SCOTTISH EXECUTIVE

19 in 2005 – Scotland's Young People Findings from the Scottish School Leavers Survey

Education

social research

19 in 2005 – Scotland's Young People: Findings from the Scottish School Leavers Survey

Andy Biggart, Fiona Dobbie, Andy Furlong, Lisa Given and Lyn Jones
The Scottish Centre for Social Research (formerly NatCen Scotland)

Prepared for the Scottish Executive Education Department

November 2005

For further information on past reports in this series contact the Dissemination Officer, Information and Analytical Services Division, Scottish Executive Education Department, Victoria Quay, Edinburgh, EH6 6QQ (telephone 0131-244-0316). All documents are placed on the Scottish Executive website, and can be found in the education research area www.scotland.gov.uk/insight/

This web only report was published in December 2005.

Contents

Acknowledgements 1
Summary of Findings 2
1.1.1 Introduction 2
1.1.2 Method and Sample 2
1.1.3 Key findings 2
Main Activity 2
Domestic circumstances 3
The future 3
Qualifications 4
The Disadvantaged 5

1 INTRODUCTION 6
1.1 The Scottish School Leavers Survey 6
1.2 The 2005 survey 6
1.3 This report 8

2 MAIN ACTIVITY AT 21-22 9
2.1 Activity status 9
2.1.1 Comparison with 2003 10
2.2 Main activity by stage of leaving school 11
2.3 Main activity by qualification 11
2.4 Main activity by parental social class 11
2.5 Education and training courses 12
2.5.1 Place of study and type of qualification 12
2.5.2 Type of qualification 12
2.6 Jobs and training 14
2.6.1 Occupation and industry 14
2.6.2 Employment status 16
2.6.3 Self emplyment 16
2.6.4 Hours and pay 16
2.6.5 Finding the job 18
2.6.6 Training 18
2.6.7 Part-time work 19
2.6.8 Attitudes to job 19
2.7 Career guidance 19
2.8 Student debt, benefits and overall income 20
2.9 Key points 22

3 DOMESTIC CIRCUMSTANCES 23
3.1 Children 23
3.2 Living arrangements 24
3.3 Leaving the parental home 25
3.4 Items in the home 26
3.5 Key points 27

4 THE FUTURE 28
4.1 Expectations of main activity in one year's time 28
4.2 Expectations of main activity in four years' time 31
4.3 Feelings of control over life 34
4.4 Key points 38

5 QUALIFICATIONS OF 21-22 YEAR OLDS 40
5.1 Highest qualification obtained 40
5.1.1 Qualifications by stage of leaving school 40
5.1.2 Qualifications by parental social class 41

5.1.3 Level 3 qualification characteristics 42
5.1.4 Methods of study 43
5.1.5 Qualifications across sweeps 43
5.2 Continuing to study towards a qualification 45
5.3 Training and qualifications among those in full-time employment 47
5.4 Key points 48

6 THE DISADVANTAGED 49
6.1 Types of disadvantage and labour market entry 49
6.2 Prevalence of NEET 53
6.3 Characteristics of NEET 54
6.4 Unemployment 57
6.5 Females out of the labour force 60
6.6 Low skill jobs 62
6.7 Key points 63

7 BIBLIOGRAPHY 64

8 APPENDIX A: TECHNICAL NOTES 65
8.1 Percentages 65
8.2 Bases 65
8.3 Estimating the precision of estimates 65
8.4 Combining columns of a table 66
8.5 School type 66
8.6 Social Class 66
8.7 Sample size 67
8.8 Survey non-response 67

List of tables

Table 1-1 Response figures for the 2005 survey 7
Table 2-1 Main activity by gender 9
Table 2-2 Main activity at age 19, Spring 1999, 2001 and 2005 10
Table 2-3 Change in main activity over two years 10
Table 2-4 Main activity by stage of leaving school 11
Table 2-5 Main activity by highest qualification achieved aged 18-19 11
Table 2-6 Main activity by parent's social class 12
Table 2-7 Qualification likely to result from current education 13
Table 2-8 Qualification likely to result by place of study 13
Table 2-9 Participation in education or training course by parent's social class 14
Table 2-10 Industry worked in (SIC) by gender and type of employment 15
Table 2-11 Occupation by type of employment and gender 15
Table 2-12 Employment status by gender 16
Table 2-13 Hours by type of job 17
Table 2-14 Pay by type of job 17
Table 2-15 Method of finding job by gender 18
Table 2-16 Training received by job type and gender 18
Table 2-17 Attitudes towards job by gender 19
Table 2-18 Career guidance received 20
Table 2-19 Amount of student debt 20
Table 2-20 Benefits by gender 21
Table 2-21 Weekly income for all respondents 21
Table 3-1 Respondents who had children by gender 23
Table 3-2 Children by main activity 23
Table 3-3 Children by social class of respondent's parents 24
Table 3-4 Children by truancy 24
Table 3-5 Living arrangements by gender and children 25
Table 3-6 Living arrangements by activity status 25
Table 3-7 When moved from parent's home by gender 26
Table 3-8 Items in the home, by activity status 27
Table 4-1 Expected activity in one years' time by gender 28
Table 4-2 Expected activity in one year's time: 2003 and 2005 29
Table 4-3 Expected activity in one year's time by gender 29
Table 4-4 Expected activity in one year's time by activity status 30
Table 4-5 Expected activity in one year's time by social class of respondents' parents 30
Table 4-6 Expected activity in one year's time by children 31
Table 4-7 Expected activity in four years' time by gender 31
Table 4-8 Expected activity in four years' time by gender 32
Table 4-9 Expected activity in four years' time by gender 32
Table 4-10 Expected activity in four years' time by activty status 33
Table 4-11 Expected activity in four years' time by social class of respondent parents 33
Table 4-12 Expected activity in four years' time by children 34
Table 4-13 Feelings of control over life by gender 35
Table 4-14 Feelings of control over life by activity status 36
Table 4-15 Feelings of control over life by social class of respondents' parents 37
Table 4-16 Feelings of control over life by children 38
Table 5-1 Highest qualification achieved at age 18/19 by gender 40
Table 5-2 Highest qualification at age 18-19 by stage of Leaving School 41
Table 5-3 Highest qualification at age 18-19 by parental social class 42
Table 5-4 Percentage with a Level 3 qualification or above by age 18/19 42
Table 5-5 Qualification flows between age 16/17 and age 18/19 44
Table 5-6 Qualification currently being studied 45
Table 5-7 Qualification currently being studied by Standard Grades results at age 16/17 46
Table 5-8 Qualification achieved or being currently studied towards 46
Table 5-9 Type of Training Received training among those currently in full-time work by size of Employer 47
Table 5-10 Receiving training leading to a recognised qualification among those currently in full-time work 47

Table 6-1 Indicators of disadvantage, by gender 50
Table 6-2 Deprivation indicators, by educational participation 51
Table 6-3 Indicators of disadvantage, by current status 53
Table 6-4 Prevalence of NEET and continuity between time periods 54
Table 6-5 Disaggregation of NEET based on current status 54
Table 6-6 Careers advice received and usefulness of such advice, by NEET status 57
Table 6-7 Indicators of disadvantage, by experience of unemployment 58
Table 6-8 Reasons for current unemployment 60
Table 6-9 Female respondents: Reasons for currently being out of the labour force 62
Table 6-10 Attitudes towards current job, by skill level 63

List of figures

Figure 5-1 Percentages of those with selected characteristics who were without a Level 3 qualification or above at age 18/19 43
Figure 6-1 Young people's educational status at age 19, by region 52
Figure 6-2 Experience of NEET for groups with various kinds of disadvantage 55
Figure 6-3 Reasons for being NEET 56
Figure 6-4 Experience of unemployment by region 59
Figure 6-5 Indicators of disadvantage: mothers out of the labour force vs other females 61

Acknowledgements

We are extremely grateful for the support and assistance of Barry Stalker, Project Manager for the study within the Scottish Executive Education Department, along with members of the Research Advisory Group. We would also, of course, like to thank the many young people who gave time to help with the development of the questionnaires or to participate in the main survey itself.

Summary of Findings

1.1.1 Introduction

The Scottish School Leavers Survey (SSLS) series aims to describe the experiences of young people at school, the decisions they make about staying on or leaving, and their transitions and experiences after leaving school. The *Scottish Centre for Social Research* (formerly NatCen Scotland) has run the SSLS since the early 1990s when the series succeeded the Scottish Young Persons Survey (SYPS). This summary provides findings from the second survey sweep of the forth cohort, based on young people aged 19 in 2005.

1.1.2 Method and Sample

The sample was originally drawn from lists held by the Scottish Qualifications Authority and a 20% sample of all eligible young people was selected to take part in the survey. Self-completion Questionnaire were only mailed to young people who had completed a questionnaire in 2003.

Before fieldwork started, addresses were checked for correct postcode and, where telephone numbers could be matched, telephoned to make sure the respondent still lived at that address. If the respondent had moved, correct contact details were collected, where possible.

Having checked addresses, the questionnaire was mailed to 5,073 young people on 18th April 2005. Those who had not responded within two weeks were sent a reminder postcard, then those who did not response within a further two weeks were sent a second copy of the questionnaire along with a reminder letter. Finally, attempts were made to contact non-respondents by telephone in order to encourage them to either return their questionnaire or to answer questions over the phone. Telephone chasing continued until the middle of July 2005.

Questionnaires were eventually completed by 3,245 young people: 2382 were received by post and a further 863 completed over the phone. This represents 68% of those remaining in the cohort following the last sweep in 2003, taking account of those for whom no valid contact information was available.

