

The Open University
Y Brifysgol Agored

Wales Cymru



Evaluation report

Dr Donna Smith



Future
Generations
Commissioner
for Wales



Mae'r adroddiad hwn hefyd ar gael yn Gymraeg.

Contents

About the author	3
About the partners	3
Acknowledgements	5
Preface	6
Executive summary	8
Introduction	9
About the pilot	10
About the cohort	17
The student projects	19
Findings: student surveys	25
Findings: student focus group	29
Findings: partner feedback	34
Conclusions and recommendations	37
References	40

About the author

Dr Donna Smith is Senior Lecturer in Politics at The Open University, Principal Fellow of the Higher Education Academy, a Fellow of the Centre for Online and Distance Education, and Trustee and Honorary Secretary of the Political Studies Association. Her research interests focus on active citizenship, politics and media, and teaching and learning.

For more information about Donna, please visit <https://profiles.open.ac.uk/donna-smith>

About the partners

The Office of the Future Generations Commissioner

The Independent Future Generations Commissioner for Wales is a unique role, established by the pioneering Well-being of Future Generations Act (2015), to act as a voice for people not-yet-born, ensuring public bodies in Wales make long-term, sustainable decisions that benefit future generations, not just current ones, by promoting well-being, tackling climate change, and fostering a focus on long-term societal health, economy, and environment. The Future Generations Commissioner is Derek Walker.

www.futuregenerations.wales

Bridgend College

Bridgend College is a Further Education (FE) College which supports over 13,000 learners, across further and higher education, apprenticeships part-time and community learning, employing over 600 staff. The College operates across the Bridgend county borough, along with its subsidiary companies Engage Training and Bevan College.

www.bridgend.ac.uk

The Open University

The Open University is the largest provider of part-time undergraduate higher education in Wales. It is a world leader in delivering innovative and flexible distance learning opportunities at higher education level, including undergraduate, postgraduate and access courses.

More than 16,000 students from communities right across Wales are currently studying with The Open University, and more than two thirds are in employment while they study. The OU works with businesses, charities, unions and public bodies in Wales to help them develop their staff, and encourage more people into lifelong learning, regardless of their background. The OU has students in every single constituency in Wales.

www.open.ac.uk/wales

Unloc

Unloc is a leading education non-profit founded in 2013 by award-winning young leaders and advocates Hayden Taylor and Ben Dowling. Unloc helps schools, colleges, organisations and businesses inspire and empower young people to be changemakers through bespoke and innovative programmes in entrepreneurship, leadership, youth voice and careers and employability. Unloc works towards its mission by delivering inspiring educational programmes in a growing network of schools, colleges and universities.

www.unloc.org.uk

Acknowledgements¹

I would like to thank the Bridgend College students who participated in the pilot. Your hard work and ideas for political and social change are inspirational.

Thank you to the staff of Bridgend College for your organisation and hospitality.

Thanks also go to the team at The Open University in Wales for your day to day support in conducting the research and evaluation.

¹ This report was prepared with the assistance of generative artificial intelligence (GenAI), Microsoft Copilot, to support quantitative and qualitative data analysis and drafting. All interpretations, conclusions, and final wording were reviewed and approved by the author.

Preface



As Future Generations Commissioner for Wales, my role is to champion the interests of those not yet born and to support a fundamental shift in how we think, plan and act for the long term wellbeing of Wales. The Newid Future Generations Changemaker Academy represents an important and timely contribution to that mission. Rooted in the values and ambitions of the Well-being of Future Generations (Wales) Act, this programme demonstrates what is possible when we invest trust and resources in young people as leaders of change, not merely beneficiaries of it.

From the outset, Newid was designed to respond to a clear gap: the limited opportunities for many Further Education learners in Wales to engage meaningfully in leadership development, civic life and policy-relevant action. Through strong collaboration between Bridgend College, The Open University in Wales, Unloc and my office, the Academy has created a credible, inclusive pathway that enables young people aged 16-25 to develop the skills, confidence and critical awareness needed to influence the decisions shaping their lives and communities. The focus on social justice, changemaking, and youth-led action aligns closely with the five ways of working set out in the Act, particularly prevention, involvement, and collaboration.

This evaluation provides an honest and evidence-informed account of the pilot year: what worked well, where learning is still needed, and how the Academy is already beginning to contribute to a more diverse and resilient pipeline of future leaders and changemakers in Wales. Importantly, the findings reflect the voices and lived experiences of the participants themselves. Their insights reinforce a core truth of the Future Generations approach: that meaningful involvement leads to better outcomes, stronger solutions and a deeper sense of shared responsibility for our collective future.

As the programme moves beyond its pilot phase, this report offers clear guidance to support its continued development and long-term sustainability. I am encouraged by both the ambition of Newid and the learning captured here, and I look forward to seeing the Academy grow as a lasting platform for young changemakers.

By continuing to nurture their ideas, leadership and agency, we take a vital step towards a greener, fairer and more prosperous Wales – one shaped with, and not just for, the generations to come.

Derek Walker

Future Generations Commissioner for Wales

Executive summary

The Newid Future Generations Changemaker Academy pilot (2025–2026) was a collaborative initiative between the Office of the Future Generations Commissioner for Wales, Bridgend College, The Open University in Wales, and Unloc. It was designed to address a gap in political/civic engagement and changemaking opportunities for Further Education learners aged 16–25, in line with the ambitions of the Well-being of Future Generations (Wales) Act and the missions of all the partner institutions.

The pilot adopted a blended learning model combining in-person bootcamps, online sessions, guest speakers, and independent project work. Participants were supported to develop and deliver their own change projects addressing issues of interest to them, primarily at a local (college) level. A mixed-methods evaluation approach was used, including observations, surveys, a focus group, and partner reflections.

Findings demonstrate that the Academy achieved strong positive outcomes across multiple areas. Participants reported significant increases in knowledge of the Future Generations Act, alongside improvements in leadership and changemaking skills. Confidence levels increased across all domains. Crucially, participants showed increased understanding of, and confidence in, making change, especially at the local level.

Qualitative findings reinforce these outcomes. Participants valued the diversity of the cohort, the structured progression of sessions, high-quality guest speakers, and strong staff support. Many reported increased confidence, improved public speaking, greater political awareness, and enhanced ability to initiate and deliver projects. All participants in the focus group reported feeling more effective as changemakers.

However, the evaluation also identifies key areas for development. These include the need for clearer early communication about programme expectations and change projects, improved balance between online and in-person delivery, stronger integration of political and democratic education, and increased internal awareness among teaching staff. Engagement with national-level politics and Welsh political institutions remained comparatively limited.

From an organisational perspective, partners viewed the Academy as a strong and scalable concept with clear alignment to policy priorities and long-term societal goals. Face-to-face delivery and guest speakers were particularly impactful, while online engagement and programme pacing require refinement.

Overall, the pilot demonstrates that the Changemaker Academy model has significant potential to empower young people as active agents of change, support civic engagement, and contribute to a more inclusive and sustainable Wales. The findings provide a strong foundation for refining and scaling the programme in future iterations.



