



---

# Children's Commissioner for Wales

## Beth Nesa? What Next? 11-18+ survey

Detailed findings



<b>Introduction</b>	<b>02</b>
<b>About the survey</b>	<b>03</b>
<b>Presentation of findings</b>	<b>09</b>
<b>School and college</b>	<b>11</b>
<b>The local area</b>	<b>20</b>
<b>Priorities</b>	<b>44</b>



**beth nesa'**  
**what next**

dweud eich dweud  
have your say

## **Introduction**

**This is a report on the survey of young people of secondary school age and older conducted in the Autumn of 2015 as part of the ‘What Next? | Beth Nesa?’ project. The survey was one of a set of four which were conducted with different age groups of children and young people, and with adults, gathering views and experiences in order to inform the future priorities of the Children’s Commissioner for Wales.**

## About the survey

### Questionnaire content

The survey consisted of a self-completion questionnaire which was mostly completed by young people online via a computer, tablet or mobile. Paper versions of the questionnaire were also available on request. The questionnaire was available in Welsh, English and British Sign Language.

### Means of distributing

Information about the survey, including the links to the online questionnaires, were circulated as widely as possible within Wales. This included sending information to schools, sharing the survey through social media, a radio campaign, and web advertisements.

### The sample

A total of 2,294 completed questionnaires were received and are included in this report<sup>1</sup>. Around 12% of responses were completed in Welsh and around 88% in English. The characteristics of these young people are shown in Table 1:

- Around 56% of young people defined themselves as female, 42% defined themselves as male and

around 2% chose the 'prefer not to say' option in response to this question.

- There was a higher proportion of young people aged 12 and 13 years old in the survey than of other ages.
- More than three in five young people (62.5%) defined themselves as 'White – Welsh' and a further 25.5% as White – British, English or Other. The remaining 12% of young people were of Black and other minority ethnic backgrounds as summarised in Table 1.
- Around 5% of the sample answered 'yes' to the question 'Would you say that you are disabled?'. In addition 7% were not sure and 10% of young people did not provide a response to this question
- Around 10% of the sample answered 'yes' to the question 'Have you ever been in care?'. This seems rather high and it may be that some young people misunderstood the meaning of this question.
- The large majority of young people lived with parents (93%) or with other family (3.4%). Just under 4% of young people lived in foster care or a children's home.

<sup>1</sup> In total, the online survey was also started an additional 573 times but either these entries were blank or the cases contained

very little data due to the respondent exiting the survey within the first few questions.

**Table 1: Characteristics of the sample (unweighted)**

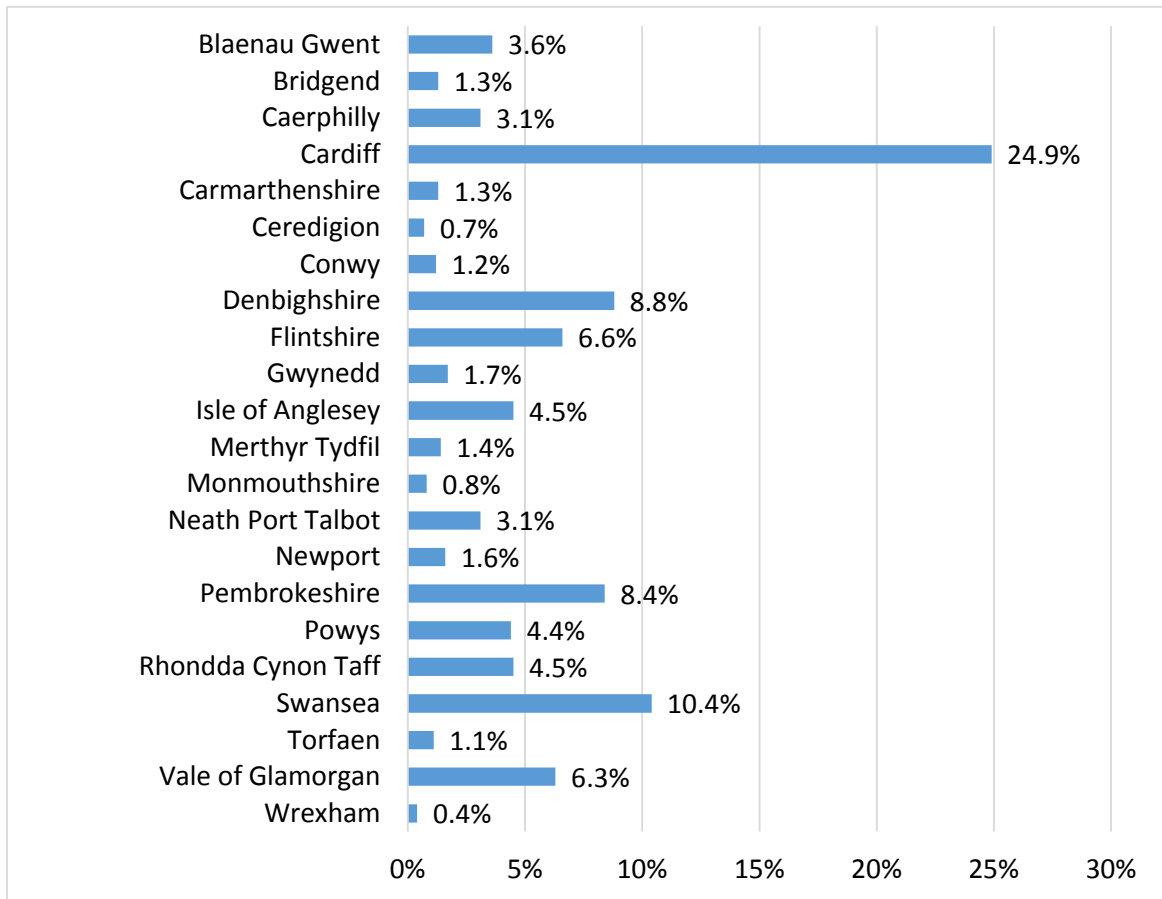
<b>Gender</b>	
Female	56%
Male	42%
Prefer not to say	2%
<b>Age</b>	
11 years old	8%
12 years old	19%
13 years old	22%
14 years old	10%
15 years old	12%
16 years old	12%
17 years old	10%
18 and over	7%
<b>Ethnic group</b>	
White - Welsh	62.5%
White - British	11.1%
White - English	10.4%
White - Other <sup>2</sup>	4.0%
Indian/Pakistani/Bangladeshi	3.0%
Black/African/Caribbean	1.2%
Mixed	3.2%
Other <sup>3</sup>	4.6%
<b>Disabled</b>	
Yes	5%
Not sure	7%
No	79%
Missing (no response)	10%
<b>Ever been in care</b>	
Yes	10%
No	79%
Missing (no response)	11%
<b>Home situation</b>	
Living with parents	93%
Living with other family members	3.4%
Living in foster care	2.1%
Living in a children's home	1.6%

<sup>2</sup> 'White - Other' includes the following categories: White – Irish (0.8%), White – Scottish (0.5%), White – Gypsy or Irish Traveller (0.7%) and Any Other White Background (2.0%)

<sup>3</sup> 'Other' includes the following categories: Arab (1.2%), Chinese (0.8%), Any Other Asian Background (1.7%) and Any Other Ethnic Group (0.9%)

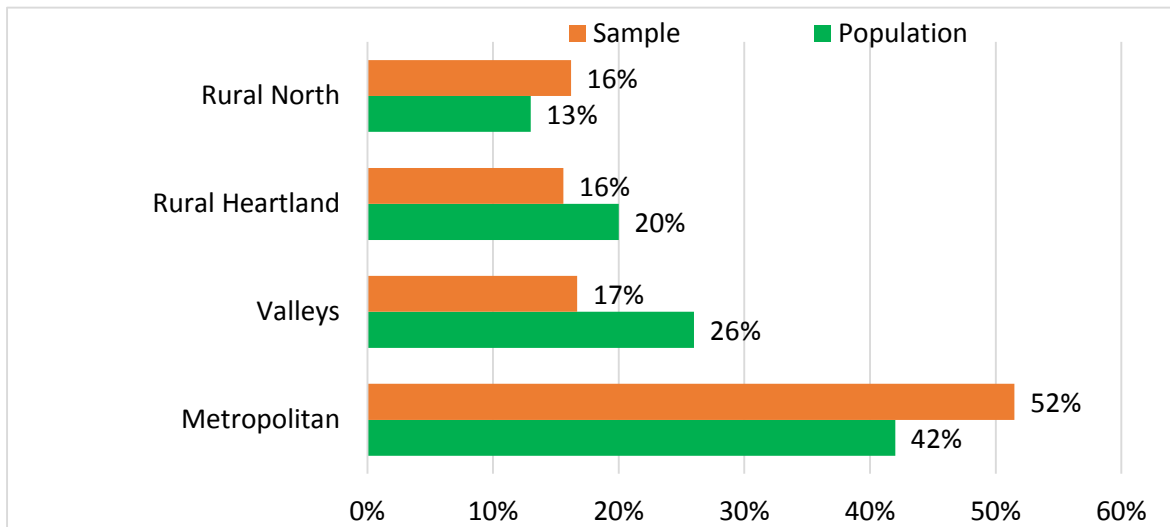
The percentage of young people per local authority area in Wales are shown in Figure 1.

**Figure 1: Percentage of young people in the sample by local authority area**



These areas were grouped into four 'macro' regions, representing the different areas of Wales and the percentages in the sample in each region were compared with the percentages of young people in the population as a whole by region (Figure 2). There was some under-representation of the Valleys region and a corresponding over-representation of the Metropolitan region. This was taken into account in weighting the sample for analysis (see next section).

**Figure 2: Percentage of young people in the sample and in the population by macro region**



Finally, a set of four questions was used as a measure of family economic background of the young people. This measure – called the Family Affluence Scale– has been previously found to be a useful way of measuring differences in young people’s economic circumstances, given that it is not practical to gather more precise information such as household income through a survey of this kind. The purpose of including these questions was to check whether the survey had reached a balanced sample of young people from different economic backgrounds.

The scale consists of four questions with response options as follows:

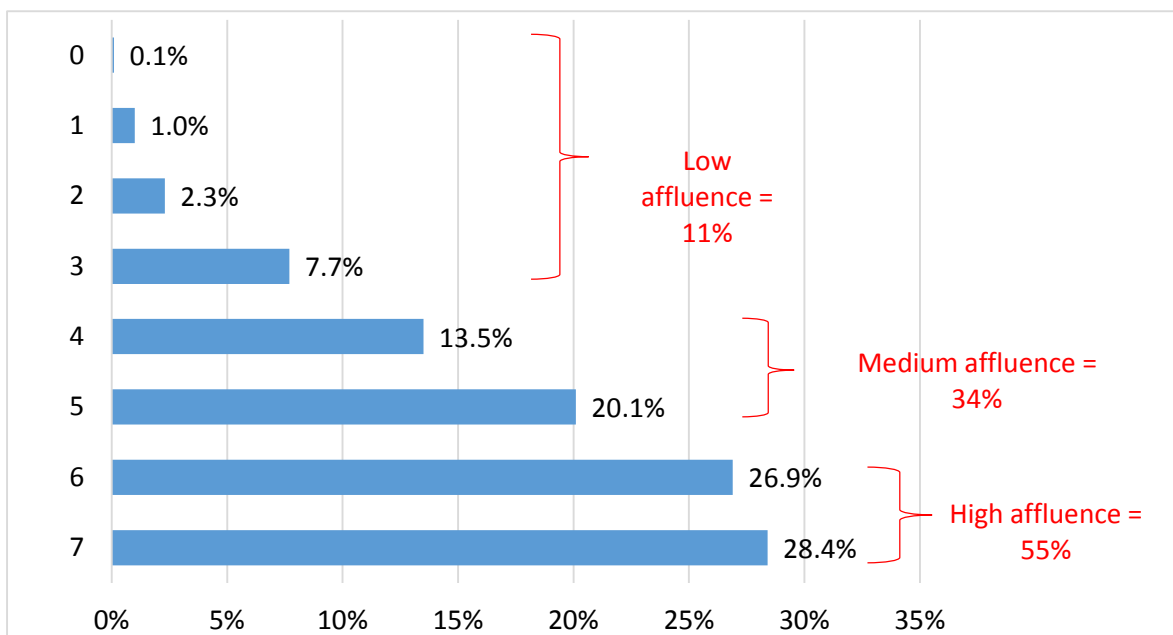
- Does your family own a car or van? (No / Yes, one / Yes, more than one)
- Do you have your own bedroom to yourself? (No / Yes)
- In the last year, how many times have you been on holiday with your family? (Not at all / Once / Twice / More than two)
- How many computers does your family own? (None / One / Two / More than two)

A score of family affluence from zero to seven is created from young people’s responses to these four questions, and a higher score represents higher family affluence. Then these scores are grouped into three categories – low (0 to 3), mid (4 to 5) and high (6 to 7) affluence.



The results for this survey are shown in Figure 3. Around one in nine young people (11%) were categorised as living in families with 'low' affluence; around a third (34%) in families with 'mid' affluence; and slightly more than half (55%) in families with 'high' affluence

**Figure 3: Family affluence scores**



## The questionnaire

The questionnaire consisted of 45 question items in the following sections:

- About you
- School and college
- The local area
- Emotional well-being and help-seeking
- Knowledge of children's rights
- Rights and participation in Wales
- Use of languages
- Young people's priorities

Most questions were in closed tick-box format. There were a few open-ended response format questions. Wordings of questions and response options are provided in the relevant sections on findings.

