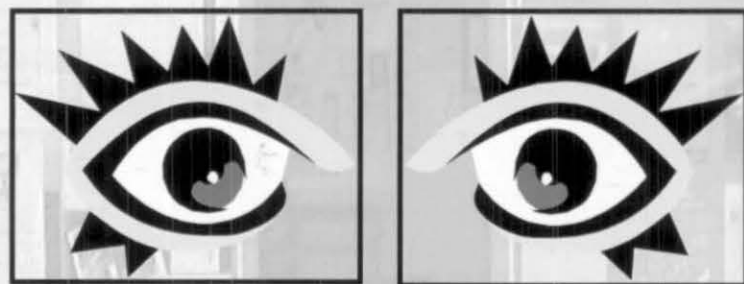


Through New Eyes



The North Manchester Jewish Youth Project Survey

UNIVERSITY
— OF CENTRAL —
LANCASHIRE



**COMMUNITY
FUND**

Lottery money making a difference

The Project
North Manchester Jewish Youth Project

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(Jewish Youth Fund)

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Through New Eyes

Final Report by Dr Sandi Mann
University of Central Lancashire

Recommendations by
The North Manchester Jewish Youth Project.

Foreword

In 1995 the North Manchester Jewish Youth Project (known as The Project) published the results of its far-reaching survey, **Through Their Eyes**. The 11-18 year olds who participated in the original survey have moved on. Issues that concerned young people in 1995 are not the same for young people in 2004. The young people who participated in this survey have, in some instances, very different needs and priorities. The Project, in conjunction with The University of Central Lancashire, conducted a new survey of over 500 young people. **Through New Eyes** reports, analyses and makes recommendations based on the findings of this research.

Further Copies of **Through New Eyes** are available from the
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Introduction to the research

In 1995 the North Manchester Jewish Youth Project (known as The Project) published the results of its far-reaching survey, *Through Their Eyes*. In response to the issues raised by this survey, The Project opened an Information Shop in Prestwich offering advice, support and information to 13-18 years olds in North Manchester. The Information Shop offered young people a point of reference where they could raise their concerns or worries with qualified Youth Workers in a safe and supportive Jewish environment.

The Project has continued to develop its work and, to date, has worked with over 1000 young people through social or educational programmes; work in schools and on an individual basis. Where more serious issues have presented themselves, additional support has been accessed through referral to appropriate agencies.

Underpinning all of our work with young people has been the ethos of ensuring that the social and educational programmes delivered by The Project have a strong sense of Jewish values and Jewish identity at their core.

The quality and value of the work initiated by The Project whilst not always being noticed by the Jewish Community in North Manchester has been fully recognised by the National Lottery's Community Fund who have supported the innovative and significant work with Jewish young people.

The transformation of today's ever changing technological and multicultural society has an effect on us all, especially young people many of whom are unsure of which way to turn for the best. Pressures from parents, schools, the media and their peers all serve to add to the uncertainty and concerns confronting young people.

The success of The Project has always been that it listens to young people and, in keeping with this philosophy, in Spring 2003 The Project interviewed over 500 Jewish young people in North Manchester. *Through New Eyes* reports on and analyses the findings of this research and offers recommendations and suggestions to all sections of the Jewish Community.

The research, carried out in conjunction with the University of Central Lancashire, surveyed young people between the ages of 13 and 18 to obtain their views via a questionnaire. The questionnaire was adapted slightly from the 1995 survey (for example, the term 'Jewish Affiliation' was changed to 'Jewish Activities') and was administered by Youth Workers primarily in schools and youth groups. As last time, the main domains of Jewish Identity, Jewish 'Affiliation', Education, Family Life, Social issues and Social Life were examined.

At the heart of any research is the recognition that those contributing and answering the questions do so because they want their voice to be heard. If we sincerely believe that young people are the future of our community, then let all of us who subscribe to this belief respond positively to the findings and recommendations contained in *Through New Eyes*.

Methodology

The survey consisted primarily of closed 'alternative response' questions that allowed respondents to select an answer based on a Likert response scale (for example, such that 1 = strongly agree and 5 = strongly disagree). This allowed much of the data to be subject to quantitative analysis using the statistical package SPSS. Whilst quantitative data has the advantage of offering speed of analysis, it can result in loss of some richness as respondents are constrained by the choices offered. To counter this, a limited number (time constraints on the young people completing the questionnaire being very much a limiting factor in including questions which take longer to answer) of open questions were included in order to glean extra information.

The qualitative data was analysed manually and was not subject to any quantitative treatment due to the piecemeal nature in which respondents answered these items; due to time constraints and other issues these questions were not answered as fully as the closed items (and fewer people seemed to respond to them than in 1995). However, the open questions do reveal interesting extra information that is included as appropriate.

As the findings are presented, comparisons are made with the 1995 cohort, where possible, in order to track change and identify trends.

Summary of Significant Findings

School/Education

- Young people seem to enjoy school far less than they did in 1995; only 45% enjoy school most of the time/quite often compared with 61% in 1995.
- They report feeling under far more pressure from their parents to do well than they did in 1995; 41.2% compared with 30% in 1995.
- The more pressure that young people report being under, the more likely they are to report wanting to leave home as soon as possible.
- There is a significant difference between how much pupils from Jewish and non-Jewish schools enjoy school, with 56% of pupils from non-Jewish schools indicating that they enjoy school most of the time or quite often compared with only 34.6% of those from the Jewish schools

Family Life

- Considerably more people (23.7%) indicated that they want to leave home as soon as possible compared with those in 1995 (14%).
- As in 1995, there is a significant correlation between how much they want to leave home and how much pressure they report being under from their parents to do well at school and how much they disagree with their parents.
- More people (20%) would choose a less religious lifestyle than their parents than those asked (12.5%) in 1995.
- Only a quarter of young people feel they can talk to family members about problems (compared with a third in 1995).

Jewish Identity

- More than three-quarters of respondents felt that being Jewish was important or very important to them (slightly lower than in 1995).
- As in 1995, pupils at non-Jewish schools felt that being Jewish was more important to them than those attending Jewish schools.
- Only 45% felt it was very important to marry within the faith compared with 60% in 1995.
- 87% think it is important for Judaism to survive compared with 94% in 1995.

- Pupils from non-Jewish schools were far more likely to say that they really enjoyed being Jewish (36.3%) compared with those from Jewish schools (19.7%).
- Young people who attend Jewish youth groups weekly are more likely to enjoy being Jewish than those who never attend.
- Half the young people have experienced anti-Semitism; up from a third in 1995.

Jewish Activities

- 33% of boys and 11% of girls attend synagogue weekly compared with 40% of boys and 17% of girls in 1995.
- A higher percentage of young people attend Jewish Assemblies now than in 1995; 92% of pupils at non-Jewish schools asked attend Jewish assemblies compared with 82% in 1995.
- Attendance at Jewish youth groups is dramatically down on 1995; nearly 40% never attend Jewish youth groups or movements compared with 25% who never attended in 1995. 25% attend Jewish youth groups weekly compared with 40% in 1995.
- Attendance at Jewish youth groups correlates significantly with various 'Jewish Identity' issues. For example, the more frequently young people attend Jewish youth provision, the more importance they attach to being Jewish, marrying in and the survival of Judaism.

Social Issues

- Young people's biggest worry is still the future, followed by anti-Semitism.
- Nearly half of 17 year olds have experimented with cannabis.
- More people are happy with their weight in 2003; in 1995 40.5% of boys and 22.4% of girls were happy with their weight: in 2003 this has risen to 57.3% of boys and 33% of girls.
- More boys are skipping meals to lose weight than they did in 1995.
- A third of young people do not believe that Halacha¹ would influence their decision to engage in sexual activity.
- Pupils at Jewish schools are less likely to get their sex education at schools than those at non-Jewish schools; instead they are more likely to obtain information from their friends and from magazines.

¹ Halacha – Jewish Law or a specific ruling within it

Recommendations

The recommendations below relate to the Summary of Significant Findings. Although the findings are reported in 5 categories, the recommendations have been made under different headings drawing information from across the range of the findings. The recommendations, therefore, should not be viewed in isolation as they all have an impact on each other.

The main areas, addressed by these recommendations, are:

1. Young people's concerns
2. Young people's affinity with Judaism
3. Young people and anti-Semitism
4. Young people and social Issues
5. Young people and school life

1. Young People's Concerns

- 1.1 Raising awareness around young people and stress should be given an increased profile. Information and advice should be made available to help parents recognise the signs of stress so that they are able to support their children to cope with these pressures.
- 1.2 Support systems should be more readily available for young people to access. The Project has a wealth of experience in working with young people at individual or group level. They should continue to offer programmes, activities and training raising awareness and methods to alleviate stress.
- 1.3 An increase of 11% of young people reporting to be under more pressure from parents is significant. Parental support should also be more readily available and this should come from either The Project or, if more appropriate, The Fed² who have the knowledge and experience of working with the family unit as a whole. These recommendations are made so that young people and their parents are able to recognise the signs of stress and introduce better coping strategies.

2. Judaism and Jewish Identity

- 2.1 If this movement away from Judaism and Jewish Identity is to be addressed in a meaningful manner then the Jewish Community together must invest in Jewish Youth Groups and Jewish Youth Work and, most importantly, qualified Youth Workers. Organisations survive or fall dependant on the quality of leadership and Jewish Youth Work is no different.

² The Fed - Manchester Jewish Federation

- 2.2 To ensure that young Jewish leaders remain within a Jewish youth work environment a career structure should be introduced so that youth work is seen as an attractive and sustainable profession. Young people need a consistent and continual level of support. The transient nature of Jewish youth workers and in particular movement workers does not allow the development of a high level of trust between young people and youth workers.
- 2.3 To enable this to be achieved, substantial investment must be made by the whole community and not left to the youth workers from their own individual organisations to fund raise, as this task will detract them from working directly with the young people.
- 2.4 Youth groups and movements should be encouraged to work together, sharing skills and resources to deliver the best possible service to young people.
- 2.5 Youth groups should also be prepared if necessary to direct young people towards other youth groups. By offering a choice of Jewish youth activities young people will be able to choose the youth group they feel most at ease with. This variety of choice could help to reverse the trend away from attendance of Jewish youth activities.
- 2.6 JAMS (Jewish Activities in Mainstream Schools), has seen an increase in attendance of 10% from 1995 and should continue to be supported and developed.
- 2.7 The North Manchester Jewish Youth Project as the only professionally qualified Jewish youth work agency, in the city, should take the lead role in the further development of informal education in schools.
- 2.8 Synagogues should continue to consider innovative ways to address the dramatic decline in attendance of young people. Of particular concern is that only 11% of girls attend regularly. Attending synagogue needs to become a positive, enjoyable and valued experience for Jewish young people.

Attendance at Jewish youth groups correlates positively with a whole number of 'Jewish Identity' and Jewish Activity issues. The survey indicates clearly that the more frequently young people attend Jewish youth groups the more important they feel that being Jewish, marrying in, and the survival of Judaism is to them. This is a significant area, which must be addressed by the whole community.

3. Young people and anti-Semitism.

- 3.1 Every incident of anti-Semitism experienced by young people must be recorded and where appropriate support offered to the young person or persons to whom it has been directed. This should be carried out in partnership with the CST³ youth groups and schools. In this way we can show young people that the community is serious in addressing this issue.
- 3.2 Youth Groups and movements should be given extra support to introduce strategies to develop young people's self-confidence to cope with incidents. This work should include street awareness courses, together with programmes and activities enhancing their Jewish Heritage and Identity, designed to promote a greater level of self-esteem especially when Jewish young people move into further, or university, education.

4. Young people and Social Issues

- 4.1 Social Education programmes and activities should be developed to improve young people's knowledge of social and personal issues. Jewish values such as Halacha⁴, family, respect and their community should be at the core of this work.
- 4.2 The survey identifies that friends (40%) are the main source of information for relationships. Youth workers can develop programmes, which support and encourage young people to take on the role as peer counsellors or educators. Appropriate recognition should be given to the young people who take on this responsibility through Accreditation schemes. The Project would take a lead role in this.
- 4.3 A major concern is the finding that 35.6% of those attending Jewish schools compared with 21.6% of those at non-Jewish schools turn to magazines for their sex education. It would appear that young people attending Jewish schools are filling the gaps in their knowledge from magazines. This source of information might not be appropriate or relevant to an individual young person. Young people need to be given accurate facts to enable them to make their own informed choices. It is recognised that this is a sensitive issue for schools however this finding should not be ignored. Relevantly trained youth workers should deliver this work informally and, where possible, in partnership with schools.
- 4.4 Outreach programmes should be developed to tackle the issues of Drug and Alcohol misuse. Trained youth workers should undertake this area of sensitive work. The complexity of outreach work with young people is very challenging and needs to be addressed in a professional manner. The Project as the only qualified youth work agency should take a lead role in this work.
- 4.5 The Project should continue to work with other youth work agencies, such as Connexions and social work agencies like The Fed, to ensure that professional support and advice is available. The number of young

³ CST - Community Security Trust

⁴ Halacha – Jewish law or a specific ruling within it.

people responding to the question "I want to leave home as soon as possible" has increased by almost 10% from the 1995 survey. It is important, therefore, to offer continued advice and support to Jewish young people so they do not disengage completely from home life and Jewish activity.

- 4.6 Where appropriate single gender work should be developed. Innovative work should be developed with boys implementing resources and skills to combat worrying concerns around health, as evidenced by an increase of eating disorders.
- 4.7 More information, advice and support needs to be made available for parents on issues such as drugs and substance abuse, eating disorders, recognising and coping with pressure and stress. The Project, with qualified youth workers, is able to offer this support in a confidential and professional manner.

5. Young people and School Life

- 5.1 The Project, through its involvement in PSHE⁵ programmes in King David High School, has built up positive relationships with many of the young people. This should be encouraged and developed. Informal lunchtime work should also be developed.
- 5.2 Informal lunchtime work should also be considered in all the secondary schools where Jewish pupils are present. In both cases this work should be introduced after consultation, and importantly in partnership, with the schools.
- 5.3 Qualified Youth Workers/Counsellors should be available to help address and support any young person experiencing bullying or indeed any other issue. The issue of bullying still gives cause for concern with nearly 33% of young people requesting information. Although bullying is not the sole preserve of schools it is reasonable to assume that the amount of time spent by young people in the school environment will give rise to various forms of bullying.
- 5.4 Extra advice and support should be available for young people either through group work sessions/lessons or individually. This should be carried out, in partnership with the schools, with additional support being available, if requested, by the young people themselves. With regard to pressure and stress, work carried out by The Project has shown that this increases dramatically around revision and external exam times.

⁵ PSHE – Personal, Social and Health Education.

Summary:

The positive effect that professional youth workers can have on young people's development should not be underestimated. The result of the survey indicates very clearly that Jewish young people's involvement in Jewish youth groups has a significant effect on how Jewish young people regard their "Jewishness".

The responses from Jewish young people in Manchester show unmistakably that a substantial investment must be made in:

- a. Professionally trained youth workers
- b. Jewish Youth Groups, Leadership and Jewish and Social Programmes and Activities,
- c. Cohesive partnerships between all the agencies who work together for the benefit of both young people and parents.

The Manchester Jewish Community must support and implement the recommendations made as a result of *Through New Eyes*, so that Jewish young people can make the transition to adulthood with a positive sense of Jewish identity and awareness.

Through New Eyes

The Findings

1.1. Demographics

1.1.1. Schools

51.5% of respondents attend a Jewish school compared with 48.5% attending non-Jewish schools. This demographic in itself reflects an interesting change over the past eight years that has seen attendance at Jewish schools rise. This must be due to the success of King David High School, the major Jewish school in the area, in undergoing a change of image and orientation such that it now aims to attract young people who might otherwise have attended the independent schools.

