



WISERD Cynhadledd Flynyddol 2026

WISERD Annual Conference 2026

Ar Drywydd Dyfodol Cynaliadwy

In Pursuit of Sustainable Futures

Llyfryn Crynodeb | Abstract Booklet

8-9 Gorffennaf | 8-9 July

Prifysgol Caerdydd | Cardiff University

Croeso

Ar ran pawb yn WISERD, rwy'n falch iawn o'ch croesawu i Gaerdydd ar gyfer dau ddiwrnod o drafodaeth a thrafodaeth. Mae thema'r gynhadledd eleni, "Ar drywydd Dyfodol Cynaliadwy", yn cymryd ei gilydd o dirwedd bolisi Cymru, yn enwedig Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015. Ddeng mlynedd yn ddiweddarach, mae'r gynhadledd hon yn cynnig cyfle amserol i fyfrio ar y ddeddfwriaeth a gofyn beth mae dyfodol cynaliadwy yn ei ofynnol gennym ni fel ymchwilwyr, ymarferwyr a dinasyddion.

Mae ehangder yr ymchwil a gynrychiolir yma yn adlewyrchu cymhlethdod y cwestiwn hwn. Mae sesiynau'n archwilio caledi economaidd, tai a dyled ochr yn ochr â peilotiaid incwm sylfaenol a'r cyflog byw go iawn; maen nhw'n gofyn cwestiynau anodd am gyfranogiad democrataidd, cynnydd poblogaeth, a phwy sy'n cael llunio polisi yng Nghymru. Mae gwaith arall yn canolbwyntio ar brofiadau bob dydd y rhai sydd fwyaf mewn perygl o ymylol, gan lywio systemau gelyniaethus yn aml. Ar draws hyn i gyd, mae ymchwilwyr yn gofyn nid yn unig sut mae dyfodol cynaliadwy yn edrych, ond i bwy ac ar bwy.

Rydym yn arbennig o falch o groesawu ein prif siaradwyr. Mae Rebecca Coleman o Brifysgol Bryste yn cynnig persbectif gwahanol, wedi'i seilio ar gymdeithaseg y cyfryngau digidol a'r dyfodol, a sylw manwl i weadau bywyd bob dydd. Mae Derek Walker, Comisiynydd Cenedlaethau'r Dyfodol Cymru, yn siarad o fewn y fframwaith sefydliadol a greodd y Ddeddf, gan ddod ag ymrwymiad i'w nodau ac ymdeimlad o'r hyn sy'n parhau heb ei orffen. Mae ein prif banel sy'n tynnu Joe Rossiter o Athrofa Materion Cymreig, Caer Smyth o Ysgol y Gyfraith Caerdydd, ac Anwen Elias a Rhys Jones o Brifysgol Aberystwyth a WISERD at ei gilydd, yn holi'r Ddeddf a'i hetifeddiaeth o safbwyntiau polisi, cyfreithiol a gwleidyddol.

Mae ein Ffrwd Iaith Gymraeg yn cynnwys rhaglen gref o sesiynau sy'n cwmpasu dysgu iaith, gweithredu cymunedol, blaenoriaethau polisi'r Gymraeg, ac athroniaeth wleidyddol iaith, gyda chefnogaeth Rhwydwaith Iaith WISERD. Mae'n adlewyrchu ymrwymiad parhaus WISERD i ymchwil sy'n ymgysylltu â Chymru yn ei ddwy iaith genedlaethol.

Mae'r gynhadledd hon hefyd yn rhoi cyfle i ddathlu gwaith ein cymuned ymchwilwyr gyrfa gynnar, y mae eu cyfraniadau ymhlith y mwyaf dyfeisgar ac uchelgeisiol. Noddir y Sesiwn Ymchwilwyr Newydd gan Gymdeithas Ddysgedig Cymru ac Ysgol Graddedigion Cymru ar gyfer y Gwyddorau Cymdeithasol, ac rydym yn ddiolchgar am eu cefnogaeth. Yn olaf, diolch i'n holl gynrychiolwyr a'r tîm trefnu'r gynhadledd. Gobeithio y byddwch chi'n gweld y ddau ddiwrnod yn ddifyr.

Adam Hedgecoe | Cyfarwyddwr, WISERD

Welcome

On behalf of everyone at WISERD, I am delighted to welcome you to Cardiff for two days of debate and discussion. The theme of this year's conference, "In Pursuit of Sustainable Futures", takes its cue from the Welsh policy landscape, in particular the Well-being of Future Generations (Wales) Act 2015. Ten years on, this conference offers a timely opportunity to reflect on the legislation and ask what sustainable futures require of us as researchers, practitioners and citizens.

The breadth of research represented here reflects the complexity of this question. Sessions explore economic hardship, housing and debt alongside basic income pilots and the real living wage; they ask hard questions about democratic participation, the rise of populism, and who gets to shape policy in Wales. Other work focuses on the everyday experiences of those most at risk of marginalisation, navigating often hostile systems. Across all of this, researchers ask not just what a sustainable future looks like, but for whom and on whose terms.

We are especially pleased to welcome our keynote speakers. Rebecca Coleman of the University of Bristol offers a different perspective, grounded in the sociology of digital media and futures, and close attention to the textures of everyday life. Derek Walker, Future Generations Commissioner for Wales, speaks from within the institutional framework the Act created, bringing both a commitment to its goals and a sense of what remains unfinished. Our keynote panel, drawing together Joe Rossiter of the Institute of Welsh Affairs, Caer Smyth of Cardiff Law School, and Anwen Elias and Rhys Jones of Aberystwyth University and WISERD, interrogates the Act and its legacy from policy, legal and political perspectives.

Our Ffrwd Iaith Gymraeg includes a strong programme of sessions covering language learning, community action, Welsh language policy priorities, and the political philosophy of language, supported by the WISERD Language Network. It reflects WISERD's ongoing commitment to research that engages with Wales in both of its national languages.

This conference also provides an opportunity to celebrate the work of our early career researcher community, whose contributions are among the most inventive and ambitious. The New Researcher Session is sponsored by the Learned Society of Wales and the Welsh Graduate School for the Social Sciences, and we are grateful for their support. Finally, my thanks go to all our delegates and the conference organising team. We hope you find the two days engaging.

Adam Hedgecoe | Director, WISERD

Prif Siaradwyr

Dydd Mercher 8 Gorffennaf 2026

Derek Walker

Comisiynydd Cenedlaethau'r Dyfodol Cymru | *Cenedlaethau'r Dyfodol Cymru*

Derek Walker yw ail Gomisiynydd Cenedlaethau'r Dyfodol Cymru, ar ôl ymgymryd â'r rôl ym mis Mawrth 2023. Mae'n gyfrifol am sicrhau bod Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 yn cael ei gweithredu ar draws cyrff cyhoeddus, gan annog y llywodraeth a chyrff cyhoeddus i gymryd golwg hirdymor ar benderfyniadau polisi, a diogelu a hyrwyddo anghenion cenedlaethau'r dyfodol. Yn ei flwyddyn gyntaf yn ei swydd, lansiodd Cymru Can, strategaeth saith mlynedd sy'n canolbwyntio ar bum maes: gwella bywydau bob dydd pobl, ymateb i'r argyfyngau hinsawdd a natur, atal salwch, adeiladu economi llesiant, a diogelu'r iaith a diwylliant Cymraeg. Cyn y rôl hon, roedd Derek yn Brif Swyddog Gweithredol Cwmpas, asiantaeth datblygu cydweithredol fwyaf y DU, am ddeuddeg mlynedd. Mae hefyd wedi gweithio fel Pennaeth Materion Allanol yn y Gronfa Loteri Fawr (Cymru), Pennaeth Polisi ac Ymgyrchoedd yn TUC Cymru, ac ef oedd gweithiwr cyntaf Stonewall Cymru.

Dydd Iau 9 Gorffennaf 2026

Rebecca Coleman

Athro Cymdeithaseg | *Prifysgol Bryste*

Mae Rebecca Coleman yn Athro yn Sefydliad Dyfodol Digidol Bryste (BDFI), Canolfan ESRC ar gyfer Dyfodol Cymdeithasol-ddigidol (CenSoF) a'r Ysgol Cymdeithaseg, Gwleidyddiaeth ac Astudiaethau Rhyngwladol ym Mhrifysgol Bryste. Mae ei hymchwil yn croesi cymdeithaseg, astudiaethau cyfryngau a diwylliannol, a theori ffeministaidd, gyda diddordebau penodol mewn cyfryngau a diwylliannau digidol, dyfodol a phresennol, cyrff, effaith a materoliaeth newydd, a methodolegau dyfeisgar. Mae hi wedi gweithio mewn adrannau cymdeithaseg yn Goldsmiths, Prifysgol Llundain a Phrifysgol Caerhirfryn yn flaenorol. Hi yw awdur *Glitterworlds: The Future Politics of a Ubiquitous Thing* (Goldsmiths Press, 2020) a *Transforming Images: Screens, Affect, Futures* (Routledge, 2012), ac mae wedi cyhoeddi'n eang ar amser, teimlad, a bywyd bob dydd. Rhwng 2023 a 2025 bu'n Ymchwilydd Preswyl yng Nghanolfan Cyfryngau Knowle West ym Mryste, gan weithio ar dechnoleg gymunedol a dyfodol digidol.

Panel Cyweirnod

Dydd Mercher 8 Gorffennaf 2026

Joe Rossiter

Cyd-gyfarwyddwr, Polisi a Materion Allanol | *Sefydliad Materion Cymreig*

Joe Rossiter yw Cyd-gyfarwyddwr y Sefydliad Materion Cymreig (IWA), melin drafod annibynnol flaenllaw Cymru, lle mae'n gyfrifol am bolisi a materion allanol y sefydliad. Ymunodd â'r IWA ym mis Tachwedd 2022, ar ôl gweithio yn flaenorol yn Sustrans Cymru a Stonewall Cymru. Fe'i penodwyd yn Gyd-gyfarwyddwr yn 2024. Mae Joe yn ysgrifennu'n eang ar bolisi Cymru, gan gynnwys ar sero net, llywodraethu economaidd, grymuso cymunedol a'r Senedd.

Caer Smyth

Darlithydd yn y Gyfraith | *Ysgol y Gyfraith Caerdydd, Prifysgol Caerdydd*

Mae Caer Smyth yn Ddarlithydd yn Ysgol y Gyfraith Caerdydd, Prifysgol Caerdydd. Mae ei hymchwili yn ymwchilio i gyfranogiad y cyhoedd mewn gwneud penderfyniadau amgylcheddol, gan ganolbwyntio ar rwystrau i gyfranogiad effeithiol gan gynnwys trin arbenigedd a natur wrthwynebus ymholiadau lleol cyhoeddus. Roedd ei hymchwili doethurol yn cynnwys gwaith maes ethnograffig yn yr ymchwiliad cyhoeddus i gynllun Coridor yr M4 o amgylch Casnewydd. Mae ei gwaith presennol yn adeiladu ar y canfyddiadau hyn ac mae hefyd yn archwilio Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 yng nghyd-destun cyfraith cynllunio ac amgylcheddol. Mae cyhoeddiadau diweddar yn cynnwys "Hope-bearing legislation? Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015" (gydag Elen Stokes, Cyfraith Amgylcheddol Trawswladol, 2024).

Anwen Elias

Darlennydd mewn Gwleidyddiaeth | *Adran Gwleidyddiaeth Ryngwladol, Prifysgol Aberystwyth*

Mae Anwen Elias yn Ddarlennydd mewn Gwleidyddiaeth yn yr Adran Gwleidyddiaeth Ryngwladol ym Mhrifysgol Aberystwyth, ac ymunodd â hi yn 2005. Hi yw Cyd-gyfarwyddwr Canolfan Gwleidyddiaeth a Chymdeithas Cymru a Chyd-gyfarwyddwr WISERD. Mae ei hymchwili a'i haddysgu yn canolbwyntio ar wleidyddiaeth diriogaethol a chyfansoddiadol, systemau gwleidyddol a phleidiau gwleidyddol, ymwahanu, a democratiaeth drafodol. Gwasanaethodd fel Comisiynydd ar y Comisiwn Annibynnol ar Ddyfodol Cyfansoddiadol Cymru, gan gyfrannu arbenigedd mewn ymgysylltu dinesig a phaneli dinasyddion. Mae hi'n raddedig o Brifysgol Caergrawnt a chwblhaodd ei PhD yn Sefydliad y Brifysgol Ewropeaidd, Fflorens.

Rhys Jones

Athro Daearyddiaeth Ddynol | *Adran Daearyddiaeth a Gwyddorau Daear, Prifysgol Aberystwyth*

Mae Rhys Jones yn Athro Daearyddiaeth Ddynol ac yn gyn-Bennaeth Adran Daearyddiaeth a Gwyddorau Daear ym Mhrifysgol Aberystwyth. Mae ei brosiectau ymchwil cyfredol yn canolbwyntio ar: syniadau o gydlyniant tiriogaethol a chyfiawnder gofodol yn yr UE (Horizon 2020); daearyddiaeth symudiadau rhanbarthol yn yr UE (ESRC); twristiaeth treftadaeth, hunaniaeth a symudedd rhwng Iwerddon a Chymru (INTERREG). Mae'n Gymrawd Cymdeithas Ddysgedig Cymru ac yn Gymrawd Academi'r Gwyddorau Cymdeithasol.



WISERD Cynhadledd Flynyddol 2025 | WISERD Annual Conference 2025

Keynote Speakers

Wednesday 8 July 2026

| Derek Walker

Future Generations Commissioner for Wales | *Future Generations Wales*

Derek Walker is Wales's second Future Generations Commissioner, having taken up the role in March 2023. He is responsible for ensuring the Well-being of Future Generations (Wales) Act 2015 is implemented across public bodies, encouraging government and public bodies to take a longer-term view on policy decisions, and protecting and promoting the needs of future generations. In his first year in post he launched Cymru Can, a seven-year strategy focused on five areas: improving people's everyday lives, responding to the climate and nature emergencies, preventing ill health, building a well-being economy, and protecting Welsh language and culture. Prior to this role, Derek was CEO of Cwmpas, the UK's largest co-operative development agency, for twelve years. He has also worked as Head of External Affairs at the Big Lottery Fund (Wales), Head of Policy and Campaigns at the Wales TUC, and was the first employee of Stonewall Cymru.

Thursday 9 July 2026

| Rebecca Coleman

Professor of Sociology | *University of Bristol*

The future politics of everyday life

Rebecca Coleman is Professor in the Bristol Digital Futures Institute (BDFI), the ESRC Centre for Sociodigital Futures (CenSoF) and the School of Sociology, Politics and International Studies at the University of Bristol. Her research crosses sociology, media and cultural studies, and feminist theory, with particular interests in digital media and cultures, futures and presents, bodies, affect and new materialisms, and inventive methodologies. She has previously worked in sociology departments at Goldsmiths, University of London and Lancaster University. She is the author of *Glitterworlds: The Future Politics of a Ubiquitous Thing* (Goldsmiths Press, 2020) and *Transforming Images: Screens, Affect, Futures* (Routledge, 2012), and has published widely on time, feeling, and everyday life. From 2023 to 2025 she was Researcher in Residence at Knowle West Media Centre in Bristol, working on community technology and digital futures.

Keynote Panel

Wednesday 8 July 2026

| Joe Rossiter

Co-Director, Policy and External Affairs | *Institute of Welsh Affairs*

Joe Rossiter is Co-Director of the Institute of Welsh Affairs (IWA), Wales's leading independent think tank, where he is responsible for the organisation's policy and external affairs. He joined the IWA in November 2022, having previously worked at Sustrans Cymru and Stonewall Cymru. He was appointed Co-Director in 2024. Joe writes widely on Welsh policy, including on net zero, economic governance, community empowerment and the Senedd.

| Caer Smyth

Lecturer in Law | *Cardiff Law School, Cardiff University*

Caer Smyth is a Lecturer at Cardiff Law School, Cardiff University. Her research investigates public participation in environmental decision-making, with a focus on obstacles to effective involvement including the treatment of expertise and the adversarial nature of public local inquiries. Her doctoral research involved ethnographic fieldwork at the public inquiry into the M4 Corridor around Newport scheme. Her current work builds on these findings and also examines the Well-being of Future Generations (Wales) Act 2015 in the context of planning and environmental law. Recent publications include "Hope-bearing legislation? The Well-being of Future Generations (Wales) Act 2015" (with Elen Stokes, *Transnational Environmental Law*, 2024).

| Anwen Elias

Reader in Politics | *Department of International Politics, Aberystwyth University*

Anwen Elias is a Reader in Politics in the Department of International Politics at Aberystwyth University, which she joined in 2005. She is Co-Director of the Centre for Welsh Politics and Society and Co-Director of WISERD. Her research and teaching focuses on territorial and constitutional politics, political systems and political parties, secession, and deliberative democracy. She served as a Commissioner on the Independent Commission on the Constitutional Future of Wales, contributing expertise in civic engagement and citizens' panels. She is a graduate of Cambridge University and completed her PhD at the European University Institute, Florence.

| Rhys Jones

Professor of Human Geography | *Department of Geography and Earth Sciences, Aberystwyth University*

Rhys Jones is a Professor of Human Geography and former Head of Department of Geography and Earth Sciences at Aberystwyth University. His current research projects focus on: ideas of territorial cohesion and spatial justice in the EU (Horizon 2020); the geographies of regional movements in the EU (ESRC); heritage tourism, identity and mobility between Ireland and Wales (INTERREG). He is a Fellow of the Learned Society of Wales and a Fellow of the Academy of Social Sciences.

New Researcher Session

Presentations by early career researchers, alphabetical by surname

Zulfia Abawe

University of South Wales

Pluriversity in Policy? Assessing the Decolonial Potential of the Well-being of Future Generations Act through Its Implementation Practices

The Well-being of Future Generations (Wales) Act (2015) is internationally promoted as a pioneering model of long-term, sustainability-oriented governance. Celebrated for its seven well-being goals and “sustainable development principle,” it is often framed as a transformative shift away from Western, growth-centred policy logics. This paper offers a decolonial examination of whether the Act genuinely enables pluriversal forms of policymaking, or whether its implementation re-centres the same epistemic assumptions it claims to challenge. Focusing specifically on institutional implementation practices within Welsh public bodies – such as the production of well-being assessments, the use of indicators and dashboards, and compliance-driven reporting – the paper analyses how policy officers translate the Act’s principles into everyday bureaucratic routines. Drawing on a qualitative document analysis of implementation tools and guidance (e.g., Future Generations Commissioner resources, local authority action plans), alongside publicly available meeting minutes and policy reviews, the study identifies the tensions between the Act’s relational aspirations and the managerial, metrics-oriented practices used on the ground. The findings suggest that while the Act creates conceptual room for alternative futures, its current operationalisation remains anchored in technocratic evaluation frameworks that limit its pluriversal potential. The paper concludes by outlining practical ways to deepen the Act’s transformative ambition, including integrating community-rooted knowledge practices, more relational approaches to evidence, and decolonial ways of understanding intergenerational responsibility.

Molly Cranch

Swansea University

Beyond WIMD: Foodbank Deserts, Hidden Deprivation and Local Welfare Governance in Swansea

Foodbanks have become a prominent, but incomplete, proxy for understanding food insecurity in the UK (Tarasuk et al., 2019). This paper examines the extent foodbanks in Swansea align with local deprivation, questioning the adequacy of the Welsh Index of Multiple Deprivation (WIMD) for understanding food insecurity. This study utilises Geographic Information Systems (GIS), and interviews alongside a novel multidimensional deprivation index for Swansea’s 30 MSOAs, validated against WIMD. This index facilitates temporal analysis between 2011 and 2021, and is designed to be interpretable alongside foodbank locations and operational data. GIS mapping shows a mosaic of inequalities: urban MSOAs such as Townhill remain highly deprived, while neighbouring areas like Uplands appear to improve. Foodbank locations largely match deprivation, with 74% of foodbanks situated in MSOAs more deprived than the Swansea average, with a significant negative correlation between deprivation scores and foodbank counts. However, 30% of Swansea’s geography lies outside a one-mile foodbank catchment, and 6 MSOAs

can be characterised as “foodbank deserts”. The novel deprivation measure shows a 7.8% decrease in deprivation from 2011 to 2021, compared with only a 3% decrease according to WIMD; this difference is statistically significant at $p < 0.01$. If our policies and practices follow incomplete data, then we risk failing those who need support. Interview and questionnaire data demonstrate that spatial metrics alone cannot explain these patterns. Foodbanks emerge from community-led initiatives, constrained by volunteers, and public–private food assistance systems (PPFAS). Additionally, access is shaped by transport, voucher rules, and stigma. Swansea’s Food Poverty Network partially mitigates these constraints by coordinating resources, and information through a dual assistance model. The paper argues that relying on WIMD alone risks obscuring in-work poverty, underclaiming, and hidden need; illustrating how integrating bespoke deprivation indices, GIS, and local governance insights can better target food insecurity interventions across Wales.

Jacob Rees Davies

Bangor University | with Greg Flynn (Bangor University), Vicky Karkou (Edge Hill University) and Rhiannon Tudor Edwards (Bangor University)

Assessing the Economic Impact of the Arts on Health and Healthcare Services in Wales

Background This research provided an assessment of the economic impact of the arts on the NHS and social care in Wales, as well as wider population health and societal impacts. This is first time the economic impact of the arts on the NHS and social care in Wales had been investigated at national level. **Focus of enquiry** There is a growing body of evidence linking engagement in arts and culture to better physical and mental health across the life-course. Establishing the financial value of these benefits, and possible savings for the NHS and social care, is an important, complimentary emerging area of research. **Methods** This research built upon a 2024 report by Frontier Economics that explored the economic impacts of health and wellbeing improvements through arts participation at UK level. We applied the Frontier Economics models to respective Welsh population figures (to generate society-wide impacts) and attendance and participation data for Arts Council of Wales (ACW) multi-year funded organisations (to generate ACW programme-specific impacts) between 2019-2024. Our research also explored specific healthcare challenges where the arts may have the most to offer in terms of NHS and social care cost savings in Wales through four case studies. These reflected areas of significant health challenge burden in Wales, as well as robust evidence of the impact the arts had within these specific challenges in project evaluations. **Results** The estimated financial value of health and productivity benefits through all arts engagement in Wales at least £588m a year. We estimated ACW investment in multi-year funded organisations generated a financial ROI of £11.08 in for every £1 invested in terms of health, wellbeing and productivity benefits. The arts could help promote improved adolescent and adult mental health, prevention of falls amongst the elderly and support the health and wellbeing of our NHS workforce.

Anuschka Erkemeij

Birkbeck, University of London

Making Home at the End of the World: Anticipating Climate Futures on One Planet Developments in Rural Wales

Focusing on people living in 'off-grid' homes under the One Planet Developments (OPD) policy in rural Wales, this research considers how conflicting personal, collective and institutional understandings of climate futures are negotiated through everyday practices of home and homemaking. The OPD policy enables people to live 'off grid' on agricultural land, provided they build zero carbon homes, have a land-based business and maintain an ecological footprint below 1.88 global hectares per person. By tying residential planning permission to lifestyle choices, OPD offers a unique case study where environmental governance and everyday life come together. With this focus, the project explores how residents living in 'off-grid' homes understand and anticipate climate futures in their everyday lives while operating within a stringent planning policy framework. Drawing on 8-months of extensive ethnographic fieldwork with thirteen OPD households, in-depth semi-structured interviews, and policy analysis, this study explores how OPD residents navigate the tensions between their own sense of climate urgency and the bureaucratic requirements of the policy. Theoretically, this research brings anticipatory geographies into conversation with critical geographies of homes to understand how climate futures are understood, imagined and materially enacted in everyday life. Empirically, this study shows that choosing to do OPD often represents a form of activism in which people respond to current and future societal crises by living more closely aligned with their values. It also reveals how OPDers experiment with self-building zero-carbon homes within regulatory frameworks of the OPD policy. Finally, it highlights how systems of monitoring and measurement simultaneously enable and limit how OPDers live sustainably. By centring the home and everyday life as a key site of climate change anticipation, this research expands the focus of anticipatory geographies beyond institutional settings and contributes to critical understandings of how policy and everyday practices intersect in the making of more sustainable futures.