## Presentation of findings

### Weighting

As noted above there was an uneven distribution of young people compared to the overall population of Wales aged 11 to 18. In order to take account of this and to make the survey as representative as possible, weightings were calculated. These weightings balanced the sample (a) equally by gender<sup>4</sup>, (b) equally by age<sup>5</sup> and (c) in line with the population proportions of young people in this age group living in the four macro regions<sup>6</sup>. Using this weighting method the proportion of young people living in different levels of family affluence changed slightly (12.5% low, 34% mid and 53.4% high). This is reasonably representative based on other survey information and so no further weighting adjustments were made in relation to this factor.

<sup>4</sup> While also taking into account the percentage of young people who chose the 'prefer not to say' option for this question.

<sup>5</sup> All young people aged 18 and over were grouped together for this purpose.

All findings presented in the remainder of the report are weighted as described above.

### Missing data

There were relatively low levels (less than 10%) of missing data for all questions, and these responses are excluded from the percentages discussed unless otherwise specified.

### Rounding

For simplicity of presentation all percentages have been rounded to the nearest one percentage point, so totals for questions may not add up to exactly 100%.

### Significant differences

Wherever possible, statistical comparisons were made in responses to each question by gender, age group, family affluence and (where it seemed relevant) by region. Due to the small number (less than 50) of young people who chose 'prefer not to say' to the question about gender it was not possible to make comparisons including this group. So gender comparisons are between those young people selecting the 'Female' and 'Male' options only.

All comparisons were made using chi-square tests and where differences are reported as statistically significant this refers to a p-value of less than 0.01 (99% confidence). However, as discussed above, it should be noted that this was not a random sample of young people in Wales and also that there was some clustering of responses (for example due to young people in the same schools participating in the survey). So all comparisons should be regarded as tentative.

<sup>6</sup> Based on population estimates by the Office for National Statistics.

## Structure of the report

The structure of the report broadly follows the structure of the questionnaire, with findings presented in topic-based sections. Each section begins with an overview of the questions asked and a summary of responses to each question for the weighted sample as a whole. Then comparisons are made for different sub-groups and charts illustrate key points of difference.

## School and college

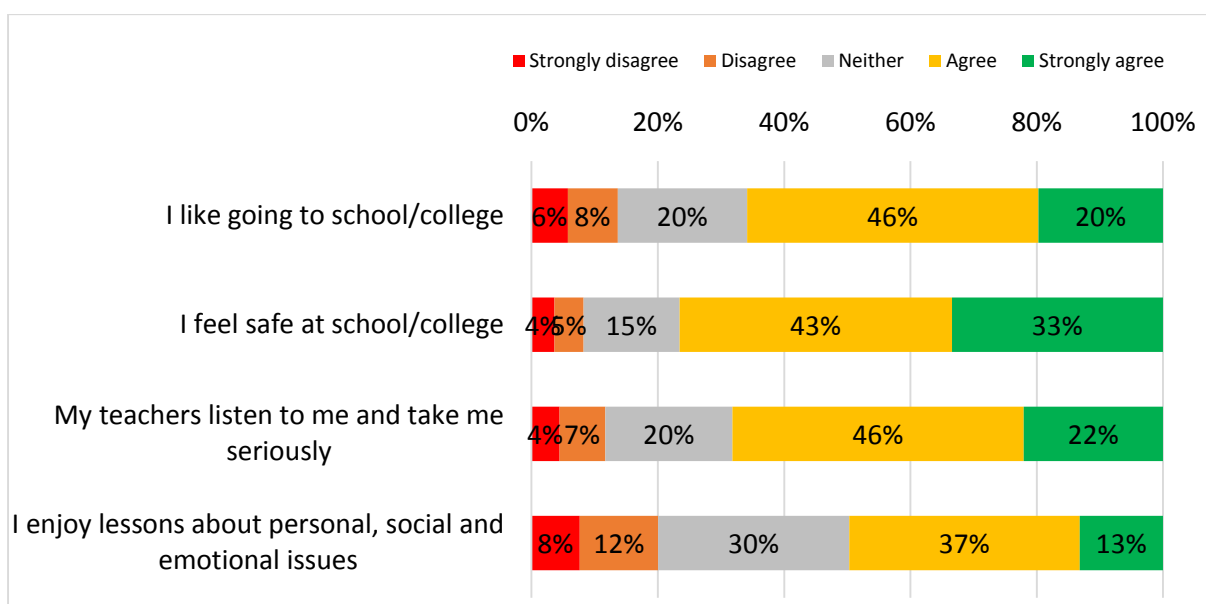
In relation to young people's experiences of school and college, the survey asked:

- Three general questions about school/college – liking going to school/college; feeling safe; and whether teachers listened and took young people's view seriously; and a specific question about PSE lessons
  - Three questions about participation in decision-making at school
  - Three questions about experiences of being bullied at school
- Over three-quarters of young people agreed that they liked going to school/college.
  - Most young people felt safe, however around one in 10 did not.
  - Over two-thirds of young people felt that their teachers listened to them and took them seriously.
  - Half of young people enjoyed PSE lessons but around one in five did not.

### General questions about school / college

A summary of responses to the general questions about school and about PSE lessons are shown in Figure 4.

**Figure 4: Overview of general questions about school and college**



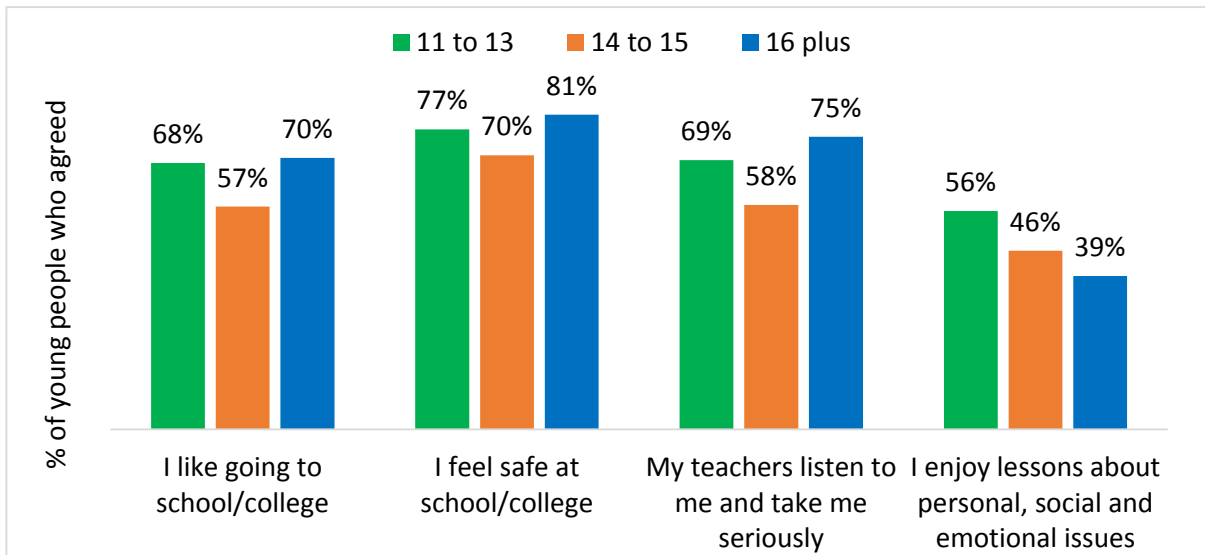
### Gender

There were no significant differences between boys and girls in response to these four questions.

### Age group

There were significant age group patterns for all four questions. Young people aged 14 to 15 were less likely to agree with each statement than young people aged 11 to 13. For the first three questions young people aged 16 and over were more likely to agree than those in the 14 to 15 age group. For the question about PSE lessons, young people aged 16 and 17 were less positive than younger age groups, although this may relate to different types of lesson content at 'A' level.

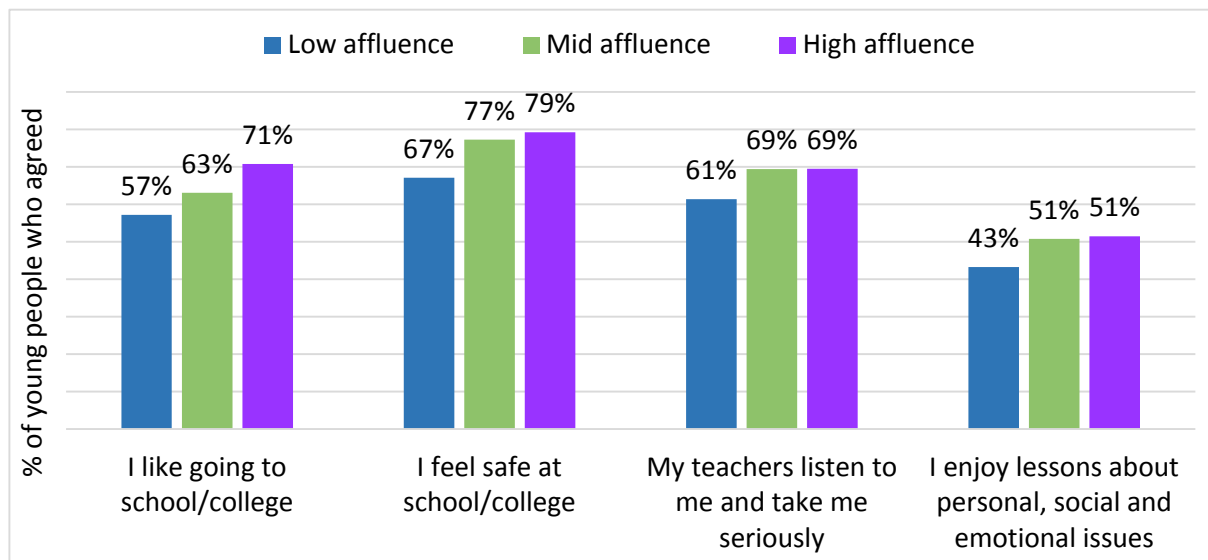
**Figure 5: % of young people agreeing with statements about school by age group**



## Family affluence

Young people living in low affluence households tended to have less positive views about school than other young people. These differences were statistically significant for liking going to school/college and for feeling safe at school/college.

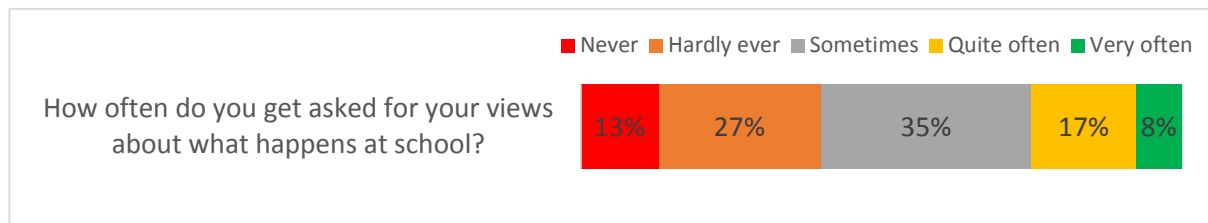
**Figure 6: % of young people agreeing with statements about school by age group**



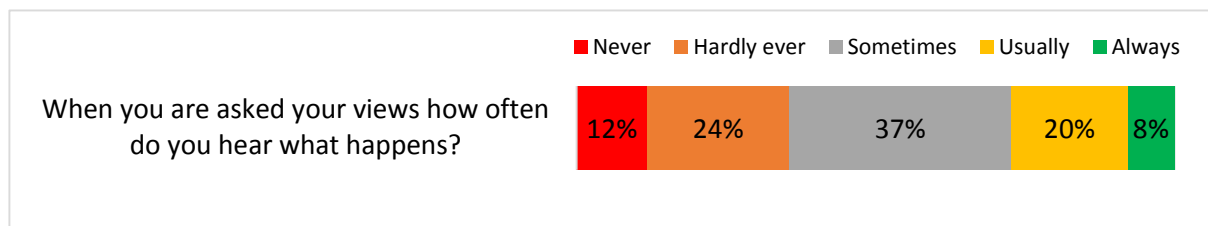
## Participation at school/college

Young people were asked how often they were asked for their views about what happens at school. Around a quarter of young people said that this happened quite often or very often. Around one in eight (13%) said that they were never asked their views and a further 27% only rarely so.

**Figure 7: Frequency of being asked views about what happens at school**



**Figure 8: Frequency of hearing outcomes of being consulted at school**



Young people (except those who answered ‘never’ to the question detailed in Figure 7) were asked how often they heard the outcome of what happened after they were asked their views. As shown in Figure 8, young people’s responses to this question were very mixed with, for example, 8% saying that they always heard the outcome and 12% saying that they never did so



Finally, all young people were also asked how much of a difference they thought that young people's views made at school. Around a fifth felt that young people's views made a big difference and a further two-fifths that they made some difference. Around one in nine felt that young people's views made no difference at all.

### Gender differences

There were no significant gender differences in young people's responses to the questions about how often they were asked their views or whether they felt their views made a difference.