1.1.3 Key findings

Main Activity

- Around half (45%) of the sample were in full-time education in Spring 2005, and one quarter (26%) were in full-time employment. The main activity of one in ten respondents was a GTP. Females were more likely to be in full-time higher education than males (38% compared with 32%) and males were more likely to be undertaking a GTP (12% compared with 5%).
- S4 leavers were the most likely to be out of work (18% compared with 4% of after S5 leavers) and most likely be looking after the home or family (5% compared with 1%).
- The likelihood of being in full-time education at the age of 18-19 was strongly linked to parental social class, with respondents from lower socio-economic groups less likely to have continued to further or higher education - 32% from routine & semi-routine occupations compared with 70% from professional backgrounds.

- Of those who were studying or taking part in a training course just under half (45%) were studying at university, 39% at further education colleges and 16% at some other institution. Females were more likely to be undertaking a degree course than males (47% compared with 37%).
- The most common industry respondents were likely to be working in (whose main activity was full-time, part-time work or GTP) was the wholesale, retail or repair sector (24%). However, the proportion was significantly larger in part-time employment than full-time (43% compared with 18%), suggesting that jobs in this sector tend to be seen as an add-on to other activities, rather than as a career in their own right.
- Men, working full-time, were more likely than women to be working in the construction and manufacturing industries (26% compared with 2% and 13% compared with 6% respectively), whereas women were more likely to found in education/health social services (21% compared with 1%).
- One quarter (25%) of respondents who said their main activity was either full-time/part-time work or a GTP were working with a temporary contract, with no variation by gender.
- In all types of employment (i.e. full-time, GTP, part-time and overall total) young men were significantly more likely to work more than 39 hours per week than young women.
- The majority (91%) of those in employment (full-time or part-time) or on a GTP in Spring 2005 were receiving some kind of on-the-job or off-the-job training. There was a significant difference between men and women who said they received training at college with 27% of males receiving such training in comparison with 10% of females.
- Over a quarter of respondents (27%) said they had a student loan and/or other debts from studying at college or university. The average total amount of combined student debt from a student loan or other studying debt was £2173; 16% of students had debts over £3001at age 19.
- Respondents working full-time had the highest weekly income, with a mean figure of £155 in comparison to the mean figure of £54 for those not working. Men working full-time were also more likely to earn more than £201 per week than women (19% compared with 13%). Nearly half (45%) of those not working had a weekly income of less than £50.

Domestic circumstances

- The proportion of respondents who had a child by 18/19 in 2005 had declined when compared with previous cohorts of the same age; 2% in 2005, 3% in 2001 and 5% in 1999. This suggests that the number of young people with children at 18-19 is declining.
- There was an association between young people who truanted for several days or weeks at a time and having a child by 18/19 than those who did not truant (1% compared with 11% who truanted for several days and 6% who truanted for several weeks).
- The number of respondents who had a computer (not just for games) and access to the internet had increased by 26% and 21% respectively when compared with 19 in 2001.

The future

- Around half (49%) of all respondents expected to be in full-time education in one year's time.

- While the majority (77%) of those in full-time employment still expected to be in work in one year's time it, 17% thought they would have moved into education by then.
- While those with parents in professional occupations were significantly more likely than other groups to expect to be in education in one year's time, those with parents in manual occupations were more likely to expect to be in employment by then. This was also the case when asked about expected activity in four years' time.
- Respondents with children were significantly less likely than those without children to expect to be in education in one year's time, and significantly more likely to be looking after the home or family.
- When asked what they expected to be doing in four years' time, three-quarters expected to be in work and 16% expected to be in full-time education.
- One in ten of those in full-time employment and 15% of those in part-time employment thought they would have moved into education in four year's time.
- Respondents with children were significantly less likely than those without children to expect to be in work in four years' time.
- Respondents were asked a series of questions which were analysed to create an index of how much 'control' they felt they had over there lives. On the whole respondents were fairly positive about the amount of control they had over their lives. Three-quarters disagreed with the statements 'I have little control over things that happen to me' and 'there is really no way I can solve some of the problems I have.'
- Respondents with parents in professional occupations felt they had more control over their lives than other groups.
- There was an association between feelings of control over life and whether a respondent has a child or not. For example, around a quarter (26%) of those with children felt there was no way they could solve all the problems they had compared with 15% of those without children.

Qualifications

- The majority of young people had already attained a significant level of qualification success by age 18/19 having achieved qualifications at Level 3 or above.
- Around half had achieved or were expecting to achieve a qualification equating to Level 4 or above.
- Over half were still studying towards a qualification at 18/19 - the majority of whom were studying in higher education, although a significant minority were studying towards higher vocational qualifications.
- Although there was a strong relationship between Standard Grade performance and further qualifications, poor Standard Grade performance was not necessarily an automatic barrier to high level educational achievement.
- Among those in full-time employment most received some form of training. Large employers were more likely to rely more on in-house training and less likely than small employers to provide training leading to a recognised qualification
- Males were much more likely to receive training leading to a recognised qualification, compared to females and this gap was widest among larger employers.

The Disadvantaged

- This chapter has summarised patterns of disadvantage among 19 year-olds, highlighting disadvantages associated with family circumstances, educational outcomes and labour market experiences.
- For many young people, the past 18 months were eventful. One in five had been unemployed on at least one occasion while 7 per cent had been unemployed for six months or more. More than one in ten were NEET and three in ten held temporary jobs. Interventions in the form of Government sponsored training programmes had been relatively common: experienced by one in five males and one in ten females over the last 18 months.
- While many 19 year olds were still participating in full-time education, attendance was not so common among those with various disadvantages. Moreover, rates of unemployment and the prevalence of NEET were related to disadvantage. There was evidence to show that a substantial proportion of those who become NEET (and most of these are unemployed and seeking work) find it difficult to move on into education or jobs.
- Those who were NEET tended to explain their situation in terms of a lack of job opportunities while some were trying to arrive at decisions regarding jobs or courses. A significant proportion recognised a need for more qualifications while a group of females had problems relating to family or childcare that hindered the search for jobs or courses. A large proportion of those who were NEET had received advice from a range of sources, such as Jobcentre Plus and Careers Scotland, that was regarded as helpful.
- There is a relatively small group of young women who are outside of the labour market, usually because of family or childcare commitments. These young women, who tend to be very disadvantaged, are faced with a specific set of barriers to accessing jobs or courses.
- Finally, many of those who are in full-time employment at age 19 work in low skill jobs, often held on temporary contracts. Levels of dissatisfaction are higher than among those in more skilled work, although many hope that they will develop skills that will allow them to improve their positions.

1 INTRODUCTION

1.1 The Scottish School Leavers Survey

The Scottish Executive has sponsored surveys of school leavers and young people since the early 1970s. These included the Scottish School Leavers Survey which, in the mid-1980s, was subsumed within the broader Scottish Young People's Survey (SYPS). Following a review in 1991 of the use made of the findings by the Scottish Executive Education and Industry Department (SEEID), the survey was redesigned and resumed the title of Scottish School Leavers Survey (SSLS). The SSLS series was redesigned in 1996, to consist of samples of year-group cohorts who would be surveyed three times - at ages 16-17, 18-19 and 22-23 – with a new cohort being recruited on a two-yearly cycle. Given increasing policy interest in later youth transitions, it was decided in 2002 to refine this design further by extending the period of follow-up to 24 and bringing forward slightly the age group for the third sweep (from 22-23 to 21-22). Each cohort will now be surveyed on four occasions (at 16-17, 18-19, 21-22 and 23-24), with a three-year gap between recruitment of new cohorts.

The survey aims to describe the experiences of young people living in Scotland at school, the decisions made about staying on or leaving and the experiences in the labour market. In addition, the survey provides information on the educational and employment activities of young people after they leave school. Background characteristics are also ascertained, such as parents' level of education and social class, family circumstances, and housing tenure.

1.2 The 2005 survey

The 2005 survey is the second contact with the third cohort of 16-17 year olds to have been selected since the SSLS series was redesigned in 1996. At the time of the survey, cohort members were aged 18-19. They will be contacted on two further occasions; once in 2008 aged 21-22 and; once in 2010 aged 23-24.

Young people surveyed in 2005 were initially sampled when they were in the fourth year of secondary school, during the academic year 2001-2002. The sample was originally drawn from lists held by the Scottish Qualifications Authority and 20% of all eligible young people were selected to take part in the survey. Self-completion questionnaires for the 2005 survey sweep were only mailed to young people who had completed a questionnaire in 2003.

Before fieldwork started, addresses were checked for correct postcodes and, where telephone numbers could be matched, telephoned to make sure the respondent still lived at that address. If the respondent had moved, correct contact details were collected, where possible.

Having checked addresses, the questionnaire was mailed to 5,073 young people on 18th April 2005. In addition, young people were also sent a covering letter, a leaflet displaying some findings from previous rounds of the same study and a prepaid return envelope. Those young people who had not responded within two weeks were sent a reminder postcard and those who did not respond within a further two weeks were sent a second copy of the questionnaire along with a reminder letter. Finally, attempts were made to contact non-respondents by telephone in order to encourage

them to either return their questionnaire or to answer questions over the phone. Telephone chasing continued until the middle of July 2005.

Following this extended reminder process, questionnaires were completed by 3245 young people: 2382 were received by post and a further 863 completed over the phone. This represents 68% of those remaining in the cohort following the first sweep in 2003, taking account of those for whom no valid contact information was available. Table 1.1 below details response rates to the survey.

