



Young People and the EU Referendum



Foundation Phase Conference



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Perspectives on Gender Equality

A Welcome from the WISERD Director



Professor Ian Rees Jones
WISERD Director

With the Referendum result just in we find ourselves living in uncertain times. For some time now WISERD researchers have focused on Young People and the EU Referendum and in contrast with the froth of political rhetoric we provide a detailed empirical analysis of voting patterns among young people and their engagement with the referendum itself. WISERD researchers from Swansea have also looked at the economic consequences of the decision to leave the EU in terms of job security, consumption and future investment in key strategic industries.

While some economic effects will be easily visible in the short-term, other economic, political and cultural impacts, will be long-term in nature.

In this edition of WISERD news, as well as the recent findings from the Young People and the EU Referendum project, we look at the fascinating findings from WISERD Education researchers on the evaluation of the foundation phase and on the impact of the Welsh BaccaLaureate. We also report on our Dementia research and on our activities coinciding with Dementia Awareness Week. A series of reports on research addressing Civil Society and gender equality provide important insights into the ways in which inequalities persist in different contexts. We have updates from our Civil Society work packages covering issues as diverse as language and identity, spatial inequalities, welfare provision, social cohesion, intergenerational relations and grand parenting. WISERD researcher, Kevin Smith, reports on his book on citizenship education and we find out more about the GW4 pay equality research consortium. There is also information on a new web site that is part of our Civil Society Centre research on Trade Unions. Last but not least our back pages are full of useful information on blogs, podcasts and events.

The referendum has exposed deep divisions across UK society; divisions of class, age, nation, and race. The consequences for governance at different national levels will be profound. The lack of civility, misleading claims and, in some cases racism, that characterised the political discourse leading up to and following the vote should also be a cause of concern. However, it seems to me that just to lament social attitudes is an inadequate response. Rather we need to look at the underlying socio-economic, political and cultural problems that are long-term in nature, including job insecurity, low pay, the effects of austerity on households and the sense of alienation that underpins discontent and disaffection. It seems to me that WISERD has a key role to play in reporting, describing, explaining and evaluating the consequences of these events for communities and for social relations.



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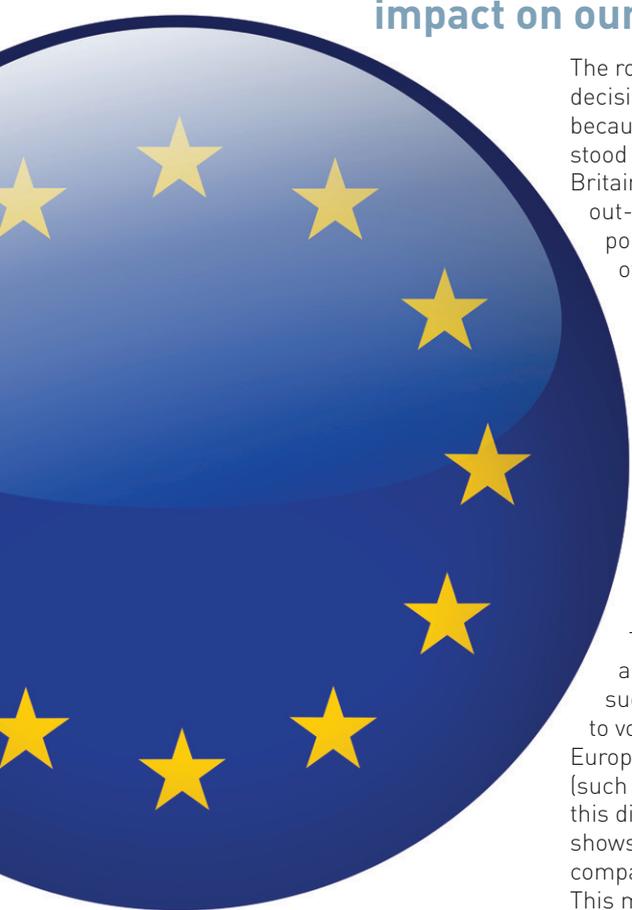
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Young People and the EU Referendum:

3 Key Lessons from Polling Day

Dr Sioned Pearce and Dr Stuart Fox

At the time of writing, it is now almost a week since the UK took the most momentous political decision of this generation, to leave the EU, and the dramatic consequences have dominated the news ever since: the Prime Minister has resigned, the Leader of the Opposition is facing a vote of no confidence, a second independence referendum in Scotland is a serious possibility, there are fresh calls for such a referendum in Wales, and there is talk of a reunification referendum in Ireland. Few decisions taken by the British public could have had such dramatic impact on our political system and society.



The role of young people in this remarkable decision has been of great interest, largely because surveys show younger voters stood out for enthusiastically endorsing Britain's membership of the EU but were out-voted by their more Eurosceptic and politically active elders. With the help of YouGov, our study on Young People and the EU Referendum conducted a survey on polling day to explore how young people planned to vote and how engaged they were with the referendum itself. Here we present our key findings.

1) Young voters overwhelmingly backed Remain – but there were important divisions

Throughout the campaign surveys and opinion polls (including our own) suggested young people were going to vote overwhelmingly to remain in the European Union, and data released since (such as that from Lord Ashcroft) suggests this did indeed happen. Our latest survey shows 61% of under-30s backing Remain, compared with 24% supporting Leave. This makes under-30s the only age group to back Remain by a majority, as 46% of 31-50 year olds backed Remain as well as 40% of 51-65 year olds and 34% of the over-65s, while Leave was supported by 43% of 31-50 year olds, 53% of 51-60 year olds and 59% of the over-65s. It would not be correct to say, however, that all young people were passionate about staying in the EU. Our survey casts some light on the differences. Throughout the campaign a key determinant of whether someone supported Remain

or Leave (besides age) was education: graduates typically wanted to stay in the EU while those with no further or higher education tended to want to leave. This pattern is apparent among the under-30s, with 61% of those who had some post-compulsory education, and 66% of those still in full-time education, backing Remain as opposed to just 35% of those with no post-compulsory education.

We also found political engagement played a role. The more politically engaged the under-30s, the more likely they were to back Remain. When asked how interested in politics they were on a scale from 0 (meaning 'not at all interested') to 10 ('very interested'), 63% of very interested under-30s wanted to stay in the EU. Conversely, one in three with no interest in politics wanted to leave the EU.

Finally, we found a small gender gap among the under-30s which is not apparent among older voters. Young women were more likely to support Remain than young men, with 64% of them preferring to stay in the EU compared with 59% of young men. Conversely, 27% of young men wanted to leave the EU, compared with 21% of young women. There is no indication of any such difference among the over-30s e.g., 42% of men over-30 supported Remain and 50% supported Leave, compared with 41% of women who backed Remain and 49% who supported Leave.

2) Two thirds of under-30s voted – the highest turnout for this age group since the 1990s

72% of eligible voters participated in the referendum, the highest turnout for



any national poll since the 1997 general election. Our survey shows under-30s probably voted at the highest rates for nearly twenty years, with 71% 'certain' they would vote on 23rd June. This is remarkable when set against the backdrop of declining electoral turnout and political engagement among young people in the UK in general. Despite this, turnout of under-30s still lagged behind that of their elders. While 71% of under-30s were certain to vote, this compares with 75% of 31-50 year olds, 81% of 51-60 year olds and 84% of the over-65s.

While it is impossible to know exactly how the result would have been affected had the under-30s voted at the same levels as older voters, there is little question that their lower turnout had a greater impact on support for staying in the EU than leaving. In our data, we boosted the proportion of those certain to vote among 18-30, 31-50 and 51-60 age groups to the same level as those over-65, and then multiplied the number of Remain and Leave supporters in each group by this boosted figure. This produced an overall increase in support of 2.4% for Leave and 3.4% for Remain. While the ultimate outcome is unlikely to have differed had all age groups voted at the same level, the comparatively low representation among the young is nonetheless significant.

3) Despite the negative nature of the campaign, the referendum was successful in boosting youth engagement with politics

A great deal of criticism has been levelled against both the Remain and Leave campaigns for their negative nature and

fear-arousing tactics. There is evidence, however, that despite its hostile and combative nature, the campaign and the issue of EU membership boosted the political engagement of younger voters. The table below shows how the political engagement of respondents changed between the start of the referendum campaign in March and polling day. In March, 7% of under-30s reported having no interest at all in politics, and 40% were highly interested. By June, those with no interest had fallen to 5%, and those highly interested increased to 45%. More impressively, the number who were certain to vote in the referendum increased by 22% in the same time period.

There is little question that the referendum campaign, and the issue of EU membership itself, has stimulated the political interest of Britain's young people to an extent not seen for decades. Whether this proves to be the beginning of a sustained boost in the political engagement of young people with politics or another reason to disengage, particularly given the outcome, remains to be seen.

June 2016



Table 1: Changes in Political Engagement, March – June 2016

Political Engagement	March				June			
	18-30	31-50	51-60	65+	18-30	31-50	51.60	65+
No Interest in politics	7%	9%	5%	5%	5%	6%	7%	5%
Low interest in politics	20%	18%	14%	16%	16%	18%	19%	18%
Some interest in politics	33%	33%	30%	30%	35%	31%	27%	32%
High interest in politics	40%	40%	51%	49%	45%	45%	47%	46%
Certain to vote in EU referendum	48%	56%	69%	74%	71%	75%	81%	84%

A Radical Agenda for Social Innovation

CRESC Colloquium

Professor Ian Rees Jones

As part of the WISERD Civil Society programme, WISERD and CRESC jointly organised an international colloquium on 18th and 19th May at Cardiff University for academics, policy makers and civil society organisations involved in Social Innovation (SI) initiatives.

As an international event, the colloquium was organised in association with Ewald Engelen from the University of Amsterdam and Angelo Salento from the University of Salento together with Julie Froud and Karel Williams from CRESC and the Manchester Business School and Kevin Morgan from Cardiff University.

Within the UK policy community, SI is an umbrella term for solutions which address unmet needs. In mainland Europe, there is a much stronger connection to politics whether in the form of grassroots projects or the EU need for a social supplement to liberal market policies.

In response to these policy debates, theorists have attempted to frame SI

critically in terms of satisfaction of human needs, reconfigured social relations and empowerment or political mobilization.

Ironically, SI is often used rhetorically and adopted as legitimating cover for state retrenchment and welfare cuts. Against this background of ambiguity, our aim was to promote a radical new agenda for social innovation by considering the scope for its application in the foundational sectors of the economy producing basic goods and services necessary to material security and by recognising that radical innovation needs political sponsorship and organisation because it will challenge and disturb mainstream problem framing and existing power relations. We brought together an eclectic mix of academics, practitioners and activists to share research and knowledge across a range of themes.

The colloquium was opened by talks from Julie Froud and Mick Moran (Manchester).

Julie set out an agenda for radical SI drawing on Robert Unger's 'maximalist' approach which, in opposition to austerity, aims to find new practices and institutions to deliver solidarity and community. Mick considered the dark side to the British constitutional settlement from the end of the first world war onwards to argue that we are in the 'best of times and the worst of times' facing irreversible damage but also opportunities to speed the 'strange death of neo-liberal Britain'.

This stimulating start to the day was followed by a themed session on Financialisation that looked at the decline of the innovative CEO, new metrics, the case of German infrastructure and the activities of central bankers. Following on from this Joselle Dagnes (Unito) and Davide Arcidiacono (Catholic University of Milan) presented a summary of a collaborative programme of research undertaken in Italy on the Foundation Economy covering areas from food supply,





Professor Ian Rees Jones (WISERD)

railways and water to the heritage industry which is part of a body of published work produced in collaboration with Angelo Salento and Filippo Barbera who also took part in the colloquium and is a visiting fellow with WISERD over this summer.

Following lunch I chaired a thematic session on 'Expertise, Capabilities and Rights'. This included talks by Pedro Marques on smart specialisation strategies and Veit Bader on associative democracy. John Buchanan visiting from University of Sydney Business School gave an inspirational talk on human capabilities and the session was closed by an illuminating practice based talk on human rights from Jamie Burton from Doughty Street Chambers/Just Fair. We then had our first plenary talk from Judith Clifton from University of Cantabria, who drew on her understanding of European frameworks to argue that we need a shift away from market innovation to social innovation and drawing on Hirschman's work on exit, voice and loyalty to move away from consumers back to citizens.

The final session of the day was on the theme of Participation, State and Democracy. This contained sessions on the economics of popular sovereignty, sustainable food systems, collaborative innovation and civic enterprise. Throughout the day the audience engaged with all the talks leading to stimulating debates and discussion that carried on late into the night over dinner.