### Age group

As with the general questions about school, young people aged 14 to 15 were less likely to say that they had been asked their views and less likely to feel that their

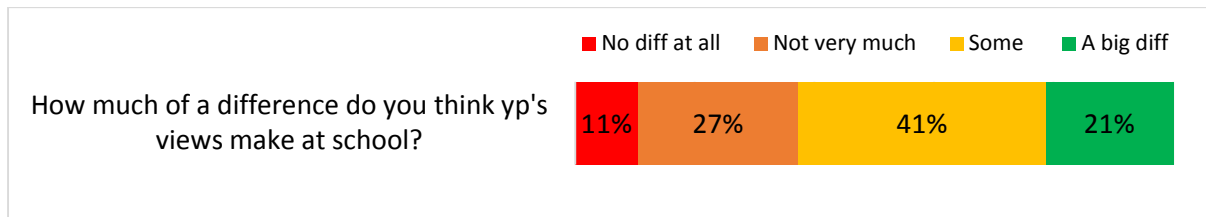
views made a difference than the other two age groups:

- 20% of young people aged 14 to 15 said that they were often asked their views compared to 26% of young people aged 11 to 13 and 28% of young people aged 16 and over.
- 16% of young people aged 14 to 15 felt that young people's views made a big difference at school compared to 26% of the 11 to 13 age group and 21% of the 16 and over age group.

### Family affluence differences

There were no significant differences in responses to the questions according to family affluence.

**Figure 9: Responses about how much difference young people's views make at school**



### Experiences of being bullied

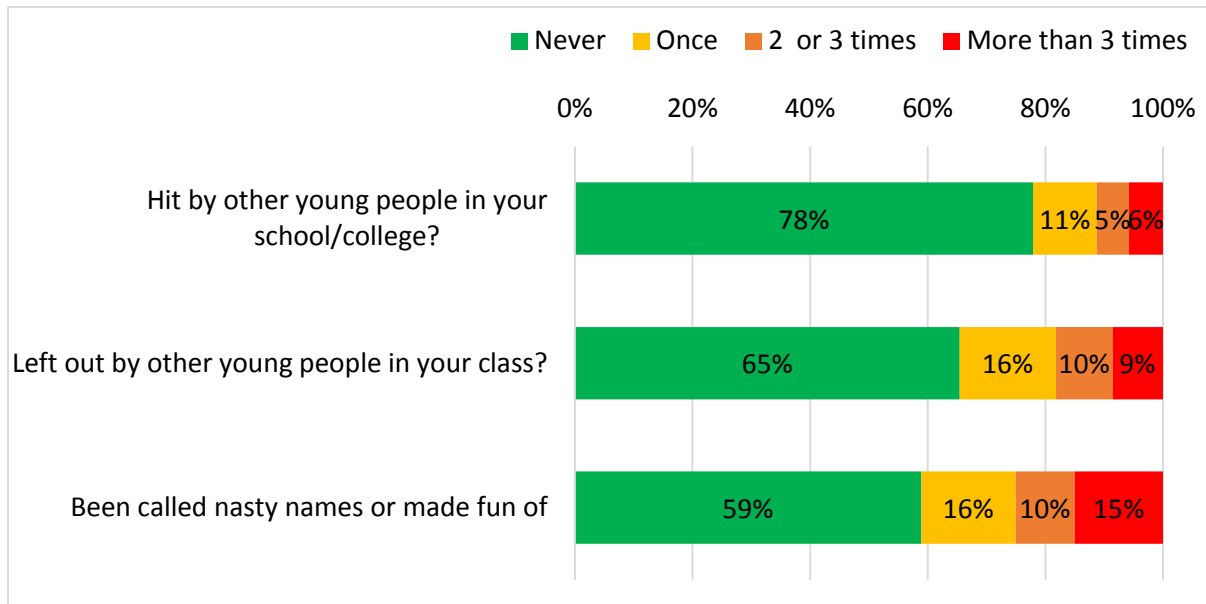
Young people were asked how often they had experienced three forms of bullying in the last month:

- Being hit by other young people at school or college
- Being left out by other young people in class
- Being called nasty names or made fun of

Overall responses to these three questions are shown in Figure 10.

- More than a fifth (22%) of young people had been hit by other young people
- More than a third (35%) had been left out by other young people in class
- Around two-fifths (41%) had been called nasty names or made fun of.

**Figure 10: Overview – experiences of being bullied**



### Gender differences

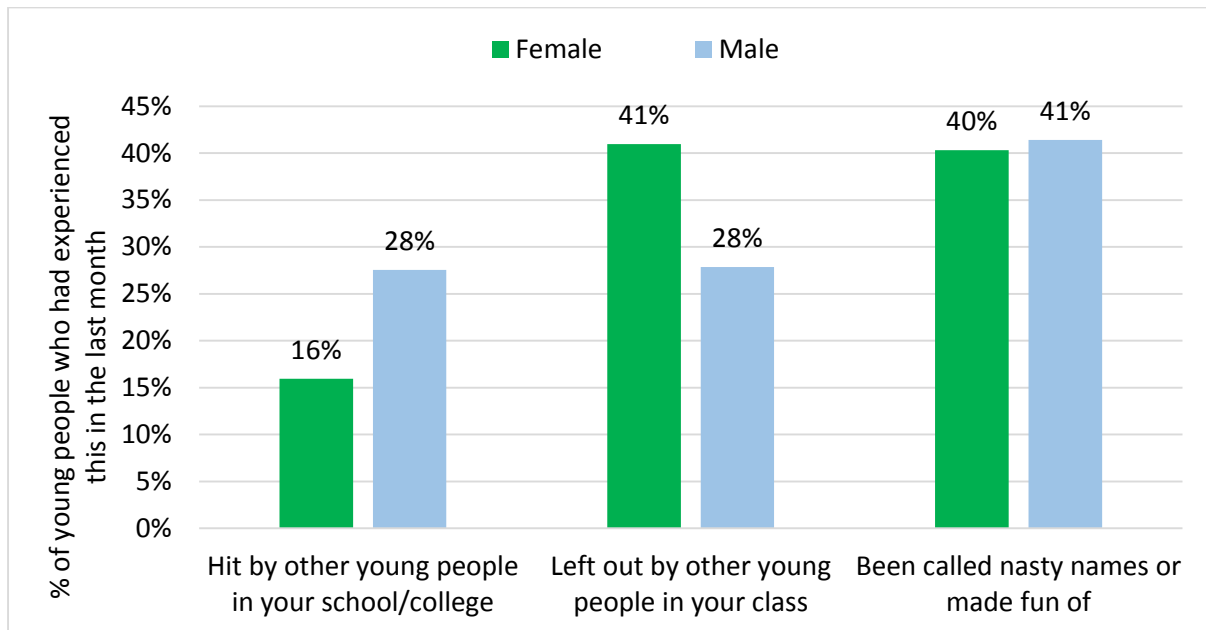
There were significant differences in the responses of girls and boys to two of these three questions (see Figure 11).

— Boys were more likely than girls to be hit by other young people.

— Girls were more likely than boys to be left out by other young people in class.

— There was no significant difference in whether girls and boys were called names.

**Figure 11: Experiences of being bullied by gender**



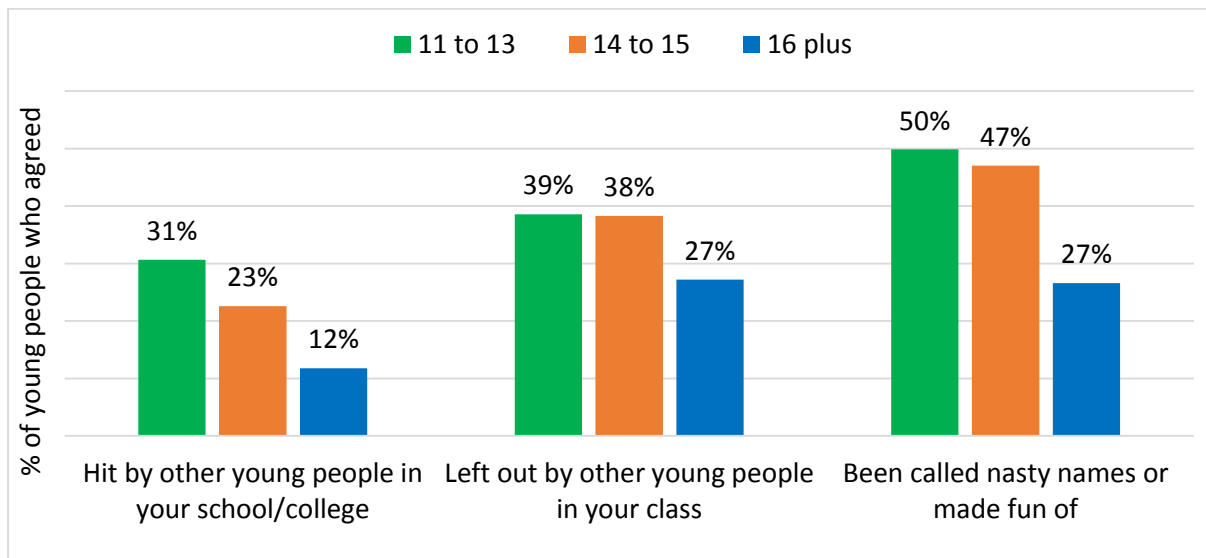
### Age group

There was a significant reduction in the likelihood of being hit by other young people across the three age groups. There was also a significant reduction in experiencing the other two forms of behaviour in the 16 to 18+ age group compared to the younger age groups.

### Family affluence

Young people living in low affluence households were significantly more likely to say that they had been called nasty names (50%) than young people in mid affluence (38%) and high affluence (40%) households. There were no significant differences according to family affluence for the other two forms of bullying.

**Figure 12: Experiences of being bullied by age group**



## The local area

### The survey asked:

- Six general questions about young people’s views of the local area covering facilities, safety and whether they felt adults listened to them
- Three questions about participation in decision-making in the local area
- One question about experiences of victimisation in the local area

### General views of the local area

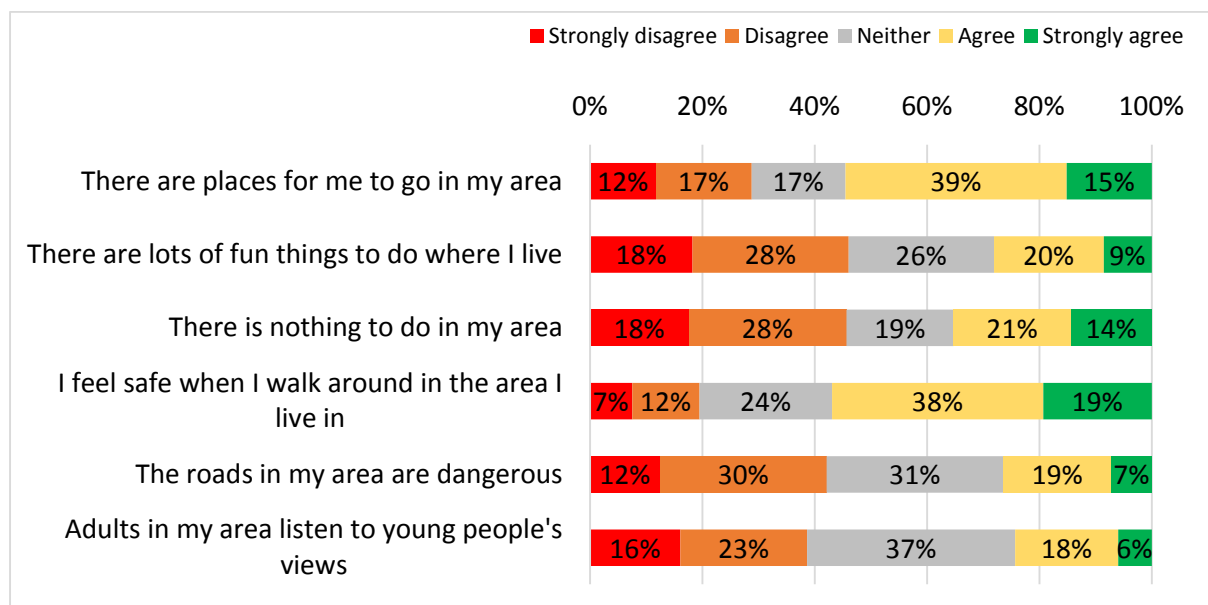
An overview of young people’s responses to the six general questions is shown in Figure 13:

- Over half of young people agreed that there were places for them to go

in their local area. However less than a third (29%) agreed that there were lots of fun things to do where they lived and 35% agreed that there was nothing to do in their area.

- Most young people agreed that they felt safe walking around in their local area but around one in five (19%) disagreed with this statement
- Just over a quarter (26%) agreed that the local roads were dangerous
- More young people (39%) disagreed that adults in their area listened to young people’s views than agreed (24%). More than a third (37%) neither agreed nor disagreed.