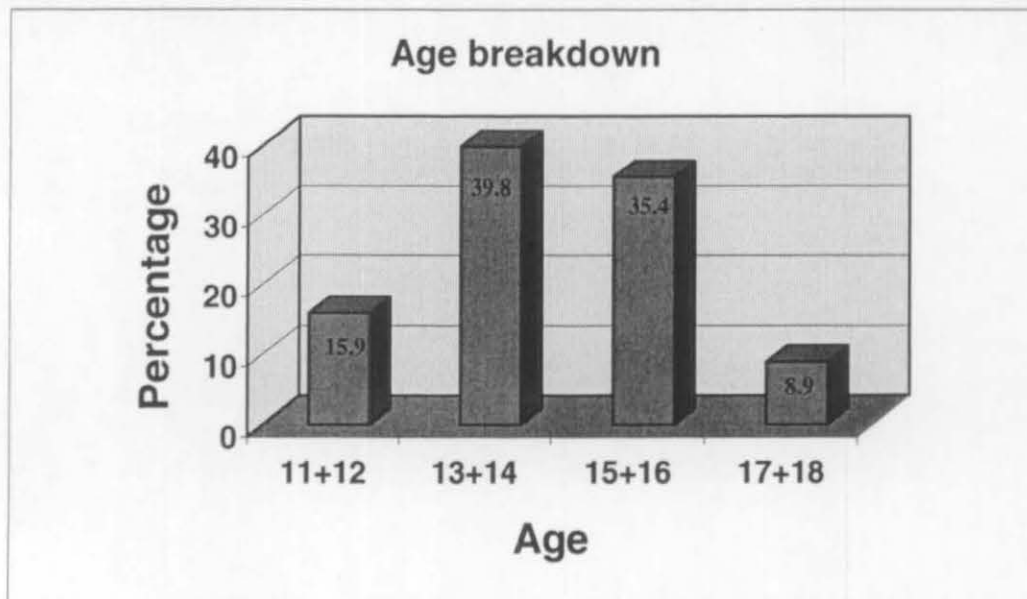
Table 1.1.a. Percentages of young people at Jewish and non-Jewish schools in 1995 and 2003

	<i>Jewish School</i>	<i>Non-Jewish School</i>
<i>1995</i>	46.3%	53.7%
<i>2003</i>	51.5%	48.5%

1.1.2. Age Breakdown

The age breakdown of participants was somewhat similar to that in 1995 and is shown in the Figure below.

Figure 1.1.a. Age breakdown of respondents (expressed as percentages)



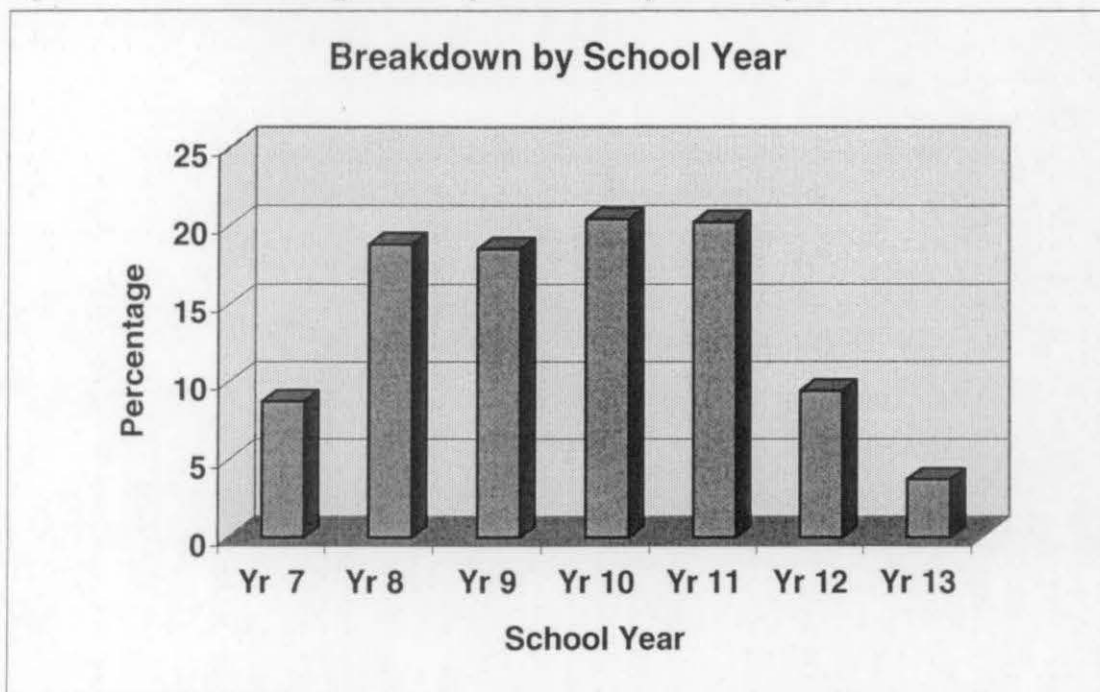
The unevenness in the figures can be partly accounted for. Most of the data was collected in secondary schools where each school year, effectively, contains two ages. Thus, Year 7 has both 11 and 12 year olds, whilst Year 8 has 12 and 13 year olds. Clearly, some of the 11 year olds will be missed out

because they are still in primary school. Similarly, some of the 18 year olds will have left school and will be missing too.

The breakdown by school year (see figure 1.1.b) follows a similar pattern to that in 1995 except for Year 7. The last time this survey was conducted the percentage of Year 7 respondents was similar to that of Years 8 –11. This time, the percentage of Year 7 respondents has dropped considerably. This is due to King David High School (with approximately half of respondents attending) feeling, after careful consideration, that it was not appropriate for Year 7 pupils to take part in the research.

Figure 1.1.b shows that, in the final two years of school, there were far fewer respondents (as there were in 1995). This may be partly accounted for by the fact that some pupils no longer attend school at these ages or may attend sixth form colleges (which do not have Jewish assemblies and are thus harder to target for the purposes of this survey). Others who attend non-Jewish schools have more of a choice about attending Jewish assembly than younger school years. By Year 12 and 13 it is common for pupils to opt out of assembly altogether whereas younger school years usually have to attend an assembly. In addition, at the time of data collection, most King David High School pupils, Years 12 and 13, were not in school.

Figure 1.1.b. Percentage of respondents by school year



3.1.3. Gender Breakdown

The gender split has changed considerably since 1995:

Table 1.1.b Gender breakdown in 1995 and 2003

	<i>Male</i>	<i>Female</i>
<i>1995</i>	43%	57%
<i>2003</i>	55%	45%

1.2. School/Education

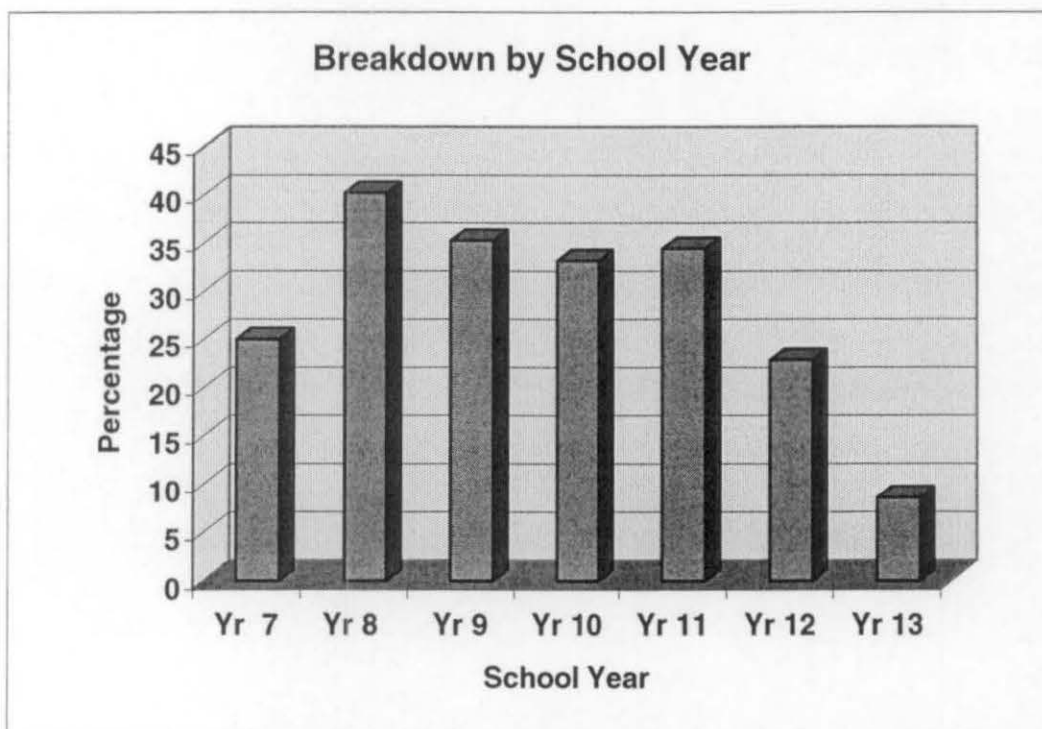
Only 45% of respondents report enjoying school most of the time or quite often. This is a great deal lower than the 1995 figure of 61%. The percentage who claim to rarely enjoy school has more than doubled since 1995 from 3.6% to 8.2%. More young people in the current survey also report feeling under pressure from their parents to do well; 41% compared with 31% in 1995.

What can account for these findings? Do they enjoy school less because they are under more parental pressure or is it that something else is producing both the parental pressure and the reduced school enjoyment? One possibility might be the increase in exams across the school years since 1995. It could also be that in 1995 The Project was a new organisation. It is now well established and trusted and thus it is possible that respondents feel they can be more honest in their answers or that their responses are likely to be taken more seriously.

There is a significant difference between how much pupils from Jewish and non-Jewish schools enjoy school, with 56% of pupils from non-Jewish schools indicating that they enjoy school most of the time or quite often compared with only 34.6% of those from the Jewish schools ($t = -4.8$, $df = 571$, $p < 0.005$).

Like 1995, there is little gender variation with regards to enjoyment of school. There is also little variation across school year as shown in Figure 3.3.a.

Figure 1.2.a. Percentage of respondents at each school year indicating that they enjoy school (most of the time or quite often).



The graph shows that, whilst Years 8 – 11 show a fairly stable trend (at around 34%), enjoyment is lower at either extreme of the year scale. Enjoyment falls to 25% for Year 7, the first year of secondary school, when, perhaps, there is the biggest transition to make from primary to secondary

education. Clearly this transition does not run smoothly for many young people. At Year 12 (Lower 6th when AS Level exams are taken) the figure is 22.6% whilst it drops to 8.5% by Year 13 (Upper 6th). All of these figures are a great deal lower than in 1995.

1.2.1. Pressure from School/Exams

41.2% report feeling under pressure from their parents to do well at school most of the time or quite often (up by 11% on 1995). 34% rarely or only occasionally feel this pressure (down on 10% from 1995).

Like last time, boys still feel under more pressure than girls – 47% of boys reporting that they feel under pressure from their parents most of the time or quite often compared with 34.5% of girls. Pupils of non-Jewish schools reported feeling slightly more pressure compared with those from Jewish schools (44.2% compared with 38.3%) although the differences did not reach statistical significance.

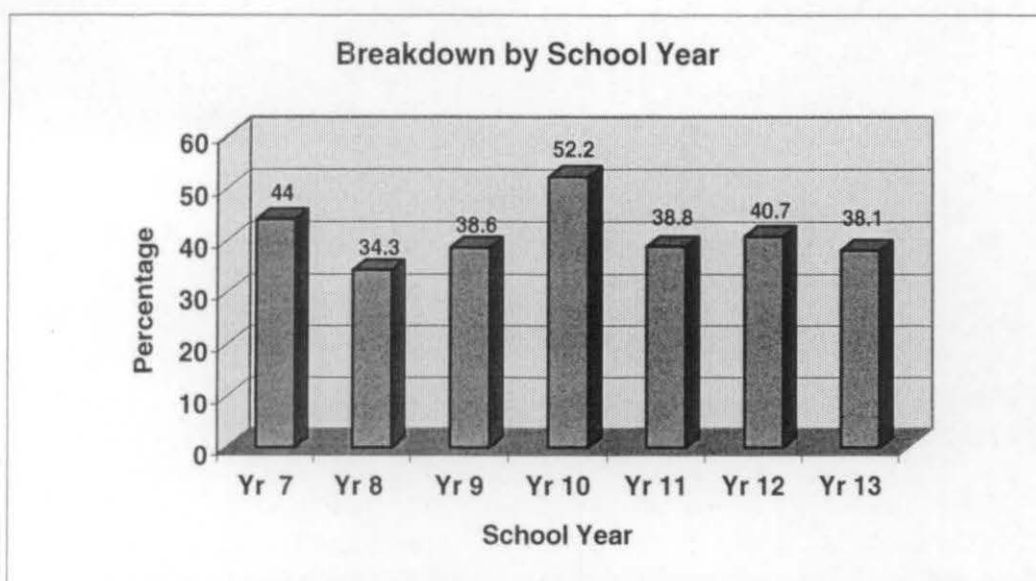
These last findings suggest that the pressure from parents is still very high, particularly for boys and even more so for young people attending non-Jewish schools (which are mainly independent fee-paying schools). Are parents who are investing money in their children's education more likely to exert pressure on them to make the investment worthwhile – or is it simply that their expectations are higher? Some of the recommendations from the 1995 survey included ways to reduce the pressure that young people feel from their parents. The current findings would indicate that this pressure is still a concern even though programmes have been introduced to address this issue.

There is little variation across school years of reported parental pressure, as shown in Figure 1.2.b, with a peak at Year 10. This peak might be accounted for by the fact that Year 10 is the start of the GCSE two-year learning and options programme. Also in some of the independent schools some students take one or two GCSEs in this year.

Young People's Voices

<i>"Failing my GCSE's and not succeeding in life"</i>	Male 16
<i>"Failing exams"</i>	Male 13
<i>"GCSE's!"</i>	Female 15
<i>"My GCSE's and my future"</i>	Male 12
<i>"Pressure from school to do well in exams"</i>	Female 16

Figure 1.2.b Percentage of respondents in each school year indicating that they feel under pressure from their parents to do well at school most of the time or quite often



The more pressure that young people report being under, the more likely they are to report wanting to leave home as soon as possible (see later section).

Young people appear to feel under greater pressure from their parents than they do from peer pressure. Only 14.1% feel under pressure from their friends to do well at school most of the time or quite often (up from 10.7% in 1995).