The second day began with the second international plenary by Frank Moulaert from the Catholic University of Leuven. Frank gave an overview of nearly 30 years of work in social innovation across a range of territorial spaces and substantive areas. He made a robust and convincing case for less rushing to judgement and more 'slow science' in this field. Following neatly on from this Kevin Morgan chaired a session on 'Geographies of Innovation' that contained talks on local economic development, decentralising democracy in England, collaborative work in urban England and an inspiring talk by Jane Wills on process pragmatism as a means of underpinning research. Following coffee, Filippo Barbera chaired a session on 'Participation and Resistance' that focused on labour markets in the regions, resistance, and the state of the UK voluntary sector. This was followed by a joint presentation of the collaborative report entitled 'Where Does the Money Go?' on financialised chains and the crisis in UK residential care which was published in March this year.

The presentation led to a lively discussion that carried us through lunch to the sixth session on 'Accounting and Valuing' chaired by Karel Williams which covered accountability governance, re-municipalisation and the impact of the Cardiff Capital Region Metro. The final session of the day addressed 'Housing and Innovation' and covered examples from the USA on pension fund real estate investments, bottom-up housing first project for homeless Roma families, failures of the mortgage market and community reinvestment for affordable housing. This led to a fascinating discussion of alternative means of financing as practical solutions to the housing crisis.

The two days left me exhausted but also with a feeling that we had gone some way to addressing our original aims. We had been able to work together as a diverse group of people who identified opportunities for taking these ideas forward for further research and writing and for broadening the networks that this colloquium has begun to put in place. Already plans are being discussed for a follow up meeting in London next year and for looking at how this work can be applied to the Welsh context.



Professor Judith Clifton
(University of Cantabria)

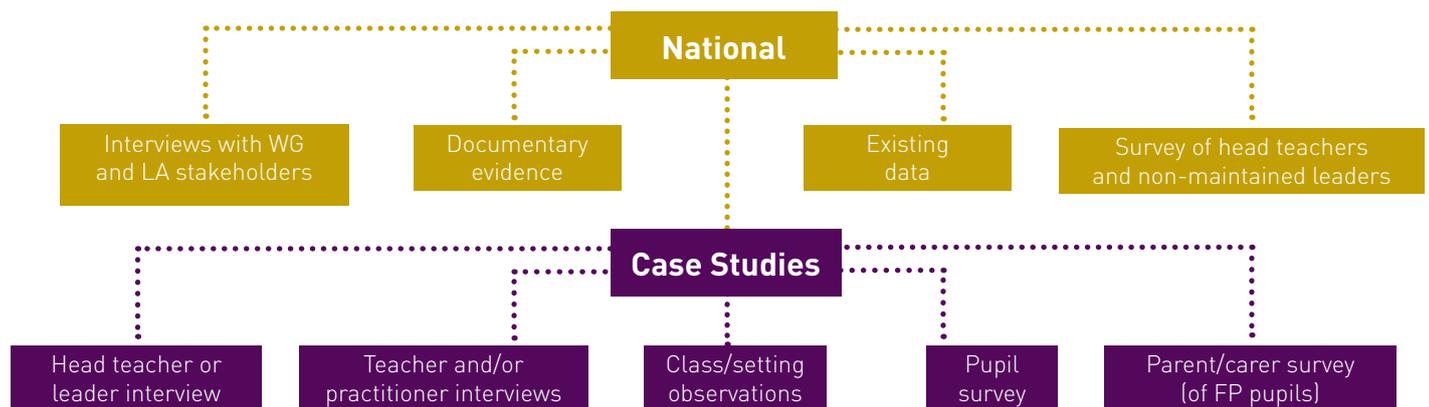


WISERD Foundation Phase

Practitioner Conference

Professor Chris Taylor and Dr Mirain Rhys

On Monday, 23rd May 2016, WISERD held a one day practitioner conference to disseminate key findings and recommendations in relation to the three year independent evaluation of the Foundation Phase early years curriculum.



The conference brought together practitioners from the length and breadth of Wales, as well as key individuals from the Welsh Government Early Years team, academics, educational organizations, local authorities and consortia. Our aim as a research team was to provide practitioners with a chance to engage with the evaluation's main findings, and to discuss with each other about how these findings will influence their own opinions and practice in relation to the Foundation Phase.

The Foundation Phase is a statutory early years curriculum rolled out to each primary school in Wales since 2008 (although piloted from 2004). It adopts a developmentally appropriate approach (DAP) and takes inspiration from holistic approaches to teaching young children from programmes such as Te Whariki in New Zealand, and Reggio Emilia in Italy. Its main aim is to provide children with a variety of opportunities to learn based on seven key areas. Active and practical learning activities are favoured, where children are involved in planning what themes and topics are focussed on, and there is an emphasis on exploring and learning outdoors.

Cardiff University and WISERD were commissioned by the Welsh Government to undertake an independent three-year evaluation of the Foundation Phase. The final report was published by the Welsh Government in 2015, and included 29 recommendations on a range of areas.

The evaluation itself gathered data from a variety of sources, including over 3000 child observations, interviews with practitioners and a parental survey. As this data was analysed, short research summaries were published throughout the evaluation period, with the aim of engaging interested individuals in the findings on a consistent basis. A suite of secondary data analysis also took place to enhance the evaluation's data.

The conference proved immensely popular, and we were greeted by over 70 attendees on the day. Professor Chris Taylor, the project's director, opened the day with a brief introduction to the Foundation Phase evaluation, as well as the main findings and our main aims for the conference.

This was followed by a presentation by colleagues from Welsh Government who had been involved in the evaluation. Launa Anderson, from the Government's Social Research team spoke about the reasoning behind the evaluation, whilst Graham Davies from the Early Years Team within the Government discussed their hopes for using the findings from the evaluation to guide the future of early years in Wales. They emphasised the importance of evidence based policies in light of the evaluation, as well as Professor Donaldson's curriculum reform recommendations, and the introduction of a new Government.

The greater part of the day was allocated to giving practitioners a chance to engage with the evaluation's findings about particular topics. There were six workshops, each concentrating on a topic of interest: Professional Development, Closing the Attainment Gap, Transitions & Assessment, Pupil Wellbeing, Engaging Parents/ Carers and Working with Additional Practitioners. A member of the research team provided the delegates with a short presentation on the main findings and recommendations from the evaluation on each topic, before opening the floor to discussions, with time at the end of each workshop for feedback.



Workshop Theme	Suggestions	Issues
Professional Development		<ul style="list-style-type: none"> • Training for new staff, training for TAs, and initial teacher training.
Closing the attainment gap		<ul style="list-style-type: none"> • Girls are more confident in FP, lack of masculine curriculum. • Do boys start school with a deficit in their learning? • What is the role of parents & grandparents.
Transitions & Assessment	<ul style="list-style-type: none"> • There should be greater overlap between FP and KS2: more training in the FP Profile needed as it gets rolled out. • What role does setting/streaming have in the Foundation Phase? Are national assessments commensurate with the FP Framework? 	<ul style="list-style-type: none"> • Transitions to, through and from FP, and assessment and the FP. • Are LNF national assessments suitable for relatively low achieving pupils at age 7? What does that do to their confidence? • On entry assessments can be time consuming for large classes but better than the previous CDAP.
Pupil Wellbeing	<ul style="list-style-type: none"> • Nurturing practices, classroom environment and whole school practices important for wellbeing in the FP. 	<ul style="list-style-type: none"> • Mixed messages on wellbeing as integrated vs discrete delivery. • The challenges of identifying and measuring/capturing wellbeing in classrooms. • Is wellbeing less important than literacy & numeracy? Certainly looks like that when it comes to practitioner observation of pupils.
Engaging Parents	<ul style="list-style-type: none"> • How can parents and their families be engaged more in the FP? Practicalities, relationships with staff, use of technology. • Ways of engaging parents & families in the Foundation Phase: <ul style="list-style-type: none"> o Calming areas, Pupil voice at beginning of sessions, Circle time, Examples of enhancing wellbeing in the Foundation Phase, Dads day, Class dojo, School trips, Reading café, Grandparents visits. 	<ul style="list-style-type: none"> • Little engagement with parents despite only a very small percentage of parents who were resistant to the FP. • Too many parents do not want to engage. Personal education biographies hinder engagement.
Working with Additional Practitioners	<ul style="list-style-type: none"> • Additional practitioners: pay & conditions should reflect role; need to be well trained. • Adults in FP classrooms should rotate around activities each week; play to individual strengths; ratios = statutory? 	<ul style="list-style-type: none"> • Huge investment in lower adult:child ratios in Foundation Phase, but have we made the most of this? • Additional practitioners much less likely to have undertaken FP training. How do teachers work with APs in planning and teaching?

We wanted to provide practitioners with information that could later be disseminated to the remainder of their professional network post-conference, and so decided to use computer tablets as a means of producing a document linked to the day, as well as trying something different to the old flip-chart feedback method. We provided each table with four computer tablets, with a GoogleDocs document for each workshop. Practitioners were asked to use the documents to create a record of what they thought the main issues were in relation to the workshop topics, as well as any notes on the proposed recommendations and implementation based on their own experiences. At the end of each session, Professor Taylor took some themes from practitioners' notes to provide everyone with general feedback from the workshop. Some suggestions and issues which came out of the day's discussions in relation to each workshop are presented in the table (left).

After the conference, the transcript from each GoogleDocs workshop document was tidied and emailed to each participant alongside the presentation slides from the day. Feedback from the day indicated that this method of documenting discussions was a huge success, and that practitioners hope to use the information collected in dissemination exercises with their colleagues post-conference.

Getting to share ideas and experiences about the future of the Foundation Phase in Wales with the practitioners and professionals implementing the curriculum on a daily basis was a very enjoyable experience. The research team provided delegates with clear and concise evidence from the evaluation, and practitioners were able to provide their perspective on how these findings might impact their practice for the future. Practitioners were also glad to have an opportunity to ask members of the Welsh Government about future plans e.g. in relation to on-entry assessment and assessment frameworks.

Our hope now is that practitioners are able to use the information gathered from the one-day conference to enhance their daily Foundation Phase practice in a way that is useful for them and their pupils.



Findings from the IDEAL project

Dementia: “Illness” Label Can Lower Mood

Professor Ian Rees Jones and Professor Linda Clare

The project *Improving the Experience of Dementia and Enhancing Active Life (IDEAL)* has revealed that people who perceive dementia symptoms as an illness feel more negative than those who see it as an inevitable part of getting older.

The research, led by Professor Linda Clare of the University of Exeter, looked at people who had recently been diagnosed with dementia, and encountered symptoms such as memory loss, difficulty concentrating or carrying out daily tasks. The study, supported by the Economic Social Research Council and the National Institute for Health Research, and by the European Regional Development Fund, found that people who saw these symptoms as an illness reported lower mood than those who saw it simply as part of the aging process.

There is a big emphasis on earlier diagnosis of dementia, but our evidence raises the crucial question of the extent to which giving a diagnostic label really benefits people. Some people do want their difficulties acknowledged with a diagnosis, but our research shows that many others understand what is happening to them as part of a normal process of ageing. For this group, we may be better targeting support and information based on their symptoms or the type of everyday difficulties they are having, rather than focusing on giving a diagnostic label. This is a relatively small study and we must now conduct further work to confirm this to ensure we are providing the best support in this crucial area of health diagnosis, which has enormous implications for how people adjust and cope with these changes in later life.

This was a fascinating study that used mixed-methods so that interview data from the participants were analysed to identify different understandings of the condition. These understandings covered people's identity, ideas about the causes of dementia, how they thought dementia could be controlled, the timeline of the illness, and the impact and consequences of any difficulties or changes and how they coped with these. Themes from this analysis were then incorporated into a

quantitative analysis to look at associations with other factors. We found that people who saw symptoms as just a part of ageing had better mood levels compared to people who viewed them as an illness. This is important because people may benefit more from services if we can tailor them to take account of these different views and responses to illness.

The study, involving collaborators from Bangor and Cardiff universities and published in the *Journal of Alzheimer's Disease*, looked at sixty-four people who had been given a diagnosis of mild to moderate Alzheimer's Disease or dementia, and who took part in the Memory Impairment and Dementia Awareness Study. They completed interviews and questionnaires and in each case a family member or close friend was also interviewed. Despite the diagnosis, nearly two thirds of this group did not consider themselves to be “ill”, but saw the condition as a sign of ageing.

Those who considered themselves to have an illness had lower mood and described more emotional consequences including anger, sadness, embarrassment and a loss of confidence.

The paper, *“I Don't Think Of It As An Illness”: Illness Representations in Mild to Moderate Dementia*, is published in the *Journal of Alzheimer's Disease*, by Linda Clare, Catherine Quinn, Ian Rees Jones and Robert T Woods.

March 2016



Findings from the IDEAL project

Better Understanding of Caregivers Perceptions of Dementia Could Improve the Level of Support They Are Offered

Professor Ian Rees Jones, Dr Catherine Quinn and Professor Linda Clare

Illness representations, or the way individuals perceive an illness, often shape responses to that illness, affecting the type and level of care and support administered to an individual, either by themselves or by those with caring responsibilities.