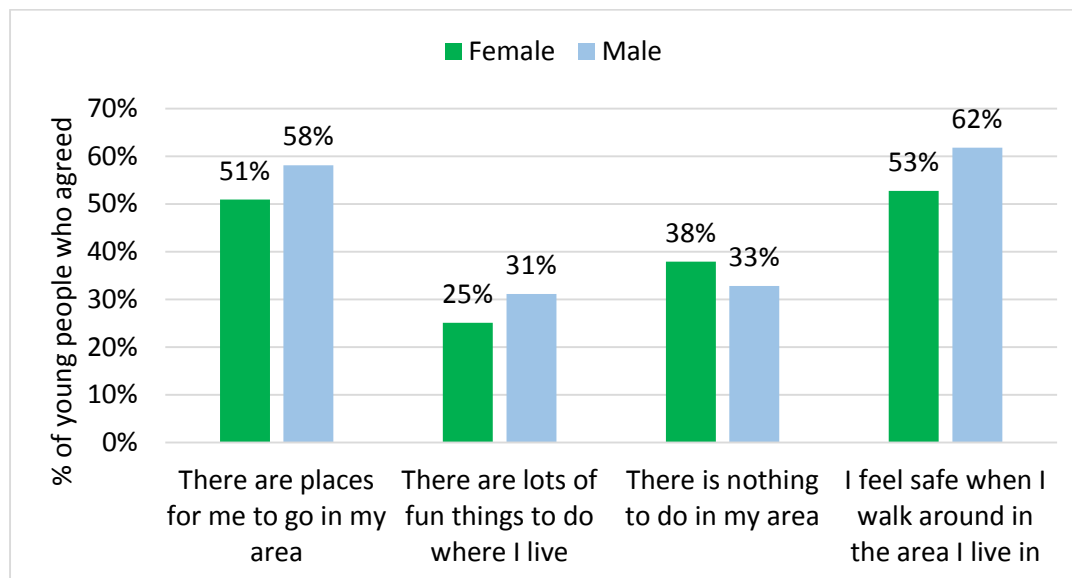
**Figure 13: Overview – views of local area**



## Gender

Girls were significantly less positive about local facilities and safety than were boys (Figure 14) although some of the differences here were not that large. There was no significant gender difference for the other two questions.

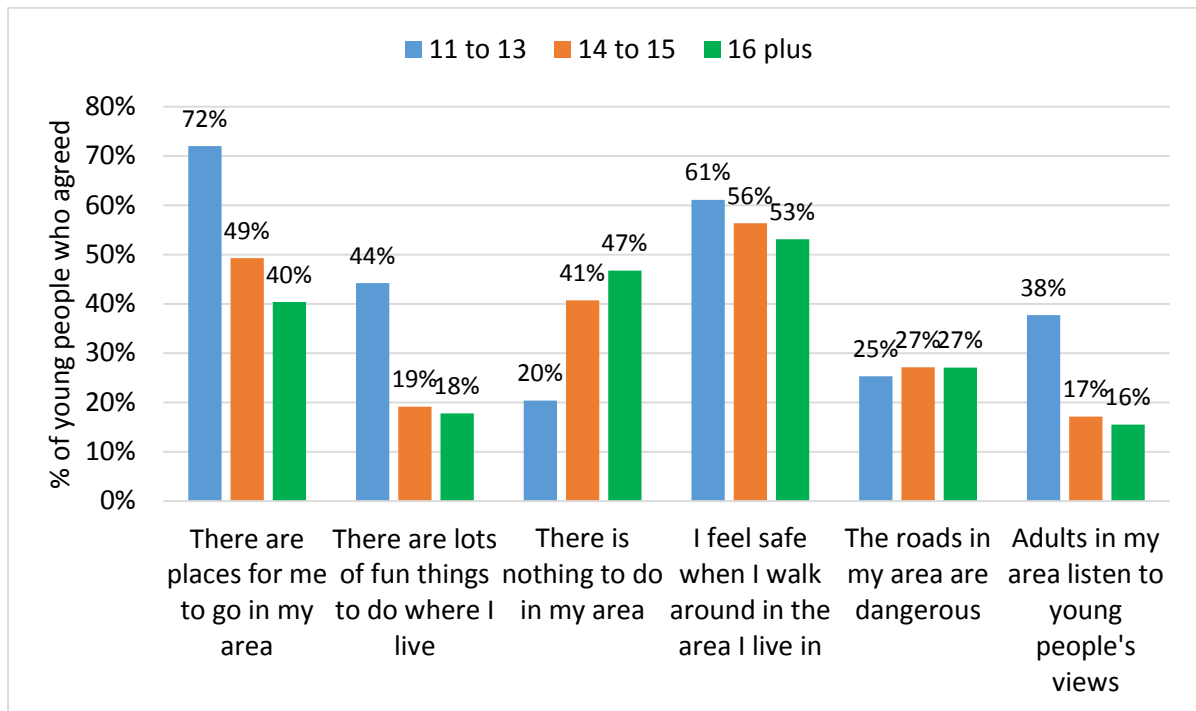
**Figure 14: Selected views of local area by gender**



### Age group

There were significant age group differences for five of these six questions, the exception being road safety. The most notable feature is the sharp drop-off in satisfaction with local facilities between the 11 to 13 and 14 to 15 age groups (Figure 15). The older two age groups were less than half as likely than the younger age group to agree that there were 'lots of fun things to do where I live'; and they were more than twice as likely to agree that there was 'nothing to do in my area'. There was a decrease in feelings of safety as young people got older. Young people over the age of 13 were also much less likely to agree that adults listened to their views than young people aged 11 to 13.

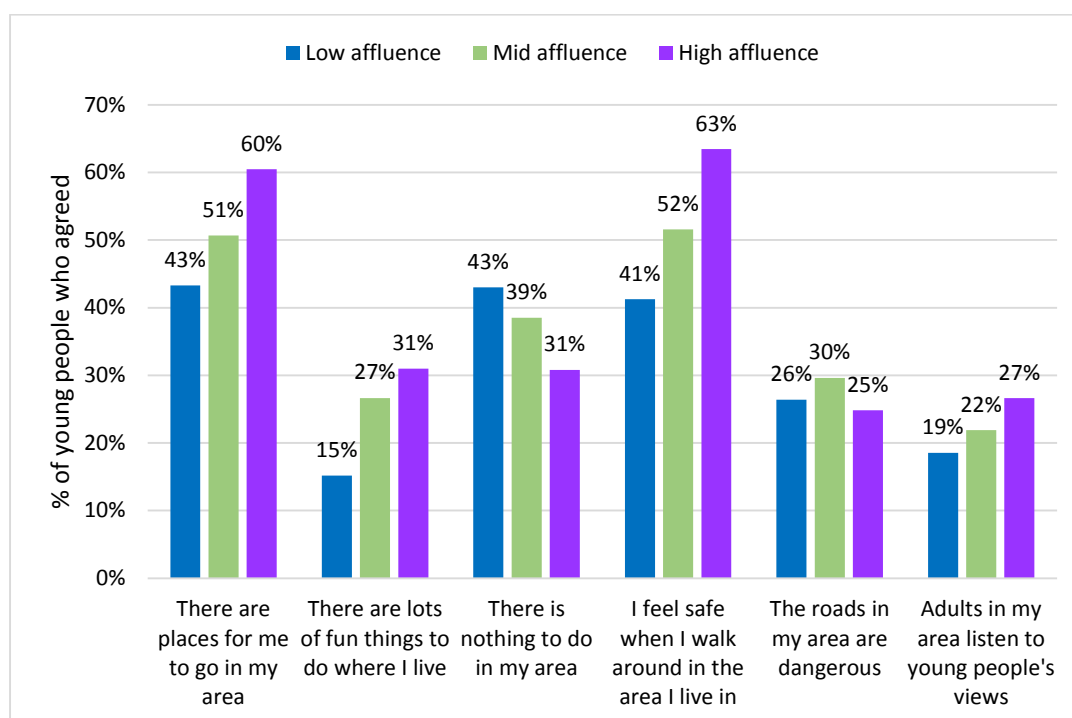
**Figure 15: Views of local area by age group**



## Family affluence

Young people who lived in more affluent families tended to have more positive views about most aspects of their local area (Figure 16). The exception again was road safety where there was no significant pattern. However it should be borne in mind that these patterns may be linked to the regions that young people live in (see next section) as there are different patterns of affluence in different regions.

**Figure 16: Views of local area by family affluence**





## Region

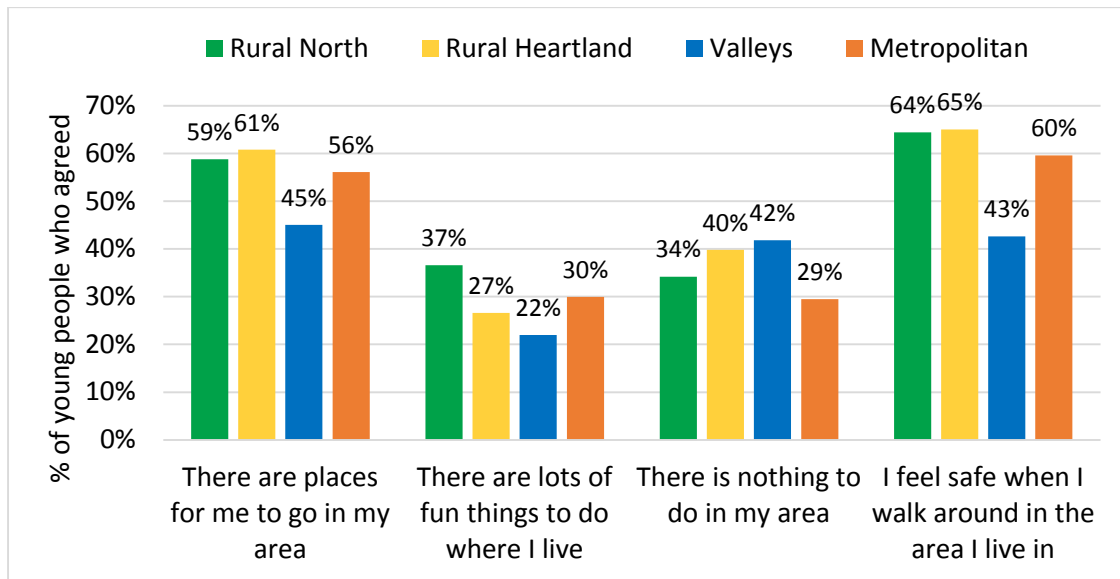
There were significant differences between macro regions in terms of young people’s views of their local area.

The main pattern was that young people in the Valleys region were least satisfied with local facilities and with feeling safe (Figure 17).

There were no significant regional differences in views of road safety.

There were smaller differences in responses to the question about whether adults listened to young people’s views, but again levels of agreement were lowest in the Valleys region.

**Figure 17: Views of local area by region**

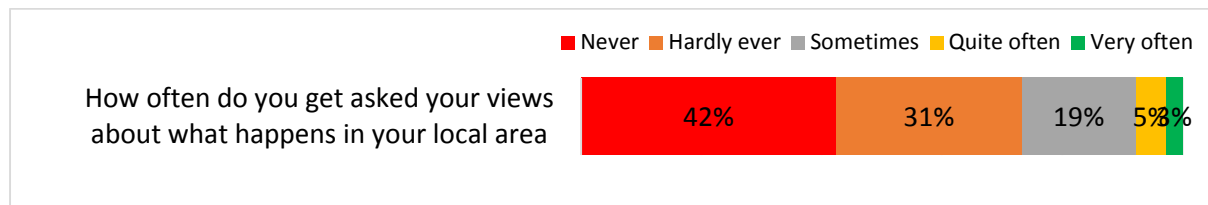


### Participation in local decision-making

Young people were asked three questions about participation in local decision-making that were similar to those discussed for school earlier.

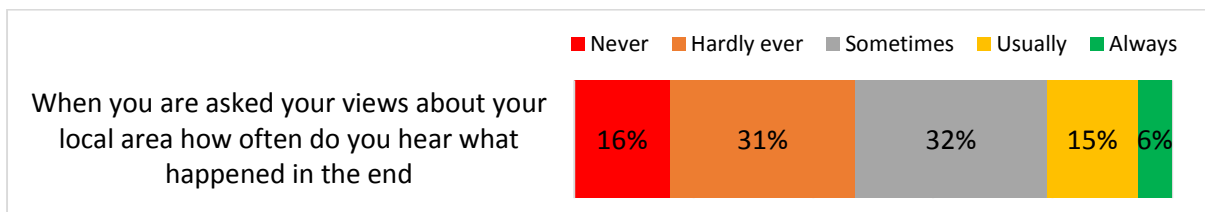
First, there was a question about frequency of being asked their views about what happens in the local area. A summary of responses is shown in Figure 18. Very few young people (8%) said that they (quite or very) often were asked their views and over two-fifths (42%) said that they were never asked their views.

**Figure 18: Frequency of being asked views about what happens in local area**



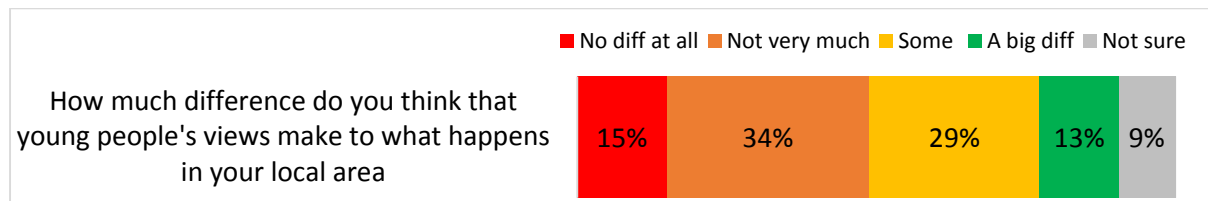
Young people who said that they had been asked their views were then asked how often they heard the outcome of this. The responses are shown in Figure 19. Around one in five of these young people said that they usually or always heard the outcome.

