

**Rusholme and Fallowfield Community Forum
in collaboration with
Trinity House Community Resource Centre**

Youth Needs Survey Report 2009

This report is prepared by

Jonny Wineberg

Consultant for Not-for-profit Organisations on behalf of the
South Manchester Regeneration Team, Manchester City Council

Dr Sandi Mann CPsychol

at the University of Central Lancashire.



The report consists of analysis using SPSS of questionnaire data collected by the Rusholme and Fallowfield Community Forum. The data was collected by the Forum using a questionnaire based on (but adapted from) an original designed by Mann, Shaw and Wineberg (1999) of The Jewish Youth Project.

CONTENTS

	Page
FOREWORD	4
ACKNOWLEDGEMENTS	5
SECTION 1: RECOMMENDATIONS	6
SECTION 2: METHODOLOGY	10
SECTION 3: FINDINGS	
3.1 DEMOGRAPHICS	13
3.2 EDUCATION AND TRAINING	16
3.3 WHAT ACTIVITIES DO THEY ATTEND?	18
3.4 LIBRARY USAGE	26
SECTION 4: FINDINGS	
4.1 WHERE DO THEY HANG OUT?	30
4.2 TELECOMMUNICATIONS USAGE	35
4.3 WHAT ACTIVITY DO THEY WANT?	37
4.4 INVOLVEMENT IN YOUTH PROVISION	40
4.5 WHAT DO THEY READ?	43
4.6 WHAT CONCERNS THEM?	44
4.7 SUBSTANCE USE	48
4.8 FOOD RELATED ISSUES	50
4.9 SEXUAL ISSUES	52
4.10 GENERAL ISSUES	54
APPENDIX A: YOUTH NEEDS SURVEY QUESTIONNAIRE	55

Foreword to the South Central Manchester 2009 Youth Needs Survey Report

This Youth Need Survey Report is based on the responses of young people between 11 and 19 years of age to a questionnaire produced and distributed by the Project Team made up of the Rusholme and Fallowfield Community Forum, Trinity House Community Resource Centre and the Trinity House Youth Forum. The Project Team consulted with Paul Mattis Trinity House, Jonny Wineberg Consultant South Manchester Regeneration and Dr Sandi Mann CPsychol, at the University of Central Lancashire.

RUSHOLME AND FALLOWFIELD COMMUNITY FORUM

The Rusholme and Fallowfield Community Forum was established in March 2000 as a result of an NHS Manchester Central Primary Care Trust initiative. Later the Forum became an independent organisation, still retaining its emphasis on the promotion of the good health and wellbeing of the people of Rusholme and Fallowfield. The Forum became a Registered Charity in 2006.

The Forum's primary role is to connect with the very diverse local communities to provide information and promote good health and other related issues. This includes becoming involved and supporting the activities of both local voluntary and public sector organizations. In addition we provide a means for communication and networking between these organisations.

WORKING WITH YOUNG PEOPLE

In the course of our work the Forum became increasingly aware of the need to expand the provision for young people. In June 2007 we organised a meeting to "Develop Partnership Working to Expand Youth Provision in South Central Manchester". The Speaker was Sue Brookes Chair of the East Manchester Youth Strategy Group. This Group has been successful in expanding youth provision in their area. Some twenty six people attended, representing seventeen organisations. The meeting highlighted the need to increase the involvement of young people and the necessity of establishing a Youth Forum. We then began to work in partnership with Trinity House Community Resource Centre which resulted in the establishment of the Trinity House Youth Forum.

YOUTH NEEDS SURVEY FOR 11 TO 19 YEAR OLDS

As a result of the discussions with the young people in the Trinity House Youth Forum it was agreed to conduct a Youth Needs Survey to identify the activities, needs, aspirations and worries of young people. The Project Team produced a Youth Needs Questionnaire consisting of over 100 questions with multi-choice answers; (See Appendix 'A'); this was based on an original designed by Mann, Shaw and Wineberg (1999) of The Jewish Youth Project.

The project was funded by a "Cash Grant" from Manchester City Council's Rusholme and Fallowfield Wards.

CONTACTING YOUNG PEOPLE

The Project Team then set to work distributing and assisting young people to complete the questionnaire. The plan of action was to target: youth groups; youth activities and the Secondary Schools that service the South Central Manchester area. In this way we hoped to not only get the views of young people who were involved in youth activities but to also get the views of as wide a cross section of young people as possible.

This Youth Needs Survey Report is the product of this work

Acknowledgements

We wish to thank the Councillors and Ward Support Teams of both Rusholme and Fallowfield for the Cash Grant without which this Survey could not have been produced

We wish to thank:

Jonny Wineberg, Consultant for Not-for-profit Organisations on behalf of the South Manchester Regeneration Team, Manchester City Council;
Dr Sandi Mann, CPsychol at the University of Central Lancashire and
Paul Mattis, Trinity House Community Resource Centre for all their hard work in the preparation of this report.

We wish to express our thanks for their cooperation to the pupils and staff of:

Chorlton High School
Levenshulme High School for Girls
Loreto High School
Manchester Academy
St Peter's RC High School
Trinity C of E High School
Whalley Range High School for Girls
Xaverian Sixth Form College

We also wish to thank the youth workers and young people of:

Hideaway Youth Project
Longsight Youth Centre
Manchester Youth Service
Moss Side Millennium Powerhouse Library
The Water Adventure Centre
Trinity House Community Resource Centre
Trinity House Youth Forum
Young Black Perspectives (BHA)

John Byrne

Chair, Rusholme and Fallowfield Community Forum
on behalf of the Youth Needs Survey Project Team

Section 1: Recommendations

These recommendations are drawn from the research findings with appropriate extrapolations to make them practical within the context of the area. Whilst drafted by the report's authors, they have also been endorsed by the Forum.

1.1. CULTURAL NEEDS

- 1.1.1 The diversity of ethnicity in the area means that all services delivered to young people should ensure they are designed to meet the diverse cultural needs that they bring. In practice this means including a review of cultural requirements into all planning; monitoring uptake of services and the perception of their success by ethnic groups and, for best practice, including young people from across the ethnic spectrum in the design, delivery and evaluation of all services as well as policy.

1.2 EDUCATIONAL ASPIRATIONS

- 1.2.1 Whilst it is positive that over 50% of young people aspire to attend university, work must be done with young men to raise their aspirations to the same level as young women. Schools should review the messages they are giving to young men, particularly to white young men who have lower aspirations, and invite in positive role models from all ethnicities to engage with young people of their own ethnic groups.
- 1.2.2 The use of longer term mentoring for all school pupils with lower aspirations should be explored. This could include using University students but also sessions with Community Youth Workers who are able to look holistically at young people's issues and identify positive actions with them.

1.3 ISSUES AFFECTING YOUNG PEOPLE

- 1.3.1 The high level of worries across a range of issues leads to a recommendation that counselling provision be made more easily available to young people in Manchester. This counselling should be provided by a qualified Youth Worker/ Counsellor or Psychologist with experience of working with this age group and understanding of and experience of issues facing this client group. Specifically the worker should be able to address issues around self-esteem, family relationships; bullying, sexual health, eating disorders, mental health issues and careers (see next section). Whilst it is not expected that the worker be able to deal with some of the more serious problems themselves, they should be capable of making a professional assessment of the problem and referring the individual, in an appropriate manner, to the appropriate agency.
- 1.3.2 There is a strong need for careers guidance and counselling to supplement what is available in schools. Providers of youth services should also have career guidance material, university prospectuses, etc. for the use of young people. Connexions, or other guidance professionals, should be easily accessible for young people, with evening and weekend sessions and careers guidance workshops, and support for Youth Workers to run them.
- 1.3.3 The higher level of worries across all issues from women shows the need for gender specific support – to address the many issues that young women are concerned about and to support young men in opening up and dealing with issues that affect them.
- 1.3.4 The disparity in expectations of having sex before age 16 shows a further need for work with young men on issues of sex and ensure that they develop respect for themselves and young women. This is reinforced by the fact that young men access less sources of information on sexual issues that young women do.

- 1.3.5 Whilst the low level of reported use of illegal substances is encouraging, the relatively high level of cocaine use is something to be addressed by police and drugs services. Cocaine supply should be investigated and reduced however possible and lowering demand should be the aim of drugs education programmes.
- 1.3.6 With self defence being rated the most important activity for girls and the second most for boys, along with the high level of worry regarding guns and safety, priority should be given to creating new programmes of self defence activity. This will probably include both an element of physical defence as well as information/discussion workshops on how best to keep safe.
- 1.3.7 With friends being the next highest source of support for serious problems after parents, training in support and advice should be made available to young people with development of peer mentoring and support being a priority.

1.4 PARENTS

- 1.4.1 There is a role for parents in running youth provision but it needs planning carefully so as not to alienate those indicating that they did not wish parents to be involved.
- 1.4.2 A more significant role for parents is in supporting their children, as over 80% indicated that they would go to parents as their first or second choice to talk to about a serious problem. Parenting training, support and advice should be made readily available in the area.

1.5 YOUTH WORK

- 1.5.1 Youth workers, both statutory and voluntary, should be encouraged to engage young people in their homes – with their and their parents' permission – both to support them with issues and to have meetings with their peers. These could be meetings to discuss needs, plan activity or even deliver youth work sessions.
- 1.5.2 Outreach in shopping centres, particularly to young women, should be explored by youth providers. Both opportunities to engage with activity provided there, and the promotion of other activity in youth clubs, and other settings, should be provided.
- 1.5.3 Outreach to young people in parks and on streets should be part of the youth offer with both opportunities to engage with activity delivered there, and the promotion of other activity in youth clubs, and other settings, provided.
- 1.5.4 Both Youth Clubs and Leisure Centres need to explore providing creative activities for young women to give them an equal opportunity to participate as young men.
- 1.5.5 Youth Clubs in particular, but also Leisure Centres, need to use creative programme planning to create diverse activities for young people. Use of the NAOMIE (Needs, Aims, Objectives, Method, Implementation, Evaluation) planning framework is recommended.
- 1.5.6 The priority for those delivering youth services should be to ensure diversity of provision to meet the diverse preferences of young people across a whole range of activities. The high importance given to all possible activities is both a challenge, and an opportunity, for providers.

1.6 YOUTH PROVISION

- 1.6.1 Youth clubs should look to employ Peer Youth Workers (young people aged 14 to 19) to engage peers, promote what is on offer, bring them to youth provision and involve them when they attend. Particular messages about youth provision being planned, delivered and evaluated by young people should be used. The person specification for Peer Youth Workers should include both maturity to undertake the role and having existing networks that can be positively exploited.

- 1.6.2 Rusholme and Fallowfield Forum, along with Manchester Youth Service, should map provision to ensure that opportunities to participate in diverse provision are as easily available as possible to all young people resident or studying in the area. Actions should then be taken to fill such gaps through drawing in appropriate partners.
- 1.6.3 Development of improved methods of publicity and communication of available provision should be explored by Rusholme and Fallowfield Forum along with Manchester Youth Service. The voluntary sector must be a true partner for young people to gain a true sense of what is on offer and how to access it.

1.7 LEISURE PROVISION

- 1.7.1 Leisure centres should review both their offer to young people and the cost that it is provided at. A special rate for teenagers would both make provision more attractive and create a feeling that they are being positively targeted.
- 1.7.2 Leisure centres should review their offer to young women and undertake further research with those not attending to identify both what activities and what marketing would make them more attractive.

1.8 ISSUES FOR OTHER AGENCIES

- 1.8.1 Schools should review their after-school offer to young women and how better to meet their needs. Schools could also explore greater partnership arrangements with the voluntary youth sector to deliver more diverse opportunities.
- 1.8.2 The lower level of positive reasons for attending activities in places of worship, and the high level attending because their parents want them to, suggests that they have to both promote their activities more appropriately as well as design them to better meet the needs of young people.
- 1.8.3 The overwhelming majority of young people that never attend Uniformed Groups (Scouts etc.) suggests that these organisations need to look at how they market their activities and core offer to young people to change perceptions, possibly with regard to class and ethnicity. The possibility of increasing capacity by opening satellite groups in community or youth centres should be explored.
- 1.8.4 Affordability of provision and investment in improved, and more diverse, provision are key issues for young people. Manchester City Council should increase its investment in provision for young people and, where possible, give discounts for teenagers to access activities.
- 1.8.5 Rusholme and Fallowfield Forum, along with Manchester Youth Service, should identify ways to improve fundraising support for voluntary and community organisations.
- 1.8.6 Libraries should look to increase their appeal to young people and explore creative ways to improve their offer. Internet and other competitions along with informal sessions could be used to engage young people. Promotion of positive and dynamic images of books should be undertaken. Libraries could engage groups of young people to design publicity and sessions.

1.9 SPORT AND ARTS

- 1.9.1 With 88% of boys indicating that sport was very or quite important for them, it is clearly a key engagement tool that should be used. However, this should not be at the expense of the significant minority who have other priorities.
- 1.9.2 Whilst significantly fewer girls than boys rated sport as very or quite important for them, over 70% still indicated it was important. A review of girl's sports should be

undertaken to verify whether there are sufficient opportunities for them to engage in sporting activity and, if not, action should be taken to create such opportunities.

- 1.9.3 Arts provision (music, dance, media) are rated as important, particularly for girls. Further investigation as to whether this should be delivered in single, or mixed, gender groups should be undertaken with action taken to ensure appropriate opportunities are created.
- 1.9.4 The significant number of people attending drama and enjoying it shows that it is something that could engage more young people if there were more opportunities to do so. Schools and youth groups should consider combining their resources to expand this offer to young people.
- 1.9.5 With both dance and music significantly more important for those of dual heritage than their peers, music and dance programmes that include positive images from diverse cultures should be delivered with an emphasis on valuing diverse backgrounds. Understanding where the art forms come from should be seen as equally important to performance to have a positive impact on identity. Young Roots Heritage Lottery funding should be sought to support this.

1.10 ENGAGEMENT AND INVOLVEMENT

- 1.10.1 Involving young people in the design, delivery and evaluation of services that affect them should be seen as essential for all providers. This is a particular challenge for those providers who have not, traditionally, worked in this way. Leisure, libraries, places of worship and others should look to the publication 'Hear by Right' to see the standards to which they should aspire.
- 1.10.2 Over 140 individuals responding to this research indicated that they definitely wanted to be involved in planning and delivering youth activities and youth provision. Statistically, this means at least double would be interested. However, even with that raw number, a huge opportunity exists for new youth leadership which should be grasped. This should be done in partnership by all organisations working with young people through Rusholme and Fallowfield Forum.
- 1.10.3 A Youth Forum General Meeting should be held at least annually with an open invite to all young people as well as specifically to School Councils. Young people should look to constitute this body, with a structure designed and agreed by them, to embed participative practice in the area.
- 1.10.4 Training in peer education, peer mentoring and peer leadership should be undertaken, with a collaborative approach involving all youth provision, to ensure young people have the skills to lead the Youth Forum and engage proactively with their peers and organisations providing services and activities for young people.

1.11 MARKETING

- 1.11.1 All providers should look to use phone texting, internet messaging, email to communicate more effectively. The possibility of developing such a database in partnership, possibly through the Rusholme and Fallowfield Forum, should be explored and resources identified.
- 1.11.2 With almost three quarters of respondents looking at some part of the local newspaper, almost double that of newsletters, discussions with the South Manchester Reporter to include a regular Youth Page, including listings of upcoming activities, should be initiated.

¹ Hear by Right Local Government Association/National Youth Agency

Section 2: Methodology

2.1 SURVEY DESIGN

- 2.1.1 The Project Team based the development of the survey on an original designed by Mann, Shaw and Wineberg (1999) of The North Manchester Jewish Youth Project.
- 2.1.2 The questionnaire was designed with four domains of interest, information from each of which would be expected to be valuable in the planning of future youth provision. These were:
- Education & Training**
 - Activities/Groups Attended**
 - Social Life**
 - Social Issues**
- 2.1.3 Several items were specified within each domain. An item referred to a piece of information that it was felt necessary or useful to find out, with respect to the domain. Each domain may thus have several items associated with it.
- 2.1.4 The questions were written to give balance between practicality, acceptability and the need to be scientific. The disadvantages of closed questions (i.e. that the frame of reference is externally defined) were counteracted by open questions to provide opportunities for self-expression. Closed questions in the questionnaire have the advantage of ease of analysis, as well as performing the role of 'lie-detectors' to ensure that the answers participants put to the open questions are correlated with their subsequent responses on later items. This also helped with weeding out any participants who failed to give adequate thought to responding or who deliberately attempted to mislead.
- 2.1.5 It should be noted that great care was taken to avoid questions that might prove embarrassing or offensive to the young people, their parents or the community. However, this care was balanced with the need to obtain the required information. Consequently, whilst some items were excluded from the final survey (for instance, items asking about sexual abuse were felt to provide important information, but might cause psychological disturbance in some victims which we would be unable to respond to because of their confidential response), others were included (such as items on illegal substance usage).
- 2.1.6 Each question was designed to correspond to items within each domain. The format adopted for closed questions was standardised with a five point scale used as the standard measure. Open questions were worded in plain English in order to elicit maximum response.
- 2.1.7 The survey was produced as a four side Youth Needs Questionnaire consisting of 35 questions which, when broken down, gave information on over 100 items (See Appendix 'A').

2.2 DATA COLLECTION

- 2.2.1 The respondents were obtained via youth groups; youth activities over the summer and the Secondary Schools that service the South Central Manchester area. The intent was to not only get the views of young people involved in youth activities but also get the views of as wide a cross section of young people as possible.
- 2.2.2 It was accepted that there would be no attempt to get a random sample of respondents but, rather, to elicit responses from as large a number of the population as possible. Thus validity comes from the breadth of the population responding.
- 2.2.3 772 young people completed the questionnaire with 735 sets of data being used, over 95%. 37 questionnaires were found to be not completed sufficiently or attempted to mislead.
- 2.2.4 A list of schools taking part is in the Acknowledgements. It should be stressed that many schools were extremely supportive of The Forum's work, with teachers and Heads going out of their way to accommodate us. We were extremely encouraged by the co-operation and support from these schools.
- 2.2.5 Care was taken to ensure that the young people understood the confidential nature of the survey and that no names were asked for or wanted. It was stressed that no attempt would be made to identify any respondent, even if they disclosed something illegal, immoral or dangerous.* It was felt that most respondents did accept that their replies would be confidential and, judging by the disclosures that many people made, it would seem that the findings reflect reasonable trust in our assertion that confidentiality would be upheld.

- 2.2.6 The young people were usually given at least twenty minutes to complete the survey and were strongly encouraged to complete them on their own, before placing them in a large envelope with all the others (to ensure confidentiality). Participation was voluntary and a small number did not complete questionnaires.
- 2.2.7 A list of youth clubs/movements taking part is included in the Acknowledgements. Workers met with leaders of various youth organisations in the area and administered the surveys in a similar manner as with the schools. Once again, confidentiality was stressed.
- 2.2.8 It should be noted that most of the data was collected at schools since the questionnaires were easier to administer in the more formal environment offered by schools, and young people were more accessible via schools than by youth groups. Numbers attending youth groups varied so that several visits would be needed to reach every attender. Usually, only one visit is required to a school as only a small percentage of pupils are absent on any one day.
- * The downside of confidentiality merits a mention here. It meant that workers were unable to respond to any of the individual needs that were apparent from respondents.

2.3 DATA ANALYSIS

- 2.3.1 A number of statistical tests are performed on the data using Statistical Processing for Social Sciences (SPSS) computer package. The qualitative data was collated manually. This section will explain briefly what tests are used in this Report and what they mean.

2.3.2 Means

Means are averages taken across a range of scores. So, for example, if possible responses for a question are in the range of 1 (unimportant) to 5 (very important), then a mean score for that question would be the average score given by all the participants for that question.

2.3.3 Independent t-tests

This is a procedure that allows the scores of two groups to be compared. For example, if we want to know whether there is a difference between how often males and females attend leisure centres, we can just look at the spread of scores across that question. If, however, we want to know whether that difference is **statistically significant** (and could not have occurred just as a result of chance factors), then a t-test will calculate the probability of the difference happening to chance factors. If the probability calculated is less than 0.5, it is generally accepted that the difference is unlikely to have happened by chance – i.e. we can safely conclude that any differences between our two groups is indeed, **statistically significant**. T-tests yield three 'results'; a t score, degrees of freedom (df) and a probability value. These are generally placed within a 'statistical data' box within this report and can usually be ignored by all but the most statistically-minded reader.

2.3.4 Analysis of Variance

Analysis of variance, or ANOVA, is used to find differences between groups just like t-tests – but is used when we have more than two groups to compare. So, if we want to compare males and females, we can use t-tests, but if we want to see if ethnic groups differ on some score, then, because there are 5 ethnic groups, an ANOVA is performed.

The same probability of 0.5 is used as the cut-off to inform us as to whether a difference between the groups is statistically significant – or, to put it another way, whether there is a significant effect of ethnicity on the score in question.

If a significant difference is revealed (i.e. the p value comes out as less than 0.5), we then need to know where the difference lies i.e. which groups differ significantly from which other groups. Often, looking at the spread of scores makes this obvious, but another statistical test, referred to as a 'post-hoc' test, will give us this information in more scientific terms (two groups may appear different but in actuality, they may not be significantly different – a post hoc test will tell us this.)

2.3.5 Correlations

Correlations allow relationships between two variables (items or questions) to be calculated. For example, we might wish to know if scores on one question (or variable) correlate (are related to) those on another question (or variable). A correlation statistical test yields a correlation 'coefficient' which will be between -1 and +1. a coefficient of 0.00 means that there is no relationship between the two items whereas a correlation of 1.00 indicates a perfect relationship.

A correlation coefficient of, say 0.6, might sound quite high, but we also need to know if that correlation could have occurred by chance, or if it is **statistically significant**. To this end, the

probability of that relationship between the two variables occurring by chance is also calculated and this yields a 'p' or probability value. If the probability calculated is less than 0.5, it is generally accepted that the relationship observed is unlikely to have happened by chance – i.e. we can safely conclude that any relationship occurring between our two variables is indeed, **significant**.

Correlations then, yield two scores; a p value and an r. These are generally placed within a 'statistical data' box within this report and can usually be ignored by all but the most statistically-minded reader.

2.4 DEVELOPMENT OF RECOMMENDATIONS

- 2.4.1 Once the findings had been produced from the data analysis, the project team explored them to identify themes, indications and arguments and draw conclusions from them.
- 2.4.2 Recommendations drawn from one set of findings were checked against qualitative input as well as other findings to maximise their validity.
- 2.4.3 It is recognised that some recommendations may be debated and this is healthy as we wish people not only to take them on board but also to draw their own conclusion to benefit young people.

Section 3

3.1 DEMOGRAPHICS

3.1.1 Usable data

733 sets of usable data were returned.

3.1.2 Gender

41% (301) of those who completed this item were male and 53% (388) female (with 44 undeclared cases).

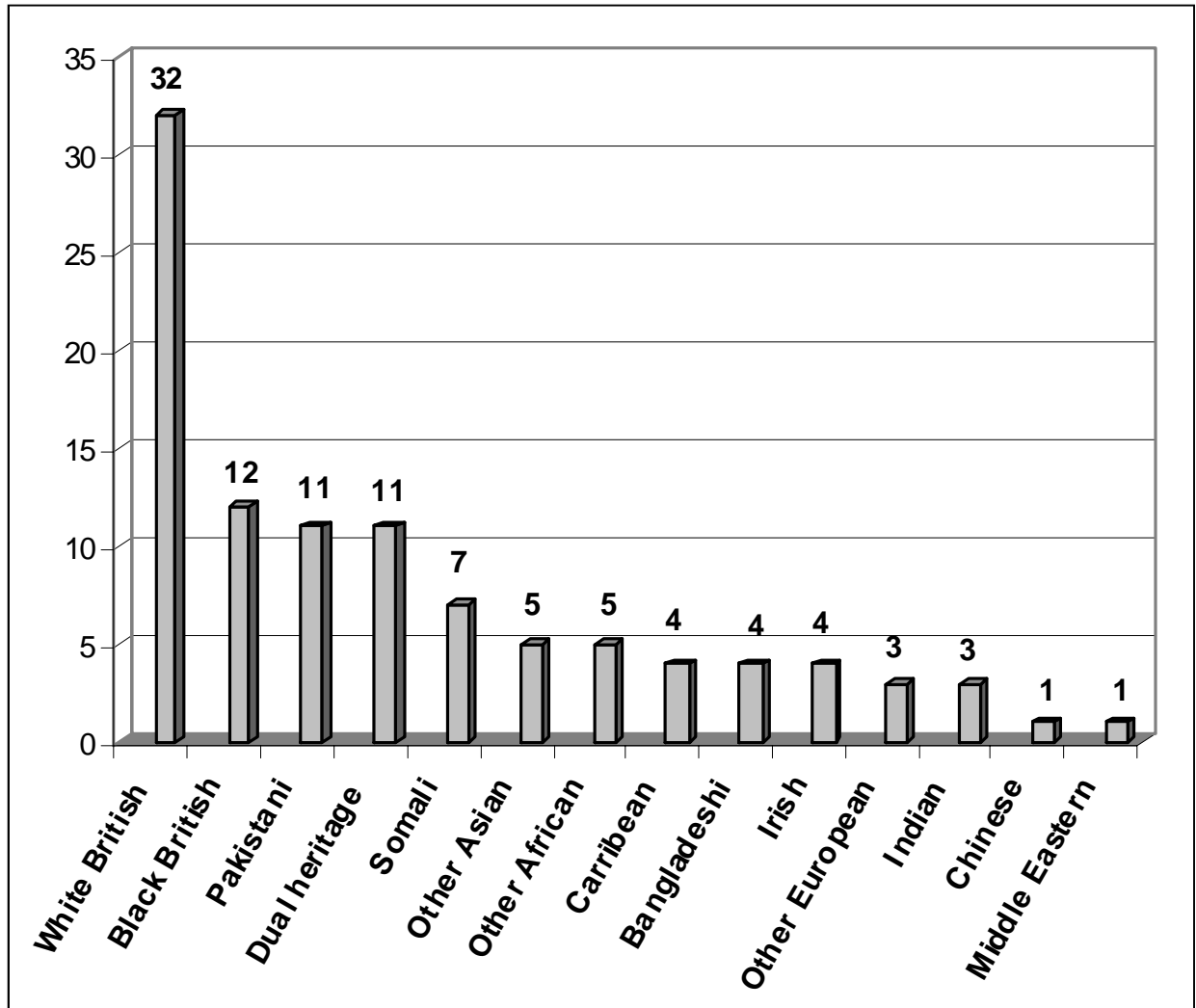
3.1.3 Disability

6% of respondents (38 people) who completed this item, declared themselves as having a disability, with 94% (623) declaring themselves not to have a disability. 72 respondents did not complete this item.

3.1.4 Ethnicity

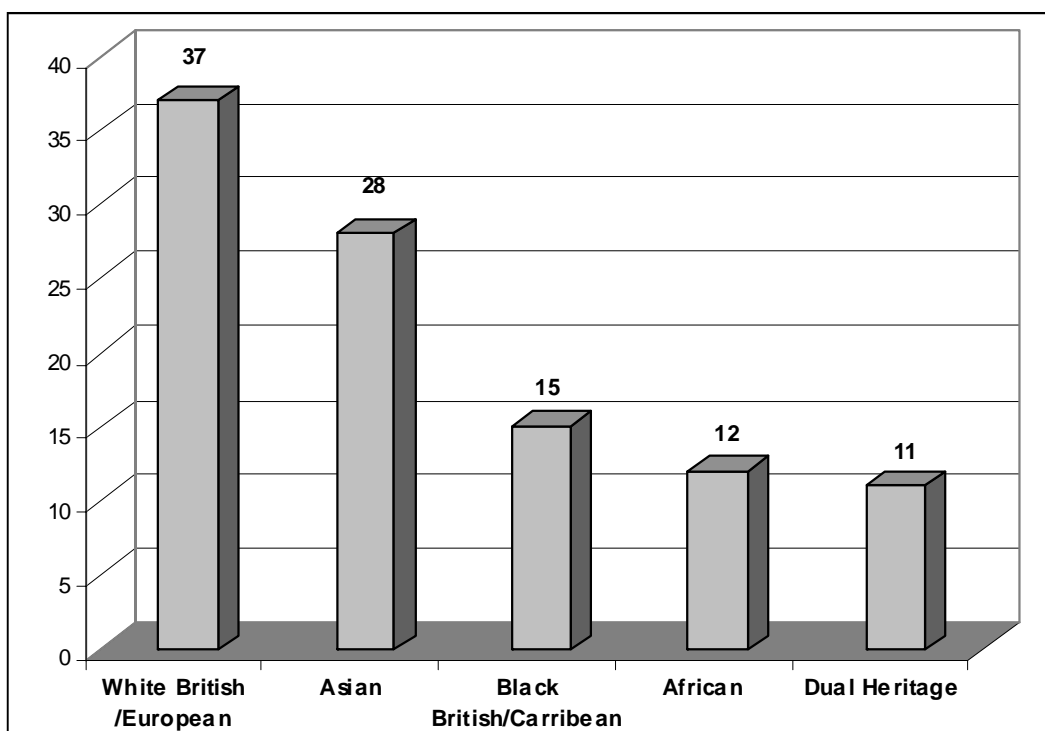
Around a third (who responded to this item) classed themselves as White British. The next largest grouping was Black British (12%) followed by Pakistani (11%) and Dual Heritage (10.7%). 72 respondents did not answer this question. Fig 3.1.1 shows the percentages of respondents falling within each ethnic category.