A recently published paper co-authored by Catherine Quinn and Linda Clare from the Centre for Research in Ageing and Cognitive Health (REACH) at the University of Exeter and WISERD Director Ian Rees Jones considers the illness representations of caregivers of people with dementia. Utilising data from the Memory Impairment and Dementia Awareness Study (MIDAS) this paper undertakes content analysis on 50 semi-structured interviews with family caregivers of people with dementia to explore their understanding of their relative's condition.

Results suggest that the majority of caregivers describe the person's illness in a medical diagnostic way, with the majority citing biological factors as a major cause, although other causes such as hereditary factors, ageing, life events, lifestyle and environmental factors were also referenced.

Relatively few caregivers in the sample were able to identify things the person with dementia could do to help manage their condition, with some feeling that there was nothing that could be done. Results suggest that there is considerable uncertainty about how dementia would progress over time amongst caregivers, who were found to have varying views on the effectiveness of medication.

Given these results, the paper suggests that more tailored information and support should be provided to caregivers that addresses these underlying beliefs. This information should focus on the causes of dementia, the timeline of the illness and techniques for its management. Gaining an understanding of caregivers existing illness representations will help to tailor such information to meet their individual circumstances, helping them to care for someone with dementia.

The full article is published in the Journal of Aging and Mental Health. The research has been undertaken as part of the Improving the Experience of Dementia & Enhancing Active Life (IDEAL) project.

February 2016

About the IDEAL Project

Running from 2014- 2018, the IDEAL project is a major five-year longitudinal cohort study of 1,500 people with dementia and their family carers across the UK. Responding to the Prime Minister's Dementia Challenge, the IDEAL project aims to understand what 'living well' means, and to identify what helps people to live well with dementia or when caring for someone with dementia. IDEAL is led by the Research in Ageing and Cognitive Health Group (REACH) at Exeter University with WISERD as a collaborative partner, and funded by the Economic and Social Research Council and National Institute for Health Research.

This project will examine how social and psychological factors influence the possibility of living well - drawing together expertise from psychology, sociology, medicine, public health, economics, social policy, physiology and statistics. It will identify what changes could be made at individual and community levels to make living well more possible, and will result in recommendations for social and health care purchasers, providers and planners and advice and guidance for people with dementia and those who support them. This project will be the first to create a detailed longitudinal data set in this area. This data set will be a unique resource for social science research in the UK and internationally.

www.idealproject.org.uk

International Research from WISERD's Civil Society Programme:

Reveals Gender Equality Challenges in India and Nepal

Professor Paul Chaney

A new study by Professor Paul Chaney reveals how governments' in South Asia are failing to fully engage and respond to civil society organisations' policy demands on women's rights and representation.

Under the terms of a key United Nations' agreement of 1995 (globally subscribed to by 180+ states), countries are required to listen and respond to civil society organisations in setting their governing priorities and law-making. World-rankings show how India and Nepal face major gender equality challenges. According to the World Economic Forum Global India is ranked 114th out of 142 states and Nepal is ranked 112th – and the UN Gender Inequality Index ranks the two states 135th and 145th (respectively, out of 187). Yet, WISERD'S study of practice in both countries (2005-15) reveals that, whilst at a rhetorical level politicians have embraced civil society engagement to promote equality between women and men, the reality is different.

The analysis points to pronounced power differences between government and civil society. Study data show this to be particularly evident in the language used to express policy ideas and the priority given to different policy areas.

Analysis of the reports submitted to the United Nations over the decade to 2015 show that, compared to government, civil society organisations in both countries give more than twice as much weight to addressing the discrimination and the oppression of women. A further key example civil society organisations in both countries underline how women bear the brunt of poverty. One Indian civil society organisation cited in the study captured the ongoing malaise by referring to how: 'culture and religion are entrenched in behavioural patterns and mental attitudes, which are exacerbated by stereotyping the economic and social roles of women and men creating a vicious cycle of discriminatory practices favouring male domination'.



Education is a further arena of inequality highlighted in the analysis. Here ongoing patterns of discrimination are summed up in the policy demands of civil society organisations. In Nepal one NGO underlined how: 'barriers preventing women and girls from participating in education, training and science... are still prevalent... budget constraints and a lack of funding have impeded policy implementation. [Amongst the ongoing problems...] parents in rural areas keep their daughters out of school to act as childminders for their younger siblings during harvesting periods'.

The WISERD study concludes by noting that, whilst at a rhetorical level at least, contemporary government advocacy of gender equality in India and Nepal is undoubtedly positive, this new research

raises a number of key, ongoing concerns about how those in power are attempting to implement the requirements of UN gender equality agreements.

Read the full paper here:
Chaney, P. (2015) The 'Complementarity Conjecture' - Does Civil Society Engagement Strengthen Input Legitimacy and Shape Policy Delivery? The Case of Gender Mainstreaming in India and Nepal 2005-15, *Journal of Comparative Asian Development* (T& F, Routledge). 14, 3, pages 377-13 www.tandfonline.com/doi/full/10.1080/15339114.2015.1099827

March 2016

International Research from WISERD: Civil Society Perspectives on Gender Equality in Post-Conflict States

Professor Paul Chaney

New International Research from WISERD published in the journal World Development presents civil society perspectives on gender equality in post-conflict states.

This comparative study by Professor Paul Chaney examined developments in twelve-countries including: Afghanistan, Ethiopia, Georgia, Liberia, Sierra Leone and Rwanda. The findings reveal the specific data and governance challenges that exist in war-affected states as policy actors press for heightened attention to issues such as the effects on women of war-induced poverty, human rights violations, and women's empowerment in state reconstruction and peace-building.

The civil society discourse underlines how the legacy of war disrupts and diminishes civil society organizations' networks and capacity to engage in policy work. Thus, for example, one NGO alluded to how: 'threats and attacks on the right to life by the various combatants force women to move, for the most part, away from the rural areas, where they are conducting productive projects that empower other women and strengthen society, which causes a disruption of organizational processes'.

Another underlined how conflict and militarization create a culture of violence that renders women especially vulnerable after war - because institutions of governance and law are weakened and social fragmentation is pronounced: 'We reaffirm the important role of women in the prevention and resolution of conflicts and in peace-building, and to stress the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and

security, and the need to increase their role in decision-making with regard to conflict prevention and resolution'.

The WISERD analysis shows how the aftermath of war accentuates policy differences between civil society and governing elites. In response, the research seeks to address a gap in the existing literature on 'transitional justice' (or - the judicial and non-judicial measures implemented to redress the legacies of human rights abuses during conflict). This, the study argues, is necessary because, hitherto, the literatures of gender equality, civil society and transitional justice have largely travelled on parallel tracks. Accordingly, the research proposes a Transformative Model (TM) of gender justice in Post-conflict States. It is based on the proposition that various legal responses to peace-building and state reconstruction should be evaluated on: 1. the basis of their prospects for democracy and; 2. They should be

informed by the idea of "gender justice" — or, "legal processes that are equitable, not privileged by and for men, and which acknowledge ways in which women uniquely experience harm. Moreover, the TM calls for wholesale reform in the context of peace-building and state reconstruction through the engendering of "transitional justice" across four Transformational Domains (actors, issues, rules, and structures) in order to secure future gender equality in public policy and law-making in war-affected countries.

Read the full paper here:
Chaney, P. (2016) Civil Society and Gender Mainstreaming: Empirical Evidence and Theory-Building from Twelve Post-Conflict Countries 2005–15, World Development, Volume 83, July 2016, Pages 280–294
www.sciencedirect.com/science/article/pii/S0305750X16000085

May 2016



Women's Marginalisation in Post-War UK Politics

Professor Paul Chaney

On 2nd February Prof Paul Chaney presented the findings of a new study of political representation to a seminar organised by the Research Hub of third sector organisation Chwarae Teg. The paper analysed the parliamentary scrutiny of the substantive representation of women (SRW) in UK Governments' Post-War legislative programmes. The SRW refers to the situation whereby women's needs and concerns are reflected in policy and law.

Seminar participants heard how women's representation has been marginalised in UK politics with just 26 legislative proposals concerned with the SRW in 22 King/ Queen's Speeches 1945-2012 (← 1 % of all post-war legislative programme proposals). Notwithstanding the Conservatives' greater time in office, Labour accounted for 69.2 per cent of the post-war SRW legislative proposals. The analysis also revealed Left-party dominance to be a feature of the scrutiny of post-war governments' legislative programmes - with Labour again responsible for more than two-thirds

interventions on the SRW in 'First Day Debates' (the plenary scrutiny sessions where opposition and back-benchers critique governments' plans for the forthcoming parliament).

The study engages with a core debate in the political science literature, namely the relationship between critical mass and critical actors. In other words, the extent to which the substantive representation of women is driven by the overall presence of women parliamentarians ('critical mass') as opposed to the actions of key feminist activists ('critical actors').

The analysis revealed that whilst the post-war increase in the number of women MPs was a contributory factor (women currently constitute 29% of MPs - compared to 3.8% in 1945), the increased scrutiny of the SRW was principally due to the actions of critical actors. The study also found that there had been a qualitative shift in the nature of scrutiny; MPs have moved from the short interventions arguing the case for equal representation as seen in the immediate post-war years, to more detailed deliberation in recent decades on the

precise means by which the SRW may be realised in public policy and law. The analysis underlines that the dearth of references to women's representation per se does not support the conclusion that the executive agenda-setting practices at Westminster amount to institutional sexism. If they were applied to a gender equal society free from issues of inequality and discrimination their absence would not be problematic; generic policy statements would cover citizens regardless of their sex. Yet, as a large body of historical analysis and social science research attests, the key point is that deep-set patterns and processes of gender-based inequality and discrimination pervaded British society over the period studied. Accordingly, one would expect significant attention to the substantive representation of women in governments' legislative programmes, yet, as the study reveals, prior to 1990 it is largely absent.



Read the full paper here:
Chaney, P. (2015) Organized out of politics? Parliamentary scrutiny of the substantive representation of women in UK governments' legislative programmes 1945-2012, *Women's Studies International Forum* 50 (2015), pp. 57-67.
www.journals.elsevier.com/women-studies-international-forum/

February 2016



How the Welsh Baccalaureate Impacts on Students' University Performance

Professor Chris Taylor



Undergraduate Bioscience students who achieved the Welsh Baccalaureate Advanced Diploma Qualification (WBQ) in addition to three A-Levels, performed less well academically at university than students who only undertook three A-Levels.

These are the findings of a study carried out by researchers at Cardiff University School of Biosciences and Professor Chris Taylor, WISERD.

The analysis also examined the possible impact of achieving the WBQ on different kinds of university assessments – in other words, does it help to better prepare students for coursework assignments compared to examinations? Researchers found that students with the WBQ were less likely to do well in both coursework and examination assessments.

“This research is important as it has implications both for university admissions policies and for ongoing evaluation of the WBQ” explained Dr Emma Yhnell, one of the authors of the study.

“It also, of course, has implications for students. By understanding the correlation between WBQ qualifications and subsequent academic performance, we can help to ensure that all students get appropriate support during their time at university.”

Further to this research being undertaken, the WBQ has undergone some revisions with the aim of making the qualification

more rigorous. Talking about the changes, Dr Yhnell said,

“The recent WBQ reforms have seen the introduction of a graded component, and we look forward to seeing evidence of how these changes impact on students’ university performance.”

Professor Chris Taylor comments, ‘In 2011 WISERD undertook an analysis of progression and outcomes of students with the Welsh Baccalaureate Advanced Diploma for Cardiff University. The findings from this analysis were somewhat surprising and very concerning – students with the Advanced Diploma appeared to do less well at the University compared to similar students with other qualifications. These results were shared with the Welsh Government who then subsequently commissioned their own independent investigation looking at the relationship between the Welsh Baccalaureate Advanced Diploma and higher education. WISERD successfully tendered for that research which included analysis of all Wales-domiciled students at any university in Wales and the rest of the UK. This larger study produced the same findings as those found for Cardiff University, which in turn led to significant recent reforms of the Welsh Baccalaureate.’

‘Despite the importance of these findings within Wales we were still unable to say very much about why Welsh Baccalaureate students did less well

than their counterparts. Consequently colleagues in the School of Biosciences at Cardiff University decided to explore this relationship in more depth amongst their own student cohorts. With WISERD’s support they undertook new analysis with more detailed data. This included, for example, a comparison of students with other types of non-traditional qualifications and a comparison of student’s achievement in coursework and examination assessments. These fully peer-reviewed results were the same. Students with the Welsh Baccalaureate Advanced Diploma achieved less well academically compared to other similar students, irrespective of how they were assessed. These results lend further support for the claim that passing the Welsh Baccalaureate Advanced Diploma is not the equivalent of achieving an A grade in GCE A-Levels despite being regarded as equivalent entry requirements in many universities’ admissions arrangements.’

The WBQ was introduced to schools and colleges in 2003 as an A-Level equivalent qualification.