The Open University supports the Sustainable Development Goals

Introduction

The Newid – Future Generations Changemaker Academy pilot was launched in late 2025 as an exciting collaboration between the Office of the Future Generations Commissioner, Bridgend College, The Open University in Wales, and Unloc. Rooted firmly in the ambitions of the Well-being of Future Generations (Wales) Act, the project set out to empower young people aged 16–25 across Wales to lead meaningful, systemic change in their communities. It also aligns with [Medr's regularity framework](#), in particular the equality of opportunity and learner engagement conditions.

This evaluation report examines the development, implementation, and early impact of the pilot year, drawing on evidence gathered throughout the programme to assess its effectiveness and future potential.

The Academy was designed to address a recognised gap in opportunities for Further Education learners to engage in civic participation and social action. By providing a structured pathway that connects school-level leadership initiatives with the existing national [Future Generations Leadership Academy](#), Newid aimed to build young people's capacity to influence local and national decision-making structures. Core to this mission was a blended learning model encompassing leadership training, critical thinking, social justice education, and the delivery of youth-led changemaker projects focused on key societal challenges facing Welsh communities.

Central to the ethos of Newid is a commitment to inclusion and equitable participation. The pilot sought to amplify the voices of young people who are typically underrepresented in civic life, creating platforms for them to shape policy-relevant conversations and contribute to Wales's long-term wellbeing goals. Through immersive in-person sessions, online learning, and project-based experiences, participants were supported to develop confidence, skills, and agency as emerging changemakers.

This evaluation explores how effectively these aims were realised during the pilot year. It assesses participant experiences, partnership working, programme design, and the extent to which the Academy has begun to cultivate a sustainable pipeline of young leaders. It also considers the Academy's alignment with wider strategic priorities, including the Future Generations Commissioner's vision for long-term, participatory change and The Open University's commitment to evidence-based research, active citizenship, and widening access to lifelong learning.

The findings presented in this report aim to inform future iterations of the Academy, providing actionable recommendations for strengthening impact, enhancing engagement, and ensuring that Newid continues to contribute meaningfully to the aspirations of Wales.

About the pilot

Partnership working

Newid – the Future Generations Changemaker Academy is a collaborative effort between the [Office of the Future Generations Commissioner for Wales](#), [Bridgend College](#), [The Open University in Wales](#), and [Unloc](#). Together, the partners created a pilot initiative designed to empower young people across Wales to lead systemic change and contribute meaningfully to a sustainable future, rooted in the [ambitions](#) of the [Well-being of Future Generations \(Wales\) Act](#).

Each partner brought distinctive strengths to this national collaboration. As lead partner Bridgend College provided the educational foundation and learner community, building on its long-standing commitment to widening participation and leadership opportunities for young people. The Office of the Future Generations Commissioner, as supporter and quality assurance champion, complemented this with strategic oversight and alignment to Wales' long-term well-being goals, ensuring the Academy directly supported the nation's broader vision for a fairer, greener and more resilient society.

As lead delivery partner Unloc added depth through its experience in youth voice, leadership and entrepreneurship programmes, ensuring participants were supported with high-quality, innovative learning experiences. As secondary delivery partner, The Open University in Wales contributed academic expertise in citizenship, democracy and political and social change, drawing on its Open Societal Challenges [Changemakers](#) research and Open Learn [Active Citizenship](#) resources. As research and evaluation lead, the OU was also responsible for evidence-based recommendations to support the Academy beyond its pilot phase.

Vision and objectives

The partnership agreed to work collaboratively to establish and deliver the Academy as a pilot, for rollout to other colleges across Wales in the future.

The vision of the pilot was to enable systemic change across Wales by empowering young people to lead their futures, achieved by creating opportunities for young people to drive local and national change relating to the seven Wellbeing Goals.

The key objectives of the Academy, based on the Wellbeing Goals, were to:

- Empower young people with the confidence, skills and motivation to lead change
- Activate global citizenship, with young people making responsible, ethical decisions
- Enhance job and life skills, preparing young people for the future economy
- Celebrate Welsh culture and language through creative changemaker projects
- Create stronger communities through youth-led local action and collaboration

- Improve mental, physical and emotional wellbeing, for young people and their communities
- Create greater equality by giving all young people a voice, especially those from underrepresented groups
- Increase environmental action supporting sustainability and climate resilience
- Enable long-term, systemic change driven by young leaders influencing policy and shaping their futures.

What we did

The partners came together to deliver the pilot because of a shared commitment to empowering young people in Wales to shape a fairer, more sustainable future. Bridgend College, the Office of the Future Generations Commissioner, The Open University in Wales, and Unloc each brought complementary expertise – from youth leadership and educational innovation to civic engagement and long-term social change – which collectively filled a critical gap in provision for FE learners aged 16–25. By combining their strengths, the partnership sought to create a coherent pathway to equip young people with the skills, confidence, and opportunities to lead systemic change, grounded in the ambitions of the Well-being of Future Generations (Wales) Act.

Following a co-production scoping meeting led by Bridgend College and attended by the partners as well as other interested parties such as Medr in early 2025, a full pilot was agreed for implementation in the 25/26 academic year. Student feedback on the proposal was collated via young people engaged through learner voice conferences at Bridgend College. Building on this, a full pilot programme was developed, based on Unloc materials and delivery model and informed by OU teaching and research, including its Open Societal Challenges [Changemakers](#) research and [Active Citizenship](#) resources. The final programme, while remaining flexible in order to adjust to student timetables and needs, was as follows:

Date	Activity	Format	Content covered
Autumn 2025	Online information sessions; recruitment of students to the pilot	Online	• What participants will do and benefits • Who's involved • Dates/timings • Evaluation plan

Date	Activity	Format	Content covered
December 2025	In-person leadership bootcamp 1 (two days)	In-person	Day 1 • Welcome and introductions • Paperwork and logistics • Teamwork and communication skills • The Well-being of Future Generations Act 2015 • Pick a topic and work through Changemakers Day 2 • Leadership 101 • Democracy & being a changemaker • Social action planning • Change plans (identifying potential projects)
January 2026	Online cohort connect session (4-6pm); online 12ls as needed	Online	• Welcome and introductions • Stakeholders/stakeholder mapping • Public speaking • Special guest: Anna Harris (Head of Budget, UK Treasury)
February 2026	In-person leadership bootcamp 2 (1 day)	In-person	• Special guest; Sarah Rees (Political Candidate, previously head of Oxfam Wales) • Working on student change plans, timing, Impact Summit prep

Date	Activity	Format	Content covered
March 2026	Online cohort connect session (4-6pm); online 12ls as needed	Online	• Special guest; Ben Dowling (Unloc) on standing for election/working as a local councillor • How to take action using guidance from Changemakers • Preparing for the Impact Summit presentations (practical issues)
April 2026	In-person impact summit (1/2 day)	In-person	• Presentation of student change projects/plans • Certificates of completion and celebration
July 2026 [planned at time of writing]	Online cohort connect session (4-6pm)	Online	• Touching base with projects/ideas • A final opportunity to connect

These online and in-person sessions were accompanied by participants looking at provided resources and working on their changemaker projects independently (but with the support of Unloc as needed).

