper seeks to fill this gap in the literature by conducting a systematic mapping study of instances of gamification in elections (n = 18, case selection not finished). The study involves grouping each instance into categories, such as Partisan/Neutral turnout engendering, or internal party democracy, and then seeks to identify the frequencies of each design element (e.g., points, leaderboards) to see if there is an existing consensus on design element popularity. Lastly, using interviews, it seeks to present these findings to experts in the field of gamified politics, in order to gain insights and reflect on the state of play of this interdisciplinary discipline, as well to gauge whether or not these applications still fall victim to longstanding criticisms of political gamification such as notions of exploitation and/or rhetorical coercion.

Louis Bromfield, *Swansea University*

LIMC | The role of the Welsh language in community action initiatives/Community Commitment: the case of GwyrddNi and LIMC

This paper explores the evolving roles of participatory and deliberative democracy in Welsh communities, with particular attention to the interplay between language, place-based identity, and climate change. Central to this analysis is the concept of place attachment, grounded in emotional, functional, and symbolic ties to one's local environment (Proshansky, 1978; Lewicka, 2013). In the Welsh context, this attachment is deeply intertwined with the Welsh language, cultural identity, and the everyday lived experience of rural and post-industrial communities. These connections not only shape how individuals respond to climate-related risks, but also influence their willingness to participate in community dialogue, citizen science, and grassroots climate action (Anton & Lawrence, 2014; Scannell & Gifford, 2010).

Drawing on Communication Infrastructure Theory (Kim & Ball-Rokeach, 2006) and recent case studies, the paper investigates how Welsh-speaking communities engage with democratic processes through localised community action groups, ecological consciousness, and multilingual forums. It highlights both the potential and the limitations of participatory initiatives when dominant-language infrastructures marginalise minority language speakers, thereby affecting their ability to shape policy, contribute meaningfully to climate dialogue, and build collective resilience (Verhasselt, 2022; Roberts et al., 2023; Parfett & Morgan-Jones, 2019).

The paper also considers how place attachment can foster not only stewardship and environmental responsibility but also resistance to external pressures such as rural gentrification, linguistic erosion, and extractive development models. By centring Welsh experiences and identities, this work contributes to broader debates about environmental democracy, civic voice, and the conditions necessary for equitable and culturally grounded climate governance.

Emily-Louise Beech, *Bangor University*

Citizen Trust and Legitimacy in Governance and Technology: Blockchain Usage in Community Initiatives

Blockchain has been heralded as a potential technological solution to typical governance problems of transparency, accountability, power and decision-making (Tan, Mahula & Crompvoets, 2022). These map on to key principles underpinning blockchain, namely immutability (transparency and accountability), consensus (decision-making) and decentralisation (power) (Chou, 2019). However, we have little understanding of people's comprehension of blockchain or its effect on political trust. This research aims to answer two key research questions: 1) in what ways (if any) do new technologies such as blockchain alter people's perceptions of trust in community governance? And 2) what added value do blockchain-based governance mechanisms bring to traditional forms of community governance?

Bottom-up approaches to community governance involve the community as creator and subject of governance in finding solutions that are fit for purpose in specific, local contexts. Meanwhile, new technology, such as blockchain, allows for the creation of governance models that do not require the same centralised, bureaucratic and resource-intensive design as traditional governance approaches. However, blockchain principles of decentralisation, consensus and immutability can be difficult to embed within blockchain without clear guiding principles (Curry, 2025). Using the case of Llanelli Township, the study utilises Q Methodology and focus groups with the community and community leaders in Llanelli to explore common themes and perceptions of blockchain, technology and governance in shaping decision-making, trust and legitimisation of governing community enterprises. It probes what subjective viewpoints, opinions and beliefs drive bottom-up engagement with governance and how (or if) co-design can improve views of legitimacy in community initiatives. It aims to establish both a) what governance traits people expect from community governance initiatives; and b) if blockchain provides a legitimate way of meeting these expectations. This research forms part of a larger project looking at developing a blockchain governance infrastructure supporting community initiatives more broadly.

Dion Curry, Swansea University

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Co-production and involvement in Welsh public services: strengthening partnership and participation

The principles of co-production and involvement are fundamental to creating effective and inclusive public services. This paper will explore insights for a five-year programme, funded by the National Lottery Community Fund, aimed at embedding co-production and involvement practices within Public Services Boards (PSBs) across Wales. Now in its fifth year, the programme supports PSBs in shifting from traditional consultant models to participatory structures that prioritise collaboration, inclusivity, and shared decision-making.

Our work has focused on:

- Building trust-based relationships between PSBs, local communities and third sector organisations.
- Redesigning governance structures and meeting formats to enhance engagement and equitable participation.
- Piloting innovative participatory methods, including deliberative democracy techniques and community-led dialogue.
- Addressing power imbalances within PSBs and facilitating partnerships that drive meaningful change.

This paper will highlight key successes, such as embedding the values of co-production and shifting work towards 5 Ways of Working over 7 Well-being Goals (as defined by the Well-being of Future Generations (Wales) Act 2015), as well as challenges, including sustaining participation amid financial and structural constraints.

Our learning has shown the importance of building trusted relationships, fostering collaboration and cultural change needed within and between public sector institutions as well as with the communities they are situated with to support participatory approaches. We have worked with these actors to address challenges of disempowered decision making, fear of public scrutiny and systemic barriers that are currently limiting their ability to deliver on their commitments within the Well-being of Future Generations (Wales) Act 2015 to embed involvement and collaboration.

Rachel Wolfendale, *Co-production Network for Wales*

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Doughnut language policy: using intersectionality to promote Welsh without the unintended consequences

This paper begins with a linguistic analysis of the Welsh Government's flagship language policies, demonstrating statistically the current primary focus on increasing the number of Welsh speakers. This priority is the beating heart of all Welsh language policy, its guiding light.

The textual analysis also gauges the extent to which language policy explicitly aims to improve people's material wellbeing in Wales. Such benefits might feel obvious, but they cannot be evidenced if they are not described and measured. A structured comparison shows a notable inattention to achieving such benefits.

Meanwhile, there is growing research evidence from other studies, of unintended negative consequences – from linguistics, sociology, education, and economics. For example, English-speaking children entering Welsh-medium schools (L2 students) achieve lower grades than their L1 Welsh-speaking peers; and Welsh-medium schools overall achieve lower average grades despite equal funding. Graduates of Welsh-medium schools are less geographically mobile. And within communities, valorisation of Welsh – in contrast to English – fuels tensions between language groups. These outcomes are absolutely not inevitable, but they are missed by policies centred on the language itself.

Pointing out these negative consequences is not an end in itself, nor part of an argument against promoting Welsh at all. Rather, it is a call for wholesale reorientation of Welsh language policy to encompass a dramatically wider set of factors. *Intersectionality* has been used elsewhere in the social sciences to understand how various factors come together to influence discriminations and human freedoms. Indeed, intersectionality informed the Welsh Government's 2022 report on racism, *Running Against the Wind*. It can help language policy, too.

In turn, this may very well help the current focus on growing the number of Welsh speakers. Census data show even this goal is not being achieved. Quite the opposite. And the unintended consequences noted above – social hostilities, educational inequalities etc. – cannot be helping. There is a real need to rebalance all these factors into mutually supportive, equally weighted priorities: to develop intersectional policy attending to a diversity of needs.

To remedy the policy imbalance and the negative consequences, I propose a 'doughnut' model of language policy. This is a borrowing of a recently introduced economic theory, "doughnut economics", designed for intersectional balance of environmental and social outcomes alongside the financial. The same intersectional approach has great potential for language policy, emphasising that wellbeing and social relations can and should be equally prioritised, and – returning to my textual analysis – explicitly stated within policy.

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Towards a consensus on pedagogical terminology for the Curriculum for Wales: Findings from a Delphi study.

The Welsh Government 'Talk Pedagogy' project supports schools to deepen their understanding of Curriculum for Wales (CfW) by helping them navigate the uncertainty around curriculum design in a purpose-driven curriculum. This research supports schools by clarifying the terminology used in Wales to describe pedagogical approaches and principles.

The emerging challenge of an inconsistent understanding of terminology was identified by Welsh Government as a barrier to progress and therefore a research priority to create a more definitive and up-to-date glossary of key nomenclature. An initial list of terms drawn up by the Talk Pedagogy team based on their interactions with schools and educational organisations across Wales provided the starting point for this research.

The Delphi method was chosen for its ability to democratise the process by drawing on the views of an anonymous panel of experts to collaboratively produce an agreed vocabulary to enable more effective discussions of pedagogical issues.

One advantage of the Delphi over other consensus methods is that the participants 'can engage in the same process at their own pace and time, independent of each other and without the influence of the other expert panellists on their opinions' (Nworie, 2011, p. 25). The anonymous nature of the Delphi technique avoids the potentially 'destructive group dynamics' of focus groups (Beiderbeck et al., 2021, p. 2), but allows for the sharing and discussion of 'issues and problems in an anonymous forum that would not otherwise be brought to the forefront' (Green, 2014, p. 3).

An important consideration when designing a Delphi study is the recruitment of the expert panel. The first step was to define expertise within key stakeholder groups. Belton et al. (2019) provides a useful suggestion that it should simply be 'professional experience/activity in the field of interest' (Belton et al., 2019, p. 74). For the purposes of this study expertise was defined as experience and knowledge of CfW. This would have different meaning for each stakeholder group and could range from policy experience, academic publications and teaching experience in the classroom. The aim was to create a heterogeneous group to benefit from a broad spectrum of potential viewpoints.

Thirty-five of the forty-two statements were accepted with seven failing to reach the 80% consensus figure required by the study. This paper reviews those statements, demonstrates how they align to the research literature and build on previous definitions. The results are based on strong response rates and low attrition amongst the expert panel with 92% of the invited experts responding in rounds one and two and 90% in the final round.

This paper proposes definitions that have been iteratively refined and tailored to CfW by experts across the educational sector. It will present the findings and discuss some of the more contentious terms that failed to reach consensus and require further research. The paper will also discuss the implications of the findings in the context of system-wide reform in Wales and reflect on the use of the Delphi method as a tool for collaborative governance.

James Hadley, Bangor University

Interdisciplinary approaches to 'Place': An integrative review of academic 'place' definitions in the context of proliferating place-based approaches to UK policy

Place-based approaches (Barca, 2009; McCann, 2019) continue to gain traction in UK policy and research at national, regional, and local levels. Although these approaches are designed to be locally bespoke and heterogenous implementation is anticipated, nevertheless fostering a shared conceptual understanding across contexts and governance models is important to ensuring effective policy implementation. Given a recent proliferation of place-based policies in the UK, this paper investigates definitions and uses of 'place' within the academic literature using an integrative review methodology to consider the contributions of academia to this policy context. If place-based approaches to policy are to be effective, then it is important to understand how research and higher education institutions are positioned as contributing to regional development and policy.

An integrative literature review was conducted in April 2024. A systematic search strategy was developed and employed to search Web of Science and Science Direct for academic papers from 'Social Sciences, Humanities, and the Arts for People and the Economy' (SHAPE) disciplines that used the term 'place' from 2000-2024. Of 3991 initial results, 188 were included in the final sample. A content analysis was then performed to generate descriptive quantitative findings and qualitative synthesis of results.

The analysis reveals the richness and complexity of place-based discourses across disciplines, from economic approaches to regional development through to emerging frameworks in governance, environmental education, health, and more-than-human geographies. While some disciplinary conversations around place remain distinct, I identify several promising areas where theoretical frameworks complement each other, particularly in understanding multi-scalar relationships between policy and practice. By mapping these diverse conceptualizations of place, the paper contributes to debates about how higher education institutions can better support integrated approaches to regional development that draw on this full spectrum of disciplinary insights.

Tom Avery, *Swansea University*

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SoMapping the Social Business Sector in Wales – the 2025 report

Cwmpas is a development agency working for positive change. We believe our economy and society should work differently, putting people and planet first. We deliver the Welsh Government's flagship support programme for social enterprises, co-operatives and employee-owned businesses, Social Business Wales.

Over recent years we have produced the Social Business Wales mapping report, which provides an up-to-date analysis of the social business sector in Wales, highlighting key trends, challenges, and opportunities for growth. In this paper we will present the findings of the 2025 research.

The study followed a broadly similar approach to that adopted in previous exercises and can be summarised in three sections: data gathering, survey work, and analysis. The survey was divided into two parts: Part 1 was a shorter, 10–15- minute survey that covered factual information about the businesses (e.g. sector, employment, geography, turnover, legal status, etc.), while Part 2 was a longer, more qualitatively focused survey (30–40 minutes on average) which included questions on workforce practices, social value, action on net zero, performance, achievements, and challenges. The survey could be completed both online and over the phone.

This research is currently ongoing, but in the 2022 iteration a total of 336 businesses completed Part 1 of the survey (11 percent response rate). Additionally, 249 completed Part 2, representing an eight percent response rate.

All survey data will be analysed. Wherever possible, the report presents trend analysis in order to demonstrate how the sector has changed since these exercises were last conducted. Two approaches are adopted in conducting this analysis: a comparison of overall samples within this and previous exercises, and a panel approach by comparing a matched sample (i.e. the exact same businesses who completed the survey in 2018, 2020 and 2022). In the last iteration of the research, the panel approach used 73 businesses who had completed the survey in each year. Additionally, a separate analysis was undertaken of businesses responding in 2020 and 2022 only in order to expand the matched sample to the 126 who completed the survey in the last two exercises but not in 2018.

Findings include the composition of the sector, including geographical coverage, organisation types, sectors, business size and leadership; social value and impacts including social objectives, profit destinations, business practices and action on net zero; business practices and trading performance; and challenges, support needs and pathways to growth.

This research will have significant implications for policy and practice. It comes at a crucial moment in the policy context in Wales, in particular with the 2026 Senedd elections approaching. In 2020, the Social Enterprise Stakeholder Group produced the Ten Year Vision and Action Plan: Transforming Wales through Social Enterprise, which sets out its ambition to make social enterprise the business model of choice in Wales by 2030. This report will be a crucial health check for the sector and be vital to the design and delivery of effective business support for the sector to maximise its impact.

Daniel Roberts, Cwmpas

The Effects of Place and Class on Party Loyalties in Britain

Social class and place have long been established as reliable predictors of voting behaviour, particularly in Britain. However, recent debates surrounding the erosion of class-based voting and the rise in party-switching have cast doubt on the enduring relevance of these traditional patterns. By examining the stark contrasts between the 2017, 2019, and 2024 general election results—especially the shift of historically loyal Labour strongholds to other parties and the growing disillusionment of the working class with their traditional political loyalties—this research seeks to uncover the underlying causes behind these changes.

The study aims to identify the key shifts in voting patterns that have led individuals to deviate from their established party loyalties. It also seeks to explore how recent political events have affected voter behaviour, focusing on the evolving connections between social class, place, and party loyalties.

Using a mixed-methods approach, including the analysis of existing data such as voting trends, constituency data, and interviews, I have begun conducting my own fieldwork, including interviews and focus groups. This qualitative research aims to uncover how individuals engage with their local context and perceive the composition of their communities. Through these methods, the study seeks to understand the factors driving recent electoral trends and to explain how individuals' loyalties and voting behaviours are shaped by the physical and social dynamics of their constituencies and self-perceptions.

The first findings from the initial sets of interviews within the constituencies of Caerfyrddin, Glasgow East, and East Renfrewshire reveal that people's connections with and perceptions of place are deeply rooted in their social relationships. Notably, individuals from working-class areas often struggle to imagine leaving their communities, reinforcing the idea that place is intrinsically tied to the people within it rather than its physical or economic characteristics. Additionally, there is a prevailing sense that these places are politically overlooked, with respondents expressing feelings of neglect and secondary status in political decision-making. These findings highlight the ways in which class and perceptions of place shape political attitudes, potentially influencing patterns of party loyalty and voting behaviour.