Table 1-1 Response figures for the 2005 survey

	n	**Response**
Original sample	**5,073**	
Out-of-scope	**285**	
No address known for sample member	47	
Post Office return: address unknown	47	
Post Office return: sample member unknown at address	79	
Post Office return: sample member moved away (no forwarding address)	110	
Sample member died	2	
In-scope	**4788**	**100%**
Unproductive	**1543**	**32%**
Refused	112	2
Ill / Away from home for entire fieldwork period	93	2
Other reason	986	21
Reason for non-completion unknown	352	7
Productive	**3245**	**68%**
First questionnaire mailing	1738	36
Second questionnaire mailing	644	14
Telephone chasing	863	18

Non-response to the survey was statistically related to a number of important factors, such as: the sample member's level of qualification, when he or she left school, their experience of truanting, their parent's social class, and their gender (these items of information were available from their responses to the previous survey sweep). In addition, it should be remembered that there is a general downward trend in response rates to self completion (and other) surveys in the UK generally; and that two years had elapsed since the last contact with members of this cohort who, for lifestyle reasons, are likely to be highly mobile. To correct for any bias caused by non-response to the survey, the data were weighted; this is described in detail in the technical report. The cognitive testing of the questionnaire is also discussed in the technical report, and the final self completion questionnaire is also appended.

1.3 This report

The report presents findings from the 2005 survey and, where appropriate, compares these findings with previous cohorts (19 in 1999 and 19 in 2001). It should be noted that results presented by region refer to the region respondents attended secondary school and not the region they were living in at the time of the 2005 survey.

The report has two main aims: to provide a descriptive overview of the main findings from the study; and to look in more detail at the specific issues of qualifications held by respondents and patterns of disadvantage among Scottish young people. It is envisaged that subsequent analyses will examine other specific issues in more detail.

The report begins by examining what young people were doing at the time of the survey and the nature of their jobs, training and education courses. Chapters three and four examine the domestic circumstances of the young people surveyed and their hopes for the future. Chapters five and six explore what qualifications 18-19 year olds had at the time of the survey (spring 2005), as well as patterns of disadvantage and some of the processes through which disadvantage is transmitted.

The report also includes some technical notes (Appendix A) designed to help the reader interpret the tables presented. Throughout this report, estimates are based on weighted data (see Appendix A for a guide to the interpretation of bases). A key point to note is the small cell sizes in some of the analyses, which should be read with caution. The sub-groups on which analyses are based have become quite small in some cases, and individual cell sizes even smaller. Therefore, to help the reader interpret the analyses, percentages calculated from bases sizes of less than 30 are presented in brackets.

The SSLS series provides a rich dataset and secondary analyses of the data are encouraged. Data from all of the sweeps completed to date will be lodged with the ESRC Data Archive, along with copies of the questionnaires and other relevant documentation.

2 MAIN ACTIVITY AT 18-19

This chapter looks at the main activity status of young people who took part in the survey. It begins by discussing what respondents felt their main activity was at the time of the survey (Spring 2005). Various factors are used to contextualise main activity status such as: stage of leaving school; gender; level of qualification; and parental social class. Next, education and training are explored in more detail. This section looks first at where respondents were studying, the qualifications they are likely to receive and the likelihood of participating in education or training by parental social class. The third section discusses: the type of occupation and industries respondents were working in, along with their employment status; number of hours worked by week; weekly take home pay; the ways young people found their job; the level of training they received; and, lastly, part-time workers. It then looks at young people's attitudes to current employment and the type of career guidance they had received, before finishing with some analysis of student debt and levels of income.

2.1 Activity status

At the time of the survey just under half (45%) of respondents were studying full-time - 35% in higher education and 10% in other full-time education. Around a quarter (26%) were in a full-time job with no Government Training Programme[1] (GTP); a further 9% were in a job which included a GTP or were not employed but on a GTP; 9% were working part-time; 8% were out of work; 2% were looking after the home/family and the and the remaining 1% were doing something else.

In 2005, as in previous years, there were notable differences between the activities of males and females. The latter were more likely to be in full-time higher education (38% compared with 32%), whereas the former were more likely to be undertaking a GTP (12% compared with 5%). Females were also more likely to be looking after the home/family than males (3% compared with 0%).

Table 2-1 Main activity by gender

All respondents	Male	Female	Total
Main Activity:	%	%	%
Full-time job no GTP	28	25	26
GTP	12	5	9
Full-time higher education	32	38	35
Other full-time education	10	11	10
Part-time work	8	9	9
Out of work	9	7	8
Looking after family/ home	-	3	2
Other	1	2	1
Base (weighted)	*1630*	*1598*	*3228*
Base (unweighted)	*1351*	*1880*	*3231*

Comparison of these findings with previous cohorts of the same age shows little change over time. Differences of significance (when compared with the 1999 and 2001 data) were an increase in the number of respondents undertaking other full-time education (from 7% in both 1999 and 2001 to 10% in 2005) and an increase in

[1] A Government Training Programme can include a Modern Apprenticeship, Skillseekers, or New Deal.

the number of respondents undertaking part-time work from 3% in 2001 to 9% in 2005.

Table 2-2 Main activity at age 19, Spring 1999, 2001 and 2005

All respondents	Cohort aged 19 in Spring 1999	Cohort aged 19 in Spring 2001	Cohort aged 19 in Spring 2005
Main Activity:	%	%	%
Job no GTP	27	27	26
GTP	10	14	9
Full-time higher education	38	37	35
Other full-time education	7	7	10
Part-time work	5	3	9
Out of work	9	8	8
Looking after family/ home	3	2	2
Other	2	2	1
Bases (weighted)	*2479*	*5003*	*3228*
Bases (unweighted)	*2484*	*5003*	*3231*

2.1.1 Comparison with 2003

Comparison of main activity results in 2005 with those for the same cohort in 2003, highlights a large increase in the number of respondents who are employed (8% in 2003 and 35% in 2005)[2]. This is, of course, consistent with the fact that the cohort is two years older and that many respondents will have completed their secondary school education and gone into employment. It should also be remembered that this includes respondents who have a part-time job as their main activity. Not surprisingly, there was a corresponding reduction in the number of respondents whose main activity was other full-time study, e.g. school (68% in 2003, 10% in 2005). Lastly there was an increase in the number of respondents who were studying full-time in higher education from 9% in 2003 to 35% in 2005.

Further analysis of individual level change in main activity since 2003 can be found in chapter six.

Table 2-3 Change in main activity over two years

All respondents	Cohort aged 17 in Spring 2003	Cohort aged 19 in Spring 2005
Main Activity:	%	%
Job no GTP	8	35
GTP	7	9
Full-time higher education	9	35
Other full-time education	68	10
Out of work	4	8
Looking after family/ home	1	2
Other	3	1
Bases (weighted)	4755	*3228*
Bases (unweighted)	*4838*	*3231*

[2] To maintain comparability with the earlier sweep, respondents whose main activity was working part-time have been combined with those whose main activity was working full-time without a GTP.

2.2 Main activity by stage of leaving school

Respondents who left school after S5 were the group most likely to be in full-time higher education at the age of 18-19 (49% compared with 5% of S4 leavers). Consequently, respondents who left school after S5 were the least likely to be in full-time employment (21% compared with 36% of S4 leavers and 40% of S5 Christmas leavers). S4 leavers were the most likely to be out of work (18% compared with 4% of after S5 leavers) and most likely be looking after the home or family (5% compared with 1%). Not surprisingly, then, the longer young people stay in school the more likely they are to move onto full-time education.

Table 2-4 Main activity by stage of leaving school

	Stage of leaving school			
All respondents	S4	S5 Xmas	After S5	Total
Main Activity:	%	%	%	%
Job no GTP	36	40	21	26
GTP	16	15	5	9
Full-time higher education	5	8	49	36
Other full-time education	10	10	11	11
Part-time work	9	9	8	8
Out of work	18	15	4	8
Looking after family/ home	5	3	1	2
Other	1	1	2	1
Base (weighted)	*719*	*228*	*2175*	*3122*
Base (unweighted)	*415*	*152*	*2591*	*3158*

2.3 Main activity by qualification

In 2005, as in previous years, level of highest educational qualification was another powerful predictor of current main activity. Around a third (30%) of those with no qualifications, for example, were out of work and a quarter (24%) working in a full-time job. Those with standard grades or level 1-2 qualifications as their highest level of qualification were most likely to be working full-time (37% and 46%). Not surprisingly full-time higher education was the main activity for the majority (57%) of those with highers as their highest level of qualification.

Table 2-5 Main activity by highest qualification achieved aged 18-19

All respondents	None	Standard Grades	Level 1-2	Highers	Level 3	Level 4-5	Total
Main Activity:	%	%	%	%	%	%	%
Full-time job no GTP	24	37	46	18	28	20	26
GTP	6	16	18	4	15	2	9
Full-time higher education	-	6	5	57	15	57	35
Other full-time education	18	11	15	9	8	10	10
Part-time work	13	11	7	7	14	9	9
Out of work	30	15	7	3	17	1	8
Looking after family/ home	4	4	1	0	1	1	2
Other	6	1	1	2	2	-	1
Bases (weighted)	*71*	*1085*	*155*	*1730*	*88*	*94*	*3223*
Bases (unweighted)	*34*	*693*	*105*	*2246*	*60*	*89*	*3227*

2.4 Main activity by parental social class

The likelihood of being in full-time education at the age of 18-19 was strongly linked to parental social class, with respondents from lower socio-economic groups less likely to have continued to further or higher education - 32% from routine & semi-

routine occupations compared with 70% from professional backgrounds. Respondents from higher socio-economic groups were correspondingly less likely than those from lower socio-economic groups to work full-time - 14% amongst respondents whose parents were professionals, compared with 34% whose parents were in routine & semi-routine occupations.