Evaluation

In terms of evaluation, we took a mixed methods research approach, to capture as much rich information as possible. The key activities and timings were:

- November 2025: a short pre-programme online survey on participants' reasons for taking part in the pilot and the understanding they have of making change, to provide a baseline that could then be compared post-pilot
- December 2025 to April 2026: quick to complete post-session online feedback surveys, to capture participant opinion about the session they had just completed
- April 2026: a focus group for participants to provide feedback on the impact of and their overall opinion on the pilot Academy
- April 2026: a short post-programme online survey on the impact of the Academy on participant understanding and ability to make change
- April 2026: a meeting between the four partners, to discuss key learning points to enable transition from pilot to post-pilot phase.

Policy context

Young people and democratic engagement in Wales

Research over recent decades indicates a persistent pattern of reduced engagement amongst young people in formal political processes across the UK, including voting and other institutional channels of participation. House of Commons data shows that young people are more likely to be dissatisfied with democracy and less likely to participate in formal politics such as voting, although many do engage in alternative ‘informal’ forms of political expression and social action (Uberoi & Johnston, 2022). Indeed, recent research suggests media activism (which includes social media) is a popular ‘informal’ activity, as is doing something in the local community, and creating/ signing petitions (Smith and Hewitt, 2024).

Wales lowered the voting age to 16 for Senedd (Welsh Parliament) and local elections through the Senedd and Elections (Wales) Act 2020 and Local Government and Elections (Wales) Act 2021. The voting age for UK Parliament elections remains 18 in Wales/ across the UK. Despite political support from Labour, Plaid Cymru, the Green Party, and the Welsh Liberal Democrats for votes at 16, participation among newly eligible young voters in devolved elections in Wales remains relatively low. Only around 50% of 16–17-year-olds were registered to vote ahead of the 2021 Senedd election (Dhesi, 2022; Foster, 2021), with research suggesting only 37 per cent of eligible Year 11 pupils voted (Foster et al., 2022). Context is important though: overall turnout in Senedd elections (46.6% in 2021, 51.6% in 2026) is lower than turnout in Scotland, Northern Ireland, or UK general elections (although the 2026 turnout was the highest so far for Senedd elections). It’s also important to recognise that voting rates have been decreasing as a whole, overall, across the whole of the UK, not just Wales, since the 1990s (Uberoi, 2023), with UK youth turnout worsening sharply in the 1990s and remaining stubbornly low since (Chrisp and Pearce, 2021).

Education and understanding

A key barrier in engagement is limited understanding of political institutions, responsibilities, and the ways different levels of government influence day-to-day life. Indeed, research highlights widespread uncertainty about the roles of local, national, and UK-wide institutions and democratic processes more generally (Electoral Commission, 2022; Smith and Hewitt, 2024). Studies such as the Wales Institute of Social and Economic Research and Data (WISERD) Education Multi-cohort Study reveal ambivalence towards politics and political knowledge gaps among most Welsh secondary-age pupils (Foster et al., 2022).

These ‘information gaps’ often reflect inconsistent or insufficient political/citizenship education (Moore, 2023). The wider literature reinforces that this education should not be isolated to a single subject area; instead, it must be embedded across school and community cultures to support meaningful civic learning (Smith and Hewitt, 2024) – tying into the approach of the new Curriculum for Wales (introduced in 2022, and fully rolled out by 2026/27). Evidence increasingly suggests that effective political learning requires accessible, co-designed resources grounded in young people’s lived experiences, with social media also playing a role in shaping political understanding (Smith and Hewitt, 2024).

Recent research highlights ongoing challenges in delivering consistent, high-quality political and citizenship education in Wales. Moore et al. (2022) emphasise the need for stronger political and citizenship teaching in schools, clearer guidance for teachers – including through PGCE training – and better integration of Welsh history and politics into the Curriculum for Wales. These concerns are echoed by Andreouli et al. (2024), who argue that the new Welsh curriculum requires additional funding, a robust repository of resources, and more consistent guidance to support effective implementation. Both studies underline the continued importance of embedding such education in ways that meaningfully prepare young people for participation in civic life. Andreouli et al. (2024) stress the importance of creating space within the curriculum for student discussion, linking political learning to young people’s everyday experiences, and offering opportunities to engage directly with policymakers and civil society.

Initiatives

The Welsh Government has acknowledged many of these issues, although the current emphasis in the curriculum on school autonomy and subsidiarity (wherein schools can design their own programme within the national framework, taking into account local needs) may risk varied delivery and uneven quality across Wales – an issue identified by Andreouli et al. (2024), who highlight variability in how the Curriculum for Wales is being implemented, as well as by Smith and Hewitt (2024). So, there is perhaps a tension between local autonomy, embedding this teaching across the curriculum/into school and community cultures generally, and making sure that the topic is covered in an appropriate amount of detail (that perhaps a more distinct programme could provide). In relation to the latter point, the introduction of new GCSEs in History and Social Studies from 2026 – both embedding Welsh history and politics – may open pathways for more focused political and citizenship education in schools (Moore et al. 2022).

In 2022, the Welsh Government published its Electoral Administration and Reform White Paper to gather broad public input on how to strengthen democratic participation in Wales. Building on this work, the government established the Innovating Democracy Advisory Group in 2025, following recommendations from the Independent Commission on the Constitutional Future of Wales. The group’s role is to explore new ways for citizens to engage with Welsh democratic institutions and processes and to encourage more innovative forms of participation (Welsh Government, 2025). These developments sit alongside wider government efforts to modernise elections, boost political engagement, and enhance civic and citizenship education. Additionally, the creation of Medr – the new body responsible for overseeing all post-16 education from 2024 – signals further potential for change, with its mission explicitly emphasising lifelong learning and civic involvement.

Alongside this, the Office of the Future Generations Commissioner for Wales has the engagement of young people at its core. Responsible for promoting and protecting the interests of future generations under the Well-being of Future Generations (Wales) Act 2015, the Commissioner’s work revolves around ensuring that public bodies in Wales act with long-term sustainability, prevention, collaboration, integration, and citizen involvement at the centre of decision-making.

As part of this, the body has founded the Future Generations Leadership Academy which supports young people aged 18–30 from across Wales to develop leadership skills grounded in the Well-being of Future Generations Act, preparing them to contribute to a more sustainable and equitable future through development of real-life change projects within their community – so, engagement in an ‘informal’ political sense, as mentioned earlier.

Moving forward

Across studies, a consistent message emerges: improving youth political and wider democratic engagement in Wales requires clearer political/citizenship education, better resourcing, structured opportunities for discussion, and stronger links between young people’s everyday concerns and politics. The ongoing Welsh Government initiatives signal a potentially important moment for strengthening democratic participation and civic learning. However, further research and sustained investment are needed to address persistent uncertainty, improve turnout, and support meaningful democratic engagement amongst young people.

About the cohort

The pilot was made up of six participants from Bridgend College, a manageable number to both trial the Academy, evaluate it, and help to enhance it for future iterations.

At the point of starting the pilot:

- Age: one student was 16, two were 17, one was 19, one was 24, and one preferred not to say (but was between 16 and 25)
- Language and identity: all of the students said English was their preferred language rather than Welsh; half considered themselves to be Welsh
- Sex: four were female, one male, and one preferred not to say
- Education: the highest level of education completed to date was further education for three students, secondary education for two, with one student not answering
- Ethnicity: four of the students were white (two white British, two white other), one another ethnic group, and one student preferred not to say
- LGBTQ+: two of the students identified as LGBTQ+, four did not
- Disability: five of the students said they did not identify as disabled, one preferred not to say
- Caring responsibilities: none of the students had caring responsibilities
- Parental university education: four of the students said their parents attended university, two said they did not.