Danielle Joyce, *Swansea University*

Beyond graduation: Social class, subject and postgraduates' transitions to the labour market.

Background

The number of people pursuing postgraduate study has increased substantially in recent years. Despite this, social inequalities exist in terms of access to postgraduate study and the type of postgraduate study engaged in (Wakeling 2005; Wakeling and Laurison 2017). There is also differentiation in the labour market outcomes and earnings of postgraduates holding different postgraduate qualifications (Britton et al., 2020). Whilst dominant policy discourse positions higher education (HE) as a mechanism of social mobility, little is known about why people engage in postgraduate study, their experiences of navigating transitions to the labour market and the role of social class in framing postgraduates' transitions to the labour market and the employment destinations they reach. This qualitative longitudinal study will examine the university-to-labour market transitions and employment destinations of postgraduates from a range of postgraduate programmes. The research aims to throw light on broader, classed based inequalities in labour market outcomes (Friedman and Laurison 2019), and to address important debates about the role of postgraduate study in the reproduction or disruption of social inequalities.

Theoretical framework

Data analysis will be informed by positional conflict theory (Brown 2003) which offers an alternative approach to human capital theory informed understandings of the relationship between education and employment. Positional conflict theory attends to the ways in which socially advantaged groups mobilise power and resources to secure advantaged positions in the competition for education and employment (Brown 2003; Brown and Lauder 2017; Wright and Mulvey 2021). This theoretically informed approach to analysis is valuable for examining how postgraduates from different social class backgrounds make decisions about postgraduate study and how their transitions to the labour market are informed by social class identities and inequalities (Bathmaker et al., 2013).

Research questions:

1. Why do people engage in postgraduate level study?
2. What employment or further study destinations do postgraduates reach following postgraduate study?
3. To what extent are transitions to employment or further study framed by social class identities and inequalities?
4. How can the findings inform current HE policy and practice around graduate employability?

Methodology:

The research design is qualitative and longitudinal, utilising interviews with students and graduates at two time points over 24 months. At time point one (TP1) interviews with 20 postgraduate students (level 7) in universities in England and Wales will explore students' expectations and aspirations for employment after completing their postgraduate programmes and their expectations regarding their anticipated transitions to the labour market. At time point two (TP2), roughly 12 months after TP1, interviews will explore points of consistency and divergence in postgraduates' expectations and lived experiences of the transition from university to the labour market and the destinations they reach. They will also explore commonalities and distinctions between students from different disciplinary areas and social class backgrounds in their experiences of transitioning to the labour market and their labour market destinations.

Ceryn Evans, Swansea University, Department of Education and Childhood Studies

Beyond Essentials: Community Responses to the Cost-of-Living Crisis

BCT's Beyond Essentials: Community Responses to the Cost-of-Living Crisis documents the ways in which community organisations continue to respond to the Cost-of-Living Crisis, despite facing growing precarity themselves. It provides a tangible and timely case study of civil society responses to pervasive precarity disproportionately affecting Wales's most disadvantaged communities.

Our research examines the impacts of the crisis on community groups and organisations, as well as on the staff and volunteers who work for them. To date, this is one aspect of the Cost-of-Living Crisis which has not been comprehensively analysed. Undertaken between December 2023 and March 2024 and based on results from a national survey, in conjunction with two focus groups and interviews with key stakeholders, this research represents the most robust analysis of community responses to the Cost-of-Living Crisis in Wales to date.

We highlight the types of support community organisations feel they need to continue doing their vital work, in addition to the challenges they face. The research shows starkly how that work really has become essential for many people – not only in terms of providing the essentials of life – such as food and fuel – but also increasingly stepping into shoes once worn by public sector organisations.

The research amplifies the experiences and needs of community groups and organisations undertaking much of this vital work. The lived experiences of people working or volunteering for community groups and organisations have shaped the report's findings and recommendations.

The findings set out in our research demonstrate that community groups and organisations are responding to the Cost-of-Living Crisis in ways that go beyond meeting essential needs. The actions of community groups and organisations contribute significantly to peoples' overall sense of wellbeing as well as supporting governmental policy ambitions, perhaps more implicitly than by deliberate design. This research conclusively demonstrates the central role that community organisations are now playing in supporting more and more people, despite coming under growing pressure themselves.

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Surfacing interpretations of economic regeneration and community development needs – employing a zine creation methodology

Lyndon Murphy (Aberystwyth University (lym18@aber.ac.uk), Aryan Salhenegger-Niamir (University of Applied Sciences Wiener Neustadt) Matthew Price (Aberystwyth University), and Gayle Rogers (Workers Gallery).

Introduction

The research project is designed to creatively surface interpretations of local economic regeneration and community development. The research project is co-led by Aberystwyth University and the University of Applied Sciences Wiener Neustadt in Austria. The research has been undertaken by holding two zine creation events running concurrently one at Aberystwyth University and another at the Mürzzuschlag Gemeinderat (a local authority in Austria) facilitated in partnership with the University of Applied Sciences Wiener Neustadt. Collaborative Workshop A1- was held in Aberystwyth with Aberystwyth and Holywell based local business owner/managers, staff from Aberystwyth University, and members of Holywell town council, Aberystwyth Town Council and staff from Ceredigion County Council. Collaborative Workshop A2 - was held in Mürzzuschlag with local business owner/managers, staff from the University of Applied Sciences Wiener Neustadt and members of the local economic development teams from the Mürzzuschlag Gemeinderat.

Research methods

The events ran concurrently involving the use of zine creation (Melik et al, 2024; Sou and Hall, 2024) to help surface interpretations of the challenges facing economic regeneration and community development activities in the towns of Aberystwyth, Holywell, and Mürzzuschlag.

The use of zines to creatively analyse and evaluate economic regeneration is a comparatively recently adopted phenomenon. Zine making is a research method which enables participation and helps surface conversations which may not emerge from traditional interview led research methods or focus groups (Melik et al, 2024). The Aberystwyth and Mürzzuschlag based workshops employed zine creation to explore local narratives, cultural identity, socio-economic issues. Inspired by initiatives like "Madzines" (Spandler and Poursanidou, 2019) both workshops encouraged participants to creatively express their experiences, particularly focused on their experiences of economic regeneration and community development.

Research outcomes

By creating the zines as cultural texts, we analysed how business owner/managers, local authority officers, and residents depict their socio-economic realities, values, and challenges. The workshops served as a platform for an ongoing creative dialogue. This approach has provided new insights into the economic regeneration and community development in Aberystwyth, Holywell, and Mürzzuschlag while empowering participants through creative expression. Feedback from the workshop events has been received via a participatory dissemination exercise (Valli, 2012) where project stakeholders used zines to provide their interpretations of the outcomes emerging from Workshops A1 and A2. This exercise helped interpret whether the activities have achieved the aim of building and maintaining collaborative relationships and scoping out the research project parameters

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<https://www.instagram.com/workersgallery/#>

Place attachment, Welsh language and climate change engagement

Global challenges such as climate change, extensive migration or the threat of war cannot be solely addressed in a top-down fashion, imposed on the public. Hearing communities' voices in participatory and deliberative democracy is key for any actions and decisions aiming for adaptation, mitigation and resilience. Across various transdisciplinary projects, we see how community actors are highly motivated to engage – often with a different mindset and approach than those encountered in the academic realm. Place attachment and place-based cultural and linguistic identity play a key role for local engagement, highlighting the benefits of a much more holistic approach than a narrow focus on one specific research issue would typically allow for. This talk will focus on how place attachment and minority languages jointly serve as drivers for community engagement, drawing on insights gained from our research group's current projects.

Climate change threatens linguistic heritage and cultural identity in many ways. As the most vulnerable areas will be hit the hardest, with the authorities' priorities narrowing to general survival at the expense of cultural heritage protection, minority languages and cultures can face extinction (Kim, 2011). As awareness of this threat is increasing and communities realise what they might lose, linguistic heritage and cultural identity directly motivate citizens' local engagement for climate mitigation and adaptation (Oino & Musau, 2024)– a phenomenon which has long been obvious in those parts of the world where climate already significantly affects indigenous cultures' livelihoods (Mihlar, 2008). However, as climate change is largely driven by the leading industrialized countries, recognising the role of linguistic identity for climate engagement in countries such as Wales could have significant implications. The notion of 'home' matters for people anywhere in the world, and place attachment is clearly linked to engagement (Scannell & Gifford, 2013).

Even within its own home territory (Wales), Welsh is a minority language that for a long time was actively suppressed by the English (Davies, 2014) but now benefits from governmental priority support (May, 2010). Linked to highly emotional awareness of this history, locals' place attachment is intertwined with a deep sense of appreciation towards Welsh language and culture, associated with the environmental beauty and strong links to local history (Tenbrink & Williams, 2022). Welsh literature, place names and specific landscape terminology, as described by Graves' recent book 'Tir: The Story of the Welsh Landscape', strongly suggest intense links between Welsh language and the environment – and indeed, our research offers ample evidence that people who speak Welsh are more connected to nature, and display higher place attachment, than those who don't.

As the Welsh language and culture is felt to be under threat, exacerbated by environmental changes, it is therefore not surprising that local climate change discourse frequently includes discussion of language along with other cultural heritage aspects, motivating people's engagement towards resilience (Roberts, Tenbrink & Peisley, 2023). Community groups also simply appreciate the opportunity to join up as a unified culture, aligning their thoughts and purposes for the benefit of their home environment, language and identity.

Thora Tenbrink, *Bangor University*

Integration experiences of forced migrant women in Wales: A Nation of Sanctuary

Background

Some research has been conducted on forced migrant women in Wales. There are also ongoing policy attempts to help forced migrant women in Wales cope with challenges and to support them as they try to settle down. Conversations at strategic levels of policymaking and service delivery have been increasing for over a decade in Wales. Notable among these conversations is the concept of Wales becoming a Nation of Sanctuary (NoS).

Theoretical Framework

The ontological stance of this study is within social constructionism, which posits that social experiences and realities are generated, preserved, and evolve through social interactions, language, and cultural norms. It suggests that our understanding of the world is dynamic and not objective, and is formed by multiple realities (Creswell and Creswell 2017).

Components of the revised Indicators of the Integration Framework (IOIFW) and the Welsh Migration Integration Framework (MIFW) (Figure 1) will be used as analytical frameworks for this research.

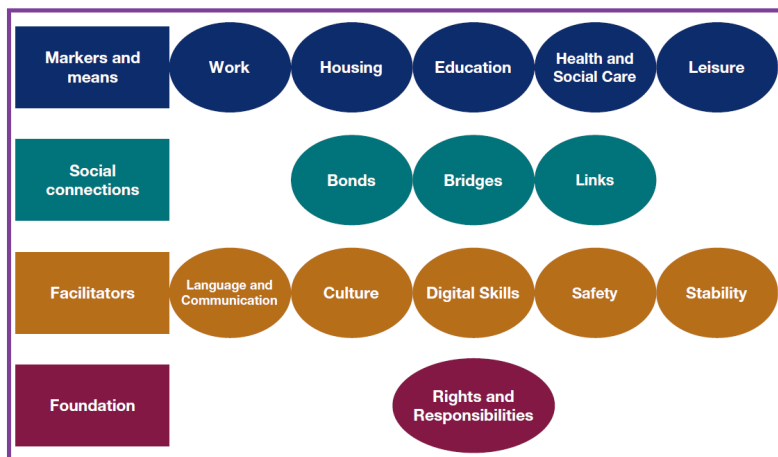


Figure 1. Indicators of Integration Framework (Ndofor-Tah et al. 2019)

Research questions

This research is a case study. The aim of the study is to explore the experiences of forcibly displaced migrant women regarding the services that they have accessed, their integration experiences within the community and if they feel safe and welcome. Additionally, the difficulties that they have encountered and how they were supported to overcome these challenges within a NoS are being elucidated. Furthermore, the research will explore the perspectives of the forced migrant women about how the policies have helped them rebuild their lives and feel more welcome in Wales.

Data Sources

Policy documents and literature review were conducted to understand the research area and to identify the lacunae that this study can begin to fill. Using semi-structured interviews (SSIs) provides the flexibility to research forced migrant women. Therefore, to obtain a comprehensive insight into this sensitive topic, I employed SSIs to collect experiential data in this research, which offered a calm and focused approach compared to structured and unstructured interviews. Furthermore, the pre-prearranged questions were useful when engaging with gatekeepers to access potential participants and allowed the participants to share as much information as they felt comfortable doing so.

Visual elicitation methods are useful for understanding the narrative conception of trauma among forcibly displaced migrant women. This was an optional approach in this study, which enables agency for the participants and overcome cultural and linguistic obstacles by highlighting the complexities of their circumstances. Most participants opted to use visual elicitation as a stand-alone or additive part of the textual information that they shared. Using visual elicitation was useful for understanding what sanctuary meant to most participants and how they are rebuilding their lives in Wales.

Cont....

Integration experiences of forced migrant women in Wales: A Nation of Sanctuary

I contacted participants who can communicate in English and offered them the option of bringing someone along whom they feel comfortable assisting with translation. Most participants who utilised interpreters voluntarily asked to draw some of their experiences, and participants who were more fluent in English also opted in for these visual elicitations to share their experiences.

Luret Lar, Cardiff University

Using Evidence from Administrative Data Analysis to Inform Policy and Practice

As Administrative Data Research Wales (ADR Wales) aims to support better understandings of key societal issues using information routinely collected by organisations. By conducting research on secure, anonymised, linked data from different organisations, ADR Wales endeavours to create an evidence base that can inform and improve public services and policies in Wales.

Research Focus:

The Skills and Employability Research Theme has focused on understanding barriers to employment and skill development in Wales. We are exploring why some individuals enter the labour market at a disadvantage and how interventions might support more positive outcomes.

We have linked multiple sources of administrative data – from schools, 6th forms, further education (FE) and higher education (HE) as well as Careers Wales data and UK Census data. This has allowed us to explore socio-economic patterns in relation to a variety of issues:

- Educational attainment
- Occupational aspirations of young people
- Participation in tertiary education
- Careers advice and guidance

Key Findings:

By linking education data to the census data, we have considered variation in pupils' attainment at different Key Stages by several measures of socio-economic status. Analysis indicates that intervention strategies are needed at different ages for different socio-economic groups.

We have also considered the occupational aspirations of Key Stage 4 learners linking education and Careers Wales data, showing that gendered and socio-economic differentiation in choices persist.

We have been able to consider progression from compulsory education to post-compulsory learning and HE by a much wider range of characteristics than has been possible before – using education and census data.

We have analysed the impact of Careers Wales guidance at Key Stage 4 (GCSEs) and for 6th form and college learners. This work indicated that targeted interventions reduced the likelihood of pupil non-progression, and that the effect is particularly significant for those from lower socio-economic backgrounds and with lower GCSE attainment.

Influencing Policy and Practice:

Our work has allowed us to engage with, and provide evidence to, organisational leaders and policy makers in Wales. Interactions have developed through various routes: collaboration on data provision; partnerships with other research entities; formal consultation; and ADR networks. This presentation provides an overview of some of the evidence we have generated through the Skill and Employability Research Theme, and our routes to engagement and knowledge exchange with Careers Wales, Medr, the Senedd's Children, Young People's and Education Committee and Welsh Government. We continue to pursue meaningful and impactful research, with current work focusing on two areas: HE graduate outcomes; and transitions from education to employment in social care occupations.