Amy Griffiths

Swansea University | with Rebecca Ellis, Aimee Grant and Wahida Kent (Swansea University)

Stigmatised, judged and unsupported: A systematic review of Autistic mothers and children's social work

Autism is a lifelong form of neurodivergence, with many Autistic people becoming parents. Good social work support ensures vulnerable children thrive and families stay together where this is safe and in the child's best interests. The experiences of Autistic mothers and children's social work have recently become the focus of research. Our systematic review was the first synthesis of the existing literature on the experiences of Autistic mothers and social work related to their pregnancy, child or children (0-18 years). The study followed PRISMA standards and used the JBI convergent integrated synthesis approach. Nineteen records met the inclusion criteria (10 peer-reviewed; 9 gray literature). The results focused overwhelmingly upon the experiences within the child protection arena. Three key themes emerged from the data: 'Challenges and barriers of social work,' and what best practice should look like when working with an Autistic mother. 'Autistic mothering stigma, stereotypes and assumptions,' where Autistic

mothers reported that their parenting capacity, attachment, and communication styles were often judged and misinterpreted. ‘Outcomes of social work for Autistic mothers’ included accusations of Fabricated or Induced Illness (FII). Autistic mothers reported fear and long-term traumatic experiences of having their children removed either temporarily or permanently. We conclude that change is required to combat stigma and ensure that social work applies human rights legislation for both Autistic mothers and their children. Despite the many challenges faced by social work, raising awareness of and centring the voices and experiences of this vulnerable group of children and families is vital and can only help develop this area of practice. Delivering neurodivergent-affirming training to all social work staff and ensuring that there are specialist Autism social workers within child protection teams to support parents could also bring benefits.

Steffan James

Cardiff University

The Butterfly Effect: Unintended Consequences in Wales' Pursuit of Sustainable Futures

Modern life in Wales depends on complex, interdependent supply chains in which local decisions generate far-reaching consequences. What happens in Wales today, particularly in relation to decarbonisation, will shape economic, social, and environmental outcomes well beyond the immediate context. Yet policies designed to meet climate goals often produce effects that extend beyond their intended scope. This paper argues that tensions between climate action, employment, and community well-being cannot be adequately understood through linear policy models and instead require a systems-based perspective. It asks what unintended consequences arise as a result of actions taken to improve sustainability in supply chains in Wales? Drawing on systems theory, policy interventions are conceptualised as operating within complex adaptive systems characterised by feedback loops, emergence, and cross-scale interactions (Ackoff, 1974; Meadows, 2008). This is combined with sociological theories of unintended consequences (Merton, 1936) and panarchy theory (Gunderson and Holling, 2002) to explain how well-intentioned actions generate uneven and sometimes counterproductive outcomes across organisational, regional, and societal levels. Empirically, the study adopts a qualitative, longitudinal design centred on three case studies: the decarbonisation of the Welsh steel industry at Port Talbot; workplace recycling regulation; and the target of generating 100% of Wales’ electricity usage through renewable means by 2035. Data are drawn from semi-structured interviews with a range of stakeholders, complemented by documentary analysis. Findings indicate that policy interventions generate consequences across multiple temporal and spatial scales, shaping environmental outcomes, cultural practices, labour markets, supply chains, and community stability in uneven ways. The paper therefore highlights the need for more reflexive, systems-aware policy approaches to support the pursuit of genuinely sustainable futures.

Claire Jupe

University of Warwick

Welsh language mathematics materials: exploring availability, uptake and creation

The limited availability of Welsh language materials has been identified as a barrier to equitable bilingual teaching provision, and creating high-quality Welsh language materials is deemed a national priority (Estyn, 2023). In light of disappointing recent mathematical attainment in Wales (Estyn, 2025; OECD,

2023), a survey of primary schools in North Wales was undertaken to explore the following research questions: What is the current availability and uptake of Welsh language teaching programmes and materials in mathematics? What are the challenges and facilitators of using/adapting English language mathematics materials in Welsh language settings? Questionnaires asked schools to describe the mathematics programmes they currently use, including any Welsh language materials available. Welsh medium and dual language schools were also asked about their experiences of using English language materials in Welsh medium settings. Results identified a lack of Welsh language mathematics programmes and materials available and the challenges this creates for Welsh medium schools. Responses also suggested a reliance on English language materials can negatively impact teaching quality and learner engagement in these settings. In addition, teachers described investing substantial time adapting English language lesson plans and resources into Welsh, increasing workload and reducing time spent interacting with learners. Where English language materials have been translated into Welsh, teachers reported issues with syntax, terminology, and consistency in the clarity of mathematical definitions between languages. This hinders the progress learners make, especially those with language difficulties. The results from this study demonstrate the urgent need for a greater range of Welsh language mathematics materials in primary schools and provide important insights into how the quality and range of Welsh language materials could be improved. These findings can be used to support a sustainable, equitable education system in Wales, where all learners can access high-quality resources in their first language.

Sanjeev Kumar

Cardiff University

High Streets as Quintessential Social Infrastructure – Exploring their role in economic revitalisation and community cohesion/ town-centre regeneration framework

This research investigates UK High Streets (HS) as critical social infrastructure (SI), commonly understood as physical spaces, facilities, services, institutions, networks and groups outside of work and home that foster social connection and engagement in communal life (Klinenberg, 2018; Latham and Layton, 2019). HS, historically vibrant centres of commerce and social interaction, are considered vital social and economic places, and according to national and local governments, are uniquely positioned to act as multidimensional social assets that enhance community cohesion, economic resilience, and urban revitalisation (Wrigley and Dolega, 2011). However, their role as SI remains poorly understood and underutilised in HS regeneration strategies, limiting their effectiveness in addressing socio-economic and urban challenges. The study aims to reimagine HS as inclusive, adaptive, and community-focused spaces that serve as hubs for sustainable development and social well-being. It will develop a multidisciplinary framework to conceptualise, evaluate, and operationalise the socio-economic and cultural roles of HS as SI. This is critical to addressing contemporary challenges, such as the decline of physical retail driven by e-commerce and the growing socio-economic disparities within communities. The research objectives are: To conceptualise the role of HS as SI in promoting social and economic inclusivity, resilience, and cultural exchange across diverse communities. To examine barriers to HS revitalisation, including gentrification, urban decline, and gaps in policy and practice, and provide evidence-based strategies to overcome these challenges. To develop participatory methodologies for stakeholder engagement, fostering collaboration between community members, businesses, and policymakers. Primary Research

Question RQ1 - How can high streets (HS) be reimagined as inclusive, adaptive, and community-focused 'public spaces' that function as social infrastructure (SI) for sustainable development and social well-being? This research studies the challenges associated with High Street (HS) vacancies and decline, through cases in Birkenhead/Liverpool in England and Swansea/Powys in Wales.

Kelvis Merino Perez

Cardiff University

Remote Work in the UK: Regional Disparities and Socioeconomic Inequalities

The rise of remote working has changed working arrangements in the UK, although access remains uneven across regions and socioeconomic groups. Existing evidence shows substantial variation in remote work uptake across regions, occupations, and socioeconomic status, but less is known about the extent to which regional disparities reflect differences in local labour market composition or broader structural inequalities. This study examines the determinants of remote working adoption in the UK, with particular attention to regional disparities and socioeconomic inequalities over the period 2016–2025. The analysis is informed by the literature on regional labour market structure, occupational composition, and the task-based feasibility of remote work. This framework suggests that regional differences in remote work uptake may reflect variation in sectoral and occupational composition, while access may also be shaped by individual socioeconomic characteristics and the feasibility of performing specific jobs remotely. The study addresses three main questions: (1) how the prevalence of remote work varies across UK regions; (2) the extent to which socioeconomic characteristics, job-related factors and task-based feasibility explain regional disparities in remote work, and how they shape access to remote work more broadly; and (3), how regional disparities in remote work have evolved across the pre-Covid pandemic, pandemic, and post-pandemic periods. The study uses data from the UK Household Longitudinal Study (Understanding Society) drawing on repeated cross-sections of paid employees from wave 8 to 15 (2016–2025). Remote working status is measured using respondents' reported place of work. The methodology employs multivariate regression models, combines individual and job-related factors with a task-based measure of remote work feasibility.

Theresa Ogbekhiulu

Swansea University

"Nothing About Us Without Us": Co-Producing Decolonial Practice in Welsh Higher Education

This flash talk draws on research exploring how decolonising curricula is understood and experienced by students in Welsh Higher Education. While decolonising is increasingly embedded within institutional strategy and policy discourse, there remains limited understanding of how these agendas are interpreted by students in everyday learning environments. Using semi-structured qualitative interviews with undergraduate and postgraduate students at a Welsh university, this study examines how curriculum content, pedagogical practices, and institutional cultures shape experiences of belonging, visibility, and participation. The research is grounded in critical decolonial theory and engages with concepts of epistemic justice and institutional power, particularly how knowledge hierarchies are reproduced or challenged. Findings highlight three key themes. Firstly, students describe a persistent gap between Welsh HE institutional rhetoric on decolonising and lived classroom experience, where Eurocentric knowledge

frameworks continue to dominate. Secondly, participants emphasise the importance of representation and curriculum content in shaping a sense of belonging and academic confidence. Thirdly, the research reveals the often-unrecognised emotional labour carried by students from ethnic minority backgrounds, who frequently find themselves responsible for educating peers and staff on issues of racial inequalities. The study argues that decolonising curricula must move beyond surface-level change and instead address deeper structural questions about power, knowledge production, and pedagogical practice. It also highlights the importance of student voice as a legitimate site of knowledge in shaping institutional change, as seen in other institutions with more diverse student cohorts. This flash talk contributes to broader debates within the Well-being of Future Generations (Wales) Act 2015 by connecting educational practice to issues of equality, supporting the Anti-Racist Wales Action Plan. It calls for more meaningful approaches to co-production in curriculum design, where students are not only consulted but actively shape knowledge frameworks. This research also forms a basis for my doctoral study, to co-create a framework for decolonising with students, using participatory action research (PAR).

Akniyet Sarsenova

Cardiff University

Peacebuilding through co-creation of cultural memory in borderlands

The aim of my research is to improve our understanding of the role of cultural practitioners in building everyday peace through co-creating cultural memories. The empirical context of my research is Poland and its borderlands and I conducted interviews with cultural practitioners (museums professionals, etc.) there. This talk will focus on my PhD research and my ongoing work in bringing everyday peace, cultural memory and borderlands together.

Peter Teuten

Cardiff University

Green and not-so-pleasant land: exploring greenspace encounters creatively

Urban greenspace has become a key feature of many planning schemes, both locally and nationally. It has also become a topic understood as both a social unifier (More in Common 2025) and a site of discrimination. This subject shares many of the founding messages of the Act: improvements in spatial justice, health and wellbeing, and local culture and identity. This project, still in its early stages, critically and creatively navigates local greenspace sites in Swindon (UK) that we, as citizens, come to know. The research adopts theoretical perspectives from critical scholarship on greenspace (Tyler 2010; Tyler 2012; Rishbeth and Finney 2006; Rishbeth et al. 2019; Ware 2022) and mobilities and urban research to critically engage with depictions of urban greenspace as equally beneficial and collectively shared by all. It does so by asking those that frequently visit greenspaces in Swindon, a town moulded by its industrial railway heritage, how and which meanings are attached to place and how places come to be known and owned. In so doing, it seeks to understand the often-overlooked perspective that greenspace is not felt and experienced by all in the same way. It uses walk-and-talk mobile methods and creative mapping, moving beyond conventional understanding of places and attending to the political construction of people-place relations. It also encourages recognition of greenspaces as participatory elements of research themselves through crafty mapping exercises and collaging.

Ella Watson

Cardiff University

Social Care Involvement and Substance Misuse in High-Risk Youth: Evidence from Linked Administrative Data in Wales

This PhD project examines how substance misuse and social care involvement shape outcomes for high-risk young people in Wales. Existing research frequently attributes poorer outcomes among care-experienced young people to their time in care, often without sufficient consideration of whether key risk factors, notably substance misuse, were present prior to entry into the care system. This study seeks to address this gap by using linked administrative data to investigate the timing and interaction of risk factors over time. Using anonymised records held within the Secure Anonymised Information Linkage (SAIL) Databank, the project will analyse longitudinal outcomes for high-risk young people across health, education, social services, and substance misuse support datasets. The research will focus on two primary questions: 1. How substance misuse and/or social care involvement influence outcomes for high-risk young people in Wales 2. How the chronology of these risk factors affects longer-term outcomes. The methodology comprises three stages. First, multiple datasets will be coded to identify indicators of risk, including school exclusion, mental health problems, substance misuse, and youth justice involvement, enabling the identification of a high-risk cohort. Second, these records will be linked to social services data to categorise young people according to their care experience, including age of entry into care, number of care episodes, and placement type. Third, linkage with health, substance misuse service, and mortality records will allow longitudinal follow-up of outcomes. Analysis will employ descriptive statistics and survival analysis to examine how early risk profiles and care involvement relate to later outcomes. By improving understanding of the timing and interaction of these factors, the project aims to inform policies and interventions that support young people's health and wellbeing, while strengthening community cohesion through improved awareness of the obstacles faced by high-risk young people in Wales.

Qixian Zhang

Bangor University

Vienna's Public Housing Model and Its Implications for Wales and the UK

Vienna's public housing sector has been praised for its affordability, extensive reach, and stability since its inception in the 1920s. As a leading example worldwide, it continues to adapt to challenges such as supply-demand imbalances, sustainable design, social cohesion, and housing affordability, issues also faced by Wales and the United Kingdom. Vienna's success, particularly in housing finance and broader system design, offers valuable lessons for both contexts. The United Kingdom and Vienna began developing social housing after the First World War. However, in Wales, some social housing projects have gained a negative reputation, and the concept is widely stigmatised. This research, therefore, asks: drawing on leading global examples, what can Wales and the United Kingdom learn to enhance housing affordability and residents' living experiences? The study explores four dimensions: supply and demand, housing affordability, social housing, and quality of life. It employs a mixed-methods approach to examine Vienna's housing system, with particular focus on its financial mechanisms and emerging development trends relevant to Wales and the United Kingdom. The research uses both qualitative and quantitative

methods, including interviews with scholars and housing professionals in Vienna, as well as secondary data from local government, housing authorities, and academic literature. These data identify the key elements underpinning Vienna's housing sector. Findings indicate that Vienna's long-term political stability, clear housing strategy, effective supply-demand management, broad affordable housing coverage, independent funding mechanisms, and unique housing deposit system support financial sustainability. Recent developments also highlight improving residents' experiences through environmentally sustainable design and community-building initiatives that enhance social cohesion.



WISERD Cynhadledd Flynyddol 2025 | WISERD Annual Conference 2025

Poster Exhibition

Poster presentations, alphabetical by surname

Freya Arnold

Cardiff University | with Ross Vanderwert (Cardiff University)

Early Origins of Anxiety: Infant Attention, Temperament, and Maternal Mental Health

Anxiety disorders are among the most prevalent mental health conditions globally, yet their early developmental origins are not fully understood. Biased attention towards threatening stimuli is implicated in the development and maintenance of anxiety (Bar-Haim et al., 2007). Understanding when and how these biases emerge in infancy may help identify children at risk before anxiety develops. At four months of age, before stable attentional biases have formed, it is possible to measure two underlying attentional processes: how readily infants orient towards emotional stimuli (engagement) and how easily they look away (disengagement; Fu and Pérez-Edgar, 2019). We examined whether two risk factors for biased attention towards threat, infant temperamental negative affect (reactivity to novel or aversive stimuli) and maternal distress, are associated with these attentional processes in response to emotional faces. Eye-tracking data were collected from 71 four-month-old infants using a modified version of the Overlap task (Peltola et al., 2009), where infants viewed emotional faces (angry, fearful, happy, and sad). Engagement was measured by how quickly infants shifted their gaze towards an emotional face; disengagement by how quickly they shifted away from one. Results showed that infants high in negative affect whose mothers reported high distress showed heightened engagement with emotional faces and heightened disengagement from emotional faces. This may mirror a pattern of attention to threat theorised to be present in anxious individuals (Mogg and Bradley, 1998). These findings suggest that the interplay between infant temperament and maternal mental health begins shaping attention to threat very early in life. As part of a longitudinal study tracking development across the first two years, this research aims to advance understanding of early life pathways to anxiety, with longer-term implications for identifying at-risk infants and informing early intervention strategies.

Niamh Breslin

University of South Wales

Traditional orchards and heritage apples in Wales: A community approach to resilient food systems

Once central to rural livelihoods, UK traditional orchards have experienced a vast decrease, with an 80% reduction in area of small, low-intensity management orchards since 1900; even when considering larger commercial orchards, overall habitat area has decreased by over 50% (National Trust, 2022). Alongside this decline, many local and regional orchard fruit varieties have fallen out of favour, gone extinct, or remain unidentified. However, there has been renewed interest in restoring and creating traditional orchards; and in Wales in particular, identification and propagation of heritage apples has recently come to the forefront, with a National Register of Welsh Apple Varieties now available (National Trust Cymru, 2025). These habitats and fruit now offer vital opportunities for enhancing resilience of local food systems, communities, and natural ecosystems in the face of accelerating climate change and nature depletion.

The sensitive management practices typical of historic orchards contribute to high biodiversity, carbon storage, and landscape connectivity; offering nature-based solutions aligned with national biodiversity and climate adaption goals. Heritage apple varieties are highly adaptable and genetically diverse, helping to sustain productive orchards under increasingly variable environmental conditions. The UK is only 40% self-sufficient for apples, with most of the apples sold in our supermarkets being imported – despite over 2500 varieties being identified across the nation (Forum for the Future, 2025). With climate change impacting crop production in the countries we source apples from, we need to revisit how we value and use our homegrown varieties. This PhD research seeks to explore if and how communities across South Wales are engaging with these natural, and cultural, resources; and to foster interest and investment in the future of resilient food systems through community mapping and citizen science approaches.

Mine Gelegen

The London School of Economics and Political Science

Future generations? Who?: Social Identities and representations of Welsh future generations within the Future Generations Act and the Welsh public

When we advocate for future generations, who is considered? What identities are applied onto them and does this influence how likely we are to act according to sustainable policy goals? This project approaches this consideration of ‘well-being of future generations’ through a social and cultural psychological lens, specifically focusing on the influence of ‘identity’ of future generations that are publicly constructed and managed. Empirical research in intergenerational cooperation has uncovered individual factors such as imaginative vividness (Coleman and DeSteno, 2024) and legacy motives that influence intergenerational concern and prosocial behaviour (Mookie et al., 2025). Furthermore, experimental research that has implemented Social Identity Theory (Tajfel and Turner, 1979) shows that priming ingroup/outgroup identities onto future generations influences intergenerational cooperation intentions (Imada et al., 2025). However, such evidence is experimental and/or quantitative, thus presenting a gap in a qualitative understanding of how identities of future generations are 1) discussed in current societies and 2) influence real-life outlook/behaviour related to future-oriented policies. To explore this gap, this project utilises Social Representations Theory (Moscovici, 1984) and its exploration of how our knowledge is socially and dialogically constructed as ‘representations’ by different actors and cultures within our public sphere. Specifically, it will be a case-study on how the Welsh public and the Well-being of Future Generations Act 2015 constructs representations and identities of future generations, and will map out the (mis)match in the representations between the policy and the population, as well as the mutual influence between the Act and the population. This project employs a mixed-qualitative method, conducting a policy analysis and semi-structured interviews with various members of the Welsh public (policymakers, working adults and students). By exploring both spheres and different population groups, I aim to uncover wider insights into how sustainability can be framed effectively to match the population’s future outlook.

Amy Isham

Swansea University

Nature Nurture: Using Participatory Ripple Effects Mapping to Capture Change in People and Place from a Community Conservation and Wellbeing Programme

Background: Nature-based interventions are increasingly recognised as supporting personal, community, and planetary well-being, making them promising candidates to support the Well-being of Future Generations (Wales) Act 2015. However, many programmes struggle to evidence how psychological change, learning, and ecological action interact to support sustained pro-environmental behaviour and community cohesion. There is a need for evaluation approaches that capture these complex, relational impacts beyond narrow, predefined metrics. Aims: This study examines how a community-based, psychologically informed conservation programme contributes to sustainable futures, particularly in relation to Resilience, Health and Well-being, and Community Cohesion. It also evaluates participatory Ripple Effects Mapping as an inclusive method for capturing impacts of the programme that is aligned with collaborative ways of working. Methods: ‘Nature Nurture’ was a 10-week programme delivered across two woodland sites in Swansea, South Wales, developed through collaboration between Swansea University and Happy Headwork CIC. The programme combined trauma-informed wellbeing practices, ecological learning and habitat restoration. Evaluation used participatory Ripple Effects Mapping, overlaid with the Inner Development Goals framework, with 25 participants to capture anticipated and emergent outcomes across individual, community and environmental levels. Results: Findings indicate improved emotional well-being, stronger connection to place, increased ecological literacy, and enhanced confidence and agency as environmental stewards. Ripple effects extended to community engagement, sustained pro-environmental behaviours, and measurable habitat restoration outcomes. The method also identified pathways linking inner development to collective and environmental change. Contribution: This research demonstrates how integrated, community-based approaches can operationalise the ambitions of the Well-being of Future Generations (Wales) Act 2015. It highlights the value of participatory evaluation for capturing complex people–place dynamics and informing policy and practice for sustainable futures in Wales and beyond.

Nialish Khan

Swansea University

Socioeconomic and Health Vulnerabilities of Women in Disasters

As climate change increases the frequency and severity of disasters, it is essential to develop gender-sensitive resilience strategies. Women in low-income countries are often more vulnerable because of limited access to healthcare, restricted mobility, and exclusion from disaster preparedness programs. Many studies focus on immediate impacts of disasters such as economic losses and mortality, but gaps remain in studying the long-term effects on women’s quality of life (QoL). It means how well people live within their social and cultural environment, specifically whether women can secure employment, access healthcare, and maintain a decent standard of living post-disaster or if they remain trapped in long-term vulnerability. This study employs a two-part framework: a cross-country analysis between different income groups to explore the impacts of disaster severity on life expectancy and a micro-level study in

Pakistan to examine cumulative impacts on women's QoL considering rural urban differences and intersectional factors (such as ethnicity, age, household demographics). The study applies fixed effects panel regression, log-log model, staggered Difference-in-Difference and Events study methodology. The data will be obtained using secondary data sources from Emergency Events Database, the Pakistan Social and Living Standards Measurement, and the World Bank. The primary aim is to quantify how disasters impact women's health and economic conditions, providing insights into the socio-cultural and economic factors that shape recovery. My findings will support the development of gender-sensitive disaster policies aligning with international frameworks i.e., the Sendai Framework for Disaster Risk Reduction and UN-SDGs (5 – gender equality and 13 – climate action). Beyond academia, the research has global relevance for similar disaster-prone regions like Bangladesh and Philippines which face recurrent disasters. I also plan to engage with National and Provincial Disaster Management Authorities (NDMA and PDMAs) and other NGOs working in Pakistan to ensure policy relevance and impact.