Fig 3.1.1: The percentages of respondents falling within each ethnic category



Because there were so many ethnic categories, the group size of some of the groups was too small for meaningful analysis. Thus, some groups were combined in order to yield more useful categories as shown in Fig 3.1.2.

Fig 3.1.2: Percentage of respondents falling within new ethnic categories

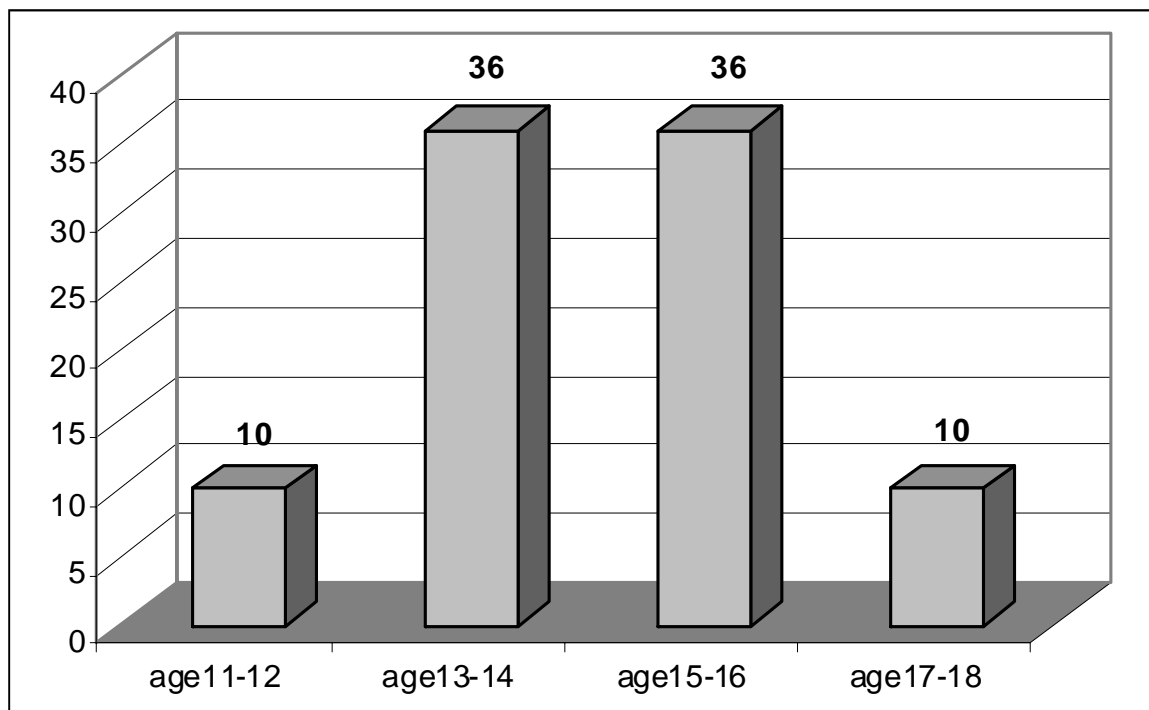


3.1.5 Schooling

The overwhelming majority of respondents (94%) attend a comprehensive school with 2% attending a grammar school, 1% attending a private school and 0.4% being home-schooled.

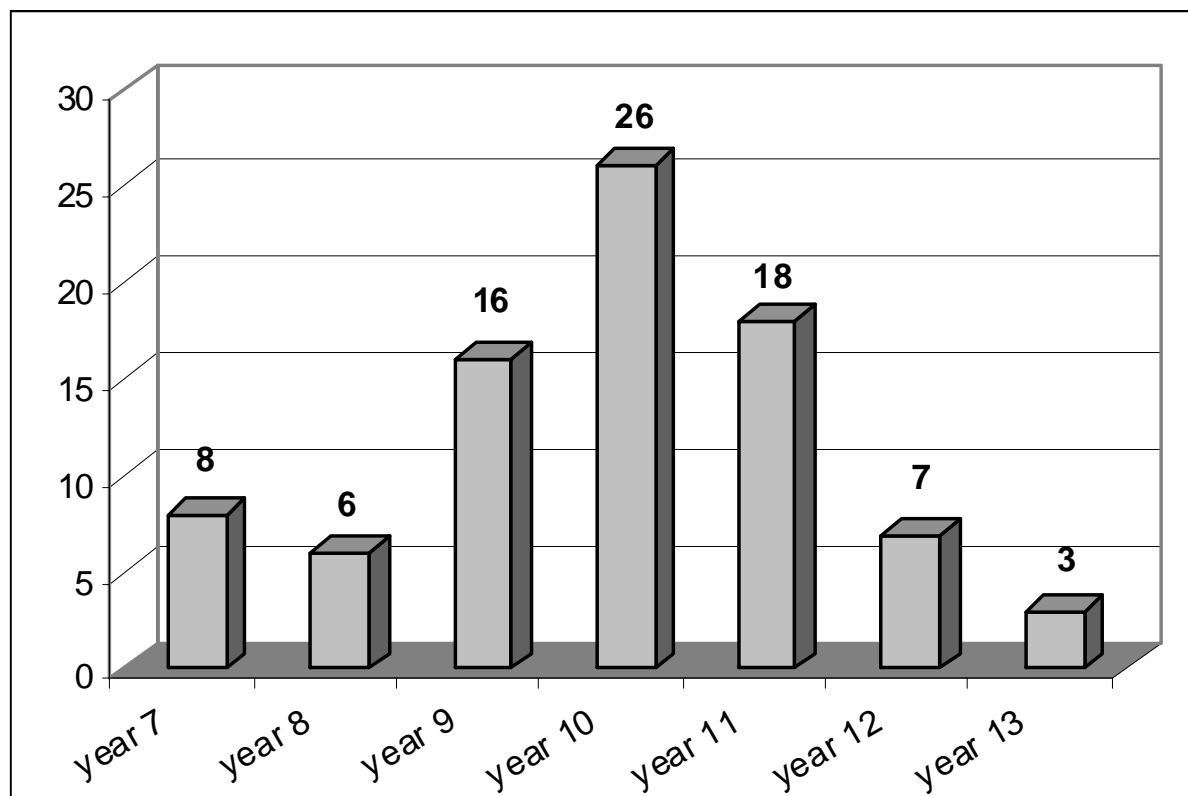
AGE

Fig 3.1.3: The percentages of respondents within each age group.



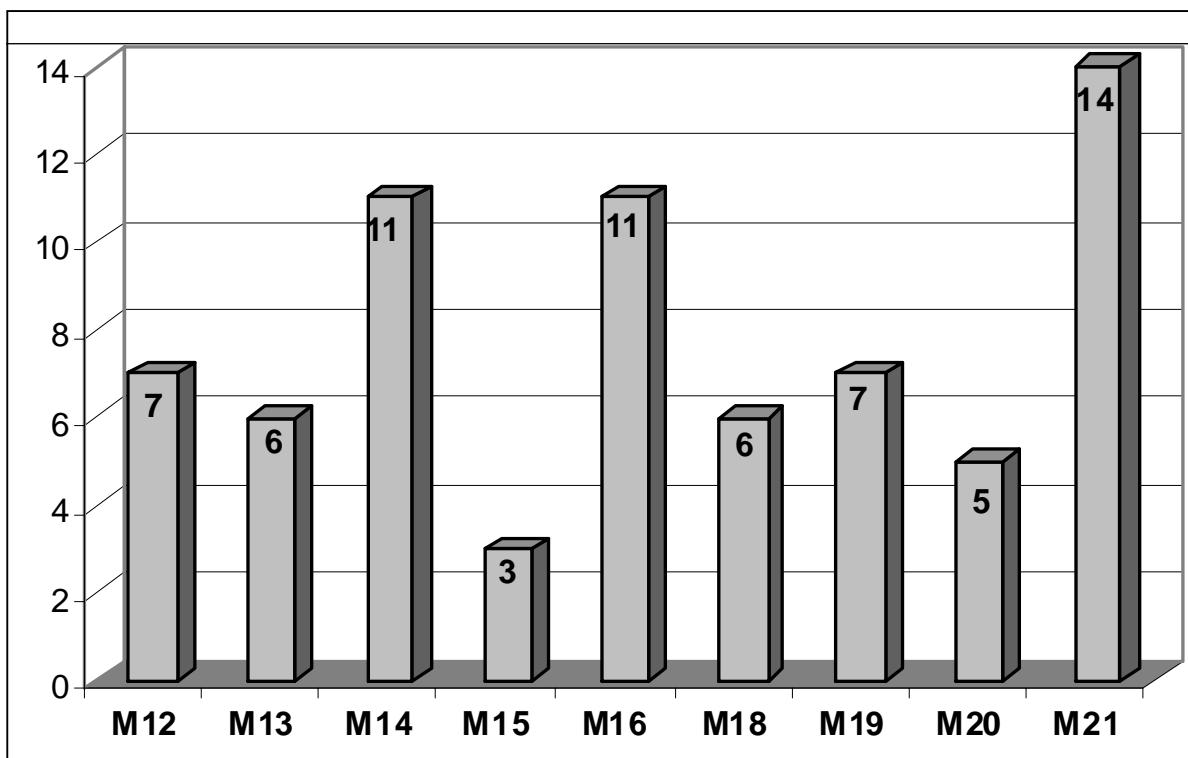
SCHOOL YEAR

Fig 3.1.4: *The percentages of respondents within each school year*



POSTCODE

Fig 3.1.5: *The percentages of respondents living within each postcode region.*



3.2 EDUCATION AND TRAINING

3.2.1 Study Aspirations

There was one forced option item asking about study aspirations and the item has two parts to it. The question asks how far the respondent wants to study and how far they think their parents want them to study. There were 9 available options to choose from, ranging from 'leave school without qualifications' to 'University degree'.

The overwhelmingly popular response was 'University degree' with 61% selecting this as their own study aspiration and 57% as the option they felt their parents would choose for them. Percentages selecting each of the other 8 options were too small to allow any meaningful analysis so much of the analysis in this section will focus on percentages selecting the University degree option.

There was a significant correlation between how far the respondents wanted to study to and how far they felt their parents wanted them to study to.

3.2.2 Gender differences

There were some gender differences. 54% of male respondents aspired to a university education compared with 68% of females. The difference between study aspirations of boys and girls was statistically significant such that girls have higher aspirations than boys.

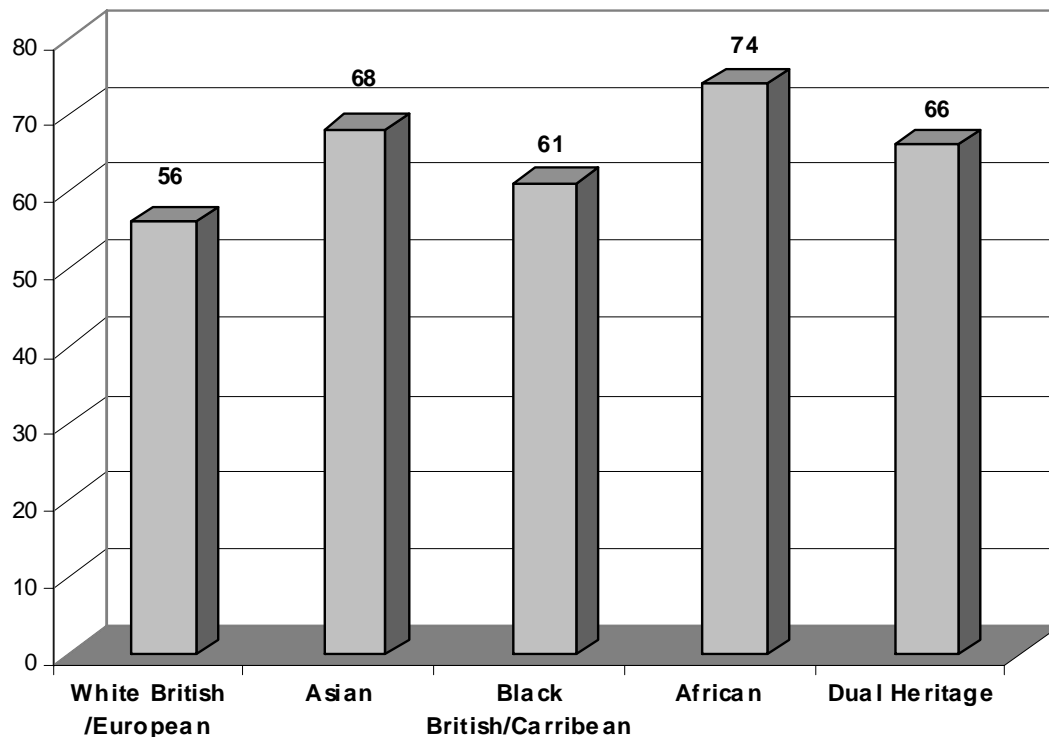
- ❖ **Statistical data:** The average score across the 9 options for boys was 7.5 whilst the average score for girls was 8. ($t = 3.3$, $df = 545$, $p < 0.05$)

53% of boys felt that their parents wanted them to get a University education compared with 61% of girls. However, the difference across the range of 9 options was not significant this time (mean for boys = 7.7, mean for girls = 8).

3.2.3 Ethnic breakdown

The following chart (3.2.1) shows the percentages of each (combined) ethnic grouping that aspires to go to University.

Fig 3.2.1 Percentages of ethnic groupings aspiring to study at University

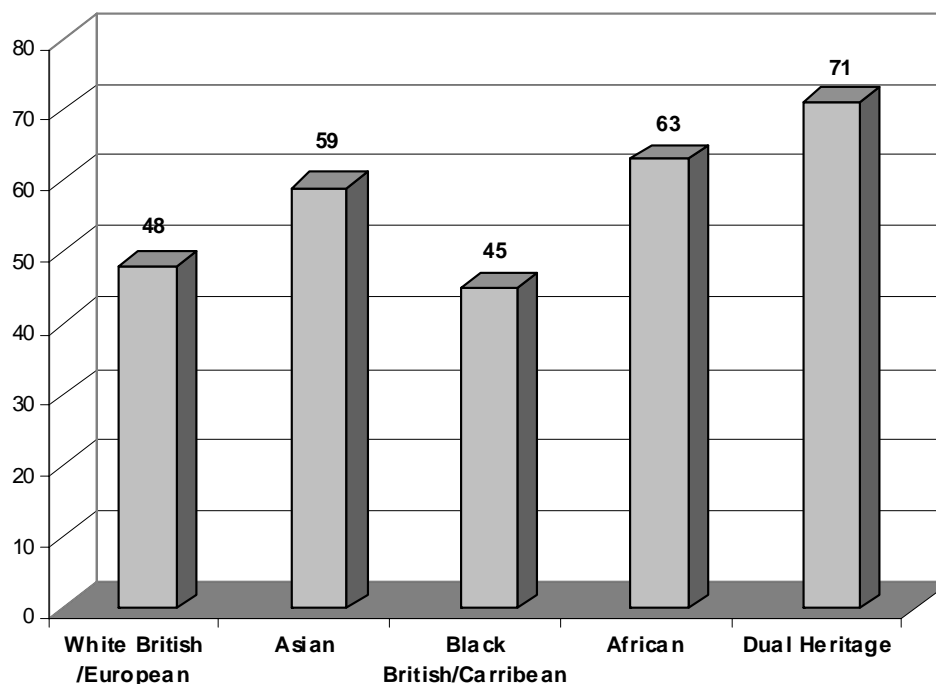


One-way analysis of variance performed on the means across the 9 categories reveals that there is a significant effect of ethnic origin with the area of significance lying within the white/African categories).

There are no significant differences for the variable of parental views on academic aspirations for respondents of various ethnic backgrounds.

When examining the **males** only, the ethnic group with the most respondents aspiring to University education is those with Dual Heritage background (71%) whilst the ethnic groups with the lowest percentage of respondents aspiring to University education is White/British (48% or 51 people). Fig 3.2.2 shows the percentages of **boys** within the various ethnic groupings aspiring to study at University

Fig 3.2.2 Percentages of boys within ethnic groupings aspiring to study at University



3.2.4 Career choice

Included in this section was an open question asking respondents to suggest a job or career that they want to end up in.

The most commonly mentioned profession was the medical profession (including midwife, doctor, nurse etc) with 41 young people stating this as their desired career. This was followed in popularity by the legal profession with 18 mentions. Other popular choices were teaching (often PE teaching) with 11 mentions, sports (footballer, rugby player etc) with 10 mentions, music industry (10), army (9), beauty/hair industry (9), acting (8), childcare (8) and veterinary/ animal care.

Other careers getting smaller votes include fashion (6), writer/journalist (6), business (6), social care (5), accountancy (4), air hostess (4), pilot (4), engineer (4), plumber (4), computing (4), police (4) and dancer (4).

More unusual career aspirations included ‘something creative and Islamic’, ‘Aston Martin car designer’, video games tester, events organiser, TV presenter, ‘owning a horse riding school’, working for the UN, baker and funeral director (it is possible that some of these could be family businesses).

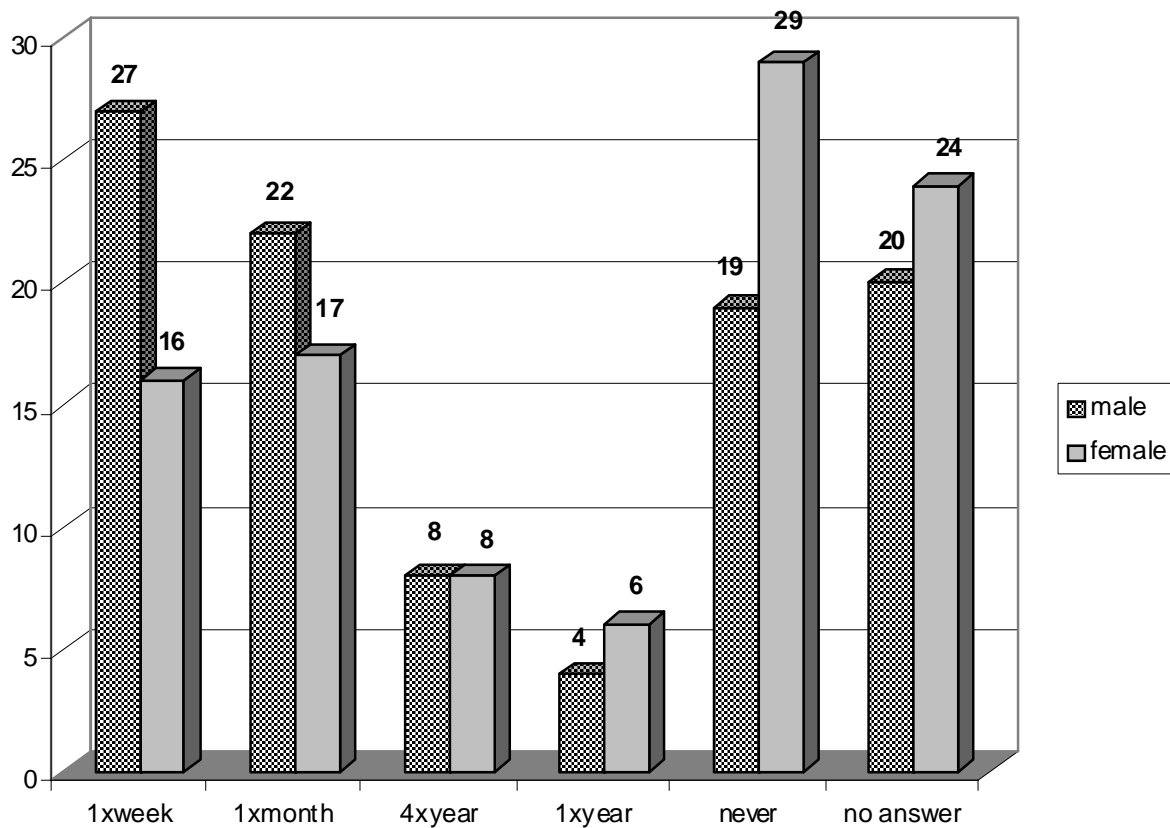
3.3 WHAT ACTIVITIES DO THEY ATTEND?

This section began with an item that listed various venues and asking respondents to indicate whether they attended each venue once a week, monthly, four times a year, once a year or never. The next item then asked respondents to give reasons for their level of attendance at each venue; a range of possible reasons was offered for respondents to select from (enjoy what is on offer, because their friends go, because they have nothing better to do or because their parents want them to go).

The data for each venue will be presented separately.

LEISURE CENTRE

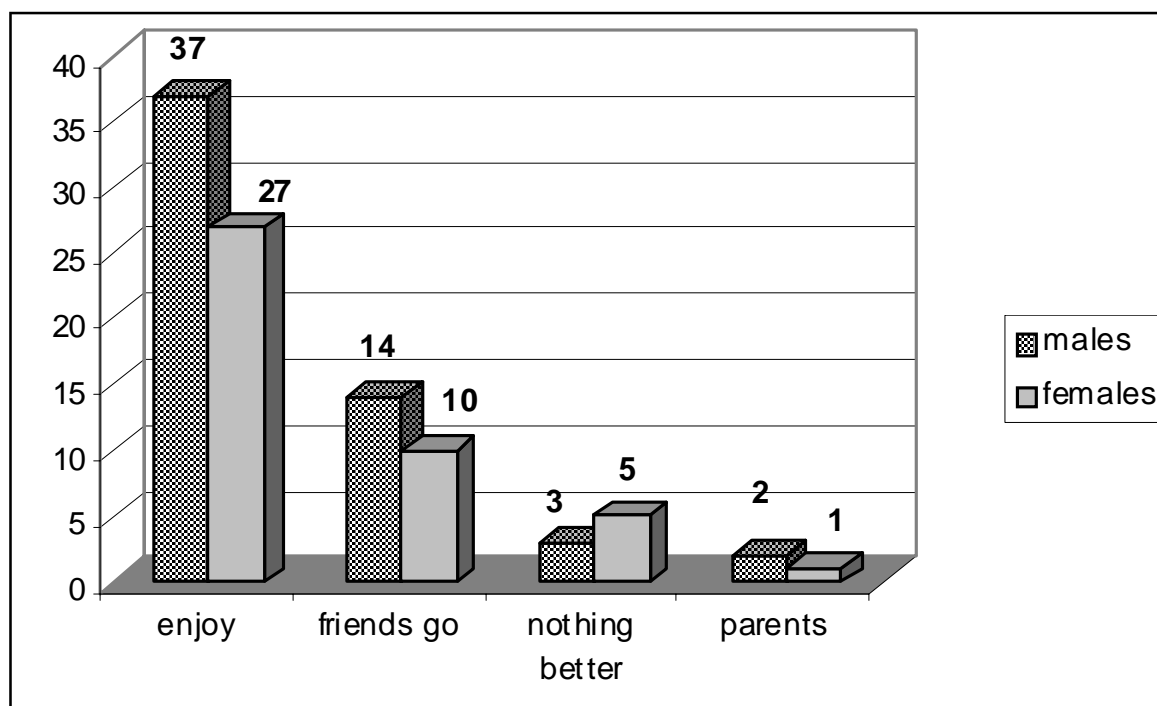
Fig 3.3.1: Percentages of male and female respondents attending leisure centres



Statistical analysis (using an independent t-test) suggests that there is a significant difference between how often males and females attend leisure centres such that males attend more frequently than females (mean for males = 2.58, mean for females = 3.23; please note that the **lower** the score the **more** frequently respondents attend)

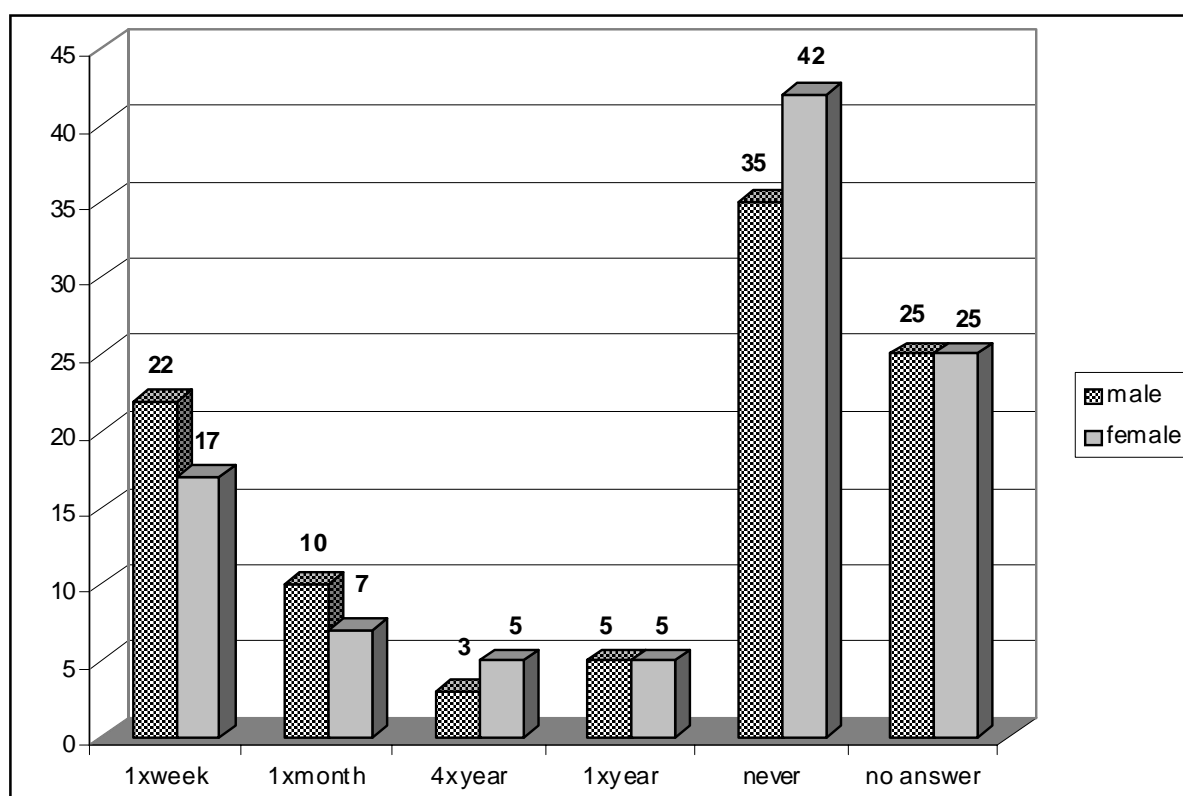
Reasons for attending ranged from going because they enjoy what is on offer, going because their friends go, because they have nothing better to do or because their parents want them to go (see Fig 3.3.2).