At the time of pilot sign up, reasons for taking part in the Academy given by the participants included:

"I would like to be part of Newid... because it represents more than just a program – it's a community of people who are passionate about turning ideas into real, lasting impact."

"Changing the world for the better is a top priority for me and I would love to actively be a part in that change as I am truly passionate about it."

"Because I want to make the world a better place."

"It means being part of a change I am very passionate about and see[ing] that change implemented and... the impact... for the younger generations."

"I want to be part of the Changemaker Academy to put forward ideas [and] opinions on different subjects. As well as this I want to make new experiences, meet new people, and play a part in the college's development."

"I am passionate about... male dominant industries, changing opinions and being heard."

The student projects

Each student participant was tasked with creating a 'change project'. This project would be aimed at changing something in the college, local community, Wales, or the wider UK. They were required to put in place a changemaking plan ahead of the Impact Summit on 17th April 2026, where they would present their changemaking idea and activity to the college, local representatives, and Derek Walker the Future Generations Commissioner.

As well as building on the iterative learning undertaken in the face-to-face and online sessions, the students worked to a 'change plan' planning document. This was to help students to narrow down their project focus and identify what they needed to do. The document was split into the following sections:

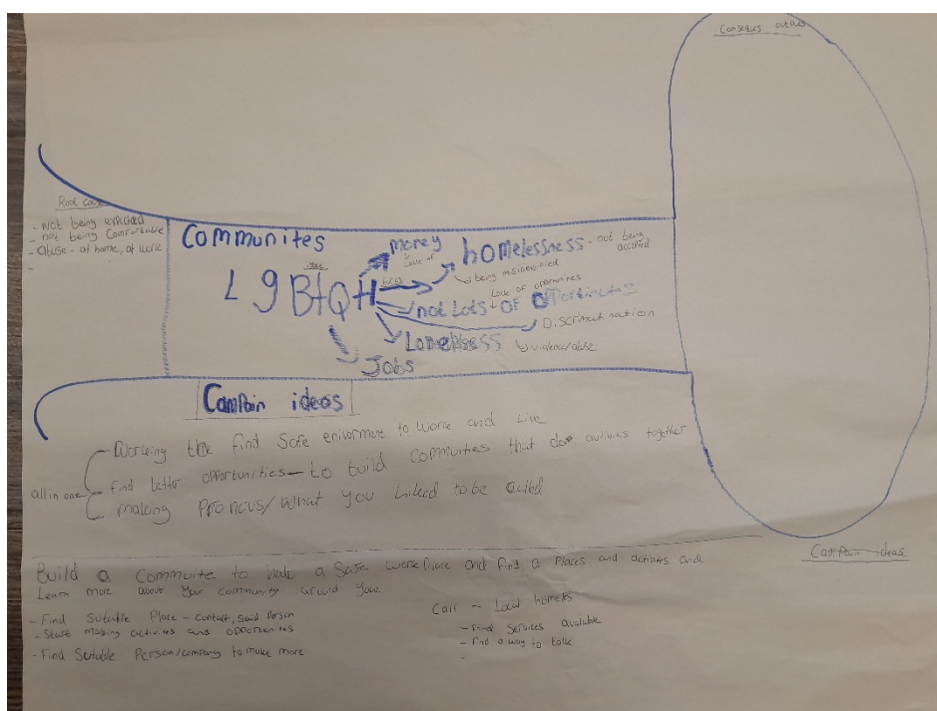
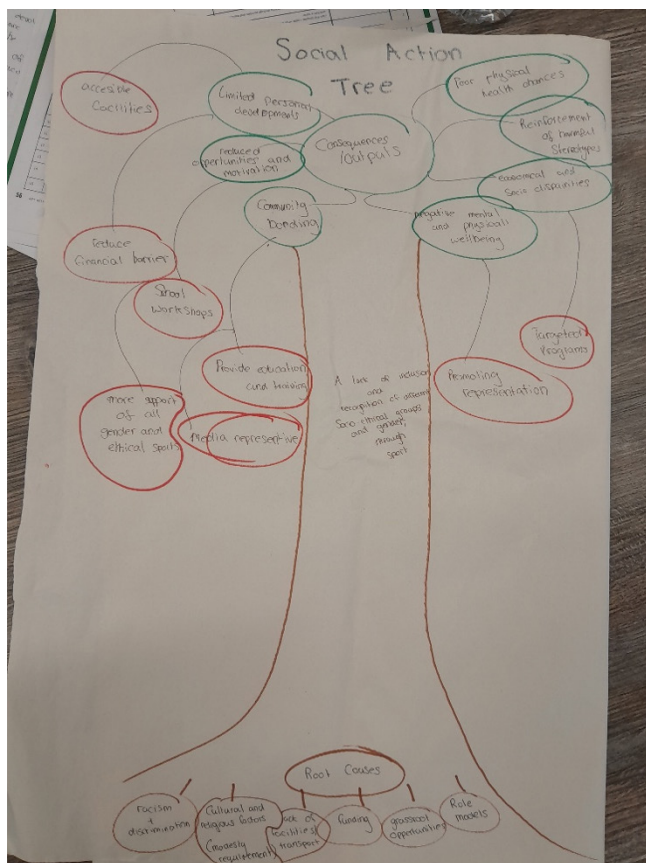
- The issue – what problem are we trying to change? (Describe it in one or two clear sentences.)
- Why it matters
- Goal – by the end of this project, what will be different? (Be specific and realistic. Example: "More students understand how to vote and feel confident to register.")
- Who we want to influence – who are they and what do we want from them?
- Our idea – what action will we take? (Workshop, social media campaign, event, petition, meeting, video, survey, etc.)
- Our plan:

Step	Action	By who?	By when?
1			
2			
3			
4			

- Risks and barriers – what might get in the way? How can we reduce or manage this?
- Measuring success – how will we know if we made a difference? (Numbers reached? Feedback? Changes in behaviour, awareness or decisions?)
- Reflection (after the project) – what worked well? What would we do differently next time? What impact are we most proud of?

Students were also asked to think about which of the Future Generations wellbeing goals their project aligned to.

The students worked on their change projects across the entirety of the programme, while also learning about changemaking skills, leadership skills, public speaking, and democracy, political processes and institutions in Wales and beyond.



Examples of student change project planning, from early in the programme.

In total, five of the six students worked on a change project (the sixth participant took part in the Academy to learn about making change, but did not want to work on an actual project at that time). The projects generally had a college-focus, rather than Wales or UK-wide focus.

The projects also leant more into changemaking in terms of focusing on a specific day-to-day 'issue' of meaning or passion to the students personally, rather than bigger political or policy related changes, whilst leaving the door open to taking projects further.

The projects were:

- Student a: 'the reset room' – creating a safe space for mental health discussions via activities and spaces at college, beginning as a one-time wellbeing event with potential for further events (project identified and planned but not initialised at the point of the Impact Summit)
- Student b: inclusive sports days – hosting a sports day specifically designed for older primary school children, bridging the gap in physical education and nutritional awareness (project identified, planned, with dates booked in working with Bridgend College)
- Student c: LGBTQIA+ Society – establishing a new society at Bridgend College (project identified, planned, with pop up sign up sessions held and college advertising implemented)
- Student d: animal rights website – focused on vegan and vegetarian local food and recipes (identified, planned, website in development)
- Student e: tackling mental health through physical health – setting up free student gym access at the college (identified, planned, completed).