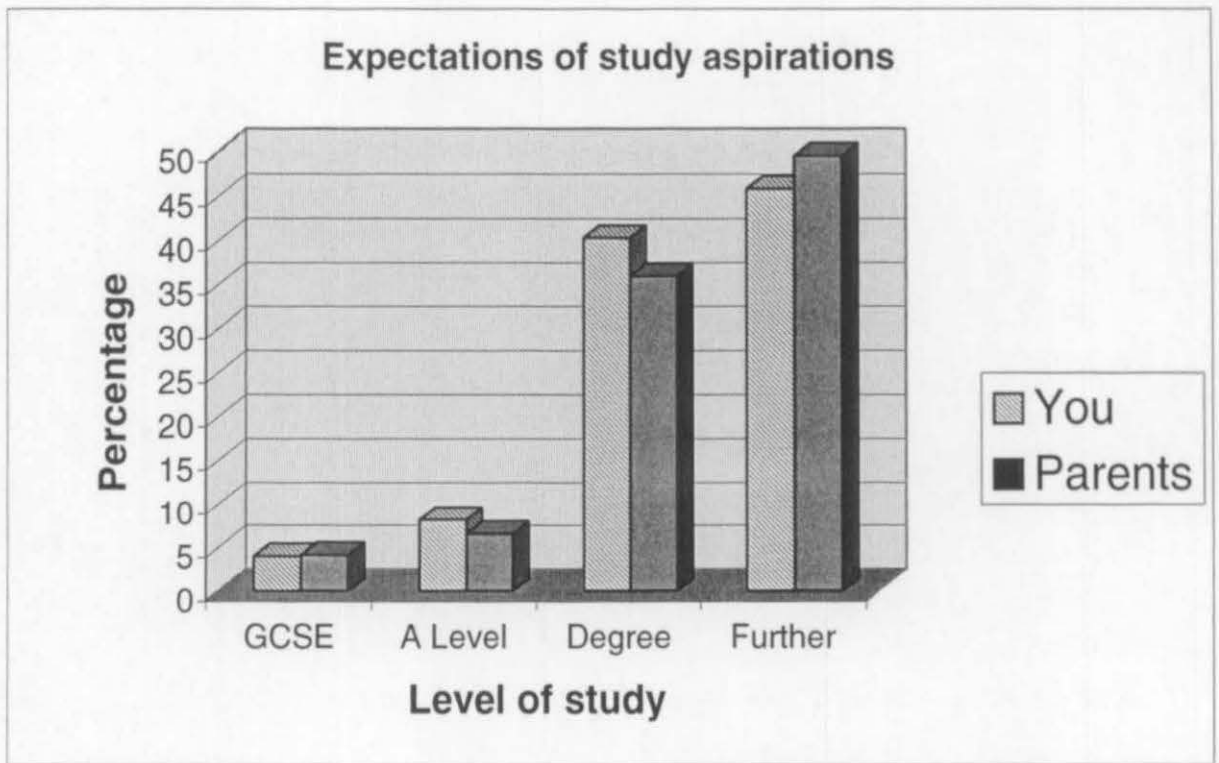
In the open qualitative question, 'what worries you' (see later section) one of the most commonly cited worries mentioned was centred around school, exams and doing well.

1.2.2. How far will I study?

Aspirations seem a lot higher in 2003 than they did in 1995. Then, 27% expected to stop their studies at A Level, compared with only 12% now. 46% want to study further than a first degree – compared with around 30% in 1995.

There is a significant correlation between how far the young people want to study and how far they think their parents want them to go to ($r = 0.47$, $p < 0.01$). Figure 3.3.c shows how far young people wish to study together with how far they think their parents want them to study.

Figure 1.2.c. Graph showing the expectations held of how far young people wish to study and how far they think their parents wish them to study.



1.2.3. Career aspirations

The most popular career that young people aspire to law, which far outweighs any other profession in its popularity (and has retained its popularity since 1995 which it was also first choice). These responses were given in answer to the open question 'What career are you interested in?' The next most popular professions are medicine and journalism/media. It should be noted here that many people did not respond to this open question whilst several put down unrealistic choices (pop star etc). Other common themes included beauty therapy, architecture, nursing, psychology, teaching, business, dentistry and accountancy.

1.2.4. Homework

Amount of homework is only of real use when analysed by school year. However, of interest is the fact that young people from non-Jewish schools spend longer on homework than those from Jewish schools as the following graphs (Fig 1.2.d and e) show.

Fig 1.2.d. Weeknight homework time by school type

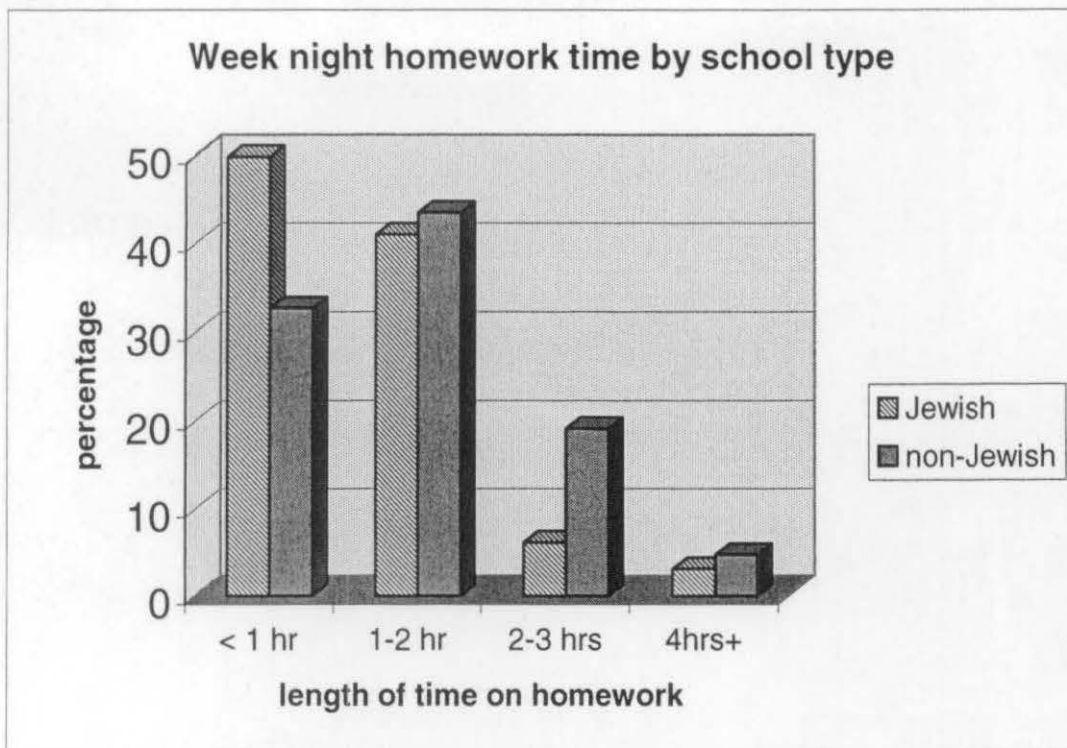
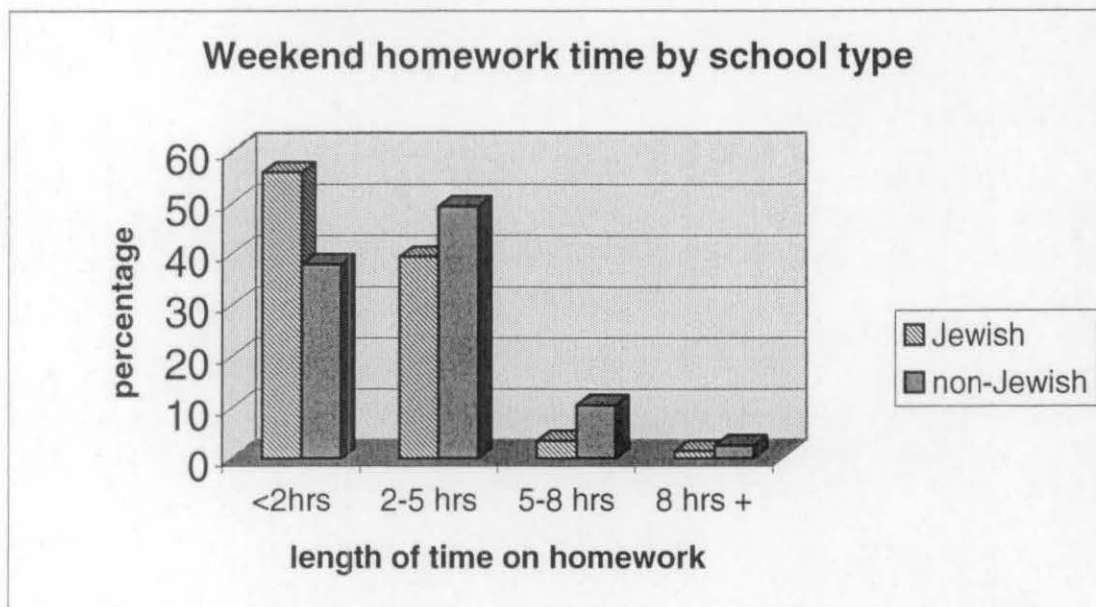
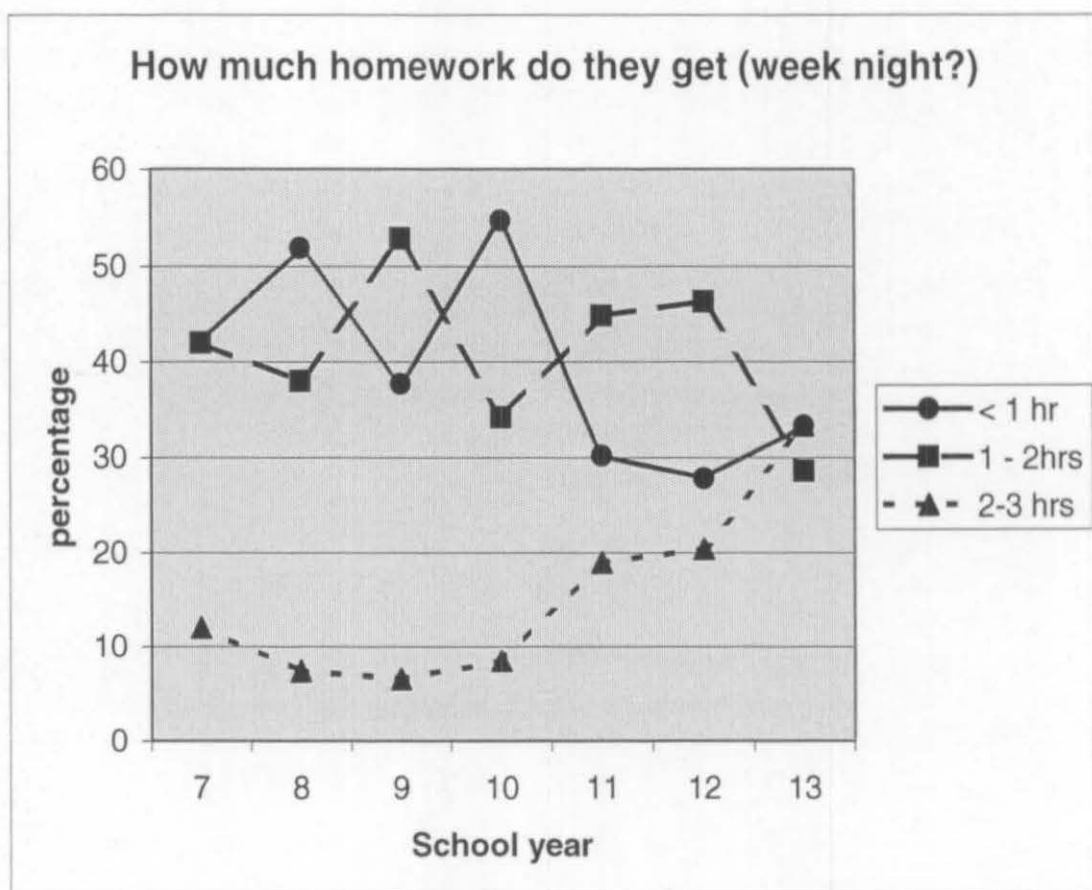


Fig 1.2.e. Weekend homework time by school type



The breakdown of hours spent on homework on an average school night by school year is shown in Fig 1.2.f (Data over 3 hours per night is not included as the percentage receiving this is very low – reaching around 6% at years 11,12 and 13)

Fig 1.2.f. Time spent on homework on a weeknight.



The pattern follows a similar trend to that of 1995 suggesting that the amount of homework has not dramatically changed over the years.

There is a significant negative correlation between how much they enjoy school and the amount of homework they do on a weekday such that the more homework they do the less they say they enjoy school ($r = -0.118$, $p < 0.005$).

1.3. Family Life

1.3.1 Desire to leave home

Overall, 23.7% agreed with this statement, 'I want to leave home as soon as possible', which is considerably higher than the 14% in 1995. This increase cannot be attributed to older young people taking part in this survey. Indeed, the numbers of older young people is lower than in 1995.

As in 1995, there is a significant correlation between how much they want to leave home and how much pressure they report being under from their parents to do well at school ($r = 0.1, p < 0.05$) and how much they disagree with their parents ($r = -0.36, p < 0.01$).

Fig 1.3.a. Percentage who want to leave home as soon as possible in 1995 and 2003

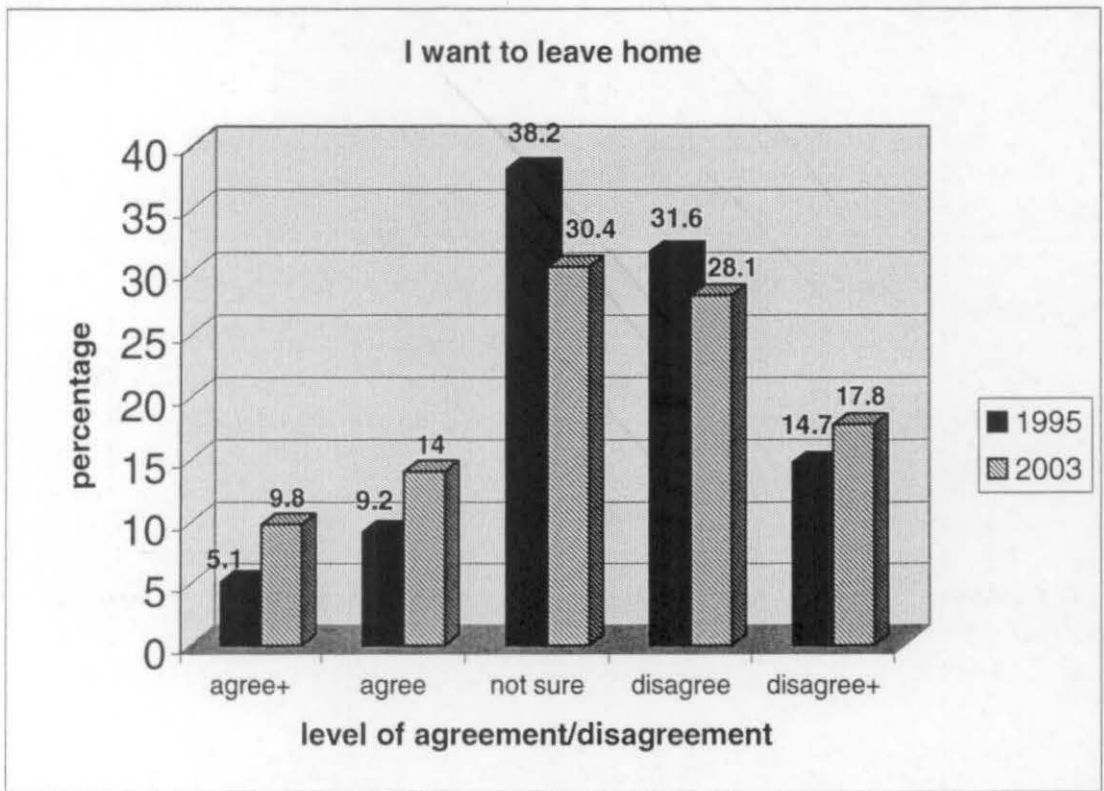
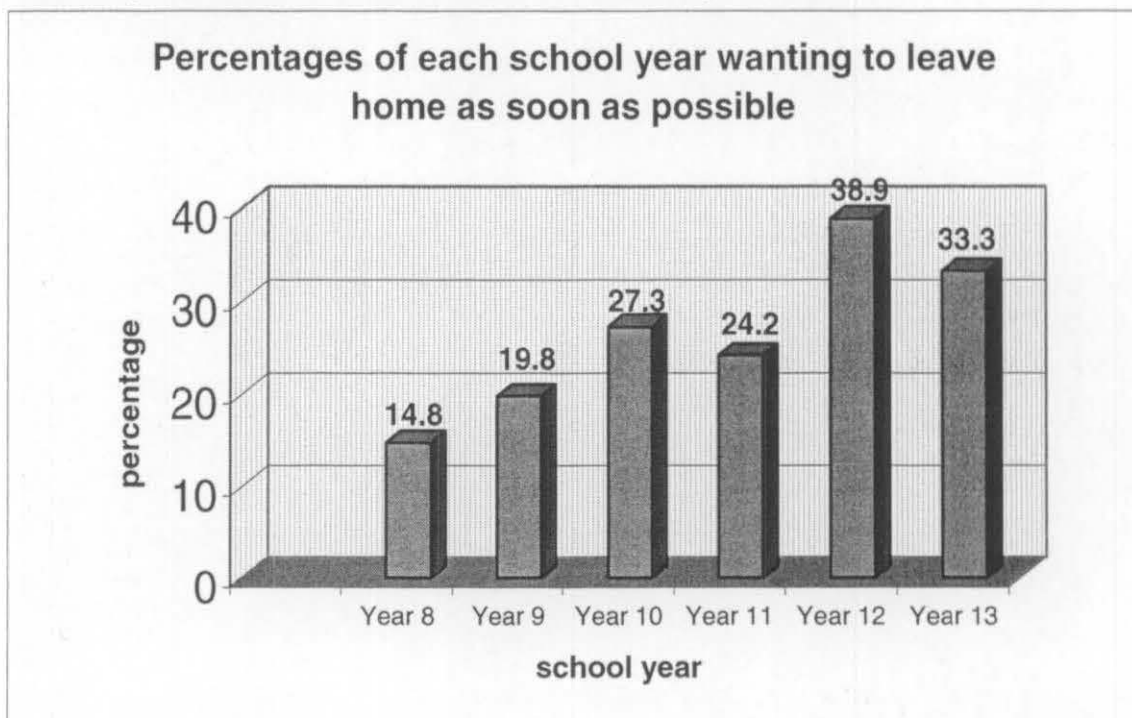