Fig 3.3.2: Percentages of male and female respondents giving various reasons for attending leisure centres



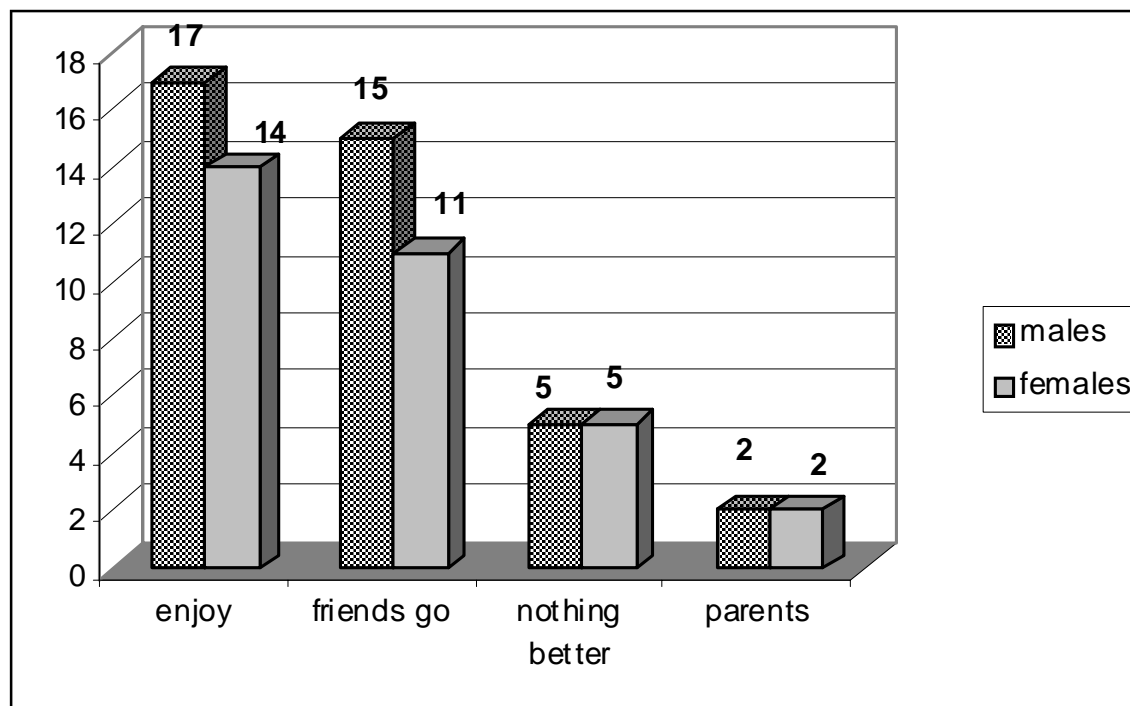
YOUTH CLUB

Fig 3.3.3: Percentages of male and female respondents attending youth clubs



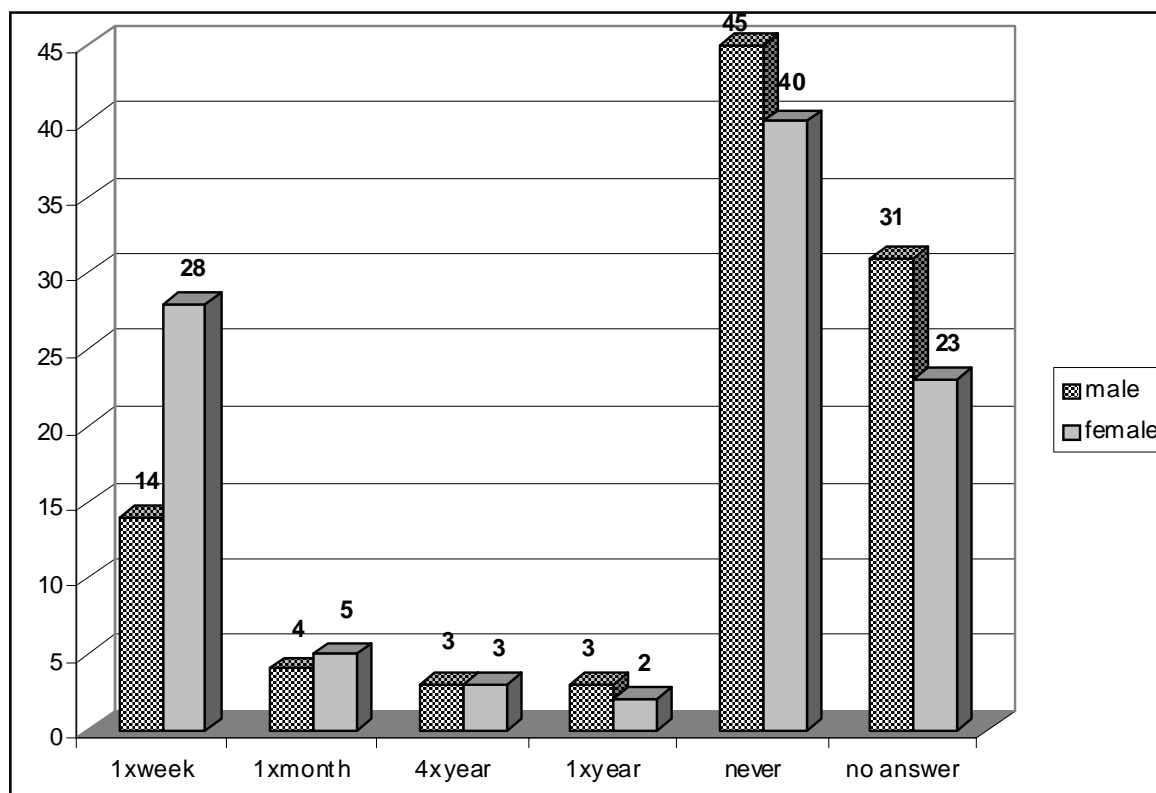
Statistical analysis (using an independent t-test) suggests that there is a significant difference between how often males and females attend youth clubs such that males attend more frequently than females (mean males = 3.3, mean females = 3.7; please note that the **lower** the mean score the **more** frequently respondents attend).

Fig 3.3.4: Percentages of male and female respondents giving various reasons for attending youth clubs



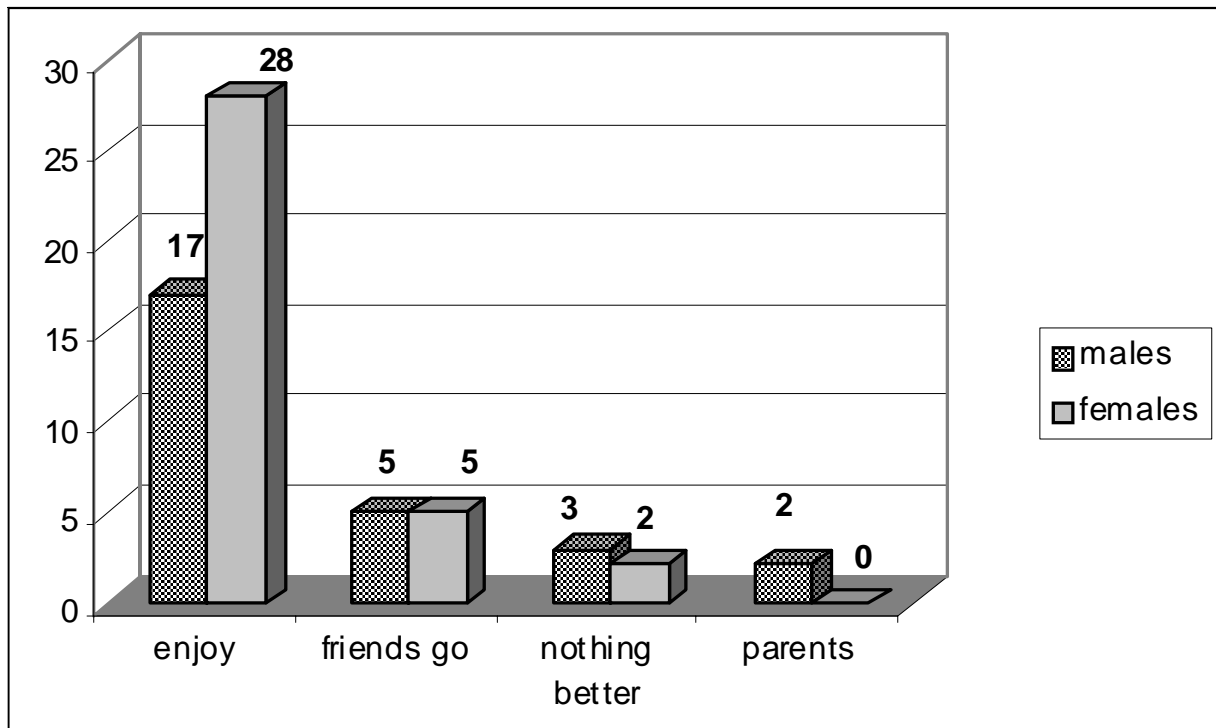
DRAMA / DANCE / MUSIC

Fig 3.3.5: Percentages of male and female respondents attending drama/dance/music



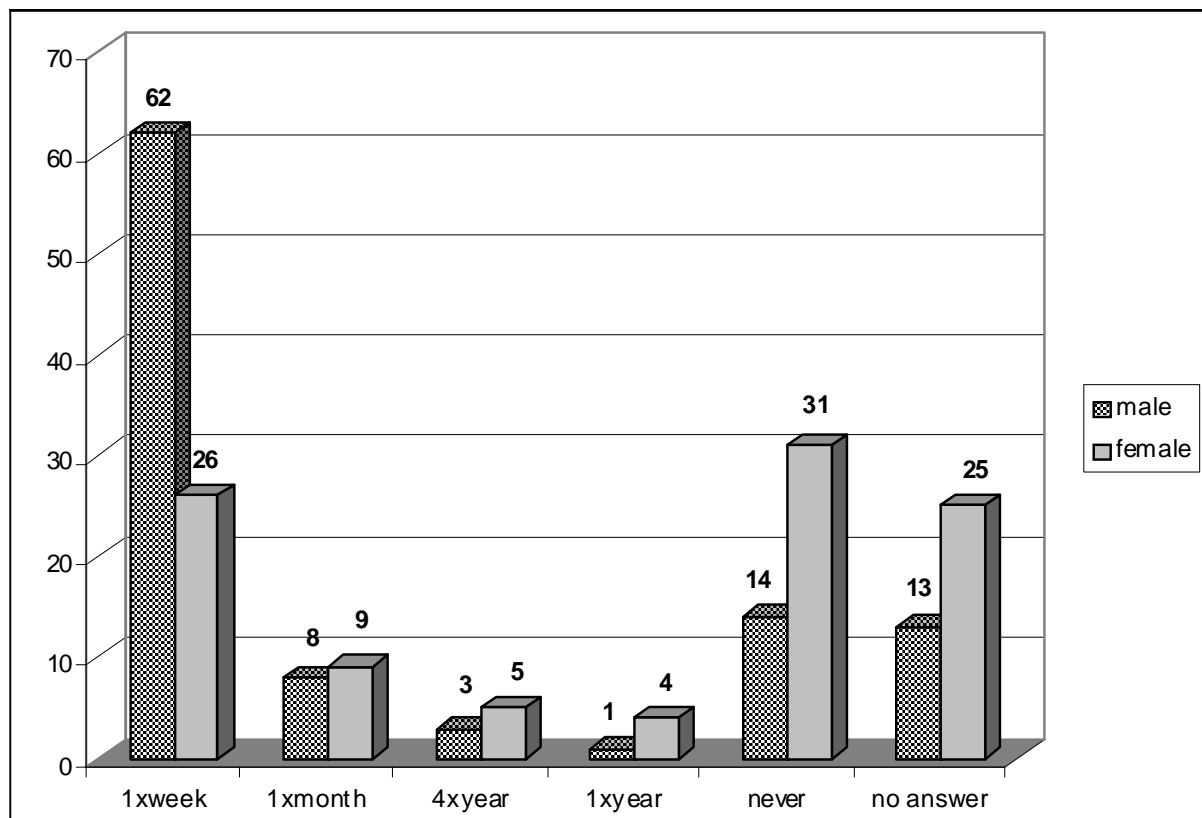
Statistical analysis (using an independent t-test) suggests that there is a significant difference between how often males and females attend drama/dance/music workshops such that females attend more frequently than males (mean males = 3.9, mean females = 3.3; please note that the **lower** the mean score the **more** frequently respondents attend).

Fig 3.3.6: Percentages of male and female respondents giving various reasons for attending drama/dance/music



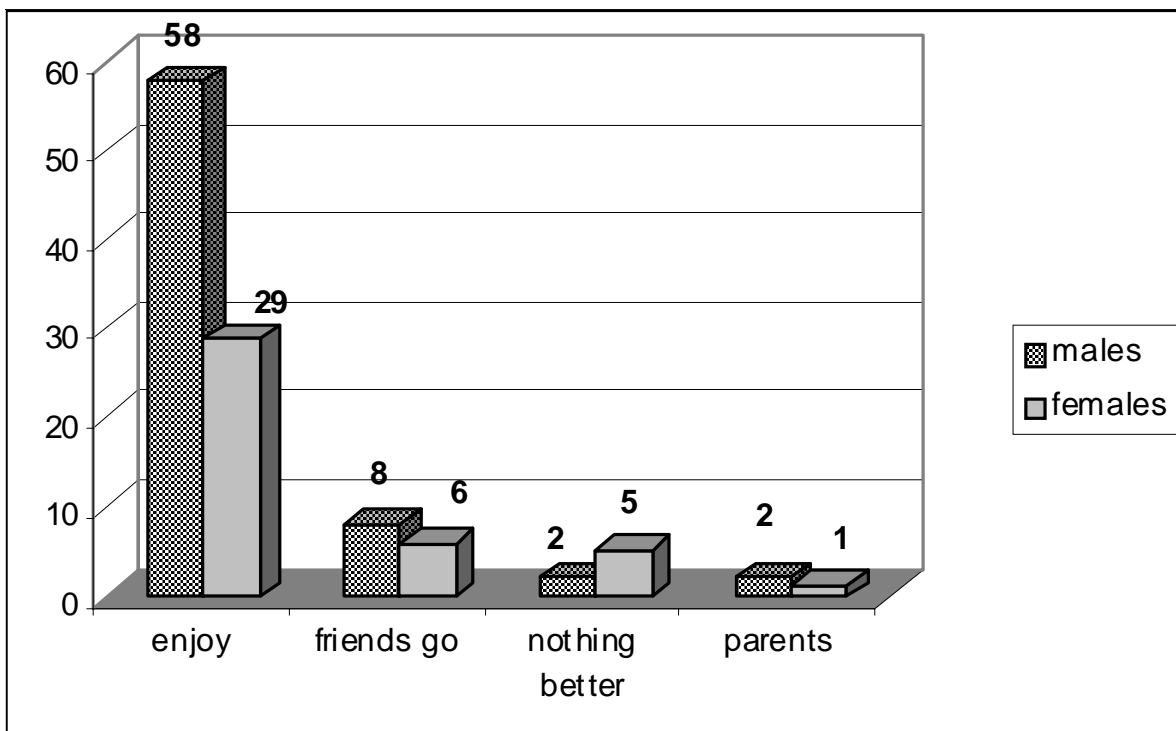
SPORT ACTIVITY

Fig 3.3.7: Percentages of male and female attending sport activity



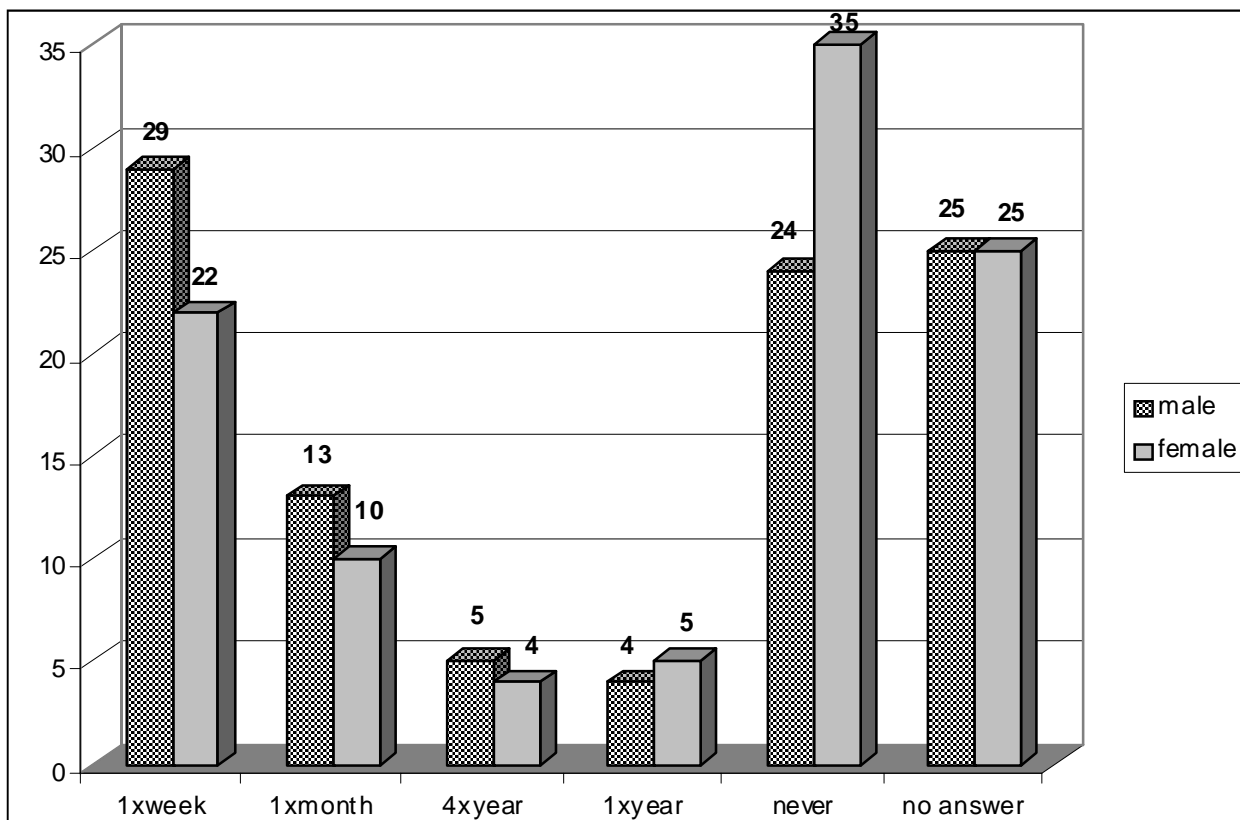
Statistical analysis (using an independent t-test) suggests that there is a significant difference between how often males and females attend sports activity such that males attend more frequently than females (mean males = 1.8, mean females = 3.1; please note that the **lower** the score the **more** frequently respondents attend).

Fig 3.3.8: Percentages of male and female respondents giving various reasons for attending sports activity



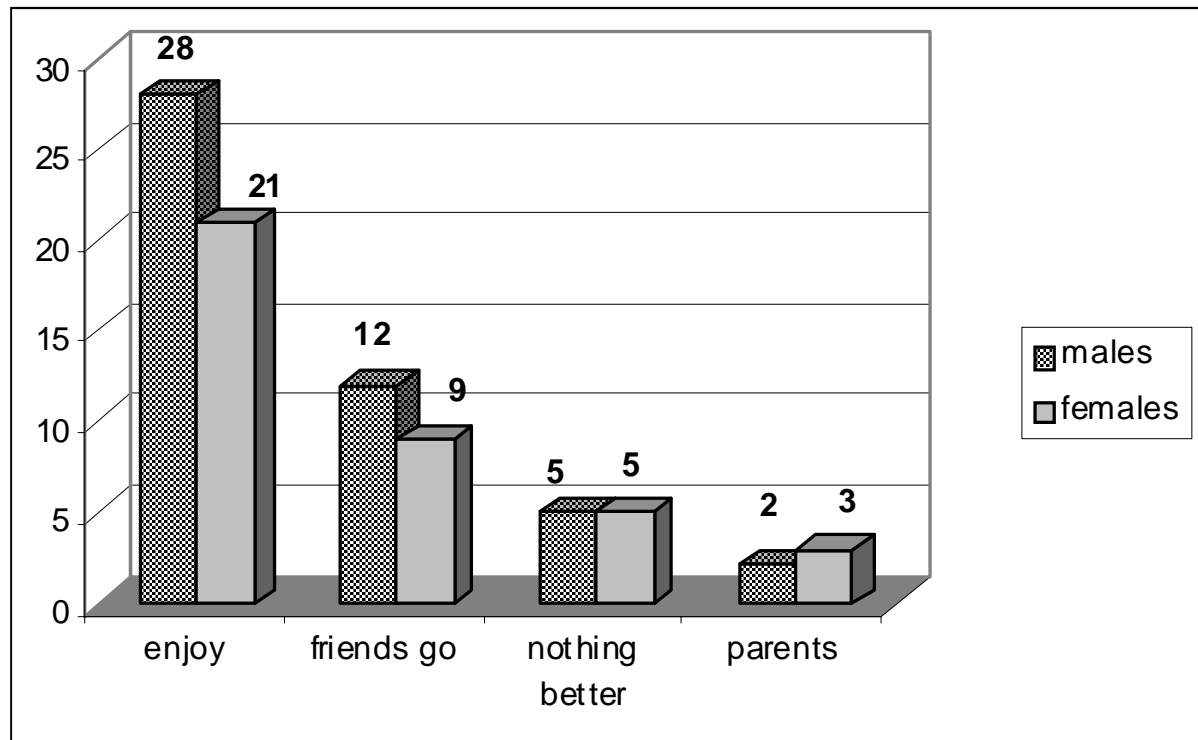
AFTER SCHOOL ACTIVITIES

Fig 3.3.9: Percentages of male and female respondents attending after school activities



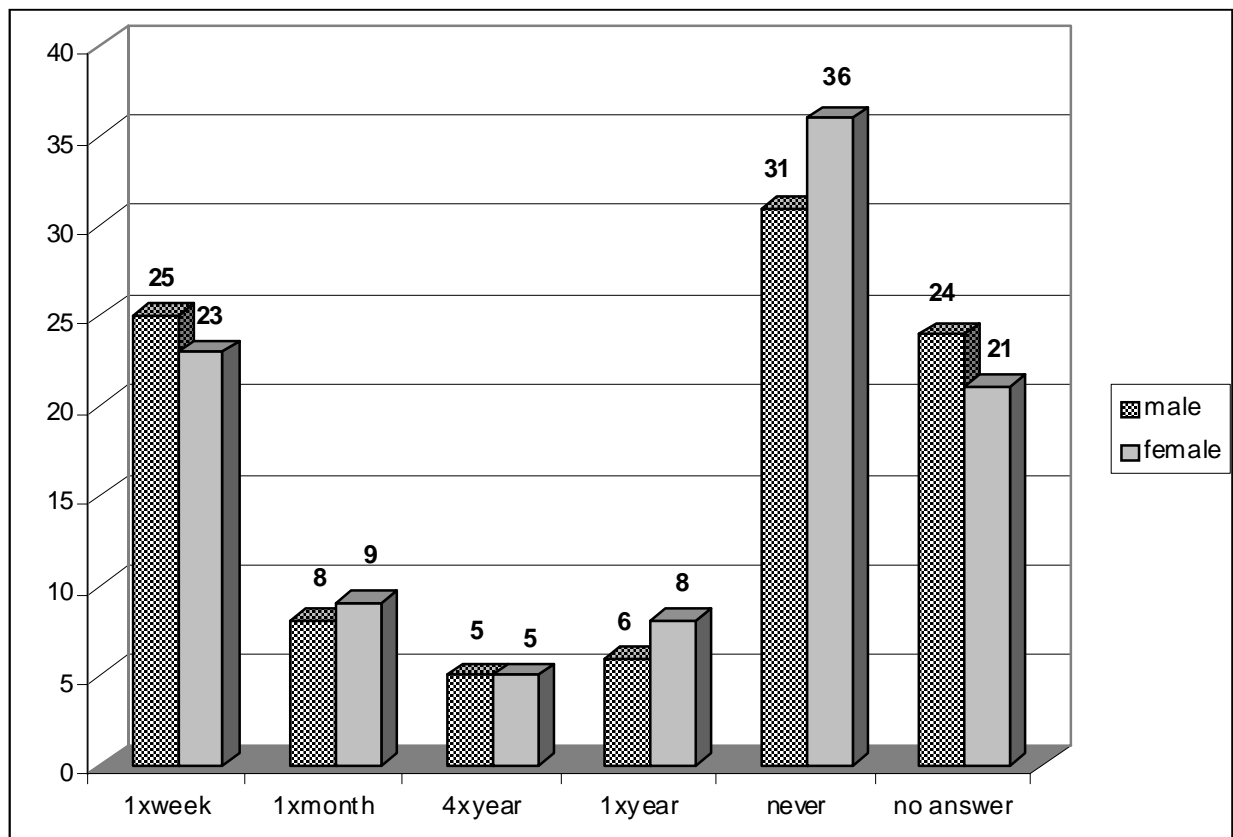
Statistical analysis (using an independent t-test) suggests that there is a significant difference between how often males and females attend after school activities such that males attend more frequently than females (mean males = 2.7 mean females = 3.3; please note that the **lower** the score the **more** frequently respondents attend).

Fig 3.3.10: Percentages of male and female respondents giving various reasons for attending after school activities



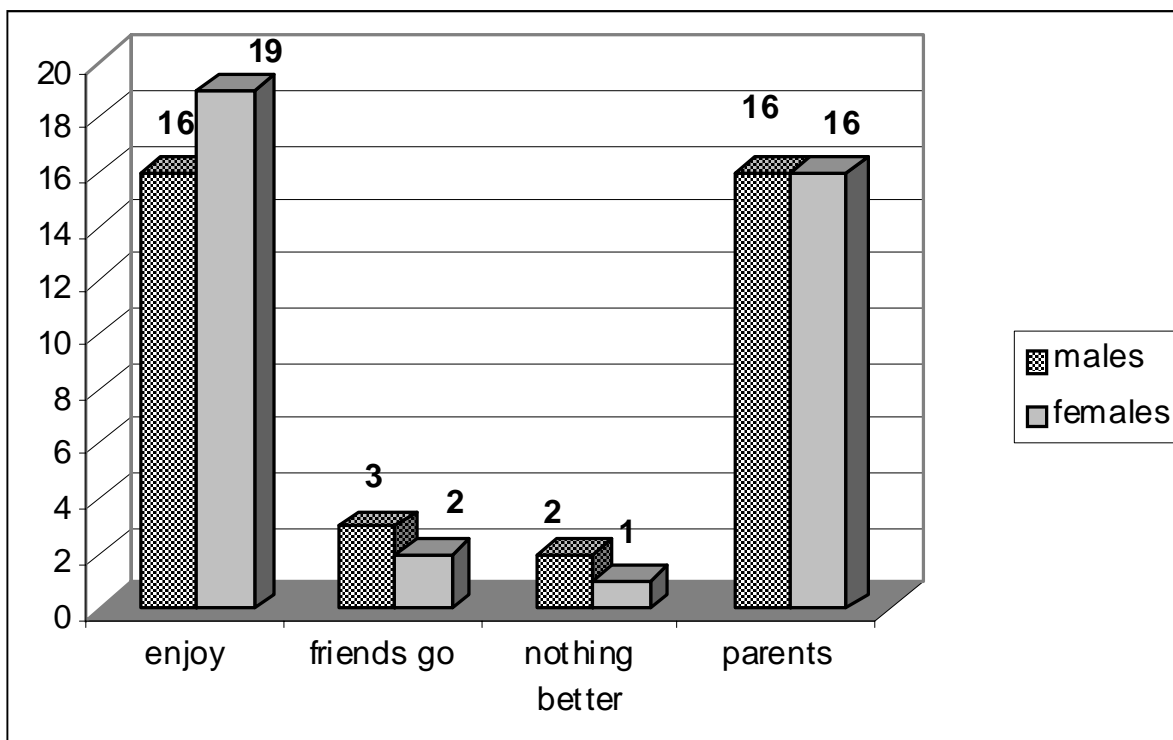
CHURCH / OTHER PLACES OF WORSHIP ACTIVITIES

Fig 3.3.11: Percentages of male and female respondents attending church/places of worship activities



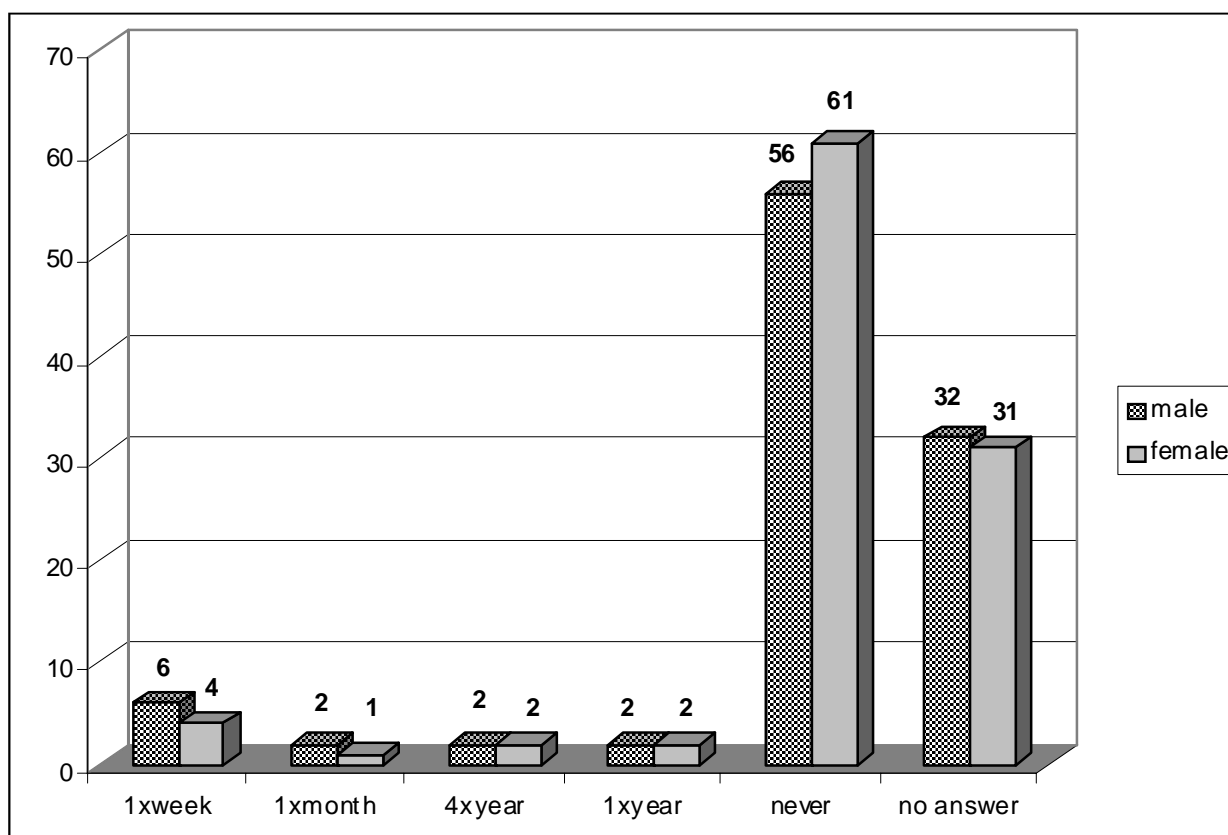
Statistical analysis (using an independent t-test) suggests that there is no significant difference between how often males and females attend after church activities.