Supriya Kumar

Cardiff University | with Ed Janes, Amy Paine and Katherine Shelton (Cardiff University)

Adopted young people's voices on family life, adoption experience, school and free time: Insights from a thematic analysis

Background Adopted young people in the UK are more likely to experience a range of difficulties compared to their non-adopted peers, including lower academic attainment and higher levels of emotional and behavioural difficulties (Brown et al., 2017). However, existing research has predominantly been shaped by the perspectives of parents, caregivers, or professionals (Best, Cameron and Hill, 2021). This contrasts with the voices of adoptees remaining underrepresented. **Method** This study is centred on the voices of adopted young people, their experiences of adoption and what matters to them. Sixteen adopted young people aged 12–16 participated in online interviews. Each interview began with a discussion of an object that held personal significance, followed by semi-structured conversations guided by topic cards on family, adoption, school, and play (Lewis, Newton, and Vials, 2008). This approach enabled young people to guide the discussion and emphasise the points they found most meaningful. **Results** A thematic analysis of the qualitative interview data will highlight emerging themes within the context of family life, adoption experiences, school and how young people choose to spend their free time. **Implications** These insights will contribute to a more nuanced understanding of adopted young people's lives and will have direct implications for social work practice and post-adoption support. The findings will reinforce the importance of recognising adopted young people as experts in their own lives and ensuring their perspectives inform the services designed to support them.

Mari Lewis

Rural Health and Care Wales

Sustainable Communities Lampeter: a community resilience project supporting rural independent living

Rural communities across Mid Wales face persistent and interconnected challenges, including social isolation, ageing populations, limited access to services, transport barriers, and workforce pressures.

These issues significantly impact health, wellbeing, and independence, particularly for older and more vulnerable residents. Evidence shows that loneliness and social isolation are linked to poorer physical and mental health outcomes and increased demand on statutory services (WHO, 2021).¹ The Sustainable Communities project in Lampeter (Ceredigion, Mid Wales), delivered by Rural Health and Care Wales (RHCW) and funded through the Welsh Government's Health and Social Care Regional Integration Fund (RIF), builds on earlier initiatives in Aberporth (Cardi Care), and in Lampeter and Llanidloes. Findings from the Cardi Care project highlighted the need for similar approaches to reduce loneliness and strengthen social networks in rural areas. RHCW subsequently secured funding through the UK Shared Prosperity Fund to pilot community care models focused on resilience and sustainability. Key elements included linking statutory services with community volunteers and "twinning" rural communities to promote mutual support through shared activities such as day trips. Further RIF funding enabled the continuation of the project in Lampeter from January 2025. The project aims to strengthen community support systems and enhance resilience by providing a practical framework for local action. Central to this is a dedicated Co-ordinator who facilitates weekly social activities, organises day trips, and works closely with residents to identify local needs. The project also connects vulnerable individuals with community volunteers who provide low-level support, such as shopping, transport, and companionship. Throughout the project, a Sustainable Communities toolkit was developed to provide a practical, evidence-informed framework to support the piloting and replication of similar community resilience projects across the rural Mid Wales region. This will enable communities to reduce social isolation, strengthen resilience and support people to live independently for longer.

Will Lewis

Welsh Government

Methods for Linking Higher Education Data in Wales

Objective Tracking students across UK higher education providers is challenging because the unique identifier in Higher Education Statistics Agency (HESA) data is often lost when students transfer between institutions. This project builds on advanced data linking methods developed for Welsh school and post-16 education data to accurately link HESA records across years and assign a consistent pseudo-identifier for all students studying in Wales, from across the UK. Approach In the initial stages of the project, HESA data was cleaned and enhanced with newly derived variables and existing identifiers were linked and refined. The linking methodology began by matching records across multiple years utilising existing identifiers. To increase match rates, this was followed by fuzzy matching techniques. These included frequency-based matching and phonetic string comparators applied to characteristics such as name, postcode, and date of birth. Thresholds for comparators were chosen to increase the match rate while keeping the number of false matches to a minimum. Results The resulting output assigns a new pseudo-identifier to all HESA records, regardless of Welsh domicile status. This enriched HESA dataset is for a variety of statistical and research purposes, providing robust evidence to inform policy development. Conclusions and Implications This robust linkage enables the tracking of students across different years and providers, supporting detailed analysis of learner progression. This facilitates the evaluation of programmes designed to improve progression and retention to inform Welsh Government policy. By incorporating non-Welsh domiciled students, the dataset provides further insights into movement into and out of Wales, strengthening future research and policy development.

Maura Matthews

Cwm Taf Morgannwg University Health Board | with Sam Roberts (Cwm Taf Morgannwg University Health Board)

Understanding the Feasibility and Acceptability of Using Population Health Management with Primary Care Staff in the Cynon Cluster

Cwm Taf Morgannwg University Health Board (CTMUHB) has used a population health management (PHM) approach to understand population need and design proactive, targeted models of care that improve health and wellbeing, maximise the use of collective resources and place individuals at the centre of coordinated care. Two feasibility intervention studies were carried out in the Cynon Cluster area, with four GP practices. The study sought to investigate the feasibility and acceptability of primary care staff using PHM segmentation data to identify patients with chronic conditions appropriate for a proactive, preventative early intervention within a primary care setting. Case lists were generated using agreed criteria to include age, PHM segment, chronic condition and area of deprivation. Patients' needs were assessed through a "what matters" conversation with trained clinical staff. A wide range of primary care staff delivering frailty and COPD interventions were included in the study. Using qualitative data gathered in both studies from one focus group and nine staff interviews a thematic analysis identified six main themes and eighteen sub themes (Braun and Clarke, 2006). Staff reported that both studies had delivered positive benefits to patients and addressed unmet health and social care needs. Staff were receptive to using a data driven PHM approach as a mechanism to support chronic condition management, reducing health inequalities particularly in empowering patient self-management and patient education. Staff noted the potential of PHM approaches to reduce pressure on primary care and community services especially during periods of high demand. Project improvements discussed included the introduction of a staff PHM training programme and involving all staff groups in the planning stages to improve communication. Strategies to mitigate the negative effects of cold calling patients and the involvement of patient advocates to support adopting a more preventative approach to self-management of their condition were suggested.

Afonso Pereira

Swansea University | with Amy Isham and Andrew H Kemp (Swansea University)

Crafting Inner Development: The Ripple Effects of a Community-Based Intervention

Background: In response to the lack of progress towards the United Nations' Sustainable Development Goals, the Inner Development Goals (IDGs) were created to emphasise personal growth as a catalyst for societal transformation and effective climate action. The IDGs propose that strengthening inner human capacities can accelerate sustainability efforts through 25 skills across 5 dimensions. This aligns with sustainable wellbeing frameworks that argue that promoting wellbeing at an individual, collective, and planetary level, is essential in the context of the climate crisis. However, the IDGs remain underexplored within community-based interventions. Aims: This study evaluated a community-based crafts intervention delivered by a charity promoting craftsmanship, contemplation, and conservation grounded in nature-based values. Crafts-based interventions, which have demonstrated positive impacts on mental health and wellbeing, may offer an effective platform for fostering IDG-related skills and sustainable wellbeing.

Methods: Stakeholders (n = 31) participated in three focus groups facilitated by Ripple Effect Mapping. This method is particularly useful to capture both intended and unintended effects of program on the participants, their community, and the environment. Qualitative data underwent deductive analysis using the IDGs and sustainable wellbeing as frameworks. Findings: Findings suggest that the intervention meaningfully supports both sustainable wellbeing and the IDGs. Participants described the crafting process as meditative, confidence-building, and expanding who they are, reflecting IDG skills such as self-awareness, presence, and creativity. The initiative's safe and inclusive environment facilitated social connection, breakdown of interpersonal barriers, and friendships extending beyond the sessions, indicators of enhanced collective wellbeing and IDG skills such as connectedness and relationship-building. Finally, participants reported increased pro-environmental agency, responsibility, and nature connection, showcasing strengthened planetary wellbeing and IDG skills like conscious resource use and proactivity. Implications: Overall, this qualitative evaluation indicated that community-based crafts interventions can foster inner development, supporting sustainable behaviours – aligning with the Wellbeing of Future Generations Act goal of a more resilient Wales.

Samantha Roberts

Cwm Taf Morgannwg University Health Board

Taking a Population Health Management Approach to the Management of Patients with COPD in the North Cynon Primary Care Cluster

Population Health Management (PHM) can support with understanding patient populations, their need and use of health care resources to improve population health. The North Cynon General Practice (GP) area, has a population size of 31,755 people with 3% of the population living with a COPD diagnosis (PHM Unit, 2023). With the known risk factors for a COPD exacerbation including deprivation, smoking, cold weather, respiratory tract infections and low influenza uptake; this project sought to use a PHM approach (namely segmentation and risk stratification) to identify and support those most at risk of winter exacerbation of COPD, testing the feasibility and acceptability of doing so. Qualitative analysis has shown that 256 patients successfully contacted from 314 attempted patient contacts. Of the 256 patients, 176 (68.8%) were referred/given two or more secondary interventions e.g. COPD app, help me quit, flu jab, pulmonary rehab, rescue pack. A higher proportion of patients from segments 4 and 9 received two or more interventions. Quantitative analysis has shown that the patients found the proactive intervention useful and it helped them stay well over the winter. This study was an empirical mixed methods project, an evaluation of a project that ran from December 2023 until March 2024, following the RE-AIM framework (Glasgow et al, 1999); including the collection of both qualitative and quantitative data from 256 patients and 6 project team. Population Segmentation data was used successfully to proactively identify patients who would benefit from an additional COPD check to aid wellbeing ahead of and during the winter period. Learning from this project is currently being used to roll out similar approaches across other cluster areas to aid patients living with COPD stay well over the upcoming winter periods.

Kate Sandars

Swansea University | with Holly Andrews (University of Reading), Andrew Kemp and Amy Isham (Swansea University)

Coaching for a Sustainable Future: Values, Eco-Anxiety and Professional Responsibility

Background: The Climate and Ecological Emergency (CEE) is a critical threat to planetary wellbeing, prompting calls for executive coaches to widen their remit to support behavioural and psychological change. The profession has acknowledged the responsibility through updated ethical codes. However, there is disagreement among coaches about their role, given the tradition of being led by the client's agenda. Given that coaches work with leaders, decision-makers and people with socio-economic resources, they are uniquely positioned to influence systemic responses to the CEE, yet professional engagement remains low. **Aims:** This study examines factors influencing coaches' perceived professional responsibility to address the climate crisis. The survey design draws on the Value-Belief-Norm (VBN) theory, which maps out how values and beliefs influence pro-environmental behaviour. It investigates whether biospheric values and strong ecological beliefs predict climate engagement in coaching and whether such engagement moderates the relationship between eco-anxiety and wellbeing. **Method:** This cross-sectional survey aims to recruit 300 coaches. By seeking international perspectives, including those from the Global South, the study aims to broaden the discourse on professional climate responsibility. Measures include the Environmental Schwartz Value Survey (E-SVS), a short-form version of the New Environmental Paradigm (NEP), the Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS), and the Hogg Eco-Anxiety Scale. **Anticipated findings:** Findings are expected to highlight psychological drivers of climate engagement. Drawing on VBN theory, biospheric values and ecological beliefs are anticipated to predict professional engagement with the CEE. Professional engagement is expected to reduce the association between high climate anxiety and low wellbeing. **Implications:** Findings will inform coach education and professional standards, highlighting how coaching might support constructive, systemic responses to the CEE. By applying VBN theory to the context of coaching, the study contributes to both environmental psychology and coaching research.

Lucy Stone

Swansea University

Evaluating the Women's Health Plan for Wales Using the IMPACT Framework: A Protocol for an Equity-Focused Policy Analysis

The Welsh Government published its Women's Health Plan to address longstanding gendered health inequities and improve outcomes for women and girls across Wales. The plan outlines commitments across reproductive health, menopause, mental health, delayed diagnosis, and access to services, with an explicit focus on reducing disparities. However, there has been limited structured evaluation of how the plan effectively identifies inequities, proposes targeted actions, embeds monitoring mechanisms, and involves women, particularly underserved groups, in shaping policy and service delivery. The Inequities in Maternity Policy and Care Tracking (IMPACT) framework, co-developed by White Ribbon Alliance UK, the University of Southampton, patient groups, and NGOs/CICs, provides a practical tool for assessing equity within health policy. Its four domains, Understanding Inequities, Addressing Inequities, Monitoring and

Evaluating Inequities, and Community Participation, offer a structured lens for analysing the Women's Health Plan. The aim of this work is to apply the IMPACT framework to evaluate the Women's Health Plan for Wales, identifying strengths, gaps, and opportunities to strengthen equity commitments within women's health policy in Wales. A framework-based policy analysis will be undertaken. The Women's Health Plan will be systematically coded against the four domains of the IMPACT framework. A coding matrix will be developed to ensure consistency and transparency in the analytical process. The analysis will examine the extent to which the plan: (1) identifies specific inequities and their drivers; (2) proposes actionable, targeted and funded interventions; (3) includes measurable indicators and accountability mechanisms; and (4) embeds meaningful community participation, particularly for underserved groups. This study will provide the first systematic, equity-focused assessment of the Women's Health Plan for Wales, supporting efforts to strengthen accountability, improve monitoring, and embed lived experience in women's health policy across Wales.

Michelle Symes

Rural Health and Care Wales | with Anna Prytherch (Rural Health and Care Wales)

The Role of Transport in Identity, Autonomy and a Sense of Place

This poster will outline the Rural Health and Care Wales (RHCW) scoping and review process undertaken as part of a 3-month Improving Adult Care Together (IMPACT) funded project into the scoping of Public and Community Transport across Ceredigion. 1 Transport is vital to the development and maintenance of social and health connectivity and engagement with services, places, and other individuals. Through this enablement transport creates and supports strong cultural links between individuals, their self-identity and the sense of place and belonging associated with knowledge and understanding of the environment in which people reside and work. This project builds on work undertaken by the Ceredigion Local Network Group on “Social Care in Rural Areas” in September 2024 which identified two main areas of concern: communication and transport and follows on from the transportation Hackathon in December 2024 with the Ceredigion Local Network Group, CWMPAS and CAVO (Ceredigion Association of Voluntary Organisations). This again highlighted rural transport as a key area of concern, with potential actions identified to address the transportation challenges particularly those associated with isolation, exclusion and loneliness. This poster will outline the scoping and mapping processes undertaken to collate and analyse public and community transport within Ceredigion, summarise the literature review findings and define how the 5 key themes of (1) Classification of rural and rurality, (2) Autonomy and the Third Place, (3) Multi Modal approaches (4) Environmental and Technological Developments and (5) Social Equity and the Poverty Triangle converge to define and reassure individuals of a sense of place, identity and freedom which is as closely linked to the language and culture of Ceredigion as it is across the wider Welsh landscape. The poster will also include analysis from the Public Engagement events hosted by RHCW in Borth, Aberystwyth, Tregaron and Llandysul providing direct participant involvement and shared lived experience.

Kirsty Usher

Aberystwyth University

Manual Labours of Love: A Study of a Transient and Tangible Working Life

There is a common conception that doing things with your hands is satisfying, exercise is good for you, travelling widens your perspectives and feelings of self-worth are vital to mental health. My research looks at these four elements under the umbrella of wellbeing. Since the Welsh Government announced their Well-being of Future Generations Act, there have been numerous interpretations of those seven goals. In this age of encroaching technology on those in office based working lives, my research in the world of travelling manual labourers, interprets those goals through a Human Geography lens, particularly that of Labour Geographies. The participants in my project are festival riggers, and their work life should tick a lot of those wellbeing boxes. They are the unseen providers of vital infrastructure, to our own vital need for tangible, in-person community events, especially as we increasingly attempt to tear ourselves away from our smartphones. Crews who build festivals and events work seasonally and are always on the move. They are riggers, but their roles can be taken on with no training and at all levels of skill. Some build big top tents, some build stages and set pieces, or fences and flags. I generally refer to them when writing as Travelling Manual Labourers (TML) as a catch all term. The working culture that exists around this relatively closed community is the main focus of my fieldwork and interviews. I favour video ethnography as a research tool, using chest straps and a Go Pro style camera to capture the first-person perspective. Alongside wellbeing, anarchism emerges in relation to identity, autonomy, spatial dynamics and resistance to dominant structures. Is wellbeing a result of these relatively anarchist social working structures? Does this kind of life beget a greater sense of wellbeing, in comparison to a more conventional working life?

Xiujuan Wang

University of Oxford

Navigating transitions and constructing value: A longitudinal sequential mixed-methods study of UK master's graduates entering global labour markets

Graduate employability is a dominant policy agenda in higher education, yet it is often measured through endpoint indicators such as employment and earnings and decontextualised skills frameworks. These approaches obscure how graduates navigate the transition from higher education into work, why underemployment and skills underutilisation persist, and how the value of postgraduate study is realised over time. This matters not only for labour market participation, but also for progression into meaningful and fair work. The issue is especially significant in UK master's education, which has expanded substantially and become highly internationalised, yet remains under-researched. This study examines how master's graduates navigate transitions from UK higher education into labour markets, what outcomes they achieve and how they perceive the value of their degree, and how knowledge and skills gained through master's study are utilised in work and career development. It is informed by a plural theoretical framing, drawing on human capital and signalling theory, capabilities and career construction perspectives, and Bourdieusian and positional approaches to interpret economic, symbolic, and experiential dimensions of transition and value realisation. The study adopts an exploratory sequential mixed-methods design (QUAL→QUAN). The qualitative phase provides the primary analytic foundation,

based on 170 longitudinal interviews with 60 master's students in environmental studies and engineering across nine UK universities, alongside 12 careers-staff interviews and institutional documents. The quantitative phase uses linked HESA Student Record and Graduate Outcomes data to examine whether indicators aligned with the qualitative constructs show patterned variation at scale. Findings show that transition is iterative and differentiated, degree value is multidimensional and unevenly realised, and knowledge and skills utilisation is a key mechanism linking educational experiences to longer-term value realisation. The study contributes a richer account of participation and progression beyond endpoint metrics and offers evidence relevant to higher education policy, fair work, and sustainable futures.

Mohammad D Zamzami

Swansea University | with Ashraf A. Fahmy (Swansea University)

Intelligent aerial manipulation systems for sustainable infrastructure monitoring

This research investigates the development of intelligent aerial manipulation systems for sustainable infrastructure monitoring in complex and high-risk environments. Traditional inspection methods for critical infrastructures such as bridges, energy facilities, and urban assets, often rely on human intervention, exposing workers to hazardous conditions while limiting efficiency and scalability. To address these challenges, this study proposes an autonomous system that integrates a quadrotor unmanned aerial vehicle (UAV) with a 6-degree-of-freedom (6-DoF) robotic manipulator. The system is designed to perform both inspection and physical interaction tasks in hard-to-reach environments. The proposed control framework combines Neural Networks (NN) and Adaptive Neuro-Fuzzy Inference Systems (ANFIS) to manage the complex dynamic coupling between the UAV and the robotic arm, ensuring stable flight and accurate trajectory tracking under uncertain and disturbed conditions. The research adopts a simulation-based methodology using MATLAB and robotic modelling environments to evaluate system performance. Synthetic datasets are generated to validate trajectory tracking, disturbance rejection, and control robustness. Results demonstrate that the proposed intelligent control approach significantly improves stability and tracking accuracy compared to conventional control strategies. This work contributes to the broader theme of sustainable futures by enabling safer, more efficient, and scalable infrastructure monitoring solutions. It aligns with resilience and innovative ways of working by reducing human exposure to risk and advancing the integration of intelligent robotics into public service systems. Future work will focus on real-world validation and reinforcement learning-based adaptive control.

Workshops and Symposia

Workshop and symposium sessions, alphabetical by surname

Tom Avery

Swansea University

The WISERD's Apprentice – Blue Sky Thinking about the Future of Welsh Social Sciences

If you are an early career researcher at this conference, you are part of the future of social science in Wales. This workshop invites you to step back from your current work and think collaboratively about the wider direction of the social sciences in Wales. What research priorities should shape the years ahead? What kind of environment would support ambitious and creative work? How might WISERD evolve over the next twenty years, and what possibilities can we imagine for its role within Welsh social science? The aim of this session is to create space to think together about these broader questions, with a focus on imagination and collective reflection. The workshop will offer opportunities for open discussion and group activities that help us consider what the field has already achieved and what futures we might want to pursue. Participants will be encouraged to reflect on how research cultures could develop and what practices or collaborations they would like to see strengthened. This workshop is run by ECRs for ECRs. There are no set outcomes for the session and we hold no formal influence over WISERD's direction. The intention is simply to begin a conversation among early career researchers about the long-term direction of social science in Wales and to gauge interest in continuing this discussion beyond the conference. This is a possible starting point for shared thinking about the research community we want to contribute to and how that might take shape over time. Come and join the conversation.

Andrew Kemp

Swansea University | with Lowrie Wilkie, Amy Isham and Stuart Gray (Swansea University) and Assoc. Zoe Fisher (Swansea Bay University Health Board)

From Definition to Delivery: Promoting Sustainable Wellbeing and Resilience in Wales

Background: The Well-being of Future Generations (Wales) Act (2015) has catalysed global interest in 'sustainable wellbeing', yet persistent challenges remain in both defining wellbeing and translating it into practice. Aim and research questions: This symposium presents an interdisciplinary, cross-sector programme of work addressing this implementation gap, asking: (1) how wellbeing can be conceptualised in ways that are theoretically coherent and policy-relevant; and (2) how such models can be embedded in real-world systems to support resilient, just transitions. Theoretical framework: Our work is guided by an ecobiopsychosocial meta-framework of wellbeing, aligned with the Act, which conceptualises wellbeing as dynamic connections between individuals, communities, and ecosystems. The framework integrates insights from psychology, public health, and sustainability science, offering a shared foundation for collaboration across academia, healthcare, and professional services. Methodology: Our programme of research combines (i) quantitative synthesis of intervention effectiveness (including a large-scale network meta-analysis of wellbeing interventions), (ii) mixed-method evaluation in healthcare and higher education settings, and (iii) community-based participatory and action research conducted with third-sector

partners. Data sources include randomised controlled trials, service-level evaluations, and qualitative data from community stakeholders. Aim of symposium: Our symposium will bring together academic researchers, clinicians, mindfulness practitioners and professional services colleagues to examine how evidence is translated into practice across organisational contexts. Empirical work demonstrates implementation through place-based interventions, including nature- and blue-space initiatives, eco-construction, and community-supported agriculture, as well as systems-level innovation including biophilic urban regeneration through a major AHRC-funded mission. Our symposium will show how wellbeing can be operationalised across scales through sustained partnership working, offering a practical model for advancing resilience, climate adaption, and spatial justice in Wales.