Table 2-6 Main activity by parent's social class

All respondents	Social class of respondent's parents					
	Higher managerial & professional	lower professional & managerial/ higher technical & supervisory	Intermediate occupations & self employed	lower supervisory & technical	routine & semi-routine occupations	Total
Main Activity:	%	%	%	%	%	%
Job no GTP	14	24	30	31	34	27
GTP	4	8	10	12	7	9
Full-time education	70	53	41	35	32	47
Part-time work	6	8	8	7	11	8
Out of work	3	4	11	9	12	7
Looking after family/ home	1	1	0	3	4	2
Other	2	2	1	2	1	2
Base (weighted)	*340*	*1085*	*668*	*458*	*414*	*2965*
Base (unweighted)	*452*	*1268*	*646*	*394*	*299*	*3059*

2.5 Education and training courses

This section looks, first, at where respondents were studying and the type of qualifications they were likely to receive. It then explores further the likelihood of participating in full-time education by parental social class.

2.5.1 Place of study and type of qualification

In Spring 2005, 49% of respondents were in full-time education (higher or further) or a training course, 7% were studying part-time and 1% were studying through distance learning. Therefore, over half (57%) of respondents were undertaking some sort of education of training course. Of those who were studying 7% were working full-time as well.

[Table not shown]

Just under half (45%) of these were studying (full-time or part-time), at university, 39% at further education colleges and 16% at some other institution. The most popular higher education institutions in Scotland were the universities of Strathclyde (8%), Glasgow (7%), Edinburgh (4%), Aberdeen (4%), and Glasgow Caledonian (4%). The most popular further education colleges were Aberdeen College (2%), Dundee (2%), Falkirk (2%) and James Watt (2% of the total student population). In total, 3% of the cohort were studying outside Scotland – split fairly evenly amongst higher and further educational institutions.

[Table not shown]

2.5.2 Type of qualification

Around half (46%) of respondents who were undertaking an education or training course were studying for an ordinary, honours or higher degree . Females were more likely to be undertaking a degree course than males (47% compared with 37%).

Around a quarter were studying for an HNC, HND, NVQ/SVQ Level 4 and 5, RSA Higher Diploma or equivalent.

Table 2-7 Qualification likely to result from current education

All respondents undertaking an education or training course	Male	Female	Total
Qualification likely to result:	%	%	%
Access 3 Intermediate 1or 2, Standard grade GCSE or equivalent	1	3	2
Higher, Advanced Higher, A level, AS level, Scottish Group Qualification or equivalent	3	7	5
NVQ/SVQ Level 1 or 2, BTEC First Diploma, City and Guilds Craft, RSA Diploma or equivalent	10	9	9
NVQ/SVQ Level 3, City and Guilds Advanced Craft, RSA Advanced Diploma or equivalent	11	6	8
HNC, HND, NVQ/SVQ Level 4 or 5, RSA Higher Diploma or equivalent	22	22	22
Ordinary Degree	9	9	9
Honours Degree	33	37	35
Higher Degree	2	1	2
Professional Qualifications (for example teaching, accountancy)	2	3	2
Other	6	4	5
Base (weighted)	*880*	*891*	*1771*
Base (unweighted)	*852*	*1209*	*2061*

The majority (94%) of respondents who were undertaking a degree course were studying at university. Not surprisingly the majority of respondents studying non-degree courses were more likely to study at college than university (85% compared with 4%).

Table 2-8 Qualification likely to result by place of study

All respondents undertaking an education or training course	College	University	Other	Total
Qualification likely to result:	%	%	%	%
Access 3 Intermediate 1or 2, Standard grade GCSE or equivalent	4	-	3	2
Higher, Advanced Higher, A level, AS level, Scottish Group Qualification or equivalent	12	0	1	5
NVQ/SVQ Level 1 or 2, BTEC First Diploma, City and Guilds Craft, RSA Diploma or equivalent	12	0	28	9
NVQ/SVQ Level 3, City and Guilds Advanced Craft, RSA Advanced Diploma or equivalent	12	0	22	8
HNC, HND, NVQ/SVQ Level 4 or 5, RSA Higher Diploma or equivalent	45	4	17	22
Ordinary Degree	3	16	6	9
Honours Degree	1	72	12	35
Higher Degree	0	3	1	2
Professional Qualifications (for example teaching, accountancy)	1	3	3	2
Other	9	1	7	5
Base (weighted)	*685*	*799*	*278*	*1762*
Base (unweighted)	*608*	*1190*	*256*	*2054*

As found in the previous sweeps (19 in 1999 and 19 in 2001) participation in an education or training course (full-time or part-time) was clearly related to the same factors as school qualifications. For example, the proportion of respondents participating in an education or training course increased with parent's social class, ranging from 42% of those whose parents were classed as routine and semi-routine

to 77% of those whose parents belonged to the higher managerial and professional social class.

Table 2-9 Participation in education or training course by parent's social class

All respondents undertaking an education or training course	Social class of respondent's parents					
	Higher managerial & professional	lower professional & managerial/ higher technical & supervisory	Intermediate occupations & self employed	lower supervisory & technical	routine & semi-routine occupations	Total
Studying/training Spring 2005:	%	%	%	%	%	%
Yes	77	65	53	50	42	58
No	23	35	47	51	58	42
Base (weighted)	*338*	*1088*	*662*	*459*	*413*	*2960*
Base (unweighted)	*451*	*1272*	*639*	*393*	*299*	*3054*

2.6 Jobs and training

This section examines the nature of work undertaken by respondents who classed their main activity as employment – whether full-time (either with or without a GTP) or part-time. As shown in Table 2.1, this accounts for 44% of respondents. We look, first, at occupation and industry classification, and then at employment status including: the number of respondents who were employees and employers; the level of responsibility the respondent had; and the duration of their contract. Next, number of hours worked by gender is discussed, along with level of pay, ways of finding employment, and the level of training received through employment. Part-time workers are then looked at in greater depth and, finally respondent attitudes to their work are discussed.

2.6.1 Occupation and industry

In order to classify industry and occupation, respondents were asked a number of questions about their job or GTP. Overall the most common industry respondents were likely to be working in was the wholesale, retail or repair sector (24%). However, the proportion was significantly larger in part-time employment than full-time (43% compared with 18%), suggesting that jobs in this sector tend to be seen as an add-on to other activities, rather than a career in their own right.

Looking solely at part-time workers, there was little gender variation between respondents with the only significant difference between males and females being those working in the banking/financial/renting/business activities sector, with women more likely to work in this sector than men (9% compared with 2%). There were, however, far more significant gender variations between respondents working full-time. For example, men were more likely than women to be working in the construction and manufacturing industries (26% compared with 2% and 13% compared with 6% respectively), whereas women were more likely to found in education/health social services (21% compared with 1%).

Table 2-10 Industry worked in (SIC) by gender and type of employment

Respondents in Employment as main activity	Full-time job (with or without GTP)			Part-time job			All with jobs		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Industry:	%	%	%	%	%	%	%	%	%
Agriculture/hunting/fishing/ mining/quarrying	4	1	2	2	1	2	3	1	2
Manufacturing	13	6	10	4	2	3	11	5	9
Energy & water supply	1	1	1	-	-	-	1	1	1
Construction	26	2	16	3	-	2	21	1	12
Wholesale/retail/repair	19	16	18	42	44	43	25	23	24
Hotels/restaurants	8	14	11	15	14	14	9	14	11
Transport/communication	5	4	5	1	1	1	4	4	4
Banking/financial/renting/ business activities	7	14	10	2	9	6	6	12	9
Public admin/defence	7	6	7	-	-	-	6	4	5
Education/health/social services	1	21	9	11	13	12	3	18	10
Other community/social /personal services	5	11	7	13	10	11	6	11	8
Other / non classifiable	5	5	5	7	7	7	6	6	6
Bases (weighted)	*637*	*465*	*1102*	*127*	*138*	*265*	*898*	*728*	*1626*
Bases (unweighted)	*442*	*461*	*903*	*94*	*142*	*236*	*611*	*708*	*1319*

Occupation was coded using the SOC 2000 coding schema (see Appendix A for further information). Overall, young people were most likely to be working in craft and related occupations (24%). However, this did vary significantly by gender with the most common occupations for women being personal and protective services and sales occupations (each 25%), whereas for men craft and related occupations were most common (42%). Not surprisingly, very few young people were yet working in professional occupations (1%) or as managers/administrators (1%); this varied little by gender.

Looking solely at those working full-time, craft and related occupations remain the most common (30%), but this did vary by gender. Men, working full-time, were more likely to work in the craft and related service than women (51% compared with 2%), whereas women were more likely to work in the personal and protective services (30% compared with 1%).

Table 2-11 Occupation by type of employment and gender

Respondents in employment as main activity	Full-time job (with or without GTP)			Part-time job			All with jobs		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Occupation:	%	%	%	%	%	%	%	%	%
Managers/administrators	0	1	1	-	2	1	0	1	1
Professional	2	2	2	1	1	1	1	1	1
Associate prof/technical	7	4	6	3	2	2	6	3	5
Clerical and secretarial	6	27	15	3	7	5	6	21	13
Craft and related	51	2	30	12	2	6	42	2	24
Personal and protective services	1	30	13	15	14	14	3	25	13
Sales occupations	9	17	13	33	47	40	14	25	19
Plant and machine operators	7	2	5	2	-	1	6	2	4
Other occupations	17	16	17	33	27	30	22	20	21
Bases (weighted)	*604*	*446*	*1050*	*117*	*133*	*250*	*830*	*692*	*1522*
Bases (unweighted)	*422*	*439*	*861*	*86*	*138*	*224*	*572*	*674*	*1246*

2.6.2 Employment status

Of those whose main activity was a job (including part-time employment if this was their main activity), work placement or GTP almost all (98%) were employees and just 2% were self-employed or employers with employees. Men were more likely than women to be self employed or be an employer with employees (3% compared with 0%).