**Figure 19: Frequency of hearing outcome when consulted about views in local area**



Finally, young people were asked how much difference they felt that young people's views made to what happened in their local area. Around one in eight (13%) of young people said that they felt young people's views made big difference and a further 29% felt they made some difference.

**Figure 20: Responses about the difference that young people's views on the local area make**



The sub-group differences discussed below relate to the question about frequency of being asked views about what happens in the local area.

**Gender**

Males were more likely to say that they had been asked for their views than females.

**Age group**

There was no significant difference in responses to the question about being consulted by age group.

**Family affluence**

There was no significant difference in responses to this question according to family affluence

**Macro region**

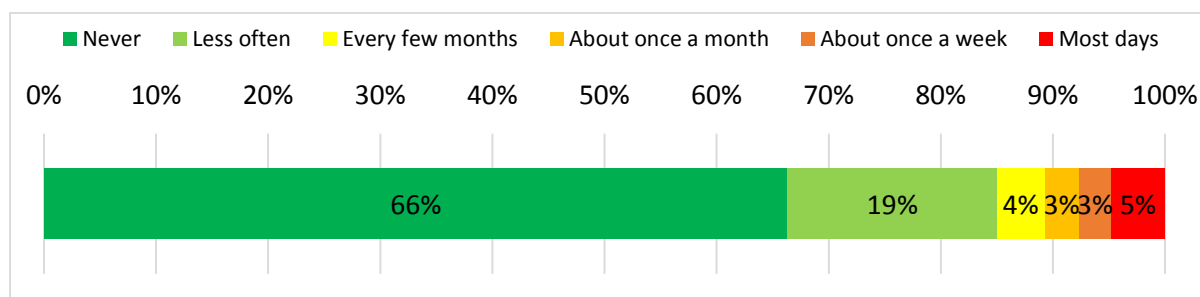
There was significant variation between macro regions although the differences here were actually fairly small. Young people in the Rural Heartlands region were the most likely (33%) to say that they had sometimes or often been asked their views about what happens in the local area, followed by the Valleys (28%), the Rural North (25%) and then the Metropolitan region (24%).

### Experiences of victimisation in the local area

Young people were asked a question about how often they were hurt or picked on by other young people when they were out and about in the local area (Figure 21). Two-thirds of young people said this never happened to them at all.

There were no significant differences in likelihood of experiencing victimisation according to gender age group or region. However young people who lived in less affluent families were at greater risk. Just over 41% of young people in low affluence families had had an experience of victimisation, compared to 35% of young people in mid affluence families and 29% of young people in high affluence families.

**Figure 21: When you are out and about in your local area, how often do other young people hurt you or pick on you on purpose?**



### Emotional well-being and help-seeking

Because of the importance of the topic of mental health provision in the consultation phase of the project, it was decided to include some questions about emotional well-being and help-seeking in the questionnaire for young people.

The emotional well-being questions were taken from previous research and were designed to cover different aspects of recent positive and negative emotions. However it should be noted that these are not intended to be, and should not be interpreted as being, measures of mental ill-health. Young people were asked how often they had felt five different things over the past four weeks – happy, worried, relaxed, sad and full of energy.

This set of questions also served to introduce the topic of positive and negative feelings and to lead into the three questions about help-seeking that followed. The first of these questions asked young people what they would do if they felt worried or sad about something and wanted to talk about it. There were a range of response options and young people could select as many as they wished. There were then two questions about knowledge of and use of local services offering help to young people who were feeling worried or sad.

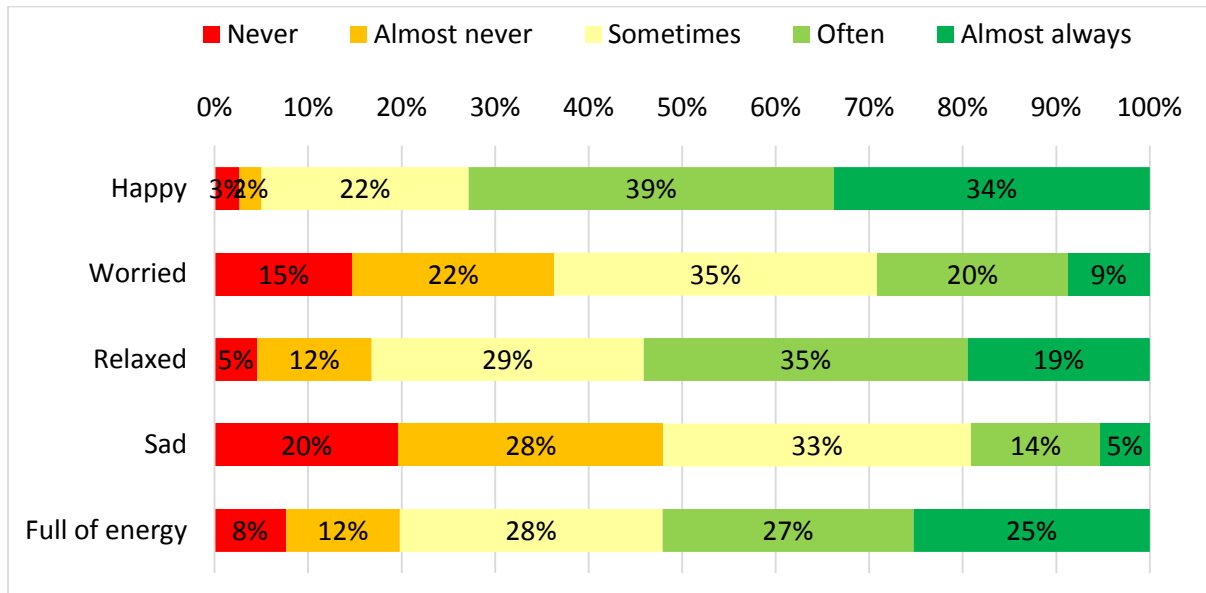
### Positive and negative feelings

The overall responses to the five questions about positive and negative feelings are shown in Figure 22.

The majority of young people experienced the three positive feelings (happy, relaxed and full of energy) often or almost always. However, 3% of young people said they had never felt happy in the last four weeks, 5% had never felt relaxed and 8% had never felt full of energy.

In relation to the two negative feelings, almost a fifth (19%) of young people said that they had often or almost always felt sad in the last four weeks and over a quarter (29%) said that they had often or almost always felt worried.

**Figure 22: Overview – frequency of positive and negative feelings in the last four weeks**



These findings on frequency of positive and negative feelings are not necessarily contradictory as it is well-established in research that these two types of feelings are not simply opposite ends of a single continuum and that it is possible to experience both types within the same period of time.

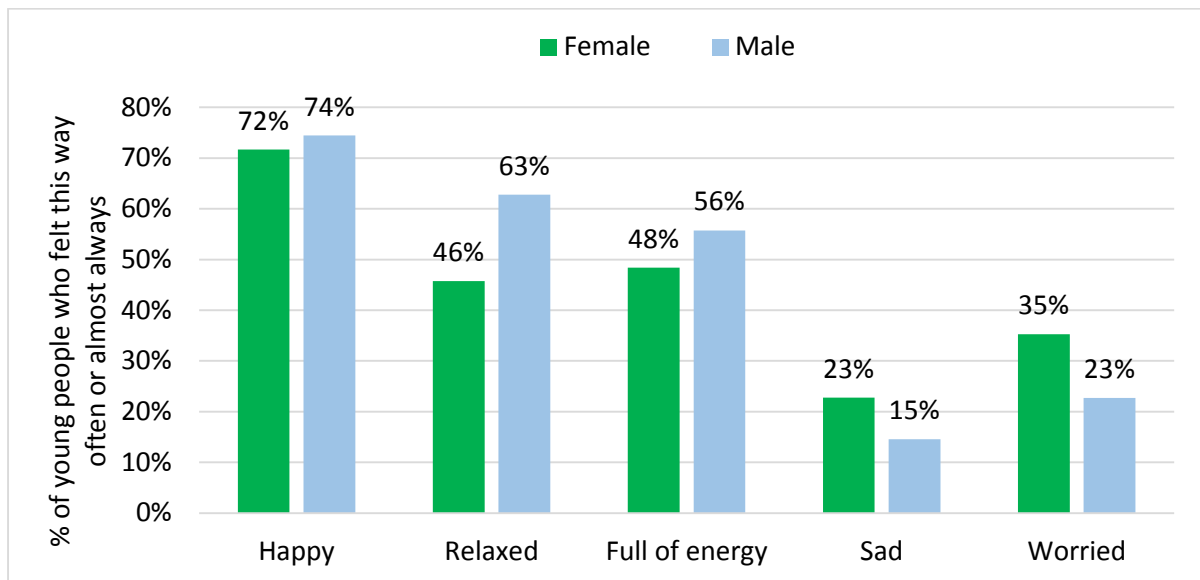
The analysis that follows relates to the percentage of young people in different sub-groups who had experienced each

feeling ‘often’ or ‘almost always’ in the past four weeks.

**Gender**

There was no significant difference between girls and boys in relation to feelings of happiness. However, boys more frequently felt relaxed and full of energy than girls; while girls more frequently felt sad and worried than boys (Figure 23).

**Figure 23: Recent positive and negative feelings by gender**

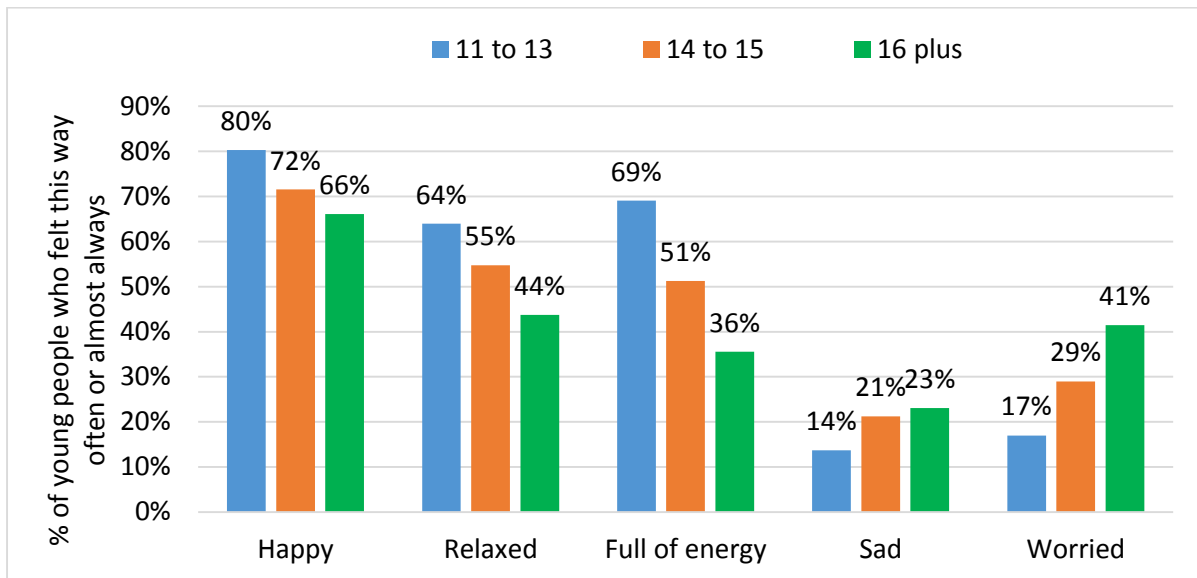




### Age group

There were significant decreases in each of the positive feelings and significant increases in the two negative feelings with increasing age (Figure 24).