Fig 1.3.b. Percentage of each age (excluding Year 7 due to small numbers) who want to leave home as soon as possible



1.3.2. Parents lifestyle

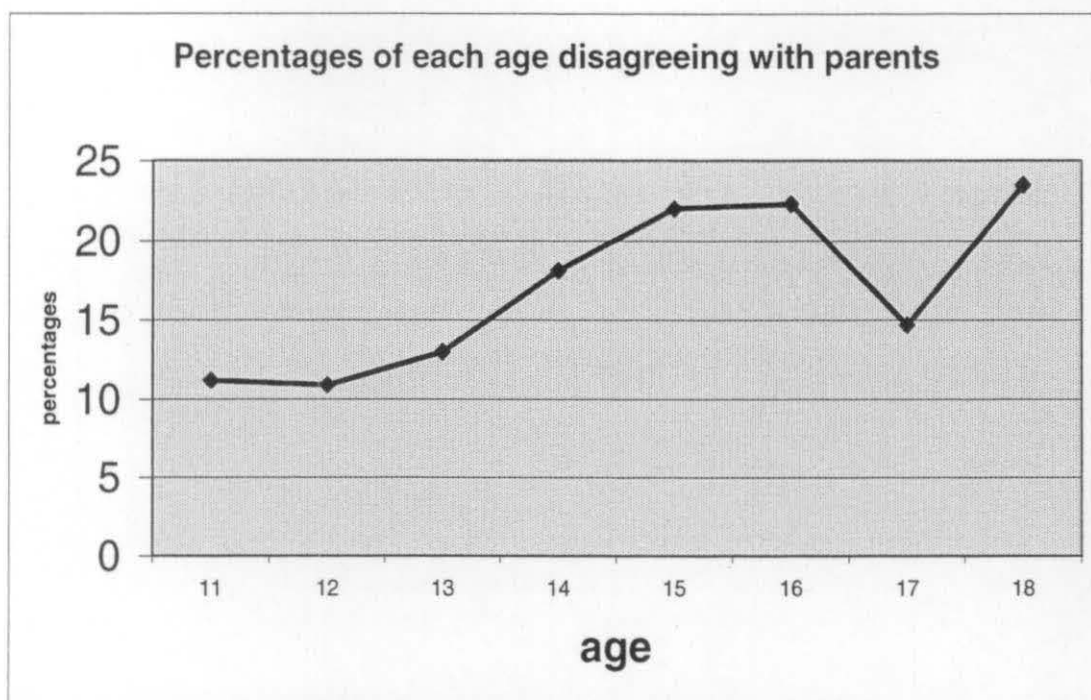
This asked how much people agreed with the statement '*my parents' Jewish lifestyle is not entirely how I want mine to be*' and how this could further dissatisfaction with home life. Over a quarter agreed or strongly agreed with this statement and this was similar for boys and girls. The figures are also similar to those in 1995.

A further question asked about religious lifestyle and revealed that 35% would choose to observe a different level of religion than their parents; up from 25% in 1995. This increase is largely attributable to young people wanting a *less* religious lifestyle. Whereas in 1995 there was an even split between those wanting a more religious and those wanting a less religious lifestyle from their parents, in 2003 the split is more unequal with 20% wanting a less religious lifestyle compared with 15% wanting a more religious lifestyle.

1.3.3. Disagreements with parents

The statement here was '*my parents and I agree on most things*'. Slightly fewer young people than in 1995 indicated that they disagree with their parents strongly (17% ticking the 'disagree or strongly disagree' box compared with around 20% in 1995). Slightly more boys tend to have disagreements than girls but the difference is less pronounced than in 1995. There is a fairly predictable increase with age as the following graph shows (with a slight blip at age 17).

Figure 1.3.c Percentages of respondents at each age disagreeing with parents



1.3.4. Do they approach their family with problems?

Although 92.7% agreed or strongly agreed that family life was important to them, only a quarter (more girls than boys) usually talk to family members about problems (compared with a third in 1995). A further third sometimes do so which means that 42% rarely feel that they can talk to family members about problems. The numbers who do feel they could usually approach family members rises with age as the following graph shows.

If they do not approach family members with their problems, who do they approach? A later question asked who they would go to (out of a list) to talk to about a serious problem. 52% indicated that they would approach a friend first which may account for the 42% who rarely feel able to talk to family members. However, the most popular response was 'mother' (56.9%), followed by father (30.4%) accounting, perhaps, for the 58% who do feel able to approach family members). Both these figures seem to be higher than in 1995, although the question in 1995 asked specifically for the *first* person they would go to, allowing only one option to be selected. However, clearly people are still more likely to turn to their mother with a problem than to anyone else.

Fig 1.3.d. Percentages of each age who can usually approach family with problems

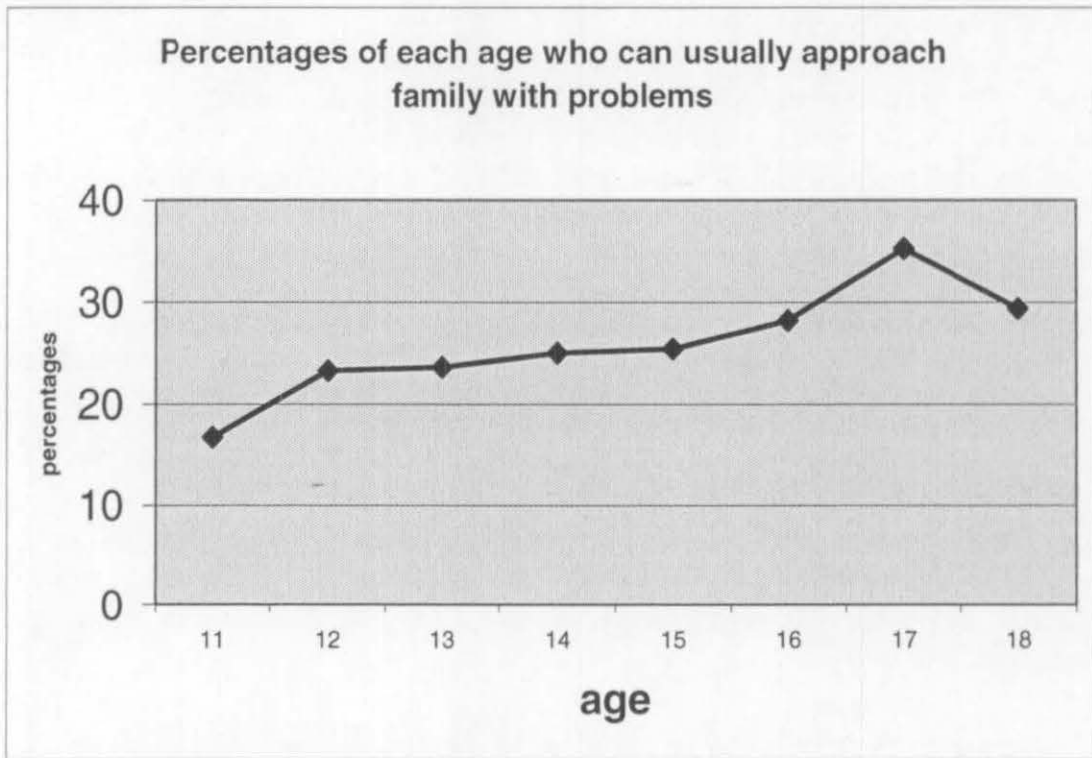
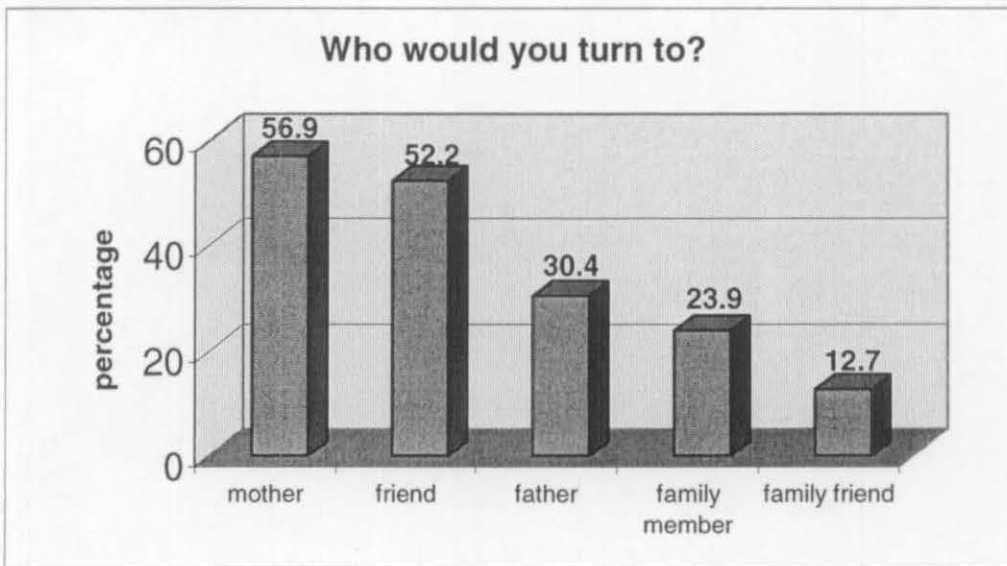


Fig 1.3.e. Percentage of young people who would turn to various people with a problem



There are gender differences with regards to mother (52.5% boys, 62.4% girls), father (37.3% boys, 22.1% girls) and friend (46.2% boys, 59.3% girls).

1.4. Jewish Identity

1.4.1. Importance of Judaism

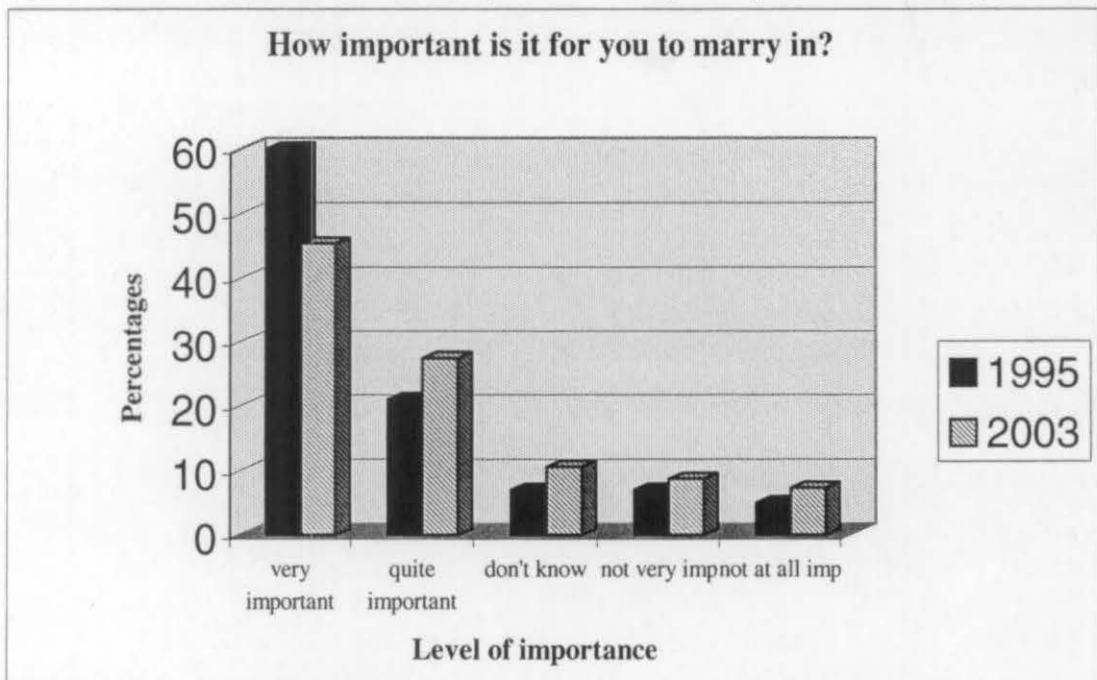
More than three-quarters of respondents felt that being Jewish was important or very important to them (slightly lower than in 1995). Although in 1995 there was no significant gender difference (there was a non-significant difference in the same direction as 2003) on this variable, this time there was such that girls felt being Jewish was more important to them than boys did ($t=2.23$, $df = 570$, $p < 0.05$).

There was also a significant effect of school (as there was in 1995) such that pupils at non-Jewish schools felt that being Jewish was more important to them than those attending Jewish schools ($t=-3.097$, $df = 571$ $p < 0.005$).

1.4.2. Importance of marrying 'in'

Only 45% felt it was very important for them to marry within the faith (somewhat lower than the 60% in 1995). 16% feel it is not important to marry in (compared with 11% in 1995). There are no significant gender or school differences.

Fig 1.4.a How important is it for you to marry in? (1995 and 2003)



1.4.3. Importance of survival of Judaism

A total of 87% think it is important or very important for Judaism to survive compared with 94% in 1995. 72% think it is *very* important for Judaism to survive compared with 81% in 1995. As in 1995, there are no school effects, but this time there is a gender effect such that girls think Judaism's survival is more important than boys do ($t=2.296$, $df = 570$, $p < 0.05$).

1.4.4. Bar/Bat Mitzvah

82.5% of respondents (68% of girls and 95% of boys) have had or will have a Bar/Bat Mitzvah/Bat Chayil (up on 1995's figure of 77%). Yet, just under half felt it was very or quite important to have one (similar to 1995). Like last time, there is a significant difference between the importance placed on it by boys and girls with boys far more likely to think it important than girls ($t=-5.865$, $df=570$, $p < 0.0005$). This suggests that little has changed since 1995 to bring the importance attached to these ceremonies by girls in line with that of the boys.

1.4.5. Enjoyment of Judaism

In a new question not asked in 1995, just over a quarter (27.7%) claimed to really enjoy being Jewish. There was a significant school effect ($t = -2.949$, $df = 571$, $p < 0.005$) such that pupils from non-Jewish schools were far more likely to say that they really enjoyed being Jewish (36.3%) compared with those from Jewish schools (19.7%).