Table 2-12 Employment status by gender

Respondents in employment as main activity	Male	Female	Total
Employment status in Spring 2005:	%	%	%
Employee	97	100	98
Self-employed with no employees	2	0	1
Employer with employees	1	0	1
Base (weighted)	*734*	*582*	*1316*
Base (unweighted)	*516*	*582*	*1098*

One quarter (25%) of respondents who said their main activity was either full-time/part-time work or a GTP were working with a temporary contract, with no variation by gender. The industry where respondents with a temporary contract were most likely to be found working in was wholesale/retail/repair (21% of those with a temporary contract).

[Table not shown]

2.6.3 Self emplyment

A small minority of respondents (2%) were currently, or had been, self-employed. However around a quarter said they had thought about starting their own business (18%), buying into an existing business (2%), or becoming self-employed in another way (7%). Men were significantly more likely then women to consider self-employment.

[Table not shown]

2.6.4 Hours and pay

On average, young people whose main activity was work (this includes full-time and part-time work and GTPs) worked 34.9 hours per week. This increased to 38.8 hours per week for those who worked full-time and 40 hours per week for those working on GTP. The average number of hours per week worked by part-time workers was 21.2 .As found for previous cohorts (those who were 19 in 1999 and 19 in 2001) young people who were on a GTP worked slightly longer hours than those working full-time only (64% of those on a GTP worked more than 39 per week compared with 52% of those working full-time). In all types of employment (i.e. full-time, GTP, part-time and overall total) young men were significantly more likely to work more than 39 hours per week than young women. Again these results are similar to those found for previous cohorts surveyed at the same age.

Table 2-13 Hours by type of job

Respondents in employment as main activity	Full-time job			GTP			Part-time job			Overall total		
Average weekly hours worked:	Male %	Female %	Total %	Male %	Female %	Total %	Male %	Female %	Total %	Male %	Female %	Total %
34 or less	9	18	13	3	12	5	92	97	94	25	37	30
35-36	14	24	19	5	29	12	2	2	2	10	18	14
37-38	15	19	17	21	12	19	1	-	0	13	13	13
39-40	38	29	34	44	31	40	1	-	0	32	22	27
Over 40	24	11	18	27	17	24	5	1	3	20	10	16
Mean	-	-	38.8	-	-	40	-	-	21.2	-	-	34.9
Base (weighted)	*424*	*368*	*792*	*183*	*77*	*260*	*121*	*129*	*250*	*851*	*689*	*1540*
Base (unweighted)	*296*	*375*	*671*	*127*	*64*	*191*	*88*	*136*	*224*	*580*	*673*	*1253*

Turning now to look at weekly income, the average take home pay for those whose main activity was employment was £141. Across all types of employment men were more likely to earn over £201 per week than women, however results were only significant for the full-time (23% compared with 15%) and overall total (16% compared with 10%) categories. It should be remembered that males were significantly more likely than females to work an average of over 40 hours per week (24% compared with 11%) and this may contribute to the disparity in income.

Table 2-14 Pay by type of job

Respondents in employment as main activity	Full-time job			GTP			Part-time job			Overall total		
Average weekly wage:	Male %	Female %	Total %	Male %	Female %	Total %	Male %	Female %	Total %	Male %	Female %	Total %
£50 or less	0	2	1	2	5	3	7	9	8	2	4	3
£51 to £75	1	2	1	4	9	6	15	25	20	4	8	6
£76 - £100	3	6	5	9	20	12	37	24	31	11	12	11
£101- £725	7	7	7	7	7	7	18	18	18	9	9	9
£126 - £150	19	23	21	33	36	34	12	13	13	22	22	22
£151 -£200	47	47	47	35	17	30	4	8	6	36	34	35
Over £201	23	15	19	10	7	9	6	3	4	16	11	14
Mean	-	-	159	-	-	134	-	-	93	-	-	141
Base (weighted)	*409*	*372*	*781*	*195*	*76*	*271*	*121*	*128*	*249*	*726*	*576*	*1302*
Base (unweighted)	*288*	*376*	*664*	*136*	*63*	*199*	*94*	*136*	*230*	*518*	*575*	*1093*

2.6.5 Finding the job

Table 2-15 shows that the most common method for finding a job was through friends and family (40%) followed by external job advertisements (15%).

Table 2-15 Method of finding job by gender

Respondents in employment as main activity	Male	Female	Total
Method of finding job:	%	%	%
The Job Centre	9	10	9
Careers Scotland/ local careers office	8	8	8
Careers Advisor/key worker	3	3	3
External job advertisement (e.g. newspaper)	13	17	15
Internal job advertisement	3	6	4
Employment agency	1	3	2
Training programme	4	2	3
Friend or family member	42	37	40
Recruitment fair/Milk round	2	1	1
Internet	2	2	2
Approached employer directly	5	4	4
Other	9	7	8
Bases (weighted)	*848*	*684*	*1532*
Bases (unweighted)	*578*	*665*	*1243*

2.6.6 Training

The vast majority (91%) of those in a job (full-time or part-time) or on a GTP in Spring 2005 were receiving some kind of on-the-job or off-the-job training. Overall, 47% were receiving on-the-job training from a supervisor, trainer or experienced colleague, with the exception of those whose main activity was a GTP; these respondents were more likely to receive training at college (50%). There was a significant difference between the proportions of men and women who said they received training at college - 27% of males compared with 10% of females.

Table 2-16 Training received by job type and gender

Respondents in employment as main activity	Full-time job			GTP			Part-time job			Overall total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Type of training:	%	%	%	%	%	%	%	%	%	%	%	%
On the job training	49	50	50	17	23	19	70	65	68	45	50	47
Training at firms own training centre	14	18	16	2	18	7	4	8	6	9	16	12
Training at college	19	8	14	59	31	50	5	4	5	27	10	19
Training somewhere else	10	15	12	23	26	24	5	7	6	12	15	13
No training	9	9	9	-	1	0	16	16	16	8	10	9
Bases (weighted)	*429*	*369*	*798*	*183*	*77*	*260*	*121*	*125*	*246*	*731*	*571*	*1302*
Bases (unweighted)	*299*	*374*	*673*	*127*	*64*	*191*	*89*	*135*	*224*	*515*	*573*	*1088*

Just under half (47%) of those receiving some kind of training in their job or government training programme will obtain a qualification on completion of the training. Not surprisingly respondents whose main activity was GTP were more likely to receive a qualification on completion of their training than those working full-time (91% compared with 41%)

[Table not shown]

2.6.7 Part-time work

As shown in table 2-1, 9% of respondents said their main activity was part-time work. However, a further 30% had a part-time job in addition to their main activity, making a total of 39% of respondents with a part-time job. Looking at all part-time workers (i.e. those who said it was their main activity and those who said it was an addition to their main activity) over half (57%) of females were working part-time in comparison with 43% of males.

[Table not shown]

Among those respondents with a part-time job in addition to their main activity, the majority (90%) were studying in higher or further education, 6% were working full-time and 3% were doing a GTP. Looking at the figures in another way, 61% of respondents whose main activity was studying also had a part-time job.

2.6.8 Attitudes to job

In order to assess how respondents felt about their job, those who classed their main activity as a full-time or part-time job or a GTP were asked whether they agreed or disagreed with a set of statements about their attitudes towards their job or training. These findings are presented in table 2-17.

Just over three fifths (64%) reported that they would leave their current job or programme if they could get a better job, with little variation by gender. However, the majority appeared to be relatively positive. Around nine out of ten felt their current job or programme was teaching them useful skills (89%) and was good experience (83%). Over half (54%) were involved in work that they would like to do in the future, with men more likely to agree with this statement than women (59% compared with 47%). Despite the overall positive attitude towards their current job or programme, over half (57%) said that they were mainly doing their job for the money.

Table 2-17 Attitudes towards job by gender

Respondents in Employment as main activity	Male	Female	Total
	%	%	%
I would leave this job (or programme) if I could get a better job	63	65	64
I will probably leave this job (or programme) when I have got my qualification	29	31	30
This is the kind of work I want to do in the future	59	47	54
This is good experience and should help me to move on to something better	84	81	83
This is the only job I have had since leaving school	49	43	46
This job is teaching me useful skills	90	88	89
The main reason I do this is for the money	59	54	57
Bases (weighted)	*666-714*	*541-562*	*1207-1275*
Bases (unweighted)	*472-502*	*540-563*	*1012-1064*

2.7 Career guidance

Respondents were given a list of the different types or careers advice asked whether they received advice from each source or not. For all the sources of careers advice they had received they were then asked to tick whether the advice was helpful or unhelpful.

Responses to each type of careers guidance are presented in table 2-18. Looking first at the 'advice received' column the most common source of careers guidance

was from a family member, with 71% receiving advice from this source. Other common sources of guidance were from a careers advisor at college or university (55%) or friends (53%). A telephone helpline was the least likely source of careers guidance for young people, with 2% reporting that they got advice from this source.