Alec Shepley

Wrexham University

Public mapping within the Context of Ecological Citizenship: Cognitive cartographies of Wrexham as Creative commons

This panel discussion draws on cognitive mapping as a framework for understanding how Wrexham has emerged as a site of collaborative knowledge production, where artistic practice, social inquiry, and civic engagement intersect. Understood not merely as spatial orientation but as the mental and collective processes through which communities make sense of their environments, cognitive mapping offers a productive lens through which to examine place-based, interdisciplinary research. We position Wrexham not as a passive backdrop for creative activity but as a living commons, a terrain that is actively known, narrated, and remade through participatory practice. By mobilising existing networks and cultivating new ones across academic, third sector, statutory, and independent creative communities, our work reconfigures the city as a collaborative ecosystem in which knowledge is produced, circulated, and contested. Workshops, creative practice, and shared inquiry become acts of collective cartography: ways of charting the social, ecological, and civic dimensions of a place that resist singular or authoritative representation. Central to this approach are research strands connecting ecological citizenship, environmental justice, community mapping, and arts in health, each concerned, in different ways, with how people come to understand and act within their worlds. Underlying all of them is a concern with growing disconnection in everyday life, and with creative methods as tools for rebuilding civic legibility and shared orientation. This work is carried forward through two externally funded networks: the EPSRC-funded Ecological Citizen(s) Network+ and the AHRC-funded Public Map Platform, both of which treat community-generated maps as instruments of agency and transition. The panel reflects on what it means to practise cognitive mapping as research methodology: to generate knowledge not about a city, but with it, and in doing so, to render Wrexham itself as a map still being drawn.

Ian Thomas

Cardiff University | with Katy Huxley (Cardiff University)

Partnering with the voluntary sector to improve data and evidence

If “The strength of a nation is its knowledge,” then data play a vital role in developing that knowledge. For voluntary sector organisations, data can be a powerful resource for advocating change, guiding practice, and demonstrating impact on people’s lives and wellbeing. This symposium showcases examples of how

academia has worked with the voluntary sector to strengthen data collection and use. Voluntary organisations generate large volumes of data, yet limited research capacity and data science skills often mean data are used only for immediate operational needs. Collaboration between academia (bringing research expertise) and the voluntary sector (bringing grounded knowledge of issues), which acts as a catalyst for data driven change. Ian Thomas presents research on the Upstream UK youth homelessness prevention programme, which uses a screening tool to identify young people at risk. He supported partner organisations to enhance data collection and used programme data to generate new understanding of youth homelessness in Wales. Katy Huxley discusses developing new data sources through work with the Clean Clothes Campaign (CCC), an international network advocating for improved labour rights in the garment industry. Her analysis of global worker appeals resulted in a database enabling CCC to better record and monitor cases of labour rights violations. Huxley and Anna Skeels also share findings from research with Barnardo's Independent Child Trafficking Guardianship service. Their mixed methods analysis deepened understanding of the nature of support provided to children at risk of trafficking and exploitation, and informed recommendations for more child centred outcome measures. Finally, Skeels introduces the work of the SPARK Third Sector Research Partnership (TSRP), which supports collaboration between academics and voluntary organisations. She highlights projects that have supported third sector organisations with their research needs, with a focus on data gathering and usage for the benefit of organisations and the people they support.



WISERD Cynhadledd Flynyddol 2025 | WISERD Annual Conference 2025

Ffrwd Iaith Gymraeg

Cyflwyniadau trwy gyfrwng y Gymraeg, yn nhrefn yr wyddor yn ôl cyfenw | Presentations through the medium of Welsh, in alphabetical order according to surname

| Charlotte Amesbury

Prifysgol Bangor

Taith iaith – addysg a thu hwnt: Profiadau Siaradwyr Ifanc o fod yn siaradwyr Cymraeg mewn ardaloedd Cymraeg dwysedd isel | Language Journey – education and beyond: The experiences of Young Speakers of speaking Welsh in lower density of Welsh speaker areas

Mae'r papur hwn yn seiliedig ar ymchwil PhD sy'n archwilio profiadau a theithiau iaith pobl ifanc 14–18 oed sy'n siarad Cymraeg mewn ardaloedd lle mae llai na 20% o'r boblogaeth yn medru'r iaith (Cyfrifiad 2021). Yng nghyd-destun y gostyngiad diweddar yn nifer y siaradwyr Cymraeg ifanc, mae'r astudiaeth yn canolbwyntio ar brofiadau byw disgyblion wrth iddynt nesáu at ddiwedd eu haddysg Gymraeg, yn enwedig yn ystod cyfnodau pontio megis TGAU a Lefel A, a'u dyheadau ieithyddol ar gyfer y dyfodol. Gan dynnu ar gysyniad 'linguistic mudes', (trobwyntiau bywgraffyddol lle mae posib defnyddio neu droi i ffwrdd o'r Gymraeg e.e teulu, cymuned, swydd) mae'r ymchwil yn ystyried sut mae'r trobwyntiau bywgraffyddol hyn yn dylanwadu ar ddefnydd iaith. Defnyddiwyd dulliau cymysg, gan gyfuno holiadur ar-lein i ddisgyblion Blwyddyn 10–13 â grwpiau ffocws gyda disgyblion TGAU a Lefel A. Amlygir themâu allweddol megis gwahaniaethau defnydd iaith yn ôl rhywedd, diffyg cyfleoedd i ddefnyddio'r Gymraeg y tu allan i'r ysgol, dylanwad ieithyddol y teulu ac argaeledd pynciau ac adnoddau drwy'r Gymraeg. Dengys y canfyddiadau fod ffactorau cymdeithasol ac addysgol cymhleth yn siapia penderfyniadau pobl ifanc ynghylch cynnal a datblygu eu taith iaith Cymraeg. Mae'r papur yn cynnig mewnwelediadau ymarferol i gryfhau cefnogaeth i siaradwyr ifanc mewn ardaloedd dwysedd Cymraeg isel.

| Laura Arman

Prifysgol Caerdydd

Pwy sy'n hyderus i siarad Cymraeg yn yr ysgol? | Who is confident speaking Welsh at school?

Bydd y cyflwyniad yn cynnwys mewnwelediad o ddata Astudiaeth Aml-garfan WISERD (WMCS) 2024-25 ar y boblogaeth ysgol-uwchradd sy'n siarad Cymraeg yn hyderus, yn ogystal â'r rheini sy'n gweld y Gymraeg yn bwysig i'w dyfodol. Yn wahanol i holiaduron mwy fel y cyfrifiad, gall astudiaeth holiadur y WMCS gymharu agweddau'r disgyblion at y Gymraeg gyda'u hyder a'u diddordeb mewn pynciau eraill yn ogystal â chategorïau demograffeg er mwyn creu darlun o'r rheini sy'n gadael yr ysgol yn defnyddio'r iaith â'r rheini sydd ddim. Disgwylir i'r mewnwelediadau yma fod o fudd wrth i Lywodraeth Cymru geisio gynyddu'r nifer o siaradwyr law yn llaw â chreu gofodau gweithredol i oedolion rhugl (gw. Cymraeg 2050). Bwriad y cyflwyniad yw creu darlun o bwy sy'n llwyddo i fagu hyder drwy'r system ysgol, po bynnag y cyfrwng. Drwy gymharu profiadau a chanfyddiadau disgyblion o'r un cefndiroedd, gallem bwysleisio pwysigrwydd yr ystafell ddosbarth Gymraeg i ddisgyblion mewn ysgolion cyfrwng Saesneg, ond hefyd cymharu'r gwahaniaeth yn hyder gwahanol grwpiau, megis disgyblion sy'n siarad ieithoedd heblaw Cymraeg neu Saesneg adref. Gwyddem eisoes bod anafanteision wrth gysidro data hunan-asesu (Zajicova 2020). Gan

mai atebion hunan-asesu sydd i'w cael o gwestiynau'r holiadur, mae'r canlyniadau yn cael eu cyflwyno yn ôl cyd-destun daearyddol ac addysgol. Ar y llaw arall, mae cymhlethdod ein data yn galluogi inni olrhain defnydd y disgyblion rheini o'r Gymraeg drwy gwahanol gyfryngau a haenau cymdeithasol. Byddem felly yn esbonio sut, drwy ein astudiaeth hydredol, bydd modd mesur newidiadau mewn agweddau ymhlith y disgyblion er mwyn gweld os ydy'r newid yn cyd-fynd â chynnydd mewn defnydd o'r iaith.

Emily-Louise Beech

Prifysgol Bangor

R ôl y Gymraeg mewn Mentrau Gweithredu Cymunedol ac Ymgysylltu cymunedol: Astudiaeth Achos GwyrddNi | The Role of Welsh in Community Action Enterprises and Community Engagement: GwyrddNi Case Study

Mae'r papur hwn yn cyflwyno astudiaeth achos o GwyrddNi, menter hinsawdd a arweinir gan y gymuned yng Ngwynedd, gan archwilio rôl y Gymraeg wrth lunio gwytnwch cymunedol, cyfiawnder hinsawdd, a chydlyniant cymdeithasol. Wedi'i leoli o fewn cyd-destun Cymru wledig ddwyieithog, mae'r ymchwil yn ystyried sut mae iaith, hunaniaeth a lle yn rhyngweithio mewn ymatebion lleol i newid hinsawdd, gan gyfrannu at drafodaethau ehangach ar drawsnewidiadau cyfiawn, cyfiawnder gofodol, a mynediad at nwyddau amgylcheddol. Mae'r fframwaith damcaniaethol yn tynnu ar gysyniadau ymlyniad lle, ymddygiad cyfrifol amgylcheddol (ERB), ac ecoieithyddiaeth, gan archwilio'r berthynas rhwng iaith, tirwedd a hunaniaeth ddiwylliannol. Yn benodol, mae'n ystyried sut y gall iaith leiafrifol weithredu fel adnodd cymdeithasol a diwylliannol sy'n galluogi neu'n cyfyngu ar gyfranogiad mewn gweithredu hinsawdd. Mae'r ymchwil yn mynd i'r afael â'r cwestiynau canlynol: (1) Sut mae'r Gymraeg yn cael ei defnyddio mewn gweithgareddau hinsawdd cymunedol? (2) Sut mae defnydd iaith yn effeithio ar ymdeimlad o berthyn a chynhwysiant? (3) Sut mae grwpiau ieithyddol gwahanol yn profi'r un gofodau cymunedol? a (4) I ba raddau y mae'r Gymraeg yn galluogi neu'n rhwystro gweithredu cymunedol? Defnyddir dulliau cymysg, gan gynnwys dau holiadur (n=41; n dilynol), cyfweiliadau lled-strwythuredig (n=10), ac arsylwadau cyfranogol mewn digwyddiadau cymunedol megis Paned i'r Blaned. Mae'r data'n dangos bod y Gymraeg yn gallu cryfhau ymdeimlad o berthyn, hunaniaeth a chysylltiad â'r amgylchedd ymhlith siaradwyr, gan gefnogi ymddygiad amgylcheddol cyfrifol. Fodd bynnag, mae hefyd yn amlygu tensiynau o ran cynhwysiant, yn enwedig i siaradwyr di-Gymraeg neu ddysgwyr â hyder isel. Dadleuir bod y Gymraeg yn gweithredu fel math o seilwaith cymdeithasol sy'n siapia mynediad at weithredu hinsawdd a chyfranogiad cymunedol. Er mwyn cefnogi trawsnewidiadau cyfiawn, mae angen dulliau sensitif i gyd-destun sy'n cydbwysu hyrwyddo'r Gymraeg â sicrhau cynhwysiant, gan fynd i'r afael ag anghydraddoldebau gofodol ac ieithyddol o fewn cymunedau gwledig.

Meirion Ll Davies

Menter Iaith Conwy

Cyfraniad Mentrau Iaith i gynyddu defnydd a chreu amodau ffafriol i'r Gymraeg: esiampl MI Conwy | The contribution of Language Initiatives to increase the use and create favorable conditions for the Welsh language: example Menter Iaith Conwy

Mae'r Cynyddu'r defnydd o'r Gymraeg yw prif genhadaeth y Mentrau Iaith a Strategaeth Cymraeg 2050, yn benodol Thema 2 – Cynyddu'r Defnydd. Yn unol â'r weledigaeth hon, mae MIConwy wedi datblygu ystod o fentrau i wireddu'r nodau hyn fydd yn cael eu trafod a'u hasesu yn y cyflwyniad hwn. Bydd yn trafod datblygu rhwydwaith o Bwyllgorau Ardal sy'n gweithredu ar lawr gwlad a chodi cymhwysedd cymunedau i weithredu dros y Gymraeg. Erbyn hyn, mae rhwydwaith o Bwyllgorau Ardal ar draws y sir sy'n galluogi'r Fenter i ddarparu gweithgarwch sydd yn cynyddu defnydd o'r Gymraeg ar lefel gymunedol mewn rhannau helaeth o'r Sir. Yn ogystal, mae MI Conwy yn annog mentergarwch cymunedol cyfrwng Cymraeg sy'n taro'r nod Thema 3 - Creu amodau ffafriol – seilwaith a chyd-destun ac yn aml wedi ymateb i ddiffyg gwasanaethau yn Gymraeg neu mewn ymateb i fygythiad cau gwahanol wasanaethau fel siop Gymraeg, tafarn bentref, neu ddiffyg tai lleol. Mae'r rhain yn cynwys; Cyfieithu Cymunedol, Meithrinfa Gymraeg Derwen Deg, Bys a Bawd Pawb, a Cynnal Penmachno fel Cymdeithas Budd Cymunedol. Bydd y cyflwyniad hwn yn gwerthuso cyfraniad y datblygiadau hyn i waith y Fenter ac i'r defnydd o'r Gymraeg ac i greu amodau ffafriol iddi yn yr ardal a'r gwersi i ardaloedd eraill o Gymru.

Emma Grigorian

Cardiff Metropolitan University

Dulliau Dysgu Cymraeg i Oedolion: Agweddau a Goblygiadau i Brosesu Iaith | Methods of Learning Welsh for Adults: Attitudes and Implications for Processing Language

Mae'r iaith Gymraeg yn rhan sylfaenol o Ddeddf Llesiant Cenedlaethau'r Dyfodol (2015) a cydnebydd Llywodraeth Cymru (2017) bwysigrwydd rôl y Ganolfan Dysgu Cymraeg Genedlaethol (GDCG) wrth helpu'r Gymraeg i fynnu. Mae dros 20,000 o ddysgwyr yn y GDCG (2026), gyda dysgu'n rhithiol yn parhau i fod y prif ddull dysgu ers y pandemig COVID-19. Er gwaethaf twf mewn darpariaeth wyneb yn wyneb o'r blynyddoedd academaidd 2022–23 i 2024–2025 (25%–34%), mae'r gyfran o ddysgwyr rhithiol wedi aros yn weddol sefydlog (44%–40%). Mae sawl astudiaeth wedi dangos fod rhyngweithio rhithiol yn amharu ar lif y sgwrs gyda bylchau hirach wrth i siaradwyr newid a mwy o orgyffwrdd. Cysylltir sgysiau a nodweddir gan y nodweddion hyn â llai o fwynhad a chysylltiad cymdeithasol gwannach. Ychydig a wyddir am sut y gallai'r gwahaniaethau hyn rhwng dulliau effeithio ar y profiad dysgu ac felly ar ddewis y dysgwr i barhau i astudio'r iaith. Ymchwilia'r astudiaeth hon sut effeithia'r dull dysgu (rhithiol ac wyneb yn wyneb) ar berfformiad ieithyddol y dysgwyr a phrofiad dysgu'r dysgwyr. Defnyddia dulliau cymysg gan gynnwys arbrofion rheoledig i archwilio cywirdeb a dynamig amserol mewn sgysiau tiwtor-dysgwyr yn ogystal â grwpiau ffocws a holiaduron i ymchwilio ffactorau effeithiol megis cymhelliant, gorbryder a llwyddiant cyfathrebol canfyddiedig. Dengys canlyniadau rhagarweiniol bod rhyngweithiadau rhithiol yn fwy datgysylltiedig nag

wyneb yn wyneb gyda mwy o orgyffwrdd, lefelau is o lwyddiant cyfathrebol canfyddiedig ond yn fwy cywir. Awgryma'r canfyddiadau hyn berthynas gymhleth rhwng dull dysgu, perfformiad a phrofiad y dysgwr.

Huw Edward Jones

Menter Iaith Môn

Mesur Defnydd Iaith ar y Stryd: Ynys Môn | Measuring Language Use on the Street: Ynys Môn

Mae ymchwil gymdeithaseithyddol barhaus, systematig a gwyddonol yn gwbl hanfodol er mwyn gweithredu polisiau iaith a chynllunio ieithyddol effeithiol. Gellir adnabod beth sy'n digwydd mewn gwirionedd o ran defnydd iaith drwy ddeall realiti ieithyddol cymdeithas mewn modd gwrthrychol. Mae dealltwriaeth fanwl o gyflwr iaith yn allweddol i unrhyw broses adfywio lwyddiannus, gan fod defnydd dyddiol yr iaith yn greiddiol i'w bywiogrwydd.

Yng Nghymru, bu'r cyfrifiad yn fesur pwysig o wybodaeth am y Gymraeg ers amser maith, ond mae tystiolaeth wrthrychol am ddefnydd gwirioneddol yr iaith yn brin. I'r gwrthwyneb, yng Ngwlad y Basg datblygwyd nifer o fethodolegau dros y degawdau diwethaf i fesur sefyllfa'r iaith, gan gynnwys dull unigryw o arsylwi uniongyrchol ar ddefnydd ieithyddol mewn mannau cyhoeddus. Er bod arolygon sy'n gofyn i bobl am eu harferion yn gyffredin, mae'r dull arsylwi hwn yn cynnig tystiolaeth fwy gwrthrychol gan ei fod yn seiliedig ar ymddygiad go iawn yn hytrach na hunan-adrodd.

Yn y cyflwyniad hwn, byddwn yn trafod prosiect hwn lansiwyd 2024 ac a gwblhawyd yn 2025 gan fod y cyntaf i ddefnyddio'r fethodoleg hon erioed yng Nghymru drwy gydweithio rhwng Soziolinguistika Klusterra, Prifysgol Bangor a Menter Iaith Môn. Defnyddiwyd y dull Basgaidd i fesur defnydd iaith ar strydoedd pum tref ar Ynys Môn, gan gynhyrchu data gwerthfawr o ran defnydd y Gymraeg mewn gofodau cyhoeddus.

Gan fod mesur defnydd iaith drwy arsylwi yn arloesol ar lefel rhyngwladol, mae estyn y dull hwn i wledydd eraill yn galluogi cymariaethau methodolegol a rhyngwladol rhwng ieithoedd lleiafrifol. Er gwaethaf gwahaniaethau cyd-destunol, mae tebygrwydd sylweddol rhwng y Gymraeg a'r Fasgeg, gan wneud y prosiect hwn yn gam cyntaf pwysig a phrosiect peilot i wella ymchwil a pholisiau'r dyfodol.

Sion Jones

Prifysgol Caerdydd | with Siân Lloyd Williams (Prifysgol Aberystwyth)

Datblygu capasiti ymchwil ar gyfer ieithoedd lleiafrifedig: profiad Rhwydwaith Ymchwil Cydweithredol – Addysg Ddwieithog a'r Gymraeg | Developing research capacity for minoritised languages: Collaborative Research – Bilingual Education and the Welsh language

Sefydlwyd pedair Rhwydwaith Ymchwil Cydweithredol gan gynnwys Rhwydwaith ar Addysg Ddwieithog a'r Gymraeg gan Lywodraeth Cymru fel rhan o waith y Strategaeth Genedlaethol ar gyfer Ymchwil ac Ymholiad Addysgol. Mae pob prifysgol yng Nghymru yn aelodau o'r Rhwydweithiau Ymchwil Cydweithredol. Prif amcan y Rhwydweithiau yma yw cynyddu'r capasiti ymchwil, gan adnabod a chysylltu ymchwilwyr ar draws y prifysgolion ar wahanol gyfnodau yn eu gyrfaedd, cynnig cyfleoedd i ddatblygu rhwng ymchwilwyr, a chynnig cyfleoedd ar gyfer datblygiad proffesiynol. Byddwn yn trafod ein profiadau o fod yn aelodau o'r Rhwydwaith Addysg Ddwieithog a'r Gymraeg – yn benodol, ein profiadau o gydweithio

ar-lein ar erthyglau ymchwil; ein profiadau o gysylltu ein gwaith â chymunedau ieithyddol eraill; y gyfres o weithdai ymchwil y rydyn wedi cynnal fel Rhwydwaith; ac amlinelliaid o'r prosiectau ymchwil y mae aelodau'r Rhwydwaith wedi'u cymryd neu sy'n ymgymryd â nhw ar hyn o bryd. Rydyn yn gobeithio bod gwaith y rhwydwaith nid yn unig yn cynyddu'r capasiti ymchwil ond hefyd yn cyfrannu at un o nodau Deddf Llesiant Cenedlaethau'r Dyfodol o greu Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu.

Huw Lewis

Prifysgol Aberystwyth

'I think that's fair': English proficiency and linguistic integration in England

Across the UK, and particularly in England, debates on integration have long focused on race and religion. Since the early 2000s, however, language has become central, as politicians across the spectrum argue that learning English is essential for integration. This view resurfaced in summer 2025 when the UK Government's new immigration White Paper explicitly linked successful integration with English proficiency and proposed stricter language requirements for migrants wishing to live and work in the UK. Presenting these measures, Prime Minister Keir Starmer framed them as a matter of 'fairness', drawing a normative distinction between those who learn English and those who do not. Yet this raises deeper moral and political questions about what fairness in linguistic integration really means. Drawing on recent UK debates, this paper will focus on the following key questions: (i) to what extent is being able to speak the language of the host society essential for social, economic and political participation? (ii) to what extent can the host society legitimately expect newcomers to learn the language of the host society? (iii) how far should policy accommodate migrants' linguistic interests, including maintaining heritage languages? The paper considers how efforts to engage with such questions as part of a principled approach to linguistic integration might be furthered by drawing on the emerging interdisciplinary framework of *normative language policy*, which entails combining empirical insights from the fields of sociolinguistics and applied linguistics with recent normative work on language rights and language justice in political theory.

Owain Lewis

Prifysgol Aberystwyth

Hanfod iaith: Dwyfoli'r Gymraeg ym mudiad iaith y chwedegau a'r saithdegau | Deifying Welsh in the language movement of the sixties and seventies

Yn chwedegau a saithdegau'r ugeinfed ganrif, gwelwyd cynnydd sylweddol mewn ymgyrchu gwleidyddol dros y Gymraeg. Roedd y mudiad iaith ar y pryd yn weithgar ac iddo bresenoldeb amlwg yn y disgwrs cyhoeddus. Bwriad y papur hwn yw archwilio rhai elfennau o'r sgwrs gyhoeddus honno a'r syniadau oedd yn greiddiol iddi. Ysgogodd y syniad fod yr iaith am farw amryw i fod yn weithgar dros y Gymraeg: fe symbylwyd J. R. Jones yn enwedig i ymateb i'r argyfwng drwy gyflwyno gweledigaeth o iaith oedd yn ei dwyfoli. Cafodd hyn ddylanwad ar syniadaeth nifer yn y mudiad iaith yn y cenedlaethau dilynol, yn arbennig felly Emyr Llywelyn. Cafwyd hefyd wrth-ymateb i'r ffordd ysbrydol hon o synio am iaith gan garfan o Gristionogion a oedd yn gofidio am ddisodli priod le Duw â syniadau cenedlaetholgar. Cafodd hyn yn ei dro ddylanwad ar y mudiad iaith hefyd, ac fe'i mynegwyd yn ysgrifau Ffred Ffrancis yn y saithdegau.

