

Ambitions for Wales

Guidance for teachers and group
leaders



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Overview of survey

The Ambitions for Wales survey is a national survey which will enable Rocio Cifuentes, the Children's Commissioner for Wales, to set her priorities and work plan for the next few years.

There are differentiated surveys available to various age groups and abilities:

- A workshop with "dolly" for 2-3 year olds
- A story workshop for 4-7 year olds
- An online survey for 7-11 year olds
- An online survey for 12-18 years olds
- A Plain English with Widgit symbols online survey for young people with ALN
- A workshop for young people with ALN who have difficulties completing the survey independently
- A workshop using eye gaze technology/e-tran frames for young people with PMLD
- A BSL version of the survey

We are also asking parents/carers and professionals who work with children and young people their views in an online survey. You may also wish to complete either one or both of these surveys yourself.



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General points

- The online survey gives options for age 7-11, age 12-18 or a survey with symbols. You may wish to tell your class/group which survey to click on.
- Some children with ALN may prefer to do our easy-read version of the survey, which has Widgit symbols to support the text. You may have children in your class/group that would benefit from this version.
- The 7-11 survey has audio clips which read the questions and options aloud.
- You may choose to complete the survey as a class or group, taking the questions one at a time.
- You may choose to read the questions aloud and explain them in a way that suits your class or group.
- If using Chromebooks, the bar at the bottom of the screen may cover the survey buttons. By switching to full screen, you should be able to see the full page. If this doesn't work then you may need to reduce the size of the screen.



Before starting the survey

- Remind the class/group that there are no right or wrong answers and the survey is about asking their opinion.
- Remind the class/group that some of their answers may be different to the person sitting next to them or their friends and reassure them that this is OK.
- Children can skip any questions that are not relevant or they do not want to answer.
- We do not ask for their name.



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Common difficult survey questions

If children are having difficulty answering questions, you may wish to re-word the question in a way that they understand or relate it to something they have done recently in the class/group

Worries:

If a child is having difficulty with the option for “tests/exams”, you may wish to give an example of an assessment they have done recently e.g. Big Maths, spelling test, GCSE

Being listened to:

If children are having difficulty understand the “people who run the country or your local area” option, you may wish to give some examples e.g. Mark Drakeford, your local MS or MP.

Which one describes you (Ethnicity)

If children have difficulty with this question you may wish to remind them that it is asking their personal identity and how they would describe themselves. You can point out that they can also choose to describe themselves in another way or not answer the question at all.

What is your religion?

Explain that some children and their families may follow a particular religion but not everybody does. You can point out that they can also choose not answer the question at all.

Are you a refugee or asylum seeker?

A refugee is a person who has fled their own country because their safety is at risk. Refugees have a right to international protection. An asylum seeker is somebody who has left their country and is seeking protection from persecution, but who hasn't yet been legally recognized as a refugee and is waiting to receive a decision on their asylum claim.

During testing our staff used Ukrainian refugees leaving the country due to the war as an example which helped children to understand the question.

Which one describes you? (Education)

This question is asking where children receive their education.

‘Home’ is an option for children and young people who are home educated and do not go to a school.

In the 12-18 survey, young people will have the option for ‘Somewhere else (like a PRU or EOTAS)’. If you are a teacher/group leader at an alternative provision setting you may wish to tell the young people to choose this option.



Monitoring questions (About Me/You)

The answers to these questions allow us to see whether any particular groups of children or young people have any particular worries or need additional support.

For example, the monitoring questions in our last large scale '[Coronavirus and Me](#)' survey showed us that disabled children and young people and children and young people from Black, Asian and ethnic minority backgrounds were more likely to have negative experiences of lockdown. Therefore, we were able to use this information to call for more support for these groups of children.

You can remind children that they do not have to answer these questions, if they don't want to.



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Links to rights

Completing this survey supports children and young people to access the following rights:

- Article 1: Everyone under 18 has these rights.
- Article 2: All children have these rights no matter what. All children should be treated equally.
- Article 3: Adults should always do what is best for you.
- Article 4: The Government should make sure that all children and young people get these rights.
- Article 12: You have the right to be listened to and taken seriously.
- Article 13: You have the right to find out and share information, and say what you think
- Article 19: You have the right to be protected from being hurt or badly treated.
- Article 28: You have the right to an education.
- Article 29: You have the right to be the best you can be. Education must help you develop your skills and talents to the full.



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Links to curriculum

Health and Wellbeing:

- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.

Humanities:

- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.



Thank you

Thank you for taking part in the survey. If you have any questions or concerns you can contact our office on 01792 765600 or post@childcomwales.org.uk.



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