Young people who attend Jewish youth groups weekly are more likely to enjoy being Jewish than those who never attend ($t = -5.145$, $df=368$ $p < 0.0005$)

1.4.6. What does being Jewish mean to you?

This was an open question and was probably the one open question that many respondents tried to answer. Their responses were very positive, referring mainly to the worldwide 'Jewish family', to the identity it gives them and to the sense of community it provides. The following are typical of the responses:

<i>"Being part of a special religion"</i>	Female 14
<i>"Yes an identity, we are special and so we should stay together"</i>	Male 13
<i>"Having Friday night dinner"</i>	Female 13
<i>"It's a label"</i>	Female 16
<i>"Nothing, its an obstacle"</i>	Male 15
<i>"Socially it's good"</i>	Female 16

1.4.7. Anti-semitism

Half of respondents claim to have experienced anti-Semitism; this is up from a third in 1995. Some of this increase may be due to the fact that more young people attend Jewish schools now with the result that their uniform might make them more recognisable as Jewish. Indeed, there is a significant difference ($\chi^2 = 9.743$, $df = 3$, $p < 0.05$) between experience of anti-Semitism from pupils of Jewish and non-Jewish schools such that 53.6% of pupils from Jewish schools have experienced anti-Semitism compared with 41.7% of those at non-Jewish schools.

Boys are also far more likely ($\chi^2 = 16.023$, $df=3$, $p < 0.005$) to experience anti-Semitism than girls; 54% of boys compared with 40% of girls.

From the qualitative comments made, a picture of the type of anti-Semitic activity experienced can be built up. Most of it is verbal abuse ranging from insults to 'just little jokes'. Much of the abuse is reported to happen in (non-Jewish) schools by other pupils but other common locations include cinemas, train stations and buses. A number of people report physical abuse such as stone-throwing or other objects being thrown at them.

Young People's Voices

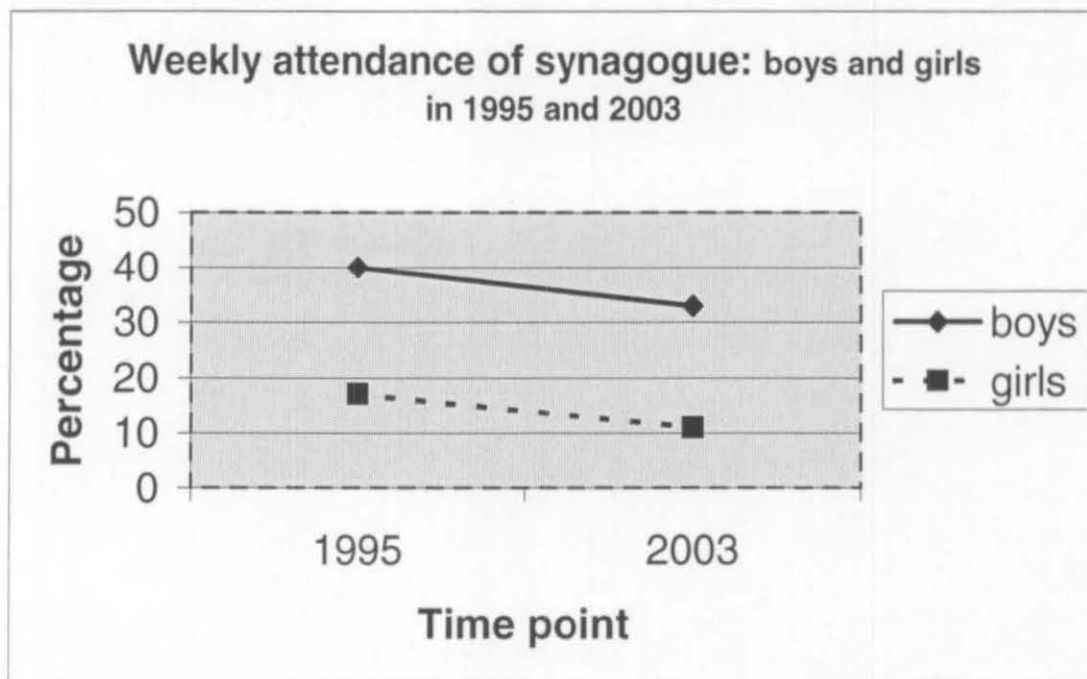
<i>"Yes-people saying all you Jews are the same!"</i>	Female 18
<i>"Yes, at the Metro station 'dirty Jew' "</i>	Female 16
<i>"Yes, walking home after getting off the bus"</i>	Male 14
<i>"Stones thrown at me by a 'scally' on Yom Kippur"</i>	Male 18
<i>"At my barmitzvah I was walking home at night and about 60 people were shouting racist comments at us"</i>	Male 14
<i>"Yes, I've been called a 'Jew boy' "</i>	Male 13

1.5. Jewish Activities

1.5.1. Synagogue

23% attend synagogue weekly with a significant ($t = -3.967$, $df = 576$, $p < 0.0005$) gender split of 33% of boys compared with 11% of girls. The gender split is similar to 1995 but weekly synagogue attendance is down from 40% of boys and 17% of girls in 1995.

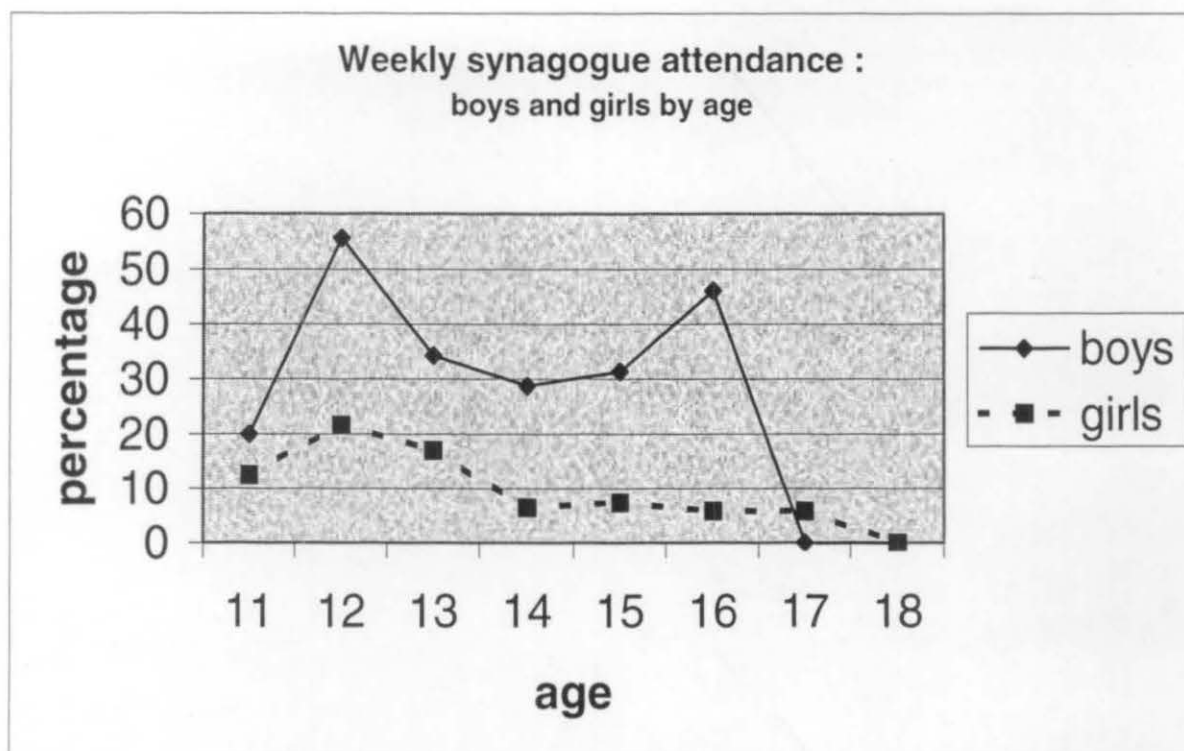
Figure 1.5.a. Weekly attendance at synagogue: boys and girls in 1995 and 2003



Interestingly, there is no significant gender split with regards to how important young people think synagogue is with approximately 19% overall thinking it very important. This figure is far lower than the 29% in 1995.

It might be expected that the gender split in weekly attendance is due to expectations to attend prior to and following the Barmitzvah for boys, but this cannot totally account for the findings. When analysed by age, there is indeed a sharp increase prior to age 13 and a fall off by age 14; however, the figures pick up again by age 16. For girls there is also an increase around the Batmitzvah age (12) but then there is a steady decline in weekly attendance with age (see graph 1.5.b.)

Figure 1.5.b. Weekly synagogue attendance for boys and girls by age



Attendance at Jewish or non-Jewish schools does not affect weekly synagogue attendance but it does significantly affect importance attached to synagogue attendance with pupils of non-Jewish schools attaching greater importance (perhaps because they have less Jewish input).

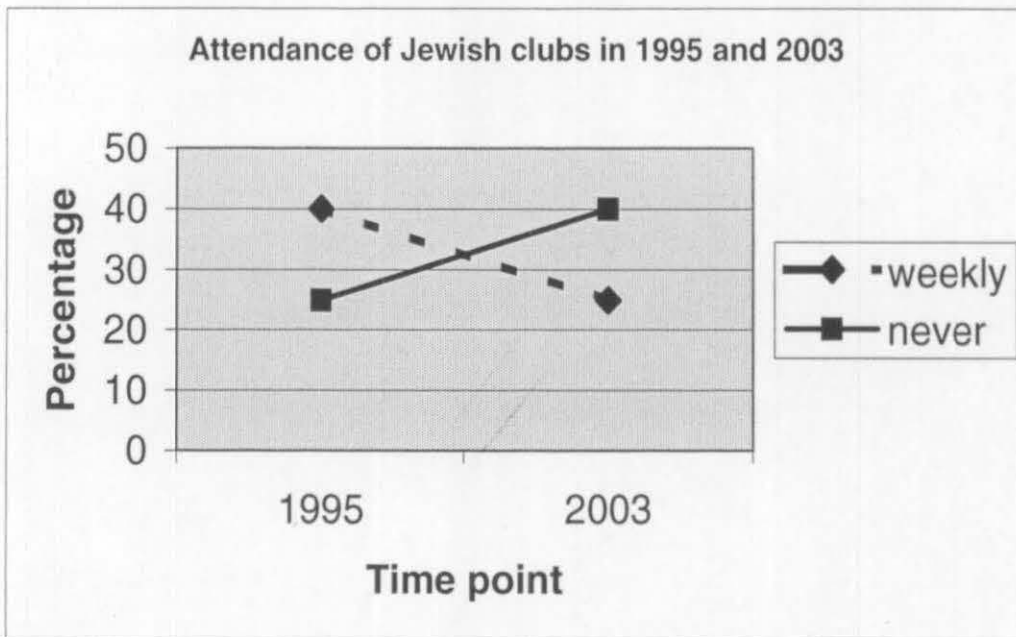
1.5.2. Jewish Assembly

This question referred to Jewish Assembly within non-Jewish schools so only those attending non-Jewish schools were included in the analysis here. 92% attend weekly (or more) which is more than the 82% in 1995. There are no gender differences either in attendance or importance attached to Jewish Assemblies (in 1995 girls attached more importance to Jewish Assemblies than boys).

1.5.3 Jewish Youth Groups/Movements

A quarter of respondents attend Jewish youth groups weekly (or more) with another 12% attending once a month. Nearly 40% never attend. These figures suggest a reduction in youth club attendance since 1995 when nearly 40% attended weekly and only a quarter never attend (the complete reversal of 2003's figures) as shown in Figure 1.5.c.

Figure 1.5.c Attendance at Jewish Youth Groups in 1995 and 2003



Another significant change is that in 1995 pupils attending non-Jewish schools were twice as likely to attend Jewish clubs than those at Jewish schools. This time there is no significant effect of school.

Like 1995, there is a significant effect of gender such that girls are more likely to attend more regularly than boys ($t = 2.954$, $df = 570$, $p < 0.005$).

Weekly attendance generally decreases with age (see figure 1.5.d) with an increase at age 17 when respondents are likely to become Madrichim (leaders). Figure 1.5.d shows the percentages of each age attending weekly in 1995 and 2003 (note that figures in 1995 are approximates) whilst figure 1.5.e. shows the percentages who never attend at the two time points.

Figure 1.5.d. Jewish Youth Group weekly attendance by age in 1995 and 2003

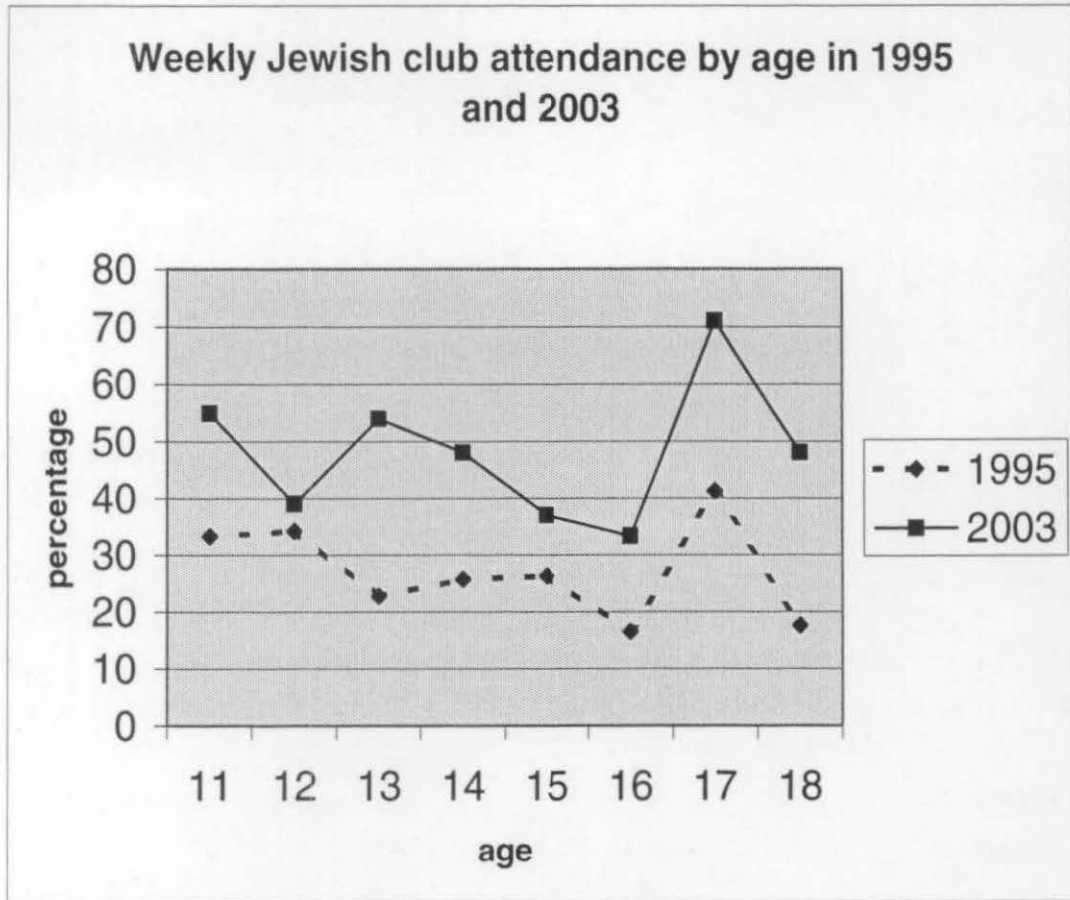
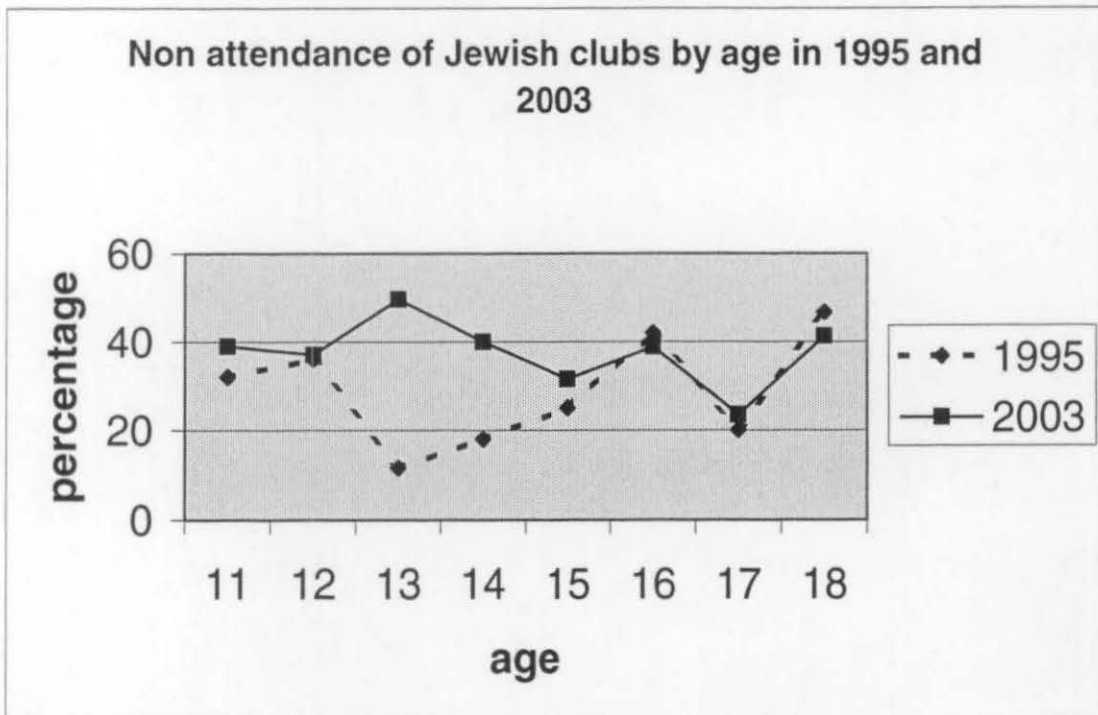