Er cynnal cryn drafodaeth ynghylch dylanwad hanesyddol y mudiad iaith ar wleidyddiaeth Cymru, ar ffurf Cymdeithas yr Iaith Gymraeg yn benodol, ni bu llawer o drafodaeth am syniadau'r mudiad iaith ynghylch y

Gymraeg. Nod y thesis hwn felly yw mynd i'r afael â'r hyn yr oedd rhai aelodau blaenllaw o'r mudiad iaith yn ei weld yn arwyddocaol am iaith a'r syniadau a ddatblygwyd er mwyn cyfiawnhau bodolaeth a pharhad yr iaith er mwyn dirnad rhesymeg ehangach cenedlaetholdeb ieithyddol Cymraeg. Gobeithiaf, drwy ddangos sut mae'r disgwrs cyhoeddus presennol o gwmpas y Gymraeg yn bur wahanol i'r hyn ydoedd yn y cyfnod dan sylw, danlinellu'r ystyriaethau priodol wrth fyfyrir ar sefyllfa bresennol y Gymraeg a'i dyfodol hi. Mae'r papur yn seiliedig ar waith ymchwil fy thesis a gyflwynwyd yn 2023.

| Siân Lloyd-Williams

Prifysgol Aberystwyth

Archwilio perthynas disgyblion a staff â'r Gymraeg: Gwneud defnydd o brosiectau ymchwil gweithredu cyfranogol er mwyn datblygu adnoddau ac hyrwyddo diwylliant Cymraeg o fewn ysgol | Exploring the relationship between students, staff and the Welsh Language: Using participatory action research projects to develop resources and promote Welsh language culture within schools

Mae'r prosiect drafodir yma yn adeiladu ar ymchwil blaenorol oedd yn ffocysu ar brofiadau teuluoedd o gartrefi Saesneg o'r Gymraeg yn ystod Covid -19 (Thomas a Lloyd-Williams, 2021; Lloyd-Williams, Evans a Thomas 2023). Wrth ymateb i rai o ganfyddiadau yr ymchwil blaenorol cynlluniwyd adnodd ar drawsieithu a chyd-grëwyd adnodd i hyrwyddo'r defnydd o sgiliau Cymraeg a Chymraeg ymhlith rhieni a disgyblion ('Cysylltu, Cefnogi a Chynnig Cyfleoedd'). Mae prosiectau dilynol wedi ffocysu ar lais y dysgwr wrth ymchwilio i brofiad disgyblion o'r Gymraeg yn eu hysgolion ac yn ehangach, gan sicrhau fod llais y dysgwr yn rhan ganolog o'r methodoleg a'r adnodd a ddatblygwyd (Lloyd-Williams, Evans a Chapman, erthygl ar y gweill; Lloyd-Williams, Evans a Chapman, ar waith). Yng ngham cyntaf y prosiect cyfredol (Lloyd-Williams, Evans a Chapman, erthygl ar y gweill) cydweithiwyd gyda panel cynghori disgyblion a grwpiau ymchwil o ddisgyblion blwyddyn 8 gyda'r nod o ganfod eu barn/dymuniadau er mwyn cyd-ddylunio adnodd fuasai o ddefnydd iddynt wrth ddatblygu ac hyrwyddo eu defnydd/cyfleoedd i ddefnyddio'r Gymraeg (gobeithir rhannu yr adnodd terfynol yn y sesiwn). Yn 2il ran y prosiect (Lloyd-Williams, Evans a Chapman, ar waith) defnyddiwyd y methodoleg cyd-gynhyrchwyd gyda disgyblion yn y rhan gyntaf i gynnal gweithdai gyda staff a disgyblion mewn un ysgol gyda'r bwriad o gryfhau diwylliant Cymraeg o fewn yr ysgol. Nod y gweithdai oedd galluogi disgyblion a staff yr ysgol i ystyried eu perthynas a'r Gymraeg, beth oedd ar goll o ran y profiadau Cymraeg roeddynt yn eu derbyn ar hyn o bryd ac pa weithgareddau/cynlluniau pellach ellid eu rhoi mewn lle. Mae'r prosiectau hyn yn ein cynorthwyo i goladu gwybodaeth am berthynas presennol pobl ifanc â'r Gymraeg, trafod manteision o ddefnyddio o methodolegau cyfranogol (gweler hefyd Webber, Wilkinson, Duncan, & McGeown, 2024) ac ystyried ffyrdd o gyfrannu at gyrraedd miliwn o siaradwyr erbyn 2050.

| Mari Rhian Owen

Prifysgol Aberystwyth

Cymhariaeth o effaith y defnydd o strategaethau drama a chelf ar gaffael geirfa ac idiomau'r iaith Gymraeg ymhlith dysgwyr cynradd | Comparison of the impact of using drama and art strategies on Welsh language vocabulary and idiom acquisition amongst primary school learners

Wrth ddadansoddi canlyniadau cyfrifiad 2021 a'r lleihad pellach yn nifer siaradwyr Cymraeg dan 15 oed, cwyd yr angen i ystyried dulliau amgen o gefnogi addysgu'r iaith. Dengys llenyddiaeth bod y defnydd o'r celfyddydau yn y maes hwn yn effeithiol wrth gyflwyno ieithoedd mwyafrifol megis Saesneg a Sbaeneg

(Burnard et al., 2022; Dinham, 2024; Podlozni, 2000; Stinson & Winston, 2011; Wagner 1998) yng ngwledydd Ewrop, UDA ac Asia. Fodd bynnag, prin iawn yw'r ymchwil i effaith y celfyddydau ym maes datblygu ieithoedd lleiafrifol. Yn y cyflwyniad hwn ceir ystyriaeth o'r strategaethau ddefnyddiwyd mewn ymchwil i fesur effaith dau ddull creadigol - celf a drama - ar gynnydd geirfa Gymraeg dysgwyr mewn chwe ysgol yng Ngheredigion. Yn ogystal â dadansoddiad o ddata meintiol o ganlyniad i gyfres o weithdai creadigol ymarferol, trafodir data ansoddol wedi cyfweliadau lled-strwythuredig ag athrawon dosbarth wrth iddynt drafod eu defnydd o'r Celfyddydau Mynegiannol wrth gyflwyno iaith yn nyddiau cynnar y Cwricwlwm i Gymru 2022. Ystyrir eu hyder a'u hyfforddiant yn y Maes Dysgu a Phrofiad hwn, ynghyd â'u dyheuadau a syniadau am hyfforddiant pellach. Dengys canlyniadau'r ymchwil bod budd mewn ystyried hyfforddi athrawon mewn strategaethau creadigol, ac mewn dulliau drama'n benodol, er mwyn cefnogi addysgu geirfa ac idiomau Cymraeg ymhlith dysgwyr cynradd mamiaith Cymraeg a Saesneg. Amlygir ymhellach bod dysgwyr mamiaith Saesneg yn gwneud mwy o gynnydd na'u cyfoedion mamiaith Cymraeg wrth gael eu cyflwyno i eirfa Gymraeg trwy ddulliau celf a drama – canfyddiad pwysig o ystyried bod 60% o ddysgwyr ysgolion Cymru yn dod o gartrefi ble mae Saesneg yw iaith yr aelwyd (Estyn 2021).

Huw Williams

Prifysgol Caerdydd

Cyfiawnhau Cynllunio Ieithyddol | Justifying Language Planning

Mae trafodaethau o safbwynt rhyddfrydol o fewn maes cyfiawnder ieithyddol yn canolbwyntio'n aml ar gwestiynau ynghylch sail moesol mesurau i gynnal ac adfer ieithoedd bregus. Yn fras, awgrymir dau wahanol fath o reswm, un math sydd yn pwysleisio pwysigrwydd iaith o safbwynt rhyddid a'r gallu i fyw bywydau llawn, a'r math arall yn cyfeirio at syniadau ynghylch hunaniaeth unigolion a phwysigrwydd iaith yn y cyswllt hwn (weithiau cyfeirir at gysyniadau megis urddas). Bwriad y papur hwn yw trafod ffordd arall o feddwl am y sail moesol yma, nad sydd chwaith yn dilyn y trywydd o osod gwerth cynhenid ar iaith (sy'n broblematig o safbwynt y pwyslais rhyddfrydol ar yr unigolyn). Yn dilyn syniadau athronwyr megis Charles Taylor a J.R. Jones, awgrymir bod ystyried iaith fel yr hyn sydd yn cyfansoddi unigolion mewn ffyrdd sylfaenol, ac sydd yn cyfansoddi eu bydoedd, yn fodd amgen a mwy cadarn o greu sail ar gyfer polisi iaith. Ystyrir y dadleuon yma yng nghyd-destun adfer iaith yng Nghymru a hefyd yng nghyd-destun Degawd Ieithoedd Brodorol y Byd - dau gyd-destun lle'n aml mae'r daliadau traddodiadol rhyddfrydol yn ymddangos yn rhy wan i sefydlu'r math o bolisiau radical sydd eu hangen.

Panel a Gweithdy Rhwydwaith Iaith WISERD: Blaenoriaethau'r Gymraeg a Llywodraeth Cymru 2026-2030 | WISERD Language Network Panel and Workshop: Welsh Language Priorities and the 2026-2030

Welsh Government

Siaradwyr: Gwennan Higham (Prifysgol Abertawe), Meirion Prys Jones (LinguaNi), Huw Lewis (Prifysgol Aberystwyth)

Bwriad y sesiwn hon yw trin a thrafod beth ddylai fod yn brif flaenoriaethau i Lywodraeth Cymru 2026–2030 mewn perthynas â'r iaith Gymraeg. Yn rhan gyntaf y sesiwn (30 munud), bydd panelwyr arbenigol – yn cynnwys Gwennan Higham (Prifysgol Abertawe) a Meirion Prys Jones (cyn Brif Weithredwr Bwrdd yr Iaith Gymraeg) – yn rhannu eu safbwyntiau ar yr hyn ddylai fod yn flaenoriaethau. Yna bydd ail ran y sesiwn yn agor i fformat gweithdy a thrafodaethau dull caffi'r byd, lle bydd mynychwyr yn cylchu gwahanol fyrdau yn trafod cwestiynau er mwyn llunio rhestr o 10 prif flaenoriaeth ar y Gymraeg i'w rhannu gyda'r Llywodraeth Cymru newydd.



WISERD Cynhadledd Flynyddol 2025 | WISERD Annual Conference 2025

Papers

Paper presentations, alphabetical by surname

Olga Andrianova

The Open University | with Isidora Kourti, Toni Gladding and Sarah Roberts (The Open University)

CARE – Common Good HRM for Lithium Battery Waste Justice

This paper presents findings from the Common Action for Responsible Environment (CARE) project, which explores how Common Good HRM (CGHRM) transforms lithium battery waste governance in Cardiff's deprived wards. By revealing cross-boundary waste subjectivities, we demonstrate CGHRM's power to scale relational justice from workplaces to sustainable urban ecologies. Lithium battery waste challenges Cardiff's deprived wards, yet within this crisis lies transformative potential. CGHRM (Aust et al., 2020) emerges as Wales' relational infrastructure for sustainable waste futures, turning waste workers into celebrated experts, residents, and councils into trusted partners through Socio-Ecological Performativity. Research questions of this paper explore this possibility: How can CGHRM reshape waste subjectivities across Cardiff's boundaries? Which mechanisms (recognition practices, trust-building, community capacity) strengthen pink bin infrastructure? Can CARE elevate Cardiff communities into a national model for just transitions? Our qualitative study celebrates community wisdom: using semi-structured interviews with waste crews illuminate frontline expertise and focus groups empower residents to voice solutions, helping council teams and communities to co-create CARE interventions. Findings demonstrate CGHRM's power to scale beyond workplaces, delivering validated protocols that lived experience while ensuring net-zero prosperity reaches Wales' most marginalised first. CARE reveals HRM's capacity to heal urban ecologies, where lithium battery challenges burn brightest, Common Good solutions illuminate sustainable pathways forward. We will show that CARE bridges theory and practice, proving sustainable futures emerge when we listen to those who handle our waste daily. Common Good HRM doesn't just theorise justice, it builds community trust and Wales' just transition leadership.

Laura Arman

Cardiff University | with Rhian Barrance, Mark Connolly (Cardiff University)

Curious and optimistic about AI – Welsh secondary-school pupils' views from the WMCS

AI is a technological development which is now a feature of the educational environment, reshaping learning and assessment. Its use is accelerating faster than the evidence base, while researchers and policymakers are still negotiating its educational value, risks, and ethical implications. Recent Welsh and UK evidence suggests that schools are exploring AI with uneven support while concerns remain about overreliance, data use, assessment integrity, and unequal access (Welsh Government 2024, UK DfE 2023). The WISERD Education Multi-Cohort Study runs online questionnaires for secondary pupils annually, tracking 3 year-group cohorts as they move through their school life. Last year, for the first time, we asked questions on the pupils' understanding, use of and attitudes towards generative AI with a focus on how their use of it for schoolwork. We found that the majority of pupils at secondary schools in Wales had used

generative AI for their work in the school year 2024-25. The implications of this on the pupils' learning and the impact on pedagogical methods are poorly understood at present, but this awareness and early adoption of the technology proves that schools and teacher training programmes must adapt at pace. The ethical use of AI in the curriculum and in general is relevant to these pupils' development and our study shows that they already have some sensibility towards this. Those pupils who had chosen not to use AI gave various reasons, including feeling that using AI would be cheating, doubting that using AI would help and concerns over the accuracy of the information being provided by an AI. Guidance from schools is currently uneven – as reflected in both our results and in the Government reports cited above – and our evidence of the pupils' use of AI for pastoral purposes emphasises that increased guidance on it is imperative.

Michael Arribas-Ayllon

Cardiff University

Sustainable futures or suspended care? Autism diagnosis and the governance of support in Wales

Autism diagnosis in Wales sits at the intersection of public service reform, rising demand and long-term ambitions for well-being. Welsh policy has sought to create more coordinated and equitable support through neurodevelopmental pathways, statutory autism guidance and a broader shift towards needs-led provision. Yet in practice, families continue to encounter long waits, evidentiary hurdles and uneven access across health and education. These pressures raise an important question for sustainable futures in Wales: what kinds of service infrastructure are needed to provide timely and equitable support under conditions of scarcity? This paper draws on qualitative research with health professionals, educational practitioners, local authority staff and third-sector workers in South Wales. Building on my recent work on diagnostic regimes and governance-driven medicalisation, I show that autism diagnosis now operates not only as a clinical judgement but as a governance mechanism that helps institutions manage demand, allocate responsibility and regulate access to care. In principle, Welsh reforms aim to reduce diagnostic dependency and support children on the basis of need. In practice, diagnostic categories remain powerful gateways to recognition, provision and institutional action. The paper argues that current arrangements produce a persistent gap between inclusive policy aspirations and the everyday realities of triage, waiting and post-diagnostic insufficiency. Families are often required to undertake substantial labour to make children's needs visible across multiple services, while schools and clinicians act as interdependent gatekeepers of access. Sustainable futures in autism policy therefore depend not simply on faster diagnosis, but on more durable, joined-up and needs-responsive infrastructures of support that reduce crisis, waiting and diagnostic dependency.

Tom Avery

Swansea University

Approaching Epistemic Justice in Local Welsh Governance Systems

Decisions about places in Wales take shape within a complicated web of public bodies and partnerships. These arrangements are intended to bring in community voice and local participation, yet the experience on the ground shows how difficult this is to achieve. Even with legislation that promotes involvement, many communities still struggle to influence the decisions that affect their daily lives. We examine these issues

through an epistemic justice lens (Fricker, 2007). We focus on whose voices become audible, whose knowledge is recognised as legitimate, and whose experiences shape the direction of local action. We set this within wider questions about Place Leadership in Wales, which we argue shares responsibility widely but limits who can influence the system. The paper draws on reflexive analysis of research carried out during the early development of the Local Challenges Research Office in Swansea. This unit has been working in an iterative and exploratory way to understand how relational and ethical approaches to research can support more equitable knowledge practices across regional development. Our position inside the system, rather than outside it, informs the analysis and is central to the account. We focus on one case from Neath Port Talbot (led by Chris Groves), where social housing tenants engaged with the process of retrofitting their homes as part of Welsh Government plans to meet net zero commitments. Through participatory work with tenants and ongoing dialogue with the local housing provider, we observed how residents' concerns were often overshadowed by technical narratives and implementation pressures. The case shows how LCRO activity helped open space for residents to be heard and to contribute ideas that were later shared with Welsh Government. It also illustrates how questions of leadership, agency, and voice play out in practice within Welsh governance.

Sophie Bartlett

Cardiff University

Who is teaching science? Subject specialism and teacher deployment in Wales

Results from the most recent Programme for International Student Assessment (PISA), highlight ongoing challenges in science attainment in Wales, with performance below the OECD average, the lowest among the UK nations, and lower than Wales' own performance in 2018. This is particularly concerning given the central role of science in Wales' ambitions for economic growth, innovation, and societal wellbeing. While attainment in science is shaped by multiple factors, a critical aspect is the capacity and composition of the science teaching workforce. Across the UK, longstanding challenges persist in recruiting and retaining science teachers, particularly those with subject-specific expertise. In Wales, these challenges are further shaped by a bilingual education system, with Welsh-medium schools often facing additional recruitment challenges. However, defining a 'specialist' teacher is complex. Existing approaches typically rely on initial teacher training routes – such as subject-specific Postgraduate Certificates in Education (PGCEs) – which do not capture teachers' broader academic backgrounds, whether that be A-level, undergraduate, or higher qualifications. As a result, current evidence provides an incomplete picture of subject expertise within the workforce. This presentation reports on research that addresses this gap by linking administrative data from the School Workforce Annual Census (SWAC) and the Higher Education Statistics Agency (HESA) to explore the degree backgrounds of recently qualified science teachers in Wales. In doing so, it assesses alignment between undergraduate degree subject specialism and teaching allocation. This alignment is explored in terms of the sex of teachers, the language-medium they teach in, the geography of the school (rural or urban) and the age of the pupils they teach. This research strengthens the evidence base for science workforce planning and supporting equitable access to high-quality science education across Wales.

Tatiana Bodnar

Swansea University

RainScape Swansea: Sustainable Urban Drainage, Green Arteries, and New Conceptions of Climate Adaption Infrastructure

This paper investigates RainScape Swansea, an experimental sustainable urban drainage (SUDs) pilot project installing rain gardens for climate adaption and public-realm improvements in the city of Swansea, South Wales, UK. Situated within the policy context of Wales's devolved governance framework, including the landmark Well-being of Future Generations (Wales) Act, the paper examines the governance conditions that enabled the emergence of RainScape Swansea. Anchored in a critical climate geographies perspective (Parsons et al, 2025), this paper explores the spatial, temporal and emotional dimensions (Pile, 2010) of this pilot initiative. Taken together, these perspectives help illuminate the emerging socio-material dynamics of rain gardens and urban climate adaption in the Welsh context. Key actors include Swansea Council, Natural Resources Wales, the Welsh Government, design agencies, community engagement specialists, a local primary school, residents, tide times, rainfall, new legal requirements and other more-than-human elements shaping this assemblage. Methodologically, this empirical research draws on walking interviews, site visits, and action research, including door-knocking on more than 400 doors of neighbours to the initiative, three public community events, and design charrettes aimed at involving the local community in the development and purpose of the rain gardens. As a researcher-practitioner, I reflect on how RainScape Swansea's design and implementation illustrates the tensions and possibilities of experimental, community-embedded public realm climate adaption programmes. Finally, I argue that the scheme exemplifies an urban acupuncture approach: a networked form of placemaking and place-activation that targets key infrastructural "pressure points" to catalyse wider urban transformation through climate adaption (Hemingway and De Castro Mazarro, 2022). As Wales continues to face the accelerating challenges of climate change, this paper contributes to debates on urban experimentation by showing how community-embedded 'pin-prick' pilot interventions can test climate resilience through a place-led approach.

Myfanwy Bowering

Cardiff University

From Setbacks to Strength: How Can Schools Develop Pupils' Resilience Skills? A Pilot Case Study

Improving pupils' emotional wellbeing and resilience is a stated priority of the new Welsh curriculum. However, there is limited evidence on how whole-school resilience approaches are enacted in practice or how they interact with pupils' psychological and socio-demographic characteristics within real school settings. This thesis presents a mixed-methods case study of a whole-school resilience intervention implemented in a secondary school in Wales. Adopting a critical realist and pragmatist methodological orientation, the study was designed as an embedded mixed-methods single-case study. The quantitative strand employed a repeated cross-sectional cohort design, using anonymous pupil survey data collected at three timepoints across one academic year (September 2023, February 2024, July 2024). Measures included self-esteem (Rosenberg Self-Esteem Scale), perceived control (reverse-coded Childhood Nowicki-Strickland Locus of Control Scale), and resilience (Child and Youth Resilience Measure).

Analyses examined cohort-level associations between self-esteem and perceived control, how these changed over time as the intervention was implemented, and explored demographic patterning by gender, ethnicity, and socioeconomic position. The qualitative strand comprised semi-structured interviews with teaching staff, examining how resilience was understood, enacted, and sustained within everyday school practice. This was a case of ‘insider research’, with the researcher occupying a professional role within the case study school; this positionality allowed multi-level access and contextual insight and was addressed through explicit reflexivity and methodological safeguards. Quantitative analyses, including Pearson correlations, linear regression models, and one-way ANOVA comparisons across survey waves, demonstrated a stable, moderate-to-strong association between perceived control and self-esteem across all survey waves, with limited demographic differences. No evidence of adverse effects was associated with the intervention period. Qualitative findings highlighted the importance of shared language, staff modelling, leadership continuity, and systemic constraints in shaping implementation. The thesis contributes empirically and methodologically to the literature on school-based wellbeing by demonstrating how a resilience initiative operated within a complex educational system, and by identifying contextual conditions relevant to transferability and future evaluation.

Louis Broomfield

Swansea University

You can't campaign on games alone: Combining a small-N mapping study with expert interviews to understand how gamification is used in elections

How is gamification, the application of gaming elements to non-gaming contexts, used in election campaigns? Despite gamification's growing ubiquity in many areas of public life, most notably through education and e-participation, there exists no comprehensive answer to this question. To that end, this paper seeks to fill this gap in the literature by combining a mapping study of election-based gamification ($n = 16$) with interviews ($n = X$) with experts in gamification, elections, online campaigning and social media. The former utilises systematic mapping study techniques such as grouping each instance into categories, including partisanship (made for a party/candidate or not), ideological bias (left vs right), and most common game design elements to see if there is a consensus on design element popularity. The mapping finds that ideologically neutral gamification is rare, that right-wing options dominate the market, and that, in line with other meta-level research, points, badges and leaderboards appear the most ubiquitously across the sample. The interviews with experts provide nuance and detail to these findings. Looking forward, experts are questioned on what they believe gamification can achieve in future elections and their responses to ethical concerns that permeate gamification research, such as rhetorical coercion. This paper is the first meta-level review of exclusively election-based gamification.