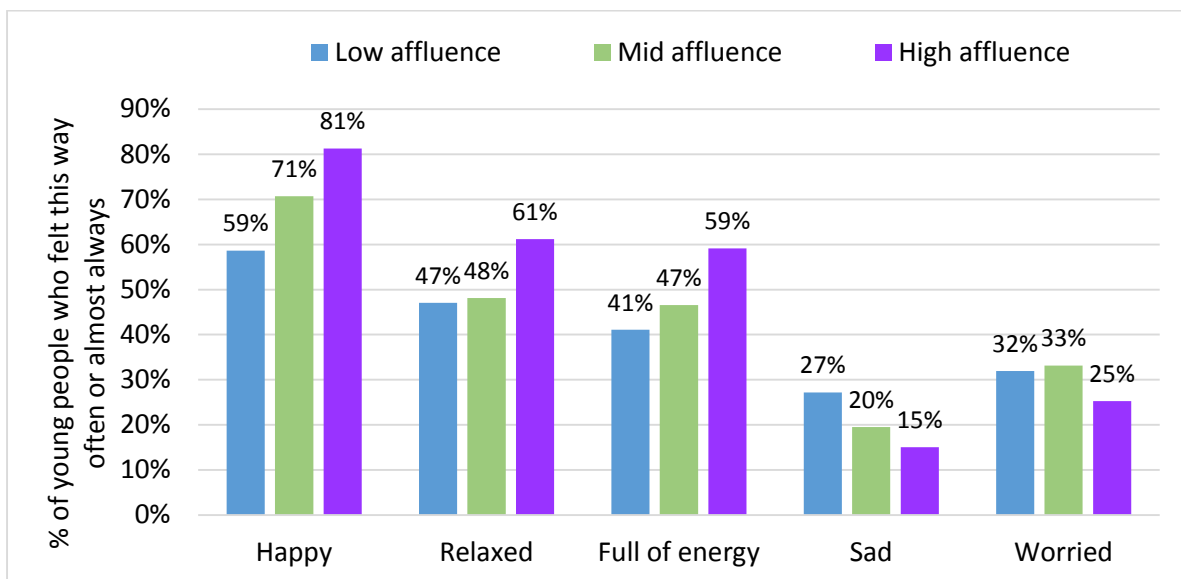
**Figure 24: Recent positive and negative feelings by age group**



### Family affluence

There were also significant differences for all five positive and negative feelings between sub-groups of young people based on the family affluence measure. Overall there was a tendency for young people in more affluent families more frequently to experience positive feelings and less frequently to experience negative feelings. This pattern was less pronounced for frequency of feeling worried than for the other four feelings

**Figure 25: Recent positive and negative feelings by family affluence**



## Region

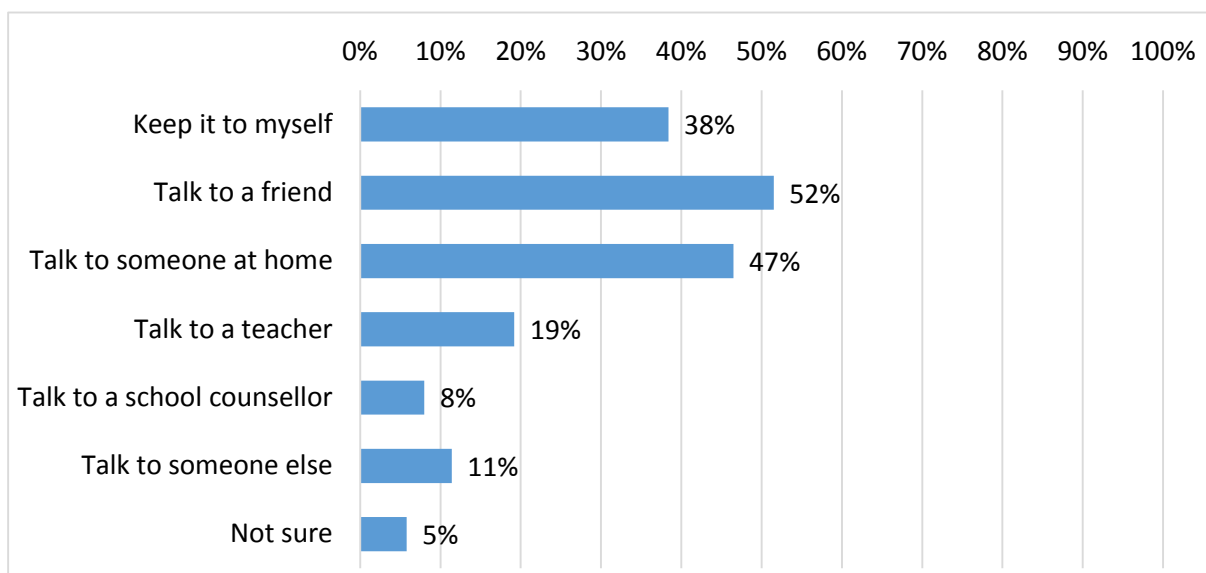
There was only one significant difference in frequency of these feelings according to the type of region that young people lived in. Young people living in the two rural macro regions more frequently felt relaxed (around 60% in both regions) than young people living in the Valleys (51%) and Metropolitan (52%) regions.

## Seeking help when sad or worried

The responses of young people to the question about what would they do when they felt sad or worried and wanted to talk about it are shown in Figure 26. It should be borne in mind that young people could select more than one option for this question so the percentages add up to more than 100%.

Just over half of young people (52%) said they would talk to a friend and just under half (47%) said they said that they would talk to someone at home. Just under two in five young people (38%) said that they would keep things to themselves.

**Figure 26: If you felt worried or sad about something and you wanted to talk about it. What would you do?**



## Gender

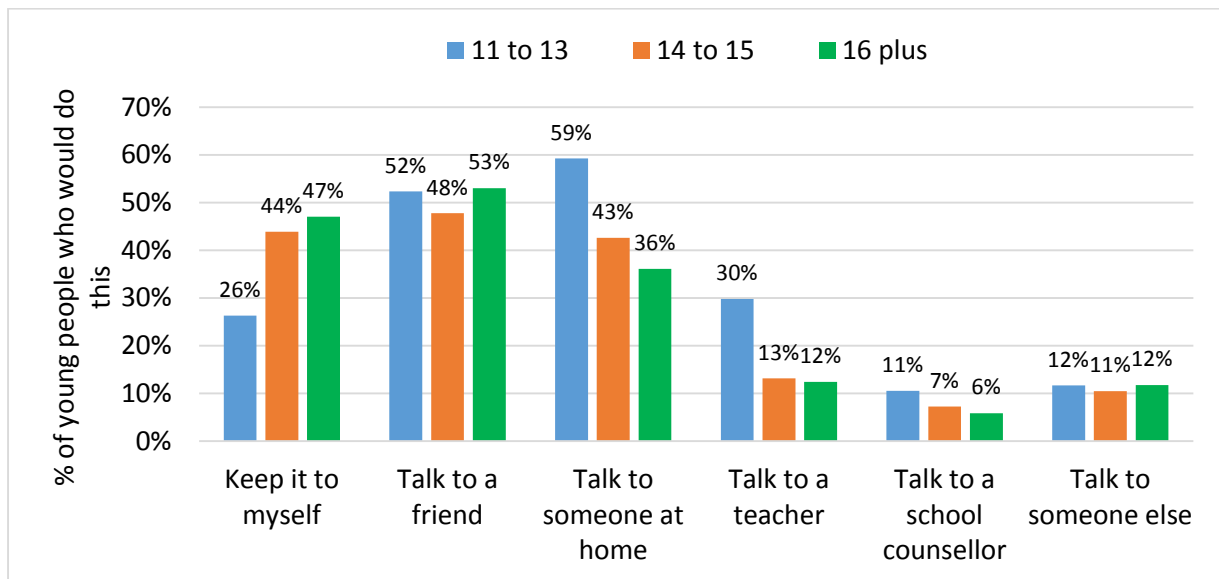
The only significant gender difference in these responses was that girls were more likely (58%) to say that they would talk to a friend than boys (45%).

## Age group

There were several significant differences between the 11 to 13 age group and the older two age groups in response to this set of questions. Young people aged 14

and above were much more likely to say they would keep things to themselves (26% of the 11 to 13 age group and 44% to 47% of the older two age groups) and much less likely to say that they would talk to someone at home or to a teacher (30% of the 11 to 13 age group and 12% to 13% of the older two age groups).

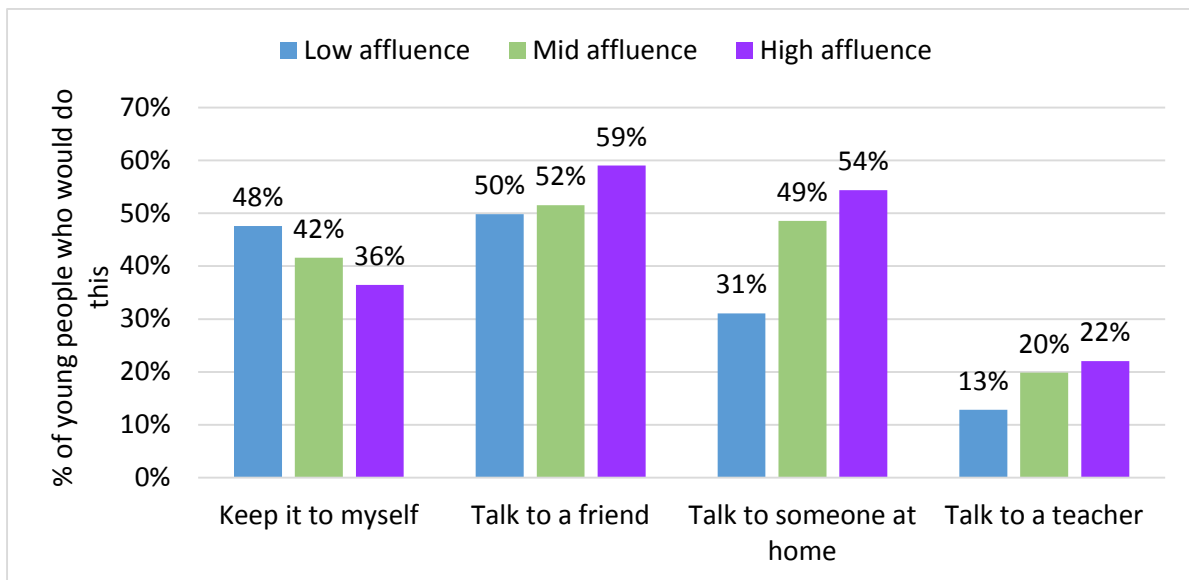
Figure 27: Potential sources of help by age group



### Family affluence

There were also significant patterns in young people's responses according to family affluence. Young people in low affluence families were most likely to say that they would keep things to themselves and were least likely to say that they would talk to someone at home or to a teacher.

**Figure 28: Potential sources of help by family affluence**



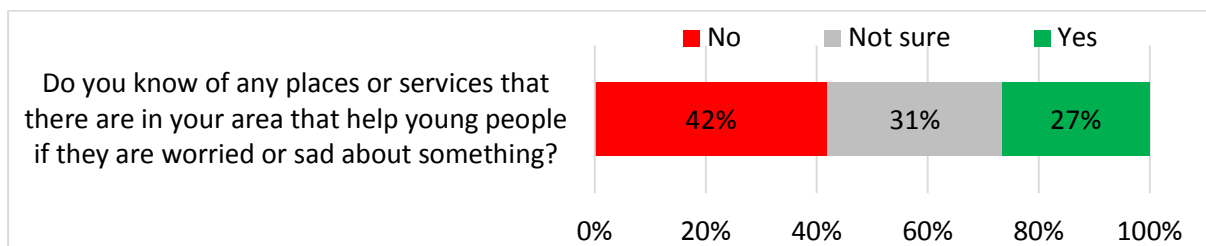
### Knowledge and use of services

It is very difficult to construct survey questions for young people that relate to knowledge of specific services. The survey included a question about knowledge of 'places or services there are in your area that help young people if they are worried or sad about something'. The results are presented in Figure 29. However these should be seen as tentative. For example, the wording of the question does not include knowledge of telephone helplines that may be located outside the young person's area. Based on responses to this question, just over a quarter (27%) of young people knew of local services that they could turn to if they were experiencing emotional difficulties. Knowledge of services increased with age (21% of the 11 to 13 age group; 28% of

the 14 to 15 age group and 31% of the 16 plus age group) and was a little higher in rural areas than in other areas. There were no significant gender or family affluence differences.

Young people who answered 'yes' to the above question were then asked if they had ever been to one of these places or services when they were worried or sad about something. Around a quarter (25%) of young people said that they had, 3% were not sure and 72% said that they had not. On this basis between 6% and 7% of young people (i.e. 25% of 27%) had used such services. However this estimate may not be robust for the reasons described above and the relatively small sample size of young people who said that they did have knowledge of these types of services.

**Figure 29: Knowledge of services that provide support for emotional issues**



### Knowledge of children’s rights

Young people were asked four statement-based questions about children’s rights. The wordings of the statements and a summary of young people’s responses are shown in Figure 30.

- Around half of young people said that they knew about children’s rights although only 31% said that they knew what rights young people have under the UN Convention on the Rights of the Child.
- Around two-fifths (39%) had learned about children’s rights at school or college.
- More than half (53%) said that they would like to learn more about children’s rights and only 18% said that they would not, the remainder being unsure.

(61%) were more likely than boys to say that they would like to learn more about children’s rights.

### Age

Young people aged 16 and over had slightly greater knowledge (34%) of the UN Convention than the younger two age groups (28% to 30%). However the most notable age difference was that young people aged 11 to 13 were much more likely (51%) to say that they had learned about children’s rights at school than young people aged 14 to 15 (32%) and young people aged 16 and over (also 32%).