Why its important to me:

Stigmas:

"it's not real", "they'll snap out of it", "they're dangerous"

- Fear of being judged can stop teens from speaking up
- Misunderstandings about mental health can lead to a lack of support
- Bottling up emotions will only make problems feel harder

Can lead to:

- Lower academic achievement
- Difficulty maintaining relationships
- An increased risk of self harm and suicide

Feeling disconnected and isolated from others can make it harder to seek support so I want to create a safe space where people can openly talk to each other without the fear of being judged and with mental health support systems waiting lists being so long, if teens can't speak to a professional straight away, I'd love for them to be able to speak to others that are going through similar times to help them feel less alone.



Student a: the reset room

Project Overview: Inclusive Sports Day

The Vision

This project is dedicated to hosting a comprehensive Sports Day specifically designed for older primary school children. Our mission is to bridge the gap in physical education and nutritional awareness.

Core Objectives



Physical Activity

Providing high-quality coached sessions in various sports.



Total Inclusivity

The entire event is completely free of charge.



Healthy Eating

Offering nutritious meals and educational snacks to teach children about fueling their bodies.

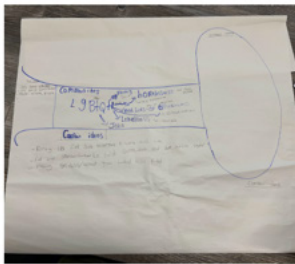


Equity

Ensuring every child has access to the same elite experience regardless of background.

Student b: inclusive sports day

The Steps I Took



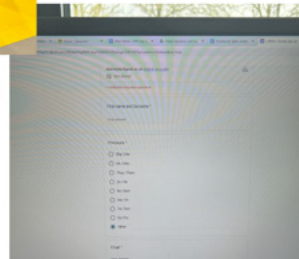
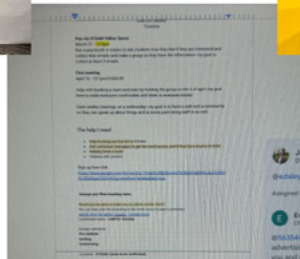
1. Ideation - I planned my project in a changemakers meeting

2. Timeline - I contacted college leadership to get support



3. Pop-Up - I did a stand to get more support from other students

4. Sign-Up - I used a form to collect details from other students



Student c: LGBTQIA+ Society



Student d: animal rights website



Why we would like to provide gym access to students

There are a few reasons we believe that a college gym program could be beneficial:

- **Financial reasons.** With rising costs for businesses (including gyms) some may not be able to afford the financial cost of a gym. For example, a Halo membership can be over £20.00 a month.
- **Confidence.** Some people may not possess the confidence to go to the gym and a college program could help some students find their confidence.
- **Health and wellbeing.** Gyms help people lose weight, get fit and assist with mental conditions such as anxiety and depression.
- **College appeal.** Some students who come to college may feel that a gym is good for them. The wide variety of activities and courses may also help, including a gym.

Student e: Tackling mental health through physical health.

All of the students presented their change projects and were then presented with a certificate by Derek Walker, Future Generations Commissioner.



Derek Walker, Future Generations Commissioner, at the Impact Summit.

Findings: student surveys

Pre-and post-programme surveys

The students were asked to complete a survey at the beginning of the programme (at the start of the December face-to-face bootcamp, before any learning had taken place) and at the end of the programme (after the April Impact Summit).

All six students completed the initial survey, and five students completed the end survey (one student stopped participating after the February face-to-face event because, as noted above, their focus was on learning about change, rather than completing the change project, and they did not feel the need to continue participating at that point). As a result, findings reflect aggregate changes in group responses rather than matched changes for the same individuals. Results should therefore be interpreted as indicative of overall programme impact rather than definitive individual-level change. The ranking questions utilised a 4-point Likert scale; for most questions the format was 1=none, 2=low, 3=moderate, 4=high.

Impact on knowledge and skills

Participation in the Changemaker Academy led to marked improvements across all measured domains. The most substantial shift was in participants' knowledge of the Future Generations Act and its associated goals, which increased from a low/moderate baseline (mean score 2.0) to a strong level of understanding post-programme (mean score 3.6). This represents the largest observed change and reflects the Academy's success in deepening participants' policy literacy.

Participants also reported improvements in both leadership and changemaking skills. While baseline scores were already moderate to high, average ratings increased further by the end of the programme, indicating added value even for relatively confident participants.

Area	Pre mean	Post mean	Change
Knowledge of FGA	2.0	3.6	+1.6
Leadership skills	3.33	3.6	+0.27
Changemaking skills	3.0	3.6	+0.60

Understanding and ability to make change

In relation to understanding how to make long term political and social change, gains were strongest at the local level. This suggests the programme was especially effective in equipping participants to see themselves as active local changemakers, rather than abstract political actors. This fits with the students' change projects, which were focused at a 'local' (college) level. Global understanding slightly reduced, but as this was not the focus of the programme, it is not a concerning result.

Level	Pre mean	Post mean	Change
Local	2.33	3.0	+0.67
National (Wales)	2.33	2.6	+0.27
UK	2.33	2.6	+0.27
Global	2.5	2.4	-0.1

In terms of ability to make long term political/social change, the pattern mirrors understanding, with a clear upward movement at local and national levels, and more modest but consistent increases at a UK level and globally. This suggests participants not only understand change better, but feel more capable of acting, especially locally.

Level	Pre mean	Post mean	Change
Local	2.5	3.0	+0.5
National (Wales)	2.33	2.8	+0.47
UK	2.17	2.4	+0.23
Global	2.0	2.4	+0.4

Confidence and wider outcomes

Confidence increased across all measured areas. Post-programme scores were consistently high, indicating that overall participants finished the Academy feeling empowered, capable, and future-ready.

Confidence statement	Pre-mean	Post-mean	Change
Confident to lead change	3.33	3.60	+0.27
Confident in making responsible and ethical decisions as an active global citizen	3.33	3.80	+0.47
Confident in having job and life skills for the future economy	2.83	3.60	+0.77
Confident in celebrating Welsh culture and language	2.83	3.20	+0.37
Confident in contributing to stronger communities through local action and collaboration	3.00	3.60	+0.60
Confident in mental, physical, and emotional well being	3.17	3.80	+0.63
Confident that all voices are heard, especially those from under represented groups	2.83	3.20	+0.37
Confident in taking environmental action and supporting sustainability and climate resilience	2.83	3.40	+0.57

Participant experience

Analysis shows a strong correspondence between participants' initial expectations about what they hoped to achieve and their reported outcomes. Key aspirations such as developing changemaking skills, improving employability, and making an actual difference were largely met. In some cases, reported achievements exceeded initial expectations, most notably in relation to knowledge of the Future Generations Act and confidence, suggesting that participants gained benefits they had not fully anticipated at the outset. Overall, the findings indicate that the Changemaker Academy delivered effectively against participant priorities while also generating additional, unanticipated value, although the percentage reporting improved knowledge of Welsh politics is low and could be addressed in future iterations of the programme.

