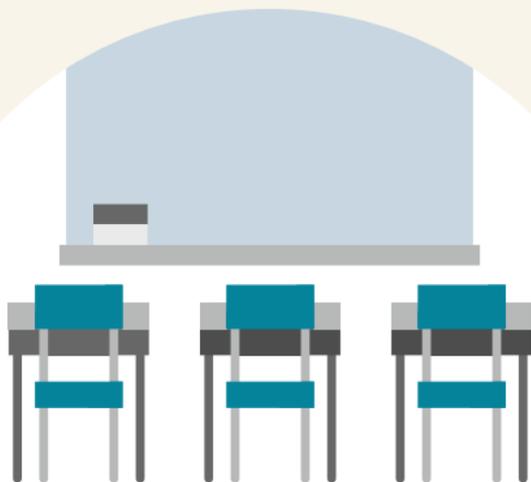




Growing up in Wales: Navigating Uncertain Times | Evidence from the WISERD Education Multi-Cohort Study
Data collected from secondary school pupils in years 8, 10 and 12, summer 2022

Absence from school after lockdown



62%

of pupils reported
being absent from
school during 2021/22
due to COVID (through
illness or self-isolation)

19%

of pupils said they
were absent from
school due to anxiety
or mental health issues

16%

of pupils reported
absence due to simply
“not wanting to come
to school”

25%

of pupils were
absent because their
school asked them
not to come in

Growing up in Wales: Navigating Uncertain Times | Evidence from the WISERD Education Multi-Cohort Study

Data collected from secondary school pupils in years 8, 10 and 12, summer 2022

Mental health and school absences after lockdown

Older pupils were more likely to be absent because of anxiety and mental health, with almost double the number of Year 12s affected compared to Year 8s.

Girls were 2.5 times more likely to be absent due to anxiety and mental health, twice as likely to be absent because they did not want to go to school and almost 3 times more likely to say they were nervous about being back in school than boys.

Some schools seemed to have reduced nervousness better than others; 1 in 5 pupils felt that their school does not have support for pupils who are very anxious.



Growing up in Wales: Navigating Uncertain Times | Evidence from the WISERD Education Multi-Cohort Study
Data collected from secondary school pupils in years 8, 10 and 12, summer 2022

Behaviour in the classroom

The majority of pupils think there is more disruptive behaviour in their classes now than there was before the pandemic.

Most pupils think the best response to disruptive behaviour is dialogue rather than exclusion.

What should happen to pupils who are disruptive in the classroom?

They should be able to speak to someone about their problems	65%
They should be asked to leave the class	62%
They should be sent to a separate classroom to work	48%
They should have special lessons which interest them	29%
They should be asked to leave the school	9%



Growing up in Wales: Navigating Uncertain Times | Evidence from the WISERD Education Multi-Cohort Study

Data collected from secondary school pupils in years 8, 10 and 12, summer 2022

Speaking Welsh

51%

I speak Welsh well

36%

I speak Welsh a little bit

13%

I don't speak Welsh at all

Just over a third of pupils (around **35%**) said they speak Welsh with family or friends, while **33%** do not speak Welsh with anyone (including teachers).

Just over half of pupils surveyed have no Welsh speakers in their household, **16%** of whom do have some Welsh-speaking family members.

At school, **33.3%** of pupils only speak Welsh in Welsh-medium classes.

53% of pupils surveyed attend a Welsh-medium or bilingual school.





Growing up in Wales: Navigating Uncertain Times | Evidence from the WISERD Education Multi-Cohort Study

Data collected from secondary school pupils in years 8, 10 and 12, summer 2022

Identity and attitudes towards Welsh

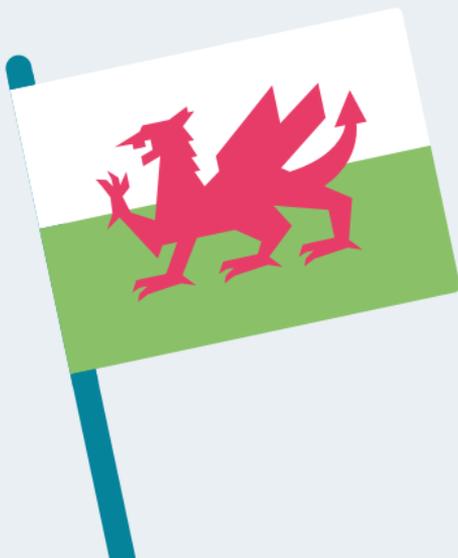
88% of pupils feel that Welsh is helpful when finding a job; **46%** 'agree completely' and **30%** feel Welsh is 'somewhat useful'.