Read the full paper ‘The impact of attaining the Welsh Baccalaureate Advanced Diploma on academic performance in bioscience higher education’ here: www.tandfonline.com/doi/pdf/10.1080/09500693.2015.1135353

May 2016

Seminar Series Update

Professor Paul Chaney

Engagement - WISERD Civil Society Public Seminar Series

Since the last edition of WISERD News the successful Civil Society Public Seminar Series has continued with eight seminars across our constituent institutions in Bangor, Aberystwyth, Swansea, South Wales and Cardiff. These involved presentations by WISERD researchers – as well as leading international speakers (profiled below). A number of shared themes spanned the seminars. These include: problematizing the concept of civil society, exploring how it operates as a political space for making policy demands on those in power, and how social relations and engagement in civil society are mediated by diverse factors (such as intergenerational relations, political communication, social capital and trust).

Mediating Civil Society: is Wales getting the Media Services it deserves?

Media policy in and for Wales should be founded on evidence based on the Welsh market, culture and civil society. However, to date, media policy has yet to realise the realities of devolution. These were amongst the key conclusions presented at the seminar that took place on Thursday 28th January, 2016 at the Atrium, University of South Wales, Cardiff. The seminar's focus aligned with the second research Theme in WISERD's ESRC- funded programme of work on civil society, namely, 'Individuals, Institutions and Governance'. The well-attended event heard from Dr Ruth McElroy (University of South Wales) and Hywel William (Director, Advisors in Media) as they presented the findings of their project 'Wales Media Audit: mapping the state of the mediated nation' - that was part-financed with WISERD Research Development Funding.

In the seminar, analysis from the Wales Media Audit Report also pointed to major changes in the media landscape in Wales. Notwithstanding the fact that media policy in Wales is a reserved matter under the direct control of the UK government, Dr McElroy and Mr Hywel William argued that it is essential, therefore, that the UK government recognise the particular media needs of Wales and that the Welsh Government, too, should act to the full



Dr Ruth McElroy (University of South Wales), **Hywel William** (Director, Advisors in Media), and **Paul Chaney** (WISERD)

extent of its capacity in this area. The audience heard the consequences of this shift for civil society, for communities and for the sustainability of Welsh creative industries.

Amongst the core findings were that, at a time when Wales as a democratic entity has never been more clearly defined, the sources of information for debate and scrutiny about government, culture and identity are drying up. Specifically, compared to the situation in 2008, with some exceptions, whilst the availability of communications has significantly improved, yet the position regarding content for audiences in Wales is considerably worse. Notably, output and spend on English language television by BBC and ITV has further diminished, with an inevitable narrowing of the range of programmes. Over the same period S4C has suffered the first ever cut in its funding. In common with newspapers everywhere, the print circulations of Welsh newspapers continue to drop, while their journalistic resources shrink. Dr McElroy and Mr Hywel William concluded that 'while there have been substantial increases in the accessing of news through a range of digital platforms, this has not compensated for a reduction in the forensic capacity of Welsh journalism. In a situation that requires investment and coherence, overall Wales has seen market failure writ large'. Overall, this presents a major and significant challenge to civil

society and democracy in Wales. The full IWA Wales Media Audit can be accessed here: www.wiserd.ac.uk/news/latest-news/mediating-civil-society-wales-getting-media-services-it-deserves/#sthash.dPbc55o7.BwLR02Qv.dpuf

Religious continuity and discontinuity in three generation families: Are grandparents important agents of transmission?

On Thursday 18th February, the Civil Society Seminar Series at Cardiff University featured a stimulating presentation from Professor Merril D. Silverstein of Syracuse University, USA. By exploring religious continuity and discontinuity in three generation families, the seminar linked with the fourth research Theme in WISERD's ESRC- funded programme of work on civil society, namely 'Generation, Life Course and Social Participation'. Amongst the key findings presented at the seminar was the fact that grandparents and parents independently influence the religiosity of grandchildren, with parents exerting an effect three times that of grandparents. Moreover, grandparents' religiosity is also conveyed to their grandchildren by magnifying the religious influence of parents, but is inhibited from transmission under conditions of parental divorce. Furthermore, religious orientations persist across multiple generations and over long periods of time, but signs of disruption are seen in new family forms.



L-R. Prof Ian Rees Jones, Prof Merril D Silverstein, Dr Martijn Hogerbrugge and Prof Paul Chaney.

Thus the seminar set out the findings from respondents participating in the Longitudinal Study of Generations between 1971 and 2005. The analysis pointed to how families are anchors in spite of social turbulence. In the face of major social change the family is still of key importance as a source of relative stability in US society. Intergenerational ties are a thread that runs through families; one that links adjacent and non-adjacent generations providing social stability. An ongoing demographic shift whereby people are living longer than their forebears

means that children and young people have significantly longer periods of their lives during which one, or two of their grandparents are alive. Generally, issues of divorce or separation and other factors aside, the longer this period is, the greater are the opportunities for intergenerational transmission of religious beliefs and attitudes. Notwithstanding a general decline in religiosity in the US, families are struggling in terms of how to incorporate beliefs and values into their lives. Study data indicate that the chances of intergenerational transmission of religious

values from grandparents are enhanced when parents are more religious. New communication technologies (such as Skype, Facebook, e-mail etc.) pose interesting questions to be addressed in future research on the impact they may have in providing opportunities for greater contact and interaction between young people and grandparents – and how this impacts on the intergenerational transmission of religious values from grandparents.

International Presenter Profile



Professor Merril D. Silverstein, Ph.D

Professor Merril D. Silverstein, Ph.D., is the inaugural holder of the Marjorie Cantor Chair in Ageing Studies at Syracuse University in the Maxwell School Department of Sociology and

School of Social Work. He received his B.A. from Queens College, and his M.S.W. in Social Work and Ph.D. in Sociology from Columbia University (1990). He was previously Assistant Research Professor of Population Studies at Brown University, and from 1989 to 1992, a postdoctoral trainee in aging research at the Andrus Gerontology Center. Professor Silverstein's research is concerned with understanding how individuals age within the context of family life, including such issues as social support across generations, later life migration, life-course patterns of intergenerational solidarity, and public policy toward caregiving families. He is a recipient of a FIRST Award from the National Institute of Aging to study grandparenting over the life-course, and a grant from the NIH Fogarty International Center to initiate a longitudinal study aging families in rural China. He is also Co-Principal Investigator (with Vern Bengtson), of the Longitudinal Study of Generations and Mental Health. Prof. Silverstein is a

Fellow of the Brookdale Foundation, the Gerontological Society of America, and the Fulbright International Senior Scholars Program for his research on informal and formal support systems for the aged in Sweden. Most recently he received funding from the National Science Foundation to study how children of divorce benefit from support by grandparents. At Syracuse University he also teaches graduate and undergraduate courses in the sociology of aging, family sociology, the demography of aging, and quantitative research methods in the social and gerontological sciences. Professor Silverstein is currently Senior James Martin Visiting Fellow at Oxford University Institute of Population Ageing. Between 2010 and 2014 he was editor of Gerontological Society of America's flagship journal - *the Journal of Gerontology: Social Sciences*.

WISERD Civil Society Seminar - Education, language and identity. Creating devolved education systems in Scotland and Wales

How do education policies and policies guiding the work of organisations working with young people attempt to influence their sense of identities? That was the question guiding Professor Rhys Jones and Dr Elin Royles' presentation based on their WISERD project entitled 'Education, Language and Identity: Creating Devolved Education Systems in (Scotland and) Wales'. The study (which also involves Professor Lindsay Paterson, Dr Fiona O'Hanlon and Dr Kirstie McLeod, University of Edinburgh), is investigating types of civic participation and conceptions of language and identity promoted within the statutory education system, and within civil society organisations working with young people, in both Wales and Scotland. The public seminar at Aberystwyth University on 16 March 2016 related to the first stage of the research in Wales and discussed the literature regarding how the education sector and youth-related voluntary organisations are perceived to influence the identities of young people.

These were compared and contrasted with the findings of their first-stage project interviews with elites working in these areas in Wales. Key themes that emerged from the discussion were the diverse ways in which both sectors influence and deepen the identities of young people, juxtaposed by the lack of explicit attention to the role of these sectors in promoting Welsh identity. Despite the extent of developments since 1999, amongst the policy relevant findings were questions regarding whether the process of implementing the Donaldson recommendations would achieve the Welsh Government's aims of exposing young people to a more distinctive Welsh identity and the implications of evaluation indicators on how the non-statutory organisations' engage with young people.

Bowling Together? Civil Society in a North East Wales Village

On 16th March, Dr Robin Mann, Professor Howard Davis, Mr David Dallimore and Dr Marta Eichsteller presented their emergent findings from the WISERD Civil Society project 'Researching Civil Participation, in Place, and Over Time' at Bangor University. This project examines experiences of participation at the local level and what they tell us about the changing patterns of mobilisation in



Dr Elin Royles

particular places in Wales. It also analyses trust in social organisations, and how social identities and inequalities shape local civic relations. The public seminar was entitled: 'Bowling Alone? Civil Society in a North East Wales Village'. The team presented the fieldwork undertaken at their research site, the village of Rhosllanerchrugog ("Rhos") within the local authority of Wrexham Borough Council. The village provides an interesting site for exploring continuity and change in local civil society with its rich history of associations linked to religion, the Welsh Language and employment in heavy industry.

Data collection, to date, has included 16 biographical narrative interviews with key individuals in local community groups and institutions; 101 structured interviews with local residents; participation observation at community meetings and events; and analysis of documentary and archival material.

The presentation focused on one key emerging finding to do with the way some community groups and institutions have evolved over time in quite significant ways. In some cases the personnel involved in community groups has remained constant; in other groups they have been succeeded by new personnel.

A good case study illustration of this is the village bowling club. It used to be a traditional working class male activity; the team was all-male and the club-house was a male preserve. Today however the club has both female and male members and players.

The park and clubhouse is now multi-purpose and used for a variety of local associational purposes. The reasons for this change are multi-faceted and include the crucial role of a Heritage Lottery Grant fund and the maintenance of the site through Wrexham Borough Council. Cuts to funding lottery and council funding mean the long-term future is uncertain. But bowling in Rhos does seem relatively secure for the foreseeable future due to a supportive civic infrastructure and the character of local networks, and not just because of the commitment of local enthusiasts. This particular finding suggests a more complex picture than the one painted within some broader claims about a decline in participation in traditional associations. It also indicates that researching participation within their situated contexts is important for uncovering and understanding these 'subtler' forms of continuity and change. As the fieldwork in the Rhos draws to a close the team are currently finalising their plans for research at a second contrasting research site.

Measuring trust and transparency - Exploring a mixed methods approach

On 5th May, Professor Alistair Cole and Dr Ian Stafford delivered a public seminar at Cardiff University linked to their WISERD Civil Society project entitled 'Building Trust? Institutions and Interactions of Multi-Level Governance in the UK, Germany and France. This study utilises a mixed-methods approach to explore the role of trust and transparency within the context of multi-level governance in Europe, looking at the extent to which a pan-European convergence in norms of trust has emerged and its relationship to transparency. The project will examine the interplay of trust and transparency within across the European states. Their insightful and well-attended presentation outlined how, against the backdrop of a perceived decline in trust in democracy and government, transparency has frequently been identified as a potential remedy to these phenomena. Using key tools of comparative politics, their timely research will explore questions of trust and transparency in the context of the rise of multi-level governance. In other words, the situation whereby governing is shared across different tiers (central, regional, local and supra-national). This brings with it interesting institutional forms, centre-periphery dynamics, and domestic-international tensions as public decision-making takes on new forms in the reconfigured state of the twenty-first century.

The concepts of 'trust' and 'transparency' have been the subject of intense debate - and the seminar critically examined existing approaches to their measurement in research on civil society and other sectors.

In particular, Professor Cole and Dr Stafford pointed to how multi-methods research may offer an effective means of exploring the interplay between trust and transparency. Those attending were told how this will inform future empirical data-gathering and analysis in a sample of six regions drawn three key European states - namely: a federal state (Germany), a predominantly unitary state modified by forms of asymmetrical devolution (United Kingdom) and a decentralised but still unitary state (France).

Hidden Entrepreneurs? Social Innovation in Italy

On May 12th WISERD was pleased to welcome Professor Filippo Barbera (University of Torino and Collegio Carlo Alberto) who gave the latest seminar in the WISERD Civil Society series at Cardiff University. His interesting and well-attended presentation explored the role of "social innovators" in Italy. Drawing on a qualitative research design those attending heard how respondent-driven sampling (including network analysis) can provide rich insights into the connections between the not-for-profit sector and for-profit sectors.

The focus of Professor Barbera's research is timely because, as the seminar revealed, social innovation points to new kinds of production and exchange markets where profit and non-profit organizations interact in distinctive ways.

Research findings from the Italian analysis reveal how many of the most successful innovators have learned to operate across sectoral boundaries. Furthermore, they show how innovation thrives most when there are effective alliances between small organisations and entrepreneurs.