Katy Huxley, *Cardiff University*

[\(2\) Katy Huxley | LinkedIn](#)

The mediating influence of community leaders in co-producing research

This presentation considers how the co-production of research with communities is mediated by community leaders and how different dynamics and styles of leadership can have an impact in shaping how communities are engaged in research and the outcomes achieved. Although there is increasing interest in community-led research and related forms of co-production, there is often an unproblematised assumption that researchers can interact directly with communities and little attention has been paid to the role of community leaders as gatekeepers in this process. To think more about this dynamic, the paper first looks back at research on rural community leadership conducted 20 years ago that identified different configurations and styles of leadership across four case studies, with consequences for the level and focus of voluntary and community development activity in the study localities. This framework is then projected forward and applied to experiences of piloting community-led action research in Cymru Wledig LPIP Rural Wales, the Rural Wales Local Policy and Innovation Partnership. The presentation describes how our engagement with communities has been mediated by different structures and styles of local leadership, leading to differing trajectories, differing degrees of inclusivity, and differing aims and topics. Drawing on the earlier research, we identify these as examples of enabling leadership, dampening leadership, fragmented leadership and idiosyncratic leadership. The presentation calls for more reflection on how different articulations and practices of local leadership impact on the co-production of research with communities and for the development of strategies for engaging communities with different leadership profiles.

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Rapid Participatory Health Impact Assessment (HIA) of the Introduction of a National Lung Cancer Screening Programme in Wales

Background

Lung cancer is the leading cause of cancer death in Wales, accounting for more deaths than breast and colorectal cancer combined. Evidence from randomised controlled trials shows that targeted screening of high-risk individuals with low-dose CT can improve outcomes. In September 2022, the reformed UK National Screening Committee (NSC) made a positive recommendation that the UK nations move towards implementation of targeted lung cancer screening programmes, with integrated smoking cessation service provision. In response to this recommendation, Welsh Government tasked Public Health Wales with providing guidance on implementing a national lung cancer screening programme. Since April 2024, a project team has been working to develop these recommendations.

Methods

The Wales Health Impact Assessment Support Unit (WHIASU) supported the Lung Cancer Screening Project Team to undertake a Rapid Health Impact Assessment (HIA) of the implementation of the Wales Lung Cancer Screening Programme. HIAs are undertaken to inform decision-making processes by assessing the potential health and health equity impacts of a programme, policy or project and developing appropriate recommendations to mitigate for unintended negative impacts and maximise positive impacts. This HIA concentrated on gathering Welsh stakeholder knowledge and insight into the proposed programme from both service users and those involved with delivery of the service through a participatory qualitative workshop.

Findings

The workshop was attended by 20 stakeholders from multiple sectors, such as Lung Screening pilot staff, Local Health Board representatives, Public Health Wales Officers and service user group representatives. It identified positive and negative potential impacts of the Lung Cancer Screening Programme being implemented in Wales. By systematically working through the WHIASU population groups and wider determinants checklist during the workshop, several key areas of impact were identified. Population groups primarily impacted by the potential national implementation of the programme included gender and age-related groups, ethnic minority groups, transient populations, people with disabilities, those who are geographically dispersed and people who have language preferences.

Potential positive impacts of the programme were identified as the opportunity to provide informative and recent communications, the opportunity to align with other health services, and the direct opportunity to improve people's physical and mental health and wellbeing. The workshop identified potential unintended negative impacts which included waiting times for appointments, difficulty accessing transport to attend appointments, reliance on technology for programme processes, and the risk to sustainable funding and resources should conflicting priorities arise.

Interpretation

A national lung cancer screening programme has the potential to be highly beneficial to the population of Wales, by identifying lung cancers early and through the integrated promotion of smoking cessation services. However, the workshop highlighted a range of recommendations necessary to ensure an accessible and equitable screening programme is delivered. This has reinforced other research work carried out by the Public Health Wales Screening Engagement Team, as well as raising questions not previously considered. It will provide a basis and focus for the next stages of the engagement work within the Lung Cancer Screening project.

Catrin Lyddon and Jen Sharp *Public Health Wales*

Homelessness and substance misuse: impact on secondary healthcare in Wales

Objectives

This study examined the relationship between co-occurring homelessness and substance misuse and the use of secondary healthcare in Wales. The study was carried out as part of the Better Outcomes through Linked Data (BOLD) Substance Misuse Pilot Wales, which focuses on early intervention and prevention of escalation of substance misuse.

Methods

The study used routinely collected administrative data from the Secure Anonymised Information Linkage (SAIL) Databank. Datasets used include primary care, hospital admissions, emergency department and specialist substance misuse treatment.

We identified a cohort of over 32,000 Welsh residents who were in substance misuse treatment between 2014 and 2019.

The analysis looked at the relationship between co-occurring homelessness and substance misuse in relation to :

- the frequency of emergency department attendances
- the reasons for emergency hospital admissions
- the frequency of hospital admissions
- the length of hospital admissions
- We also looked at how homelessness, types of substance misuse, and demographics interacted.

Results

- For the individuals in substance misuse treatment, homelessness was associated with:
- an increase in the number of times an individual would be expected to attend an emergency department
- an increased likelihood that an individual would be admitted to hospital as an emergency
- an increase in the number of times an individual would be expected to be admitted to hospital
- an increased likelihood of emergency hospital admissions for certain diagnoses, including:
- injury and poisoning
- mental and behavioural disorders
- skin diseases
- an increase in the expected duration of hospital admissions.

Conclusions

This study highlights the health impacts of co-occurring homelessness on individuals in substance misuse treatment, showing how people facing multiple disadvantages, like homelessness and substance misuse, experience profound health inequalities.

Understanding how people with these co-occurring conditions access health services could help healthcare providers better plan support for those individuals.

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Health Impact Assessment of Safer Inhalation Devices: Engaging Marginalised Communities in Harm Reduction

Background

The increasing use of crack cocaine in Wales has led to significant health and social harms, disproportionately affecting marginalised groups. While harm reduction efforts in the UK have historically focused on injecting drug use, there is growing recognition of the need for safer inhalation interventions. To address these challenges, Public Health Wales initiated a Safer Inhalation Device (SID) pilot programme, designed to reduce harm, improve healthcare engagement, and reach underserved populations. A Rapid Health Impact Assessment (HIA) was conducted to assess the intervention's potential positive and unintended negative impacts and inform its implementation.

Methods

A qualitative participatory HIA approach was used to assess the SID pilot's implications for health, well-being and equity. A participatory HIA workshop was undertaken with individuals with lived experience, harm reduction practitioners, healthcare providers, and community organisations. The Population Groups and Wider Determinants of Health checklists published by the Wales Health Impact Assessment Support Unit (WHIASU) were applied to examine how different social groups might be affected across the wider determinants of health. Key themes explored included health outcomes, service accessibility, stigma, and social integration.

Findings

The HIA identified multiple potential positive impacts, particularly for marginalised populations. For example, health benefits through the reduction of the risk of bloodborne viruses, respiratory infections and other harms associated with homemade or shared smoking equipment. Increased service engagement was also identified as a potential positive impact by creating new access points for harm reductions services leading to higher uptake of BBV testing, mental health support, STI screening, and wound care. A potential reduction in stigma was also noted by offering a safer, non-judgemental service, particularly impacting on women, parents and those hesitant to disclose drug use, particularly to prevent fear of child welfare interventions. However, several potential unintended negative challenges were identified as an increased demand on service capacity emphasising the need for additional training and long-term funding, and barriers to access. For example, traditional service models may exclude some groups, such as those in rural areas or individuals unwilling to visit drug service centres due to stigma. Alternative distribution methods, including home delivery and mobile outreach, were recommended.

Interpretation

The HIA concluded that SID provision is a promising harm reduction strategy, particularly for underserved and stigmatised populations. However, peer-led outreach, trauma-informed care, and flexible distribution models are essential to ensure equitable access. Long-term sustainability will depend on dedicated funding, staff capacity-building, and policy integration. This study highlights the need for inclusive, equity-driven harm reduction approaches that engage marginalised groups and address the broader determinants of health.

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Generating community-anchored understandings of wellbeing through arts-based methods and creativity

Introduction: While arts-based approaches are not free from risk, they offer an alternative form of knowledge to complement the range of data available to policymakers. Not only learning from, but positing as evidentially important, place-based or community-knowledge, and the art forms and creativity underpinning, is critical to meaningful agendas addressing health and social inequities.

Research questions: How can we explore relational and place-based understandings of health and wellbeing in ways that are of value to local communities first and foremost, as well as robust evidence of policy and health service innovation?

Methods: This paper will offer examples of how to capture community knowledge and local creativity to gain an understanding of notions and manifestations of community well-being based on findings from a decade-long series of studies conducted with a place-based community.

Discussion: The arts can produce artefacts and knowledge that can be used as evidence to enhance policy and improve lives. Creative engagement and the arts can help amplify marginalised voices, but tensions exist. Tokenism, leading to unchanged narrative and non-transformative frameworks of knowledge generation and exchange, and the tendency to counterpoint Western-centric epistemologies in ways that result in their very re-centring as primary remain vital challenges.

Conclusion: While storytelling and narrative enquiry, in particular, hold great potential for community engagement and health promotion, realising their transformative power requires grappling with the complex challenges of epistemic justice and the meaningful integration of diverse knowledge systems, including indigenous ways of knowing. This is an ongoing struggle, but one that is crucial for achieving more equitable and holistic approaches to community wellbeing.

Roiyah Saltus, *University of South Wales*

‘Drud fu’r glo’: D. Gwenallt Jones, the true cost of the coal tips and the potential of documentary poetry as a catalyst to participative implementation of the Disused Mine and Quarry Tips (Wales) Bill

The recent land slips at Tylorstown and Cwmtillery have served as chilling reminders of the events of 21st October 1966 in Aberfan. It has been heartening to hear the March 2025 Welsh government announcement of nearly £34m to enhance safety at more than 130 coal tip sites across Wales. Following the Law Commission Review of legislation on disused coal tips (2020-2021) and the Welsh Government’s Coal Tip Safety (Wales) White Paper (2022), the Disused Mine and Quarry Tips (Wales) Bill is now in its committee stages.

Alongside these positive developments, it should be self-evident that the spoil heaps are not a past memory for those who live in their shadow, but rather an unrelenting daily reality – an accompaniment to daily life, a correlate to socio-economic challenges and a significant, if underacknowledged, influence on the mental health of whole communities. Integral to the new bill is the categorisation of tips according to perceived potential to impact public safety, with those seen to present the greatest risk to be inspected at least twice a year. Yet for those living in close proximity, engagement does not happen in discrete or predictable increments but as a constantly unfolding narrative. The real experts on the coal tips are those who live in their shadow and the true scientists of their behaviour are those who know them best. There is an added complexity in that the tips have now served as backdrop to the best of times and the worst of times in the lives of several generations and have in recent years undergone a ‘greening’ process such that they may constitute at one and the same time environmental hazards and habitats for endangered species.

The twentieth century Welsh poet Gwenallt is sometimes regarded as a ‘Bardd Bro’ or local poet of the South Wales Valleys. His writing illustrates well the complex relationship between local communities and the coal tips that overshadow them. By means of a close reading of selected poems by Gwenallt alongside a trans-sectional analysis of the response of other Welsh language poets to the Aberfan disaster, I will explore the potential of documentary poetry for catalysing participation and tapping into the expertise and experience of those whose contribution will be vital to the successful implementation of this important new legislation in Wales today.

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Rosie Dymond, Bangor University

Care in the Countryside? The need to attend to emotions in land use policy

This paper reflects on the role of emotions in land use policy and how attention to emotions can both illuminate opportunities, and help unpack challenges, for policy dialogue and community building, to support more participatory forms of democracy. Specifically, we explore farmers' emotional responses to proposed land use change and processes of agricultural policy development in Wales, and the way these responses have been acknowledged, understood and engaged with by different stakeholders, both within government and civil society organisations. Land use policy is one of the many areas that has been undergoing processes of re-design following Brexit, to meet national aspirations. It is a high profile and challenging area, with competing demands requiring a careful balancing of policy priorities and stakeholder needs, with climate justice and nature recovery featuring alongside food security, the vitality of the agricultural sector, and ensuring rural community resilience. Achieving a just transition is both necessary but fraught.

Emotional responses discussed here include a combination of anger, threat, anxiety and vulnerability, which are experienced in response to proposed changes. The connections between these emotions and farmers' identity and notions of 'the good farmer' are also explored. Learning from case study analysis of place-specific experiences with rewilding proposals, we argue that whilst anger can occlude other emotions, and create impasse in processes of dialogue, it is critical that stakeholders try to appreciate the wider set of emotions at play (following Wynne-Jones 2022). This can enable greater empathy and extensions of care between different parties. Findings from the Wales Sustainable Farming Scheme Co-design, 2023, are also considered, to draw out some of the anxieties that farmers are currently tackling but are not always willing to disclose openly in public forums. Together these data give a wide-ranging perspective on the ways farmers feel about land use policy changes.

Responses from both Welsh Government and civil society organisations are then explored, considering the extent to which there is a join-up between wider expressions of concern around farmers' wellbeing and mental health, and the way that land use policy is communicated and envisioned. Overall, we highlight the potential for more cohesive and caring relations within the diverse communities of practice that need to coalesce around land use futures, to enable just transitions. This can support wider objectives for collaborative and inclusive policy making, aligning with the aspirations of the Future Generations Act 2015.

Sophie Wynne-Jones, *Bangor University*

Understanding university culture to support student wellbeing in Wales

This PhD research project explores the relationship between university culture and student wellbeing, using an exploratory mixed-methods approach to understand how cultural, social, and psychological factors intersect to impact student health. The study particularly examines how institutional practices either support or hinder student wellbeing, with a focus on the challenges posed by societal tensions, including precarity and polarization. In this context, the research aims to explore how universities can navigate these pressures to promote wellbeing and foster inclusive participation.

By situating student wellbeing within broader cultural, political, and historical contexts, the study highlights the systemic factors contributing to health inequalities in academic environments. It also examines the effects of societal shifts—such as increasing precarity—on students' mental health. Through this lens, the research seeks to identify ways in which universities, as key partners in the educational experience, can mitigate these challenges by implementing more equitable policies and practices. The goal is to offer insights that can help shape institutional approaches, ultimately contributing to more supportive and resilient university environments.

A core component of the research is a comparative analysis of education and wellbeing policies across Europe, the UK, and internationally. This comparative framework is helpful in exploring how universities, in partnership with governments and other societal actors, can create more supportive environments amidst growing societal challenges.

The study employs a two-phase approach to data collection. The first phase involved conducting 17 in-depth interviews with students and staff at a Welsh university, exploring their perceptions of university culture and its impact on wellbeing. These interviews provided valuable insights into how cultural, social, and institutional factors shape student experiences, laying the groundwork for the second phase.

In the second phase, Group Concept Mapping (GCM) was used with Groupwisdom's online software to collect both qualitative and quantitative data. GCM is a participatory method that encourages students and staff to identify and prioritize the cultural factors affecting student wellbeing. This collaborative process emphasizes the importance of inclusive participation in addressing the multifaceted nature of wellbeing, reinforcing the value of partnership in creating effective solutions.

This mixed-methods approach produces a comprehensive, data-driven framework for understanding the key cultural determinants of student wellbeing. The conceptual map developed through GCM offers universities actionable insights for optimizing institutional practices, reducing health disparities, and fostering inclusive, supportive academic environments that promote mental health and resilience in times of societal tension.

The research aligns closely with the themes of the WISERD Annual Conference 2025, particularly in its focus on social and educational inequalities, policy development, and institutional change. By presenting these findings, the study aims to contribute to ongoing discussions on how universities can better support student wellbeing through cultural and policy interventions. Drawing from sociology, psychology, and education research, the study provides a holistic understanding of the factors influencing student wellbeing in a polarized and precarious world.