The most helpful sources of advice were 'other' (96%), family members (94%), friends (93%), and the internet (92%). Over a quarter of respondents (28%) rated advice they received from the JobCentre Plus/Benefits Agency as not helpful.

Table 2-18 Career guidance received

Respondents in employment as main activity	Advice received	Advice was helpful	Advice was not helpful	*Bases (weighted)*	*Bases (unweighted)*
Source of career guidance:	%	%	%	%	%
JobCentre Plus/Benefits Agency	27	72	28	757	598
Careers Scotland/Local Careers Office	42	80	20	1204	1065
Telephone helpline	2	82	18	40	37
Career adviser at college/university	55	80	20	1574	1666
Tutor at college/university	43	91	9	1216	1338
Employer	22	90	10	589	554
Workmates	24	90	10	652	619
Family member	71	94	6	2061	2118
Friends	53	93	7	1509	1559
Internet	35	92	8	975	1036
Other	3	96	4	45	45

Note: Percentages are row percentages.

2.8 Student debt, benefits and overall income

Over a quarter of respondents (27%) said they had a student loan and/or other debts from studying at college or university. The average total amount of combined student debt from a student loan or other studying debt was £2173; 16% of students had debts over £3001at age 19.

Table 2-19 Amount of student debt

Respondents who had studying debt	Student loan	Other studying debt	Total student debt
Amount of debt:	%	%	%
£500 or less	11	43	12
Between £501 and £1000	22	27	19
Between £1001 and £1500	13	16	14
Between £1501 and £2000	15	7	14
Between £2001 and £3000	26	4	25
Between £3001 and £4000	9	1	10
More than £4001	4	1	6
Mean	2002	958	2173
Base (weighted)	*720*	*248*	*805*
Base (unweighted)	*989*	*321*	*1080*

Note: respondents could have both a student loan and other debt from studying, therefore these bases will sum to more than the percentage mentioned above and the total student debt base figures.

Around one in ten (12%) respondents were receiving benefits in Spring 2005, with women slightly more likely to receive benefits than men (14% compared with 10%).

Job Seekers Allowance was the most common benefit received (6%), with little variation by gender. Women were more likely to receive Income Support, Child Benefit and Child Tax Credit, which is not surprisingly considering that women were more likely to have a child than men (4% compared with 2%).

Table 2-20 Benefits by gender

All respondents	Benefits received		
	Male	Female	Total
Benefits:	%	%	%
Job Seekers Allowance	6	5	6
Income Support	1	4	2
Child Benefit	1	4	2
Child Tax Credit	1	3	2
Incapacity Benefit	1	1	1
Disability Living Allowance	2	1	2
Invalid Care Allowance	0	1	0
Working Tax Credit	0	1	1
Housing Benefit	1	2	2
Council Tax Benefit	1	2	2
Other	1	1	1
Benefit suspended	0	0	0
None	90	86	88
Base (weighted)	*1492-1493*	*1450-1451*	*2942-2944*
Base (unweighted)	*1212*	*1679*	*2891*

Table 2-21 presents weekly income categorised by those whose main activity in Spring 2005 was working full-time, working part-time, full-time education and not working, by gender. This includes income from employment, benefits, bonuses and overtime. Not surprisingly those working full-time had the highest weekly income, with a mean figure of £155 in comparison to the mean figure of £54 for those not working. Men working full-time were also more likely to earn more than £201 per week than women (19% compared with 13%). Nearly half (45%) of those not working had a weekly income of less than £50.

Table 2-21 Weekly income for all respondents

Weekly income for all respondents	Working Full-time			Working Part-time			Full-time education			Not working		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Average weekly income:	%	%	%	%	%	%	%	%	%	%	%	%
£50 or less	1	3	1	7	9	8	31	33	32	49	42	45
£51 to £75	2	3	3	15	25	20	27	23	25	4	12	9
£76 - £100	5	8	7	37	24	31	18	19	19	16	16	16
£101- £125	7	7	7	18	18	18	12	13	12	6	11	9
£126 - £150	24	25	24	12	13	13	5	6	6	13	4	8
£151- £200	43	42	43	4	8	6	4	4	4	12	12	12
£201 or more	19	13	16	6	3	4	4	2	3	-	2	1
Mean	-	-	155	-	-	95	-	-	65	-	-	54
Base (weighted)	*605*	*447*	*1052*	*121*	*128*	*249*	*528*	*634*	*1162*	*97*	*130*	*227*
Base (unweighted)	*424*	*439*	*863*	*94*	*136*	*230*	*543*	*897*	*1440*	*53*	*100*	*153*

Note: respondents working on a GTP have been included in the working full-time category.

2.9 Key points

- Around half (45%) of the sample were in full-time education in Spring 2005, and one quarter (26%) were in full-time employment. The main activity of one in ten respondents was a GTP. Females were more likely to be in full-time higher education than males (38% compared with 32%) and males were more likely to be undertaking a GTP (12% compared with 5%).
- S4 leavers were the most likely to be out of work (18% compared with 4% of after S5 leavers) and most likely be looking after the home or family (5% compared with 1%).
- The likelihood of being in full-time education at the age of 18-19 was strongly linked to parental social class, with respondents from lower socio-economic groups less likely to have continued to further or higher education - 32% from routine & semi-routine occupations compared with 70% from professional backgrounds.
- Of those who were studying or taking part in a training course just under half (45%) were studying at university, 39% at further education colleges and 16% at some other institution. Females were more likely to be undertaking a degree course than males (47% compared with 37%).
- The most common industry respondents were likely to be working in (whose main activity was full-time, part-time work or GTP) was the wholesale, retail or repair sector (24%). However, the proportion was significantly larger in part-time employment than full-time (43% compared with 18%), suggesting that jobs in this sector tend to be seen as an add-on to other activities, rather than as a career in their own right.
- Men, working full-time, were more likely than women to be working in the construction and manufacturing industries (26% compared with 2% and 13% compared with 6% respectively), whereas women were more likely to found in education/health social services (21% compared with 1%).
- One quarter (25%) of respondents who said their main activity was either full-time/part-time work or a GTP were working with a temporary contract, with no variation by gender.
- In all types of employment (i.e. full-time, GTP, part-time and overall total) young men were significantly more likely to work more than 39 hours per week than young women.
- The majority (91%) of those in employment (full-time or part-time) or on a GTP in Spring 2005 were receiving some kind of on-the-job or off-the-job training. There was a significant difference between men and women who said they received training at college with 27% of males receiving such training in comparison with 10% of females.
- Over a quarter of respondents (27%) said they had a student loan and/or other debts from studying at college or university. The average total amount of combined student debt from a student loan or other studying debt was £2173; 16% of students had debts over £3001at age 19.
- Respondents working full-time had the highest weekly income, with a mean figure of £155 in comparison to the mean figure of £54 for those not working. Men working full-time were also more likely to earn more than £201 per week than women (19% compared with 13%). Nearly half (45%) of those not working had a weekly income of less than £50.

3 DOMESTIC CIRCUMSTANCES

This chapter will discuss the characteristics of respondents. First, it will examine the number of respondents who had a child or children at the time of the survey. Second, the association between main activity, qualification and parental social class and having children or not is explored. Living arrangements will then be discussed followed, lastly, by leaving the parental home.

3.1 Children

By 2005, 2% of the cohort (4% of females and 2% of males) reported that they had one or more child. This is lower than comparator cohorts of 19 in 1999 (5%) and 19 in 2001 (3%), and suggests that the number of young people with children at 18-19 is declining[3]. Amongst respondents with children 90% said their child/children lived with them. Women were significantly more likely to have their child/children living with them than men, (98% of females compared with 50% of males - note however the small numbers on which these percentages are based, see Table 3-1).

Table 3-1 Respondents who had children by gender

Respondents who had a child	Male	Female	Total
Children by Spring 2005:	%	%	%
Yes, living together	(50)	98	90
Yes, living elsewhere	(50)	2	10
Base (weighted)	*14*	*63*	*77*
Base (unweighted)	*9*	*52*	*61*

Those who were in full-time higher or other full-time education at the time of the survey were the least likely to have children (0%). Not surprisingly, the majority of respondents who were looking after the home or family also had children (80%), 7% of those in the other category had children (this category included those who had taken a year out, were travelling or doing voluntary work).

Table 3-2 Children by main activity

All respondents	Full-time job	GTP	Full-time higher education	Other full-time education	Part-time job	Out of work	Home/ Family	Other	Total
Children by Spring 2005:	%	%	%	%	%		%	%	%
Yes	1	2	0	-	1	2	80	7	98
No	99	98	100	100	99	98	20	94	2
Base (weighted)	*843*	*283*	*1126*	*326*	*272*	*251*	*54*	*46*	*3201*
Base (unweighted)	*707*	*208*	*1530*	*279*	*246*	*150*	*40*	*51*	*3211*

There was a clear relationship between the propensity to have children and a young person's parental social class. For example, 1% of respondents who were from a professional social class had children compared with 6% from routine & semi-routine social backgrounds. Interestingly respondents whose parents worked in intermediate occupations or were self employed were the least likely to have a child.

[3] This compares with the General Register Office statistics which shows a decline in births for mothers under 20. http://www.gro-scotland.gov.uk/files/03t3-1.xls

Table 3-3 Children by social class of respondent's parents

All respondents	Social class of respondent's parents					
	Higher managerial & professional	lower professional & managerial/ higher technical & supervisory	Intermediate occupations & self employed	lower supervisory & technical	routine & semi-routine occupations	Total
Children by Spring 2005:	%	%	%	%	%	%
Yes	1	2	0	3	6	2
No	99	98	100	97	94	98
Base (weighted)	*339*	*1087*	*668*	*457*	*415*	*2966*
Base (unweighted)	*451*	*1270*	*645*	*392*	*298*	*3056*

The association between having children and levels of truancy was also significant, with those who had never truanted being less likely to have children than those who truanted several days or weeks at a time (1% compared with 11% and 6%).