Fig 3.3.12: Percentages of male and female respondents giving various reasons for attending church/places of worship activities



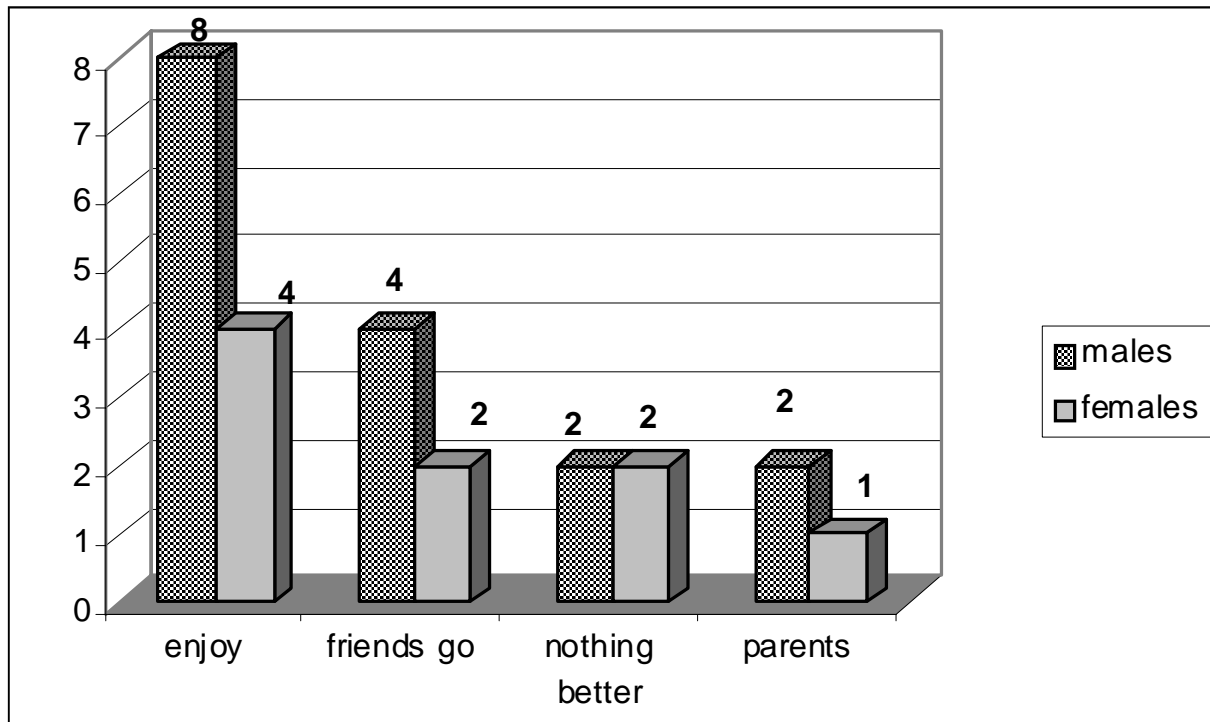
UNIFORMED GROUPS (SCOUTS ETC)

Fig 3.3.13: Percentages of male and female respondents attending Uniformed groups (Scouts etc)



Statistical analysis (using an independent t-test) suggests that there is no significant difference between how often males and females attend Uniformed groups (Scouts etc).

Fig 3.3.14: Percentages of male and female respondents giving various reasons for attending Uniformed groups (Scouts etc)



3.3.1 WHAT IS GOOD ABOUT THE PROVISION?

This item suffers from some limitations in that the questionnaire was designed so that this qualitative item actually refers to the seven items listed in the previous two questions. This means that it cannot be known which of the seven items respondents are referring to when they say what is good about the 'provision'. Many people talk about the 'provision' being enjoyable, it keeping them busy or off the streets and the social benefits.

3.3.2 WHAT COULD BE IMPROVED?

This item suffers from the same limitations as above. However, comments about what could be improved are more useful even without knowing the context of which venue they are referring to as they are likely to reflect a need for some kind of provision. Repeated requests for improvement include:

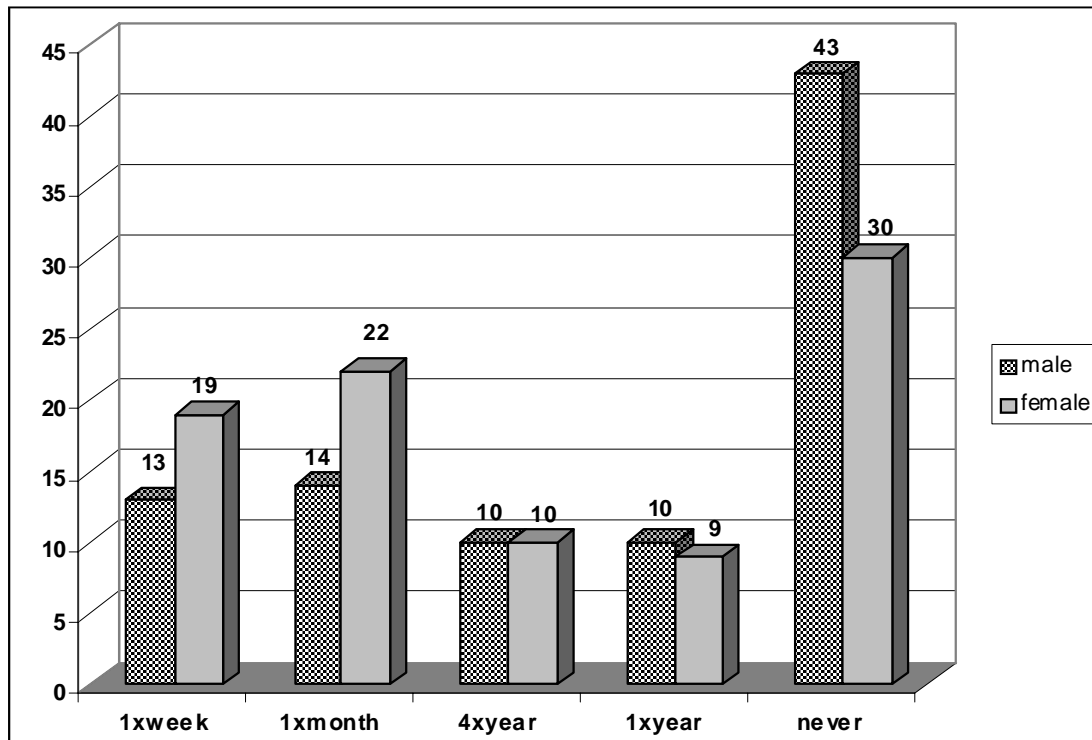
More things to do (this is mentioned frequently in some form or other), more youth clubs, better opening times, cleaner facilities, more activities/facilities, more local facilities, more variety, better equipment, better staffing, financial improvements (e.g. cheaper entry, funding for trips, special rates for young people etc), better security, better accessibility, better swimming facilities (bigger pool), better toilet facilities, food, better awareness made of what is available.

3.4 LIBRARY USAGE

This item asked respondents how often they used the library for various purposes.

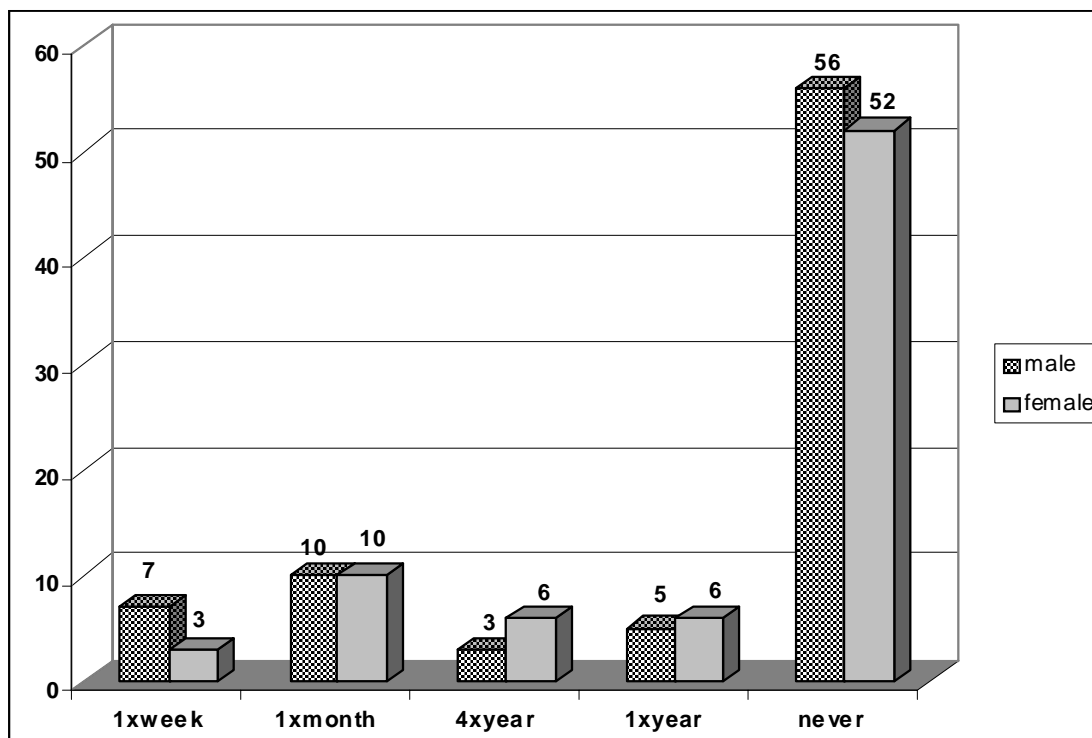
BORROWING BOOKS

Fig 3.4.1: *Percentage of male and female respondents using the library for borrowing books*



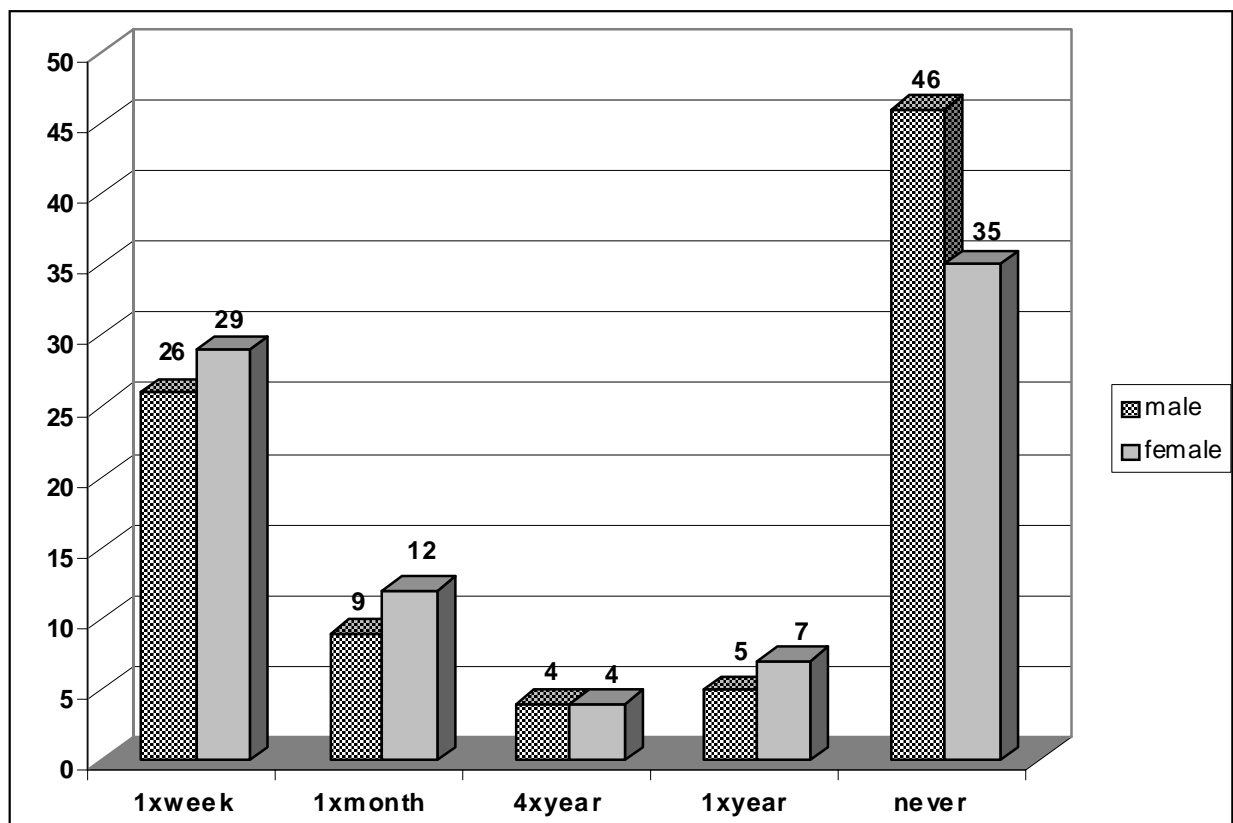
BORROWING VIDEOS / DVD

Fig 3.4.2: *Percentage of male and female respondents using the library for borrowing videos/DVDs*



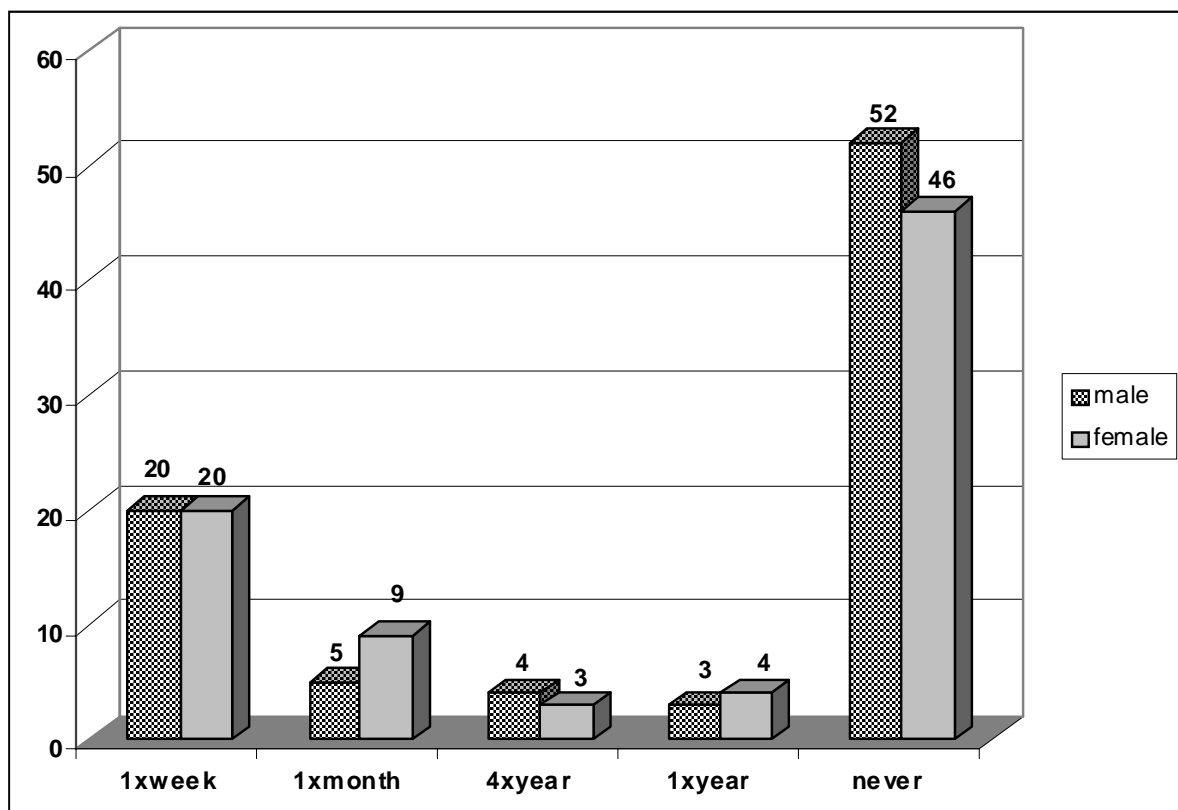
ACCESSING INTERNET

Fig 3.4.3: Percentage of male and female respondents using the library for accessing Internet



MEETING FRIENDS

Fig 3.4.4 Percentage of male and female respondents using the library for meeting friends



3.4.1 BREAKDOWN BY DISABILITY

Of particular interest here is the percentage of respondents who **never** use the library for various purposes. The following chart (Fig 3.4.5) shows little differences for disabled/non-disabled except for when it comes to borrowing videos/DVDs with those with disabilities more likely to use the library for this purpose than those without disabilities (please note that the chart shows those **never** using the library so if 45% of disabled never use the library for borrowing videos then 55% of disabled do use it for this purpose). Across the 1-5 options (once a week – never) there was no significant difference however between the two groups for this item. It should be noted, however, that numbers of disabled respondents are really too low in comparison to non-disabled to make meaningful comparisons.

Fig 3.4.5: Percentages of disabled and non-disabled respondents NEVER using the library for various reasons.

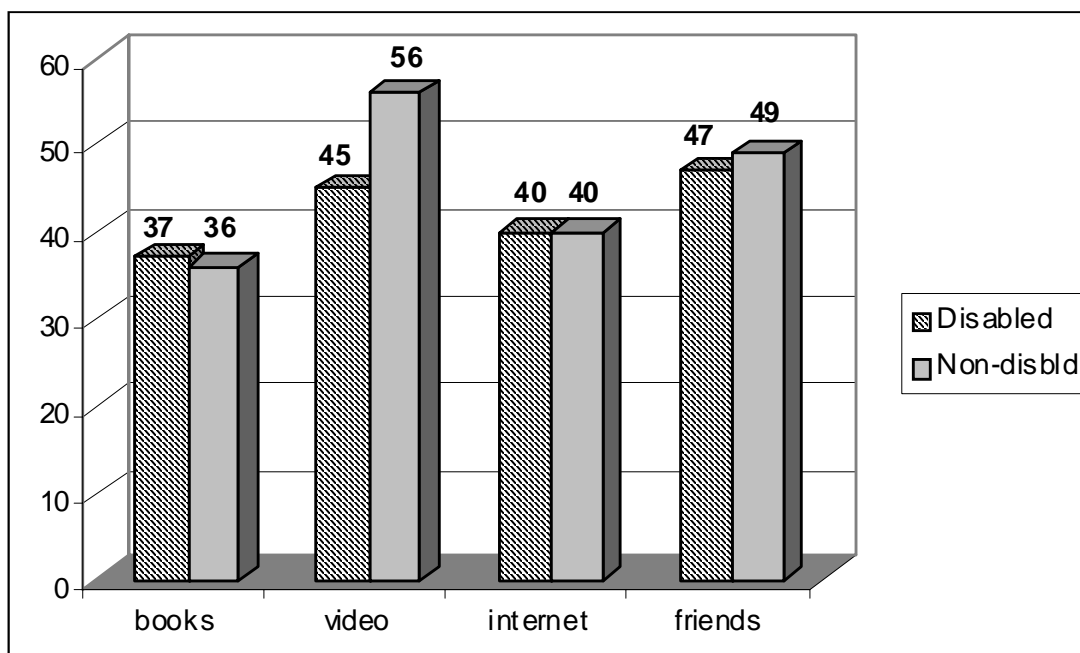
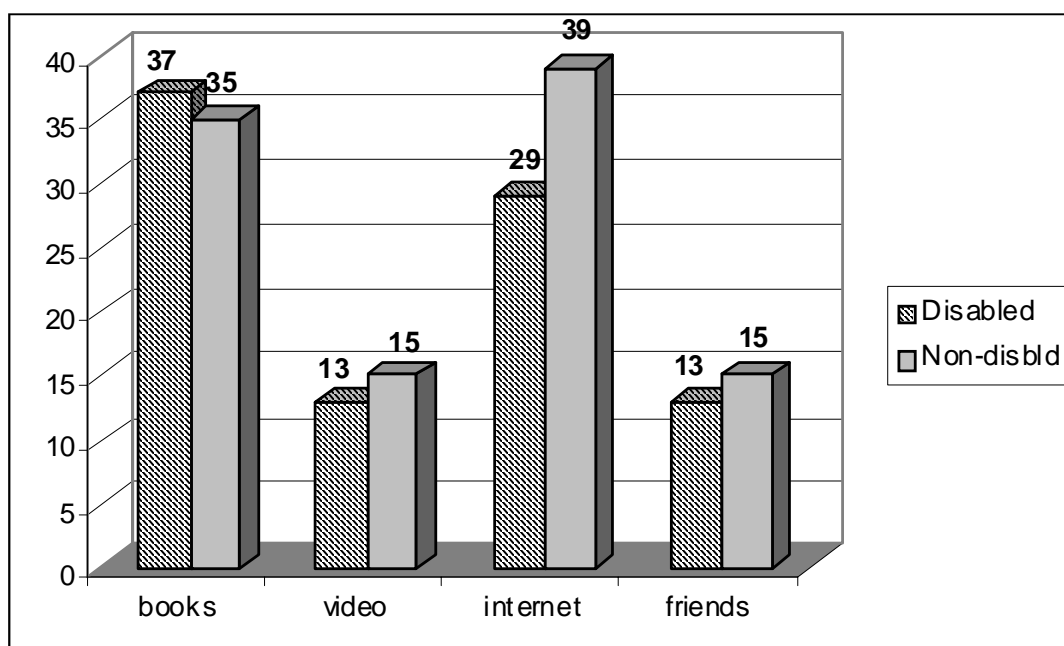


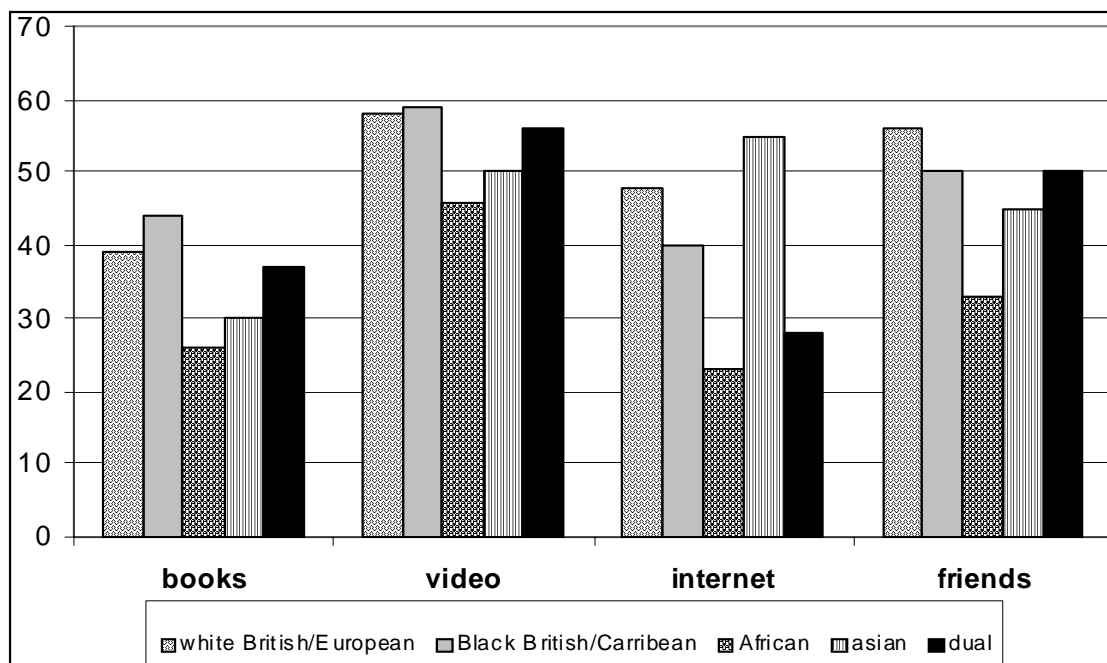
Fig 3.4.6: Percentages of disabled and non-disabled respondents who use the library once a month or more for various reasons



3.4.2 BREAKDOWN BY ETHNIC BACKGROUND

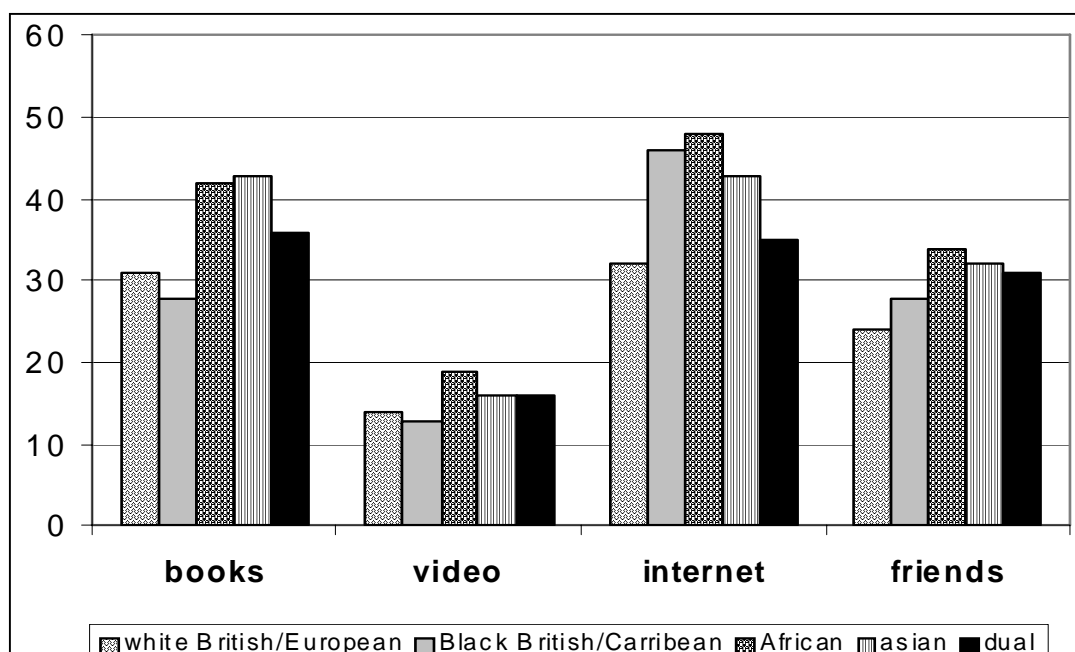
The following chart (Fig 3.4.7) shows the percentages of respondents who **never** use the library for various purposes. Thus, the lower the percentage, the more actually do use the library for that purpose. The chart thus shows that Africans have the lowest percentages of 'never' using the library suggesting that these groups use the library more than other groups.

Fig 3.4.7: Percentages of different ethnic groups who NEVER use the library for various reasons.



Analysis of variance shows a significant effect of ethnic group for library usage when it comes to using the library to meeting friends and using it to access the internet. In each case, the area of significance lies with the difference between usage of White British and African individuals (such that African group use the library more).

Fig 3.4.8: Percentages of respondents of various ethnic groups who use the library once a month or more for various reasons.