Outcome	Pre: count (n=6)	Pre: % of respondents	Post: count (n=5)	Post: % of respondents
Making an actual change happen / affecting change	4	66.7%	5	100%
Improved changemaking skills (e.g. problem solving, communication, negotiating)	6	100%	5	100%
Improved knowledge of the Future Generations Act	2	33.3%	5	100%
Improved leadership skills	5	83.3%	4	80.0%
Improved confidence	2	33.3%	4	80.0%
Improved future CV / job profile	4	66.7%	4	80.0%
Improved understanding of Welsh politics (local or national)	1	16.7%	1	20.0%

Post-programme feedback on session inclusiveness, learning effectiveness, content, and delivery was overwhelmingly positive, with most respondents rating these aspects at the highest level (the format was 1=not at all, 2=slightly, 3=moderately, 4=very).

It should be noted that the sample size is small, and results are based on self-reported perceptions without a comparison group. In addition, the data captures immediate post-programme reflections and therefore reflects short-term impacts rather than longer-term behavioural outcomes. Nonetheless, within these limitations, the results provide a useful indication of the programme's potential value and areas of strength, and offer a robust foundation for further evaluation as the Academy is scaled or repeated.

Post-session surveys

The students were also asked to complete a rapid feedback survey after each of the main face-to-face and online sessions (December, January, February, March), to give feedback on each specific session. The questions were:

- How inclusive was the session content (i.e., it reflected diverse perspectives and made you feel included)? [on a scale of 1 to 4, where 4 is highest]

- How inclusive was the session format (i.e., how it was delivered made the content accessible to you)? [on a scale of 1 to 4, where 4 is highest]
- How clear and achievable were the outcomes of the session? [on a scale of 1 to 4, where 4 is highest]
- How interesting and engaging was the session content? [on a scale of 1 to 4, where 4 is highest]
- To what extent do you feel like a changemaker after this session? [on a scale of 1-4, where 4 is highest].

The students responded with 3 (moderately) or 4 (very) for each question in each session. The only occasion students responded with a 2 (slightly) was in response to 'To what extent do you feel like a changemaker' after the December and February face-to-face bootcamp sessions:

- February: not at all (0 students, 0%), slightly (2 students, 33%), moderately (2 students, 33%), very (2 students, 33%)
- December: not at all (0 students, 0%), slightly (1 student, 20%), moderately (2 students, 40%), very (2 students, 40%).

Overall, the consistently high ratings suggest that the sessions were perceived as inclusive, accessible, and engaging across both face-to-face and online formats. The results also indicate that the sessions were effective in supporting students' understanding of the intended outcomes and in fostering a sense of agency and confidence as changemakers. Taken together, the survey responses provide positive evidence of the effectiveness of the session design and delivery over the course of the programme. While the findings are positive, they should be interpreted with caution given the small number of respondents and the use of short, quick check-in questions intended to gather rapid indicative feedback rather than in-depth evaluation.

Findings: student focus group

After the Impact Summit a focus group was held with the five remaining student participants. The aim of the focus group was for the young people to provide feedback on the impact and their overall opinion of the Changemaker Academy. The feedback was as follows:

Q1. What worked well about the Academy, and what worked less well?

What worked well

Diversity of participants and progression of sessions

Participants valued the opportunity to work with learners from different campuses, courses and backgrounds. The structure of the programme was seen as effective overall, starting with introductions and gradually building towards more complex topics.

"It was from different campuses... different courses... the first session was really good getting to know everyone... it was nice introduction stuff and then... as we all went through the sessions it slowly built up to more." [student 1].²

Guest speakers

Guest speakers were consistently identified as a strength of the Academy. Participants felt they learned new skills and gained different perspectives, particularly around public speaking, leadership and politics.

"I loved the range of guest speakers we had." [student 5].

"I learnt so much about public speaking and leadership skills." [speaker 2].

Support and responsiveness

The support provided by staff was described as essential, especially in relation to change projects. Quick feedback and responsiveness helped participants feel able to make progress.

"The feedback was really good... the response time. If you ask the question, you'd get it back within that day or at least the next day." [student 1].

"I like the fact how we had a lot of help from the college as well as everyone else." [Student 4]

What worked less well

Balance of online and face to face delivery

While online sessions were seen as useful for one to one support and project updates, participants felt there were too many online sessions overall or the timing (4–6pm) was not helpful in relation to college and travel. Face to face sessions were

² Note, the student numbers in this section do not relate to the student projects listed in the 'student projects' section, to ensure focus group participant quote anonymity.

described as more engaging and helped participants feel committed to attending, although they also noted the value of online sessions for helping with project progress.

"Face to face... you make a commitment... I understand online is a commitment, don't get me wrong, but it's very easy to forget about them." [student 5].

"It's more interactive in person as well, you get more of a feel." [student 1].

"I also think that for the progress stuff we should have more online stuff." [student 4]

Timing and clarity around the change projects

Several participants felt the change project was introduced too late and should have been clearer from the outset.

"It would have been nice from the start to get an overview of you will have a project to do... so start thinking about that now." [student 5].

"Maybe we can improve the timing, because we started all this back in September, in the few weeks leading up to Easter they told us to be able to get everything ready by the 17th, [but] we've been meeting for a few months before that." [student 3].

Communication with teaching staff

Some participants experienced difficulties with teaching staff who were unaware of the Academy, leading to concerns about missed lessons.

"I got so many emails saying they're not happy about [me] attending the meetings... because lots of them think we skip the lessons purposely." [student 2].

Q2. Do you feel like a more effective changemaker after taking part?

Increased confidence and skills

All participants said they felt more effective as changemakers. Reported gains included confidence, public speaking, leadership skills, digital skills, and knowing how to initiate projects.

"I've definitely learnt how to get my voice across a lot more than I usually would have – definitely more confident." [student 4].

"I've learnt how to launch a website." [student 3].

"And I've also learned how to start a project because I normally just go off other people's ideas and change them to make them my own, but I've actually learned how to come up with ideas." [student 5].

Increased political awareness

Participants described increased political awareness and engagement, particularly among those who previously felt disengaged from politics.

"I know a lot more about political stuff now. Before, I didn't even want to know about it." [student 1].

Programme pace and structure

The step by step approach was positively received, with participants feeling sessions were pitched at an appropriate pace.

"I thought it went at a good pace, they didn't introduce things too quickly... It was session by session, we learned about different things, learned how to tackle those issues, and then move on to the next thing." [student 1]

Identified gaps

Some participants would have liked clearer, neutral information about political parties to support informed voting.

"I would have liked to have had a presentation or a talk about what each of the parties are doing so I can then get a sense of who I'd want to vote for because now I feel I know voting is important, but it's going to take a lot of time and research to know who to vote for. So a little overview of each of the parties would have been nice.." [student 5].

Q3. How useful was the Changemakers website?

As part of the programme, students were given access to various resources about changemaking, including the [Changemakers website](#), developed by The Open University. We wanted to know how useful those resources were, to inform provision of future iterations of the Academy.

Usefulness of the Changemakers website

Participants liked the subject based structure of the website and its links to the Senedd and other routes for change. This echoes previous questions, where students indicated they wanted more information about how politics and institutions work.

"I like how it's formatted, because you can press on any of the subjects at the top and you can see what's it about." [student 4].