67% feel that Welsh helps people to learn other languages.

55% of pupils feel it is important to continue to learn Welsh. When comparing Welsh/bilingual and English-medium schools, we can see a concerning downward trend in English-medium schools.

School medium	2013/14	2014/15	2021/22
English	72%	53%	33%
Welsh / bilingual	77%	80%	74%

32% said that the Welsh language is not at all a part of their identity.





Growing up in Wales: Navigating Uncertain Times | Evidence from the WISERD Education Multi-Cohort Study
Data collected from secondary school pupils in years 8, 10 and 12, summer 2022

Difficult issues: poverty



Pupils are keenly aware of how rises in the cost of living are affecting their classmates.

Between one quarter and up to one third are aware of pupils coming to school hungry, not being able to buy school lunch or school uniform, and unable to go on school trips. The majority believe that school equipment, breakfast and lunch should be provided by the school.

In addition to material deprivation, many young people spoke of the psychological impact of being poor: of being bullied, feeling left out and isolated.

Growing up in Wales: Navigating Uncertain Times | Evidence from the WISERD Education Multi-Cohort Study

Data collected from secondary school pupils in years 8, 10 and 12, summer 2022

Difficult issues: race and racism

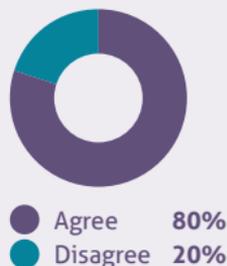
The level of school discussion and awareness of race and racism is higher than some other difficult issues, although clearly more still needs to be done.



“My school encourages us to discuss issues around race and racism”



“My school takes reports of racism seriously”



	White	Black and minority ethnic
Agree	86%	63%
Disagree	14%	37%

Growing up in Wales: Navigating Uncertain Times | Evidence from the WISERD Education Multi-Cohort Study
Data collected from secondary school pupils in years 8, 10 and 12, summer 2022

Difficult issues: gender and sexism

The majority of pupils either aren't aware of or don't think their school encourages discussion about gender and sexism.

"My school encourages us to discuss issues around gender and sexism"



While three quarters agreed that their school took reports of sexual harassment seriously, one quarter disagreed.

"My school takes reports of sexual harassment seriously"



However, there is a significant variation between girls' and boys' responses.

"My school takes reports of sexual harassment seriously"

	Boys	Girls
Agree	82%	69%
Disagree	18%	31%

Growing up in Wales: Navigating Uncertain Times | Evidence from the WISERD Education Multi-Cohort Study

Data collected from secondary school pupils in years 8, 10 and 12, summer 2022

Climate change

Worry about climate change

A quarter of pupils (25%) are either "very" or "extremely worried" about climate change, with a further 44% saying they are "somewhat worried".

How urgent is it that we do something about climate change?

Pupils see climate change as an urgent problem: 56% think it's "very urgent" and 37% think it's "quite urgent".



Emotions felt when thinking about climate change:



Is it too late?

It's too late to make a difference to climate change:



Almost 1 in 5 pupils say they have campaigned for the environment.

Growing up in Wales: Navigating Uncertain Times | Evidence from the WISERD Education Multi-Cohort Study

Data collected from secondary school pupils in years 8, 10 and 12, summer 2022

Voting and politics

Most pupils intend to vote when they are eligible:



76% of pupils knew that they needed to register to vote in advance (91% of Year 12s, 78% of Year 10s, 68% of Year 8s).



Have you discussed any of the following issues in your classes in the last 12 months?

	Yes
Wars and conflicts	66%
Climate change	62%
Black Lives Matter	52%
Homelessness	43%
Poverty	42%