Participation in the WISERD Annual Conference 2025 would offer an invaluable platform for sharing insights, refining research, and contributing to the conversation on improving student wellbeing in higher education. Thank you for considering this submission.

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Patterns and Predictors of Post-16 Science Subject Choices in Wales

The science, technology, engineering and maths (STEM) industries play a critical role in the UK's economic growth, yet persistent recruitment gaps threaten the sector's sustainability. As scientific advancements accelerate, scientific literacy is increasingly essential, not only for those pursuing STEM careers but for all young people navigating a rapidly evolving workforce. Addressing these challenges requires a robust understanding of young peoples' subject choices in science, yet much of the existing research is derived from data specific to England, and research drawing on administrative data is considerably outdated.

This talk presents evidence from education administrative datasets in the SAIL Databank to provide up-to-date and broad contextual insights into who pursues science beyond the age of 16 in Wales.

We update and expand on an England study conducted by Homer et al. in 2014, to explore patterns in recent science uptake at Key Stage (KS) 5 in Wales. Our approach examines how pupil, school, and regional factors influence science subject choices. At the pupil level, we consider prior science attainment at KS2 and KS4, gender, socioeconomic background, KS4 science pathway (triple, double, or single award), ethnicity, and special educational needs status. School-level factors include language medium (Welsh, English, or bilingual) and post-16 education provision. At the regional level, we analyse trends by local authority and geographic setting (urban or rural).

We quantify the proportion of students pursuing A-levels across these factors, then conduct cross-tabulations to identify patterns in science subject uptake. Additionally, we compare these patterns with uptake trends in other commonly chosen A-level subjects (social studies, mathematics, and history). This comparative approach highlights distinct influences on science choices relative to broader subject selection trends.

Findings provide a comprehensive and contemporary understanding of post-16 science choice patterns in Wales. Results demonstrate circumstances that both maximise and threaten the likelihood of post-16 science choices in Wales. The work is particularly timely as it responds directly to the Welsh Government's Equity in STEM Board who have prioritised development of better metrics and data to inform equality education interventions and policies. These findings can valuably inform where such interventions are best targeted to enhance educational equity, improve career prospects, and promote a more diverse and resilient science workforce for Wales.

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Co-Designing Smartwatch Health Visualisations with Pre-Adolescent Children

Smartwatches have become a prominent tool for health tracking, widely adopted in commercial, healthcare, and research settings. Major technology companies like Apple, Samsung, and Google have developed smartwatches capable of monitoring various health metrics (e.g., steps, heart rate, blood pressure) and presenting them through diverse visualisations. By making health information more accessible, these devices can encourage individuals to actively engage with their well-being, promoting healthier habits, better fitness, and improved management of chronic conditions. However, while health data visualisations play a crucial role in making complex data accessible, many individuals—including pre-adolescent children—struggle to interpret graphs and other representations. Given that children's cognitive, social, and emotional development shapes their interaction with data, adult-centric visualisation designs may not meet their needs. Despite this, pre-adolescents are rarely included in the design process, leaving a gap in understanding their preferences. This research addresses this gap by investigating how pre-adolescents (aged 10-11) conceptualise and design health data visualisations for smartwatches. The study is grounded in participatory design principles, which emphasise involving end-users in the creation of technology. Key research questions include: (1) What are pre-adolescents' preferences for health data visualisations on smartwatches? (2) How do their design choices differ from adult-centric approaches? To answer these questions, we conducted four co-design workshops with fifteen children, collaborating with researchers, a university-affiliated data visualisation group, and designers. Participants engaged with three design briefs, producing 30 digital smartwatch designs. Both children and researchers independently evaluated and ranked the designs, allowing for comparative analysis. The methodology incorporated a Rapid Analysis of Design Ideas (RAId) to track design evolution and assess differing preferences between children and researchers. Additionally, taxonomic analysis categorised recurring design features to identify patterns in children's choices. This study contributes to the growing body of research on child-centred design in health technology, demonstrating the importance of involving children in the development of tools they may use. By highlighting the divergence between adult and child preferences, the findings advocate for tailored visualisation strategies that accommodate young users' cognitive and perceptual needs. Data sources included workshop artefacts (digital designs, sketches), observational notes, and evaluative ratings from both children and researchers.

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Empowering Schoolchildren to Understand Air Quality in Rural Settings through Citizen Science

Air pollution in rural areas arises from sources like wood burning and agricultural activities, differing from urban emissions such as traffic. Despite these differences, rural regions face challenges in air quality monitoring due to limited resources, leaving vulnerable populations, especially children, unaware of their exposure. Children's air pollution exposure varies based on their behaviours and environments, making personal measurement crucial for understanding exposure patterns, raising awareness, and developing actionable insights.

This study engaged school children in rural Wales through a participatory citizen science approach to address these gaps. Children measured their personal exposure to particulate matter (PM_{2.5}) using a rolling-based method to collect and cluster data. The study began with an introductory session, teaching children about air pollution, its sources, and its connection to daily activities. After school, participating children recorded observations in a time-activity diary and were equipped with low-cost AirBeam3 sensors and GPS trackers to measure PM_{2.5} exposure at one-minute intervals outside school hours, including at home and during commutes. These data were combined with stationary air quality sensors at schools to generate profiles of daily PM_{2.5} exposure. Reflection sessions after each measurement allowed children to interpret their data in the context of observed incidents.

The pilot study, conducted in the Isle of Anglesey during the cold season, involved 53 children from two primary schools, with up to five participants per day. Of 50 valid datasets, most daily mean PM_{2.5} levels were below the WHO guideline of 15 µg/m³, indicating relatively good air quality for most participants. However, 6 children experienced exposures exceeding 15 µg/m³ at home due to wood-burning heating, cooking, and parental smoking, with mean values reaching to 46.1 µg/m³. One child recorded elevated PM_{2.5} during their commute, with a mean of 187.3 µg/m³ and a peak of 394 µg/m³ near a high street. These findings highlight indoor pollution and localised hotspots as significant contributors to exposure, particularly during the cold season.

This participatory approach not only provided insights into rural air pollution exposure but also empowered children to connect personal experiences with broader air quality issues. It fostered collaboration between children, schools, families, and local authorities, encouraging actions to improve air quality. The study demonstrates the feasibility of integrating personal air quality monitoring into citizen science initiatives, offering a scalable framework to address rural air quality challenges and engage youth in air quality management.

Shuangyu Wei, *Cardiff University*

“EcoMaps and Young Minds: Charting the Environmental Imagination”

This paper discusses an AHRC-funded project titled Green Transitions Ecosystem. Over the past two years, we have worked closely with community mappers based in Anglesey to co-develop innovative pedagogical materials aimed at empowering young people to map and critically engage with their local environments. Together, we have created a series of adaptable lesson plans and accompanying resources under the titles:

- (i) North Wind and Fire**
- (ii) Habitat Hunters, and**
- (iii) Green Future Heroes.**

These lesson templates are intentionally designed as living documents—flexible and responsive to the particular needs of individual schools and local contexts.

The project adopts an iterative model, allowing for multiple visits to the same school. During these sessions, young people begin by exploring their surroundings through creative, hands-on mapping activities, gradually progressing towards more digital and data-informed approaches. Central to this work is the idea of nurturing what we term the 'environmental imagination'—encouraging young participants to speculate on possible futures and create locally grounded ecomaps that reflect their visions and concerns.

This paper details the structure, development, and delivery of the project, and critically examines the role of community mappers as boundary figures—individuals who act as connectors between the academic teams and the young people themselves. Their involvement has proven crucial in fostering trust, contextual understanding, and sustained engagement with young people to produce these ecomaps.

Daniel Hutchinson and Aliya Owen McVey, University of Cambridge

Nailing the Pudding to the Wall: evaluating the effects of non-partisan digital interventions in electoral democracy

This paper addresses two core research questions: (1) How can we conceptualise the range of effects that non-partisan digital interventions in electoral democracy seek to generate? and (2) How can these effects be systematically measured to evaluate both individual interventions and the broader field? Non-partisan digital interventions are defined as internet-based initiatives—developed by individuals, organisations, or governments—that aim to strengthen electoral democracy without promoting specific candidates or parties. Examples include voting advice applications, political literacy content on social media, fact-checking platforms, tools for strategic voting, and websites that provide voting information or support campaign engagement. This paper focuses on interventions targeting elections in established democracies, for three reasons: elections are the foundation of representative democracy, they generate heightened public engagement, and they provide a clear context for linking interventions to measurable outcomes.

Despite the growth of this field, there is a lack of shared language and clarity about what these interventions aim to achieve and how success should be measured. Terms like participation, empowerment, and engagement are widely used but poorly defined, limiting comparability and hindering cumulative learning. Based on over 17 years of practical and analytical experience in multiple electoral contexts, this paper argues that the absence of consistent conceptual and evaluative frameworks is holding back progress. Digital environments offer exceptional opportunities to measure the effects of interventions, but without clear reference points, their potential remains underused. This paper outlines a strategy to clarify and categorise the intended effects of digital electoral interventions and to link them to measurable indicators, in order to enable more rigorous evaluation, inform practice, and support more effective and accountable use of digital tools to strengthen electoral democracy—particularly urgent in a year of widespread elections and growing concerns about democratic backsliding.

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Deliberation and relationality as a basis for transforming economics

Economics has conventionally been underpinned by assumptions of instrumentalism and individualism, conceiving of human being as selfish maximisers of their 'individual utility', with predetermined values and preferences. Markets are idealised as institutions that, when left alone, coordinate the purely preferences of individuals in a socially optimal way, purely based on price signals.

In contrast, deliberative theorists do not assume people to be asocial utility maximisers but consider them as a communicatively rational, able to form preferences through reasoned discussion and consideration. There has been an increased in deliberative theory within heterodox economic traditions such as ecological economics, as a way of bridging different values around public goods such as biodiversity, though the practical applications of this are limited.

Within the social sciences and arts and humanities, a 'relational turn' has been observed, which also critiques atomistic views of human beings. Here, people are seen as constituted by their relationships – i.e., their relations with each other and their environment (including potentially nature and nonhumans) help define their beingness and identities.

The global polycrisis provides important opportunities for both deliberative democracy and relationality, because it brings forward complex challenges relating to the management of public goods and the way people relate to nature and each other. However, deliberative, participatory, and relational approaches have struggled to penetrate mainstream economics in developing responses to these crises. Using examples from different heterodox and new economic orientations, such as economic democracy, cosmocalism, and ecological economics, I will argue that paradigm changes within economics that embrace relationality and deliberation can provide transformative outcomes and form the basis for discourses and solutions that go beyond both neoliberalism and globalisation, and a retreat from globalism into nationalist conservatism.

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Reimagining Ecological Citizenship: Creativity, connectivity, and collective action

The creative act of embodying Ecological Citizenship (EC) is an evolving process that transcends conventional notions of civic engagement by fostering dynamic relations between individuals, communities, and the environment. Traditionally, EC has been defined as a form of citizenship that extends beyond legal rights and duties to encompass responsibilities toward the non-human world, emphasizing sustainability, justice, and collective ecological care. We seek to build on and reimagine this concept, exploring how it can be expanded through creative practice and spatial engagement. This study examines EC through the lens of creative practice, drawing from multi-sector perspectives within the Ecological Citizens Network Plus project, art, design, and citizenship. We investigate how EC is envisioned, defined, and enacted across different funded projects. These projects go beyond the usual and celebrate unexplored areas through experimentation and projects, ideas, interventions or initiatives that work 'with' rather than 'to' or 'for'. These projects target overlooked communities that can benefit from Ecological Citizenship and are open to varieties of impact, looking at both scale / breadth and intensity of impact, and impact well beyond human species. At a time when ecological crises demand radical re-visioning, citizens must champion creative methodologies that bridge theory and practice. These projects offer a pathway toward more adaptive, resilient, and imaginative forms of ecological engagement, ensuring that future generations can thrive in an era of environmental uncertainty.

We argue that EC is inherently a creative - the ways in which people actively reshape and reinterpret their environments, forging new connections between communities, landscapes, and ecological responsibilities. Rather than being a fixed or predetermined space, it is a dynamic, evolving construct shaped by cultural narratives, lived experiences, and collective action. In the context of Ecological Citizenship, this means fostering alternative ways of engaging with place, whether through grassroots sustainability initiatives, regenerative land practices, or reimagining urban and rural spaces to prioritize ecological well-being and social equity. The findings reveal how creative ecological citizenship manifests through the transformation of physical and metaphysical spaces, the reconfiguration of power relations in governance, and the articulation of new cultural narratives that challenge extractive systems. Further, these funded projects interrogate the barriers that inhibit creative EC practices to develop as a cultural norm and offers insights into strategies for fostering more inclusive and participatory ecological citizenship models that value diverse peoples on an interconnected planet.

This research underscores the importance of localized and culturally representative creativity in fostering ecological citizenship. A couple of example projects include: (1) Flow. Walk. Drag is a participatory art-science collaboration with water as the source of life and activism. This joyful and queer exploration uses drag performance, interactive maps and walking tours to reimagine ecological citizenship through a lens of biodiversity and playful species-crossing. (2) Open Air: citizen science air quality monitoring. The core aim of this project is to engage and mobilise a community of people, in this case the trail running community in Scotland, to engage with 'beyond activism' and contribute to a prototype citizen science project to monitor air quality. These projects provide a holistic understanding of how creativity can shape and sustain ecological citizenship in diverse contexts.

Rebecca Upton, Tracy Simpson and Alec Shepley, Wrexham University



Reimagining Peacebuilding: Strengthening community and sub-state sanctuary through (minority) language

In an age of global instability, uncertainty and conflict, approaches to maintaining and sustaining peace is essential. While peacebuilding is often defined as the (re)construction of political order in fragile and conflict-affected states, the upward trajectory of forcibly displaced persons, and hence, the increasing need for third-party states to provide protection, challenges the restriction of peacebuilding to a single country, region or conflict in today's globalised and interconnected world (c.f. Kobayashi et al., 2025).

The context of Cymru/Wales is far removed from current conflicts. However, fostering affective solutions to ensuring community participation and acceptance of forced migrant populations, including the maintenance of inter-community stability and cohesion, is central to its intention of becoming the world's first Nation of Sanctuary (Guma et al., 2019). Current research engaging with Welsh sanctuary, nevertheless, co-locates it as either largely symbolic or as tied up with, and limited by UK governance (Edwards & Wisthaler, 2023). Despite well-founded analyses pinpointing the exclusive link between language and the state, the potential for Welsh and Welshness to support with sanctuary provisions and, critically, the maintenance of peace and cohesion, is rarely acknowledged, rendering the scale and impact of the Welsh Government's intention only partially known.

This paper draws on participatory research insights with women resettling in urban and rural communities in North and South-East Cymru/Wales, including the views of their Support Workers. To represent the women's experiences, including the potential of the Nation of Sanctuary to maintain and sustain community peace, this paper is best understood as 3 interconnected narratives. The first narrative explores the concept of peacebuilding. It demonstrates both its exclusive, albeit under reported link with language. Close attention is paid to the need to reimagine the confines and restriction of peacebuilding in today's interconnected world. The second narrative adds depth and context to this exploration. It demonstrates how the Welsh language can augment a unique pathway to sanctuary, supporting with resettlement needs whilst also carving a margin of freedom for positive political (sub-state) action. In other words, then, challenging the limitations of Welsh Sanctuary provisions under current governance structures. Utilizing these debates as a conceptual framework, the final narrative draws on the participants perceptions to demonstrate a unique, Welsh-way to the emergence of substate peacebuilding, deep-rooted in narrations and observations of Welsh, Welshness and community empowerment.