Figure 1.5.e Non attendance at Jewish Youth Groups by age in 1995 and 2003



Attendance at Jewish youth groups correlates significantly with various 'Jewish Identity' issues. For example, the more frequently young people attend Jewish youth provision, the more importance they attach to being Jewish, marrying in and the survival of Judaism.

1.5.4. Jewish sports

33% of boys participate in Jewish sports events once a week or more compared with 8.5% of girls. These figures are similar to those in 1995 at which time recommendations were made about improving sports facilities for girls.

1.5.6. Jewish media

As in 1995, the Jewish Telegraph is still the most read Jewish medium by young people with just under a third reading most of it. None of the other media come close to that.

Young People's Voices

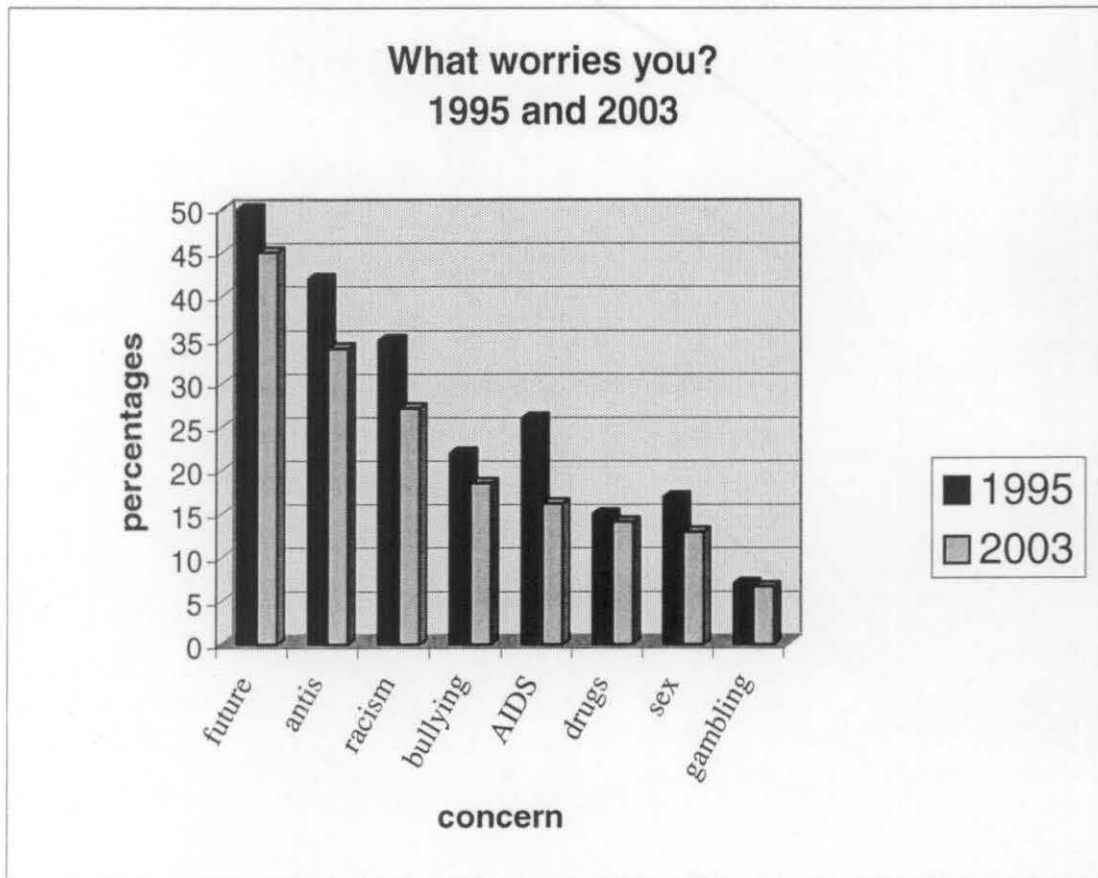
<i>"To stay belonging to Judaism, to see my friends on summer camps and to learn my heritage"</i>	Female 15
<i>"Jewish assemblies allows you to integrate with other Jewish people"</i>	Male 18
<i>"Jewish clubs means mixing with other Jewish people"</i>	Female 15
<i>"To retain my identity and enjoy it"</i>	Male 15
<i>"Jewish youth groups, to socialise with other Jewish children"</i>	Female 14
<i>"To make more Jewish Friends"</i>	Female 14

1.6. Social Issues

1.6.1. What worries you?

Young people are generally worrying less than they were in 1995 as the percentages of people worrying 'a lot' about issues shows in Figure 1.6.a.

Figure 1.6.a. Percentages of respondents in 1995 and 2003 worrying a lot about issues



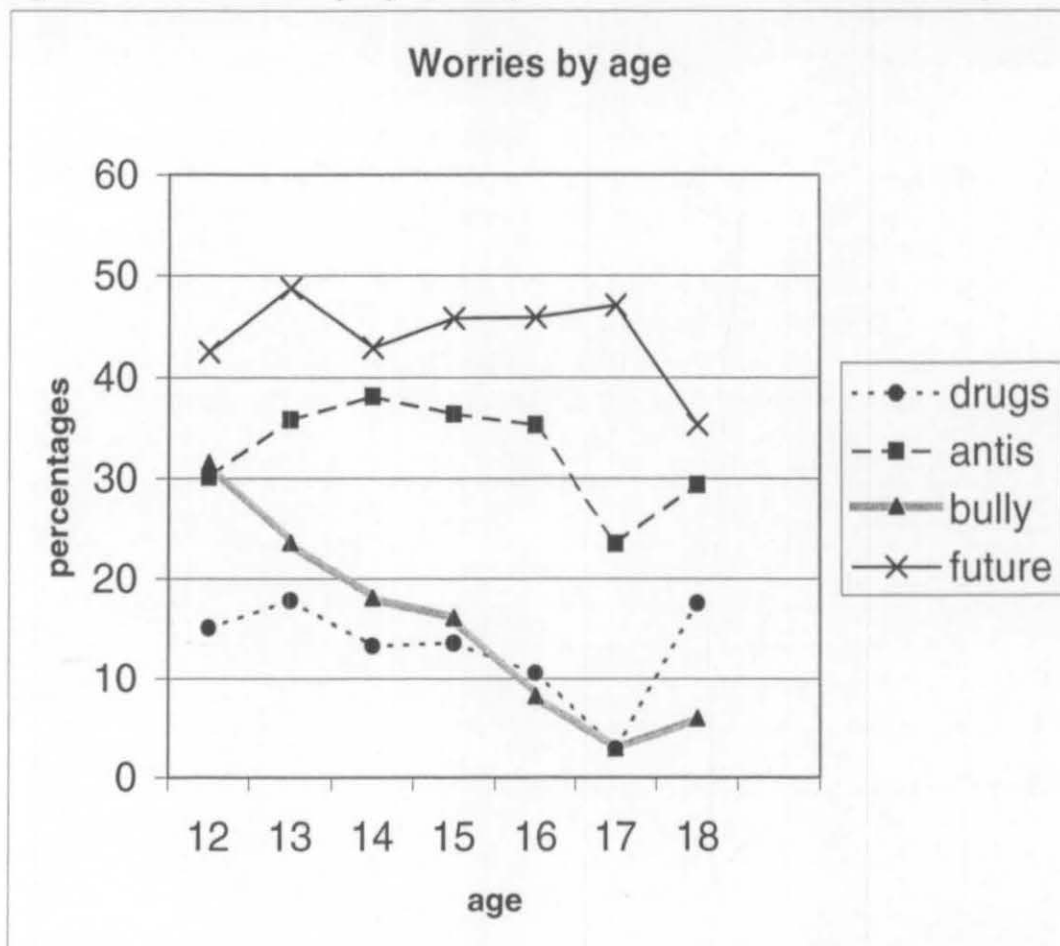
The biggest concern is still 'the future' with anti-Semitism and racism next. Bullying has overtaken AIDS in order of importance and drugs have overtaken sex.

There is no effect of gender (in 1995 girls worried more about sexual issues than boys).

There are interesting age trends (see Figure 1.6.b) with some worries (bullying and drugs) decreasing with age, others (anti-Semitism) increasing and others staying fairly static (the future).

There are also school type differences such that pupils of Jewish schools worry significantly more about racism, anti-Semitism, AIDS, bullying and the future than those at non-Jewish schools. The differences seem especially pronounced with the issue of bullying; the percentage of pupils at Jewish schools worrying 'a lot' about bullying (24.1%) is almost twice that of non-Jewish schools (12.6%).

Figure 1.6.b Worries by age (except Year 7 due to small numbers)



In addition to the closed questions asked in this section, there was also an open question allowing respondents to include worries that may not have been included. This question, 'What issues worry you the most' was included before the quantitative list, to allow respondents to record their own choice without being influenced by the list presented. This allowed a much richer picture to emerge. For example, the most common response to the open question was 'school/exams'. The biggest recorded listed worry was 'the future' and it might well be that by 'future' the young people actually mean school related issues.

The next most common response to the open question, being recorded almost as much as the 'schools/exams' response, was to do with war and terrorism. The data was collected just at the time when Iraq was being or about to be invaded by a coalition including Britain and there was much debate in the media about the consequences this war might bring. The young people were clearly very influenced by these events. Respondents in the 1995 survey did not mention War/terrorism once whereas school issues were mentioned just as much in 1995 as 2003.

The next most common response, coming well behind school and war, was death and fear of dying or of relatives dying and again this echoes the 1995 findings.

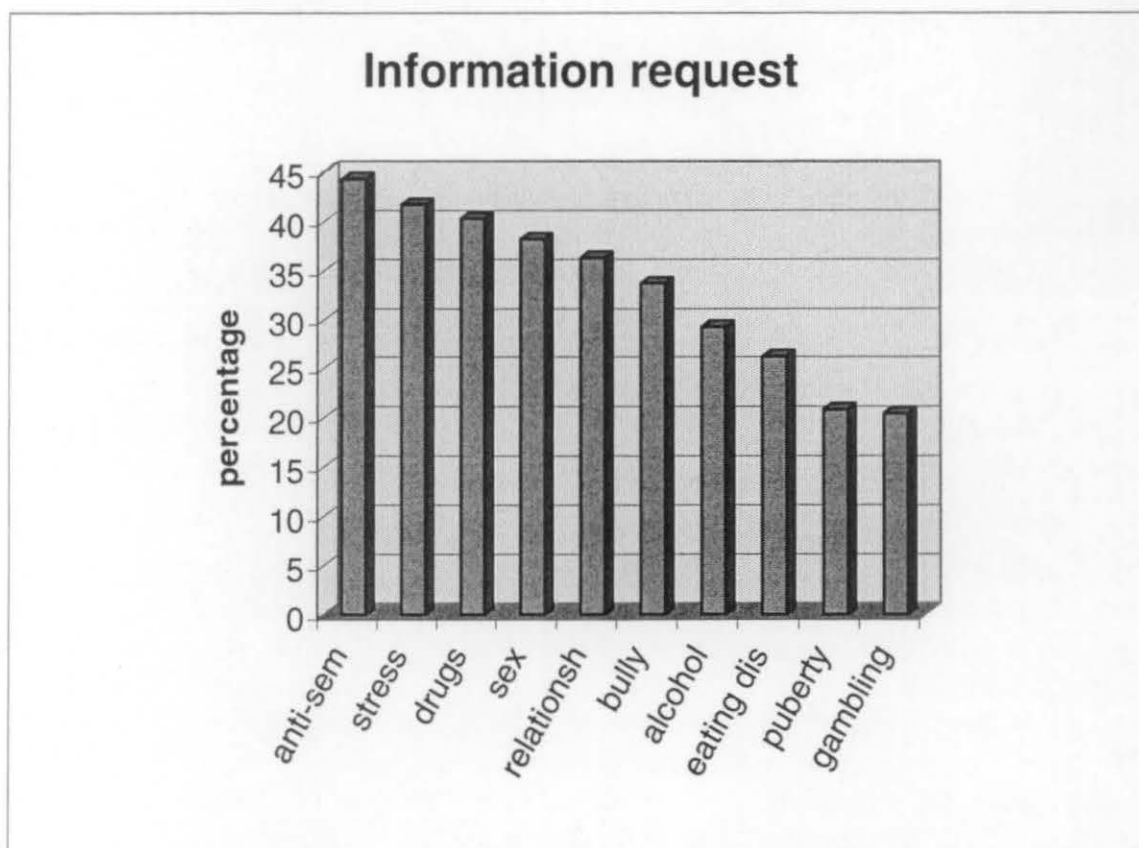
1.6.2. Information request

When asked which of a list of issues they would like to have more information about, anti-Semitism topped the list, followed by stress, drugs, sex and relationships. In 1995, sex and drugs also featured in the top five, but puberty and bullying were there too – issues that were much further down the list this time. 'Stress' was not included as an option in 1995.

There are gender differences with a few of the items as shown in the Table below. The emboldened figures are the higher of the two (boys/girls) and show that girls want more information on relationships and eating disorders than boys but that boys want more information on alcohol, gambling and anti-Semitism.