Suggestions for improvement

Preference for visual and interactive content

Participants consistently asked for short videos to complement written content.

"I'm not one for reading, I like watching... a lot of people would rather watch something [for] two minutes about a subject." [student 1].

App and search functionality

There was support for developing the website into an app and adding a search function to help users who are unsure where to start.

“An app could be useful as well, and a search button where instead of clicking through knowing what main topic it is and then knowing where to find the information under the subheadings, there could be a search bar when you say give me information on X.” [student 5].

Impact and evidence of change

Participants suggested adding statistics or examples that demonstrate impact.

“I think statistics are very useful for people to know the actual impact.” [Student 5].

Q4. Knowledge of the Well being of Future Generations Act

Increased knowledge and relevance

All participants agreed that they now had greater knowledge of the Future Generations Act and its goals. Structuring the programme around the Act was seen as appropriate and relevant to Wales.

“I think that’s useful because... this is what the people of Wales want to strive for, and I think it’s important that we also want to know what we’re aligning with.” [student 5].

Areas of confusion

Some goals (particularly “A Prosperous Wales”) were initially unclear, and participants agreed a dedicated session on the Act earlier in the programme would have been useful.

“I think it would be nice to have a bit more information on that though. Like an actual lesson or even saying what have we done so far, what do we want to do with these goals?” [student 5].

Q5. If you could change one thing about the Academy, what would it be?

Key suggested improvements included:

- Environmental sustainability – cut down on the plastic used
- More visual content, such as videos
- Delivery format – fewer and/or shorter online sessions
- More guest speakers and political input
- Better staff awareness.

Q6. How should the Academy be advertised in future?

Communication gaps

Participants felt that awareness of the Academy was uneven. Some only heard about it via class representative channels. Overall, students felt that the teachers were important to promotion and getting people to sign up.

"When I asked my friends about it, they were like, we've not heard about this." [student 5].

"Lots of class reps got the e-mail because one of my friends wants to do it and he was too late because he didn't get the e-mail." [student 2].

"The teachers could say [these students have done it] so that it gives people this incentive to be like, okay, I know who I can talk to about it". [student 5].

Suggested promotional routes

- Universal student emails
- Student portal
- Big screens on campus
- Assemblies
- Teacher promotion
- Using previous participants as ambassadors or mentors.

Cross cutting feedback

- Strong support for **visits to the Senedd** and meetings with local representatives and people who know about politics
- Clear endorsement of **high quality staff support**, particularly for project based participants
- Support for **two routes**: an information based online pathway and a more intensive, face to face change project pathway.

In relation to the latter point, one of the students summed it up by saying:

"I know [X student] didn't want to do the project, she didn't have time, but she wanted to learn, so maybe people could just come to learn, as long as they have enough people doing projects, some others might not have to." [student 5].

"I think the more information-based one should be online, and the project-based one should be more in person." [student 5].

Findings: partner feedback

After the Impact Summit, staff from three of the Changemaker partner organisations (two members of staff from Bridgend College, two from The Open University³, and one from Unloc) met to discuss their own views on the workings of the programme, with a view to developing the next iteration. The feedback can be summarised as such:

Q1. What worked well and less well from an organisational perspective?

Overall, the Academy was seen as a strong concept that benefited significantly from in-person delivery, but which faced challenges around pacing, online engagement, and early clarity of expectations. Face-to-face elements were consistently highlighted as a major strength, particularly for building relationships, fostering commitment, and supporting participant engagement. Staff felt that bringing participants together earlier – potentially through a residential element – would have helped establish relationships sooner and provided a clearer sense of shared purpose. Ending the programme with a summit was also viewed as an effective way to consolidate learning and celebrate achievements.

By contrast, the online elements were widely felt to be less successful than intended. While they were designed as touchpoints to add value, they did not consistently achieve this aim, particularly in terms of social connection and participant engagement. Online sessions were seen as needing a clearer focus and stronger framing around their importance. Communication methods also mattered: WhatsApp, especially individual messages, was seen as far more effective than email for maintaining engagement and building a sense of community. Individual one-to-one online sessions/catch ups with students were more successful and need to be scheduled in from the start (although it was noted if programme participant numbers enlarge, this may be less sustainable/it has a time and financial cost).

Several staff reflected that the programme had a slower start than planned, in part because it involved “selling a concept” rather than a fully tangible product. There was also a shared view that more could have been done at the outset to clarify expectations, particularly around time commitment and how participation would fit alongside students’ existing timetables and responsibilities. Internal buy-in within Bridgend College was identified as essential, with scope to strengthen this in future iterations.

Finally, there was learning about partnership working and delivery balance. Staff noted the potential to draw more on tailored, existing content, and recognised that not all students will want to engage in intensive change projects. There was also appetite to broaden future projects beyond a narrow institutional focus, and focus on the actual change projects earlier.

Q2. What worked well and less well from an outcomes perspective?

From an outcomes perspective, staff felt the Academy had clear potential to support young people to make change and to increase awareness of Future Generations principles, but that this could be more intentionally embedded. There was consensus that references to Future Generations and changemaking could be made more explicit and consistent throughout sessions, using visual cues, thematic alignment, and clearer framing of how activities linked to long-term impact. Several practical

3 Including the author of this report.

suggestions were made, including theming sessions around the goals, integrating icons into materials, and providing simple physical prompts to keep the framework visible.

High-quality guest speakers were seen as particularly effective in deepening participants' understanding of democracy, power, and changemaking. Sessions that brought in figures from politics or wider civic life were viewed as inspiring and helped participants connect abstract ideas to real-world contexts. Similarly, taking learning into community settings or institutions such as the Senedd – ideally earlier in the programme – was seen as a strong way to motivate learners and ground their learning.

At the same time, staff identified a tension between depth of change projects and broader civic and democratic learning. With limited time, choices had to be made about whether to prioritise hands-on project delivery or wider knowledge-building. Some core learning, especially around democracy, was seen as potentially deliverable through existing or online content, freeing up face-to-face time for inspiration, discussion, and changemaking activity. There was also recognition that engagement with change projects is not equally appealing to all students.

Q3. How should the programme be advertised if mainstreamed?

If mainstreamed, staff felt recruitment would need to move beyond broad promotional messaging towards more relational, personalised approaches. While broadcast communications (such as posters, screens, and intranet content) were seen as useful for raising background awareness, they were not sufficient on their own to drive sign-ups. Direct encouragement from trusted individuals was viewed as critical.

There was strong support for developing a short video, based on the pilot year participants' experiences, to help shift the offer from an abstract concept to a tangible product. This could be used by progression tutors and teaching staff when discussing opportunities with students. Making better use of moments when students are already gathered (for example at other events) was also suggested.

Staff also noted the potential value of tapping into existing organisational structures, such as progression tutors, curriculum managers and tutors, to identify and personally encourage suitable students. Peer-to-peer recruitment, potentially supported by partners, was discussed as another promising but resource-intensive option.

Q4. Balancing in-person and online participation in a mainstreamed offer

Staff agreed that any mainstreamed model would need to carefully balance inclusivity, quality, and realism about how students engage with learning. There was caution about overestimating young people's appetite for self-directed online learning, particularly among students at introductory levels or with competing pressures. Online content was seen as most effective when carefully curated and clearly linked to the Academy, rather than expecting students to work independently through long or generic courses.