This paper re-energises the politics of Welsh difference and persistence, providing a much-needed cohesive, replicable response to Welsh resettlement which both supports people forcibly displaced and facilitates a restorative, welcoming future in resettlement provisions and community peace. In so doing, this paper not only strengthens the Welsh approach to matters of immigration and asylum, but demonstrates the power and potential of pairing the Nation of Sanctuary plan with narrations of the Welsh language and Welsh identity to foster and facilitate the maintenance of peace, order and community cohesion.

Sarah Tierney, *King's College London*

Using Bernstein's theory of ritual in education to explore construction alternative provision in the UK

Social procurement legislation has recently been introduced in Wales. The Social Partnership and Public Procurement (Wales) Act requires construction companies bidding on public sector contracts over £2 million to explain how they will create social value in addition to or as part of construction or infrastructure developments. There is no standard definition of social value. A standard definition is problematic because social value creation is contextual and contingent upon the local communities' specific and ever-changing circumstances and the project needs of the construction development.

Part of the way the construction industry creates social value is through working in alternative provision (AP). AP encompasses various interventions designed to support school children with various needs, such as additional learning needs (ALN), disabilities, and those who have been excluded from school. However, research highlights, there is no systematic evidence of effectiveness in the general field of AP. With a lack of clear definition of social value combined with limited evidence of effectiveness in AP, the research examines how construction AP works to re-engage young people close to school leaving age in education.

The theoretical framework used in Bernstein's ritual in education focuses on the expressive and instrumental cultures of schools. The instrumental culture focuses on acquiring specific skills and knowledge through bureaucratic procedures. The expressive culture focuses on pupils' conduct, character, and manner. It is cohesive and encourages shared values through therapeutic interventions, where teachers act like social workers. In construction AP, the instrumental culture imparts technical knowledge, while the expressive culture develops attitudes and behaviours necessary for the workplace.

The study mobilises Bernstein's theory of ritual in education as a new way to conceptualise the potential of AP to help young people access fair work in the construction industry. Specifically, the following research questions are explored. Research question one examines the bureaucratic skills and knowledge (instrumental culture) construction AP offers young people approaching school-leaving age who have struggled with academic learning in school. Research question two examines the therapeutic skills and knowledge (the expressive culture) that construction AP transmits to young people approaching school leaving age who were considered to have behavioural issues.

Drawing on Bernstein's theoretical framework as outlined above, data was collected using semi-structured interviews with nine providers of construction AP in England and Wales as part of the Excluded Lives Project. Guided by our research questions and by Bernstein's theory, the interviews explored whether and how AP delivered therapeutic skills and knowledge to young people who struggled with behaviour (the expressive culture) in mainstream education and what bureaucratic skills and knowledge (the instrumental culture) young people developed during their intervention.

The research concludes that construction AP might be a promising approach to re-engaging young people interested in a career in construction. However, it is crucial to ensure that AP programmes genuinely serve the interests of pupils and that the limited academic curriculum offered in construction AP does not limit their opportunities to access education and employment.

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Individual and family-level factors influencing the receipt of Special Educational Needs support in the UK: A mixed-methods study

Background: Children with Special Educational Needs (SEN) require additional educational support to aid their learning. However, accessing such support is known to be challenging for parents and carers in the UK. Studies have also highlighted disparities regarding which children receive SEN support, raising questions about the accessibility of the SEN support system and relative advantage/disadvantage between pupils depending on individual and family circumstances.

Method: This mixed-methods study investigates the experiences of parents and carers securing SEN support to explore the factors that influence SEN support allocation. Seventeen mothers of children with a rare genetic condition associated with neurodevelopmental and physical health conditions were interviewed about their experiences of securing SEN support for their children. Qualitative interview data were analysed using Framework Analysis. Linked Welsh administrative health, education, and census data in the SAIL Databank were used to quantitatively examine individual and family characteristics influencing access to SEN support and to explore qualitative findings in a large, representative sample, providing a more holistic understanding of the inequalities in SEN provision.

Results: Five main themes were identified within the qualitative data: fighting for access into “the system”, a lengthy process to secure support, factors enabling access, challenges after securing support and impact of experience on mothers. Quantitative findings further reveal variations in SEN provision across Wales associated with individual and family-level factors.

Conclusions: This study supports findings that accessing SEN support in the UK is a challenging, lengthy, and stressful experience for mothers. Furthermore, family and individual circumstances play a significant role in securing SEN provision. Reducing barriers to SEN support could alleviate some of the negative experiences for parents and carers. Additionally, incorporating a family-level perspective by addressing factors like parental advocacy and household resources could improve the equity of the current system.

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Ta Taith iaith: profiadau siaradwyr ifanc o bod yn siaradwyr Gymraeg

Testun trafod amlwg ar yr agenda cynllun ieithyddol yw profiadau pobl ifanc o ddefnyddio'r Gymraeg a'u teithiau iaith (Hodges, 2024), (Hodges et al, 2023). Mae'r ymchwil yn canolbwyntio ar brofiadau a theithiau iaith pobl ifanc sy'n siarad Cymraeg rhwng 14-18 oed mewn ardaloedd lle mae llai na 20% o'r boblogaeth yn siarad Cymraeg yn ôl ystadegau Cyfrifiad 2021. Dengys canlyniadau Cyfrifiad

2021 bod gostyngiad o 6.0% (17,600) yn y niferoedd o siaradwyr Cymraeg 5-15 oed (Llywodraeth Cymru, 2022). Mae'r astudiaeth hon yn ymateb i'r cwymp yma gan drin a thrafod yr heriau sy'n wynebu pobl ifanc mewn cymunedau lle mae'r canran o siaradwyr Cymraeg yn is. Mae'n canolbwyntio ar brofiadau byw pobl ifanc wrth iddynt nesáu at ddiwedd eu haddysg Gymraeg, yn enwedig yn ystod trobwyntiau ieithyddol astudio TGAU a Lefel A. Yn ogystal, ystyria'r ymchwil ddewisiadau iaith Gymraeg ar gyfer y dyfodol ar ôl gadael y system addysg.

Mae'r ymchwil yn tynnu ar ddamcaniaethau ym maes ieithoedd lleiafrifol megis y maes linguistic mudes (Pujolar a Puigdevall, 2015) sy'n trafod trobwyntiau bywgraffyddol sy'n gallu effeithio penderfyniadau unigolion i ddefnyddio neu beidio â defnyddio iaith arbennig. Yn benodol, mae'r ymchwil hwn yn gofyn i'r cyfranogwyr ystyried pryd, ble a gyda phwy maent yn defnyddio'r Gymraeg yn ystod eu bywydau presennol a pha rôl fydd gan y Gymraeg yn ystod eu taith iaith y dyfodol. Mae'r astudiaeth ymchwil yn ceisio ateb y cwestiynau canlynol:

- Beth yw profiadau pobl ifanc sy'n siarad Cymraeg mewn ardaloedd lle mae'r defnydd o'r iaith yn is, yn enwedig wrth iddynt nesáu at ddiwedd eu haddysg Gymraeg?
- Sut mae myfyrwyr yn defnyddio'r Gymraeg tu allan i'r ystafell ddosbarth, a pha ffactorau sy'n dylanwadu ar y defnydd hwn?
- Pa heriau sy'n wynebu myfyrwyr wrth gynnal eu sgiliau iaith Gymraeg ar ôl eu haddysg, a sut y gall y system addysg eu cefnogi?
- Pa welliannau mae myfyrwyr yn credu sy'n angenrheidiol yn y system addysg Gymraeg er mwyn gwella eu taith iaith?

Defnyddia'r ymchwil ddulliau cymysg, gan ddefnyddio dulliau meintiol a data ansoddol i ddarparu dealltwriaeth gyflawn o brofiadau'r myfyrwyr. Mae'r fethodoleg yn cynnwys dau gam: holiadur arlein i fyfyrwyr Blwyddyn 10-13 mewn ysgolion Cymraeg a grwpiau ffocws gyda myfyrwyr TGAU a Lefel A. Prif themâu'r ymchwil oedd diffyg defnydd iaith tu allan i'r ysgol, rôl y teulu, dylanwad diwylliant ysgol fel argaeledd pynciau drwy'r Gymraeg neu Saesneg, heriau astudio pynciau fel gwyddoniaeth yn y Gymraeg, ac effeithiau'r cyfryngau Cymraeg. Bydd y canlyniadau'n cyfrannu at ddealltwriaeth o sut mae addysg Gymraeg yn effeithio ar bobl ifanc sy'n siarad Cymraeg mewn ardaloedd lle mae llai o ddefnydd o'r iaith, gan gynnig mewnwelediadau i sut y gall y system addysg gefnogi cynnal a datblygu sgiliau iaith Gymraeg ymysg y genhedlaeth nesaf.

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The Language Journey: education and beyond: Young Speakers' Experiences of being Welsh Speakers in areas where the Welsh language is less prevalent

A prominent topic of discussion on the language plan agenda is young people's experiences of using the Welsh language and their language journeys (Hodges, 2024), (Hodges et al, 2023). The research focuses on the experiences and language journeys of Welsh-speaking young people aged 14-18 in areas where less than 20% of the population speaks Welsh according to Census 2021 statistics. The results of the 2021 Census show that there was a decrease of 6.0% (17,600) in the number of Welsh speakers aged 5-15 (Welsh Government, 2022).

This study responds to this decrease by discussing the challenges faced by young people in communities where the percentage of Welsh speakers is lower. It focuses on young people's lived experiences as they approach the end of their Welsh-medium education, particularly during the linguistic turning points of GCSE and A Level studies. In addition, the research considers Welsh language choices for the future after leaving the education system.

The research draws on theories in the field of minority languages such as the linguistic mudes field (Pujolar & Puigdevall, 2015) which discusses biographical turning points that can affect individuals' decisions to use or not to use a particular language. In particular, this research asks the participants to consider when, where and with whom they use the Welsh language in their current lives and what role the Welsh language will have during their future language journey. The research study seeks to answer the following questions:

- What are the experiences of young people who speak Welsh in areas where the use of the language is lower, especially as they approach the end of their Welsh education?
- How do students use the Welsh language outside the classroom, and what factors influence this use?
- What challenges do students face in maintaining their Welsh language skills after their education, and how can the education system support them?
- What improvements do students believe are necessary in the Welsh education system in order to improve their language journey?

The research has a mixed approach, using quantitative methods and qualitative data to provide a comprehensive understanding of students' experiences. The methodology consists of two stages: an online questionnaire for Year 10-13 students in Welsh-medium schools and focus groups with GCSE and A Level students. The main themes of the research were the lack of Welsh language use outside of school, the role of the family, the influence of school culture such as the availability of subjects through the medium of Welsh or English, the challenges of studying subjects such as science through the medium of Welsh, and the impact of Welsh language media.

The results will contribute to an understanding of how Welsh language education affects young people who speak Welsh in areas where the use of the language is less prevalent, offering insights into how the education system can support the maintenance and development of Welsh language skills among the next generation.

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Archwilio perthynas disgyblion â'r Gymraeg: Prosiect ymchwil gweithredu cyfranogol

Wrth ystyried y ffocws tymor hir a roddir ar wella llesiant cymdeithasol, economaidd, amgylcheddol a diwylliannol Cymru yn Deddf Llesiant Cenedlaethau'r Dyfodol (2015) mae sicrhau ein bod yn gallu cryfhau cyfranogiad pobl ifanc o fewn y maes yma yn holl bwysig.

Mae'r prosiect yn defnyddio dull Ymchwil Gweithredu Cyfranogol (Participatory Action Research neu PAR). Gall manteision y dull hwn, fel y nodwyd gan Webber, Wilkinson, a McGeown, (2024), gynnwys:

- herio systemau pŵer a braint a chynhyrchu canlyniadau sy'n fwy perthnasol i ddisgyblion.
- galluogi cyd-ymchwilwyr i herio disgwyliadau am rolau, cyfrifoldebau a chanlyniadau.
- Hwyluso manteision y tu hwnt i ganlyniadau prosiectau, e.e. datblygu sgiliau a chryfhau perthnasoedd.

Mae'r prosiect cyfredol yn adeiladu ar ymchwil/canfyddiadau blaenorol (Thomas a Lloyd-Williams, 2021; Lloyd-Williams, Thomas ac Evans, 2023) drwy gydweithio a chreu partneriaeth gyda disgyblion a chynnig y cyfle iddynt archwilio eu perthynas â'r Gymraeg.

Yn y prosiect hwn, rydym yn ymgysylltu'n uniongyrchol â phobl ifanc fel cyd-ymchwilwyr, a chyfranogwyr allweddol. Drwy adlewyrchu ar eu profiadau byw, bydd y panel yn cydweithio ochr yn ochr gydag ymchwilwyr o'r Ysgol Addysg ym Mhrifysgol Aberystwyth i ddatblygu'n cyd-ddealltwriaeth o ddefnydd iaith gyfoes, i gynllunio a dylunio'r prosiect a chefnogi gyda dehongli'r canfyddiadau. Mae'r model yn ceisio enghreifftio cyfranogiad trafodol gydag ieuenctid, ac annog eu hymdeimlad o asiantaeth wedi'i alinio â ffocws pellach y prosiect ar gyd-gynhyrchu adnodd i gefnogi ein nodau ymchwil.

Gobeithiwn y bydd y prosiect yn helpu i:

1. Arddangos sut y gellir cydweithio gyda disgyblion trwy ddull Prosiect Ymchwil Cyfranogol er mwyn sicrhau cyfranogiad teg.
2. Alinio â nodau llesiant Y Deddf Llesiant Cenedlaethol - 'Cymru sy'n fwy cyfartal' a 'Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu'.
3. Coladu gwybodaeth am berthynas bresennol pobl ifanc â'r Gymraeg ac edrych ar ffyrdd o gynorthwyo LIC i gyrraedd y nod o filiwn o siaradwyr.

Mae'r prosiect ar waith ar hyn o bryd ac gobeithiwn allu rhannu rhai mewnwelediadau cychwynnol/ myfyrdodau ar y prosiect ac y bydd hyn yn arwain at drafodaeth adeiladol ar sut y gellir defnyddio y dull hwn i gryfhau partneriaethau gyda disgyblion.

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Rhodri Aled Evans and Susan Chapman, Prifysgol Aberystwyth

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Exploring pupils' relationship with the Welsh language: Participatory action research project

Given the long-term focus on improving the social, economic, environmental and cultural well-being of Wales in the Well-being of Future Generations Act (2015), ensuring that we can strengthen the involvement of young people in this area is of paramount importance.

The project uses a Participatory Action Research (PAR) approach. The benefits of this approach, as noted by Webber, Wilkinson, and McGeown, (2024), can include:

- challenging systems of power and privilege and producing outcomes that are more relevant to pupils.
- enabling co-researchers to challenge expectations about roles, responsibilities and outcomes.
- Facilitating benefits beyond project outcomes, e.g. developing skills and strengthening relationships.

The current project builds on previous research/findings (Thomas & Lloyd-Williams, 2021; Lloyd-Williams, Thomas & Evans, 2023) by collaborating and creating a partnership with pupils and offering them the opportunity to explore their relationship with the Welsh language.

In this project, we engage directly with young people as co-researchers, and key participants. Reflecting on their lived experiences, the panel will work alongside researchers from the School of Education at Aberystwyth University to develop our shared understanding of contemporary language use, to plan and design the project and to assist with the interpretation of the findings. The model seeks to exemplify transactional participation with young people, and encourage their sense of agency aligned with the project's further focus on co-producing a resource to support our research aims.

We hope that the project will help to:

1. Demonstrate how a Participatory Research Project approach can be used for collaboration with pupils to ensure equitable participation.
2. Align with the well-being goals of the National Well-being Act - 'A more equal Wales' and 'A Wales of vibrant culture and thriving Welsh language'.
3. Collating information about young people's current relationship with the Welsh language and looking at ways to assist WG in reaching the goal of a million Welsh speakers.