Table 3-4 Children by truancy

All respondents	No - never	Yes - A lesson here and there	Yes – A day here and there	Yes – Several days at a time	Yes – Several weeks at a time	Total
Children by Spring 2005:	%	%	%	%	%	%
Yes	1	3	2	11	6	2
No	99	97	98	89	94	98
Base (weighted)	*1828*	*646*	*500*	*163*	*71*	*3208*
Base (unweighted)	*2109*	*567*	*415*	*90*	*36*	*3217*

3.2 Living arrangements

At the time of the survey:
85% of respondents said they were living with their parent(s);
3% were living on their own;
1% were single parents;
1% were living with their partner;
1% were living with their partner and child;
6% were living with friends/flatmates; and
3% were living in some other arrangement.

Young men were more likely to live with their parents (89% compared with 81% of women). This difference of 8% is a slight drop from the equivalent age cohorts in 1999 and 2001 where the differences between men and women were 11% and 10% respectively. Young women were more likely to be living with friends/flatmates than young men (6% compared with 9%). Over half (54%) of respondents who had children were living with their parents.

Table 3-5 Living arrangements by gender and children

All respondents	Men	Women	With child(ren)	No children	Total
Living arrangements, Spring 2005:	%	%	%	%	%
With parents	89	81	54	86	85
On own	2	3	-	3	3
Single parent	-	1	20	-	1
With partner only	1	2	-	1	1
With partner and child	0	1	22	-	1
With friends/flatmate(s)	6	9	-	8	7
Other	2	4	4	3	3
Bases (weighted)	*1633*	*1594*	*76*	*3140*	*3227*
Bases (unweighted)	*1353*	*1877*	*61*	*3162*	*3230*

Respondents whose main activity was a GTP were most likely (93%) to be staying with their parents. Around four fifths (79%) of young people whose main activity was full-time higher education were living with their parents.

Table 3-6 Living arrangements by activity status

Activity status	Full-time job	Government Training Scheme	Full-time Higher education	Other Full-time education	Part-time work	Out of work	Looking after home/family	Other	Total
Living arrangements, Spring 2005:	%	%	%		%	%	%	%	%
With parents	88	93	79	91	89	85	55	81	85
On own	3	0	3	1	3	5	4	6	3
Single parent	0	-	-	-	-	1	22	-	1
With partner only	2	1	1	-	1	3	4	-	1
With partner and child	0	-	-	-	0	2	15	2	1
Friends/flatmate(s)	3	1	16	4	2	1	-	6	7
Something else	3	4	2	3	4	4	2	4	3
Bases (weighted)	*845*	*284*	*1127*	*326*	*272*	*257*	*55*	*47*	*3213*
Bases (unweighted)	*709*	*208*	*1531*	*280*	*246*	*151*	*40*	*51*	*3216*

Around two thirds (69%) of respondents lived in accommodation owned by their parents or the people they lived with, 1% owned their accommodation, 19% lived in rented accommodation, 11% lived in university halls of residence and the remaining 1% were living in other types of accommodation.

[Table not shown]

3.3 Leaving the parental home

Seventeen percent of respondents said at some point they had moved away from their parents' home (note that students who lived away from their parental home during term time but returned during non-term times were instructed to answer no to this question). Females were more likely to have left home than males (20% compared with 13%).

One third of respondents who had left home had moved between August 2004 and October 2004 which is likely to reflect the start of a higher/further education course.

Around one quarter (28%) said they had moved in October 2003 or later, which could be to take up employment or commence a higher/further education course once completing secondary school education. There was no significant variation by gender in the date at which respondents had left home.

Table 3-7 When moved from parent's home by gender

Respondents who had moved away from their parents' home	Male	Female	Total
When (first) moved away from parents' home:	%	%	%
October 2003 or earlier	24	30	28
November 2003 – July 2004	22	21	22
August 2004 – October 2004	33	33	33
November 2004 or later	21	16	18
Bases (weighted)	*213*	*323*	*536*
Bases (unweighted)	*180*	*342*	*522*

Over half (56%) of respondents who said they had left their parental home had moved back at some point, with no significant variation by gender. Respondents who were most likely to move back home were those whose main activity at the time of the survey was out of work (75%).

[Table not shown]

Over four fifths (84%) said that since leaving secondary school they had moved house to attend an education/training course, 8% had moved to take up a new job, 6% because of an existing job, and 2% to look for work. Females were more likely to leave home to attend an education/training course (88% compared with 80%) and males were more likely to leave because of an existing or new job (17% compared with 10%).

[Table not shown]

3.4 Items in the home

Respondents were asked whether they had various things in the place where they were staying. Around nine in ten said they had a room of their own (89%), a good place where they could study or read (87%), a computer not used for just games (82%), and around three quarters (74%) had access to the internet from their home. Comparison of these findings with the previous cohort of a similar age (19 in 2001) highlights how accessible computers and the internet have become in the last four years with the number of respondents who have a computer (not just for games) and access to the internet increasing by 26% and 21% respectively.

The availability of these items varied according to respondent's activity status in Spring 2005. Those whose main activity was looking after the family or home were notably less likely to have access to each item than those in all other groups. Not surprisingly, students were most likely to have access to computers and the internet (92% and 84% respectively).

Table 3-8 Items in the home, by activity status

All respondents	Full-time job	GTP	Full-time education	Part-time work	Out of work	Looking after home/family	Other	Total
Item in the home:	%	%	%	%	%	%	%	%
Room of own	89	91	91	88	92	74	94	90
Good place to study/ read	91	94	92	83	84	75	89	90
Computer (not just games)	83	83	92	75	72	57	80	85
Access to internet	76	76	84	71	54	44	82	77
Bases (weighted)	*815-843*	*269-280*	*1424-1454*	*259-267*	*231-251*	*52-54*	*45-46*	*3098-3195*
Bases (unweighted)	*686-709*	*198-206*	*1789-1812*	*234-242*	*139-148*	*39-40*	*50-51*	*3137-3207*

3.5 Key points

- The proportion of respondents who had a child by 18/19 in 2005 had declined when compared with previous cohorts of the same age; 2% in 2005, 3% in 2001 and 5% in 1999. This suggests that the number of young people with children at 18-19 is declining.
- Young people who truanted for several days or weeks at a time were more likely to have a child at 18/19 than those who did not (1% compared with 11% and 6%).
- The number of respondents who had a computer (not just for games) and access to the internet had increased by 26% and 21% respectively when compared with 19 in 2001.

4 THE FUTURE

As well as examining expectations for the future this chapter explores views on how much control young people feel they have over their lives.

4.1 Expectations of main activity in one year's time

Respondents were asked what they thought their main activity would be in one year's time, i.e. in spring 2006. Half (49%) thought they would be in full-time education and four in ten thought they would be in full-time employment. Three percent said they would probably be on a Government Training Programme (GTP) and 4% thought they would either be doing something else or a combination of activities.

Females were more likely than males to think they would be in full-time education (53% compared with 45%), whereas males were slightly more likely to think they would be in full-time employment (45% compared with 34% among females). Females were also more likely to think they might be looking after children, the family or the home in a year's time.

Table 4-1 Expected activity in one year's time by gender

All respondents	Male	Female	Total
Expected activity:	%	%	%
Out of work	1	1	1
Full-time job	45	34	40
Part-time job	2	2	2
Full-time education	45	53	49
Government training programme	4	1	3
Looking after child/family/home	0	2	1
Travelling/ working abroad	0	1	0
Doing something else, or a combination of activities	3	6	4
Bases (weighted)	*1613*	*1577*	*3190*
Bases (unweighted)	*1336*	*1863*	*3199*

Respondents were also asked what they thought they would be doing in one year's time when they were first surveyed in 2003. The table below compares hopes for the future in 2003 with hopes for the future in 2005. In 2003 respondents were aged 16/17 and most expected to be in either full-time education (53%) or have a full-time job (25%) in spring 2004 when they would be 17/18. Since then there has been a significant increase in the proportion expecting to be in a full-time job (40% compared with 25%), coupled with a drop in the proportion anticipating that they will be in a full-time education in 2006 (53% in 2003 compared with 49% in 2005).

Table 4-2 Expected activity in one year's time: 2003 and 2005

All respondents	2003	2005
Expected activity:	%	%
Out of work	2	1
Full-time job	25	40
Part-time job	1	2
Full-time education	53	49
Government training programme	10	3
Looking after child/family/home	0	1
Travelling/ working abroad	1	0
Other/ combination of activities	6	4
Bases (weighted)	*5034*	*3192*
Bases (unweighted)	*5045*	*3199*

When compared with previous cohorts the proportion of 19 year-olds expecting to be in education has increased slightly over the years. In 1999 42% expected to be in full-time education; this increased to 45% in 2001 and 49% in 2005 and was coupled with a decline, albeit small, in the proportion expecting to be in a full-time job.