Overall, Professor Barbera's work critiques the contemporary trend of portraying social innovation purely as a functional reaction to market and state failure. In doing this it engages with the challenge of understanding whether social innovation practices satisfy supposedly unmet needs in new ways - and whether such interaction really differs from market-like exchange.

International Presenter Profile



Professor Filippo Barbera's

A leading European scholar, **Professor Filippo Barbera's** research interests include economic sociology - including sociological analysis of production markets - and regional and local development. He was Secretary of the Italian Sociological Association - leading on 'Work, Economy and Organization' (2010- 2012), and a member of the Editorial board and co-editor (2007-2009) of the academic journal "Sociologica". He has held a series of prestigious visiting fellowships - including at Nuffield College, Oxford and the Institute for European Studies at Cornell University.

He has published widely in leading international academic journals. The following two examples illustrate his insightful analyses

- 'Sociology and development, what is at stake'? (Sociologica, 2010). Here Professor Barbera explores how development and modernisation processes are fundamental themes, if not the constitutive ones, of classical

sociological thought. Yet, in an attempt to spell out conditions, characteristics and consequences of the economic and social development of countries and contexts, scholars have conceptualised them in diverse ways. Recently, development theories themselves have undergone significant changes. Most striking are those linked to economic sociology. Accordingly this article explores the main analytical consequences this new centrality of economic sociology in the field of development analysis.

- 'Social capital, welfare state and political legitimacy' (American Behavioral Scientist, 2010, 53, 5, pp. 677-690, with con Roberto Albano). In this paper the concept of negative social capital is used to address the contextual impact of micro mechanisms explaining political legitimacy. It first illustrates the effect of social capital with regard to its negative consequences. Then four countries are used to present a case study of a different welfare regime, and offer a measure the distribution of "time given helping others." The helping behaviour is interpreted as a credit slip in social capital vocabulary, and its effect on the confidence in democracy in different welfare regimes is measured. The research findings suggest that helping behaviour in weaker welfare regimes has detrimental consequences for political legitimacy. The research results are consistent both in a cross-country and in a within-country comparison.



Education, Language and Identity

Research Team:

Professor Rhys Jones, Dr Elin Royles (Aberystwyth University)
& Professor Lindsay Paterson, Dr Fiona O'Hanlon (University of Edinburgh)

Funder: ESRC

Start date: April 2016

End date: March 2019

Overview

The project will use interviews and questionnaires to investigate the types of civic participation and conceptions of language and identity promoted within the statutory education system, and within civil society organisations working with young people, in both Wales and Scotland.

In the project's initial stages the four Co-Investigators will undertake around a total of 15-20 interviews with national-level elite policy-makers, in the fields of education, language and the third sector and civil society organisations in the non-statutory education sector.

The target achieved sample size will be 480 students aged 14 - 16 drawn from 12 schools; 240 students and 6 schools in each country. The schools form the basis of our sampling strategy and would be selected to cover the range of linguistic and (so far as possible) of social contexts in which Welsh-medium and Gaelic-medium education takes place. 40 students would participate in the survey within each school: 20 of the students would have attended Welsh-medium or Gaelic-medium education, and the other 20 would not have done so but would have studied Welsh as a second language or Gaelic for learners.

A questionnaire will ask about both school-related experiences and also experiences outside school.

A total of 120 follow-up interviews will be undertaken – 60 in each country, drawn from the people who have replied to the questionnaire.

In addition, as part of the fieldwork visits, the Research Associates will undertake 20-25 interviews with teachers in schools and local leaders of civic organisations to which young people belong.

Finally, the four Co-Investigators will undertake a total of 20 interviews / debriefing sessions with national-level elite policy-makers, in the fields of education, language and the third sector and civil society organisations in the non-statutory education sector. The aim will be to refine the research findings and forge and identify pathways to impact.

Research Questions

- What understandings of cultural identity do young people acquire from statutory and voluntary educational institutions?
- In particular, what is the nature of the linguistic identities that these institutions encourage?
- How, if at all, does the history of civic institutions impinge on young people's identities today?
- What is the relative importance of statutory and non-statutory institutions in shaping young people's identities?

- What role, if any, do devolved political institutions play in shaping young people's identities?
- How do the answers to all these questions vary by other factors which affect young people's identities – for example, gender, ethnicity, religion, place of residence and place of origin.

Outputs

- Capacity Building activities – 3 x 1-day workshops for approx. Workshop 1 for approx. 25 attendees, Workshops 2 and 3 for approx. 50 attendees.
- Impact and Knowledge Exchange - We will produce a two policy briefing documents, which will be used to communicate the main policy findings of the project and these will be launched at two seminar events, one each in Scotland and Wales.
- The costs of producing any materials to be uploaded online (e.g. podcasts or short video presentations relating to the project's findings, vidcasts of seminar events) will be provided for by Aberystwyth and Edinburgh universities as appropriate.
- At least four academic journal papers will be produced. Target journals would be: Journal of Language, Identity and Education, The British Journal of Sociology, Regional and Federal Studies and Youth and Policy.

WISERD CIVIL SOCIETY





Implications of Spatial and Temporal Variation in Service Provision for Inequalities in Social Outcomes

Research Team:

Professor Gary Higgs, Dr Mitch Langford and Dr Nicholas Page (University of South Wales) & Dr Scott Orford (Cardiff University)

Funder: ESRC

Start date: April 2016

End date: March 2019

Overview

The study will undertake a comprehensive review of the literature on social capital with a particular focus on community level measures at a range of spatial scales. The ultimate aim is to critically assess the suitability of existing secondary sources of quantitative data in investigating levels of social capital within communities in relation to changing levels of provision of key public services. The first stages of the project will involve a review of existing approaches to measuring social capital, an assessment of the suitability of existing databases for mapping small area variations on social capital in Wales and a preliminary spatial analysis of trends across Wales. This review will also include a review of sources and methods used in other international contexts drawing on alternative approaches to estimating small area variations in social capital.

The study will build on research conducted in Phase 1 of WISERD on the use of enhanced two step floating catchment area (E2SFCA) techniques to examine small area variations in accessibility.

The aim is to examine the potential association between temporal and spatial variations in accessibility and levels of social capital. This study will investigate the use of large scale government social surveys as the primary source of data on social capital using different methodologies. The survey questions used to examine different facets of social capital will be critically assessed and a subset

will be used to further investigate potential associations with small area variations in accessibility to services. The study will further investigate how applicable these data sources are in estimating different strands of social capital in a range of contexts (e.g. urban versus rural).

During the course of the project the aim is to review and develop innovative small area measures of social capital using techniques such as spatial microsimulation and synthetic data estimation and to examine the potential of such techniques used in conjunction with social surveys to provide small area predictions of, for example volunteering, public participation and feelings of neighbourhood belonging or community spirit, which could be used to judge the resilience of communities to pre-empt or to service level changes.

Research Questions

- Which communities have high levels of social capital which could be harnessed to substitute for government or private provision and run services through community-based initiatives or help save facilities at risk of closure?
- Which areas have lower levels of social capital where existing levels of voluntarism or self-help are insufficient to respond to changes in provision leading to the possibility of increased spatial and social inequalities in accessibility to services?



Outputs

- At least four academic papers will be written up based on this research in mainstream geography journals or methodological (e.g. GIS) based journals.
- Other potential avenues for publications will be sought depending on the outcomes of the research





Equality, Diversity & Third Sector Welfare Provision

Research Team:

Dr Nick Johns (Cardiff University),
Professor Stephen Drinkwater
(University of Roehampton)
& Dr Alison Green
(Glyndwr University)

Funder: ESRC

Start date: April 2016

End date: March 2018

Overview

This project builds on previous research undertaken by the team. It will utilise a mixed methods approach, combining secondary analysis of existing datasets, development of case studies, documentary analysis and a series of interviews to investigate the impact of Faith-Based welfare provision on social cohesion.

The project will use a mixed methods design starting with a secondary analysis of existing data sets to identify sources of social cohesion data. Primarily it will use the British Crime Survey and data from faith-groups and local government on levels of voluntarism and involvement of FBOs in welfare delivery to help create a map of cohesion levels across Wales.

The qualitative component will involve a three-site case study using different locations in Wales to explore the role of FBOs in service delivery. Locations will be drawn from the above analysis on the basis of cohesion levels. The case studies will combine semi-structured interview surveys with documentary analysis and secondary analysis of published data and reports.

Documentary analysis will proceed by reviewing national policy documents and initiatives, local policy documents for the three chosen locations and the local media. This will concentrate on the expectations of FBOs as service providers and connections between these expectations and perceived outcomes.

The semi-structured interview survey(s) [15 interviews per site, a total of 45 semi-structured interviews altogether] will recruit respondents purposively including: policy-makers, FBO service providers, user groups and communities. This will develop the material gained from the documentary analysis by adding in the perceptions of the relevant actors about any potential or perceived gaps between expectations and outcomes.

The non-participant observations will be used to cross check the conclusions drawn from the other data sources.



Outputs

- Six peer-reviewed journal articles directed at:
 1. Journal of Social Policy
 2. Social Policy and Administration
 3. Social Policy and Society
 4. Critical Social Policy
 5. Voluntary Sector Review
 6. Sociological Research Online
- One monograph aimed at Policy Press
- Two conference papers. One of the conference papers, to be delivered at the Social Policy Association conference, will be part of a proposed symposium about the role of faith-based organisations in the delivery of public services.



Wellbeing, Deprivation & Social Cohesion

Research Team:

Professor Melanie Jones (Cardiff University), Professor Philip Murphy & Professor David Blackaby (Swansea University)

Funder: ESRC

Start date: October 2015

End date: September 2017

Overview

This project will utilise a range of econometric techniques to investigate the nature of the relationship between the domains of individual subjective wellbeing, individual and household characteristics, work/life circumstances, and a range of indicators related to the measurement of social cohesion and civil society.

The main UK data sets used by the WP include: Understanding Society and the British Household Panel Survey; the Annual Population Survey (APS); the British Social Attitudes Survey (BSAS); the National Citizens Survey (NCS: England and Wales); the Family Expenditure Survey (FES); and the National Survey for Wales.

The WP will draw on a range of econometric techniques, dependent on the characteristics of the data used but including the both cross section and panel data methods used in the analysis of ordered response models. Exploratory factor analysis (EFA) and principal component analysis (PCA) will be used to develop an index of social cohesion. Models that account for common error components across the different domains of subjective wellbeing will also be used, which develop and extend the methodological framework outlined in van Praag et al., (2003, and 2008). The project will also link in with ADRC Wales.

Research Questions

- Consider the spatial diversity of subjective measures of wellbeing in the UK and how these have evolved overtime.
- To develop a spatial index of social cohesion comprising of distinct domains that include measure of social capital, civil society, and social exclusion.
- To model different domains of subjective wellbeing and consider the extent to which different domains contribute to an overall measure of life satisfaction or wellbeing.
- To consider the effect that spatial measures of social cohesion and civil society have on subjective measures of wellbeing and their evolution overtime.
- To consider the part played by 'people' or 'places' in explaining spatial variation in wellbeing and the extent to which measures of social cohesion and civil society mitigate the effects of personal circumstances typically associated with lower levels of subjective wellbeing (e.g. deprivation measures including income, health, and work poverty).

Outputs

- Outputs will be in the form of journal articles, newsletters and policy briefing papers to reach both academic and non-specialist audiences.

WISERD CIVIL SOCIETY





The Transmission of Intergenerational Capital in Wales: Language, Religion and Community

Research Team:

Professor Chris Taylor, Professor Sally Power, Dr Esther Muddiman & Dr Kate Moles (Cardiff University)

Funder: ESRC

Start date: January 2016

End date: September 2017

Overview

This project will utilise a mixed methods approach, combining analysis of existing secondary data with a series of qualitative interviews, surveys and scrapbooks to explore the distribution and determinants of the intergenerational transmission of language, religion and community cohesion in Wales.

The proposed research will employ a mixed methods approach. Patterns of intergenerational transmission will be explored through the secondary analysis of existing datasets. Processes of transmission will be explored through a variety of qualitative data gathered through surveys, interviews and 'scrapbooks'.

Research Questions 1 & 2

The distribution of intergenerational transmission will be explored through the following datasets: UK Cohort Studies (NCDS, BCS & MCS); Understanding Society; Living in Wales; Citizenship Survey. These data will be interrogated to look at the relative significance of a range of variables, such as geographic mobility and immobility, socio-economic status and social mobility/immobility, the relative importance of parents and grandparents and religious and ethnic background.

Research Question 3

The processes through which parents and grandparents hand down (or fail to hand down) their capabilities and dispositions will be explored through a range of qualitative data including surveys of two cohorts of primary and secondary school children. All primary and secondary schools to be invited to participate. The primary cohort will be junior-aged children (most likely in Years 5 & 6) and the secondary cohort will be in Yr 9 (to be benchmarked against the MCS cohort). In addition, surveys of the parents of the two cohorts of children will also be carried out. Lastly, case study family narratives, involving interviews and 'scrapbooks' will be carried out with up to 30 families selected for qualitative analysis.