Menna Brown

Swansea University | with Catherine Jenkins and Martin Nosek (Swansea University)

Co-created evaluation toolkit for Nature-based social prescribing (NBSP); building the evidence base for sustainability

Introduction Social prescribing is rapidly evolving in the UK and increasing globally. Designed to relieve the burden on primary care, and address non-medical health and wellbeing needs, it is hailed as a person-centred, community led referral route. The national framework for social prescribing identified several subsets; creative referral, exercise on referral, green/blue referrals, education on referral and welfare support referral. A rapidly growing evidence-base supports its effectiveness for common mental disorders, social isolation, and loneliness. However, there are several challenges to capturing impact, particularly within a nature-based context.

Methods **Baseline survey** An online survey was distributed to known contacts delivering green social prescribing, also commonly known as nature-based social prescription (NBSP) in south Wales, a snowball method of recruitment was used to increase reach. The survey aimed to capture current evaluation practice across the sector; **Informed by COM-B.** Free text questions identified specific evaluation needs. **Co-creation with stakeholders** Funded by the ESRC Impact Acceleration Account (IAA) six half-day, in-person workshops were facilitated at Swansea Community Farm with NBSPs (e.g., third sector and voluntary organisations in south Wales). Four stakeholder organisations worked as equal partners alongside the research team to co-create a free, brief, digital evaluation toolkit for use across the sector; whilst paying attention to the specific context and setting requirements, that NBSP is delivered in (i.e., green outdoor spaces, farmland, woodland, community gardens etc). **Case studies** The digital toolkit is supplemented with bespoke training to ensure effective knowledge transfer in evaluation practice and to develop sector capacity. NBSP organisations are receiving tailored training as part of a case study analysis. **Future developments** Members of the 'nature-network' (n=74) are invited to review the toolkit and contribute to development. Following which the toolkit will be 'launched' at Oriel Science, Swansea; including additional training for attendees, to develop sector capacity to evaluate health and wellbeing impact.

Jimin Choi

Swansea University | with Ian Walker and Becki Hafner (Swansea University)

Urban Mobility Transition in the Era of Radical Populism

Background: High levels of car dependence in Wales limit children's right to roam and explore their environments. It also harms their health by exposing them to air and noise pollution and high risks of road collisions. Despite this, the policies to enact a transition from car-centric mobility to greener and more inclusive modes in line with the Well-being of Future Generations Act often face virulent opposition. This is accompanied by populist rhetoric portraying urban mobility transition as elitist and against the will of the people. This study examined who is most likely to be persuaded by populist rhetoric to support/oppose policies.

Theoretical framework: "Need for cognitive closure (NFC)" is a cognitive motivation to urgently resolve ambiguity and reach an answer, even if there is insufficient evidence. In contrast, "Actively open-minded thinking (AOT)" describes the tendency to carefully consider evidence and others' opinions in forming

beliefs. It was hypothesised that those high in NFC will be most persuaded by populist arguments whereas those high in AOT will be most persuaded by non-populist arguments. **Methodology:** 300 participants took part in a controlled experiment. They first indicated their support levels for a policy and how confident they were in making this judgement. They then read either populist arguments or non-populist arguments which tried to reinforce their initial views. They recorded their support levels and judgemental confidence again after reading the arguments and answered survey items measuring NFC and AOT.

Findings: As expected, high AOT participants were more persuaded by non-populist arguments than populist arguments. Regarding confidence levels, there was a significant and critical three-way interaction between NFC, message type, and political orientation. Populist arguments were more effective than non-populist argument at raising judgemental confidence of high NFC and right-wing participants, whereas the opposite was true for high NFC and left-wing participants.

Priyanka Choudhary

Independent / Cardiff University

Growing Wellbeing: Community Gardening as a Sustainable Intervention for Reducing Loneliness and Strengthening Social Cohesion Among International Students

This study explores how activity-based, community-led environments can address rising levels of loneliness and social disconnection among students and young adults. While existing research highlights the benefits of green space exposure for wellbeing, less attention has been given to how participatory, task-oriented environments where social interaction emerges organically, shape social connection and emotional wellbeing. Situated within the context of the Well-being of Future Generations (Wales) Act 2015, this project draws on concepts from social prescribing, environmental psychology, and community cohesion to examine how shared activities can foster meaningful interpersonal engagement. The pilot case study, Global Gardens Cardiff, involves structured community gardening sessions designed to bring together students and recent graduates in a low-pressure, non-traditional social setting. The study asks: (1) How do activity-based environments influence the formation of social connections compared to conventional social formats? (2) In what ways do participants experience changes in perceived loneliness and wellbeing through engagement in shared gardening tasks? (3) How can such models contribute to more cohesive and sustainable community practices? A qualitative, exploratory methodology is employed, combining observational fieldwork, short pre- and post-participation reflections, and semi-structured interviews with participants. Data will be collected from student participants involved in the Global Gardens sessions, alongside facilitator insights. Thematic analysis will be used to identify patterns relating to social interaction, engagement, and perceived wellbeing outcomes. The study aims to generate insights into how community-based, activity-led interventions can support preventative approaches to mental health and wellbeing. It further considers the scalability of such models across universities and community settings, contributing to policy and practice discussions around sustainable, inclusive approaches to wellbeing and social cohesion.

Ann-Marie Coll

University of South Wales | with Teresa Filipponi and Elizabeth Coomers (University of South Wales), Dlini Ratnayake (University of Peradeniya), Ashra Khanom (Swansea University)

Inequity of Access to Oral Healthcare among Asylum Seekers and Refugees, Wales, UK

Background Dental problems present the second highest reported unmet need for asylum seekers/refugees with dental caries and periodontal disease prevalent. Although integrating oral health into universal health coverage and hospital care, positioning oral care as core nursing practice, has been recommended, structural barriers (fragmented referrals, language and cultural gaps, transport and costs, limited dental provision, and low oral health literacy) steer people toward emergency care and deepen inequities. **Aim** To explore perceived oral health needs, access barriers, and opportunities to improve oral health among asylum seekers and refugees in Wales. **Methods** Semi-structured interviews with caseworkers supporting asylum seekers/refugees (n=10), followed by a World Café with caseworkers and asylum seekers/refugees (combined n=26). Data were thematically analysed using investigator triangulation to enhance rigour. **Results** Participants described high prevalence of dental caries and periodontal disease, with frequent emergency presentations (e.g., abscess management) rather than preventive care. **Access and affordability:** scarcity of NHS dental appointments, inadequate referrals and no follow-up information, transport costs, and unclear eligibility. **Communication and culture:** language barriers, limited interpreting, culturally specific diets and practices, confusing messages, and stigma around visible dental disease. **Health literacy and trauma:** low awareness of preventive behaviours; previous traumatic experiences reducing help-seeking. **Suggested interventions:** Oral health education; culturally sensitive guidance with clear, consistent messages; peer support/oral-health champions and mental-health-linked self-care. **Conclusions** The inequity of access to oral healthcare poses a challenge for asylum seekers/refugees. Tailored, prevention-focused interventions improve oral behaviours and shift demand from emergency to preventive care. Third sector caseworkers are key in oral health education, risk assessment, and prevention. Culturally tailored prevention, co-designed with lived-experience partners, and social prescribing to resources can help close access gaps. Crucially, empowering asylum seekers/refugees to understand their oral health and how to access services should underpin all service redesign.

Ryan Davey

Cardiff University

Debt as a factor in livelihood and inequality

This paper explores household debt as a key factor in people's livelihoods (alongside work and welfare) across the UK today, and a central driver of socio-economic inequalities. Thus it poses the questions, what is the role of debt in contemporary livelihoods and inequalities? The research includes long-term ethnographic fieldwork on a housing estate and placements with debt advice organisations - including some preliminary observations from current interviews with debt advice clients. Moving beyond a theoretical divide in studies of class between materialist and cultural approaches, I show that debt contributes to inequality both economically - through exploitation in the realm of finance rather than production - and culturally through class-based stigmatisation, assisted by the use of lawful coercion to

enforce repayment and ascribe fault. Against this, the paper foregrounds everyday practices of resistance, particularly strategic non-engagement with creditors. Far from mere denial, ignoring debt can disrupt exploitation and stigmatisation. Recognising such practices as forms of class struggle challenges dominant assumptions and reframes how inequality is lived and contested.

Ieuan Davies

Welsh Government | with Laura Tolland (Welsh Government) and Lisa Rutherford (Scottish Centre for Social Research) and Debbie Collins (National Centre for Social Research)

Transforming disability data collection in Wales: Embracing the social model of disability

The social model of disability recognises that people are disabled by the barriers they experience in society, not by their impairments. Despite the growing popularity of the social model, most survey data relating to disability continues to be collected using medical model-based approaches, which frame impairments as the disabling factor in data that goes on to inform policy affecting disabled people. Through this research, the Welsh Government and NatCen develop and test a suite of social model-aligned survey questions, offering a viable alternative to the medical model-based approaches that currently dominate disability data collection in the UK. Primary objectives of this research were to: develop and test survey questions that reflect the social model, distinguishing between impairments and disabling societal barriers compare disability prevalence estimates produced using the new social model approach to common medical model approaches Building on the findings of research conducted with disabled people and users of disability data, options for three new questions were developed: an initial ‘impairment’ question and two alternate ‘barriers’ questions. Question variants were tested across 56 cognitive interviews with disabled participants, and revised versions taken forward for further quantitative field testing with a random probability panel (n=2,507). Comparisons were drawn between disability prevalence estimates calculated using a common medical model-based definition of disability (MMD) and two new social model classifications (SMD1 and SMD2). No significant difference was found between estimates produced using the MMD definition (30.8%) and SMD2 (28.2%) suggesting its suitability as a distinct yet comparable measure of disability prevalence. Estimates produced under SMD1 (27.4%) were significantly different to MMD estimates at the 95% level but not at the 99% level. Further findings demonstrate the efficacy of the SMD approach in collecting more inclusive impairment data, while providing new insight into the types of societal barrier faced by disabled people.

Kelly Davies

Swansea University | with Andrew Kemp, Zoe Fisher and Samuel Kyle Jones (Swansea University)

Iaith, Diwylliant a Hunaniaeth: Rol y Gymraeg a diwylliant Cymru mewn llesiant teuluol yng Nghymru | Language, Culture and Identity: The Role of Welsh Language and Culture in Family Wellbeing in Wales

The Well-being of Future Generations (Wales) Act 2015 identifies a vibrant culture and thriving Welsh language as central to population wellbeing. However, empirical evidence within the academic literature demonstrating how language and culture actively contribute to wellbeing in Wales remains limited, with research often focusing on deficits in provision rather than positive impacts. Internationally, studies of Indigenous populations suggest positive links between language, culture and wellbeing (e.g. Whalen et al.,

2022; Dockery, 2011) highlighting them as valuable contributors to psychological resource. This study explores how Welsh language and culture contribute to family wellbeing. Parents were selected as participants due to their unique role in making decisions about their children's language of education and their central contribution to the intergenerational transmission and revitalisation of Welsh (Williams, 2014). The analysis is informed by a holistic wellbeing framework developed through Critical Interpretive Synthesis, in collaboration with colleagues from academia and public health. Data was collected via a bilingual questionnaire with parents of school-aged children (n = 81), combining descriptive quantitative analysis with qualitative responses analysed using reflexive thematic analysis. Findings showed 9 in 10 parents surveyed perceive the Welsh language community as contributing positively to their children's wellbeing. Consistent with international literature, qualitative themes highlighted identity, belonging, and community connection, alongside confidence, empathy and perspective (Verbunt et al., 2021; Dockery, 2010). Interpreting the themes through a holistic wellbeing framework enabled a deeper understanding of the mechanisms through which language and culture influence wellbeing, including strengthening self-efficacy and connection to others and place. Geographic differences were evident, with some parents reporting limited access to Welsh-speaking communities and opportunities. The study contributes empirical evidence to inform policy and practice, positioning language and culture as active resources for wellbeing.

Juliet Davis

Cardiff University | with Claire Melhuish (University College London)

Engaging with Economic Wellbeing: understanding place-based perspectives

The proposed contribution will present the findings of a community engagement pilot study undertaken for Cardiff Capital Region (CCR) in autumn 2025, which set out to gather citizen feedback on its Economic Well-being statement, objectives, and action plan. Conducted by researchers from UCL and Cardiff University, the study co-ordinated place-based workshops with community groups in two contrasting locations, Grangetown (urban) and Tredegar (semi-rural), to explore how economic wellbeing is understood and experienced by diverse communities in South-East Wales. The research provides qualitative evidence to support an understanding of economic wellbeing as a holistic and multi-faceted concept that extends beyond traditional metrics like GDP or GVA. It is strongly contingent on place-based factors, shaped by historical and demographic trajectories, geographical contexts and cultural outlooks, which are described in the report for each location. The evidence was generated by workshop participants' responses to three questions presented on postcards and a local map: What does economic wellbeing mean to you? What supports and what prevents economic wellbeing? Which places in [location] are important to your economic wellbeing? The presentation will describe and explain the development of the brief for the project with CCR, and the rationale for the analogue research approach implemented. It will outline the opportunities and challenges presented, and variations in participant responses across the two locations. It will demonstrate how localised everyday experiences can contribute to a tangible understanding of economic well-being, as framed in CCR's strategic framework, that speaks to the stronger, greener and fairer economy envisaged for South-East Wales. It concludes that, based on the evidence, a 'one size fits all' strategy would be ineffective in implementing the policy framework. Economic wellbeing must be communicated and measured in ways that reflect and respond to lived experiences within specific communities.

| Casey Edwards

Cwmpas

Beyond the Crisis: Integrating Community-led Housing into Wales' Housing and Homelessness System

At this workshop we will share Cwmpas' latest housing research, 'Beyond the Crisis: Integrating Community-Led Housing into Wales's Housing and Homelessness System' (Kent for Cwmpas, 2026), which explores whether community-led housing (CLH) can strengthen Wales's response to a systemic housing emergency and contribute to sustainable futures. With nearly 11,000 people in temporary accommodation and more than 94,000 households waiting for social housing, the current system is creating damaging impacts on society and our communities. CLH offers an alternative, prevention-oriented pathway that can create stable, affordable homes rooted in local governance and mutual support, aligning with Welsh policy commitments to voice, choice, control and co-production. Based on a review of UK/international evidence and insights from 50+ stakeholders across housing, homelessness, care, support and community sectors, the research identifies both the potential and the constraints of scaling CLH to better meet the need: it can enhance agency and belonging for people poorly served by conventional routes but is held back by limited awareness, inconsistent engagement from statutory partners, land and planning barriers, and funding uncertainty. International examples (including municipally backed cooperative models in Norway) indicate that CLH can be mainstreamed when enabled by coherent policy, dedicated finance and technical support. Through a short presentation we will (1) consider how CLH can reduce reliance on temporary accommodation and support trauma-informed, preventative approaches that improve health and wellbeing; (2) identify what an "enabling environment" for CLH looks like in practice; and (3) surface equity safeguards so that CLH expands housing options without excluding those with less capacity, while actively challenging stigma and strengthening community cohesion. Outputs will include raised awareness of this innovative housing solution and increased understanding of priority and practical actions for integrating CLH into homelessness prevention and independent-living pathways, in pursuit of sustainable futures.

| Rebecca Evans

Public Health Wales | with Ben Fryer and Ciaran Humphreys (Public Health Wales)

Better join up, better outcomes – a needs assessment around collaboration for child poverty

Background: Thirty per cent of children in Wales live in poverty, affecting their life chances and future health. Families face a complicated system to get support. When services work together, children and families get better results. Welsh Government's Child Poverty Strategy identified that families struggle with the lack of join up between services and identified improving collaboration as a strategy objective for improvement.

Objective: We sought to identify the conditions needed for effective collaboration for children and families in poverty, assess the degree to which these conditions are in place in Wales and make recommendations for improvement.

Method: We reviewed published literature to describe features of organisations and systems that enable effective collaborative working. We assessed the presence of these features through an on-line survey and

in-depth interviews, including diversity of partnerships, geography and organisations and seniority across Wales. A thematic analysis identified themes and, working with a multi-agency reference group, a series of recommendations were developed.

Findings: Partnerships show commitment, trust, and local innovation, often built on strong pre-existing relationships. Short-term funding cycles and insecure staffing undermine long-term planning, stability, and impact. Communication and inclusivity within partnerships are generally good, though strategic clarity is uneven. Evaluation, data sharing, and performance management are weak spots, often fragmented and inconsistent. Lived experience involvement exists but is patchy and not systematically embedded. The third sector's contribution is vital but under-recognised by statutory partners.

Recommendations: To strengthen partnership working include sharing good practice, gathering representatives from local lived experience groups into national feedback, recognition of good practice, pooled funding and evidence hub development. Next steps Work is underway to share the finding of the report and iteratively work with others to implement recommendations, informing national, regional and local approaches.

Ceryn Evans

Swansea University

Why participate in postgraduate study? A qualitative exploration of postgraduate students in Wales

In the past 50 years, participation in higher education (HE) in the UK and internationally has grown phenomenally, fuelled by social, economic and policy drivers. Despite significant expansion of HE, social inequalities remain in terms of access to different degree programmes and institutions, and progression rates to postgraduate (PG) study. Whilst there has been significant policy and academic focus on widening participation in undergraduate study, postgraduate study has received relatively little attention. This omission is striking given that postgraduate study is increasingly a precursor to professional employment and a means of gaining a competitive advantage in a congested labour market. What's more, participation in PG study has grown substantially in recent years, yet participation rates are differentiated by program type (postgraduate research or taught) and institution. Given that policy discourse positions HE as a mechanism of social mobility, the limited research on postgraduate students' views about PG study leaves a gap in understanding about its role in social justice agendas relating to access to HE and the professions. This research addresses this gap by seeking to understand why people engage in PG study and their views on its role in future employment. Qualitative interviews were conducted with 18 postgraduate students (research and taught) in Welsh universities in 2025 to explore students' decisions about embarking on PG study and its role in their future employment. Participants' accounts revealed that decisions to embark on PG study were framed by factors which were not exclusively financial or related to improving employment prospects, but included subject interest, personal aspirations related to future professional or personal identities and were situated in wider social and cultural contexts. The findings problematise human capital framed accounts which prioritise economic imperatives around participating in postgraduate study by highlighting the social and cultural contexts in which postgraduate participation is situated.

Hefin Gwilym

Bangor University | with Rhun Gwilym (University of Leeds)

Ireland's Basic Income for the Arts: Messages for Wales?

This presentation introduces the Basic Income for Artists (BIA) for musicians in Ireland. It shares findings from a qualitative research project involving in-depth interviews with seven musicians across Ireland. The Covid-19 pandemic was a crisis for Ireland's creative industries, with clubs closing annually since 2020 and a predicted collapse of the industry in 2029. The presentation focuses on Electronic Dance Music (EDM) to illustrate the crisis facing Ireland's creative sector. BIA was established to support the creative industries, a vital part of Ireland's tourism sector. Beyond the Covid-19 pandemic, the presentation explores other challenges for EDM, specifically AI and streaming. The findings reveal original insights into musicians' feelings of empathy and guilt connected to the lottery-like nature of BIA. They also demonstrate the positive impacts of BIA on well-being, innovation, and creativity, with notable benefits for women. The presentation places BIA within the broader Universal Basic Income (UBI) framework and references results from pilot programmes worldwide. It concludes by examining the groundwork laid in Wales for implementing a basic income for artists as a potential way forward.

Nick Hacking

Cardiff University | with Simon Lannon, Jamie Lewis and Rob Evans (Cardiff University)

When Epistemic Authority is Upended: Pursuing Participatory Action Research with 'Community Scientists'

This conference paper critiques the participatory action research (PAR) and citizen science (CS) methodologies we have been applying with certain members of two communities in South Wales which are concerned about environmental hazards, specifically air quality. These are 'environmental citizens' in the town of Barry, west of Cardiff, and Glyncoch, a deprived suburb of Pontypridd (Evans et al, 2023; Hacking et al, 2024; Hacking, 2026). This analysis covers the broader methodological idea of a 'study within a study' (Castillo-Hornero et al, 2024). Our approach, where the 'study' is a community-led experiment, and the 'meta-level' study is the sociological critique of that activity, is utilized to understand not just environmental or health data, but how these 'data citizens' (cf. Gabrys, 2022) change, learn, and engage with power structures (cf. Irwin, 1995; Den Broeder et al., 2018; Strasser et al, 2019). By shifting 'epistemic authority' to people not normally considered 'experts', we observed how this shift affects knowledge production. In this way, we have been able to assess and analyse co-produced air quality data with concerned community members on the one hand, and on the other level we are able to offer sociological insight into the context of collective 'narratives' building 'community resilience'. Our research questions ask: 1) how and why did the shared narrative surrounding the exclusion of certain community members from the social, economic and environmental benefits of regenerating Barry Docks spur activism in the shape of citizen science?, 2) how and why does a similar narrative based on little or no economic benefits from quarrying plus the progressive destruction of nature in Glyncoch help to pave the way for the gathering of co-produced citizen science data?, and 3) how has the development of citizen science data gathering experiments by residents helped them to change, learn, and engage with power structures?

Jesse Heley

Aberystwyth University | with Karen Keaveney (University College Dublin)

Half people and half bicycles: Disaggregating farming, community and rurality in 21st century Wales and Ireland

Despite progress in understanding the changing dynamics of rurality and rural geographies - including, for example, the 'differentiated', 'multifunctional', postproductivist' and 'consumption' countrysides - there continues to be a disconnect between how rural areas are represented in politics, and how rural development is addressed through policy. This paper addresses this disconnect through exploring two neighbouring jurisdictions joined by the Irish Sea - Ireland and Wales. The issue at the core of this paper is the argument that to reduce public political arguments for rural investment and future sustainability to one of urban versus rural - or one that centres on agriculture as at the core of all rural viability - is to do a disservice to rural citizens and their future.

Matthew Howell

Swansea University | with Tom Avery (Swansea University)

Community Experiences and Inclusivity of Shared User Pathways in Wales

The paper compares community experiences and inclusivity of Shared User Pathways (SUPs) across two local authorities in Wales. As more people are encouraged to use these routes following the Active Travel (Wales) Act 2013, the research centres local voices to explore what this shift means for different community groups, including older walkers, disabled users, cyclists, families, dog walkers, and young people. Drawing on ethnographic insights, stakeholder interviews, survey data, and conversations with policy makers, the project facilitates an inclusive community dialogue around the everyday use of SUPs. The study replicates a community dialogue event first facilitated in Swansea in 2025 (Howell, 2025), enabling comparison across distinct local contexts and allowing reflection on the transferability of dialogue-based methods. Findings from the Swansea project suggest that many users are uncertain about how these spaces should be used and who has priority. SUPs are also interpreted as different kinds of spaces at different times of day (for example, as commuter routes in the morning and leisure spaces later on). These inconsistencies can generate confusion and, at times, conflict between users. For some, this produces heightened feelings of vulnerability and risk, leading them to avoid using the routes altogether. Replicating the dialogue in a second local authority provides an opportunity to examine whether similar dynamics emerge elsewhere and how they are shaped by local conditions, policies, and patterns of use. The project adopts inductive ethnographic and co-creative methods to ensure that community voices guide the direction of the research from the outset. By sharing short, real-life examples and learning from local organisations, the research amplifies voices that are often marginal within transport and active travel debates. In doing so, the paper contributes methodological insights into community-led dialogue and highlights implications for making shared active travel spaces more inclusive and responsive to lived experience.