<i>Issue</i>	<i>% Boys</i>	<i>% Girls</i>
Relationships	33.8	39.5
Eating disorders	18.8	35.3
Alcohol	32.8	25.2
Gambling	26.4	13.2
Anti-Semitism	47.8	40.3

Fig 1.6.c. Percentages requesting information on various issues



1.6.2. Substance use.

There is a wealth of information regarding substance use and the concern here is with presenting the findings in the most meaningful way. For a start, it was felt that presenting any findings without any context of age would be rather meaningless (since drinking beer, for example, is more of an issue with younger ages). For substances that are legal for adults, such as tobacco and alcohol, it was felt that frequency of use at various ages would be useful information. For illegal substances such as cannabis, ecstasy, LSD and heroin (and solvents, included here), it was felt that information about numbers of people at each age who have experimented would provide the most useful data.

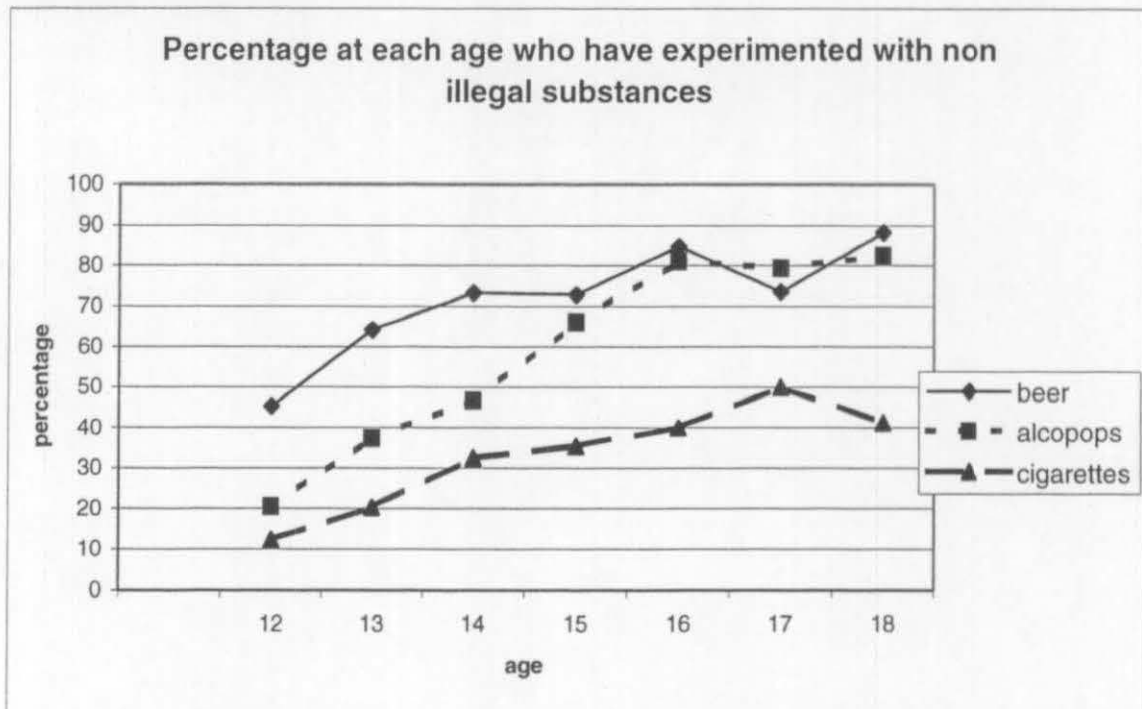
In terms of 1995/2003 comparisons, most figures do not differ much at all except that cigarette use seems slightly lower than in 1995.

It should be noted that very few 11 year olds took part in the survey so data relating to this group is omitted to prevent data skewing that can occur with just one or two 'rogue' answers.

Legal Substances

Fig 1.6.d shows that large numbers of even the youngest ages have tried alcohol; some 44% of 12 year olds have tried beer and around 20% have tried alcopops. For beer, these figures rise at age 13 to 64% whereas the steepest rise for alcopops is at the later age of 15 (66%).

Fig 1.6.d. Percentage at each age who have experimented with non-illegal substances



As far as cigarette use is concerned, just over 10% of 12 year olds have tried them with these figures rising to a third at age 14. Very few use them regularly; only significant numbers of 14 and 16 year olds use them regularly at around 10%.

Illegal Substance Use

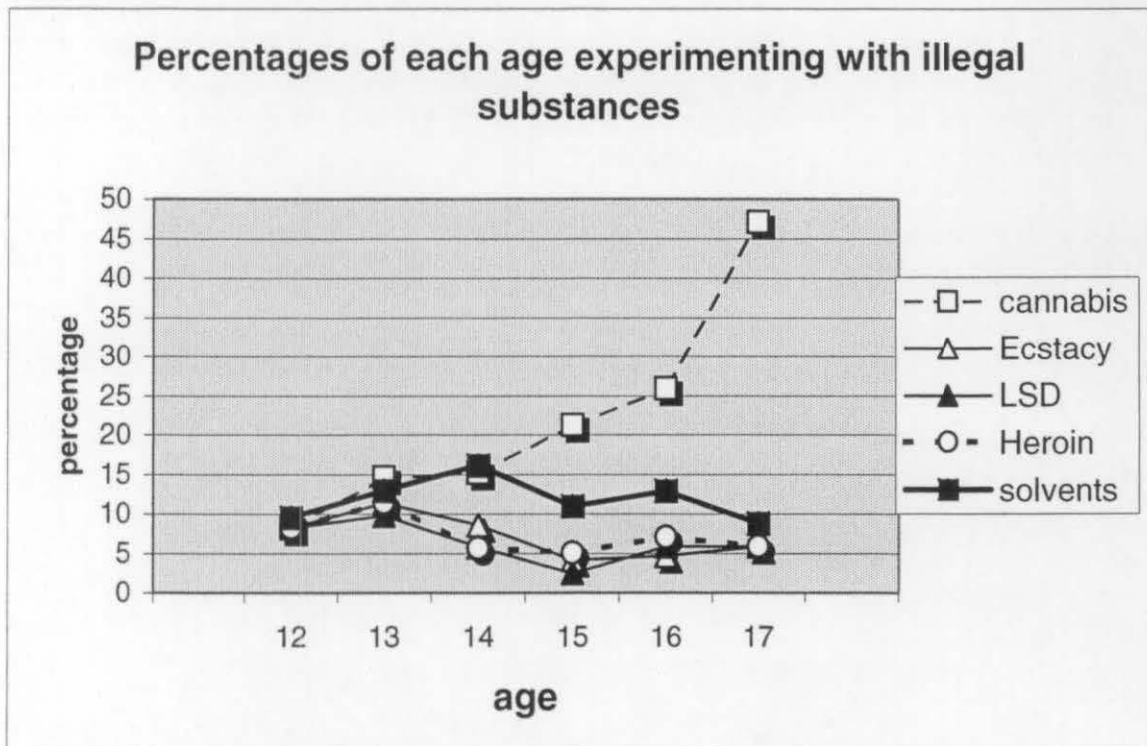
Few young people seem to be involved with most illegal substances, especially ecstasy, LSD and heroin. The numbers for LSD, ecstasy and heroin generally stay well below the 10% mark for both of these until age 18 when almost a quarter did not tick the 'never use/never have used' option.

Cannabis is different from the other drugs with far greater numbers experimenting; around 15% of 13 and 14 year olds, rising steadily across the ages to nearly half of 17 year olds.

Solvent use is consistently a little higher than the other drugs (except cannabis) with just under 10% of 12 year olds experimenting.

Insignificant numbers use any drug regularly; for most it seems to be a question of experimentation.

Fig 1.6.e. Percentages of each age experimenting with illegal substance

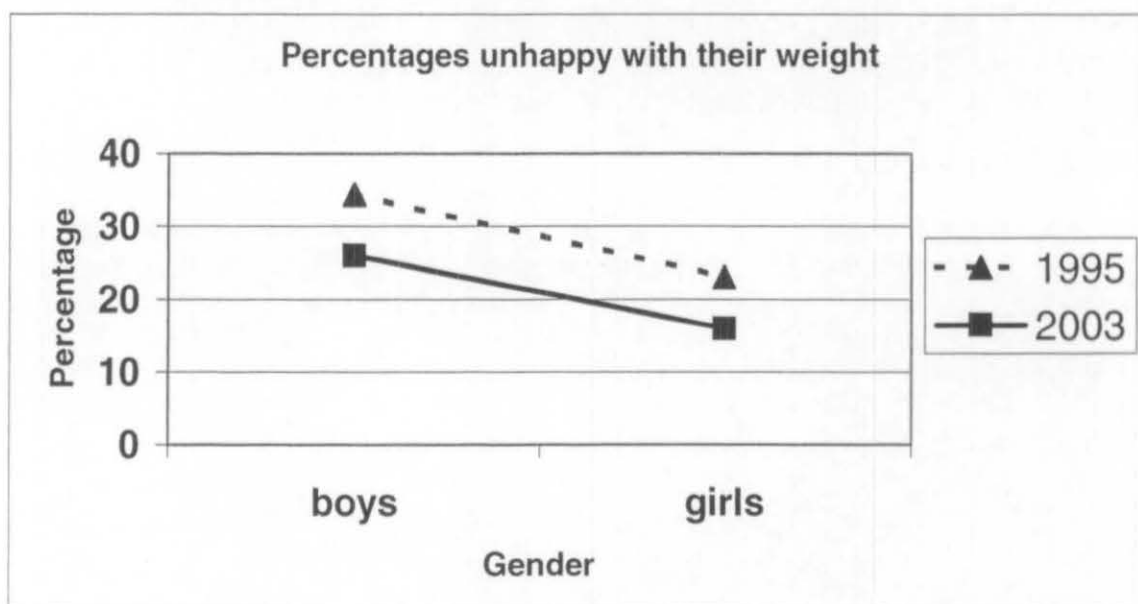


1.6.3. Weight issues

This is one area that seems to have seen some real improvement since 1995. Then, only 40.5% of boys and 22.4% of girls were happy with their weight; these figures have risen to 57.3% of boys and 33% of girls. Only 16% of boys (compared with 23% in 1995) and 26% of girls (compared with 34.4% in 1995) are unhappy with their weight, although this still equates to a quarter of girls.

Despite this improvement, the same percentages of girls occasionally miss a meal in order to lose weight than in 1995 (30%) and often/very often skip a meal (11%). Far more boys in 2003 skip meals in order to lose weight than in 1995; 19% occasionally doing so (compared with 10.3% in 1995) and 7.9% often/very often doing so (compared with 1.6% in 1995).

Figure 1.6.e. Percentages unhappy with their weight



1.7 Relationships

1.7.1. Halacha and sexual activity

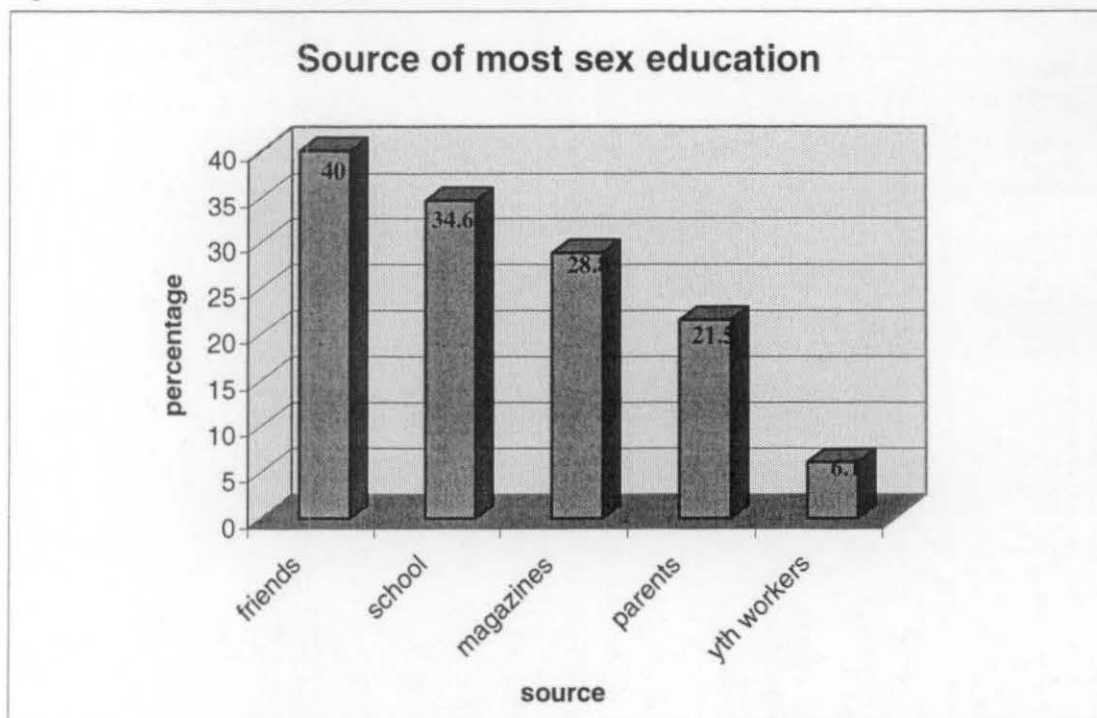
A total of 33% of respondents claimed that Halacha (Jewish law, which prohibits sex outside of marriage) would not or has not had any influence on their decision or future decision to engage in sexual behaviour. However, the figures are dramatically higher for boys than girls with 40% of boys compared with only 25% of girls stating that Halacha would not influence any decisions to have a sexual relationship. This dramatic gender difference on this response did not exist in 1995 although overall percentages were around the same (around 33%).

More pupils from non-Jewish schools stated that Halacha would have no effect on their sexual activity than those from Jewish schools; 39% compared with 27.5%. Young people who attend Jewish youth groups weekly were more likely to state that Halacha would influence their decisions with regards to sexual activity than those who never attend ($t = -3.179$, $df=368$, $p < 0.005$).

1.7.2. Sex education

Where do young people feel that they get most of their information about sexual matters? Friends are the most common source (40%) followed by school.

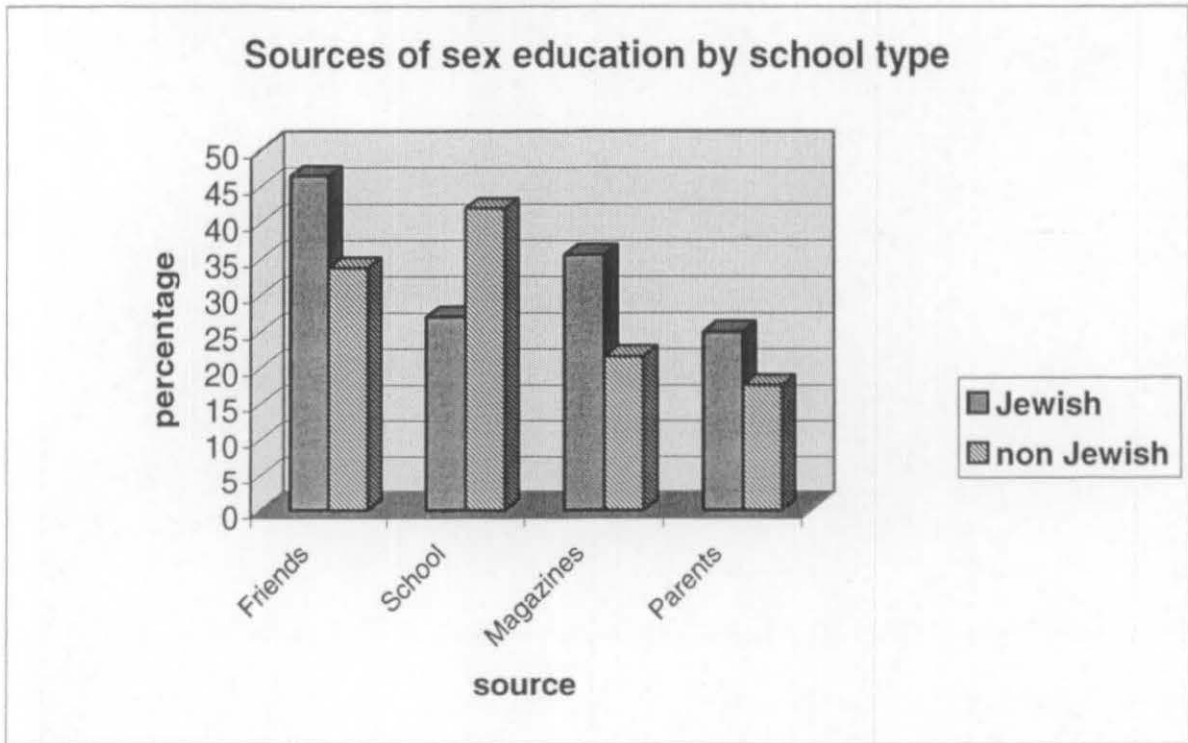
Fig 1.7.a. Source of most sex education



Jewish schools provide a great deal less sex education than non-Jewish, according to the findings. 42% of pupils at non-Jewish schools obtain most of their sex education at school compared with only 27% of those at Jewish schools. Of interest is the fact that pupils at Jewish schools seem to make up this shortfall elsewhere; slightly more (25%) get information from their parents than those at non-Jewish schools (17.6%). The numbers who turn to friends or magazines are much higher for pupils of Jewish schools than non-Jewish schools; 46.4% of Jewish school pupils turn to their friends compared with

33.8% of those at non-Jewish schools, whilst 35.6% turn to magazines compared with only 21.6% of those at non-Jewish schools. It would appear that young people attending Jewish schools are filling the gaps in their sex education from their friends and magazines.