Research Questions

- What is the extent and nature of the intergenerational transmission of language, religion and community cohesion in Wales?
- What factors are associated with high and low levels of intergenerational transmission:
 1. Intergenerational geographic mobility and immobility
 2. Socio-economic status and social mobility/immobility
 3. The proximity and availability of parents and grandparents (maternal and paternal)

4. Religious and ethnic background

- How are language skills and dispositions towards religion and social cohesion transmitted?
- What are the implications of intergenerational transmission (or lack thereof) for Welsh civil society?

WISERD CIVIL SOCIETY





The Involvement of Grandparents in the Early Years: a Geographical Comparison

Research Team:

Professor Chris Taylor (Cardiff University)

Funder: ESRC

Start date: January 2016

End date: December 2016

Overview

This project will utilise two key large-scale secondary data sets in order to undertake detailed analysis of what impact grandparents can have on their grandchildren's cognitive, social and emotional development. Through this analysis the project will attempt to explore the complex relationships between social mobility, spatial mobility and intergenerational transmission.

This study will primarily use two existing large-scale secondary datasets. The Millennium Cohort Study (MCS) is a birth cohort study of children born in the UK in 2000-2001. The sample of children in the MCS is over-represented with children from disadvantaged backgrounds and from the smaller countries of the UK – this allows for very detailed analysis of the children from these different contexts. The other dataset to be used will be Understanding Society (USoc). This is a UK household longitudinal study of people living in 40,000 households across the different countries of the UK.

These two datasets will be used as they both allow for relatively detailed geographical analysis at the country and regional level. They also allow for a comparison of urban and rural influences on grandparent involvement. The MCS will be particularly important in considering the impact of grandparents on child development. Analysis of the MCS has already been able to demonstrate this on child development up to age three.

This new analysis will consider the further influence of grandparents on children's cognitive, social and emotional development up to the age of eleven years using the most recent sweep of data from 2011-12. Correspondingly, the USoc will be particularly valuable in exploring how grandparent involvement in the early years might have changed for grandchildren of different ages and who were born at different times.

Research Questions

- What are the interrelationships between grandparent involvement in the early years and other social, economic and geographical contexts?
- What association is there between the involvement of grandparents and early child development (cognitive and behavioural) at age three years after controlling for other factors? What advantages and disadvantages are there to a child's development?
- What impact does grandparent child care have on child development (cognitive, behavioural and wellbeing) after the age of five years? To what extent do any advantages/disadvantages outweigh one another later in the child's life?

- Does the involvement of grandparents in the early years vary geographically? How does country and locality influence the involvement of grandparents in the early years?
- What are the policy implications of this analysis for early years interventions?

WISERD CIVIL SOCIETY



The Administrative Data Research Centre Wales (ADRC-W) Update

Cath Richards

The Administrative Data Research Centre Wales (ADRC-W) has so far seen 13 projects approved with several more in the final stages of development. A number of the projects directly consider the effectiveness of policy interventions, emphasising the importance the ADRC-W places on the impact of its research to the people of Wales.

Publication of First Project

Welsh Government Supporting People Programme to be Evaluated Using Linked Administrative Data

A study using the Administrative Data Research Network (ADRN) to evaluate the Supporting People Programme has been given the go ahead by the Welsh Government.

The announcement follows an initial feasibility study which looked at whether de-identified linked administrative data could be used to demonstrate the impact of the Welsh Government's Supporting People Programme on health service use in Wales. The feasibility report concluded that statistically robust findings could result from such a study.

An initial one year Welsh Government funded study working alongside the Administrative Data Research Centre Wales (ADRC-W) will now take place.

Lesley Griffiths AM, the Minister for Communities and Tackling Poverty at the time said "I am really pleased to see the results of this feasibility study, which shows us we are able to use innovative data linking techniques to learn more about the impact of the Supporting People Programme. The feasibility study also suggests the

Programme has a positive impact on the lives of people accessing the services, and may help them engage with health services in more appropriate ways. There is a lot of future potential from this work and I look forward to seeing the results of the full study."

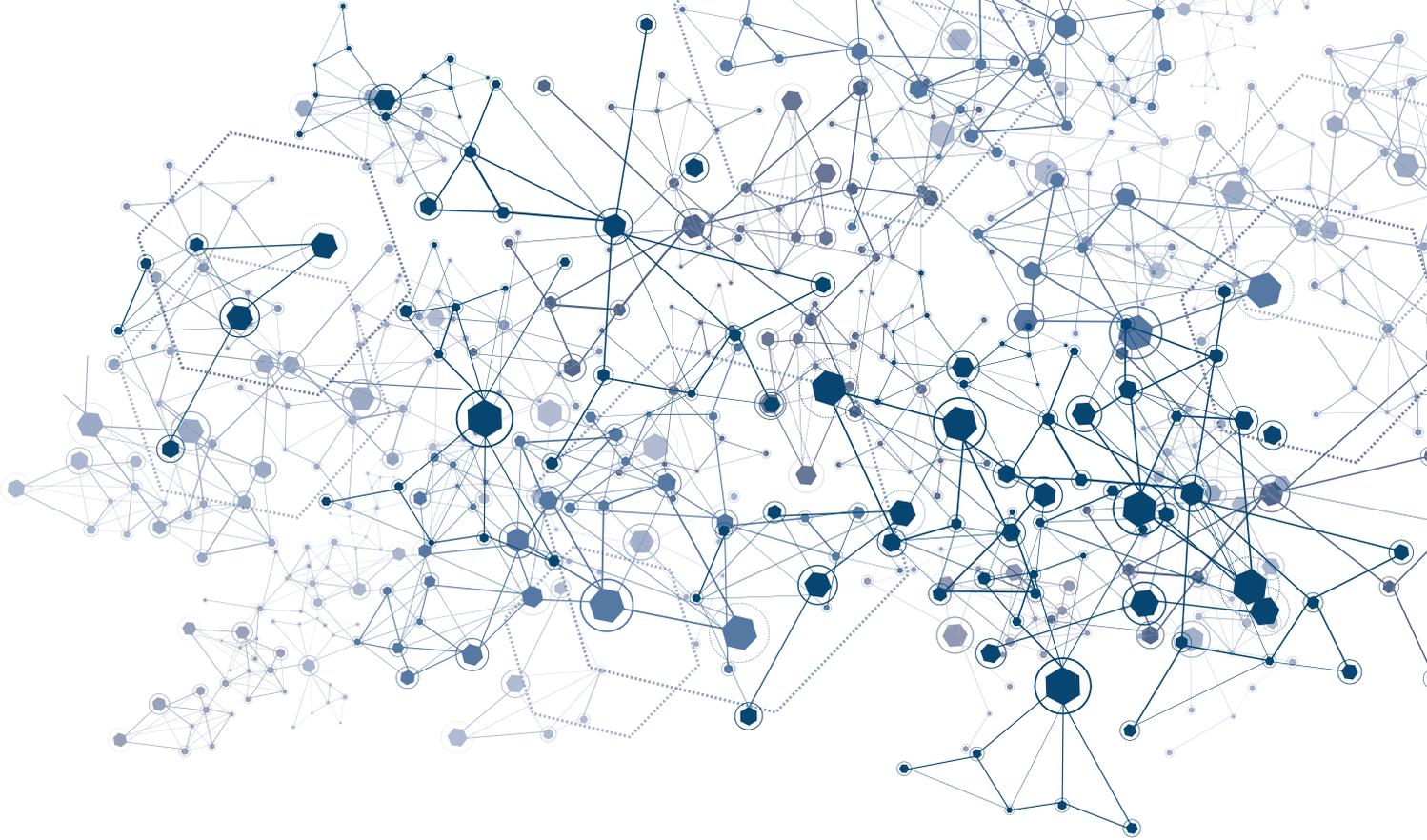
Professor David Ford, Director of ADRC-W said: "This study is a great example of how academia can work together to aid colleagues across government. This feasibility study and the subsequent study that will now follow, demonstrates how ADRC-W can benefit Welsh citizens by using complex data to better understand how policy affects people."

The Supporting People Programme provides housing-related support to help vulnerable people to live as independently as possible. Over £120 million is invested by Welsh Government in the Supporting People Programme each year. The Programme supports more than 60,000 people in Wales each year to live as independently as they can. It aims to prevent problems by providing help as early as possible.

Key Points from the Supporting People Data Linking Feasibility Study Report:

From a provisional, indicative analysis of Supporting People data from Blaenau Gwent and Swansea Local Authorities, the following key points emerged:

- On average, Supporting People service users used GP services more than a comparison population comprised of individuals who were referred to Supporting People but who were recorded as 'unsuccessful' and were therefore not provided with support or who were provided with support but 'failed to engage.' Supporting People service users had on average around 1 more GP event per month than the comparison group in the months before the reference date.
- For the majority of Supporting People service user subgroups, the use of GP services peaked at around the time when support began and fell thereafter; by 12 months (and in some cases by 6 or even 3 months) after the Supporting People intervention, the use of GP services fell to below the level seen in the 12 months before support began.
- For some Supporting People service user subgroups, the same pattern was seen in A&E visits i.e. after the Supporting People intervention, the number of A&E visits fell to below the level seen in the 12 months before support began.



Read the Supporting People Data Linking Feasibility Study report here:
<http://gov.wales/statistics-and-research/supporting-people-data-linking-feasibility-study/?lang=en>

ADRC-W Awarded ESRC PhD Funding

ADRC-W is delighted to have been awarded ESRC funding for three associated studentships. The three new PhD students are set to begin their placements later this year and will be working closely with ADRC-W co applicants Professor Ronan Lyons, Dr Peter Mackie and Professor Paul Burton on the following:

- Health Attainment of Pupils in Primary Education Network (HAPPEN)
- Impacts of recent legislative changes to homelessness law in Wales
- DataSHIELD for Accessing Sensitive Health Data (Joint ADRC-W and ADRC-E)

Seminars and Events

ADRC-W is committed to delivering a series of seminars that each draw on cutting edge research and best practice within the world of administrative data research. Most recently ADRC-W has welcomed eminent speakers from

across the UK for seminars on 'Cohort Studies Through the Life Course' and 'Geographical and Spatial Analysis'.

On Tuesday 12 July alongside WISERD and the Census & Administrative data Longitudinal Studies Hub (CALLS-Hub), ADRC-W will be hosting 'Big Data or Big Rubbish? The Contribution of Data Linkage to Social Science' at the Royal Welsh College of Music and Drama.

This one day international symposium will bring together leading academics from the UK and US to discuss the current state of play regarding data linkage and the likely future direction of developments in this area. For further information on this event visit the News section of www.adrn.ac.uk

2016 International Population Data Linkage Conference Heads to Wales

In collaboration The Farr Institute of Health Informatics Research and the International Population Data Linkage Network (IPDLN), the ADRN is at the heart of the team that is bringing the internationally recognised 2016 International Population Data Linkage Conference to Swansea University Bay Campus, Wales from 22-26 August.

Hosted by the current Director of the International Population Data Linkage

Network (IPDLN) and ADRC-W Director Professor David V Ford, this unique international conference is designed to provide researchers, policy makers, practitioners, administrators, regulators, and data guardians with opportunities to learn more about the cutting edge population data linkage work that is underway across the world.

With a focus on 'Linking Data – Improving Lives' the 2016 conference will provide delegates with an opportunity to showcase their own achievements in data linkage while listening to talks from international leaders in the field.

To find out more about the 2016 Conference or to register your place visit ipdlconference2016.org



Canolfan Ymchwil
Data Gweinyddol
Cymru



Administrative Data
Research Centre
Wales



Measuring Trade Union Membership:

Harder than it may seem?

Rhys Davies

Declining levels of trade union membership is often cited as evidence that trade unions have become less relevant within the modern UK economy. In 2012, particular attention was given to this issue as levels of union membership among TUC affiliated unions fell to beneath 6 million members for the first time.

The recent development and passage of the Trade Union Bill through parliament has again raised interest in understanding levels of trade union membership and coverage within the UK. Our analysis raises cause for concern regarding official estimates derived from the Labour Force Survey which underestimate the true extent to which unions are both present in the workplace and recognised by employers in negotiations over the pay and conditions of employees.

The Department for Business, Innovation and Skills (BIS) is responsible for publishing the official figures on trade union membership via its annual Statistical Bulletin 'Trade Union Membership'. Historical estimates based upon union records reveal that overall levels of trade union membership within the UK peaked in 1979 at 13.2 million. By 2012/13, levels of membership in the UK had declined to approximately 7.1 million. This decline can be attributed to factors such as a shift in the composition of employment away from heavy industries, a reduction of employment within the public sector (both of which were characterised by traditionally high levels of union membership) and a tightening of trade union legislation.