Rhiannon Jones

University of South Wales

Structural Barriers to Female Retention in UK Civil Engineering: A Desk-Based Study of the Professional Pipeline

Despite increasing female enrolment in engineering degrees, the UK Civil Engineering and Construction sector faces a persistent retention crisis. Recent data indicates approximately 35% of new engineering graduates pursue careers elsewhere annually, with a disproportionate impact on female and ethnic minority graduates. This research investigates attrition within the professional pipeline, examining how structural barriers manifest as disparities between academic preparation and the gendered norms of the industry. Using a critical realist approach, the research will employ Bourdieu's concepts of habitus and field alongside Acker's theory of gendered organisations to map the friction between female professional identity and masculine industrial norms. This paper, the first stage of a doctoral study addresses the research question: What macro-level trends in graduate outcomes data reveal the structural barriers influencing female attrition during the transition to early-career practice? By focusing on this transition, the study identifies the statistical "leaks" that suggest the presence of "chilly climates" stifling career progression. This desk-based study utilises quantitative analysis of HESA and Graduate Outcomes datasets. This phase provides a macro-level view of the attrition paradox, providing the foundation for future qualitative triangulation with students and industry gatekeepers. For this session, the researcher will present the analytical framework and preliminary findings from the secondary data analysis. The ultimate aim is to produce evidence-based frameworks for organisations to improve the retention of women and to equip future professionals as "EDI Champions." By identifying the generative mechanisms behind the "leaky pipeline" through secondary data, the study aims to establish a baseline for investigating transformative industry practice.

Edward Jones

Bangor University

Do Rural Clusters Work? Evidence from Wales on Place-Based Policy in Practice

Place-based economic development policy in Wales frequently adopts cluster-based approaches, including sector prioritisation, Growth Deals, and infrastructure-led investment strategies. These approaches are typically based on the expectation that co-location of firms will generate productivity gains, innovation, and economic resilience. While such assumptions are well supported in urban contexts, the evidence base for clustering in rural economies remains limited. Drawing on economic geography and cluster theory, this paper examines business clustering in rural Wales. It asks under what conditions sectoral concentrations in rural areas constitute functional clusters, and whether clustering provides an appropriate framework for understanding rural economic organisation. The analysis distinguishes between statistical concentration and functional clustering, defined here as interaction between firms through collaboration, knowledge exchange, shared labour markets, and supply chain relationships. Using business location data, localised sectoral concentrations are identified at sub-local-authority scales. As functional clustering is not directly observable through spatial data alone, the approach combines national-scale mapping with case-based analysis to assess whether observed concentrations are

associated with such forms of interaction. These identified concentrations form the basis for case study selection. Case study areas include localities associated with major energy infrastructure investments, where clustering is often an explicit policy objective, and comparator rural areas without clear anchor organisations. Qualitative engagement with firms and intermediaries is then used to examine whether co-located businesses exhibit characteristics consistent with functional clustering. The paper examines whether sectoral concentration in rural contexts is associated with such interactions, and how this relationship depends on factors such as intermediary support, procurement structures, and connectivity. It questions the transferability of cluster-based policy assumptions from urban to rural settings, suggesting that rural economies may be better characterised by networked and spatially dispersed interactions rather than tightly bounded clusters. This has implications for the design of place-based interventions and infrastructure-led development policy.

Matluba Khan

Cardiff University | with Tom Smith (Cardiff University) and Maya Lee (WISERD)

Beyond the Map: Integrating Arts-Based and Digital Mapping in Place-Based Youth Engagement in Wales

Mapping has been used in the creative and critical engagement of children with their surroundings. ‘Social mapping’ can help children express their opinions about the areas they live in, and therefore exercise their civic rights, and to understand their own role within a complex and relational world. Between September 2025 and July 2026, we worked with 239 children, including 145 from primary schools and 94 from secondary schools across both urban and rural school settings of Ynys Môn. Across three consecutive sessions using creative, art-based, photo, video, and online and offline methods, participants expressed what they value in their communities and what they would like to see improved or changed. Children built their ‘social maps’ both on the map (using stickers and annotations) and off the map (walking and talking), extending beyond what the flat surface of a map can capture. They further extended the maps to a digital place working in the map, embedding what they have experienced on and off the map into uMap, a web-based tool that utilises OpenStreetMap. Social mapping activities proved a powerful way to engage children in learning about local space and place. Many shared their experiences in articulate, creative, and critical ways. The diverse methods enabled children to express their voices and ideas in a range of settings, both individually and collectively. Despite some technological challenges, using uMap proved effective with older children, enabling them to collaborate in socially mapping Ynys Môn in real time. Bringing together arts-based and digital mapping techniques is powerful in terms of communicating place-based social needs between young people themselves, and to wider audiences including local authorities. Communities across and beyond Wales can utilise forms of ‘social mapping’ to develop place-based understandings of social needs and to inspire, plan and deliver social action.

Valentina Kostadinova

University of Buckingham

How to Improve Democratic Practices in Wales: towards a Theoretical Framework

This paper aims to contribute to the development of the theoretical framework of a project dedicated to improving democratic practices in Wales. More specifically, the project will achieve that by investigating the articulations of radical Welsh grassroots movements (working in the fields of environmentalism, poverty, and the Palestinian question) and of the devolved and central governments. As part of developing the project's theoretical framework and in line with the project's Social Constructivist approach, this paper will probe current understandings of democracy. Building on Finley's argument that what is referred to as democracy in the West today is largely undemocratic (2022), the paper revisits fundamental controversies over the practice of democracy, such as whether people on their own are up to the task of self-government, whether a democracy should be historically rooted, the role of experts and expertise in self-rule, or what the resolution of conflicts in a democratic system should look like. These will enable mapping out relevant academic contributions as well as informing the empirical stage of the research. With regards to the latter, the findings of the paper will play a role in the way the grassroots and the different levels of government are engaged with, so that current shortcomings in Welsh democratic practices are identified and, on that basis, feasible alternatives and ways to improve are suggested.

Gazi Laila

University of Leeds

Re-Rethinking Community Cohesion in Coastal Bangladesh: Migration-Related Conflict, Inequality and Local Responses

Migration can reshape local social dynamics, sometimes giving rise to tensions between migrant and host communities. This paper examines how such tensions can be mitigated, with a particular focus on community cohesion and the role of locally grounded interventions. Drawing on debates around social cohesion and resource competition, the study explores how different communities understand and respond to migration-related conflict. The research adopts a mixed-methods approach, combining survey data from 300 respondents with four focus group discussions (FGDs) and six key informant interviews (KIIs) conducted in Khulna City Corporation and Koyra Upzila. The survey identifies preferred strategies for reducing tensions, while qualitative data from community members and local stakeholders provides insight into the underlying causes of conflict and the effectiveness of different responses. The findings show that employment and skills training opportunities (n=172) are the most widely supported strategy, indicating that economic insecurity is a key factor shaping tensions between groups. Community engagement and dialogue (n=56) also emerge as central to strengthening relationships and fostering mutual understanding. However, the results reveal clear spatial variation. In urban Khulna, greater emphasis is placed on social integration, reflecting concerns around inclusion and everyday interaction. In contrast, respondents in Koyra prioritise resource allocation strategies, highlighting competition over limited livelihoods and services. Qualitative insights reinforce these patterns, showing how perceptions of inequality, exclusion, and limited access to opportunities contribute to strained community relations. At the same time, they underline the importance of participatory approaches, particularly dialogue and

engagement, in building trust and supporting coexistence. The paper argues that strengthening community cohesion in migration contexts requires place-sensitive strategies that address both economic and social dimensions of conflict. By integrating quantitative and qualitative evidence, the study contributes to ongoing discussions on how inclusive, locally grounded interventions can support more cohesive and resilient communities.

Luret Lar

Cardiff University

Enhancing Wellbeing and Rebuilding Lives of Forced Migrant Women in Wales: A Nation of Sanctuary

Background: Although the UK Government makes immigration decisions, the Welsh Government controls devolved areas including education, employment, housing, transport, health and social services. The Nation of Sanctuary approach supports access to health care, especially mental health services, from arrival, dispersal, post-trauma phases, and destitution prevention. This study explores macro-level policy interventions that remain understudied in Wales, offering insights into how inclusive policy environments support gender-sensitive approaches among displaced people. **Theoretical Framework:** The decolonial intersectionality theory highlights how intersecting identities and colonial legacies compound vulnerabilities, restricting access to resources, while emphasising women's agency and cultural diversity. **Components of the revised Indicators of the Integration Framework and the Welsh Migration Integration Framework** were used as analytical frameworks. **Focus of enquiry:** The study explores how policy promises to align with the lived realities of participants as they access housing and healthcare, and how their experience shapes their wellbeing as they rebuild their lives in Wales, A Nation of Sanctuary. **Methodology:** This case study focused on 25 forcibly displaced women aged 22 to 63 years, recruited through volunteering in support organisations and snowball sampling.

Emily Lowthian

Swansea University

Translating research findings into action: insights from practice, collaborations and policy

Children who enter the care-system face educational injustice whereby they often have lower educational attainment, and poorer school experiences (e.g. suspensions, moves and poverty). The research funded by Health and Care Research Wales led to a project which used administrative and school data on over 1,000 children in Wales (2000–2019) to move beyond binary comparisons and map how complex movements in and through care relate to attainment and pathways through education. The analysis showed that early-adopted children meet national expectations at age 7, whereas children entering foster care just before starting school record the lowest attainment. Educational progression declines over time for some cohorts, with poorer school experiences (e.g., instability, exclusions, unmet need) helping to explain lower attainment, foregrounding the need for anticipatory, school-embedded support at key transition points. Through this research, a pilot programme was co-developed with stakeholders to provide PGCE students and trainee teachers with guidance on supporting children who have had social care intervention. It was delivered across 12 organisations in Wales and England, with early findings suggesting a 40% increase in trainee confidence when working with children. We are now developing a policy-report for Estyn and Ofsted to encourage widening the Initial Teacher Education guidance to explicitly support

children with social care involvement. A Wales-wide network has also been set up, bringing together Virtual School Headteachers. These senior local-authority leaders are responsible for all care-experienced learners. They guide schools on supporting these learners' educational wellbeing and coordinate multi-agency support across education, health, and care services. In addition, we have established collaboration with Scotland's Virtual School producing animations, talks, reports and eventually cross-party events to raise the profile of the Welsh Virtual School Model. Overall, this abstract provides the steps taken of how to translate research into policy, of which may be insightful for other researchers.

Alexander Markovits

Cardiff University

How can Strategic HRM address neurodivergent people's recruitment and selection barriers, whilst facilitating a competitive advantage?

Whilst organisations are increasingly implementing HR policies and procedures to be more inclusive to neurodivergent people, this has not been mirrored by empirical research delineating the feasibility, usability and efficacy of these programs (Hennekam and Follmer 2024). This paper seeks to address this gap by understanding how recruitment and selection may perpetuate the marginalisation of neurodivergent people at work. The stratification that neurodivergent people face in hiring processes reinforces claims that standard hiring tools, such as structured interviews and anonymised screening, reward candidates that conform to dominant behavioural norms, whilst systematically excluding those who do not (Farkas 2003; Rivera 2012). As neurodivergent people's communication styles may differ from their neurotypical peers, they are often deemed to lack the soft skills necessary for some roles, particularly those that are customer-facing, producing lower suitability ratings (Walkowiak 2023; Rollnik-Sadowska and Grabinska 2024). This remains true when neurodivergent people's qualifications are comparable to neurotypical candidates (Lup and Canonico 2024). This paper draws on critical realism to move beyond surface-level conceptions of hiring practice to understand how deeper structural mechanisms operating at the real domain may reproduce the exclusion of neurodivergent people (Bhaskar 1975; Sayer 2000). It uses a power-sensitive lens to underscore that exclusion transcends the episodic power used in discretionary hiring decisions, by encompassing the systemic power that manifests through organisational design, such as job specifications or assessment criteria (Fleming and Spicer 2014; Reed et al. 2025). Incorporating the perspectives of HR professionals, line managers and neurodivergent people, this study uses a qualitative, multi-case design across UK organisations triangulating documentary analysis with semi-structured interviews. Building on Reed et al. (2025), this study argues that alterations to existing processes, coupled with the redesign of organisational architectures, are necessary to mitigate the hiring challenges that neurodivergent people face, thereby making them more equitable.

Alan Marshall

Srinakharinwirot University, Bangkok

Forecasting Britain's Futures via the Literary Method of Urban Design: A Case Study Utilizing the "Black Book of Carmarthen"

This paper applies the Literary Method of Urban Design to forecast the future of selected British towns through engagement with The Black Book of Carmarthen, a foundational medieval text whose cultural significance extends across Britain, not solely Wales. The Literary Method comprises three steps: 1) selecting a literary text, 2) selecting urban settings (related to the text), 3) translating the selected text's themes into insightful forecasts / scenarios concerning the future of the selected urban settings. This approach is proposed as a complement to conventional forecasting techniques, which often rely on probabilistic models and technological assumptions that overlook cultural, historical, and narrative dimensions of human experience. The method is justified on the basis that literary works encode and disperse deep reflections of ongoing human responses to conflict, environmental stress, and social transformation. By drawing on narrative rather than data alone, the Literary Method of Urban Design allows for the exploration of uncertainty, agency, and long-term cultural patterns. The Black Book of Carmarthen, as both a historic and "living text" offers themes of leadership, tragedy, ecological awareness, and societal instability that are probably relevant to mid to late 21st century urban challenges. Four case study urban settings are examined: Langport, Arthuret, Borth, and Carmarthen. Langport is interpreted through Arthurian conflict as a site of climate resilience or collapse in response to flooding. Arthuret, associated with Merlin's retreat into madness, is reimagined as a landscape of ecological healing and reflection. Borth, linked to the submerged land of Cantref Gwaelod, is projected as a cautionary example of coastal inundation driven by environmental neglect. Carmarthen, tied to Merlin's ecological symbolism, is envisioned as adapting to pollinator collapse through biodiversity-focused urban design. The results suggest that the Literary Method of Urban Design generates imaginative, place-specific futures that integrate environmental, cultural, and social factors. While inherently interpretive, it provides a valuable supplement to conventional urban forecasting by expanding the range of possible futures considered – and in a way that draws on the cultural / folk wisdom of the places it describes.

Celia Netana

Cardiff University

The Real Living Wage and Local Authorities in Wales: action and potential for positive change to the social care sector

This paper explores efforts made by the civil society led Real Living Wage (RLW) in Social Care in Wales movement in bringing about change in Local Authorities and Health Boards in Wales and tackle persistent low pay. Bellemare's theoretical framework of what makes a significant Industrial Relations actor is used to explore levels of influence of "new actors" such as CSOs in work related fields and their capacity to influence. The aim is to explore campaign activities which continue to have public body organisations as key campaign targets and add clarity to the "low hanging fruit" criticism of the RLW standard. The RLW has had significant success in Wales, for example, in the Higher Education sector where every HEI in Wales is now accredited as a RLW employer. Despite seemingly favourable circumstances including political

support from the Welsh First Minister at the time and heightened awareness of social care work during the Covid crisis there are still only 3 out of 22 Local Authorities (LAs) currently accredited in Wales. This paper explores the strategies and type of actions undertaken during the campaign focussed on LAs and Health Boards in the RLW in SC in Wales movement and outcomes to those actions. This article draws on evidence from a three-year, mixed method study. The researcher undertook participant observations of public actions during the RLW in Social Care in Wales campaign, interviewed a sample of key actors and used a database of accredited employers. This study finds that even among those LAs who have accredited, there is significant variation in adherence to the RLW standard criteria and expectations particularly around Social Care. This study also follows the trajectory of key strategies used by CSOs such as political leverage and finds some unintended outcomes.

Lewis Norton

Aberystwyth University

The Populist Radical Right in Wales and the Welsh Radical Tradition: A Discursive Case Study of UKIP

This paper offers an exploration into how the Welsh Radical Tradition, which underpins much of Wales' political culture, functions as a contested discursive resource in contemporary Welsh politics. While Welsh radicalism has been heavily influenced by liberalism, socialism and nationalism, and is strongly regarded as a left-leaning inheritance, this paper explores how the populist-right, through the case of the United Kingdom Independence Party (UKIP) sought to appropriate this tradition in order to construct their political identity and legitimise its political ambitions. Situated within the growing work on the Populist Radical Right, this paper asks how UKIP incorporated elements of Welsh radicalism, namely decentralisation, communitarianism and anti-elite narratives in their strategic challenges towards the "Welsh World View". This study adopts a qualitative methodology grounded in Laclau and Mouffe's post-structuralist discourse analysis, drawing on a range of sources including manifestos, speeches, media appearances, and social media content to analyse UKIP's discursive strategies and to assess ruptures, continuities and shifts within it. In particular, this study also draws on Nonhoff's Hegemony Analysis framework in its application of discourse analysis, to address how UKIP utilised offensive-hegemonic strategies to push against the dominant discourses of the Welsh Radical Tradition. By demonstrating how a Populist Radical Right political party attempted to position itself as the authentic inheritor of Wales' political values, the paper argues that the values underpinning the Welsh Radical Tradition, many of which are reflected in the Future Generations (Wales) Act 2015, are particularly malleable and can be utilised to advocate policy objectives that were not intended by the Act, but which the ambiguity of the language utilised allows for. This study is particularly relevant as Wales experiences the rise of another populist-right political party, Reform UK, whose discourse similarly seeks to mobilise national heritage and identity to advance its political agenda.

| Scott Orford

Cardiff University | with Malcolm Hamilton (PlayDisrupt) and Jeff Morgan (WISERD)

Creating Symbolology: Bringing children and young people's lives to life through digital mapping

This paper presents initial work on map symbology design and mapping with children and young people (C&YP) on the Isle of Anglesey (Ynys Môn). It is part of an AHRC funded project called Public Map (<https://publicmap.org/en>) which aims to develop a public mapping platform (PMP) to map community level green transition behaviour change. The work presented here describes how we have worked with C&YP through a series of workshops to map places and spaces that are important to them in relation to where they live, the spaces where they play and hang out, where they speak Welsh, and about their connections with the natural world. We recruited participants from schools but also from outside of traditional school settings and ensured that we included workshops for C&YP across the neurodiverse spectrum and with learning disabilities. The objective of the research is to co-create a methodology with C&YP that will allow them to explore these places and spaces through map symbology design, create maps using this symbology, and in doing so help co-design the PMP to allow them to share these maps more widely. Studies have shown that children can initially struggle with conventional map symbology but demonstrate creativity when allowed to design their own symbols, often creating intuitive, pictorial symbols reflecting familiar objects and environments. Map symbol creation can encourage children to think about what they are mapping, help them engage with ideas around geographic representation, and help develop spatial reasoning and understanding of maps. The map symbols they created included traditional types of pictograms found on conventional maps but also drawings and animations including digital and stop-motion. Young people were generally very familiar with animation as a form, so it's already a good way in to mapping, and is relatively intuitive. This provided a rich media to help them use the maps to tell stories about their lives on Anglesey, especially in relation to their feelings and aspirations about the future.

| Ally Passanante

Bangor University | with Martina Feilzer and Robin Mann (Bangor University)

Relational mistrust and engagement with Gypsy, Roma and Traveller communities

This paper is based on research focused on how public service representatives engage with, and monitor, Gypsy, Roma and Traveller communities in North Wales. It draws on early fieldwork findings which show that Welsh government and public service representatives recognise the need for more effective engagement of Gypsy, Roma and Traveller communities and highlights significant relational mistrust between Gypsy, Roma and Traveller communities and public sector organisations. This relational mistrust exists both between and within groups at various scales (national, local, individual) and can disperse through networks of governance. There are brokers of trust (e.g. specific individuals, teams) that facilitate and maintain trust within and between groups, but they can also introduce precarity into these networks as relational trust may be disrupted if they move on to new roles. This research highlights the difficulties in both tailoring support and engagement to specific communities in specific places while also maintaining consistent treatment and policies across services and places, particularly for communities who are more likely to travel and encounter more than a singular local network of support. Further, public services must

be aware of and engage with the ways in which institutional memory impacts current relationships and implementation. We will highlight examples of networks of relational trust and mistrust and explore what it means for creating meaningful and sustainable engagement practices.

Sioned Pearce

Cardiff University | with Nivedita Narayan (Cardiff University)

Devolution, advocacy, rights and welfare for sanctuary seekers: views and experiences from civil society

Sanctuary seekers face discrimination and adversity, including through the systems and processes set up to support them, causing fear and heightening a sense of displacement. Often, dehumanisation is felt not only through social media and far right narratives, but through place-based social policies intertwined with the work of civil society organisations seeking to provide advocacy and welfare amidst the rising tide of hostility. While immigration and asylum remain fully reserved under the UK Government, key policy areas impacting the lives of sanctuary seekers are devolved in Scotland and Wales. Here we see policy narratives focusing on sanctuary, support and creating a welcoming environment: New Scotts Policy and Wales as a Nation of Sanctuary for example, which play into policy areas. This study presents the experiences of civil society actors working with sanctuary seekers based in Scotland, Wales and England to examine place-based issues and differences resulting from devolution and territorial rescaling. What emerges through analysis of 30 interviews with strategic and street level actors is a complex mix of fear and anxiety caused by hostile narratives, including from central UK government, combined with some recognition of different, softer devolved narratives; coexisting with hyper-local, space-based interactions linked to policy such as infrastructure, transport, childcare, Asylum support Payment and housing. The blurring between national narratives, policy realities and street-level experiences makes for a complex and problematic picture of how far devolved powers can go to mitigate the hostile policy environment and the crucial role of civil society for advocacy, rights and welfare.

Bettina Petersohn

Swansea University | with Anwen Elias (Aberystwyth University), Mohsin Hussain and Matt Wall (Swansea University)

Communities, Places, and Public Services: Place-perceptions and political attitudes ahead of the 2026 Senedd Election

This paper draws on new attitudinal and spatial data from the first pre-election wave of our 2026 Welsh Election Study to explore how people across Wales experience their lives and communities, what they identify as the most important challenges, and how they evaluate public services and economic trends within their place. We are interested in the localised perceptions of politics investigating a) the variations in individual life satisfaction, perception of place and public policy delivery locally and b) how those place-based perceptions connect with party evaluations. Our analysis reveals that personal well-being is high across Wales, that people are generally satisfied with the place they are living in, and that communities are perceived as working together across Wales. At the same time, a majority of people feel that the economic situation in their local area has declined and that the quality of public policy delivery is less than satisfying especially for policy areas such as affordable housing, the availability of well-paying jobs and

health services. Further analysis of our pre-election data reveals significant geographic disparities in these perceptions; while national dissatisfaction is high, rural areas experience a much greater variation in responses, particularly regarding transport and economic opportunities. Conversely, urban centres exhibit more consistent and uniform dissatisfaction levels, especially concerning policing, suggesting that service challenges in cities are perceived as more systemic, while remaining highly localised in rural areas. These variations have implications for the next Welsh Government when developing placed-based policy solutions for Wales.