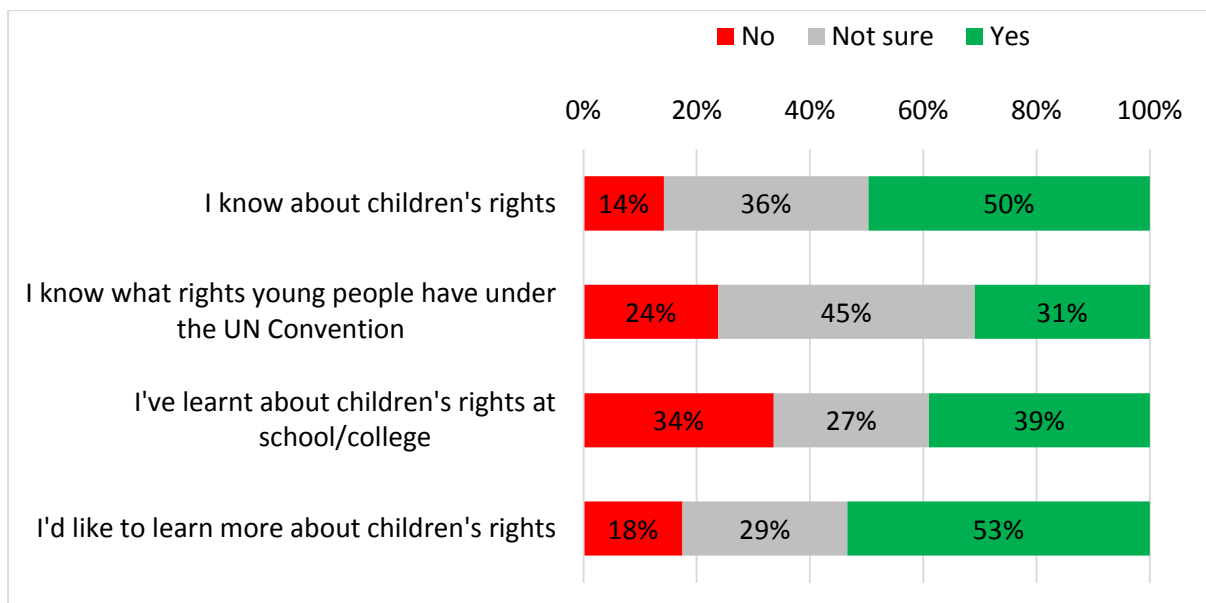
### Family affluence

There were no significant differences in patterns of responses to this set of questions according to family affluence.

### Gender

The only significant gender difference in response to these questions was that girls

**Figure 30: Overview – knowledge of children’s rights**



## Rights and participation in Wales

Following the questions about children’s rights, young people were asked three questions about rights and participation at a national level in Wales. Question wordings and a summary of responses are shown in Figure 31.

- A little under half (45%) of young people agreed that adults in Wales in general respected young people’s rights.
- Less than a third (31%) agreed that adults in Wales listened to young people’s views.
- A similar proportion agreed that young people’s views make a difference to what happens in Wales.

## Gender

Boys were significantly more likely (51%) than girls to agree that adults respect

young people’s rights. There was no gender difference for the other two questions.

## Age

There was a clear and significant age profile to the responses to each of these questions with lower proportions of young people agreeing as age increases (Figure 32).

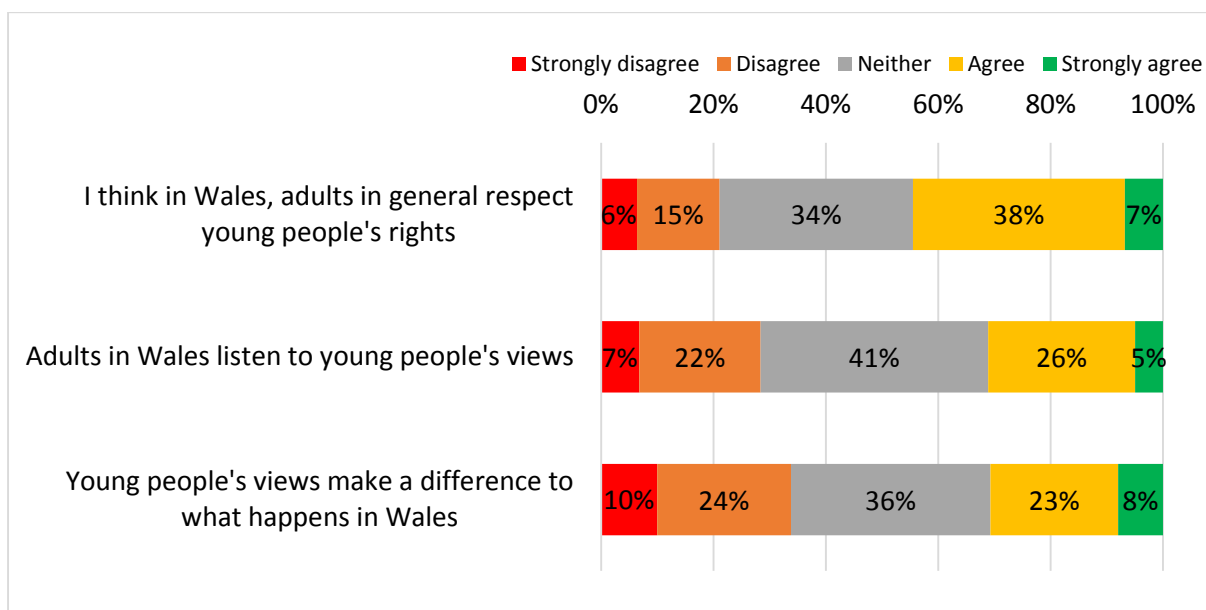
## Family affluence

There were smaller differences in family affluence, although these were statistically significant for the first two questions. For both these questions young people in more affluent families were a little more likely to agree.

## Region

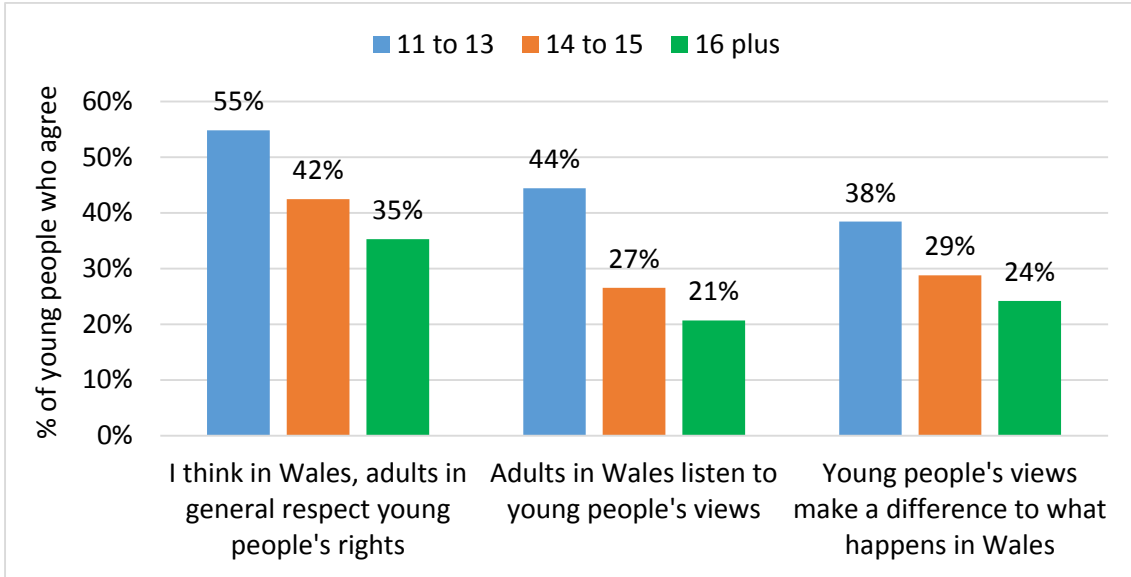
The only significant regional difference was that young people in the two rural regions were a little more likely to agree that adults in Wales respect young people’s rights than young people in the Valleys and Metropolitan regions.

**Figure 31: Overview – views on rights and participation in Wales**

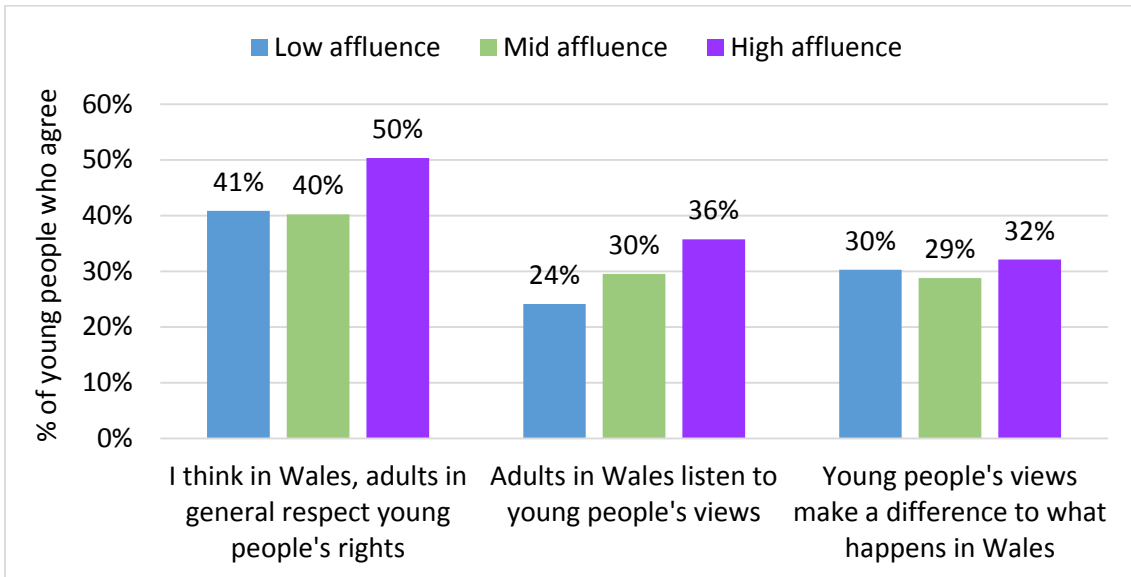




**Figure 32: Views on rights and participation in Wales by age group**



**Figure 33: Views on rights and participation in Wales by family affluence**

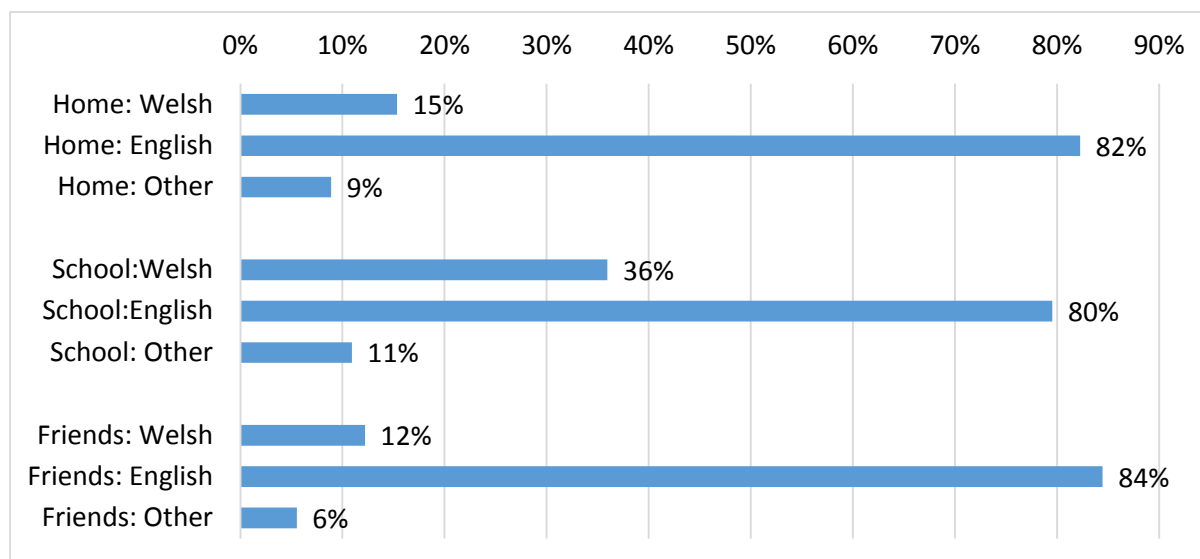


## Use of languages

Young people were asked three questions about which languages they used at home, at school and with friends. In each case three options were offered – Welsh, English and Other. It was possible to select more than one response for each question. An overview of responses is shown in Figure 34.

- Young people were more likely to use Welsh at school (36%) than at home (15%) or with friends (12%).
- Levels of use of English were very similar in all three settings.
- Around one in 11 young people said that they spoke other languages at home

**Figure 34: Overview – use of languages at home, at school and with friends**



## Beth Nesa Project, Phase 2, Report of survey of young people aged 11 to 18+

The comparisons that follow relate to the use of Welsh.

### Gender

There were no significant gender differences in the use of Welsh at home, school or with friends.

### Age

There were significant age patterns, with the younger age group being more likely to use Welsh than the older age groups (Figure 35).