The project is currently underway, and we hope to be able to share some initial insights/reflections on the project and that this will lead to a constructive discussion on how this approach can be used to strengthen partnerships with pupils.

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Rhodri Aled Evans and Susan Chapman, Aberystwyth University

Prifysgol Aberystwyth (2025) Ymchwilio i effeithiau Covid-19 ar addysg Gymraeg. Ar gael : <https://www.aber.ac.uk/cy/education/partneriaethcysylltiad/ymchwilioieffeithiauicovid-19araddysggymraeg/> (Cyrchwyd 16eg Ebrill 2025).

“Chwyldro! Revolution!” Language and Housing Activism in Wales

Drawing on my doctoral research, this paper assesses the longstanding links between language and housing activism in Wales. Studies of language resilience rarely address policy areas which are not explicitly linguistic, but language and community vitality is affected by many policy areas: “the first causes of language loss are not themselves linguistic” (Romaine 2006, 456). Ó Ceallaigh refers to this phenomenon as “covert language policy” (2022, 6).

Welsh-language advocacy groups have long campaigned for measures to support Welsh-language communities in the area of housing: threats to local community vitality include in-migration (Edwards 2017; Young 2022), and activists have been calling for regulation of the housing market for decades.

While the academic field of language policy and planning largely focuses on language-specific legislation and education efforts, the historicity of activist and political party interest in the intersection between policy areas can be clearly traced, as can calls for change. Moreover, in recent years, the Welsh Government’s focus on the importance of the Welsh language, strong communities, and the housing crisis points to an implicit understanding that such policy areas are indeed related. The 2021 Co-operation agreement between Welsh Labour and Plaid Cymru explicitly addressed both housing and language, and major changes to local authorities’ power came into effect in 2023, not least among them the right to set higher taxes on second homes and holiday rental properties.

This paper traces the emergence of discourse surrounding language and housing in Wales since the 1960s, through the discursive analysis of activist and party manifestos, and government documents, along with interviews with key actors. Drawing on a historical institutionalist framework, I aim to highlight that institutional change may be simultaneously incremental and transformative (Streeck and Thelen 2005), and demonstrate the importance of the linguistic impacts of policies which are not explicitly language-related.

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Diversity in literary texts taught in secondary schools in Wales: a focus on characters

This paper concerns characters' diversity in literature taught in secondary schools in Wales, in Welsh-language texts. It shares findings from the first audit of characters' diversity in literary texts that will be taught from 2025 onwards as part of the new GCSE specifications for Core Cymraeg, Additional Cymraeg, and Cymraeg Language and Literature. (The wider strand will additionally analyse literature in English, Drama, and International Languages, but those findings will not be available in time for WISERD 2025). Exploring characters' diversity here includes a focus on narrators' and protagonists' gender, race, ethnicity, sexuality, (dis)ability, class and faith. Findings about characters' diversity in literary texts taught in Welsh will be compared to diversity objectives in relevant Welsh Government education, cultural and language policies (e.g. Curriculum for Wales, Anti-racist Wales Action Plan, Cymraeg 2050). Conclusions will be drawn about the extent to which characters' representation supports these policies and their enactment in educational settings.

The current project builds on our previous research, published in *Wales Journal of Education*, on literary texts taught in secondary schools in Wales. It was undertaken on the cusp of schools transitioning to Curriculum for Wales: in Welsh, English, Drama and International Languages. We found gaps in both the gender and ethnic diversity of authors taught and subsequently developed resources, published on Hwb's Professional Learning site, designed to redress lack of representation in texts taught in Welsh and English languages. We successfully bid for further funding, to extend our focus from the diversity of authors to characters and from before Curriculum for Wales to the immediate aftermath of its introduction.

Our work is underpinned by international research on diversifying and decolonising the curriculum, particularly that dating from the Black Lives Matter protests of 2020 onwards. We are indebted to publications by Charlotte Williams, Siwan Rosser, and Ann Alston in Wales; Victoria Elliott (et al), Judith Kneen (et al) and Rachel Fenn in the wider UK. Our research question for the current strand of the project is, 'How diverse are the representations of characters in literary texts due to be taught in secondary schools in Wales, under the new GCSE specifications?'. For the larger project, our research questions include 'What literature is taught in Wales under Curriculum for Wales?', 'How diverse is the representation of characters in literature taught in secondary schools in Wales?', 'How diverse are the authors?' and 'Has the diversity of literary texts' characters and authors changed, immediately before and after the introduction of Curriculum for Wales? In what way?' Our method involves a diversity audit of characters and authors, drawing on existing models and instruments for this (Olive, Booth and Lim, CLPE Reflecting Realities reports). Our data for the project as a whole include the literary texts themselves, the authors' public profiles, the new GCSE specification documents, and results from our anonymous, online survey of 47 secondary school teachers of literatures in Wales in 2022.

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(Un)Broken Democracy- Welsh Grassroots movements, Devolved and Central Government- towards a Research Framework

This paper aims to develop the research framework (literature review, theoretical and methodological outline) of a project devoted to investigating the articulations of radical Welsh grassroot movements on the one hand and central and devolved governments on another. More specifically, the focus will be on analysing the key discrepancies and contradictions in the discourses on democratic practice with a view of coming up with specific suggestions for measures that can help bridge the gaps identified.

This is inspired by the turbulence democracy is currently experiencing in Western political systems; one of the most pressing issues our societies face at present. The research project aims to contribute conceptually and empirically to the academic debates. More specifically, the idea is to conduct field work with Welsh grassroot movements in several main fields: the conflict in Palestine, the environmental and the cost of living crises. The goal is to provide a Welsh perspective on these issues, which tend to be considered through an English prism. In this respect, the proposed study will contribute to regional Welsh studies by examining the local grassroots engagement on pan-British matters. This will be its key empirical contribution. Conceptually, the empirical findings will be linked to broader academic debates on devolution, multi-level governance (MLG), and democratic practices with the view of identifying phenomena that current theoretical literature does not account for satisfactorily.

To be able to develop the thinking for this research project, the proposed paper will provide an overview of the relevant academic literature and on that basis identify the major gaps the study will engage with and contribute to. More specifically, it will review the relevant work on Welsh grassroot movements, the main debates on democratic practices of importance to the research, as well as the existing debates and arguments on devolution and MLG.

The second key part of the proposed paper will discuss the theoretical and methodological issues implicated in the proposed research. More specifically, it will argue in favour of a social constructivist theoretical framework, followed by a detailed consideration of key methodological issues. Namely, it will outline the target grassroot movements in the three areas specified above; explain the approach the author suggests taking in order to establish contacts with these organisations and how she will collect the data needed. This section will also outline the author's intended approach to the analysis of the collected data.

The intention is to generate a discussion that will provide the author with useful feedback about her research ideas, so that she can fine-tune her approach in preparation for the commencement of empirical work on the study.

Valentina Kostadinova, *Dept.of Economics and International Studies, University of Buckingham*

On the frontline: exploring the role of civil society in reducing social divides and promoting social cohesion

The UK voluntary and community sector (VCS), and advocates for Civil Society more broadly pride themselves on the sector's role in addressing faultlines in society, challenging injustice, and promoting social cohesion, as witnessed in the aftermath of the English riots in 2024. For instance influential sector leaders in the Civil Society Group stated that "Civil society organisations are on the front line in the racist violence" and went on to note that civil society "exists to make the world a better place – championing the voices of those who experience disadvantage and exclusion...working to achieve social justice and cohesion". But what do we know about the proportion of the sector that are actively on the 'frontline' of this agenda (indeed some might in fact be 'neutral' or even actively fuelling divisions), and what activities comprise the work of those organisations that are dedicated to solving social divisions and promoting social cohesion? Addressing this lacuna, the presentation outlines a research project with two distinct phases. It asks first, through a basic quantitative analysis, what (and where) VCS organisations are actively addressing this agenda, and what work do they do? Armed with this basic information, it is possible to distinguish between organisations whose primary aim is to reduce division/promote cohesion, versus those that achieve those outcomes as a secondary side effect of their mission and activity (an example of the latter might include a local asylum-seeker and refugee charity, ie by promoting integration). Such organisations operate at and between multiple scales: from local neighbourhoods to national. Second, through a recently conducted and extensive literature review, it addresses three interconnected themes, namely:

- a) What is the state of knowledge on what voluntary sector organisations/civil society do in addressing social divides, tackling inequalities, and promoting social cohesion?
- b) What does literature suggest is the role of Civil Society in terms of promoting the integration of migrants and refugees; and promoting better 'community relations'?
- c) What theories, models, methods and approaches might VSOs adopt in promoting the above, what does the underlying literature suggest are supported by robust evidence?

Ultimately a key aim of the project is to devise a typology of organisations in this field, in order to guide further empirical research. We also draw where appropriate on learning from other contexts, particularly Europe and North America which are facing similar challenges to democratic norms in a context of precarity and seemingly growing polarisation..

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Populism and the civil society paradox: An analytical framework, illustrated by the case of the Czech Republic

Recent interest in the relationship between populism and civil society has highlighted a fundamental contradiction: while civil society can act as a site of resistance and mobilization against populist governments and movements, it also serves as a platform that supports them. Additionally, scholars have questioned the extent to which civil society's dissenting role is constrained by fears of political hostility or the imposition of restrictive measures, such as anti-NGO legislation. Despite these insights, we argue that the contradictory nature of this relationship has not been fully theorized in light of the inherent paradoxes within civil society itself. Irrespective of populism, civil society is simultaneously a counterweight to state power and a space vulnerable to co-optation by state and elite interests. It is often championed as a promoter of democratic values, yet it can also harbour and legitimize undemocratic tendencies. These tensions, integral to its structure and function, lie at the heart of civil society's complex engagement with populism.

Reflecting on a wide body of civil society theory, we propose an analytical framework that outlines three key dimensions of this paradox: autonomy/dependency, order/dissent, and inclusion/exclusion. We argue that each of these dimensions shapes how civil society interacts with populism across different contexts, producing varied and sometimes contradictory outcomes. The second part of the paper deploys this framework to the case of the Czech Republic. Using both secondary literature and original interview data, we explore how the civil society paradox manifested within populist and civil society rhetoric. Our analysis focuses on two concurrent dynamics: mass citizen mobilization in the form of public protests, and, simultaneously, a silencing effect on civil society organizations due to fear of political retaliation.

Robin Mann, *Bangor University*

Communities resisting and responding to division: Place networks and the interrelationship between the local and the national

This paper considers the application of community development to address polarisation and how this can inform our understanding of the relationship between local and national networks. Community development theorists advocate for using community development as a response to societal polarisation (Kenny et al., 2021). Extant studies of polarisation either examine where local responses are engendered by a contentious event which politicises one community or where communities generally mobilise to build resilience to divisive politics. This paper considers both scenarios in examining the place of community development in the discourses of how local communities resist polarisation and respond to polarising events. Community development begins at the local level but such groups can combine to form larger movements that can exert political pressure (McCrea et al., 2017). Understandings of networks have developed in discrete strands with little cross-disciplinary synthesis. Thus, network theory conceives of networks as autonomous self-governing informal networks of actors seeking to exert influence on policy (Stoker, 1998; Rhodes, 2007). Social movement literature has examined transnationality, whereby movements are decentralised and local groups are connected to a global social movement reaching beyond national borders enabled by online technologies (Pickerill, 2006; Uldam, 2013). Less attention in either literature has been given to the relationships between the local and national scalar levels. Nor has consideration been given to the specific structures of such networks, with a few notable exceptions in network theory (e.g. Marsh and Rhodes, 1992) and social movement theory (e.g. Cammaerts, 2006). Community development theorists have distinguished between different forms of organising that result in different forms of relationship between communities and the state (e.g. Rothman, 1995). There is renewed interest on the relationship between social movement and community development (McCrea, Meade and Shaw 2017). This paper aims to bring these strands together by examining: how is community development mobilised to address polarisation and what does this reveals about local and national network structures?

A set of polarising dynamics (including 'race', religion, migration) were identified through a literature review and utilised in a media analysis of 1200+ news reports about local-scale polarisation. Twelve mini-case studies were then undertaken which included semi-structured interviews, and this was followed by detailed ethnographic case studies in the USA and the UK. This paper focuses on the UK case study.

Findings reveal a repurposing of community development in new civil society settings to overcome societal division which can be understood as a contemporary iteration of its historical undulations. A complex degree of community organising was exhibited engaging hyper-local communities, a city-wide strategic partnership and national bodies. This paper encourages us to theorise about the iterative relationship between seismic politicised events and subsequent community organising. This enables us to rethink the local-national relationship, recognising multi-layered structures for resilience. A practical implication is the emergence of a civil society model for resisting polarisation which combines priming communities to collaborate around cohesion and guidance when contentious politicised events occur.

Amy Sanders, *WISERD, Aberystwyth University*

Culture Based Development - Modelling Cultural Bias in Economic Choice

Special Session - Round Table Discussion

Part of the Event Series for the Launch of CULTURE BASED DEVELOPMENT - Modelling Cultural Bias in Economic Choice by Annie Tubadji, Swansea University / WISERD

Event Overview:

This round table discussion brings together academic experts and practitioners to explore the impact of cultural capital on regional development, as framed by the new CBD paradigm. Discussions will focus on how CULTURE BASED DEVELOPMENT (CBD) relates to aesthetic education and economic choice-making.

Programme:

1. Presentation of the Book – Dr. Annie Tubadji
 - Overview of key arguments and contributions of the CBD paradigm.
2. Academic Perspective: CBD, Cultural Capital & Regional Development – Prof. Nigel O'Leary
 - Discussion of CBD's relevance in economic modeling and regional growth.
3. Practitioners' Perspective: CBD, Aesthetic education & Educational Practice – John Meredith
 - Insights into the applicability of CBD from a practitioner and policy advisory standpoint.
4. Round Table Discussion & Q&A
 - Open dialogue between speakers and audience on the broader implications of CBD.

Following the presentation, there will be an open Q&A session where attendees can engage with the speakers, ask questions, and contribute to the discussion.

Brief Speaker Bios:

Prof. Nigel O'Leary – Professor of Economics with expertise in regional economic development and labor market analysis. His research focuses on the economic implications of cultural discrimination and regional inequalities. He has contributed extensively to the study of economic modeling for policy applications.

John Meredith – Senior advisor from the Diocese with extensive experience in educational policy implementation. His work integrates cultural and social capital into governance frameworks, promoting sustainable development through community-led initiatives. His advisory role has influenced major policy shifts toward inclusive economic strategies.

Dr. Annie Tubadji – Economist and social scientist specializing in cultural and regional economics with special interest in behavioral biases. As the author of the Culture Based Development (CBD) paradigm, her research pioneers a new approach linking cultural capital to economic choices, with significant implications for policy and educational strategies. Her work with WISERD is currently instrumental in shaping interdisciplinary discussions on culture, wellbeing and economic development.

This session will provide a thought-provoking exchange on the future of culture-based economic modeling and its role in shaping policy and education.

Mapping what matters: a strengths-based approach to partnership and participation

Asset mapping offers a powerful and participatory way to understand the strengths that exist within our communities: it starts with what's strong - not what's wrong. By focusing on the skills, networks, spaces, and resources already present in our communities, asset mapping helps to build inclusive, collaborative public services. It supports cross-sector collaboration and fosters trust-based relationships between communities, public services, and grassroots or voluntary organisations, offering a grounded and hopeful approach to partnership and community participation.

Drawing on learning from Project Dewi (a five-year programme funded by the National Lottery Community Fund to embed co-production and involvement practices within Public Services Boards (PSBs) across Wales), this session will:

Introduce the principles and benefits of asset mapping in the context of participatory governance and inclusive policy-making.