The Labour Force Survey (LFS) now provides the main source of information on trade union membership in the UK. Official statistics produced by BIS based on this source focus on 3 key measures of union membership:

- Union density: The percentage of those in employment who are a trade union member.
- Union presence: Whether or not a trade union or staff association is present within a workplace.
- Union coverage: Whether the pay and conditions of employees are agreed in negotiations between the employer and a trade union.

One might expect that it is relatively straightforward to derive estimates of trade union membership from survey sources. However, comparisons across surveys reveal that the wording, ordering and the routing of survey questions combined with the treatment of missing data in the calculation of aggregate statistics can have significant effects on the different measures of membership derived from these sources.

The most basic measure of trade union membership is union density which is simply the proportion of those in employment who are members of a trade union. To derive this information, surveys ask respondents "Are you a member of a trade union or staff association?" Due to very low levels of union membership among the self-employed, official statistics generally focus on providing estimates of trade union density among employees (i.e. they exclude the self-employed from the calculations). Within 2012, LFS estimates reveal that 26% of employees were members of a union. Given the straightforward nature of this question, estimates of trade union density derived from different surveys are very similar (see Figure 1). However, levels of both trade union presence (45%) and trade union coverage (29%) derived from the Labour Force Survey are far lower than those derived from other sources. Why is this?

The low rates of trade union presence derived from the Labour Force Survey can be attributed to a variety of factors.

- A third of responses to the LFS are provided via a proxy respondent who are typically partners responding on behalf of an absent target respondent. Proxy respondents are less likely to know or recall the membership characteristics of the target respondent, particularly where the questions relate to issues of presence and coverage;
- Although non-union members who work from home are not subsequently asked about union presence at their workplace, they are included in the population of employees upon which estimates of union presence are based;
- Similarly, those who do not provide a valid response to the question on union presence are included in the population of employees for whom rates of union presence are derived.

Further analysis reveals that the exclusion of those who did not provide a valid response to the union presence question would increase official estimates of trade union presence to 53% during 2012.

Figure 1 also reveals that official measures of trade union coverage based upon the LFS (29%) deviate significantly from those based on other sources. Within the LFS, trade union coverage is established by a question which asks whether the pay and conditions of the respondents are 'directly affected' by agreements between employers and trade unions(s)'. The wording of the LFS question therefore implicitly asks the respondents for an assessment of the effectiveness of such bodies in affecting pay and conditions. The other surveys simply ask whether or not unions and staff associations are 'recognised' by management for the purposes of negotiation. Each reveal that almost 50% of employees are based at workplaces where trade unions and staff associations

Figure 1: Comparisons of Union Membership (Employees, 2012)

are recognised by management for negotiating pay and conditions.

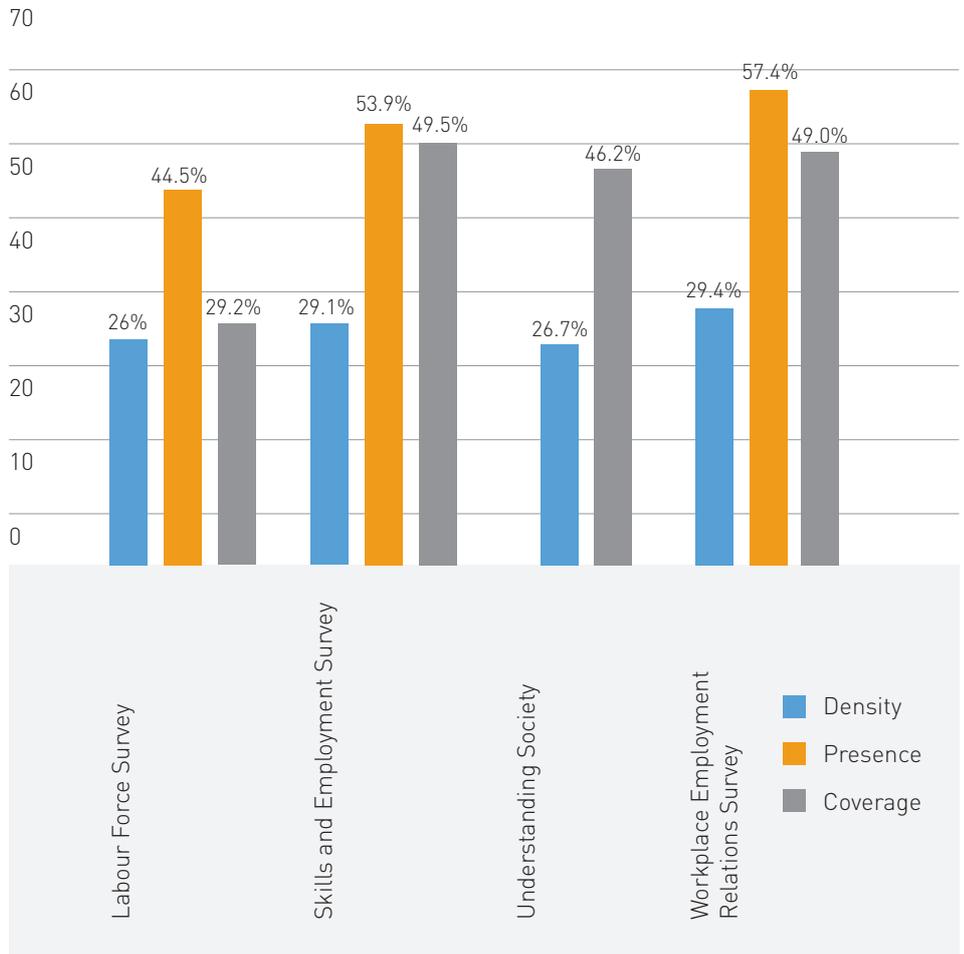
Whilst the presence of downward trends in union membership is not open to debate, there are many more workers in the UK who are affected by unionisation than one might think based upon a casual glance at the official statistics.

About the Project

This article is based on work undertaken in relation to the project Trade Union Membership, Associational Life and Wellbeing, a work package of the WISERD Civil Society Research Programme.

The project adopts a mixed-methods approach, combining quantitative data analysis with qualitative interviews to examine trends and geographical variations in trade union membership. Specifically, it will investigate the concept of 'spillover' and whether geographical variations in membership levels can be attributed to differences in the nature and activities of trade unions and the attitudes of employers and workers as well as how mechanisms of intra-generational and inter-generational transmission and geographical mobility relate to variations of trade union membership. The project will also examine how trade unions (and their form) contribute to other dimensions of social capital and whether there is geographical variation in this.

The quantitative research programme will utilise data from nationally representative surveys, including those used in official estimates of trade union membership. The qualitative data will develop this analysis more intensively and will focus on the concept of 'spillover' in relation to three distinct groups: i) rank and file trade union activists based in both the public and private sectors; ii) non-unionised young workers employed on 'non-traditional' labour contracts in retail, hospitality, food and drink (exploring the influence of the changing nature of the economy and work organisation in establishments with a history of low trade union recognition and membership); iii) and finally migrant workers (in terms of how unions are adapting their structures and strategies to engage with this group).



Research Questions

- After taking account of industrial structure and the composition of the workforce, across which areas of the UK are levels of trade union membership higher or lower than they would expect to observe?
- What factors underpin the extent which union presence at a workplace translates in to union membership?
- Can differences in membership levels be attributed to differences in the nature and activities of trade unions (e.g. levels of activity, recognised versus non-recognised unions, presence of shop stewards)?
- Can these differences be attributed to differences in the attitudes of employers to unions (e.g. favourable attitudes towards unions)?
- What is the contribution of intra-generational and inter-generational transmission to explaining regional variations in trade union membership, what form does this take and does the strength of these mechanisms vary geographically?
- What affect does geo-graphical mobility have on trade union membership; i.e. does membership behaviour travel with the individual or is it shaped by the locality to which they move?
- Is trade union membership correlated with other measures of social capital and associational life and does geographical variation in union membership contribute to geographical variations in associational life and social capital?

www.wiserd.ac.uk/unions

Introducing

the GW4 Pay Equality Research Consortium

Rhys Davies

From 2018, companies with more than 250 employees will be required to make their gender pay gap publicly available online. Employers that fail to address gender pay disparities will also be highlighted in new league tables intended to drive progress. The launch of a new project has coincided with the government's publication of these planned reporting rules for the gender pay gap.

Rhys Davies of The Administrative Data Research Centre Wales (ADRC Wales) and WISERD and Alison Parken of Cardiff Business School are members of the recently established GW4 Pay Equality Research Consortium (PERC). The consortium is a multi-disciplinary team headed by Professor Carol Woodhams at Exeter Business School. Other PERC colleagues include Dr Gregory Schwartz of Bristol University and Dr Susan Milner of Bath University.

Persistent pay inequality amongst men and women still poses a challenge for employees, policy-makers, organisations, and economies. Concerns include the causes of the pay gap, its consequences and possible remedies. The regulation of pay equality highlights tensions between economic concerns and social/individual concerns. These tensions are reflected in the differing assumptions that underpin research approaches.

More Information

GW4 Project Page:

www.gw4.ac.uk/project/the-gw4-pay-equality-research-consortium-perc/

UK Government consultation on mandatory reporting of the gender pay gap:

www.gov.uk/government/consultations/mandatory-gender-pay-gap-reporting

Discussions about pay gaps are controversial across academic disciplines and at all levels of society. In a context dominated by government discourses of deregulation and a voluntary approach to pay transparency, little resource has been allocated to close gaps. Section 78 of the Equality Act 2010 has not been implemented. The government's Think, Act, Report initiative, which requires the voluntary release of company pay data, has not been widely adopted. Sector-specific studies demonstrate that pay gaps are still considerable and also interactional.

This project will provide new impetus to the field. A central goal of this GW4 consortium will be to determine the feasibility of establishing a multi-disciplinary team that will enable groundbreaking integrative equal pay research via the systematic collection of data using innovative methods. Ultimately, findings will have economic, managerial, human resource and policy implications.

GW4 universities employ around 40 colleagues working directly on pay and income inequality, gender disadvantage or affiliated areas within research institutes

and centres. GW4 funding will enable the research team to formalise links between groups, consolidating and integrating separate research clusters to strengthen collective interdisciplinary expertise.

GW4



Update on the WISERD DataPortal

Dr Scott Orford

The WISERD DataPortal has been developed as a key part of the Data and Methods strand. It has undergone a major transformation over the past 12 months. This includes a new look and feel making it easier to use and the addition of two innovative features specifically aimed at users in civil society organisations.

We have also been working with a variety of stakeholders, gathering feedback on users' needs and requirements, and providing advice and training. Finally, we have been working with the National Assembly for Wales and have recently launched the WISERD DataPortal National Assembly for Wales Constituency Mapper.

The WISERD DataPortal is now compatible with all mainstream browsers and has been re-designed to run on a number of platforms including mobile devices. The meta-data search functions have been improved and the results tidied-up making it easier to find the information that you need. The two innovations, released in the latest version, have transformed the WISERD DataPortal from being purely a meta-data search and discovery tool to a platform that allows users to access source data and also map their own data securely.

Data Mapping and Download

Externally held data can be searched and accessed using the WISERD DataPortal interface and seamlessly mapped and downloaded as required. Currently, external providers of socio-economic and demographic data include NOMIS, which hosts official labour market data, Welsh Government Mapping Service which hosts points of interest and boundary data for Wales, and work is being undertaken to include StatsWales open data such as the WIMD.

Map My Data

Feedback from civil society groups has resulted in this new function allowing researchers to map their own data for areas in Wales and to export this as a publishable map. Crucially, this function has been specially designed so that all the mapping occurs inside the user's browser rather than on the WISERD DataPortal server. This means that potentially sensitive data does not leave the user's machine, a requirement that came up several times during consultations with civil society stakeholders. Users can map their data at postcode level upwards and for different geographic boundaries.

Use Case - National Assembly for Wales Constituency Mapper

For the past three years WISERD has been working alongside the National Assembly for Wales to develop their mapping capacity. Subsequently, a bespoke interface has been developed for the WISERD DataPortal which allows Assembly research staff and Assembly Members and their support staff to access

and map a wide range of data for National Assembly for Wales Constituencies and Regions. This has recently been launched and a number of activities are being planned to support this initiative.

Getting Involved

We are currently putting together a programme of user training for the WISERD DataPortal so please get in touch with the WISERD Events team if you want to find out more: WISERD.events@cardiff.ac.uk. We also want to develop Use Cases with civil society groups, so if you would like to become more closely involved and find out what the WISERD DataPortal can do for you please contact Dr Scott Orford: orfords@cardiff.ac.uk.

For further information and a link to the WISERD DataPortal visit: www.wiserd.ac.uk/dataportal/



Connections Research Group: The Evolution of Social Enterprises

Dr Gareth White & Dr Anthony Samuel



On 26th February the Connections Research Group hosted academics from across the UK, along with social enterprises and local councils at the University of South Wales. The event, funded by WISERD, aimed to capture the rich tapestry of different theories, concepts and experiences of social enterprises to help further our understanding of the operational challenges that they face.