### Family affluence

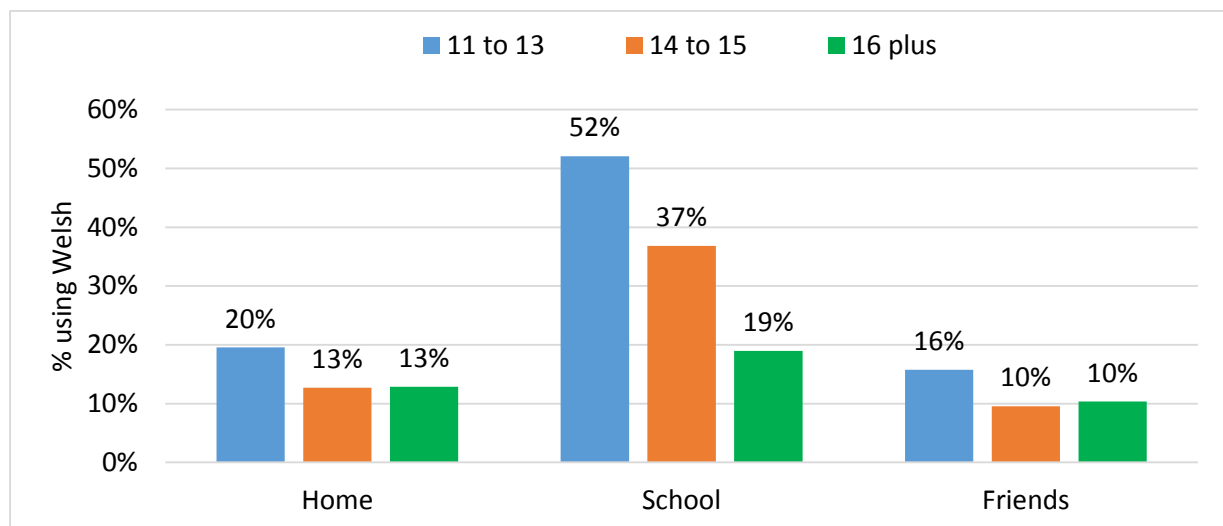
There were also large variations in the use of Welsh among young people according to family affluence. Use of Welsh was much more common in young people from

high affluence families than low affluence families (Figure 36)

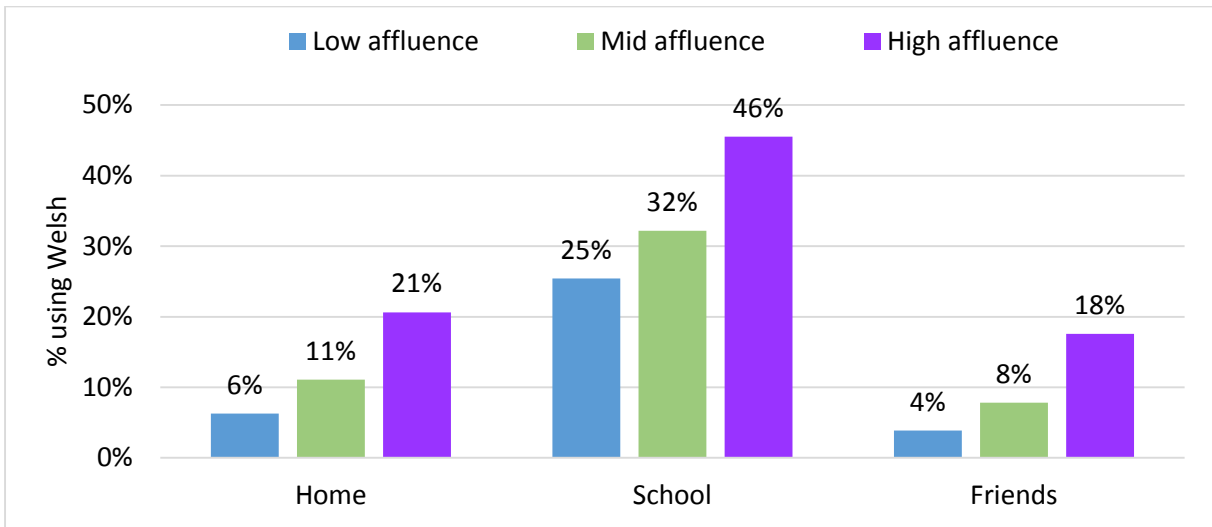
### Region

Young people living in the Rural Heartlands region were the most likely to use Welsh in each context, followed by the Rural North. Young people in the Valleys were the least likely to use Welsh at home and with friends but were a little more likely to use it at school than young people in the Metropolitan region. This pattern would be particularly affected by the nature of the schools from which young people in each region participated in the survey as the bulk of responses were through this route.

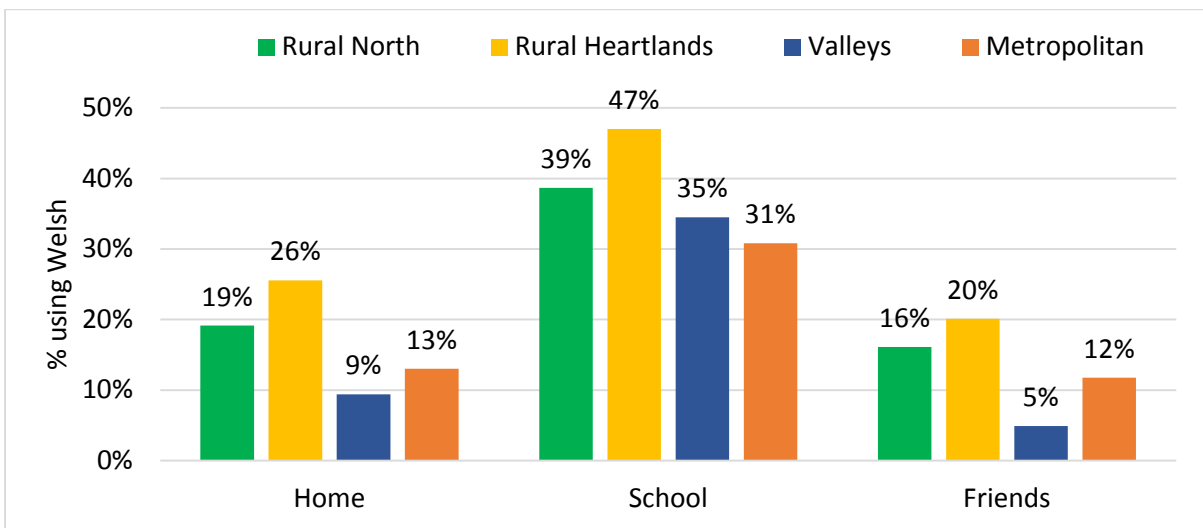
**Figure 35: Use of Welsh in different contexts by age group**



**Figure 36: Use of Welsh in different contexts by family affluence**



**Figure 37: Use of Welsh in different contexts by region**



## Priorities

Young people were asked to select from a list of 14 priorities which were derived from the outcomes of the consultation which formed the first phase of this project.

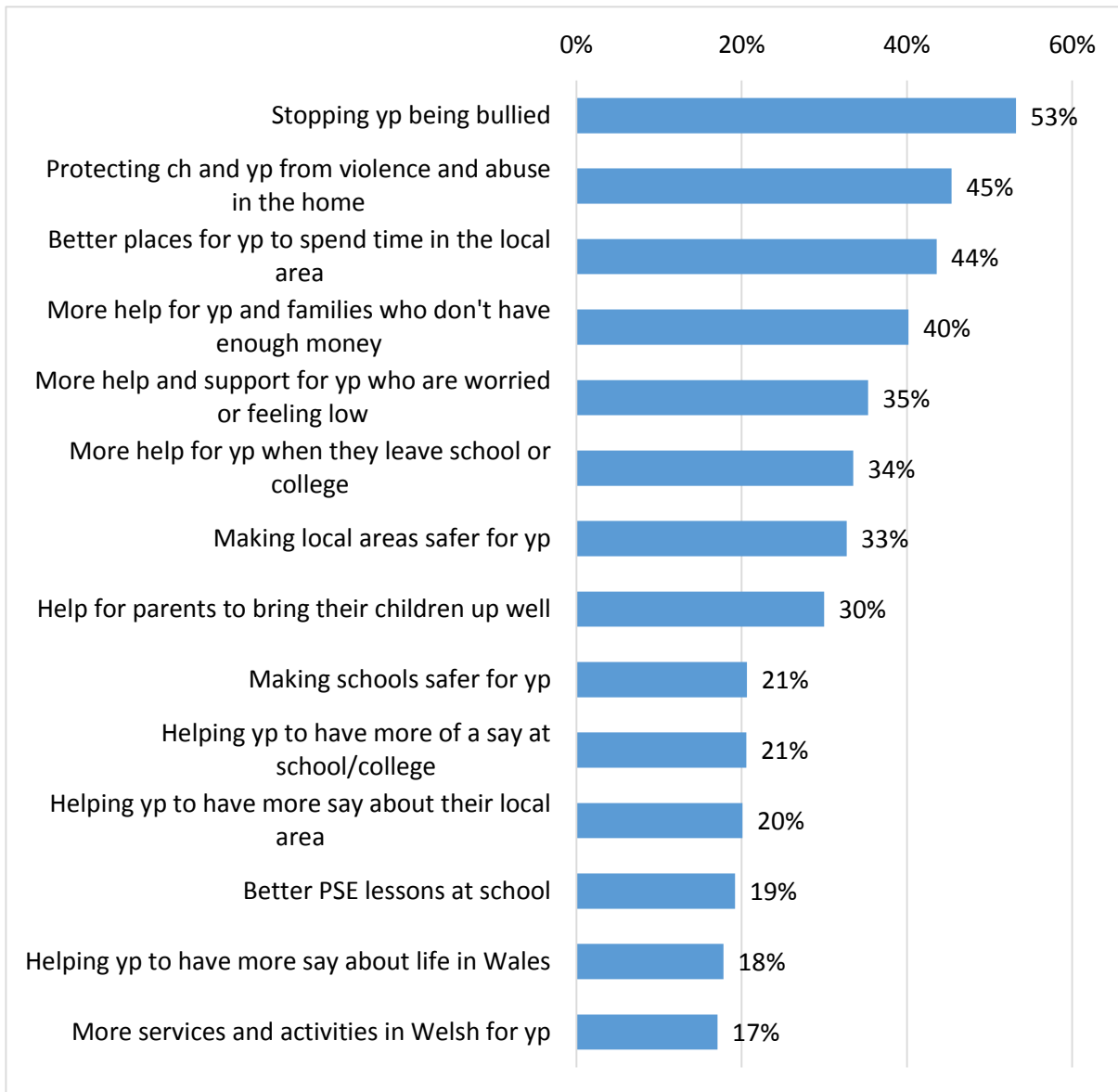
The question wording was as follows:

*Please read the list carefully and then tick the things that you think are the most important to make things better for young*

*people in Wales. You can choose up to five things.*

The results of this question are summarised in Figure 38 in descending order of prioritisation. Bullying was the highest priority, being chosen by more than half of young people participating in the survey.

**Figure 38: Young people’s priorities to make things better for young people in Wales.**



It is not possible to do statistical testing to compare responses from different sub-groups, in the way that has been done in other sections of this report, because of the particular format of this question<sup>7</sup>. However it is possible to compare visually the responses for different sub-groups. These are shown in Table 2 in terms of rankings rather than percentages for ease of interpretation.

Overall, it can be seen that there is relatively little difference in young people's priorities on the basis of age, gender, family affluence or region.

- None of the rankings for females and males differ by more than two positions. Emotional support services and school safety are slightly higher ranked for females while local area safety and school participation are slightly higher ranked for males.
- Local area safety and participation at school are higher priorities for the youngest age group while protection from violence and abuse at home and help when leaving school or college are higher priorities as young people get older
- Local facilities are a higher priority for young people in low affluence families while protection from violence and abuse at home is a lower priority.
- There are variations for some of the lower ranked priorities according to region but relatively little variation in the higher priorities.

So there is reasonable evidence here of a broadly shared set of priorities among this age group in Wales irrespective of gender, age, economic circumstances or region.

---

<sup>7</sup> As young people could only choose up to five priorities the choices are not all completely independent of one another.

**Table 2: Ranking of priorities by gender, age group, family affluence and region**

	All	Female	Male	11 to 13	14 to 15	16 to 18	Low affluence	Mid affluence	High affluence	Rural North	Rural Heartlands	Valleys	Metropolitan
Stopping young people being bullied	1	1	1	1	1	2	2	1	1	1	1	1	1
Protecting children and young people from violence and abuse in the home	2	2	3	3	2	1	4	2	2	3	2	2	2
Better places for young people to spend time in the local area	3	3	2	2	3	3	1	3	3	2	3	3	4
More help for young people and families who don't have enough money	4	4	4	4	4	6	3	4	4	4	4	4	3
More help and support for young people who are worried or feeling low	5	5	7	6	5	5	5	5	6	5	5	6	5
More help for young people when they leave school or college	6	6	6	8	6	4	7	6	7	8	6	5	6
Making local areas safer for young people	7	7	5	5	8	8	6	7	5	6	7	7	7
Help for parents to bring their children up well	8	8	8	7	7	7	8	8	8	7	8	8	8
Making schools safer for young people	9	9	11	10	10	10	10	9	10	10	13	13	9
Helping young people to have more of a say at school/college	10	11	9	9	11	13	9	11	9	13	10	9	10
Helping young people to have more say about their local area	11	12	10	12	13	9	11	10	12	9	12	10	13
Better PSE lessons at school	12	10	12	11	9	12	12	13	11	14	9	12	12
Helping young people to have more say about life in Wales	13	13	13	13	14	11	13	14	13	12	11	11	14

**Beth Nesa Project, Phase 2, Report of survey of young people aged 11 to 18+**

More services and activities in Welsh for young people	14	14	14	14	12	14	14	12	14	11	14	14	11
--	----	----	----	----	----	----	----	----	----	----	----	----	----