Fig 1.7.b Sources of sex education by school type



There are some interesting gender differences too; boys are more likely than girls to get their education from school (38% v 30%) but girls are far more likely to use magazines (39% v 21%) and parents (25% v 19%) than boys. There is little difference with respect of friends for the genders.

1.7.3. Sex and the Law

Half the respondents agreed with the statement that 'I would not or did not have sex under the age of 16 because it is against English law' (NB this is paraphrased from actual statement); slightly more boys than girls but there is no effect of school. This percentage is also fairly consistent across school years.

1.7.4 Ingredients of a successful marriage

The most popular element of a successful relationship was love (51.7%) followed by trust (44.7%). These are the percentages of people who ticked the items as the most important item (some people ticked more than one).

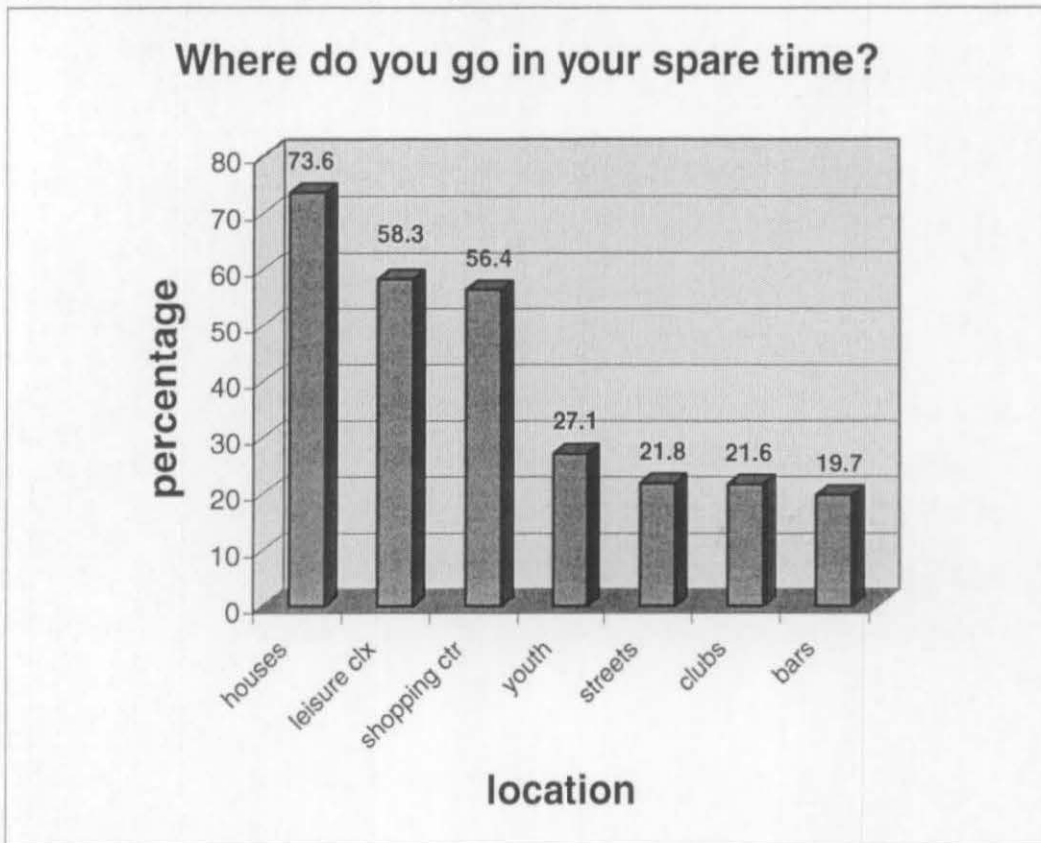
Fig 1.7.c. What is the most important quality of a successful marriage?



1.8. Social Life

This section asked respondents where they go in their spare time (they could pick as many options as apply). The overwhelmingly popular choice was friend's homes (or their own home with friends), which 73% ticked. More than half also ticked leisure and shopping complexes, with only around a quarter saying they go to youth groups, hang out on the streets or go to nightclubs. Least popular of all are pubs and bars.

Fig 1.8.a. Where do you go in your spare time?



Of course, the age of respondents is an important consideration when thinking about where they 'hang out'. The results show certain age trends as follows:

1. Nightclubs and bars/pubs gain popularity at around age 16.
2. Youth groups/movements lose popularity after age 11/12.
3. Houses remain a constantly attractive option although there is a slight decrease in interest at age 17.
4. Shopping centres and leisure complexes retain their attraction throughout the ages.
5. The peak ages for hanging out on the streets are from 13-16.

Fig 1.8.b. Percentages of each age spending leisure time in houses and on streets

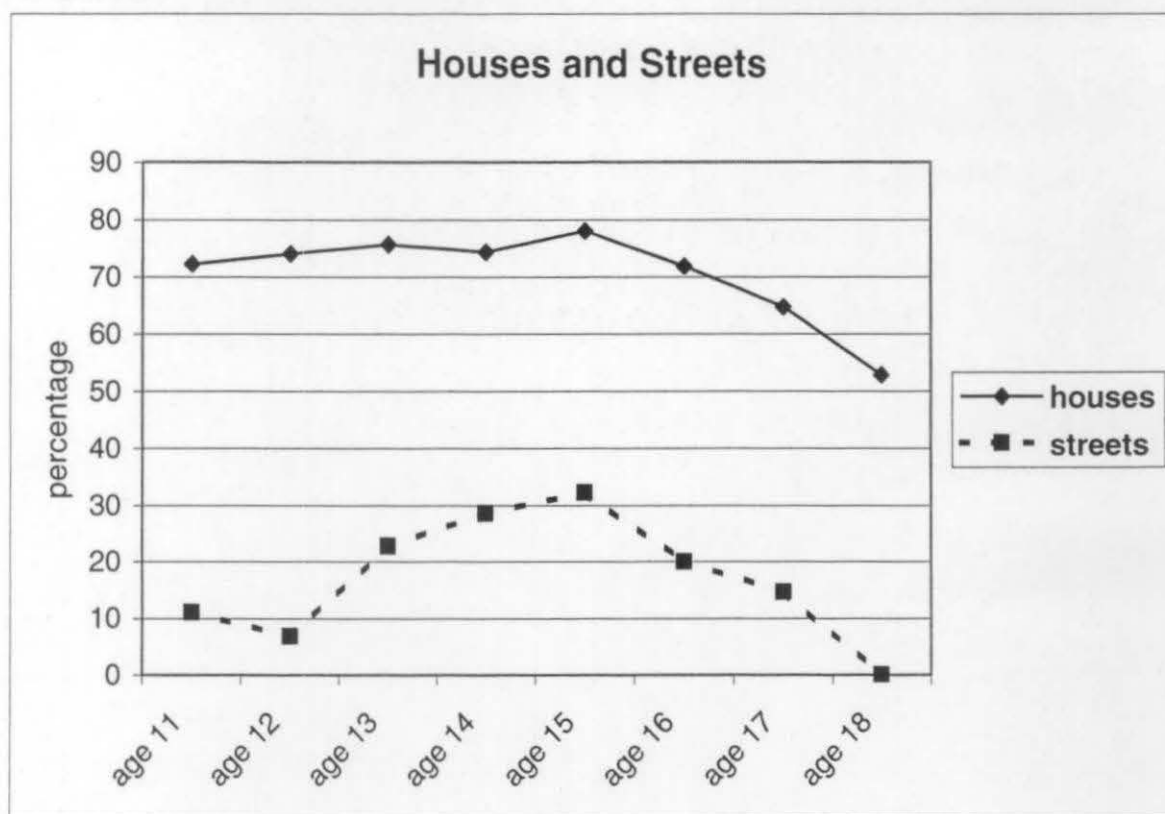


Fig 1.8.c Percentages of each age hanging out at leisure complexes and shopping centres

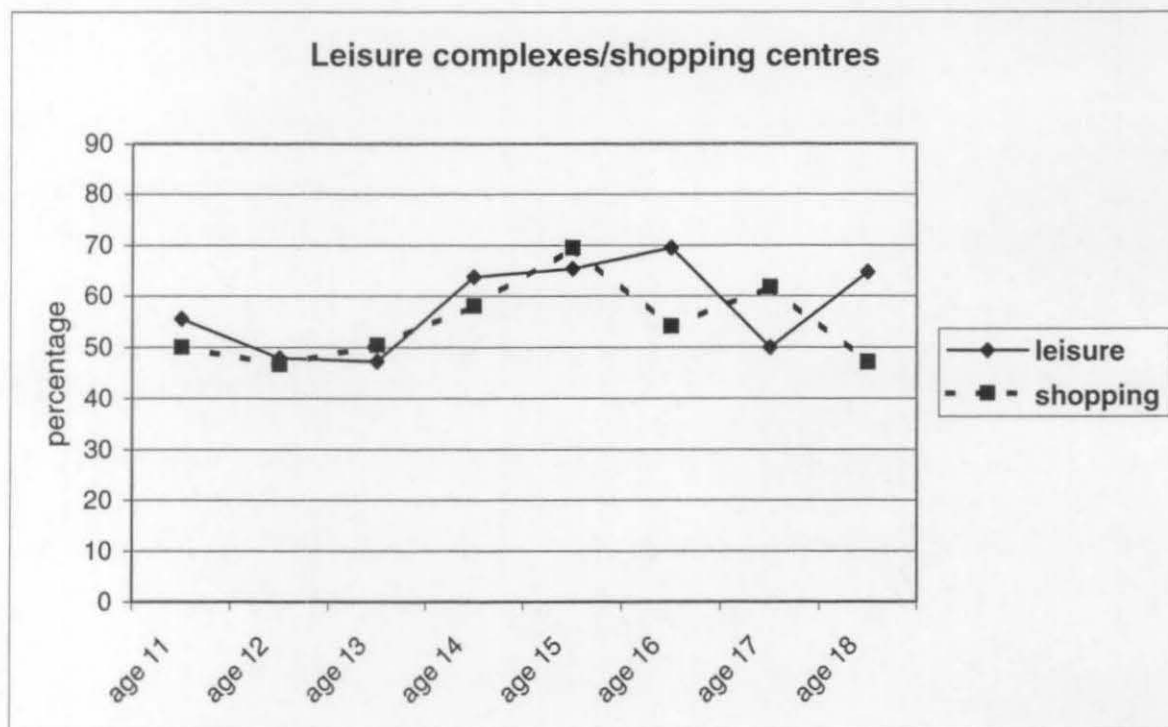
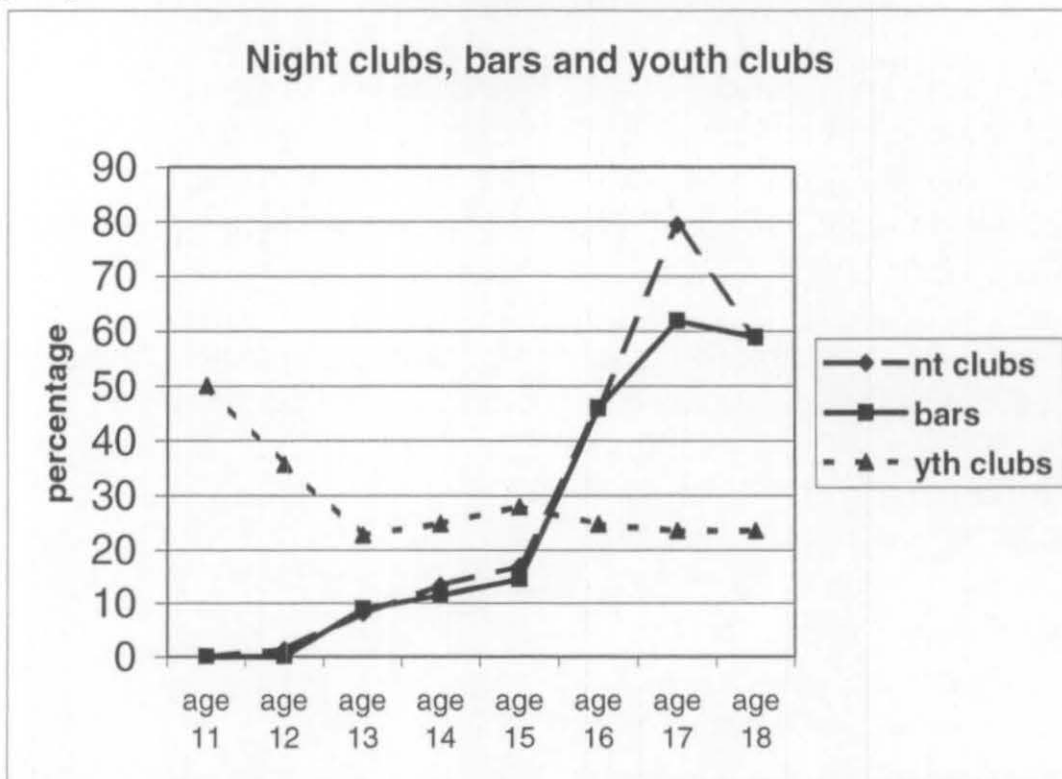


Fig 1.8.d. Percentages of each age attending nightclubs, bars and youth groups



There seems to be little effect of gender on most of the venues except for bars (boys = 23.2%, girls = 15.1%), shopping centres (boys = 45.5%, girls = 69.8%) and hanging out on the streets (boys = 28.3%, girls = 14%).

For these items, it is difficult to compare 2003 data with that of 1995 since the questions were asked differently than in the last survey.

Acknowledgements

The ethos of The North Manchester Jewish Youth Project has always been that of working in partnership with young people. We are very aware that they are and always will be our main source of information and evaluation and we would like to take this opportunity to thank all the young people who completed the survey.

We would like to thank the following schools and youth groups for their support in allowing the survey to be completed in their time.

- ◆ Bury Grammar School for Boys
- ◆ Bury Grammar School for Girls
- ◆ King David High School
- ◆ Manchester High School for Girls
- ◆ The Jewish Lads and Girls Brigade
- ◆ The Manchester Grammar School
- ◆ Whitefield Jewish Youth Centre
- ◆ Withington High School for Girls

We would like to thank the University of Central Lancashire and in particular Dr Sandi Mann for analysing and presenting the findings in a manner which has allowed The Project to present the recommendations contained in this Executive Summary.

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