The event benefited from the insights of two keynote speakers. Firstly, Professor Ken Peattie (Director of Sustainable Places at Cardiff University) called on his research into social enterprises and invited the delegates to rethink how we conceptualise social enterprises. His stimulating talk proved to be a discussion point throughout the day. In particular, delegates were fascinated when Professor Peattie spoke of the difficulties of measuring the 'true value of a tree' and compared this to the problems social enterprises experience when attempting to measure their value.

Mrs. Jan Bennett (former Head of Business and Enterprise Support at Caerphilly County Borough) spoke of her experiences of championing and working for social enterprises in South Wales. Mrs. Bennett articulated the problems of variable and unpredictable funding for the sector. She concluded by urging the delegates to think about how social enterprises can grow by aligning themselves more closely with commercial organisations.

Following Dr Anthony Samuel's presentation that outlined the ten key challenges faced by social enterprises, delegates were asked to participate in Delphi Study and rank those issues in order of importance. Over lunch Dr Gareth White performed a preliminary analysis of the data and identified a wide spread of opinions about which were the most pertinent issues that affect social enterprises. Despite the variety of perspectives, there was unanimous agreement that 'finance' was the most significant issue. Closely following this was the recognition that the dual challenge of meeting and measuring the social agenda while maintaining commercial viability, was also problematic.

The event concluded with three break out groups discussing the main challenges facing social enterprises in Wales. Adding to the ten points presented by Dr Samuel, the groups suggested an additional four areas that need further thought and examination. These being, the professionalisation of marketing,

perceptions of the validity of social enterprises, leadership methods, and the culture, style and structure of social enterprise organisations.

Dr Samuel and Dr White were encouraged by the richness of data that was gathered and were urged by many delegates to follow up the event with a series of workshops. In particular, it was felt that future events should examine ways to foster collaboration between social enterprises and the private sector. Connections Research Group are presently seeking further support and funding to run such an event while other members of the group are disseminating the detailed findings of our study.

Letters from Barcelona:

A Conference Report

Wil Chivers

The 20th-23rd April marked the 7th Biennial Surveillance and Society Conference, held for the second time running in Barcelona, courtesy of Eticas Research & Consulting. Coming from a background in surveillance studies, these conferences are something of a pilgrimage for me.

There is a thriving and international research community concerned with surveillance in all its various guises. The Surveillance Studies Network (SSN) has its own open-access journal – Surveillance and Society – and the three-and-a-bit day conference is a great chance for new and leading researchers in this field to come together to explore the various contexts in which surveillance plays out and how it impacts on people, places and society.

The conference programme from the 21st-23rd was full and varied. With just shy of 130 presentations over the few days there was, quite literally, more than enough research to get to grips with. Session themes covered a variety of topics including policing, criminal justice and security, privacy, health, education, social media, art, trust, big data and consumption practices. As I'm sure many people will identify with, the only downside to such a programme was that I was unable to attend all of the sessions I wanted to. Given my particular interests in social media and resisting surveillance I tended to prioritise these themes but was also able to hear from researchers doing innovative work in unfamiliar areas such as on drones and the 'quantified self' – the term that describes the trend towards increasing use of personal health-based and lifestyle-tracking apps.

There were, for me, some particular highlights of the conference. The opening keynote from investigative journalist Duncan Campbell entitled 'Suspicionless Surveillance' was both timely and terrifying in equal measure. That morning the story had emerged in The Guardian – as an outcome of a legal challenge brought by Privacy International – that UK intelligence agencies have been amassing 'bulk' datasets since the 1990s and that these datasets are likely to contain information on people of no intelligence or security interest. The full details of the documents revealed in the case are yet to be reported, however, this disclosure may impact

significantly on the government's on-going plans to pass the Investigatory Powers Bill by the end of this year, as I discussed in a previous blog.

Another highlight was a panel on social media and surveillance. Researchers from the eQuality Project (an offshoot of the eGirls Project) discussed the use of concept mapping and Q-Methodology to explore young people's perceptions of online privacy. Marta-Marika Urbanik and Kevin Haggerty described a fascinating ethnography that, among other things, connected the use of Instagram and Snapchat to gang culture in Toronto.

And last, Sava Saheli Singh of NYU discussed the proliferation and problems of Twitter use in academic circles; something I found interesting on both a personal and professional level. I would encourage those with an interest in social media to keep an eye out for future outputs from these researchers.

For my own part, I contributed to the conference a discussion of the relationship between the government and communications service providers in respect of previous efforts to update surveillance legislation in the UK. The argument being that the construction of regulation offers specific moments for resisting surveillance and that key to these counter-efforts are not only civil society groups but also the CSPs that are mandated to collect and retain data. CSPs

are in a unique position, I suggest, in that they are both points of control online but also vital sites of resistance in the context of digital surveillance.

It was also great to see that Cardiff University's representation didn't stop there. Several researchers from the School of Journalism, Media and Cultural Studies presented the outcomes of their project 'Digital Citizenship and Surveillance Society', which explores state-media-citizen relations post-Edward Snowden. Not only was this encouraging from a research perspective but I am hopeful that a good showing from the university may help some of my North American acquaintances resolve their geographical queries regarding Cardiff: Where is it? Where's Wales? What is Wales? (my apologies to Jason Derby). Surveillance studies is a field of immense significance at the moment. While the motivating issues underpinning the subject predate such catalysts as Edward Snowden, public awareness of surveillance has escalated since 2013. Moreover, surveillance studies has always struck me as a truly interdisciplinary field of research. As the breadth of research on offer at the conference showed, surveillance has relevance to a great many aspects of the study of society. It presents itself, consequently, as a vital area of research as we seek to explore the impacts of surveillance practices on many aspects of our lives. It is an area I continue to be involved with and hope to pursue as other research that touches on these themes at WISERD Civil Society takes shape.

The collection of tweets from the conference can be found under the hash tag #ssn2016. The full list of abstracts for the conference is available here: www.ssn2016.net/blog/wp-content/uploads/Booklet_Abstracts_2016.pdf

New Book:

Curriculum, Culture and Citizenship Education in Wales: Investigations into the Curriculum Cymreig

Dr Kevin Smith

In 2014, I presented a paper at the British Education Research Association's (BERA) annual conference. Shortly after the presentation, I was approached by an editor with Palgrave MacMillan and asked if I was interested in publishing a book as part of the Pivot series on citizenship education in Wales. I was delighted by the opportunity to write about this particular aspect of Welsh education.

This book is a culmination of seven years of research examining how culture and citizenship are theorised, promoted and learned in schools in Wales. Currently, Wales possesses a distinctive approach to culture and citizenship through three curricular initiatives: Education for Sustainable Development and Global Citizenship (ESDGC), Personal and Social Education (PSE) and the Curriculum Cymreig. The research in this book focuses primarily on how Welshness is conceptualised and presented to teachers and pupils in Wales. Additionally, the book presents findings regarding how young people discuss their orientations to Welshness, their appraisal of the impact of schooling on their attitudes towards Wales and Welshness, and the challenges teachers in Wales face in meeting the requirements of the Curriculum Cymreig and meaningfully engaging their pupils in discussions of cultural identity and citizenship. The findings of policy analysis, and data collected through qualitative and quantitative methods, reveal the need for a more comprehensive and sophisticated theorisation of culture and citizenship.

Chapter one introduces the origins of citizenship education in the UK and how concerns in the other home nations regarding young peoples' engagement with politics, community and concepts of citizenship were interpreted through additional concerns over cultural and national identity in Wales. Chapter two contains a brief history of education in Wales, emphasising how the hegemonic relationship with England

continues to contribute to contemporary curricular development, and how cultural conservation has existed as an organisational theme in the continued development of an educational system in Wales.

Chapter three introduces the Curriculum Cymreig, an initiative that promised a rising generation of Welsh pupils who appreciated living in Wales and understanding their place among a global community. With the advent of this appreciation and perspective, pupils would hopefully develop a more nuanced and sophisticated understanding of Welshness and the cultural distinctiveness of Wales and its people.

Chapter four provides evidence from a number of studies including ethnographic projects with students and teachers, a critical analysis of the guidance for teachers for implementing a Curriculum Cymreig and a longitudinal study involving nearly 900 Year 8 and Year 10 pupils in nearly 30 schools across Wales. The findings suggest the Curriculum Cymreig lacks in theoretical development, and the majority of pupils, students and teachers do not perceive the intended effects of the Curriculum Cymreig in their schooling experience.

In Chapter five, the book emphasises the importance of "moving beyond" current representations of Welshness and adopting more philosophical approaches to thinking about citizenship and cultural identity for pupils and teachers. Part of

this approach includes acknowledging the technical rationale dominating citizenship education curricula and a recommendation to incorporate emancipatory forms of pedagogy that promote critical and political literacy. The intention of this new direction is to engage young people and their teachers engage in a critical pedagogy of identity that enables them to challenge reified representations of Welshness (and other cultural identities), deconstruct the ways in which these identities are comprised and promoted, and construct new and inclusive approaches to theorising representations of self and others.

As the new national curriculum for Wales is being developed, evaluated and eventually implemented in schools across Wales, it is my hope that more rigorous and sophisticated approaches to conceptualizing, discussing and learning about culture, identity and citizenship will take root in the day-to-day experiences of both teachers and pupils in Wales.

April 2016



Public engagement: a liberating experience

Dr Alex Hillman



Public engagement used to be something I shied away from but in the past month I have taken part in two public engagement events to present the work of the IDEAL study and even discussed them on BBC Radio Wales.

In the past I worried about how to translate research to the public in a meaningful and engaging way. Working on the IDEAL study, which explores what it means to live well with dementia, has helped me overcome these concerns as the study gets to the heart of the issues that affect people living with dementia. The first of these events was a PublicUni talk at Chapter Arts Centre; the second was a presentation at a sciSCREEN event, held at Cardiff University.

When asked to take part in the PublicUni project, I was told that the presenter should deliver a ten minute, 'stand up' style talk that is entertaining and engaging.

At first, this was a pretty intimidating prospect; entertaining and academic are not usually words you find in the same sentence. Aside from being a bit scary, it was also a liberating experience.

Writing a talk about your research in the same way that you might tackle crafting a best man's speech was a challenge – especially knowing that your audience is more likely to be sober – but it was also really good fun. The sciSCREEN event was different in tone. Forming part of Dementia Awareness Week with The Alzheimer's Society, the organising team chose to show the Canadian film 'Away From Her' which is about a couple's experience of dementia. Following the film, a panel of researchers discussed their work in the context of the film. For me, the film's story and characters acted as the perfect conduit through which to capture the audience and bring them inside the themes of my research.

Involvement in these two events has confirmed for me why a continued dialogue with the public is important and how it can improve our work as academics. The wheels of academic publishing and dissemination turn painfully slowly and the responses we get to our work tend to be highly protracted (and, let's face it, are often critical).

Events like these facilitate a direct response to our research that is often lacking in the world of academia and does a great deal to help affirm the meaningful and positive social contribution that we, as researchers, can make.

Cardiff sciSCREEN: www.cardiffsciscreen.co.uk/

Cardiff PUBLIC Uni: www.facebook.com/PUBLICengagementcardiff/



May 2016

WISERD Blog and Events



The WISERD blog provides regular updates on the latest research activity, project development, key findings, funding, and events taking place at WISERD.

Our most recent blogs include:

WISERD Civil Society: Community-level social capital and the provision of public services; the need for a stronger evidence base

By Professor Gary Higgs

Making your Marx in research: Reflections on impact and the efficacy of case studies using the work of Karl Marx.

By Dr Sioned Pearce

Absent Friends and Absent Enemies: reflections on the Radical Social Innovation Colloquium

By Professor Mick Moran, University of Manchester

Read all our blogs at:

www.wiserd.ac.uk/news/wiserd-blogs

If you'd like to contribute to the blog, email us on WISERD.comms@cardiff.ac.uk

International Population Data Linkage Conference

24 – 26 August 2016,
The Great Hall, Swansea University

WISERD TCB Event: Using Social Media in Social Research

1 September 2016, Glamorgan Building,
Cardiff University

Wales Labour Market Summit II: Comparing Policy Interventions to Challenge 'Business as Usual'

14 September 2016, Thoday Building,
Bangor University

WISERD TCB Event: Programming and Coding in SPSS and Stata

29 September 2016, Cardiff Business School, Cardiff University

Making the connections between ageing, leisure and economic development

19 October 2016, Llandinam Senior Common Room (L3), Aberystwyth University

Civil Society and Democratization in India

20 October 2016, Main Building, Cardiff University

WISERD TCB Event: Study of Civic Society in Wales and the UK more broadly

3 November 2016, Julian Hodge Building, Cardiff University

For more information about WISERD events visit: www.wiserd.ac.uk/events



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