Maria Plotnikova

Aberystwyth University | with Aloysius Igboekwu and Sarah Lindop (Aberystwyth University)

Digital Infrastructure accessibility, the well-being of the people, and the competitiveness of businesses in rural Wales

Many remote rural areas are lagging in digital infrastructure provision and capabilities (Philip and Williams, 2019) and the Covid-19 pandemic has brought digital access issues to the fore (Igboekwu, Lindop, Plotnikova, 2024). Digital infrastructure interventions, such as the Gigabit broadband voucher scheme, were introduced to provide solutions to digital infrastructure problems in areas where provision is not commercially viable. The study takes stock of existing digital infrastructure intervention models, especially in hard-to-reach areas. The key objectives of this research are to explore the challenges of poor digital infrastructure and evaluate recent government interventions in rural Wales. It is hoped that our results will provide policymakers with empirical evidence that will support effective intervention strategies in local communities. Two focus group discussions and three interviews were held at the end of 2024 and their transcripts were analysed using Reflexive Thematic Analysis. The focus groups included community advocates and leaders, professionals, retirees, members of the business community, representatives of non-governmental organisations from Ceredigion county. The interview participants were from a digital and technology business, a community leader with lived experience of the challenges of inadequate digital infrastructure and two stakeholders with functional roles in local government in Wales. This study found that digital accessibility and connectivity deliver key benefits to individuals, communities and businesses. We categorise these benefits around themes of economic and social inclusion, social integration and connection, education and learning, access to information and services, access to product markets, business competitiveness and resilience, and employment creation. Our findings suggest that community-led initiatives can play vital role in ensuring the effective delivery of network services in rural areas. When infrastructure and network providers collaboratively engage with local communities in the planning and implementation processes, community members become essential intermediaries in creating and adopting workable digital solutions for those communities.

Dora Pouliou

Swansea University | with Richard Fry, Lucy Griffiths, Rebecca Pedrick-Case, Ranjith Keshetty Kumar, Rhodri D. Johnson, Rowena Bailey, Ronan A. Lyons and Samantha Turner (Swansea University)

Active School Travel and Sustainable Futures: How Distance can Shape Adolescent Mobility in Wales

Background: Active travel to school (ATS) supports adolescents' physical activity and wellbeing, but participation in the United Kingdom remains low. This study aimed to (a) examine commuting patterns among adolescents in Wales while accounting for individual, school, and neighbourhood factors, and (b) identify the distance threshold below which active travel is more likely. Methods: This retrospective cross-sectional study used data from the 2019/20 School Health Research Network Student Health and Wellbeing Survey in Wales, linked to geospatial data within the Secure Anonymised Information Linkage Databank. Objective home-to-school distances were calculated and linked to self-reported travel mode. Multilevel logistic regression assessed associations between active travel (walking/cycling) and distance, adjusting for sex, school year, ethnicity, physical activity, family affluence, area deprivation, urban–rural status, and school characteristics. Distance thresholds were identified using receiver operating characteristic (ROC) analysis. Results: Among 24,654 pupils aged 11–16 years, 34.9% reported active travel. Distance was strongly inversely associated with ATS. Compared with those living within one mile, pupils living 1–2 miles away had much lower odds of active travel (OR = 0.15), with further reductions at 2–3 miles (OR = 0.02) and ≥3 miles (OR = 0.01). These associations remained after adjustment for covariates. Female pupils were less likely to actively commute, while higher physical activity and urban residence increased likelihood. ROC analysis showed good discrimination (AUC = 0.88) and identified an optimal threshold of approximately 2.5 km, with minor variation by sex and urban–rural context. Conclusions: Distance is a key structural barrier to ATS among Welsh adolescents. A threshold of around 2.5 km provides policy-relevant evidence to guide school transport planning and interventions promoting active travel and adolescent health.

Anna Prytherch

Rural Health and Care Wales

The challenge of Primary Care and GP provision across rural Mid Wales

In 2019, the United Nations estimated that about 3.4 billion people across the world lived in rural areas (United Nations, 2019), with, generally, rural residents having poorer health outcomes and higher mortality rates than people who live in more urban areas (World Health Organization, 2010). Counteracting this, it has been found that regions with stronger primary care services have improved health outcomes, lower costs and reduced inequity in health (Starfield et al., 2005); it can thus be deduced that it is critical for rural areas to have access to robust primary care services to counteract the disadvantageous impact of rural living. However, therein lies the dilemma, since rural areas have accelerated issues facing primary care, in particular in terms of traditional GP practices, where there are not only challenges in recruitment and retention, but also in terms of a patient demographic that is biased towards an elderly population with increasing, complex health needs and logistical issues in terms of lack of public transport and digital connectivity. To address these challenges, there needs to be a focus on improving healthcare accessibility and ensuring equitable quality of care, all the while prioritising a value-based, patient-centred approach.

In 2023, Rural Health and Care Wales (RHCW) was tasked by its Stakeholder Group and the Mid Wales Joint Committee for Health and Care to consider the provision of GP practices and primary care services across Mid Wales, with the aim of developing an action plan that would ensure the rural populations of Mid Wales receive equitable and sustainable health services. This Paper outlines how a regional plan of action could be adopted to support the provision of a more robust GP and primary care service across Wales' most rural landscape. Methodology: literature review, GP surveys

Ella Rabaiotti

Swansea University

'Warm hubs' as inclusive community support spaces: Strengthening social capital across inclusion health populations in Wales

Drawing on a 2023 qualitative study conducted in Wales, alongside ongoing follow-up mixed-methods research as part of WISERD, this paper explores how 'warm hubs' can support inclusion health populations, including people experiencing homelessness, individuals with drug and alcohol addictions, and those on probation. Originally established to mitigate the impacts of rising living costs and heating bills, warm hubs offer food and drink, and warmth in a welcoming environment. Warm hubs have been found to be safe, non-judgmental community spaces that build social capital, foster social connection, reduce loneliness, and support the wellbeing of people who attend (Rabaiotti, 2024). Warm hubs also offer a diverse range of activities from informal socialising and community meals to information sharing and signposting to local support. These features make warm hubs well-placed to support inclusion health groups who experience heightened levels of social isolation, service avoidance due to stigma, and limited access to pro-social networks. This presentation will share emerging findings from ongoing follow-up research, including early analysis of 175 survey responses from Warm Hubs coordinators and volunteers across Wales. The study examines the accessibility and inclusivity of warm hubs for socially excluded populations across Wales and explores hubs' potential to act as low-threshold engagement points for stigmatised populations who may have limited trust in statutory services. This paper argues that adapting and expanding the warm hub model could strengthen social capital, promote inclusion and improve health and well-being, across multiple marginalised groups who may all benefit from community-based spaces that reduce barriers to participation and enhance pathways to support.

Abbey Rowe

Cardiff University

Exploring contextual secondary school influences on the mental health and wellbeing of adolescents with ADHD

Adolescents with ADHD are at increased risk of developing a range of mental health problems, yet little is known about how secondary school contexts influence these inequalities. This study aimed to understand the challenges and benefits that aspects of school climate might pose for the mental health of adolescents with ADHD through an exploration of the experiences and perspectives of students and school staff. Semi-structured interviews were conducted with 30 students (aged 14-15) and 15 school staff from across three Welsh secondary schools. Students were not sampled on the basis of neurotype, but included a broad range profiles, including those with or without an ADHD diagnosis. Staff members from a range of roles

were recruited from each school. Thematic analysis was used to code and organise the data into themes and subthemes related to the perceived impact of school context on the mental health of students with ADHD. Three main themes and subsequent subthemes emerged.

- Systemic mismatch between ADHD and school expectations - relating to behaviour policies, academic attainment and school schedules.
- Relational understanding and misunderstanding – including benefits and consequences related to the quality of student-staff and peer relationships
- Systemic and structural inclusive practices – including flexible approaches, inconsistent practices, resource and capacity constraints.

Findings offer a nuanced understanding of the disproportionate impact of secondary school contexts on the mental health of students with ADHD, highlighting wide inconsistencies in practice despite limited variation between schools.

Recommendations for individuals, schools, and policymakers were co-developed with professionals and lived experience community members, and can be shared in a poster or oral presentation.

Helen Shankster

Welsh Government | with Sharon Cross and Emma Sullivan (Welsh Government), and Damian Bridgeman, Bridgeman Community Foundation

Co-production in Government Social Research (GSR) - learning from a Welsh Government and Disability Rights Taskforce collaborative research project

Welsh Government Equality, Race and Disability Evidence Units will publish ‘lessons learned’ from two co-produced GSR research projects with disabled people in June 2025. These projects prototyped coproduction as an approach to better reflect lived experience of disability in government research. Research was conducted into the extent it was possible for government social researchers to co-produce research. It also considered any lessons on applying the social model of disability to social research. It was conducted in the context of the Wellbeing of Future Generations Act where ‘involvement’ is one of the crucial ways of working to achieve the Act’s well-being goals. A mixed methods approach was taken. Data were gathered through reviews of published literature, project documents and semi-structured interviews with coproducers by an independent researcher. Reflexivity was supported by independent peer review and a thematic analysis workshop to refine themes and balance the representation of perspectives. Fieldwork was accessible and inclusive following the principles of the social model of disability. Research findings explore: Co-production as an empowering (non-extractive) methodology and lessons from delivering within a government setting (the limitations and possibilities). The role of lived experience in government social research and how lived experience of disability added value to research from design through to dissemination. The level of involvement that could be achieved at different stages of the research. The social model of disability and how to deliver social research that is accessible and offers new pathways to participate for disabled people (including the challenges of doing this well) Added value of co-production and how this can be effectively utilised to positively influence and shape policy decisions, The role of partnerships within co-production and what conditions should be in place to effectively facilitate good working relationships. These are the coproduced research outputs that the ‘lessons learned’ report focusses on.

Fiona Shirani

Cardiff University

Living in the Future? Residents' experiences of innovative low carbon homes

To meet UK government net zero targets and address the climate emergency, changes to housing are required, which will include building new energy efficient homes. Some of these new builds will be active homes, able to generate, store and export energy as well as consume it. Wales has seen particular innovation in low carbon housing over the last few years, due in part to financial support from the Welsh Government's Innovative Housing Programme, making it an important area of study. In addition to decarbonisation, innovative active homes have the potential to address other pressing social challenges, such as fuel poverty, and provide sustainable, liveable homes. Efforts to scale up these homes in Wales have led to the development of a pattern book for future low carbon social housing, supported by Welsh Government, which also prioritises the use of local sustainable materials and supply chains. While these homes have the potential to make a positive impact, social scientists recognise that material changes to housing hold implications for the experiences, lives and relationships of residents. This paper draws on qualitative longitudinal research with residents of active homes across four developments in South Wales. Residents were interviewed up to four times over 2-4 years to capture changes in their experiences over time. In this paper we explore residents' accounts of the impact that these homes have had on their sense of health and wellbeing, including in relation to living in innovative or experimental developments. We also consider how this relates to the homes' location, connection to nature and accessibility. Finally, we highlight the role of community relations in learning to live in these homes. As part of the presentation, we will elucidate how we are working with partner organisations to embed research insights into practice, to improve resident experiences.

Aled Singleton

Cardiff University | with Helena Lopes, Lui Tam (Cardiff University) and Keefa Chan (Independent film maker)

Space and Tastes: How Chinese Restaurants Shape South Wales

This interdisciplinary research project, and resulting 10-minute film, centres on stories of Chinese restaurants in South Wales: located in Cwmbran, Swansea, and Cardiff. Funded by a Welsh Crucible grant and based on video recorded interviews led by a multidisciplinary team representing the arts and humanities – geography, history, architecture and filmmaking - this work illustrates the experiences of different generations of Chinese people who moved to the area from the 1960s to the 2000s. Social histories of the UK Chinese diaspora remain small (Benton and Gomez 2008) and Wales is virtually non-existent. Each of the three stories represents different places of origin, identities and aspirations for future generations working in restaurants. These restaurants have occupied and shaped three different places in Wales, from being part of the 1960s Cwmbran New Town Development, Swansea's regenerated industrial docks, to reusing a former shop in a Cardiff historic conservation area. The project documents and develops the innovative dining interview research method. We video record conversations over meals to capture authentic reactions and opinions often missed by formal interviews (Pinsky 2013). The wider data include archival research specific to Chinese in Wales. Theoretically, we aim to further the impact of film

in research (Kerrigan and Callaghan 2018). Thematically we further sustainable futures by exploring the evolution more than six decades of links between Chinese and Welsh society and culture. Particular attention is paid to the contribution to the local economy, community life and to a degree political decision making at a local level.

Robin Smith

Cardiff University

The work that makes autonomy work: a praxeology of robots in public space

This paper reports from an developing project that critical examines the introduction of robots to public space (e.g. Brown et al, forthcoming; Greiffenhagen et al, forthcoming). Robotics are being promoted as a sustainable solution to various urban ills – accessibility, congestion and pollution, and various logistics troubles – within the rhetoric of the “Fourth Industrial Revolution” (Macorie et al, 2021). Whilst there have been various theoretical engagements with the consequences of automation for urban governance (e.g. Bissell, 2018), there is a need for a detailed treatment of the lived contexts in to which robots are being introduced. Not least because the moral order of public space lies outwith the Euclidean ‘blueprint’ from which robots operate. The paper thus examines the practices and patterns of disruption and accommodation observable when supposedly autonomous robots move on city streets.

As delivery robots ‘participate’ in the pavement order (Ryave and Schenkein, 1974), a range of practical troubles and background significances of mundane public life are illuminated. In analysing video materials from various settings, the talk describes how the blueprinted competencies of automatons fall short within the locally assembled flow of street mobilities. It shows how the presence of robots that operate within a technologically rendered space of trajectories and obstacles show, in sharp relief, how the pavement order is a primarily moral order; an order which the robots do not and cannot reciprocally join. The analysis thus foregrounds a range of underacknowledged conditions and contingencies belonging to the practical organisation of mobilities, territories, and trajectories. In so doing it also considers the generic categorial possibilities of autonomy in public space or, in other words, outlines what dogs and children have in common with delivery robots. The paper closes with a sketch for a research agenda investigating the troubles of a future city populated by automatons.

Mymuna Soleman

Privilege Café

Spoken Word as Method: Reimagining Participation and Sustainable Futures in Wales

“I am NOT hard to reach.” This paper examines how language shapes participation in community consultation in Wales, drawing on a 2022 public forum at the Senedd and the subsequent blog I am NOT hard to reach. It responds to persistent patterns identified in Community Consultation for Quality of Life (CCQoL) research, where significant proportions of people report not being asked to participate or choosing not to engage. The study is grounded in critical and participatory traditions, interrogating how institutional language constructs power, legitimacy and inclusion. The research asks: how does the language of consultation shape who participates, whose knowledge counts, and how engagement is experienced? What does non-participation reveal about institutional design? Drawing on insights from CCQoL research and frontline anti-racist community engagement practice, this paper positions spoken word poetry as a methodological approach to creating space within institutional power structures embedded in language (Johnson, 2021; Bagwell, 2021; Jones and Curwood, 2020). A spoken word poem,

developed from lived experience of community consultation and public engagement in Wales including reflections from the 2022 Senedd forum and subsequent practice-based work is deployed as a methodological tool to examine how institutional language structures power, legitimacy and participation. In doing so, the poem functions as both creative and analytical, enabling interrogation of how institutional framings such as ‘hard to reach’ shape patterns of participation and non-participation identified in CCQoL research. The findings suggest that participation is constrained not only by resources but by epistemic hierarchies embedded in language and practice. Despite the Well-being of Future Generations (Wales) Act 2015 emphasising involvement and long-term thinking, engagement often remains transactional. The central provocation is simple: if communities are stepping away from consultation, what does that reveal about institutional design and what would it mean to redesign participation itself?

Thora Tenbrink

Bangor University | with Simon Willcock (University of Reading) Matthew Scowen (Bangor University) and Flora Samuel (University of Cambridge)

How the Welsh language connects people with the natural environment

Linked to awareness of a history of suppression in Wales, place attachment in Welsh residents is intertwined with a deep sense of appreciation towards Welsh language and culture, associated with environmental beauty, strong links to local history, and knowledge about the deeper meaning of Welsh place names as encountered across the country. Multiple anecdotal examples and literary explorations abundantly suggest that there may be links between the Welsh language and the natural environment, integrated with place attachment. This was confirmed in our collaborative and participatory research activities with Public Map <https://publicmap.org/>, which works with communities on Anglesey to develop a publicly shared multi-layered map, thus facilitating local planning processes and regional policy development. In this study, we set out to explore these connections systematically for the first time. We conducted a nationally representative study with Wales-wide survey data (n = 2082) and employed survey-weighted generalised linear models to examine relationships between Welsh language abilities, feelings of nature connectedness, place attachment, and perceptions regarding a possible link between language and the environment. Results revealed that Welsh-English (bilingual) speakers have a significantly stronger self-assessed connection to nature in general (15.7% increase), and they also show higher place attachment than (monolingual) English speakers in Wales (17.1% increase). In addition, participants from South-East Wales showed significantly lower nature connectedness than those in both Mid and South-West Wales (8.9% decrease) and North Wales (11.9% decrease). Strikingly, Welsh speakers tend to see a link between language and environment while English speakers do not, with the difference amounting to 38%. Our results highlight language as an essential factor that feeds into the ways in which people connect with nature – an important finding for those promoting sustainable behaviours in Wales and beyond, calling for considerate and inclusive linguistic practices as decisive for any engagement with the public.

Aaron Thierry

Cardiff University

Reassessing the Role of Universities in the Climate Crisis

An important class of actors is consistently overlooked in efforts to address climate change: professionals. Across fields such as health, law, and education, professionals combine specialised knowledge, institutional authority, and public credibility, giving them a distinctive capacity to translate sustainability science into practice and drive systemic change within their domains. Yet professional norms, training regimes, and organisational structures frequently reinforce unsustainable practices, from high-carbon healthcare operations to legal work supporting extractive industries. This paper makes a novel contribution by conceptualising professionals as a distinct class of climate actors and developing a generalisable framework for climate-aligned professional practice. Drawing on professional sociology and the ethics of climate governance, the framework is organised around three interrelated stages: (1) crisis translation, which frames climate change as integral to professional missions; (2) ethical activation, which grounds climate responsibility in existing professional values; and (3) institutional pathways, which shape how climate action is enabled or constrained by professional associations, training, and organisational systems. The analysis illustrates the framework across three sectors, health, law, and education, before considering its broader applicability. It speaks directly to the Well-being of Future Generations Act's ambition: professionals are well-placed to convert scientific urgency into institutional reform, but only through coordinated reorientation of the norms and structures that currently govern their practice. The paper is conceptual in approach, synthesising theoretical work in professional sociology with sectoral empirical literature.

Gareth Thomas

Cardiff University

'If someone is struggling, I help them out': Inclusion, connection, and community in the performing arts for people with learning disabilities

Adults with learning disabilities remain at the margins of a society that continually strips them of personhood and respect. Hate crimes against them are rising; services and resources are difficult to access; reports of abuse at residential settings are rife; health inequities and avoidable death rates are stark. In addition, adults with learning disabilities are reported as facing significantly higher rates of social isolation and loneliness. The performing arts are heralded as providing opportunities for adults with learning disabilities to develop professional/interpersonal skills as well as to develop friendships, foster inclusion, and cultivate a sense of community. But how do people within these spaces conceptualise and enact this? Drawing on ethnographic fieldwork over 18-months at a professional theatre company, a dance group, and a drag troupe run for adults with learning disabilities, I explore how people with learning disabilities and their non-disabled allies (e.g. artists and support staff) tell counter narratives and, in turn, establish a sense of inclusion, connection, and community in three major ways. First, adults with learning disabilities and staff assert the need to respect and praise others, which secures their status as key contributors to these spaces - that is, as creative agents. Second, an emphasis on involving all people in activities, and to work collaboratively and co-productively, builds a sense of community and intimacy.

Third, activities are adapted in ways that allow for the meaningful participation of performers. This includes supporting members with their access needs (e.g. mobility) and enacting ‘crip time’ (which means how social clocks are bent to meet disabled bodies and minds) to fully embrace members in training and performances. Outside of a neoliberal and normative lens of disability inclusion – of employment activation and EDI policies – this presentation captures how we can conceptualise inclusion and connection in more ‘local’ ways.

| Flatboy (Seren Thomas)

Artist, illustrator and social researcher

Illustration, animation and community arts: How doing art makes a better researcher

Flatboy (Seren Thomas) is an artist, illustrator and social researcher in Cardiff. Their art centres everyday experiences of community, togetherness and relationships. Themes their work has addressed include trans experiences, health inequalities, Welsh history, activism and the Welsh language. They are interested in how art can be used to document and distribute research and knowledge by and for marginalised communities.

| Grace Williams

Cardiff University | with Max Keith (University of Birmingham), Marc O. Williams (Cardiff University), Catherine R.G. Jones (Cardiff University), Kate Cooper (University College London / University of Bath), Josie Henley (Cardiff University) and Kai S. Thomas (Cardiff University)

Eating Disorder Treatment and Service Experiences of Gender Diverse and Neurodivergent Adults

Introduction. Eating disorders (EDs) disproportionately affect trans and gender diverse (TGD) people, autistic people, and people with ADHD. TGD and neurodivergent individuals present with more severe symptoms and more complex, intersecting treatment needs than cisgender allistic peers. However, research has not yet examined how gender diversity, autism, and ADHD shape ED treatment experiences, a gap with direct implications for the long-term well-being of some of the most underserved groups in Wales and beyond. **Methods.** 261 neurodivergent TGD adults (79.7% assigned female at birth; M age = 27.4 years) with lived or living experience of an ED completed an online survey. Participants responded to open-ended questions about the impact of gender identity and neurodivergence on accessing ED treatment. Responses were analysed using reflexive thematic analysis. **Results.** Two preliminary themes were identified: 1) "The system is not built for me" which describes feeling misunderstood and overlooked in treatment, with subthemes: neuronormative frameworks, the burden of complexity, and trans identity as incompatible with treatment and 2) "Seeking help as its own harm" which encapsulates fear and safety concerns when accessing ED care, with subthemes: healthcare as an unsafe space and the calculated cost of recovery. **Conclusions.** Current systems may inadvertently fail to meet the needs of neurodivergent TGD people and deter help-seeking. Findings highlight the need for gender- and neurodivergent-affirming ED treatment that addresses the intersecting needs of this underserved group, and point to changes needed to advance equitable, long-term well-being for all.

Mohammad D. Zamzami

Swansea University | with Ashraf A. Fahmy (Swansea University)

Socio-Technical Integration of Aerial Robotic Manipulation Systems for Public Service Operations in High-Density Human Environments

Large-scale human environments such as Hajj represent some of the most complex and safety-critical public service settings in the world, where millions of individuals interact within highly dynamic and constrained spaces. Managing such environments poses significant operational challenges, particularly in tasks involving inspection, emergency response, and infrastructure maintenance. This paper explores the emerging role of aerial robotic manipulation systems, specifically quadrotor unmanned aerial vehicles (UAVs) equipped with articulated robotic arms, a novel solution to support public service operations in these contexts. While recent advances in intelligent control, including neural networks, physics-informed models, and adaptive neuro-fuzzy systems, have significantly improved system capabilities, their deployment in real-world, human-dense environments remains limited. Adopting a socio-technical perspective, this research investigates the key barriers to implementation, focusing on safety assurance, human–robot interaction, ethical considerations, system reliability, and public trust. The study positions these challenges not as secondary concerns, but as central determinants of successful deployment. The paper proposes a conceptual framework that integrates advanced robotic control with socio-technical system requirements, aiming to bridge the gap between laboratory-based innovation and real-world application. By contextualizing aerial robotic systems within public service environments such as Hajj and smart cities, the research highlights their potential to enhance resilience, reduce human risk, and enable scalable, adaptive service delivery. This work contributes to broader discussions on sustainable and intelligent societies by emphasizing that the future of robotics in public services depends not only on technological advancement, but on its alignment with human, ethical, and societal dimensions.