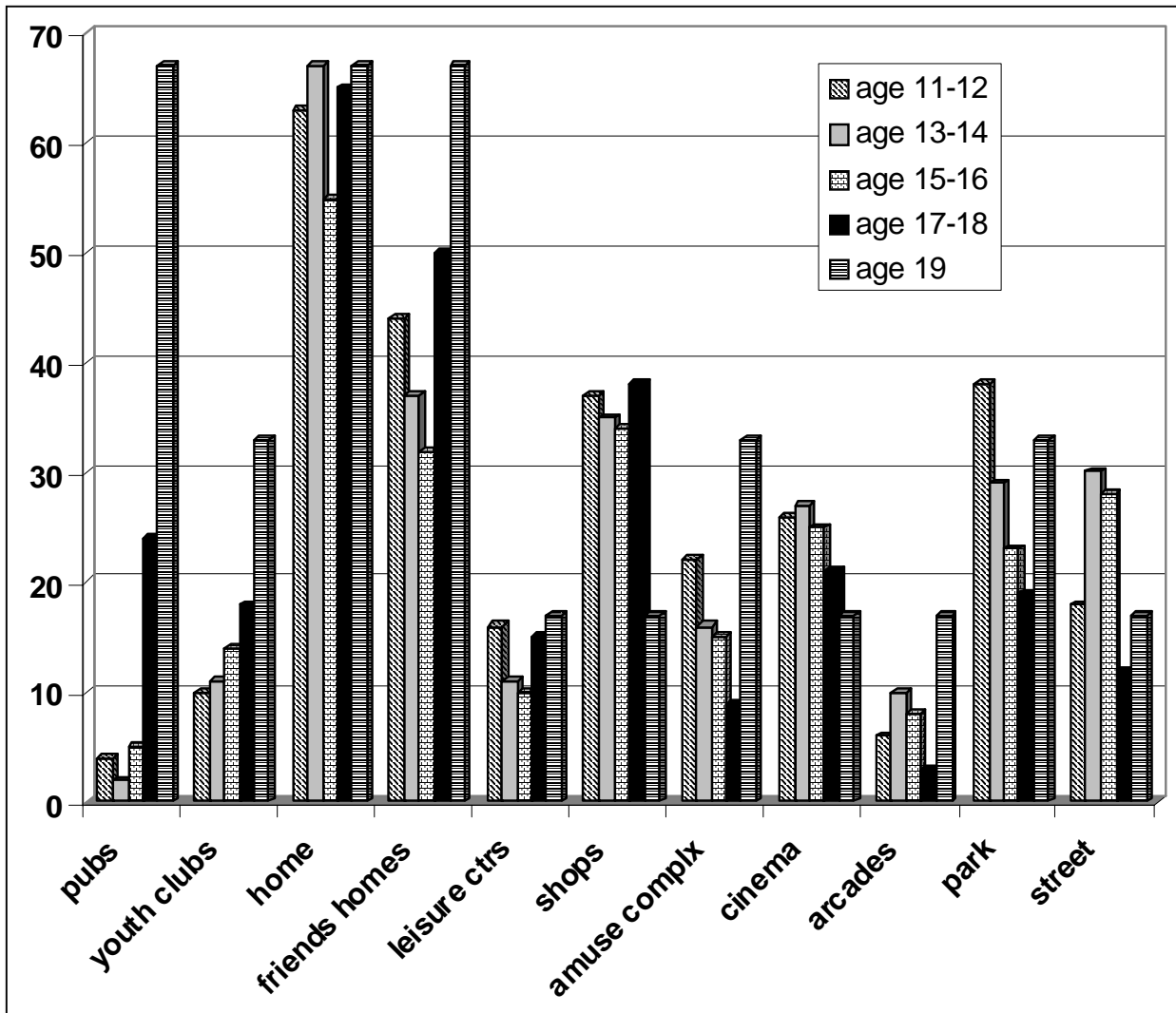
Section 4

4.1 WHERE DO THEY HANG OUT?

Here, respondents were given a list of various venues and asked to indicate how often they 'hang out' there. Options included pubs/bars/nightclubs, youth clubs, home, friends' homes, leisure centre, shopping centre, amusement complex, cinema, arcades/betting shops, parks and streets/outside shops.

The following chart (Fig 4.1.1) shows the percentages of respondents in each school year who hang out 'often' at each of the various places listed in the questionnaire.

Fig 4.1.1: Percentages of respondents in each age range who hang out 'often' at each of the various places



4.1.1 SCHOOL YEAR BREAKDOWN

The following charts shows the mean scores for each item; **the higher/bigger the score, the more frequently** respondents in that school year hang out in that place (so, in the Year 7 chart below, hanging out at home at 3.5 is the most frequent destination with pubs at 0.4 being the least frequent). *Please note that the scores from the surveys have been reversed in order to present the results more clearly (in the surveys, smaller scores i.e. those closer to 1 indicate higher frequency which is the opposite to how the charts are presented).*

Fig 4.1.2: Year 7 Mean Hang out scores

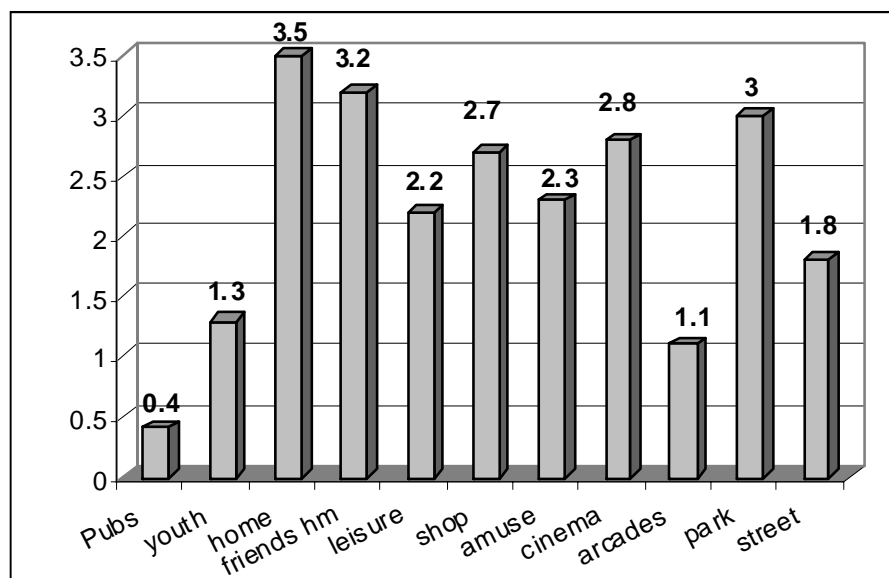


Fig 4.1.3: Year 8 Mean Hang out scores

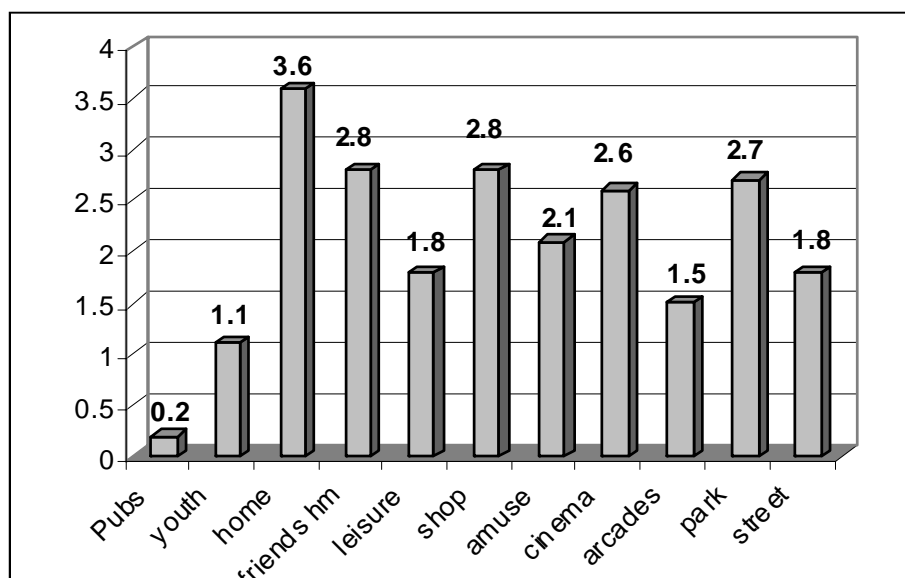


Fig 4.1.3: Year 9 Mean Hang out scores

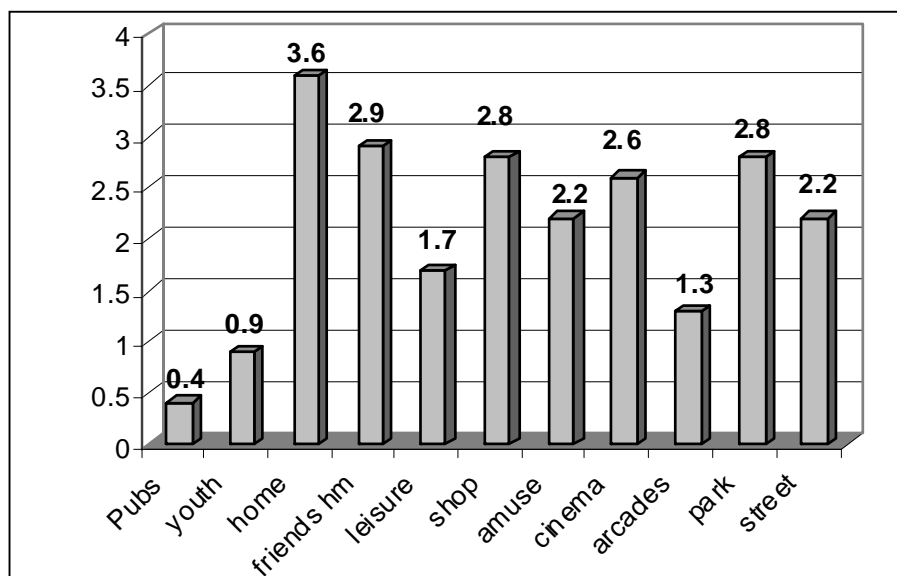


Fig 4.1.4: Year 10 Mean Hang out scores

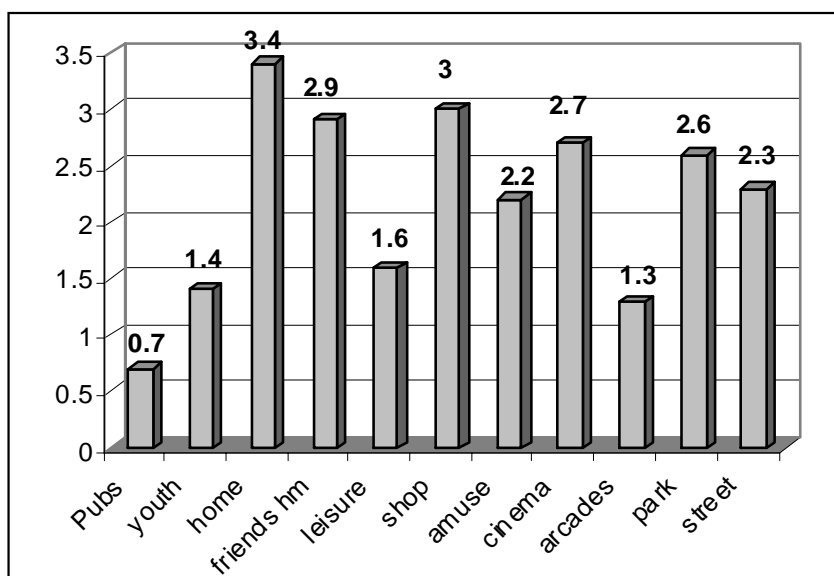


Fig 4.1.5: Year 11 Mean Hang out scores

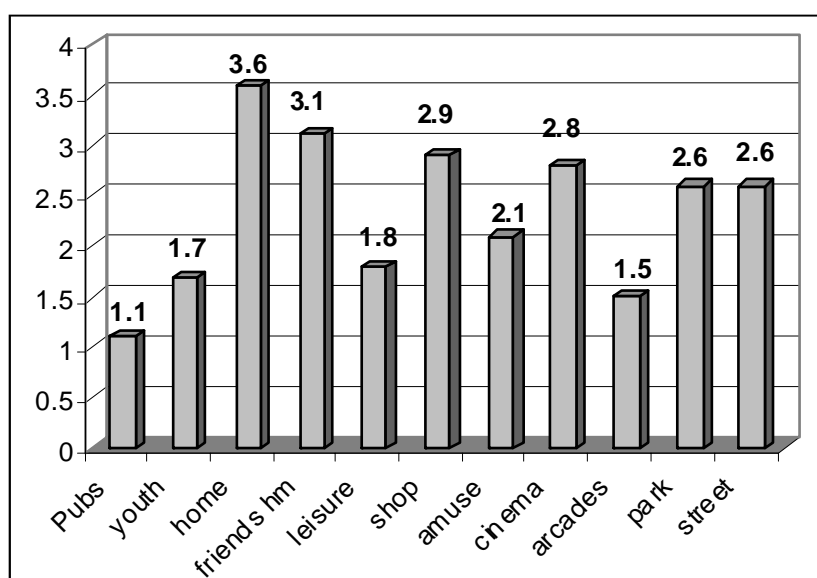


Fig 4.1.6: Year 12 Mean Hang out scores

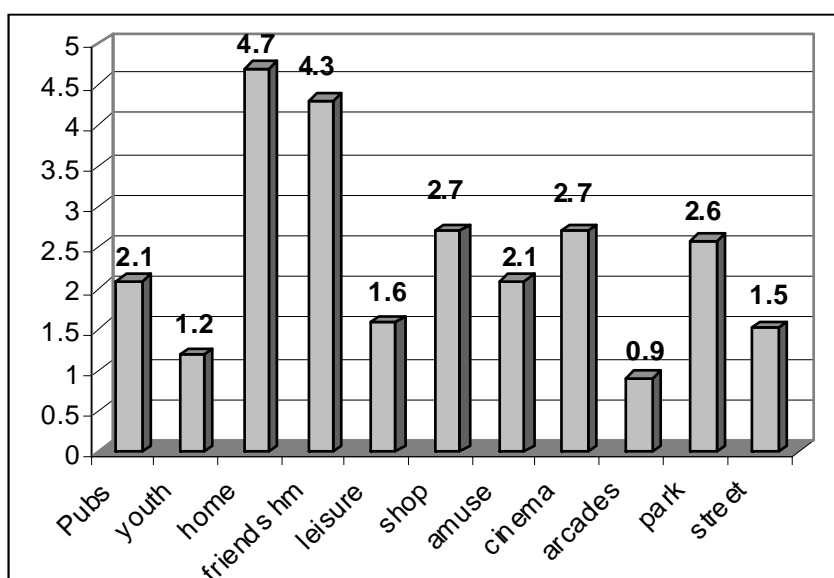
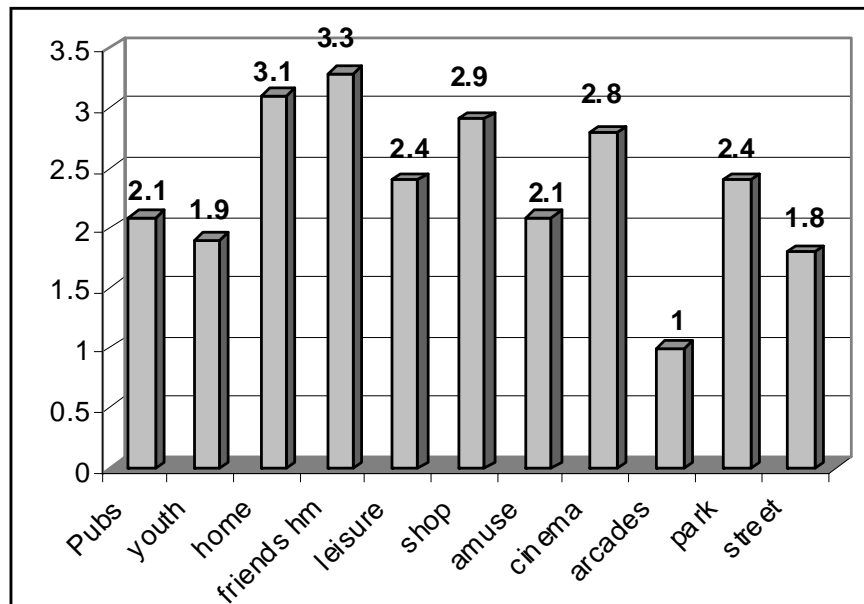


Fig 4.1.7: Year 13 Mean Hang out scores



4.1.2 GENDER DIFFERENCES

The following table (4.1.1) shows the mean scores for males and females across the 5 point range for each item. The lower the score (i.e. the closer to 1) the more frequently that place is frequented. The table also shows whether the difference between the mean scores for males and females for each item is statistically significant.

Table 4.1.1 Means and significance for males/females for each venue

Item	Mean males	Mean females	Significant difference?	Analysis data
Pubs/bars/nightclubs	3.9	4.2	✗	
Youth clubs	3.4	3.7	✓	$t = -3.36$, $df = 513.6$, $p < 0.005$
Home	1.9	1.4	approaching	$p = 0.05$
Friends' homes	2.0	1.9	✗	
Leisure centre	3.0	3.4	✓	$t = -3.4$, $df = 558$, $p < 0.005$
Shopping centre	2.6	1.8	✓	$t = 7.5$, $df = 472.7$, $p < 0.005$
Amusement complex	2.8	2.7	✗	
Cinema	2.4	2.3	✗	
Arcades/betting shops	3.6	3.8	approaching	$p = 0.05$
Park	2.3	2.4	✗	
Streets/outside shops	2.6	3.0	✓	$t = -3.2$, $df = 586.5$, $p < 0.005$

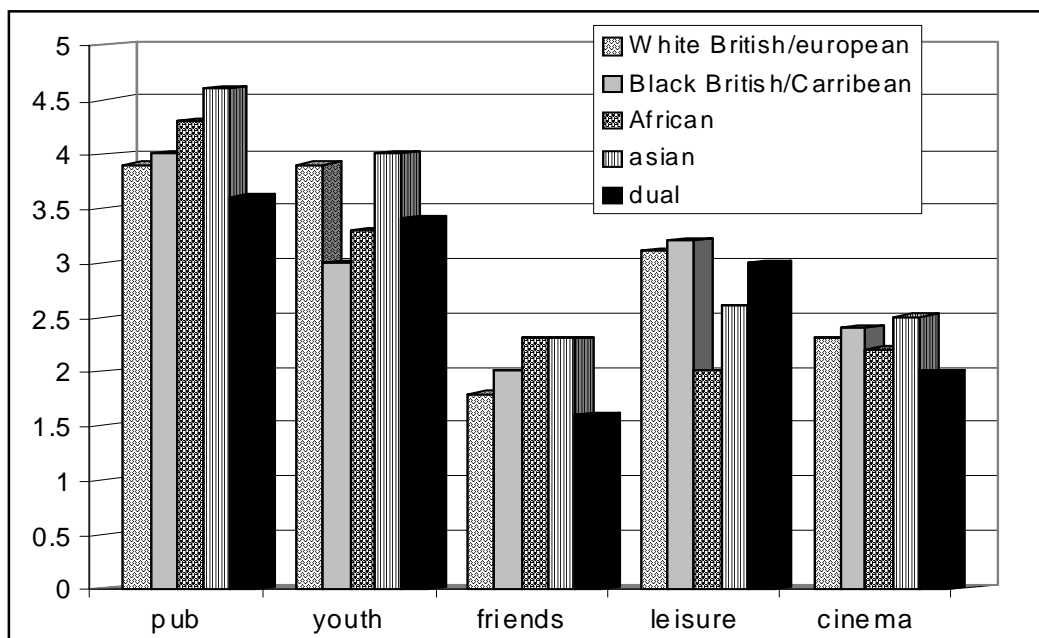
4.1.3 ETHNIC DIFFERENCES

A one-way analysis of variance was performed in order to ascertain whether there are any significant effects of ethnicity for any of the items. This showed that there were significant effects of ethnicity for 5 of the 11 items: pubs, youth clubs, friend's homes, leisure centres and the cinema. The Means for each of these items for the ethnic groups are shown in the table below (Table 4.1.2) and illustrated in the chart (Fig 4.1.8):

Table 4.1.2: Mean scores for attendance at venues for each ethnic group

	pub	youth	friends	leisure	cinema
White British/European	3.9	3.9	1.8	3.1	2.3
Black British/Caribbean	4.0	3.0	2.0	3.2	2.4
African	4.3	3.3	2.3	2.0	2.2
Asian	4.6	4.0	2.3	2.6	2.5
Dual Heritage	3.6	3.4	1.6	3.0	2.0

Fig 4.1.8: Mean scores for attendance at venues for each ethnic group



Post-hoc tests (Tukey) revealed that the significant effects were due to the following between-group differences:

Pubs: The White British/European sub group differed significantly from the Asian. The Asian group also differed significantly from the Black British/Caribbean group and the 'Dual Heritage' group.

Youth clubs: The White British/European group different significantly from the Black British/Caribbean group. The Black British/Caribbean group also differed significantly from the Asian group. The African group differed from the Asian group too. The Asian group differed from the Dual Heritage group.

Friend's homes: the White British/European group differed significantly from both the African group and the Asian group. The Dual Heritage group also differed from the African group and the Asian group.

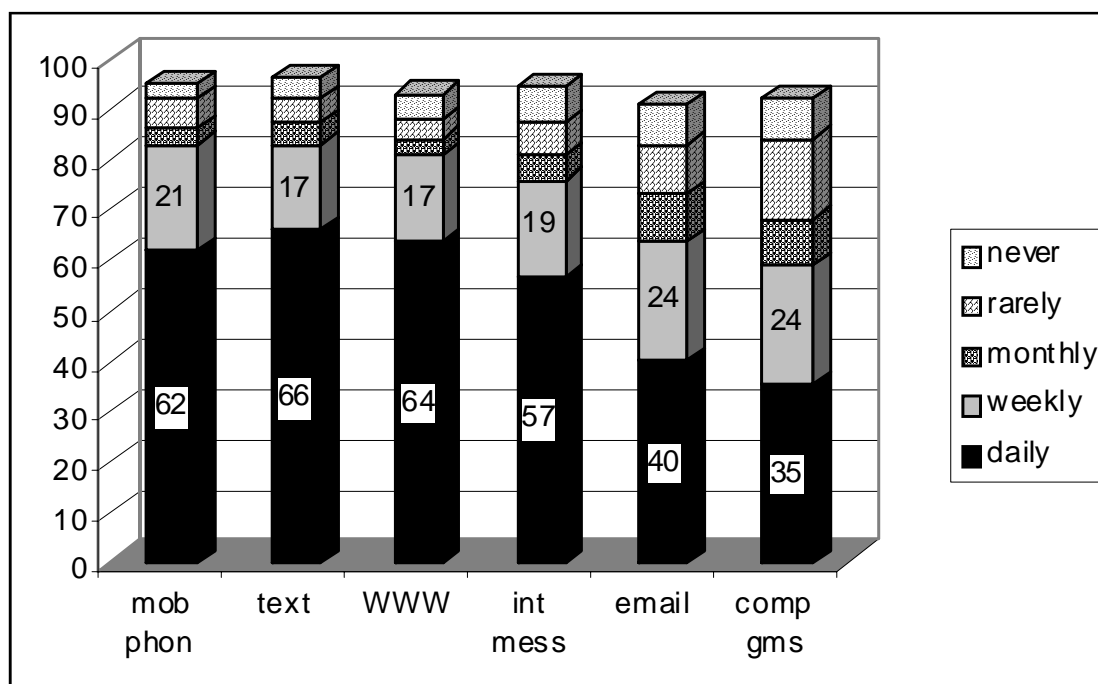
Leisure centres: White British/European differs from Asian.

Cinema: Dual Heritage differed significantly from Asian.

4.2 TELECOMMUNICATIONS USAGE

The following chart (Fig 4.2.1) shows the percentage of respondents who use various telecommunications or computer activities (mobile phones, texting, World Wide Web, internet messaging, email and computer games) daily, weekly, monthly, rarely or never.

Fig 4.2.1: Percentage of respondents who use various telecommunications or computer activities



4.2.1 GENDER BREAKDOWN

Independent t-tests suggest that the only significant gender differences are with the usage of the World Wide Web and computer games; in both cases males use these more often than females. The charts below illustrate usage for males (Fig 4.2.2) and females (Fig 4.2.3).

Fig 4.2.2: Percentages of males using computer/telecommunications

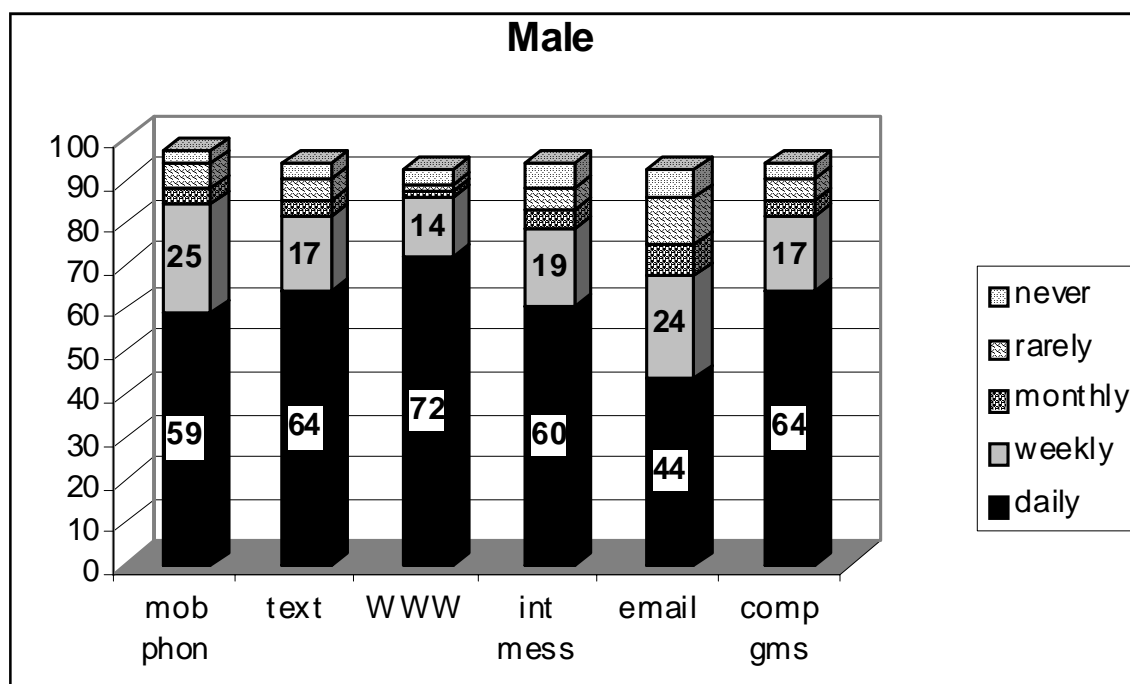
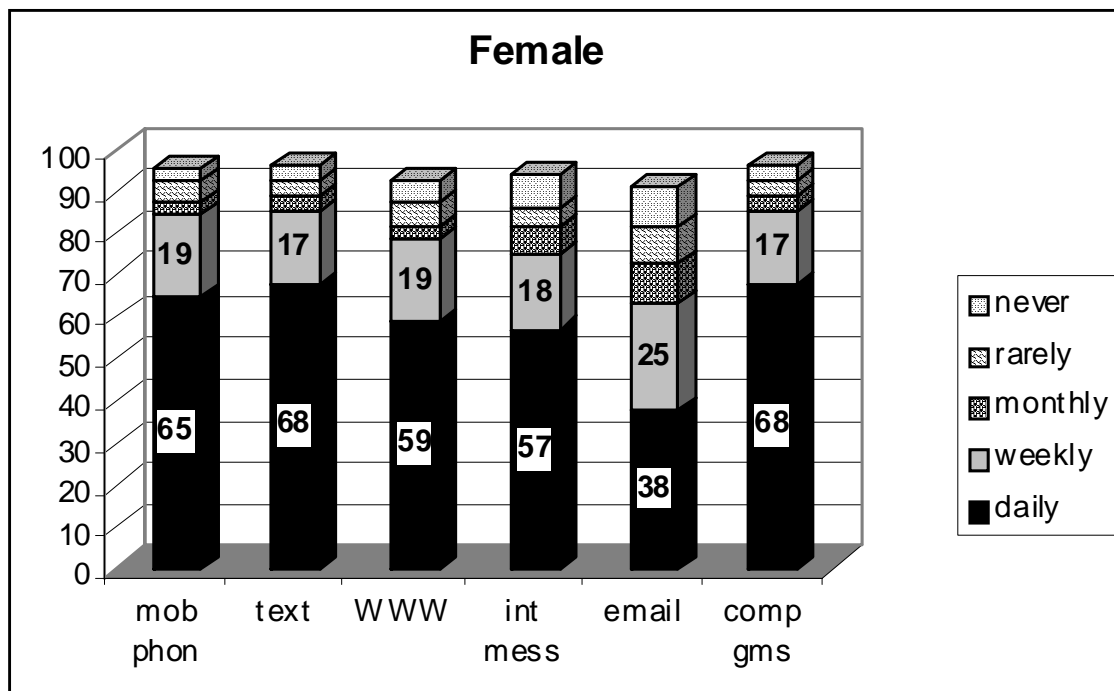


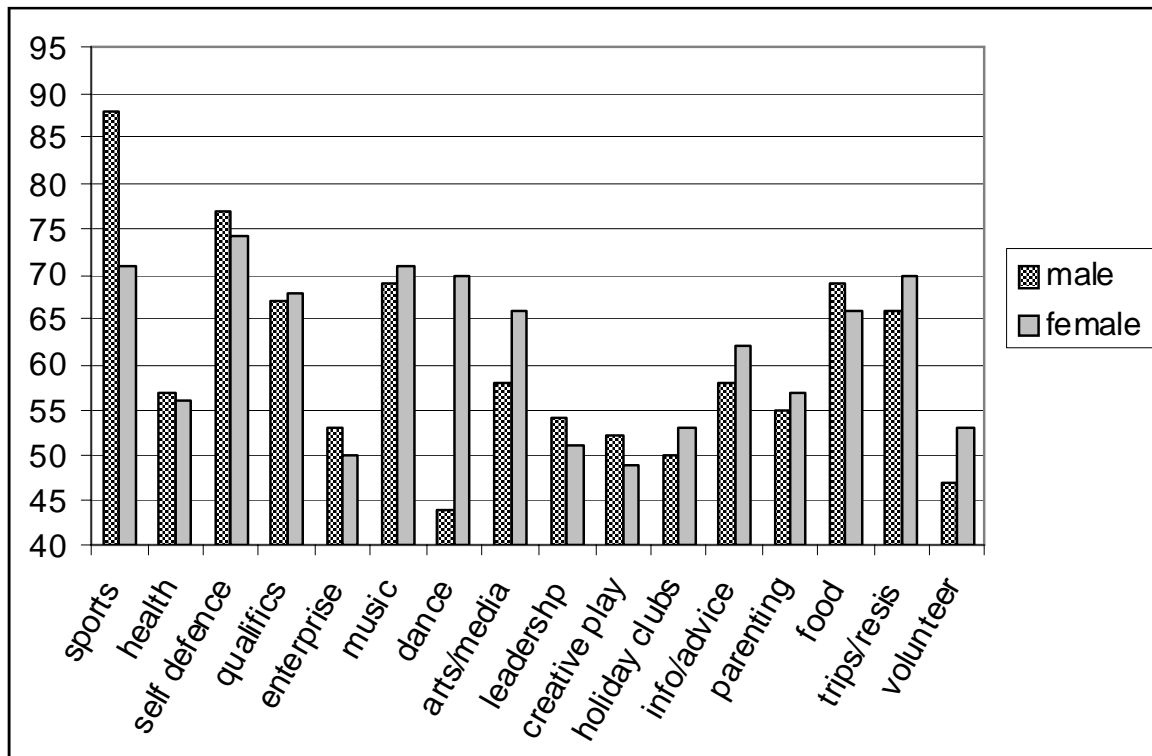
Fig 4.2.3: Percentages of females using computer/telecommunications



4.3 WHAT ACTIVITY DO THEY WANT?

Respondents were provided with a list of possible activities that they might want for them and their friends in the area. The following chart (Fig 4.3.1) indicates the percentages of boys and girls who indicated that each area of provision was 'very' or 'quite' important to them.