A blended approach was widely supported, with several staff open to exploring two routes: a more foundational strand focused on core awareness and learning (which

could also help with 'scaling up'/reaching more students/institutions), and a more intensive pathway centred on change projects. However, there were concerns about duplication with existing provision in college, and about the level and format of existing online learning materials.

Suggested solutions included developing Academy-specific online resources, a dedicated login area, or even an app, alongside strong face-to-face delivery. The emphasis was on keeping online elements accessible, purposeful, and supportive of in-person experiences, rather than positioning them as a full substitute, and utilising and 'curating' resources already available, rather than starting from scratch.

Conclusions and recommendations

The Newid Future Generations Changemaker Academy pilot provides compelling evidence of the value of structured, youth-centred leadership and changemaking programmes within Further Education. The Academy successfully enhanced participants' knowledge, confidence, and practical skills, particularly in relation to local-level social action and community change. It also demonstrated strong alignment with the Well-being of Future Generations (Wales) Act, contributing to long-term goals around participation, equality, and active citizenship.

A key strength of the programme was its ability to translate abstract concepts such as 'changemaking' and 'future generations' into tangible, meaningful experiences for participants. The combination of experiential learning, project-based activity, and exposure to real-world practitioners proved highly effective in building confidence and agency.

However, the pilot also highlights areas for refinement such as balancing depth (project-based work) with breadth (civic and political education), optimising delivery formats, and ensuring clarity and consistency in programme design and communication. Additionally, while local engagement outcomes were strong, engagement with wider political systems and institutions remains an area for development.

The small cohort size and short-term evaluation timeframe limit the generalisability of findings, but the consistency of positive outcomes across multiple data sources suggests that the Academy model has strong potential for scale and sustainability.

Recommendations

1. Strengthen programme structure and clarity

- Introduce the change project earlier in the programme, with clear expectations from the outset
- Provide a simple, structured programme roadmap for participants and staff
- Ensure clearer communication about time commitments and expectations.

2. Optimise delivery model

- Re-calibrate the face-to-face delivery, particularly at key points (start, mid-point, and project development stages)
- Consider shorter or more flexible online sessions to improve accessibility.

3. Develop a dual-pathway model

Create two participation routes, thus increasing inclusivity and better match different student motivations:

- Learning pathway (online, knowledge-focused, scalable)

- Changemaker pathway (project-based, intensive, in-person).

4. Enhance political and civic education

- Integrate clearer, accessible content on Welsh, UK, and local political systems
- Provide neutral, introductory overviews of political institutions and processes (utilising Open University resources)
- Include more direct engagement opportunities (e.g. Senedd visits, meetings with policymakers).

5. Strengthen project support and impact

- Provide earlier and more structured support for project planning and delivery
- Encourage projects beyond the college level where feasible
- Incorporate tools for measuring and evidencing impact.

6. Improve engagement and communication

- Use more effective communication channels (e.g. WhatsApp or direct messaging)
- Increase internal awareness among teaching staff to support student participation
- Embed regular one-to-one support (subject to scalability considerations).

7. Enhance resources and accessibility

- Develop more visual and interactive learning materials (e.g. videos)
- Improve online resources (search functionality, app potential, curated content)
- Explicitly link resources to the Future Generations framework.

8. Strengthen recruitment and promotion

- Move to relational recruitment (staff recommendations, peer ambassadors)
- Develop a short promotional video showcasing the pilot
- Use multiple channels (assemblies, student portal, teaching staff, alumni advocates).

Next Steps

Short-term (next 6-12 months)	Medium-term (1-2 years)	Long-term (2+ years)
Refine programme design based on pilot learning.	Scale delivery to additional FE colleges across Wales.	Establish the Academy as a sustainable, national programme.
Develop revised curriculum, materials, and delivery structure.	Introduce dual-pathway model (learning + changemaker routes).	Embed within wider FE and civic education infrastructure, utilising FG Office.
Pilot delivery model with a slightly larger cohort.	Develop partnerships for political engagement opportunities (e.g. Senedd visits).	Develop a strong alumni network to support peer mentoring and recruitment.
Produce promotional materials (including video case study).	Enhance evaluation design to include longer-term impact tracking.	Generate longitudinal evidence of impact on civic participation, leadership, and career outcomes.
Strengthen internal engagement with staff and stakeholders.		

References

- Andreouli, E., Obradović, S., & Mahendran., K. (2024). Citizens in the making: final report. Open Psychology Research Centre. Available at: <https://fass.open.ac.uk/school-psychology-counselling/news/citizens-in-the-making-report?nocache=66aca32ad85cc>
- Chrisp, J., and Pearce, N. (2021). The age divide in UK politics. Available at: <https://www.bath.ac.uk/publications/the-age-divide-in-uk-politics/attachments/the-age-divide-in-uk-politics.pdf>
- Dhesi, M. (2022). The Welsh Voter Problem. Institute of Welsh Affairs. Available at: <https://www.iwa.wales/agenda/2022/05/the-welsh-voter-problem/>
- Foster, C. (2021). Young people and political engagement in Wales. Wales Institute of Social and Economic Research and Data. Available at: <https://wiserd.ac.uk/blog/young-people-and-political-engagement-in-wales/>
- Foster, C., Arman, L., & Power, S. (2022), Growing up in Wales: the pandemic and beyond | Evidence from the WISERD Education Multi-Cohort Study. Wales Institute of Social and Economic Research and Data. Available at: <https://wiserd.ac.uk/publication/growing-up-in-wales-the-pandemic-and-beyond-evidence-from-the-wiserd-education-multi-cohort-study/>
- Moore, D., Seargeant, P., & Smith, D. (2022). Citizens' voices, people's news: making the media work for Wales. An IWA report, in partnership with The Open University in Wales. Institute of Welsh Affairs. Available at: <https://www.iwa.wales/our-work/work/citizens-voices-media-wales-report/>
- Moore, D. (2023). Building Bridges: Wales' democracy now, and for our future. Institute of Welsh Affairs. Available at: <https://www.iwa.wales/our-work/work/building-bridges-wales-democracy-now-and-for-our-future/>
- Smith, D., & Hewitt, J. (2025). Changemakers: Improving young people's understanding of making political and social change in Wales. Available at: https://university.open.ac.uk/wales/sites/www.open.ac.uk.wales/files/files/Changemakers_Improving_young_people's_understanding_of_making_political_and_social_change_in_Wales_November_2024_FINAL_EN.pdf
- The Electoral Commission. (2022). Young voters in Wales need more support to engage in elections. Available at: <https://www.electoralcommission.org.uk/media-centre/young-voters-wales-need-more-support-engage-elections>
- Uberoi, E., & Johnston, N. (2022). Political disengagement in the UK: Who is disengaged? House of Commons Library. Available at: <https://researchbriefings.files.parliament.uk/documents/CBP-7501/CBP-7501.pdf>
- Uberoi, E. (2023). Turnout at elections. House of Commons Library. Available at: <https://researchbriefings.files.parliament.uk/documents/CBP-8060/CBP-8060.pdf>
- Welsh Government (2025). Written Statement: Innovating Democracy Advisory Group. Available at: <https://www.gov.wales/written-statement-innovating-democracy-advisory-group>