Share practical examples of how asset mapping has helped strengthen partnerships within public services and supported more equitable, community-led decision-making.

Offer attendees the chance to experience asset mapping first-hand, using templates and facilitation techniques developed through real-world practice.

This session is open to researchers, policymakers, practitioners and community organisers. Whether your work is in deliberative democracy, social justice, or local partnerships, asset mapping provides a practical and participatory tool for navigating complexity, amplifying lived experience, and building resourcefulness from the ground up.

Rachel Wolfendale, *Co-production Network for Wales*

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Stay, Leave or Return: Welsh Language and the Graduate Labour Market

The existence of a 'brain drain' of graduate labour from Wales has become a focus of debate, particularly considering Wales's relatively poor economic performance. The issue of graduate migration in Wales takes on added significance in the context of Cymraeg 2050, which sets out the ambition of Welsh Ministers to realise the target of 1 million Welsh speakers by 2050. The link between language and economic policy features prominently in Prosperity for All which asserts that Good quality jobs (in attractive places...to live...will provide people with a reason to remain or return to work and live in communities where the Welsh language thrives. This symposium shares findings of recent research undertaken by Administrative Data Research Wales on issues related to the Welsh language and the Graduate labour market.

1. Who Speaks Welsh? Comparing Alternative Measures of Welsh Language Ability Amongst Young People -

This paper focuses upon the contribution that linked administrative data can make to understanding levels of Welsh fluency among young people. We explore how both the Welsh language abilities of children recorded in the 2011 Census relate to the medium of schools that they subsequently attend and their recorded levels of fluency at these schools. Importantly, for those pupils who go on to attend universities in Wales, we explore whether these students deem themselves to be Welsh speakers. The recording of Welsh ability by parents, who complete the Census on behalf of their children is found to be a poor predictor of Welsh speaking ability as recorded by schools and of university entrants themselves.

Katy Huxley, SPARK/ADR Wales, Cardiff University

2. Should I stay or should I go? Welsh Language and HE Choice?

This paper explores who chooses to take up the opportunity to study through the medium of Welsh at Welsh HEIs. Utilising data from the Higher Education Statistics Agency linked to data from the 2011 Census and school records from the National Pupil Database, we examine how the personal and socio-economic backgrounds of pupils are associated with the likelihood of students choosing to undertake 1) any module or 2) at least 40 credits of modules in any given academic year through the medium of Welsh. The analysis reveals that the children of small employers and own account workers have an increased likelihood of studying through the medium of Welsh.

Rhys Davies, WISERD/ADR Wales, Cardiff University

Cont....

3. Does it Pay to Speak Welsh? Exploring the employment outcomes of Welsh graduates

There is a reported lack of recent evidence on Welsh language skills and economic outcomes. This paper addresses this gap by examining the interplay between Welsh language ability and graduate migration and how these in turn influence employment outcomes. Using data from the 2011 Census and school records from the National Pupil Database, the characteristics of HE students who remain in Wales are compared to those who leave. Data from the Destinations of Leavers from Higher Education (DHLE) survey is then used to examine where graduates subsequently live and how their employment outcomes, measured in terms of occupations held and earnings, relate to these patterns of migration. Particular attention is given to examining how the ability to speak Welsh influences these migration decisions and employment outcomes.

John Poole, *WISERD/ADR Wales, Cardiff University*

Optimising home spaces to minimizing sedentary time and enhance physical activity level among ethnically diverse older adults

1. Optimising older adults' home spaces to enhance their physical activity level: an exploratory qualitative study

Background

There are few studies that focus explicitly on the impact of the home environment on older adults' sedentary behaviour (SB) and physical activity (PA) using the socio-ecological model (SEM). This study aims to investigate older adults' PA and SB within the home environment integrating the SEM as a theoretical framework.

Methods

A qualitative exploratory research design was employed to conduct 33 in-depth interviews (IDIs) and five focus group (FGs; n = 16) with multi-diverse ethnic older adults (mean age 72±5 years). Using reflexive thematic analysis themes were generated from the data set and were interpreted using the SEM.

Results

The findings indicate that different levels of the SEM had an impact on older adults' PA and SB. These include the 1) Individual level: Attitude, perception and motivation 2) Interpersonal level: Family and Friends: a motive to remain active 3) Organisational level: healthcare institutes, 4) Community level factors: Significance of social groups, 5) Physical Environment: Microenvironment and 6) Policy level factors (lockdown restrictions and healthcare system). This model can be utilised to foster activity within the home by focusing on the facilitators and barriers identified at each of these levels of influence.

Conclusion

The study findings suggest that modifying PA and SB in the home environment is complex and is influenced across different levels of the SEM. Therefore, a holistic approach is required that integrates these multiple influences. This understanding can inform the design of interventions that seek to optimize PA and minimize SB within the home environment.

Naureen Maghani, Joanne Hudson, Gareth Stratton, Swansea University and Jane Mullin, Cardiff Metropolitan University

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2. A multi-method feasibility trial of a multi-component behaviour change intervention to reduce sedentary behaviour and increase physical activity among ethnically diverse older adults

Introduction

Evidence suggests that sedentary behaviour (SB) and physical activity (PA) are important indicators of well-being and quality of life in older adults (OAs). However, OAs are the least active and highly sedentary of all the age groups. The present study intends to examine the feasibility of a wearable gadget to remind users to break sitting time (by standing up and moving more), coupled with a brief health coaching session, pamphlet and reminder messages to decrease SB and improve PA.

Methods

This study employed a multimethod approach that generates quantitative data from questionnaires and qualitative data from semi-structured interviews following OAs' involvement in the study. This intervention was informed by the socio-ecological model (SEM) and the habit formation model. The quantitative and qualitative data was analysed separately and then integrated for interpretation and reporting, which was assisted our knowledge of the feasibility of the programme.

Results

The participants' (n=23) mean age was 74.2 ± 6.8 years (57% female). Almost 70% of the OAs were retired with a quarter having been educated to undergraduate degree level. The findings showed that almost all participants reduced their sedentary time per day. On average, total sedentary time decreased by approximately 140.1 mins/day (95% CI: 125.6, 154.5 mins/day). Overall, the participants increased their total physical activity (TPA) by 26 mins/day (95% CI: 9.4, 41.7). There was a significant increase in mental wellbeing ($d = 1.3$) and a moderate effect noted for improvements in self-efficacy ($d = 0.6$). After controlling for all the confounding variables, in the final model, the length of home residence was positively associated with a change in TPA, with every additional year of living at home resulting in an increase in total activity of 7 min/day (95% CI: 2.0, 11.8; p-value = 0.008). Conversely, owning a laptop resulted in a 44 min/day decrease in change in TPA per day (95% CI: -77.3, -10.9; p-value = 0.012) compared to non-laptop owners. The presence of internal stairs was negatively associated with change in TPA (-32.1 min/day; 95% CI: -59.9, -4.2; p-value = 0.026), however, there was a positive association in TPA by 35 min/day with the presence of indoor play equipment (95% CI: 4.3, 64.8; p-value = 0.027). Change in sedentary time was positively related with age after adjusting for different factors, on average, change in sedentary time increased by approximately 2.3 min/day (95% CI: 0.7, 4.0; p-value = 0.008) for each additional year of age. The low SES group increased their sedentary time change by almost 31min/day (95% CI: 7.6, 53.6; p-value = 0.012) more than the high SES group, keeping other variables constant. The presence of grandchildren in the home is significantly associated with a decrease in sedentary time change by 27 min/day (95% CI: -52.3, -1.4; p-value = 0.040). Additionally, participants found intervention as acceptable and feasible.

Conclusion

The findings may have significant public health implications as the intervention offers a feasible, simple and practical method to implement techniques for enhancing OAs' activity habits.

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3. How to improve the transferability of a 12-week home-space sedentary behaviour intervention for ethnically diverse older adults: A qualitative study protocol of key stakeholder perspectives

Introduction

In the UK, the number of ethnically diverse older adults (OA) is growing. These individuals suffer complex health issues that are made worse by socioeconomic status, acculturation experiences, and language barriers. Additionally, this varied group is the least active and a highly sedentary subgroup in the general population, which poses serious health concerns. Various interventions have been implemented with OAs to reduce their sedentary behaviour (SB) and enhance their physical activity (PA). However, there is still limited research that implements stakeholders' perceptions in translating the interventions into real-life settings, particularly for ethnically diverse OAs. Therefore, the current study aimed to explore stakeholders' perceptions of the transferability of a 12-week home space intervention for ethnically diverse sedentary OAs, that is aimed at reducing their SB and increasing their PA.

Methods

Exploratory qualitative research using in-depth interviews (IDIs) and a purposive sampling technique was employed to recruit stakeholders. Before conducting the IDIs the primary researcher (NAAM) discussed the findings of the 12-week home space intervention study for ethnically diverse OAs to explain the intervention and then the interview revolved around the transferability of the intervention to transfer the intervention into real world practice into the stakeholder contexts. A diverse group of stakeholders from Swansea, Wales, UK, representing a range of roles including health promotion professionals, programme leads, service providers, policymakers, and researchers were included. The qualitative data obtained were analysed using reflexive thematic analysis.

Result

The intervention was found to be appealing and feasible, and most of the stakeholders felt their organisations could play a role in supporting it. Regardless, they highlighted the need to consider cultural equalities (translation of the intervention content into native languages), timely identification of funding and delivery opportunities to increase the possibility of its successful implementation, working in partnership with non-governmental (NGOs) and community organisations, involvement of healthcare professionals and health trainers, training of staff, and, they identified various facilitators and barriers (e.g., lack of resources, team instability, community engagement, incentives) that they felt would help in the transferability of the intervention into real-world settings.

Conclusion

This study highlights the importance of collaborating with stakeholders in transferring the intervention to promote PA and minimize SB among ethnically diverse OAs. The study findings inform the transferability of the intervention as well as increased awareness in the wider research community of crucial intervention elements, obstacles, and enablers for implementing public health interventions into real-world contexts.

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Unmet Demand? The Trade Union Representation Gap in the UK

The long-term downward trend in union membership across many countries is well established. It is often suggested that this decline reflects an inability of the trade union movement to reach out to new generations of workers. The low rates of union membership among younger workers are often regarded as providing as prima facie evidence for this. However, unions are not present in all workplaces and those employed within relatively un-organised sectors of the economy may not have the opportunity to join. An unmet demand for union membership can lead to a representation gap. To examine this, respondents to the 2024 Skills and Employment Survey were asked “If a vote to establish a union was held in your organisation today, would you vote yes to establish a union or would you vote no to establish a union?”. Amongst those working in non-unionised workplaces across the UK, just over a third of employees (36%) reported that they would vote ‘yes’ to establish a union. Multivariate analysis reveals that the representation gap was found to be particularly high among employees from LGBTQ+ community and those who suffer from long term ill-health conditions. It appears that these groups have stronger preferences for union representation, potentially as a means towards improving their working conditions and addressing the inequalities that they face. The representation gap was also found to be greater among those living within those areas where there is a greater tradition of trade union membership, such as the Devolved Nations and Northern England. In terms of supporting the revitalisation of the labour movement, the analysis points to the importance of approaches to the organisation of labour that look beyond traditional workplace-based strategies. The trade union movement should also aim to reach out to non-unionised groups with shared interests and common collective identities that appear to encourage people to want to join trade unions irrespective of where they work.

Rhys Davies, *WISERD, Cardiff University*

“Patterns of health-related benefit claims in the UK - Ill health or ailing labour markets?”

There has been a large increase in the number of people awarded disability benefits, Personal Independence Payment (PIP) in England and Wales between 2021 and 2024 (IFS, 2025). PIP is aimed to help compensate some of the living costs associated with disability; it is not means tested and does not depend on one's working status.

The increase of 48% between 2021 and 2024 has been far from uniform across space, ranging from 18% to 90% for local authorities. As Joyce, Chaudhuri and Waters (2022) note, this increase does not seem to be driven by a change in how the benefits are allocated, as the proportion of awards has remained consistent with previous years at 40%. The authors suggest the reason for the increase to be deterioration in health across all conditions that disability payments are granted for.

A complimentary, economic explanation behind the persistence and the increase in health-related benefits has been maintained by Beatty and Fothergill (2002; 2005; 2020; 2023) who have maintained that uneven uptake of health-related benefits by geographical areas indicates the problem of hidden unemployment. Regional and local job opportunities influence the decision to apply for disability benefits. The diversion into disability benefits is more pronounced in areas with high levels of unemployment, that being older industrial areas and many coastal towns (Beatty and Fothergill, 2023).

The aim of this study is to ascertain if economic factors are associated with the increase in PIP by local authorities. The study uses local authority level data. A spatial econometrics model is used to explain the spatial pattern of the increase in PIP claims. The dependent variable is the percentage increase in PIP claims between 2021 and 2024. The explanatory variables are local authority level data on the level of PIP recipients in 2019, industry sectors, occupation, unemployment rate, demographic characteristics from 2021 Census data for local authorities, as well as households at risk of poverty rate for UK local authorities computed as part of Horizon 2020 IMAJINE project. The results indicate that the at risk of poverty rate and unemployment rate are positively related to increase in PIP claims; 2019 stock of PIP benefit recipients is negatively related to PIP claims increase indicating conditional “convergence” in claims levels.

Preliminary analysis underscores the difficulty in disentangling the economic and health factors at play. Poorer areas are at risk of suffering more from already existing health inequalities and health impacts of the Covid-19 pandemic. These areas are also likely to have been harder hit by the cost-of-living crisis prompting those eligible for benefits to apply for them. Persistence in benefits uptake has implication for regional inequality in economic and health outcomes and diverging patterns of growth and development.

Maria Plotnikova, Aberystwyth Business School, Aberystwyth University

AI and Inequalities at Work

A wide body of research reveals that AI's disparate impact on different workers is intricately linked to historical patterns of social and economic inequality. Those already advantaged tend to benefit most from AI, while those disadvantaged are at greater risk of harm. This harm can occur through increased exposure to AI technologies, discriminatory outcomes, or lack of resources to exploit AI opportunities. For instance, women and young workers often occupy precarious positions in the labour market, where AI experimentation in worker management is widespread, such as in care work and platform labour, leading to increased surveillance and work intensification. Older workers and ethnic minorities are particularly harmed by AI technologies that fail to account for their identities and experiences. Disabled workers and minority language workers are often stigmatized or excluded when new technologies are introduced.

In this paper, we provide a comprehensive review of existing research on AI and inequality in the workplace, focusing on age, women, disability, ethnicity, and minority languages. Our work examines AI's role in key stages of workplace relations and the labour process, from hiring and recruitment to management, evaluation, and disciplining of workers, as well as the recent adoption of generative AI in workplace settings. It provides an overview of the complex and multifaceted nature of AI inequalities, showing how significant disparities arise due to the technology itself, particularly in terms of data generation, collection, processing, and decision-making outputs. Additionally, the broader context in which AI is developed and used plays a crucial role in these inequalities.

Despite these challenges, we also highlight some ways AI has been used to support or advance equality through more inclusive technologies and by addressing existing discriminatory practices within organizations. Efforts have been made to create data-driven models explicitly catering to minority languages, advancing their use in society. AI technologies can actively include disabled workers in processes where they were previously excluded. AI in recruitment and hiring can target historical biases, promoting more inclusive recruitment practices, particularly for women and ethnic minorities.