Fig 4.3.1: Percentages of boys and girls who indicated that each area of activity was 'very' or 'quite' important to them



4.3.1 GENDER DIFFERENCES

In order to ascertain whether the gender differences in the provision they want is significantly different, a series of t-tests were performed to compare the mean score of males and females given for each item. Thus, whilst the above chart (Fig 4.3.1) shows the distribution of scores 1 or 2, the following analyses consider the full ranges of scores (i.e. 1- 5 where 1 indicates that the respondent considers the item very important and 5 not at all important). The results are summarised in the table (Table 4.3.1) below. Where differences are significant, the direction can be summarised by examining the means.

Table 4.3.1: Male and female means and significances for activity requests.

Item	Male mean	Female mean	Significant difference?	Statistical data *
Sport	1.5	2.1	✓	t = -6.64, df = 621, p < 0.05
Health workshops	2.5	2.4	✗	
Self defence	1.9	1.9	✗	
Qualifications	2.1	2.0	✗	
Enterprise	2.5	2.5	✗	
Music	2.1	2.0	✗	
Dance	2.9	2.1	✓	t = 7.5, df = 470.4, p < 0.05
Arts/media	2.5	2.2	✓	t = 3, df = 485.3, p < 0.05
Leadership	2.6	2.5	✗	
Creative play	2.6	2.5	✗	
Holiday clubs	2.6	2.4	✗	
Information	2.4	2.3	✗	
Parenting	2.5	2.3	✗	
Food	2.1	2.2	✗	
Trips	2.2	2.1	✗	
Volunteering	2.7	2.4	✓	t = 2.48, df = 484.6, p < 0.05

* Data provided for research purposes of academic rigour.

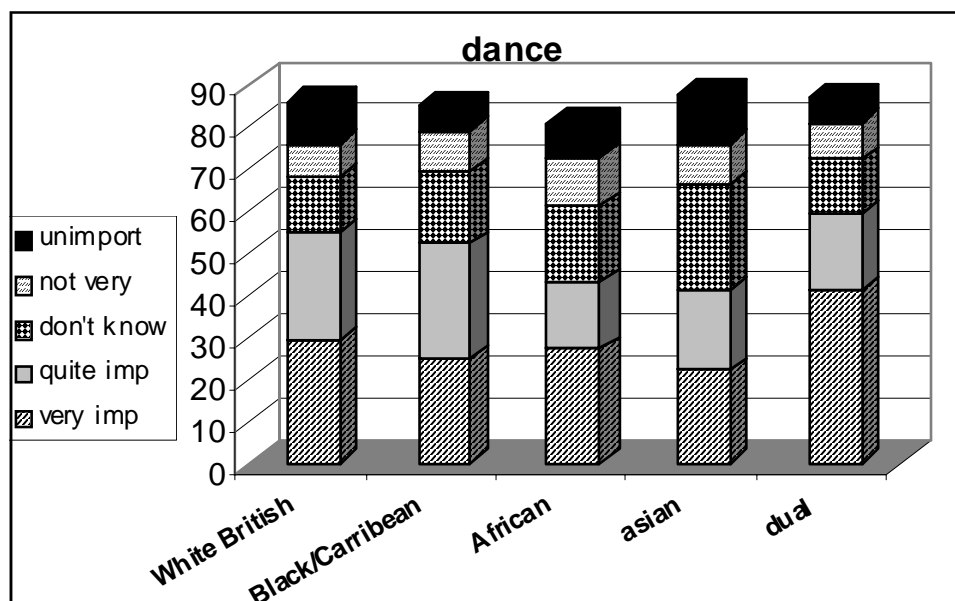
4.3.2 ETHNIC DIFFERENCES

A one-way analysis of variance was performed in order to ascertain whether there are any significant effects of ethnicity for any of the items. This showed that there were significant effects of ethnicity for just 3 of the 16 items which were health workshops, dance and music. However, no significant between-group differences were uncovered for health. The significant differences for the remaining two items lay in the following groups:

Dance: The Dual Heritage differed from Asian (see Fig 4.3.2).

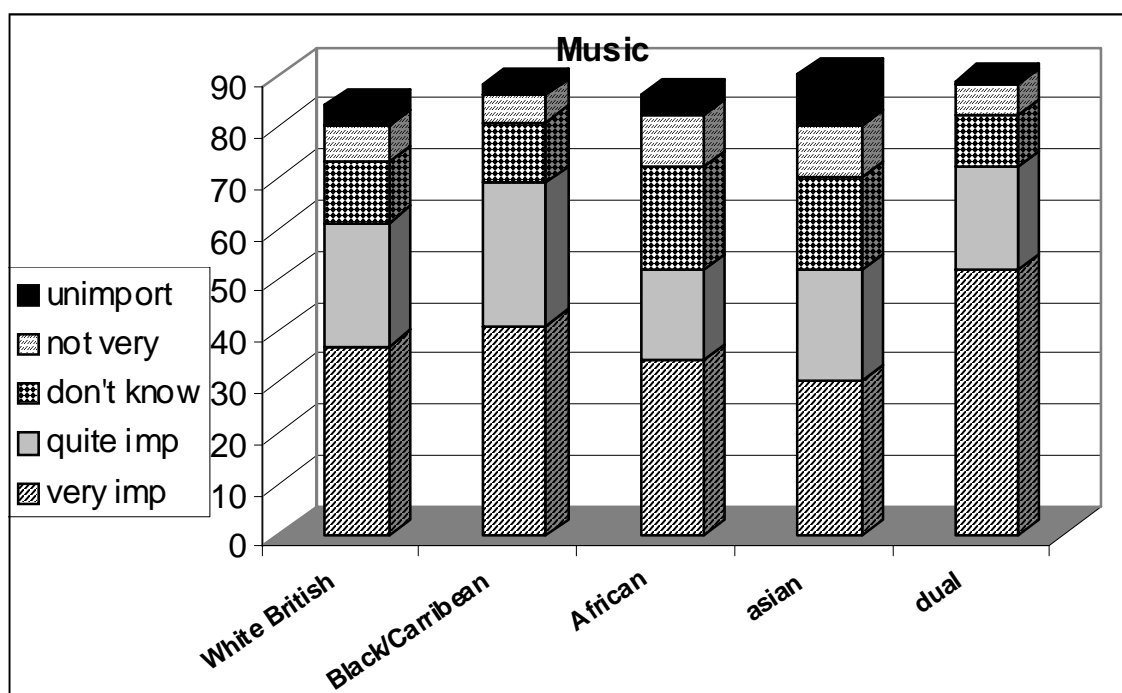
Music: White British/European differed from Asian, Black British/Caribbean from Asian and Asian from Dual Heritage. (see Fig 4.3.3)

Fig 4.3.2: Ethnic breakdown for how important dance workshops are



ETHNIC BREAKDOWN

Fig 3.15: Ethnic breakdown for how important music workshops are



4.3.3 DISABILITY

The numbers of disabled respondents are too small in comparison to non-disabled to allow meaningful comparisons. However, Independent t-tests revealed no significant effects of disability on the responses given to items in this section. The 'sports' item was approaching significance ($p = 0.05$).

4.3.4 CORRELATIONS

There is a significant correlation between the results for question Q11A (how important is it for you to have sports in your area) and Q4D (how often do you attend sports) such that the more frequently they attend, the more important they think it is to have that provision.

❖ **Statistical data:** ($r = 4.5$, $p < 0.05$)

There is a significant correlation between Q11 F and G (how important is it for you to have music/dance provision in your area) and Q4C (how often do they attend drama/dance/music groups) such that the more frequently they attend them the more important they think this provision is.

❖ **Statistical data:** (music: $r = 2.3$, $P < 0.05$; dance: $r = 3.3$, $p < 0.05$)

There is a significant negative correlation between Q11D (how important is it for you to have opportunities for qualifications in your area) and Q2 (how far do you want to study?) such that the higher qualifications they aspire to, the more important they think it is to have opportunities for qualifications in their area

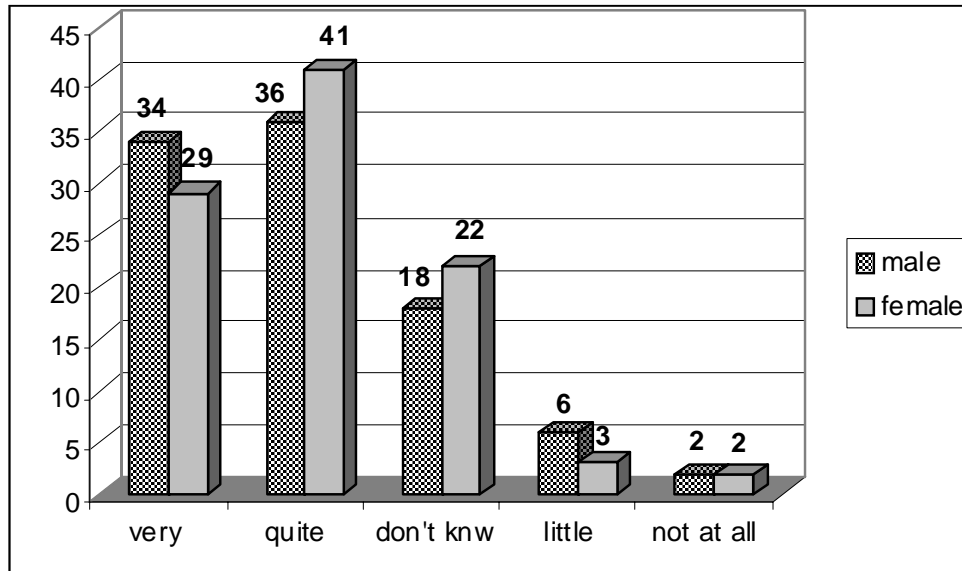
❖ **Statistical data:** ($r = -1.86$, $p < 0.05$)

4.4 INVOLVEMENT IN YOUTH PROVISION

4.4.1 HOW INVOLVED SHOULD YOUNG PEOPLE BE?

The following chart (Fig 4.4.1) shows the percentage responses (male and female) for the question of how involved respondents felt young people should be in the running of youth provision.

Fig 4.4.1: Percentage responses (male and female) for the question of how involved respondents felt young people should be in the running of youth provision.

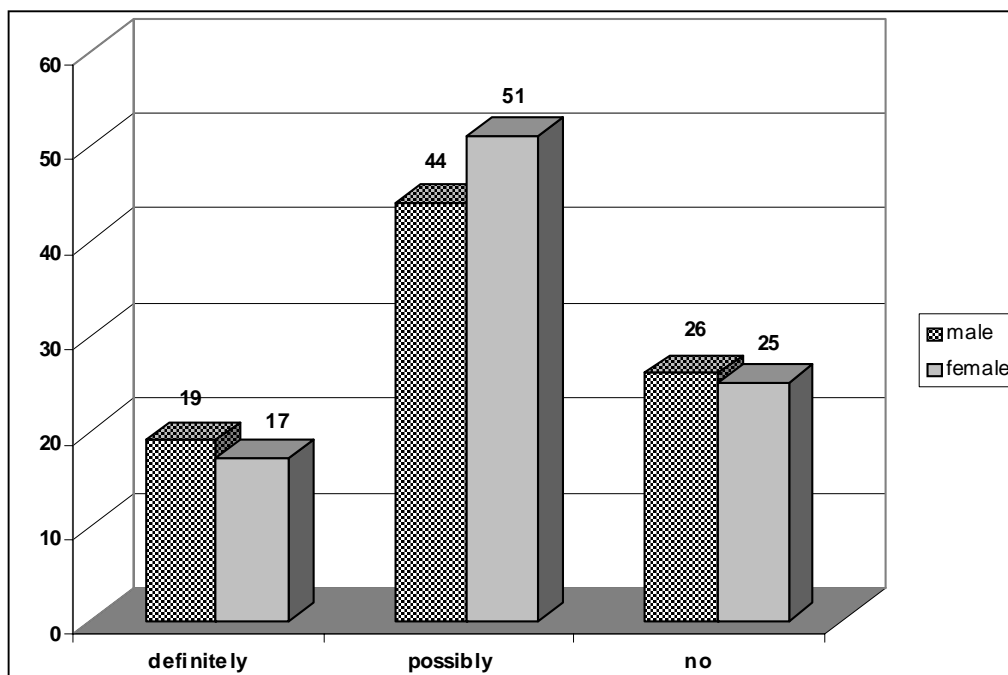


Independent t-tests show no significant gender difference between scores overall for this item.

4.4.2 HOW INVOLVED WOULD YOU LIKE TO BE?

The next question asked participants if they would like to be involved in planning and delivering youth activities and youth provision. The following chart (Fig 4.4.2) shows the gender breakdown of responses. There are no significant gender differences.

Fig 4.4.2: Gender breakdown for how involved in provision respondents would like to be.



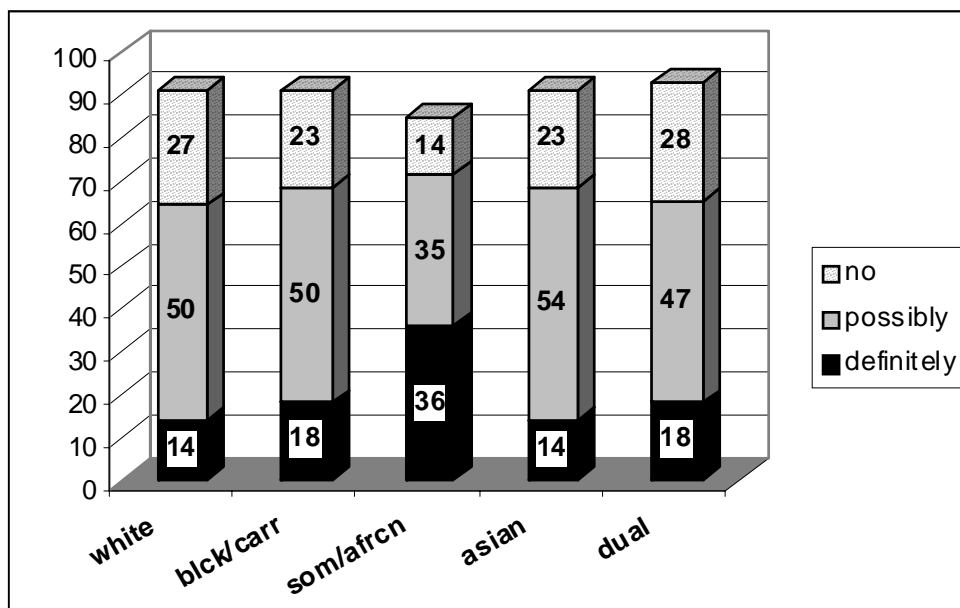
4.4.3 ETHNIC DIFFERENCES

Analysis of variance revealed a significant effect of ethnicity on how involved respondents were in youth provision*. Further tests reveal that responses by the African group differed significantly from the other

groups. The chart below (Fig 4.4.3) shows that this difference is such that the Somali/African group indicated a greater desire to be involved in running youth provision than the other ethnic groups.

❖ **Statistical data:** (df=4, F=5.11, p<0.05). Post-hoc tests performed were Tukey

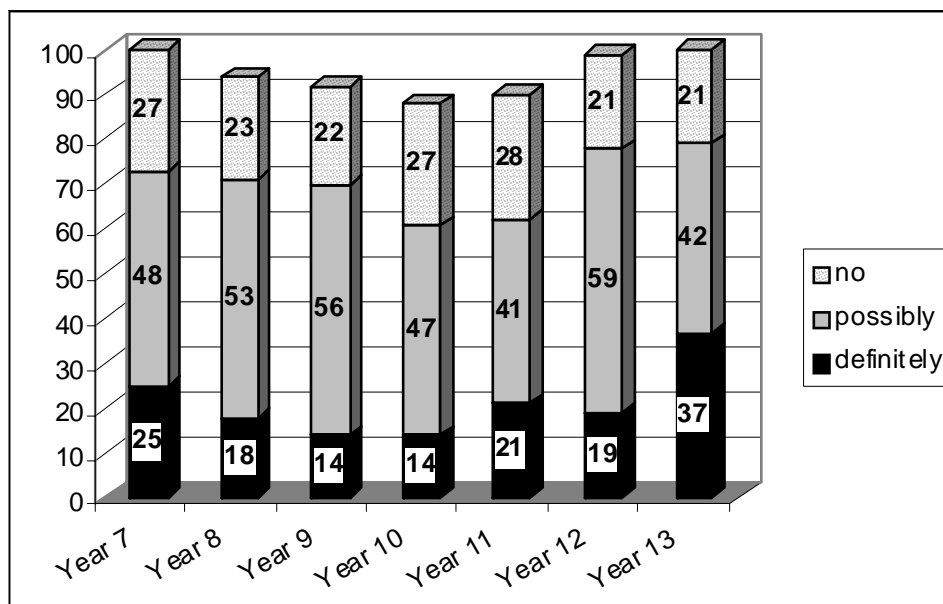
Fig 4.4.3: Percentages of respondents of various ethnic groups who want to be involved in running youth provision.



4.4.4 AGE BREAKDOWN

Analysis of variance reveals no significant effect of age on desire to be involved in running youth provision. The chart below (Fig 4.4.4) does appear to show differences but the smaller numbers within the older and younger school years may explain why these differences do not reach significance.

Fig 4.4.4: Percentages of respondents across the school years who want to be involved in running youth provision.



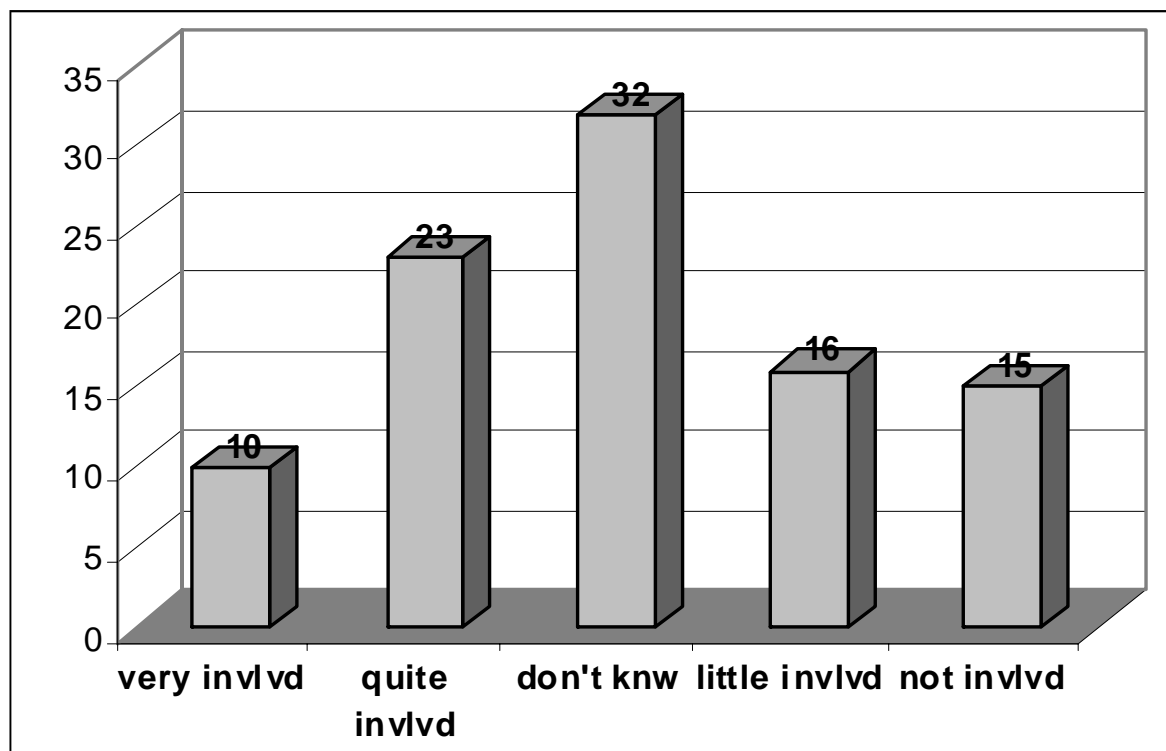
4.4.5 CORRELATIONS

Scores on this item correlated significantly with those on Q4B (frequency of attending youth clubs) such that the more frequently they attend youth clubs, the more likely they are to want to be involved in delivering youth provision.

❖ **Statistical data:** (r = 2.57, p < 0.05)

HOW INVOLVED SHOULD PARENTS BE?

Fig 4.4.5: Percentages of respondents indicating views on parental involvement in running youth provision



What areas should young people or parents be involved with/not be involved with in terms of running youth provision?

4.4.6 ITEMS LISTED INCLUDE:

Health problems, bullying (mentioned repeatedly), 'keeping an eye on things', street crime, sexual advice, gang crime, raising funds, sports, information/advice, decision making, parenting, education, health (mentioned repeatedly), management,

4.4.7 SPECIFIC COMMENTS INCLUDED:

'youth shouldn't be involved in finance, parenting and leadership training'.

'parents shouldn't be involved'

'parents shouldn't be involved'

'youth should learn to run things'

'parents should be involved in every aspect of running the youth provision'

'parents shouldn't be involved with youth clubs'

'parents should be involved only with seeing everything goes OK'

4.5 WHAT DO THEY READ?

This item is a little hard to analyse due to some design limitations; it is difficult to see how some of the options could actually match the stem items; for example, whilst the options 'read most of the articles', 'read articles that look good', 'glance at it' and read to 'find out what's going on in the area' might reasonably apply to community newsletters and local newspapers (and possibly national newspapers), it is hard to see how these would apply to magazines and books. A gender breakdown is shown in the following charts (Figs 4.5.1 and 4.5.2) but no further analyses are conducted on this item.

Fig 4.5.1: Percentages males reading various publications

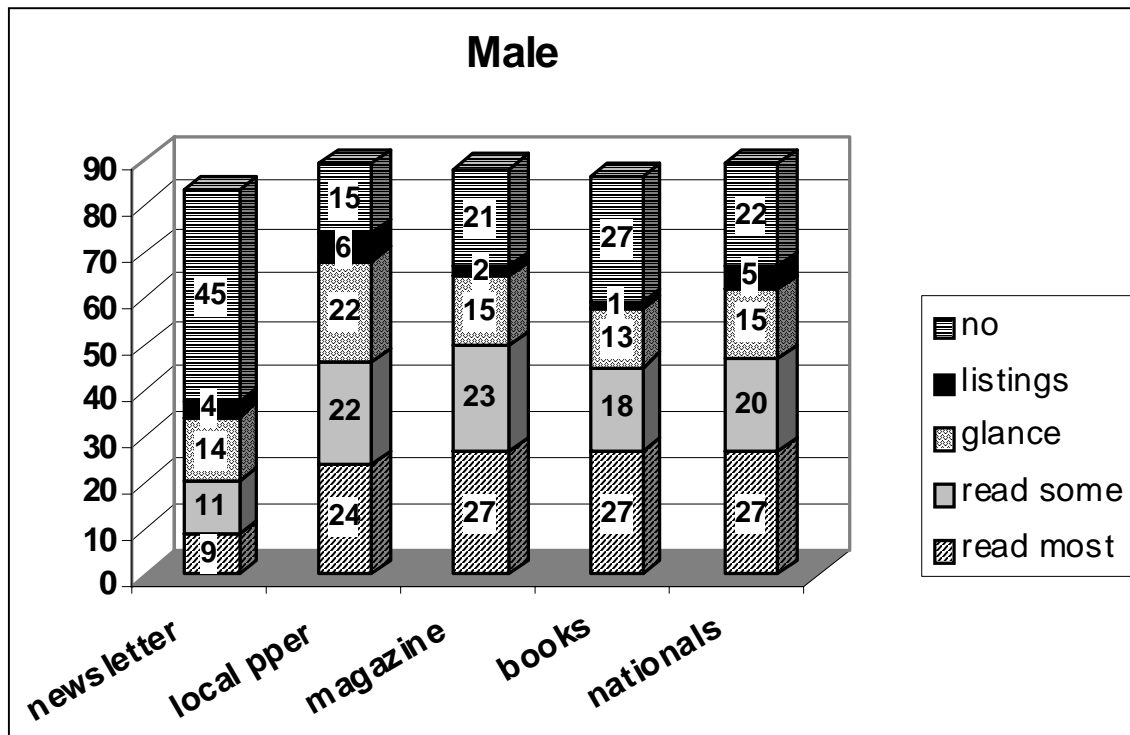
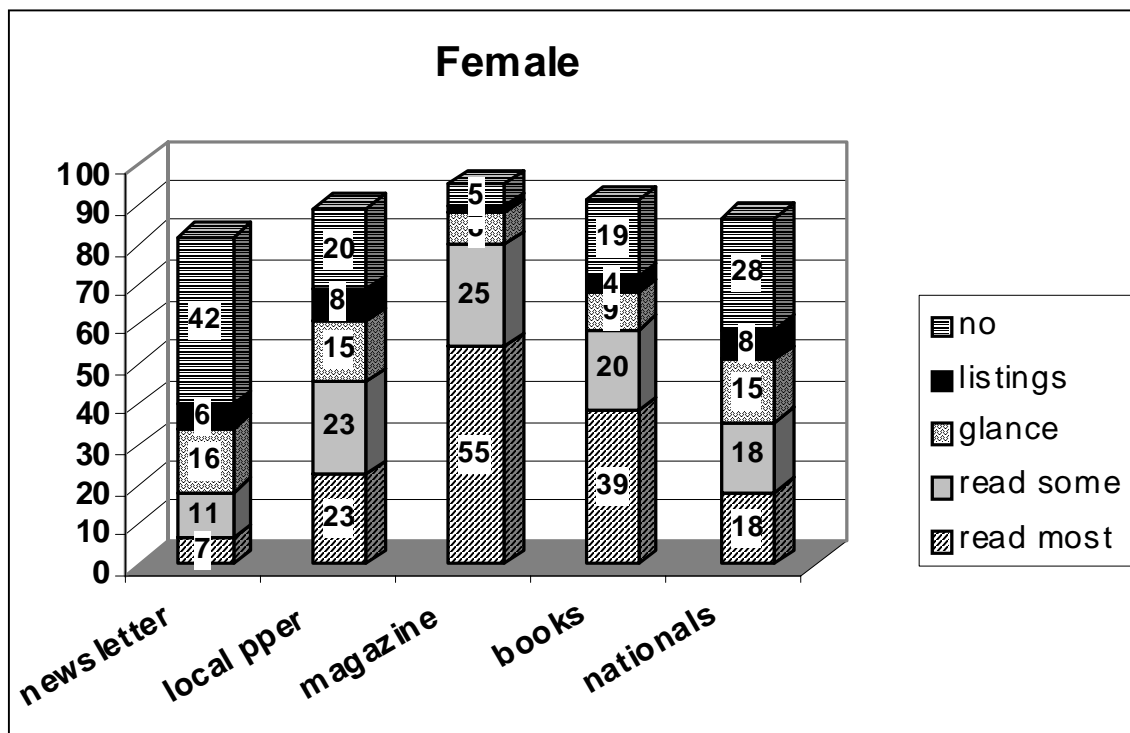


Fig 4.5.2: Percentages females reading various publications



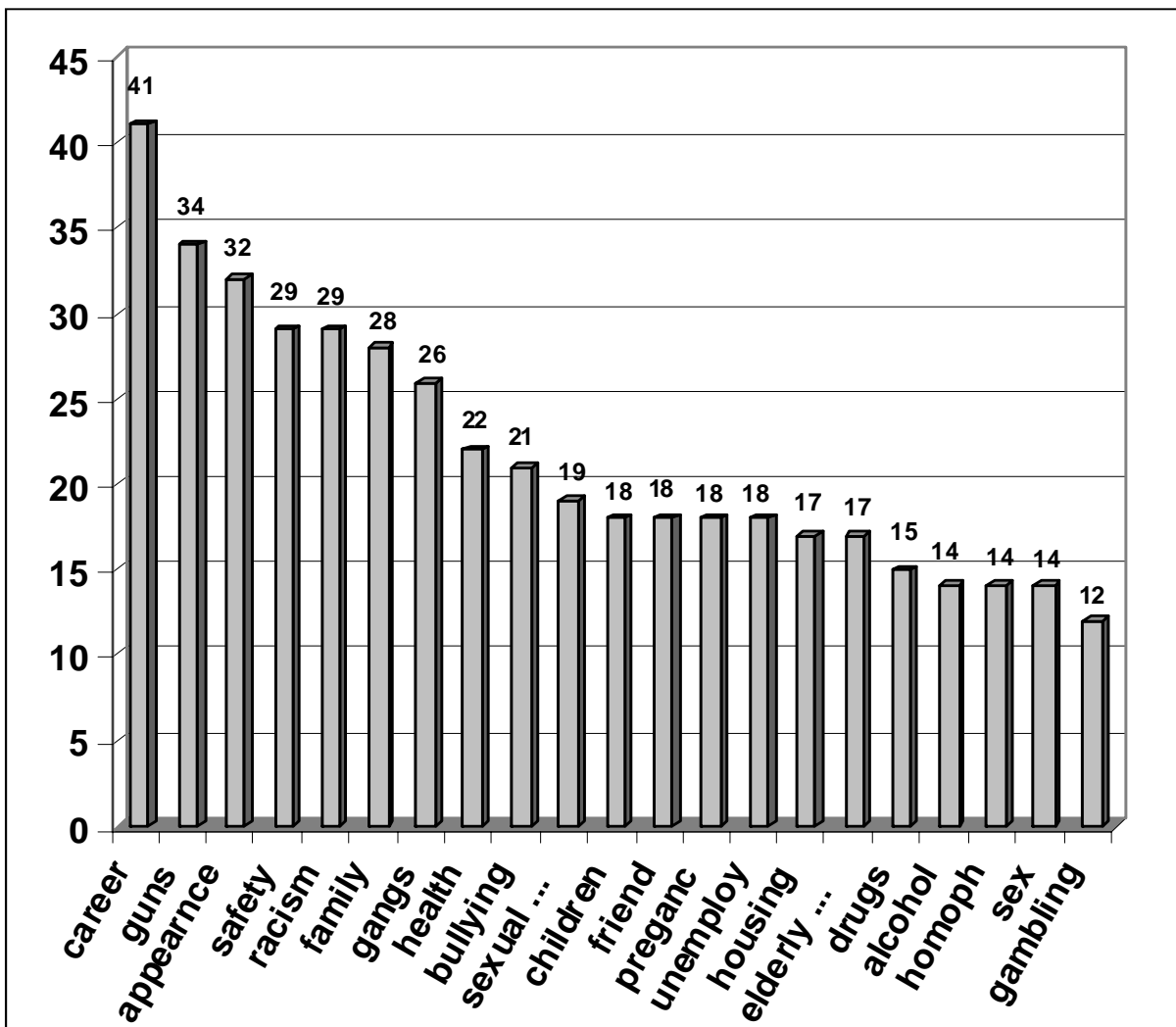
4.6 WHAT CONCERNS THEM?

This section opened with a qualitative question inviting respondents to write down what ‘worries’ them. Because there is also a quantitative question (see below), comments listed here are those that are not included in the quantitative list below.

Comments then include: ‘my life’, ‘danger in the streets’ (mentioned in various formats on 60 occasions), ‘the end of the world’ (2), ‘everything’, ‘getting good grades/school’ (17), ‘dying’ (5), ‘going places alone’, ‘people changing’, ‘my religion being humiliated’, ‘I won’t become what I want to be’, ‘what the future holds’ (6), ‘failing in life’ (2), ‘bad things happening to my family’ (4), ‘peer pressure’, ‘money’, ‘what my parents think’, ‘what people think of me’, ‘expectations’, ‘drunk drivers’, ‘bad people in the world’.

Respondents were then given a range of issues and asked to indicate how much they concerned them. The following chart (Fig 4.6.1) shows percentage of all respondents who indicated that they worry ‘a lot’ about an issue. The issues have been arranged in order with the issue causing most concern on the left side of the chart.

Fig 4.6.1: Percentage of all respondents who indicated that they worry ‘a lot’ about an issue.



4.6.1 NON-RESPONDERS

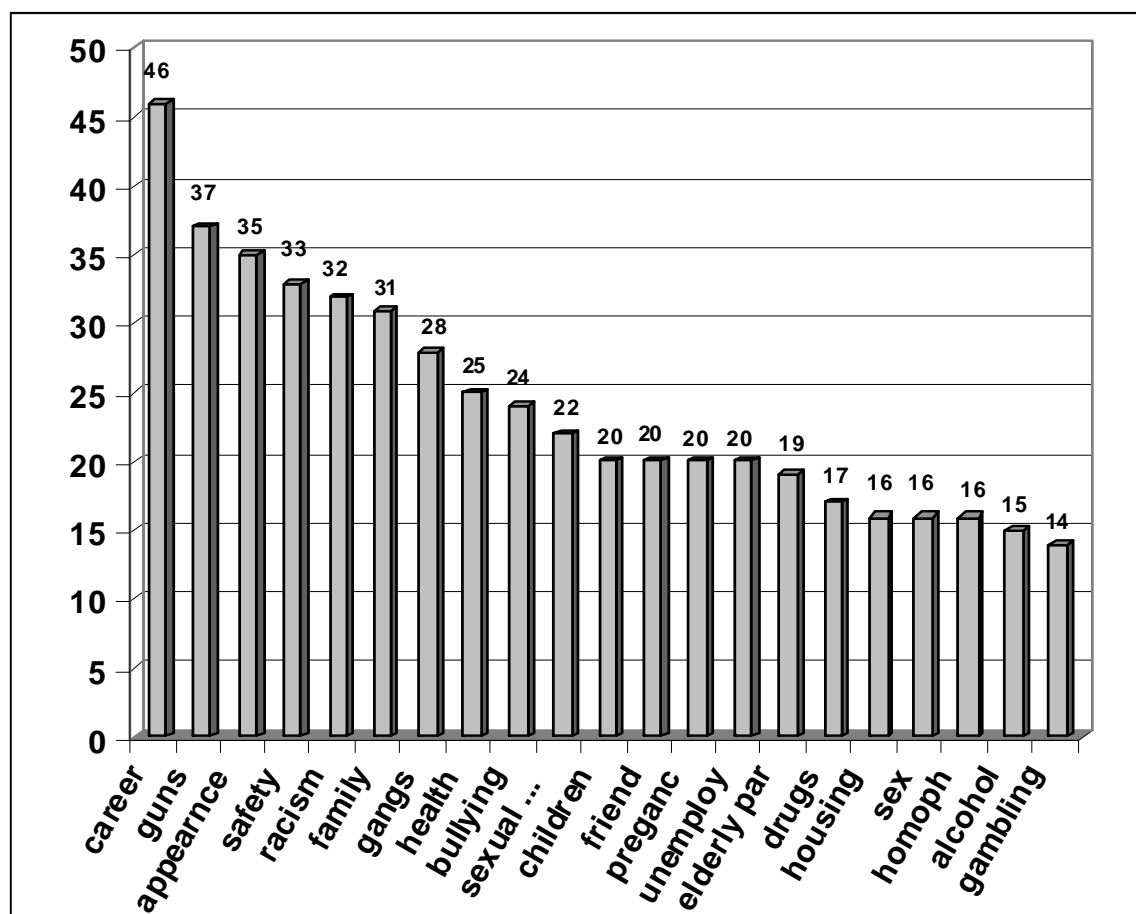
Between 60 – 100 people did not respond to any particular item as the following table (Table 4.6.1) indicates:

Table 4.6.1: Numbers of participants not responding to various items

Item	Numbers not responding	Item	Numbers not responding
Career	91	Friends	77
Guns	89	Pregnancy	72
Appearance	75	Unemployment	98
Safety	64	housing	87
Racism	61	Elderly parents	89
Family	66	Drugs	60
Gangs	62	Alcohol	61
Health	77	homophobia	87
Bullying	68	Sex	81
Sexual health	87	Gambling	82

Whilst it may be reasonably assumed that people who do not respond to an item choose not to because they feel that the particular item is not relevant to them (i.e. it is not one that concerns them much), the actual reasons for not responding can never be known. For this reason, a new chart (Fig 4.6.2) was created showing the percentages of people **who responded to that item**, who worry a lot about each issue. (Please note that the order has changed slightly from the original chart in Fig 4..6.1).

Fig 4.6.2: Percentages of people who responded to that item, who worry a lot about each issue

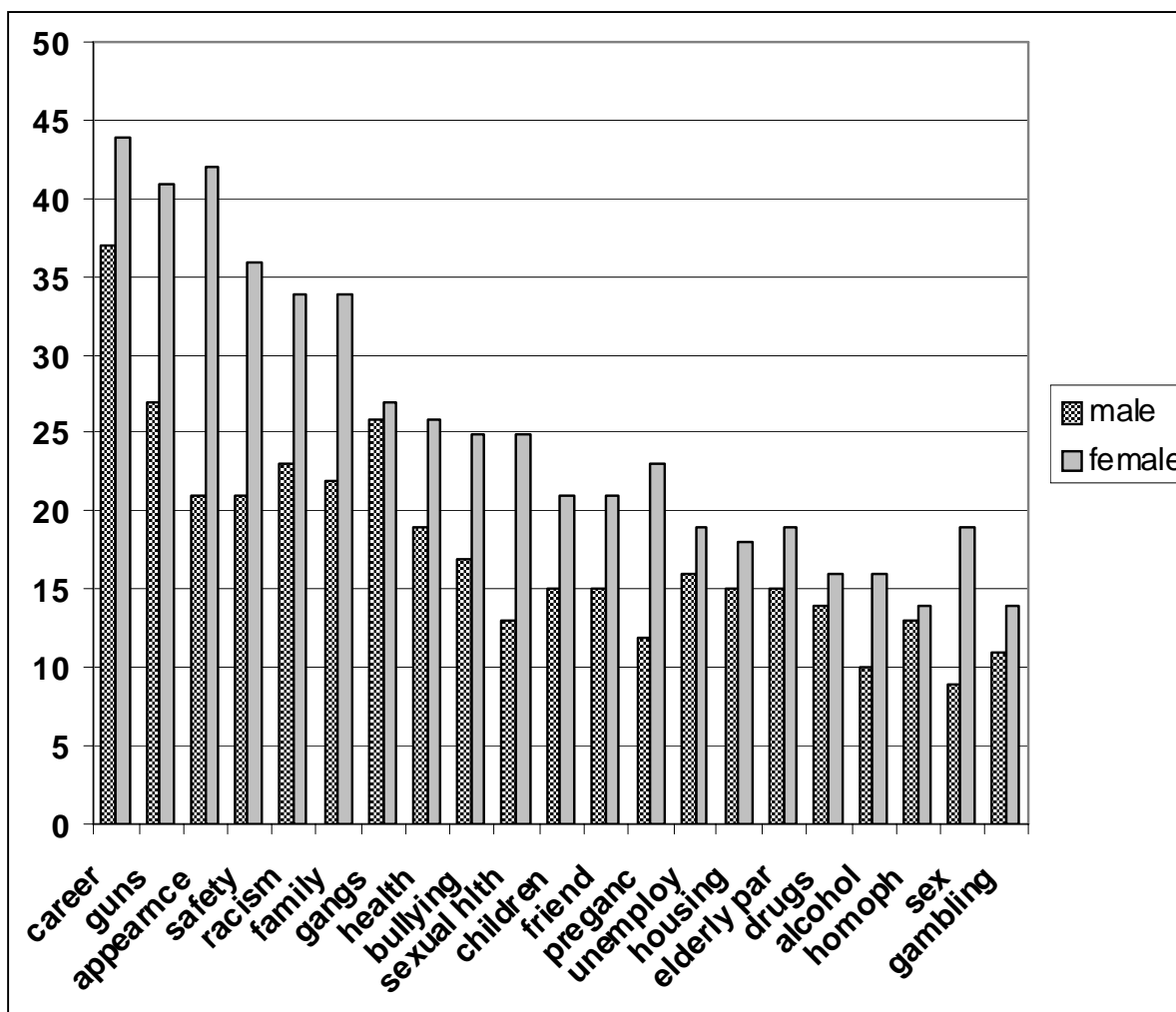


4.6.2 GENDER DIFFERENCES

The following chart (Fig 4.6.3) shows percentage of male and female respondents indicating that they

'worry a lot' about each issue. The issues are presented in the same order as the above chart.

Fig 4.6.3: *Percentage of male and female respondents indicating that they 'worry a lot' about each issue*

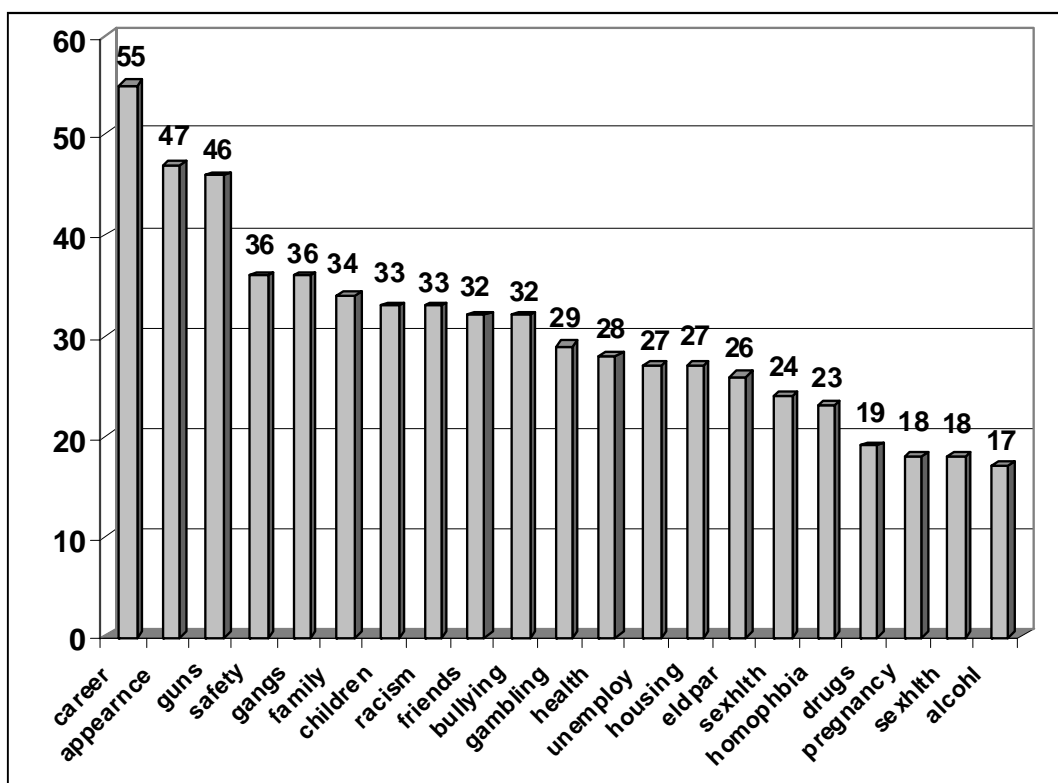


There are significant gender differences for all items except worries about gambling and elderly parents. In all cases, females worry significantly more than males.

4.6.3 DISABLED RESPONDENTS

The numbers of disabled respondents is too low in comparison to non-disabled to allow meaningful comparisons, but the following chart (Fig 4.6.4) shows the percentage of disabled respondents (who replied) who worry a lot about each item. Again, they are presented in order – biggest worry first.

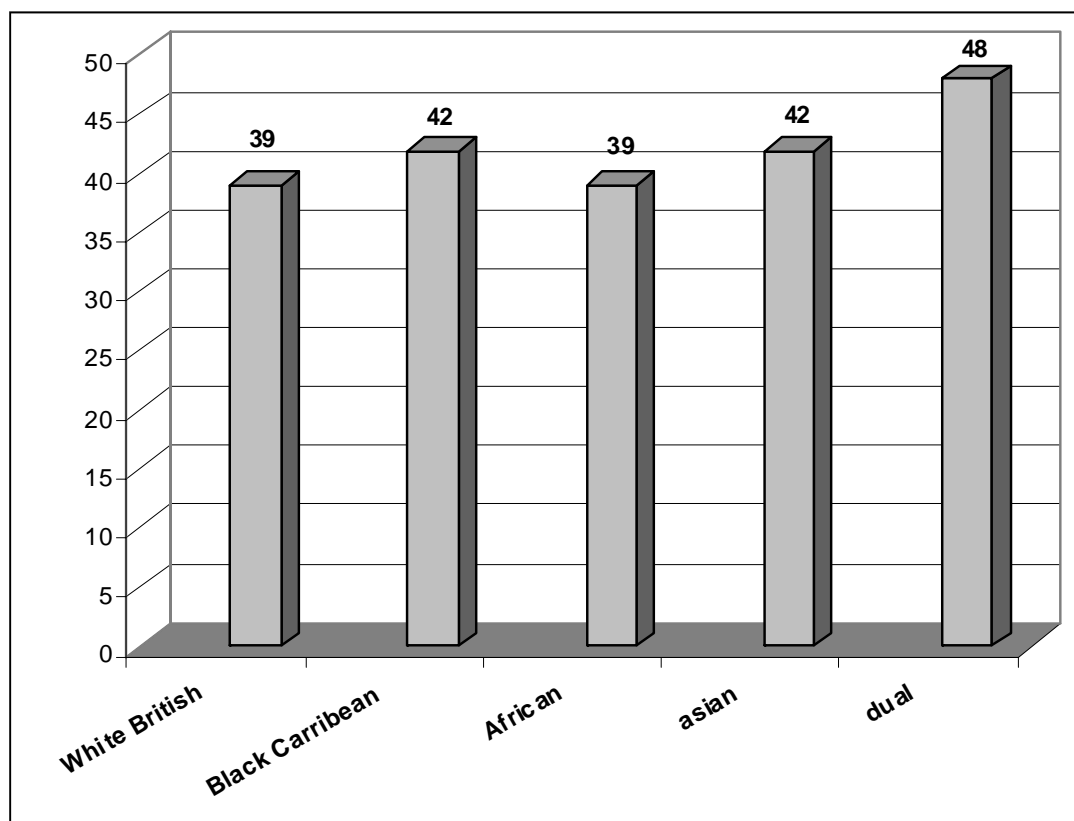
Fig 4.6.4: Percentage of disabled respondents (who replied) who worry a lot about each item



4.6.4 ETHNICITY

The following chart (Fig 4.6.5) shows the percentages of each ethnic group who worry 'a lot' about their career. One-way ANOVA reveals no significant differences between the groups.

Fig 4.6.5: Percentages of each ethnic group who worry 'a lot' about their career

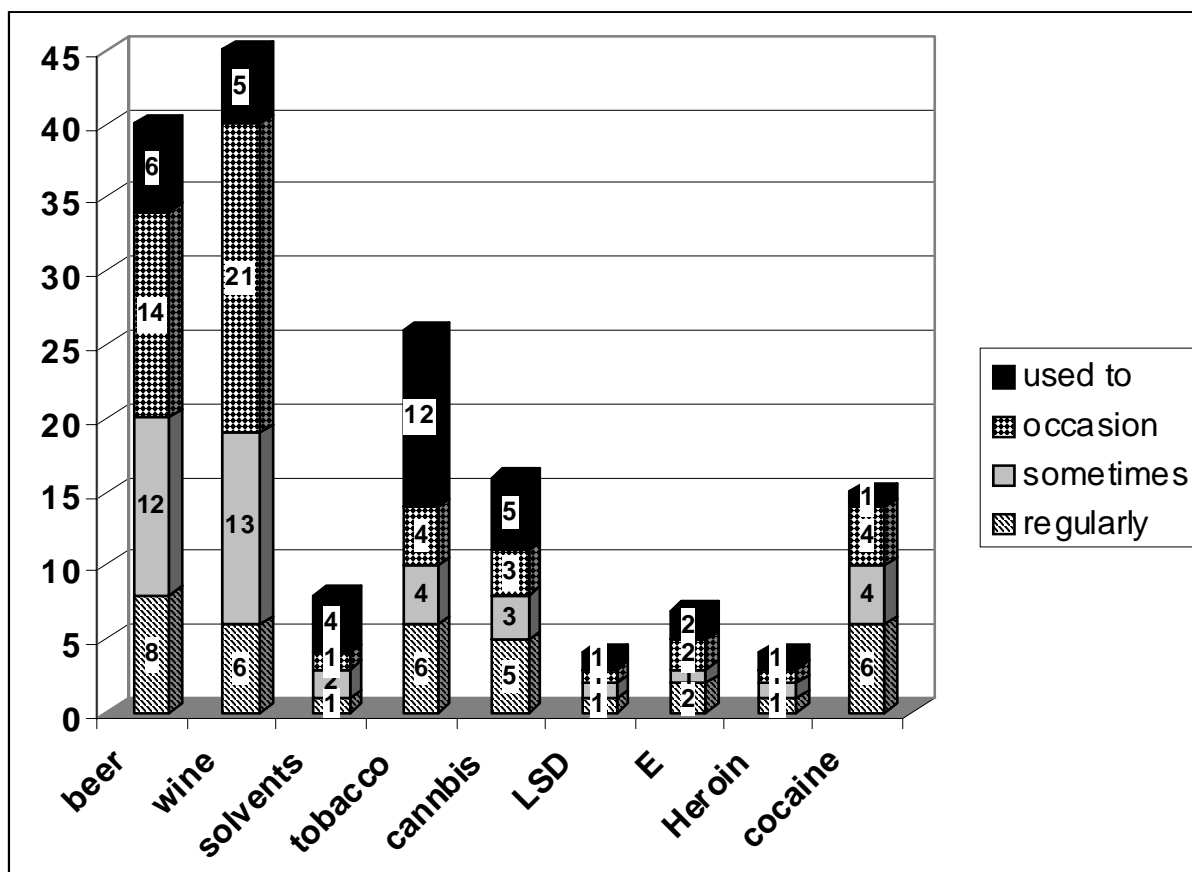


4.7 SUBSTANCE USE

The following chart (Fig 4.7.1) shows the percentages of respondents who have indicated that they have used various substances. Each bar is divided into sections according to whether the respondents use the

substance regularly, sometimes, occasionally or not any more.

Fig 4.7.1: Percentages of respondents who have indicated that they have used various substances



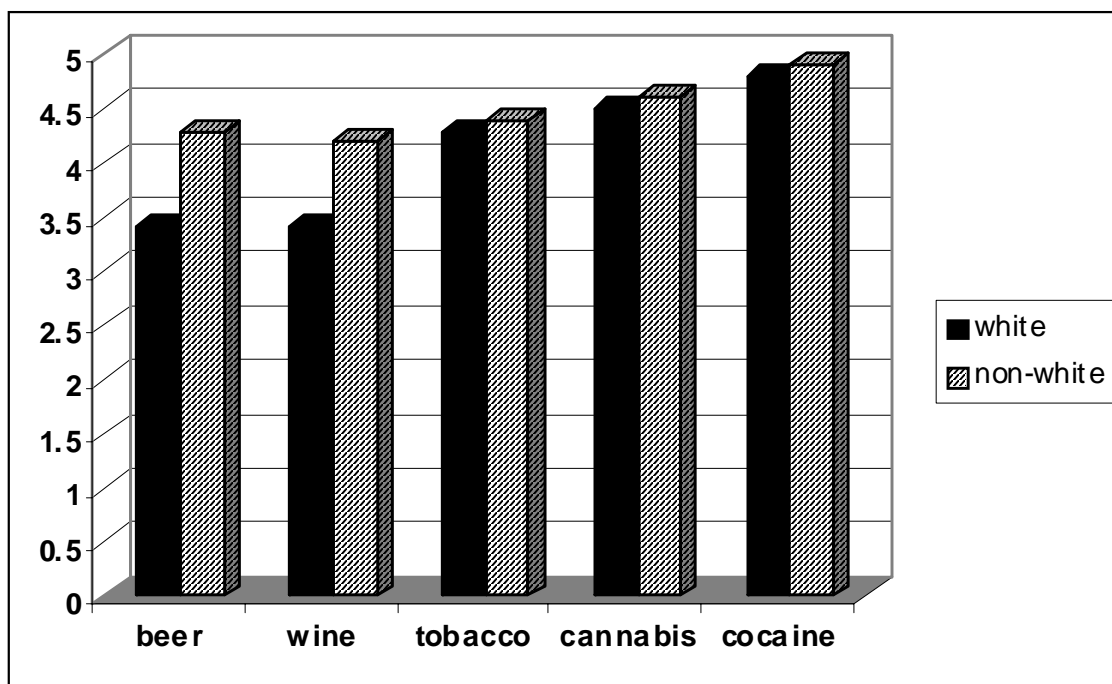
4.7.1 GENDER DIFFERENCES

There are significant gender differences for all of the substances except wine, solvents, tobacco and heroin. In the cases of beer, cannabis, LSD, ecstasy and cocaine, males use significantly more than females. However, overall numbers taking the last three substances are very small so caution should be exercised in interpreting these findings.

4.7.2 ETHNIC BREAKDOWN

Numbers are too small to allow analysis within the various ethnic groups. A white/non-white analysis, could, however, be conducted on beer, wine, tobacco, cannabis and cocaine. This reveals significant differences for beer and wine taking such that whites use more than non-whites. The following chart (Fig 4.7.2) shows the **mean score** (such that the lower the score the more frequently that substance is used) for each substance for the two groups.

Fig 4.7.2: Mean score for substance use for whites and non-whites



4.7.3 DISABILITY

Numbers are too small to allow meaningful analysis.

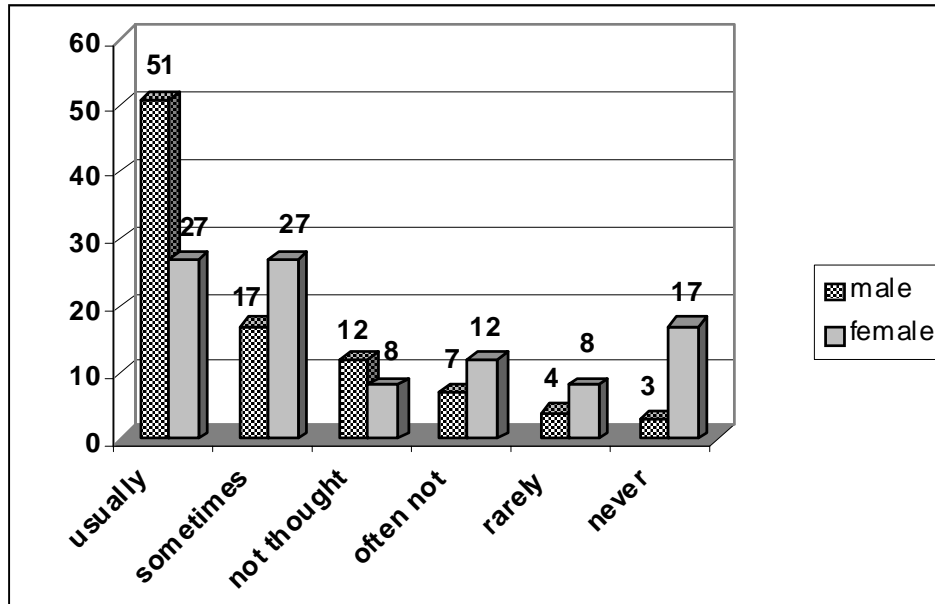
4.8 FOOD RELATED ISSUES

4.8.1 ARE THEY HAPPY WITH THEIR WEIGHT?

The following chart (Fig 4.8.1) shows the percentage breakdown for this item by gender. It shows that 25% of females are never or rarely happy with their weight. There is a statistically significant difference between the genders.