While these advancements are welcomed, we emphasise that efforts from within and beyond the labour movement have predominantly focused on minimizing AI harms, often retrospectively, through increased transparency, better safeguarding measures, or limiting AI use in certain settings. In Wales, unions and government have responded to the discriminatory and risks of AI by jointly producing groundbreaking guidance on its usage in the public sector. The guidance is produced under aegis of the Social Partnership and Public Procurement (Wales) Act which is designed to promote Fair Work throughout the economy – including in novel applications like AI. Our report underscores the need for proactive measures to address AI inequalities, including stricter regulation, avenues for AI refusal, and enhancing workers' voices and decision-making power within workplaces. These efforts should prioritise the experiences of workers most likely to be harmed or disadvantaged by AI use, and we welcome further dialogue to extend these conversations.

Cate Correia Hopkins, *Data Justice Lab, Cardiff University* and **Ceri Williams**, *Trade Union Federation*

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Local Violations, International Grievances, Limited Remedy

This conference paper relies on data on violations of labour rights at workplace level in the garment supply chain collected over a period of almost three years (2018-2021), in exploring the interaction of the 'local' with the 'international' dimension in access to remedy. The local meaning of a labour violation is related to the 'grievance' capable of 'remedy' in international context. In the creation of surplus value, the international garment sector exploits the socio-economic context of local labour markets and also profits from intense local inter-firm competition (see Mezzadri, 2017; also Selwyn, 2017; Anner, 2019). In this dynamic, 'predatory pricing practices' (Anner, 2019) exert a deterministic influence over industrial relations and the social relations of the factory (see for example, Baglioni et al, 2020; Zaman and Jenkins, 2024). In the context of the global supply chain, localised worker perceptions of injustice have to be framed as demands capable of international remedy. Gross violations of human dignity and international standards are expressed as grievances in line with what is available to workers through contractual or statutory remedy. The parameters of such claims are thus influenced by standards and processes established by factory bureaucracies and the state. In the process of lodging a grievance, therefore, cases raised by workers are reformulated into claims which inevitably obscure full scope of local violation, which is sanitised in the process of being subjected to external scrutiny. In this context, the scope, depth and efficacy of remedy is open to question. This paper exposes what lies behind the façade 'a grievance' and the illusion of access to remedy at the workplace by placing local labour violations in their broader context and asking exactly what access to remedy means in practical application. Our findings highlight the constraints on worker voice in formalising grievances and the modest nature of workers' expectations and demands in the context of a highly competitive global supply chain.

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Jean Jenkins, WISERD, Cardiff Business School, Cardiff University

Music and community in the deindustrialised South Wales Valleys: Ethnographic insights from working men's clubs

This paper explores the role of working men's clubs in everyday life in the South Wales Valleys by using their musical and cultural practices to examine responses to industrialisation, deindustrialisation, classed practices, and social continuity and change. Rooted in ethnographic data from a four-year PhD project, I offer a spatial, temporal, affective, and embodied framework for understanding clubs both in and as community. To do this, I draw on Studert and Walkerdine's "communal being-ness" and Skeggs' work on autonomist working-class value to examine clubs' spatiotemporal embeddedness, social and musical rules, and the authority of "The Committee." I will also use Linkon's concept of the "half-life" of deindustrialisation as a heuristic device through which to think about narratives of decline in clubs and Valleys communities, especially in the wake of austerity, the pandemic, and the cost-of-living crisis. Throughout, my approach reflects the past in the present and considers how the everyday rhythms, routines, and repetitions of the club, and by extension community, are structured by social forces of industrialisation, deindustrialisation, and working-class life.

The findings presented are taken from my recent PhD project on local musicmaking practices in the South Wales Valleys in which I argued that everyday musical experiences in this context are contingent on industrial legacies and the long process of deindustrialisation. My PhD thesis drew on ideas of community, hegemonic masculinity, and working-class culture to explore: 1) the construction of community and classed identities in working men's clubs; 2) the negotiation of hegemonic masculinity on the club circuit; and 3) tensions between "originals" and "covers" bands as representative of discourses of place and belonging. In addressing these issues, the work aimed to contribute to the nascent fields of working-class studies and popular music heritage, as well as offer a musicological perspective on contemporary sociology of Wales and Welshness. As such, this paper addresses the conference's focus on marginalised communities in times of precarity and polarisation.

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Multiple forms of social exclusion of GRT communities and Lockwood's model of citizenship

This paper builds on desktop research completed as part of a project on civil society support offered to GRT communities in England and Wales. We sought existing research and statistical evidence for the experiences and support needs of GRT communities in England and Wales and established strong evidence of exclusion and discriminatory practices across a number of domains – education, health, housing, welfare, crime and justice.

We considered the effects of these different levels of social exclusion on GRT communities and explored whether Lockwood's model of civic stratification, civic exclusion and civic deficit provides a tool to understanding and conceptualising how such multiple levels of social exclusion affect expectations and experiences of citizenship and citizenship rights. In turn, we reflect on how this may explain some of our wider findings on how civil society organisations frame support and advocacy for GRT communities.

In this paper, we will present GRT community exclusion across a number of domains, specifically in Wales where that data is available and set out our application of Lockwood's model. We are keen to gain feedback on how useful that application is in understanding and addressing adverse community experiences as well as forms of civil society support and advocacy.

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Welsh Decline After Education: Language Attitudes Among Young Adults

As minority languages face uncertain futures worldwide, Wales has adopted a proactive approach through its national strategy, *Cymraeg 2050: Miliwn siaradwyr* ('Welsh 2050: A Million Speakers'), which aims to increase the number of Welsh speakers to one million by 2050. The compulsory education sector is central to this goal, yet national datasets show a decline in Welsh use when young people leave school (Office for National Statistics, 2012; Welsh Government, 2022).

This study examined explicit and implicit attitudes among 36 Welsh English bilinguals (aged 18-29) educated in English-medium schools. Participants completed the Bilingual Language Profile (BLP; Gertken et al., 2014) to assess language dominance and the Implicit Association Test (IAT; Greenwald et al., 1998) to measure implicit attitudes. The IAT, a reaction-time task, measured automatic associations between contrasting concepts and positive/negative attributes. It had two parts: one measuring language attitudes, the other measuring attitudes towards Wales and England. A subset (N = 10) then participated in stimulated-recall interviews to elicit explicit attitudes.

IAT scores indicated a very slight implicit preference for English over Welsh (IAT1, M = 0.04, SD = 0.16) and for Wales over England (IAT2, M = -0.124, SD = 0.12). Participants were divided into those who stopped learning Welsh at or before 18 and those who continued. Those who continued showed greater Welsh language dominance (Group A: M = 107.8, SD = 16.3; Group B: M = 73.94, SD = 26.18; $t(34) = 4.514$, $p < 0.001$, Cohen's $d = 1.49$), but implicit attitudes did not differ significantly between groups ($t(34) = 0.766$, $p = 0.448$ for IAT1; $t(34) = 0.0439$, $p = 0.9652$ for IAT2). Pearson correlation analyses found no significant relationships between language dominance and automatic attitudes ($r = 0.0988$, $p = 0.5664$ for IAT1 and BLP; $r = -0.273$, $p = 0.107$ for IAT2 and BLP) or between language and national attitudes ($r = -0.0494$, $p = 0.7750$). Assumptions of normality (Shapiro-Wilk, $p > 0.05$) and homogeneity of variances (Levene's test, $p > 0.05$) were met for all analyses.

Thematic analysis (using NVivo64) identified five key barriers to Welsh engagement after school. Participants described limited opportunities to use Welsh after compulsory education, either socially or professionally. Many also described negative school experiences, including disengaging teaching. Similarly, Welsh was seen as unessential in everyday personal and professional life. Some also felt excluded from Welsh-speaking circles, viewing Welsh as tied to elite or regional identities. Others lacked confidence, avoiding Welsh due to a fear of making mistakes. These findings suggest practical barriers, rather than implicit attitudes, drive Welsh decline after education.

Daniel Strogon, *Language Research Centre, Swansea University*

Bydd y panel hwn o dri phapur academiaidd yn ymwneud gyda'r heriau sy'n wynebu ymdrechion i adfywio ieithoedd rhanbarthol neu leiafrifol.

Mae'r papur cyntaf (Royles, Jones a Lewis) yn tynnu sylw at heriau deall, adnabod ac asesu hyfywedd ieithyddol gan ystyried yn bennaf achosion Cymru, Gwlad y Basg a Chatalwnia. Bydd yr ail bapur (Lewis) yn ymdrin â'r her o integreiddio ystyriaethau o ymdrechion i gefnogi'r Gymraeg i bolisiau datblygiad economaidd rhanbarthol yng Nghymru wedi datganoli. Mae'r manylion am y trydydd papur (Binks) i gael eu hychwanegu ond bydd hefyd yn ymwneud â her sy'n wynebu'r iaith Gymraeg.

1. Dulliau asesu hyfywedd iaith

Mae deall graddau hyfywedd a breuder ieithyddol yn ganolog i ymdrechion i hyrwyddo ieithoedd rhanbarthol neu leiafrifol. Mae'r math o benderfyniadau polisi sy'n gofyn am ddealltwriaeth wybodus o hyfywedd iaith yn eang ac ar raddfeydd daearyddol amrywiol: ar draws y wladwriaeth, is-wladwriaeth/cenedlaethol, rhanbarthol, lleol/trefol. Cydnabyddir bod asesu a deall hyfywedd iaith yn gymhleth. Hyd yn yma, mae gwahanol fathau o systemau dangosyddion yn ceisio asesu hyfywedd iaith gyda lle am ddatblygu pellach. Yn benodol, mae awduron fel yr Athro Colin Williams (2022) wedi pwysleisio posibilïad dulliau mapio fel GIS er mwyn asesu hyfywedd iaith.

Ffocws y papur yw ymchwil i ffyrdd o asesu hyfywedd ieithoedd rhanbarthol neu leiafrifol, i wahanol systemau dangosyddion o hyfywedd iaith a ddefnyddir i asesu hyfywedd ieithyddol mewn gwahanol gyd-destunau rhanbarthol neu leiafrifol yng Ngorllewin Ewrop, ac i botensial dulliau mapio fel Systemau Gwybodaeth Daearyddol (GIS). Asesir eu cryfderau a'u cyfyngiadau a thrafodir i ba raddau mae dulliau GIS yn cyfoethogi dealltwriaeth o hyfywedd ieithyddol. Cynigir argymhellion ar gyfer ieithoedd rhanbarthol neu leiafrifol yn gyffredinol a chyfres o argymhellion ar gyfer y Gymraeg yng Nghymru.

This panel of three academic papers will address the challenges facing efforts to revitalise regional or minority languages.

The first paper (Royles, Jones and Lewis) highlights the challenges of understanding, identifying and assessing linguistic viability with particular regard to the cases of Wales, the Basque Country and Catalonia. The second paper (Lewis) will address the challenge of integrating considerations of efforts to support the Welsh language into regional economic development policies in a devolved Wales. Details of the third paper (Binks) are to be added but will also relate to a challenge facing the Welsh language.

1: Language viability assessment methods

Understanding the degree of linguistic viability and vulnerability is central to efforts to promote regional or minority languages. The types of policy decisions that require an informed understanding of language viability are wide-ranging and on varying geographical scales: statewide, substate/national, regional, local/municipal. It is recognised that assessing and understanding the viability of a language is complex. To date, different types of indicator systems are attempting to assess the viability of a language with room for further development. In particular, authors such as Professor Colin Williams (2022) have stressed the possibility of mapping methods such as GIS in order to assess the viability of a language.

The focus of the paper is research into ways of assessing the viability of regional or minority languages, into different indicator systems of language viability used to assess linguistic viability in different regional or minority contexts in Western Europe, and into the potential of mapping methods such as Geographic Information Systems (GIS). Their strengths and limitations are assessed and the extent to which GIS approaches enrich understanding of linguistic viability is discussed. Recommendations are proposed for regional or minority languages in general and a series of recommendations for the Welsh language in Wales.

2. Regional economic development and language maintenance: is there evidence of policy integration?

This paper presents research evaluating the extent that consideration of the Welsh language has been integrated into the process of formulating key Welsh economic development initiatives. The need for such integration has been highlighted consistently in Welsh Government language strategies (see e.g. 2003, 2012, 2017a). However, to what extent is there evidence of integration taking place? An original content analysis framework was developed to analyse economic development policy documents to gauge the extent that they consider factors relevant to the prospects of regional or minority languages such as Welsh. This framework was then applied to economic development strategies published by the Welsh Government post-devolution, as well as key strategic documents published by three of the Wales' economic regions – North Wales Ambition, Growing Mid Wales and Swansea Bay City Region – as part of their respective growth or city deal bids. Overall, the findings point to a mixed picture. The presentation will reflect on the significance of these findings for ongoing language maintenance efforts in Wales and on how the analytical framework developed for the study could be used to guide research across a broader range of cases.

Dr Huw Lewis, Aberystwyth University

3. Why learn Welsh? Using Self Determination Theory to predict the motivations of New Welsh speakers?

Adult new speakers are acknowledged as an important cohort for language revitalisation in minority language contexts - particularly in relation to the Welsh Governments' target of reaching 1 million Welsh speakers by 2050 (Welsh Government, 2017). However, an ongoing challenge is how to sustain the behaviour of learners to the point that they become active speakers. Self-Determination Theory (STD) (Deci & Ryan, 1985) places importance on the how psychological needs influence individuals' regulation of behaviour. This means individuals might engage more with an activity such as language learning if they feel it's consistent with their sense of self. This paper presents the results of a mixed methods study looking at the motives of 150 adult new speakers to learn Welsh. Results suggest the more self-relevant motives are stronger predictors of learning effort. These results are interpreted alongside qualitative themes generated. Barriers to learning and their implications for language planning are discussed.

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Measuring and embedding the values and justice claims of people and other species in sustainable nature policies

This session draws on cutting-edge interdisciplinary research conducted at Aberystwyth University's Centre for Responsible Societies (CRiSis). The centre explores how diverse values and justice claims—of both people and other species—can be meaningfully recognised, assessed, and integrated into environmental policy to support more just and sustainable futures. The session brings together contributions that investigate both theoretical frameworks and practical methodologies for embedding plural values and multispecies justice in nature governance.

Together, these papers offer a rich and interdisciplinary exploration of how plural valuation, justice, and relational thinking can reshape the way nature's contributions are understood, measured, and governed. The session will provide a critical space for dialogue on how to move beyond traditional economic valuation and towards more inclusive, ethical, and ecologically grounded forms of policy design.

Prof Mike Christie, *Aberystwyth University*, will open the session by introducing the IPBES Values Assessment (2022) and its typology of nature's values, which provides a comprehensive conceptual framework for understanding the multiple ways people relate to and benefit from nature.

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Dr Ebere Ihemezie, *Aberystwyth University*, presents empirical findings from the NERC-funded Navigate project (<https://navigate.aber.ac.uk/>), which explores pathways for operationalising plural valuation in policy and decision-making contexts.

Andrew Slaven (PhD candidate, *Aberystwyth University*) focuses on relational values—a concept emphasised in the Values Assessment—which capture non-instrumental, non-substitutable connections people form with the natural world, and their implications for environmental governance.

Carl Comer (PhD candidate, *Aberystwyth University*) explores the use of happiness indicators as an alternative lens for evaluating human well-being in relation to nature, offering insights into the broader social and emotional benefits of ecological relationships.

Dr Saman Sobhani, *Aberystwyth University*, introduces insights from the Academy of Finland-funded MUST Project (<https://must-project.fi/home>), which advances the concept of multispecies justice. His paper explores how nature-based solutions can be designed and evaluated to reflect the values, rights, and needs not only of diverse human communities—especially those marginalised—but also of non-human species.

Prof Jasper Kenter, *Aberystwyth University*, will present Tree Value Visions – A participatory tool for integrating social values in planning and management of urban treescapes, which was developed with local authorities and citizen panels in Cardiff, York, Milton Keynes, Edinburgh and Camden.

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