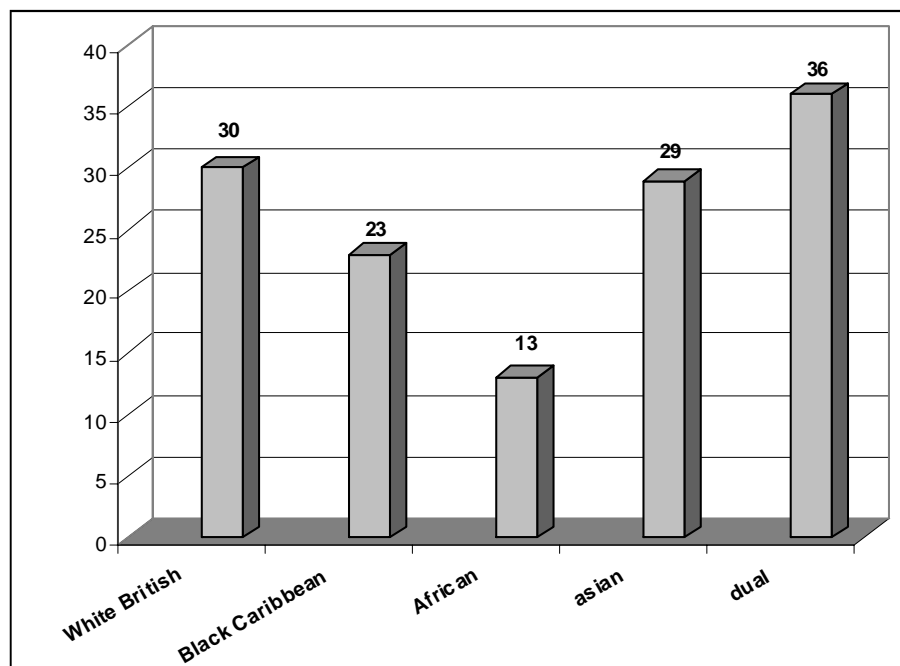
❖ **Statistical data:** ($t = -7.9$, $df = 663$, $p < 0.0005$)

Fig 4.8.1: Percentages of each gender indicating satisfaction with weight.



The following chart (Fig 4.8.2) shows the percentage of respondents from the various ethnic groups who are **not** happy with their weight (those who selected the options 'often not', 'rarely' or 'never' happy with their weight). It shows that those of Dual Heritage are more likely to be unhappy with their weight with those from African backgrounds less likely to be unhappy with their weight.

Fig 4.8.2: Percentage of respondents from the various ethnic groups who are not happy with their weight



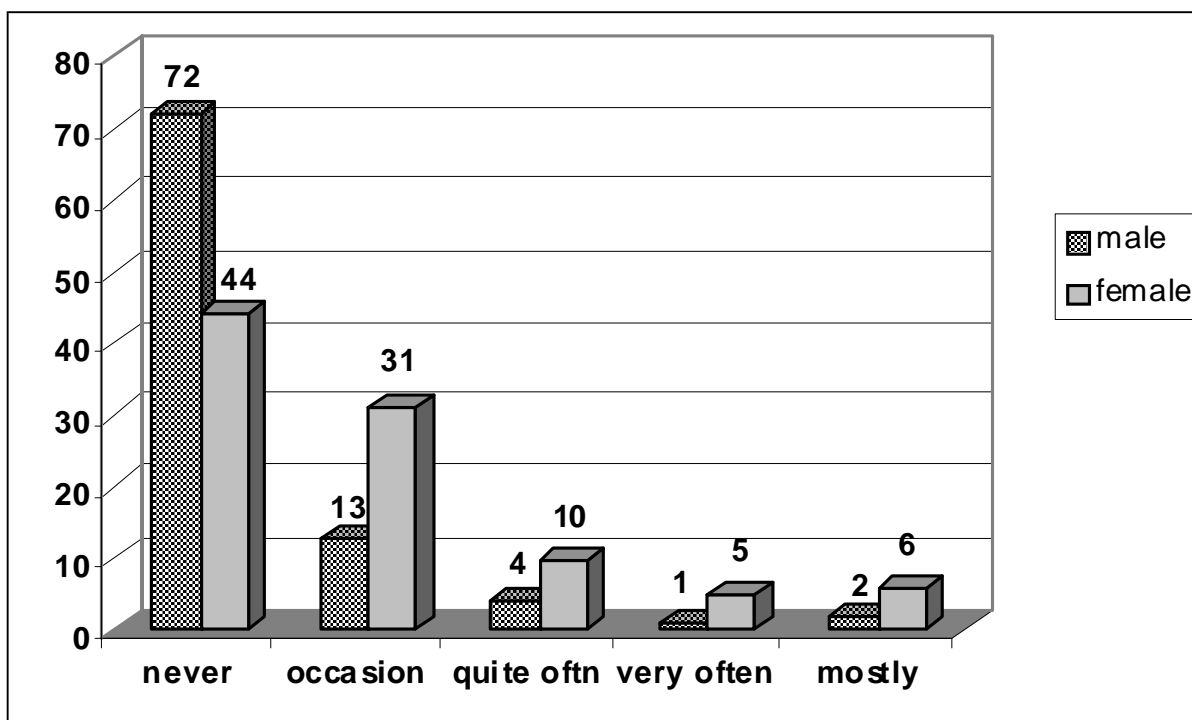
One-way Analysis of Variance reveals that there is a significant effect of ethnicity on contentment with weight. Post hoc tests reveal that the area of significance is such that the African group is significantly different from all the other groups except Black British/Caribbean.

4.8.2 DO THEY SKIP MEALS?

The following chart (Fig 4.8.3) shows the gender breakdown for missing meals or leaving food on plates in order to avoid putting on weight. It shows that 21% of females do skip meals (quite often, very often or most of the time) with a further 31% doing so occasionally. There is a statistically significant difference between the genders.

❖ **Statistical data:** ($t = -7.4$, $df = 644$, $p < 0.0005$)

Fig 4.8.3: Gender breakdown for missing meals or leaving food on plates in order to avoid putting on weight

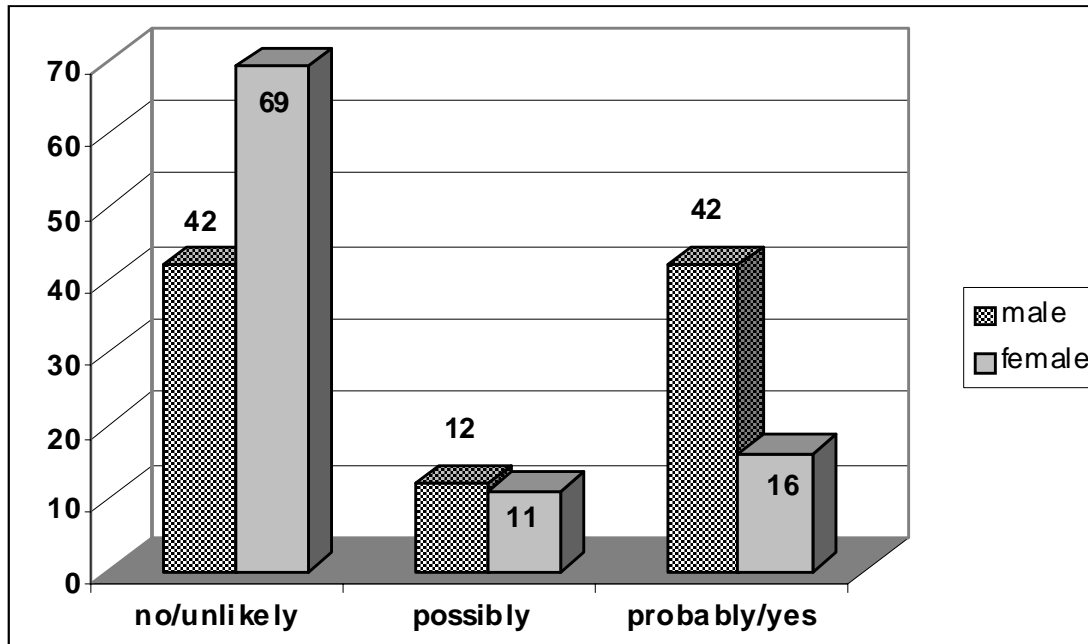


4.9 SEXUAL ISSUES

There were three questions in this section. The first asked whether they would have sex before the age of 16. Although many respondents are actually over the age of 16 all the data was analysed for this question. There is also no way of knowing how for how many respondents the question is rather academic in that they have already had sex under that age. However, these limitations aside, the following chart (Fig 4.9.1) shows the distribution by gender of responses to this question. It shows far more males than females saying that they would have sex before aged 16, with Independent t-test shows that this difference is statistically significant.

❖ **Statistical data:** $t = 8.8$, $df = 661$, $p < 0.005$)

Fig 4.9.1: Percentage of male and female respondents who 'would have sex under the age of 16'.



The follow up question to this was an open-ended one asking for reasons for their responses.

4.9.1 REASONS FOR ABSTAINING INCLUDED:

- 'too young' (a popular comment)
- 'it's against my religion' (a popular comment)
- 'it's against the law'
- 'I don't want to get pregnant' (quite a popular comment)
- 'I don't want to be a father'
- 'I think it's wrong'
- 'I might get diseases'
- 'I want to wait'
- 'I don't want to lose my virginity'
- 'There was more important things than sex'
- 'I don't want to be a bad girl'
- 'I'm waiting for a special person'

4.9.2 REASONS FOR NOT ABSTAINING INCLUDE:

- 'I feel the need to'
- 'Some girls are too sexy to resist'
- 'It's good fun'

‘Boys are sexy

‘I want to’

‘I don’t want to get to 15 and still be a virgin’

‘I like girls and it doesn’t seem too bad when safe’

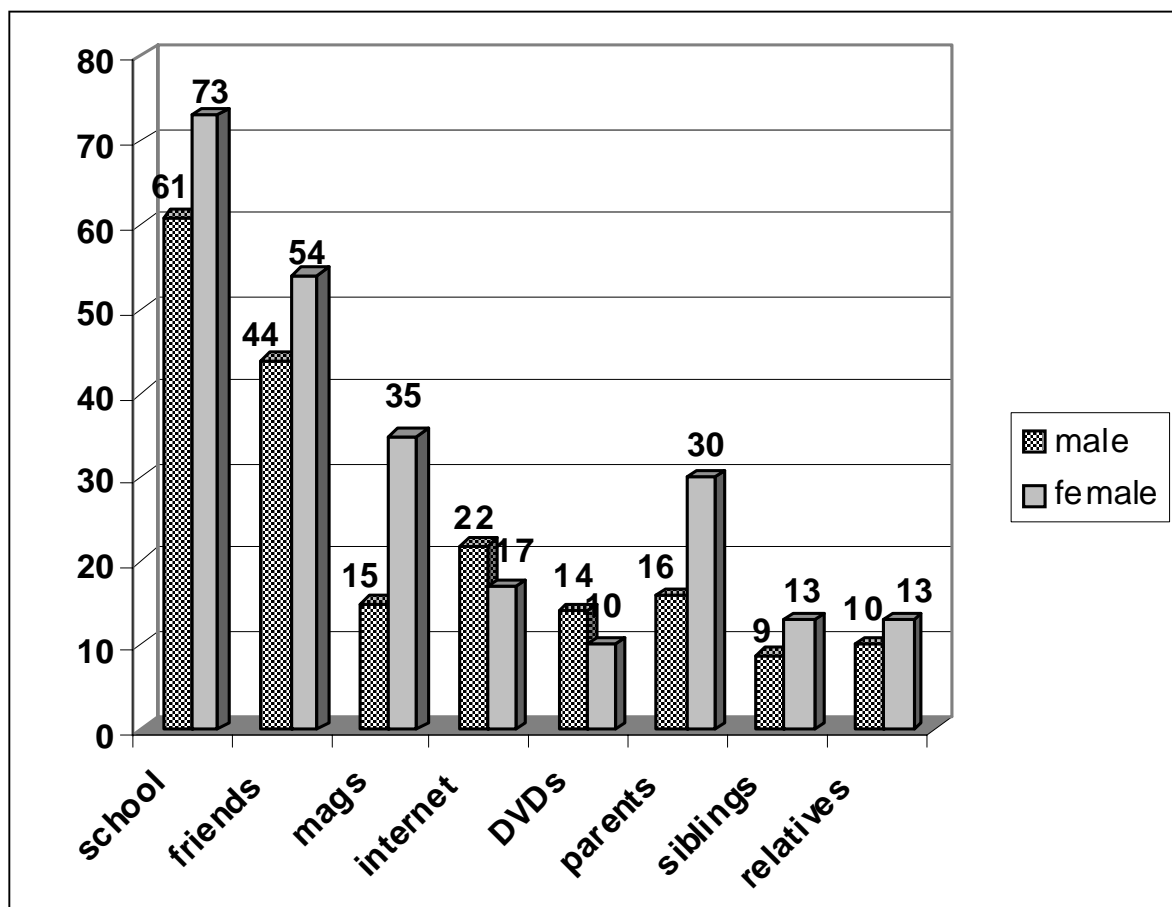
‘I don’t believe the government should tell you when to have sex’

‘It’s cool’

‘It might just happen by mistake’

The final question in this section asked where they get information about sexual issues from. Eight options are listed and respondents could select as many as applicable. The chart below (Fig 4.9.2) shows the percentage of male and female respondents who say that they do get information from the listed sources. The chart shows that the most common source for both genders is school lessons, followed by friends. Females are generally more likely to get information from all the sources than males (except Internet and DVDs) with particularly large differences for magazines and parents.

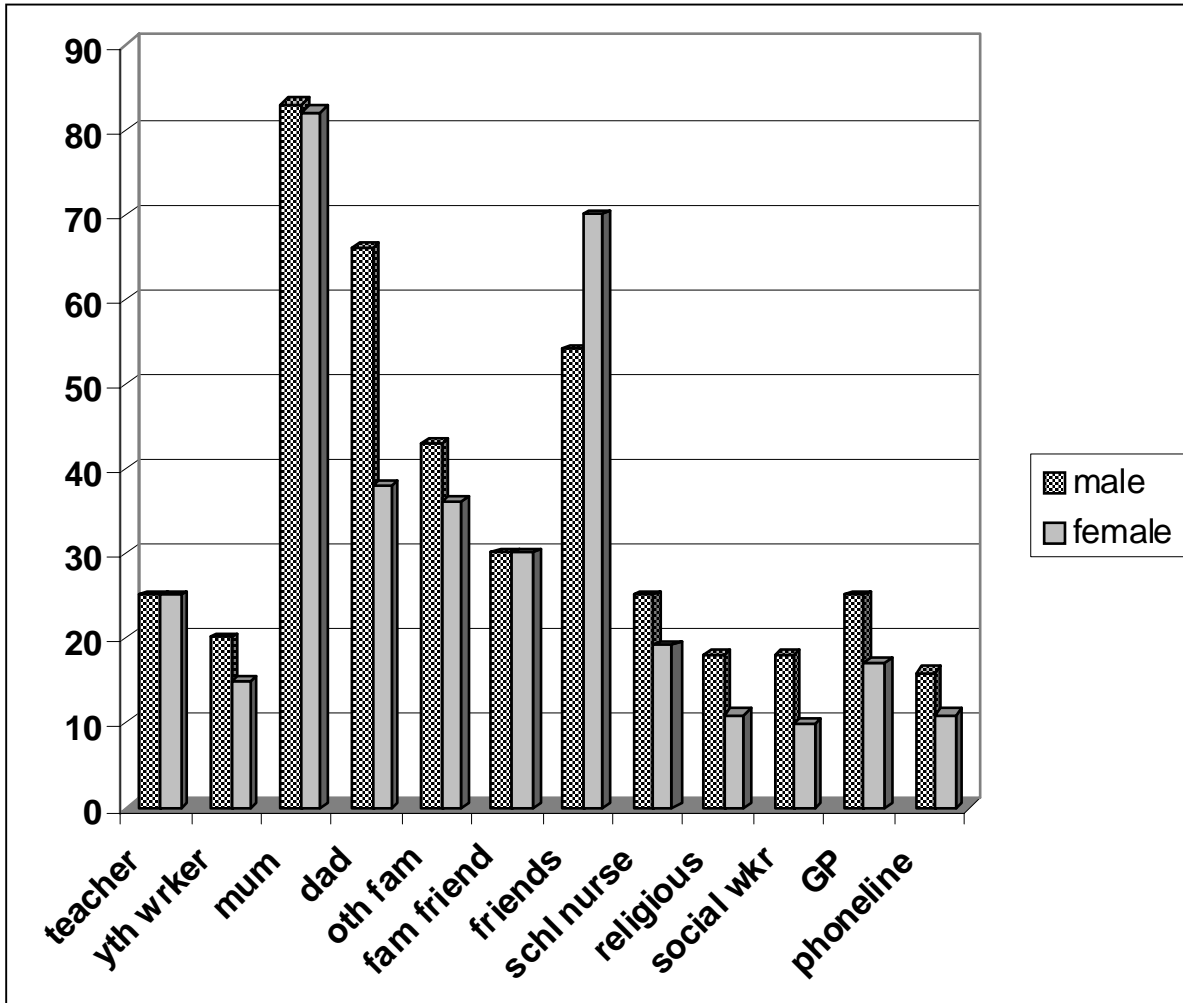
Fig 4.9.2: *Percentage of male and female respondents who say that they do get information from the listed sources*



4.10 GENERAL ISSUES

Respondents here were given a list of outlets that they might turn to with a 'serious problem' and asked to indicate which of them they would turn to. The following chart (Fig 4.10.1) shows the percentages of males and females who would turn to each of the listed sources as their first or second choice. It shows that mum is the most popular choice for both boys and girls with friends the next popular for girls and dad for boys.

Fig 4.10.1: Percentages of males and females who would turn to each of the listed sources as their first or second choice.



APPENDIX A - YOUTH NEEDS SURVEY QUESTIONNAIRE

YOUTH NEEDS SURVEY FOR 11 TO 19 YEAR OLDS THE CONTENTS OF THIS QUESTIONNAIRE ARE PRIVATE AND CONFIDENTIAL
--

Local young people together with Trinity House Community Resource Centre (Charity No 1082054) Grove Close, off Platt Lane, Rusholme Manchester M14 5AA, and the Rusholme and Fallowfield Community Forum (Charity No 116307) are working together to try to improve facilities for young people and we are doing this "Youth Needs Survey" to help us in this work; so please take the time to fill in this questionnaire; after all it is for all our benefits. Please Remember to Tick ALL The Appropriate Boxes.

SECTION ONE - EDUCATION & TRAINING												
Q1 Which sort of school do or did you go to?			1. Comprehensive		<input type="checkbox"/>		2. Grammar		<input type="checkbox"/>			
			3. Private		<input type="checkbox"/>		4. Home study		<input type="checkbox"/>			
Q2 How far do you want to study / train? How far do your parents want you to study / train? (Please TICK appropriate Boxes)												
	You	Parents		You	Parents		You	Parents				
1. Leave school without qualifications	<input type="checkbox"/>	<input type="checkbox"/>	2. NVQ Entry Level / Level 1	<input type="checkbox"/>	<input type="checkbox"/>	3. GCSE	<input type="checkbox"/>	<input type="checkbox"/>				
4. NVQ Level 2	<input type="checkbox"/>	<input type="checkbox"/>	5. Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	6. NVQ Level 3	<input type="checkbox"/>	<input type="checkbox"/>				
7. 'A' Level	<input type="checkbox"/>	<input type="checkbox"/>	8. Diploma / NVQ Level 4	<input type="checkbox"/>	<input type="checkbox"/>	9. University Degree	<input type="checkbox"/>	<input type="checkbox"/>				
Q3 What Job or Career do you want to end up in?												
SECTION TWO - ACTIVITIES / GROUPS YOU ATTEND												
Q4 Which, if any, of the following do you go to? (Please tick all that apply)			1. Once a week or more		2. Once a month or more		3. Four times a year or more		4. Once a year or more		5. Not at all	
A. Leisure Centre			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
B. Community Centre / Youth Club			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
C. Drama Group / Dance Group / Music Group			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
D. Sport Activity			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
E. After School Activity			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
F. Church / Other place of worship			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
G. Uniformed Group (Scouts etc)			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Q5 If you go to any of the above, please tick the main reason why you go. (Please tick only 1 for each)			1. Enjoy what is on offer		2. My friends go		3. I have nothing better to do		4. My parents want me to go		5. Another Reason (Please specify)	
A. Leisure Centre			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
B. Community Centre / Youth Club			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
C. Drama Group / Dance Group / Music Group			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
D. Sport Activity			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
E. After School Activity			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
F. Church/Other place of worship			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
G. Uniformed Group (Scouts etc)			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
Q6 What is good about the provision?												
Q7 What could be improved?												
Q8 How often do you use a library for the following things?			1. Once a week or more		2. Once a month or more		3. Four times a year or more		4. Once a year or more		5. Not at all	
A. Borrowing books			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
B. Borrowing Videos / DVDs			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
C. Accessing the internet			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
D. To meet up with friends			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

SECTION THREE - SOCIAL LIFE

Q9 Where do you hang out in your spare time? (Please tick all that apply)	1. Often	2. Sometimes	3. Occasionally	4. Rarely	5. Never
A. Pubs / Bars / Nightclubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Youth clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Friends' homes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Leisure centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Shopping Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Amusement complex (bowling, video games etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Arcades (slot machines etc.) / Betting shops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Parks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Streets / Outside shops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10 How often do you use the following?	1. Every day	2. Weekly	3. Monthly	4. Rarely	5. Never
A. Mobile phone calling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Mobile phone texting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The World Wide Web	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Internet messaging / chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Computer games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q11 What sort of activity do you want run for you and your friends in your area?	1. Very important	2. Quite important	3. Don't know	4. Not very important	5. Unimportant
A. Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Health workshops (sexual, mental, stress)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Self defense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Opportunities for qualifications (Duke of Ed / NVQ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Enterprise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Arts and media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Leadership training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Creative play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Holiday clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. Information and advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. Parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N. Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O. Trips / Residential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P. Volunteering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R. No activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q12 How involved do you think young people should be in the running of youth provision?	1. Very involved <input type="checkbox"/>	2. Quite involved <input type="checkbox"/>	3. Don't know <input type="checkbox"/>	4. A Little involved <input type="checkbox"/>	5. Not involved <input type="checkbox"/>
Q13 Would you like to be involved in planning and delivering youth activities and youth provision?			1. Definitely <input type="checkbox"/>	2. Possibly <input type="checkbox"/>	3. No <input type="checkbox"/>
Q14 How involved should your parents be in running youth activities and youth provision?	1. Very involved <input type="checkbox"/>	2. Quite involved <input type="checkbox"/>	3. Don't know <input type="checkbox"/>	4. A Little involved <input type="checkbox"/>	5. Not involved <input type="checkbox"/>
Q15 What specific areas do you think young people or parents should / should not be involved with in terms of running the youth provision?					

Q16 Do you read any of the following	1. Yes I read most of the articles	2. Yes, I read articles that look good	3. Yes, I glance at it and read a few specific areas	4. Yes to find out what's going on in the area	5. No
A. Community / Council Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Local Newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. National Newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION FOUR - SOCIAL ISSUES

You may feel that some of the questions in this section are not relevant to you. Please remember that the survey is for all 11-19 year olds in the area so please don't be offended or embarrassed. Remember that all your answers are CONFIDENTIAL and cannot and will not be traced back to you.

Q17 What worries you?

Q18 How much do the following issues concern you?	1. I worry about this a lot	2. I worry about this sometimes	3. I worry about this occasionally	4. It does not worry me much	5. It is of no concern to me
A. Drug related problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Racism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Homophobia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Unemployment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Teenage pregnancies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Sexual relationship issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Having friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Family break-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. Gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. Gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N. Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O. Sexual health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P. Personal safety/ Being attacked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q. Gun Crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R. Looking after elderly parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S. Looking after children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T. Gaining qualifications / Your career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. Appearance/body image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19 Do you take or have you ever taken the following?

	1. Regularly	2. Sometimes	3. Occasionally	4. Not any more	5. Never taken
A. Beer / Lager / Cider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Wine / Spirits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Solvents (or other inhaled substances)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Tobacco (e.g. cigarettes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Cannabis / Hash / Grass / Marijuana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. LSD / Acid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Ecstasy / Tabs / E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Heroin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Cocaine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FOOD RELATED ISSUES		1. Yes always / usually	<input type="checkbox"/>	2. Yes sometimes	<input type="checkbox"/>	3. Not really thought about it	<input type="checkbox"/>
Q20 Are you happy with your weight?		4. Often not	<input type="checkbox"/>	5. Rarely	<input type="checkbox"/>	6. Never	<input type="checkbox"/>
Q21 Do you ever skip a meal or leave food on your plate because you want to lose weight or you are scared of putting on weight?							
1. No never	<input type="checkbox"/>	2. Occasionally	<input type="checkbox"/>	3. Quite often	<input type="checkbox"/>	4. Very often	<input type="checkbox"/>
SEXUAL ISSUES				1. No	2. Unlikely	3. Possibly	4. Probably
Q22 Would you have sex before age 16?				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q23 What are your reasons for this answer?							
Q24 Where do you get information about sexual issues from?		1. School lessons	<input type="checkbox"/>	2. Friends	<input type="checkbox"/>	3. Magazines	<input type="checkbox"/>
		5. DVD / Video	<input type="checkbox"/>	6. Parents	<input type="checkbox"/>	7. Brother / Sister	<input type="checkbox"/>
				8. Other relative	<input type="checkbox"/>		
Other (please state)							
GENERAL ISSUES							
Q25 If you wanted to talk to somebody about a serious problem, which of the following would you go to? Put '1' for the person you would most likely go to, '2' for the next, and so on until you have chosen all you would go to.							
Teacher		Youth worker / Youth leader		Mother		Father	
Other family member		Family friends		Your friends		School Nurse	
Religious leader		Social worker		Family GP		Phone help-line	
SECTION FIVE - DETAILS FOR ANALYTICAL PURPOSE ONLY							
Q26 What is the first part of your Postcode e. g. M14, M20 (this will only be used for demographic analysis)?						M	
Q27 What sex are you?				Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
Q28 Do you consider yourself to have a disability?				Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Q29 If "Yes" how would you describe your disability							
Q30 How old are you (Years)				Q31 If at school or college, what school year (or equivalent) are you in?			
Q32 If you have left school, what are you doing?				1. In full-time employment	<input type="checkbox"/>	2. In part-time employment	<input type="checkbox"/>
				3. Unemployed	<input type="checkbox"/>	4. On a training scheme	<input type="checkbox"/>
Q33 How would you describe your cultural/ethnic origin?				1. White British	<input type="checkbox"/>	2. Black British	<input type="checkbox"/>
4. Irish	<input type="checkbox"/>	5. Other European	<input type="checkbox"/>	6. Bangladeshi	<input type="checkbox"/>	7. Pakistani	<input type="checkbox"/>
				8. Kashmiri	<input type="checkbox"/>	9. Indian	<input type="checkbox"/>
10. Chinese	<input type="checkbox"/>	11. Other Asian	<input type="checkbox"/>	12. Somali	<input type="checkbox"/>	13. Other African	<input type="checkbox"/>
				14. Middle Eastern	<input type="checkbox"/>	15. Dual Heritage	<input type="checkbox"/>
Q34 How would you describe your faith / belief?				1. Christian	<input type="checkbox"/>	2. Muslim	<input type="checkbox"/>
4. Hindu	<input type="checkbox"/>	5. Sikh	<input type="checkbox"/>	6. Buddhist	<input type="checkbox"/>	7. Agnostic	<input type="checkbox"/>
				8. Atheist	<input type="checkbox"/>	9. Other	<input type="checkbox"/>
Q35 How would you describe your sexuality?				1. Heterosexual	<input type="checkbox"/>	2. Bisexual	<input type="checkbox"/>
3. Gay	<input type="checkbox"/>	4. Lesbian	<input type="checkbox"/>	5. I do not wish to say	<input type="checkbox"/>	6. Other	<input type="checkbox"/>

Thank you very much for your help