Table 4-3 Expected activity in one year's time by gender

All respondents	19 in 1999	19 in 2001	19 in 2005
Expected activity:	%	%	%
Out of work	1	1	1
Full-time job	44	44	40
Part-time job	3	2	2
Full-time education	42	45	49
Government training programme	1	1	3
Looking after child/family/home	2	1	1
Travelling/ working abroad	1	0	0
Other/ combination of activities	6	6	4
Don't know	-	1	-
Bases (weighted)	*2468*	*5003*	*3192*
Bases (unweighted)	*2479*	*5013*	*3199*

The majority (77%) of those in employment at the time of the survey still anticipated being in work a year later, while around one in five (17%) of this group expected to have moved from employment into education. A majority of those on a GTP and those out of work thought they would have moved into work (97% and 63% respectively). Six percent of those out of work still expected to be so in one year's time. Of those in full-time education, around one in ten (11%) anticipated that they would still be in education in a year's time, while the majority (86%) expected to have moved into employment.

Table 4-4 Expected activity in one year's time by activity status

Expected activity in one year's time	Current main activity							Total
	Full-time job	GTP	Part-time work	Out of work	Full-time education	Looking after home/ family	Other	
Expected activity:	%	%	%	%	%	%	%	%
Out of work	0	-	-	6	0	-	-	1
In work	77	97	57	63	11	24	30	44
In education	17	0	36	19	86	10	48	49
Looking after child/family/home	1	-	0	4	0	43	-	1
Doing something else inc travelling/working abroad	6	3	7	8	2	24	22	5
Bases (weighted)	*833*	*278*	*254*	*270*	*1443*	*51*	*46*	*3175*
Bases (unweighted)	*699*	*204*	*244*	*150*	*1799*	*38*	*51*	*3185*

There is also evidence of a relationship between respondents' expectations and their parents' social class. Those from manual social class backgrounds were around three times as likely as those from professional backgrounds to expect to be in work in spring 2006 (60% of those with parents in lower supervisory and technical compared with 17% of those with parents in higher managerial and professional occupations), while those from higher managerial and professional social class backgrounds were more than twice as likely to think they would be in education in spring 2006 as those from routine and semi-routine background (80% and 34% respectively).

Table 4-5 Expected activity in one year's time by social class of respondents' parents

Expected activity in one year's time	Social class of parents					Total
	Higher managerial & professional	Lower professional & managerial/ higher technical & supervisory	Intermediate occupations & self-employed	Lower supervisory & technical	Routine & semi-routine	
Expected activity:	%	%	%	%	%	%
Out of work	-	-	1	-	1	0
In work	17	36	51	60	57	44
In education	80	59	44	34	34	50
Looking after child/family/home	-	1	1	2	2	1
Doing something else inc travelling/working abroad	3	5	4	5	7	5
Bases (weighted)	*335*	*1082*	*658*	*455*	*413*	*2943*
Bases (unweighted)	*448*	*1264*	*636*	*390*	*298*	*3036*

Respondents without any children were much more likely to expect to be in education in a year's time than those with children (50% and 12% respectively). Around four in ten (42%) of those with children expected to be in employment and, as one might expect, they were much more likely to expect to be looking after the home, family or children in the future, than those with no children (28% and 0% respectively).

Table 4-6 Expected activity in one year's time by children

All respondents	Children	No children	Total
Expected activity:	%	%	%
Out of work	-	1	1
In work	42	45	45
In education	12	50	49
Looking after child/family/home	28	0	1
Doing something else inc travelling/working abroad	18	4	5
Bases (weighted)	*76*	*3105*	*3181*
Bases (unweighted)	*60*	*3129*	*3189*

4.2 Expectations of main activity in four years' time

As well as being asked about what they expected to be doing in one year's time respondents were also asked what they thought they would be doing in four years' time i.e. spring 2009. Three-quarters expect to be in employment, 16% anticipated being in full-time education, 6% percent expected to be either doing something else or a combination of activities and 1% thought they would be out of work then. As was the case when respondents were asked what they thought they would be doing in one year's time, males were slightly more likely to think that they would be in employment (78% compared with 70% of females), whereas females were slightly more likely to think they will be in full-time education, doing something else or doing a combination of things (17% and 8% respectively).

Table 4-7 Expected activity in four years' time by gender

All respondents	Male	Female	Total
Expected activity:	%	%	%
Out of work	1	0	1
Full-time job	78	70	74
Part-time job	1	1	1
Full-time education	14	17	16
Government training programme	1	1	1
Looking after child/family/home	1	2	1
Travelling/ working abroad	1	1	1
Doing something else, or a combination of activities	4	8	6
Bases (weighted)	*1614*	*1580*	*3194*
Bases (unweighted)	*1342*	*1866*	*3208*

Taking into account that respondets will be aged 22/23 in spring 2009 it is not surprising that 49% expect to be in education in one year's time but only 16% expect to be so in four years' time. If respondets went straight into full-time further or higher education from school then most will have completed education and moved into employment by this age. In line with these expectations a much larger proportion of respondents expect to be in employment in four years' time (74% compared with 40% who expect to be in employment in one year's time).

Table 4-8 Expected activity in four years' time by gender

All respondents	One year's time	Four years time
Expected activity:	%	%
Out of work	1	1
Full-time job	40	74
Part-time job	2	1
Full-time education	49	16
Work placement/ Government training programme	3	1
Looking after child/family/home	1	1
Travelling/ working abroad	0	1
Doing something else, or a combination of activities	4	6
Bases (weighted)	*3192*	*3194*
Bases (unweighted)	*3199*	*3208*

When previous cohort expectations in fours years time (19 in 1999 and 19 in 2001) are compared with this years cohort (19 in 2005) there appears to be little difference in expectation. The only noticeable difference was a slight increase in the proportion of 19 year olds who expected to be in education (12% in 1999 and 2001, 16% in 2005).

Table 4-9 Expected activity in four years' time by gender

All respondents	19 in 1999	19 in 2001	19 in 2005
Expected activity:	%	%	%
Out of work	1	1	1
Full-time job	75	75	74
Part-time job	2	1	1
Full-time education	12	12	16
Government training programme	0	1	1
Looking after child/family/home	3	2	1
Travelling/ working abroad	2	1	1
Other/ combination of activities	6	7	6
Don't know	-	1	-
Bases (weighted)	*2457*	*5003*	*3194*
Bases (unweighted)	*2469*	*5003*	*3208*

Around eight in ten of those in employment or on a GTP at the time of the survey expected to be in work in four years time. However it is interesting to note that 10% of those in full-time work and 15% of those in part-time work expected to have moved from work into education by then. Around half (55%) of those looking after the home or family expected to be in employment in four years time, while one in ten still expected to be looking after the home or family and 16% thought they would be doing something else or a combination of activities, perhaps looking after the family alongside part-time work or education. It is also worth noting that 3% of those who were out of work at the time of the survey still expected to be out of work in four years' time.

Table 4-10 Expected activity in four years' time by activty status

All respondents	Full-time job	GTP	Part-time work	Out of work	Full-time education	Looking after home/ family	Other	Total
Expected activity:	%	%	%	%	%	%	%	%
Out of work	1	0	0	3	1	-	-	1
In work	81	86	78	84	71	55	48	76
In education	10	1	15	9	22	18	30	16
Looking after child/family/home	2	2	1	1	0	10	2	1
Doing something else inc travelling/working abroad	7	11	6	3	6	16	20	7
Bases (weighted)	*839*	*276*	*269*	*245*	*1451*	*49*	*46*	*3175*
Bases (unweighted)	*704*	*202*	*243*	*148*	*1809*	*37*	*51*	*3194*

As was the case with expectations for one year's time those coming from professional backgrounds were more likely to expect to be in education in four years' time than those from other class backgrounds. Around three in ten (29%) of those from higher managerial and professional backgrounds expected to be in education in spring 2009 compared with around one in ten (9%) of those with parents in routine or semi-routine occupations, whereas those from routine and semi-routine social class backgrounds were the group most likely to anticipate being in work in four years' time (84%).

Table 4-11 Expected activity in four years' time by social class of respondent parents

All respondents	Higher managerial & professional	Lower professional & managerial/ higher technical & supervisory	Intermediate occupations & self-employed	Lower supervisory & technical	Routine & semi-routine	Total
Expected activity:	%	%	%	%	%	%
Out of work	0	1	1	0	1	1
In work	62	72	78	82	84	76
In education	29	19	13	9	9	16
Looking after child/family/home	1	1	1	0	2	1
Doing something else inc travelling/working abroad	7	7	8	8	4	7
Bases (weighted)	*337*	*1082*	*658*	*454*	*416*	*2947*
Bases (unweighted)	*450*	*1265*	*639*	*389*	*300*	*3043*

As has already been discussed respondents with children were less likely to expect to be in work or education in one year's time than those with none. The same was also true when asked what they thought they would be doing in four years' time. Three-quarters (76%) of those without children expected to be in employment in spring 2009 compared with 58% of those with children. One in ten of those with children expected to be looking after the family or home.

Table 4-12 Expected activity in four years' time by children

All respondents	Children	No children	Total
Expected activity:	%	%	%
Out of work	-	1	1
In work	58	76	76
In education	12	16	16
Looking after child/family/home	10	1	1
Doing something else inc travelling/working abroad	20	7	7
Bases (weighted)	*74*	*3114*	*3188*
Bases (unweighted)	*58*	*3141*	*3199*

4.3 Feelings of control over life

Respondents were given a series of statements relating to feelings of control over life and asked how much they agreed or disagreed with each of them. Views were largely positive; however, around one in eight felt they had little control over things that happen to them (13%). A similar proportion (15%) felt there was no way they could solve the problems they had. However, around seven in ten (68%) disagreed with the statement 'I often feel helpless in dealing with the problems of life.' A similar proportion disagreed with the notion that they were sometimes pushed around in life (71%). More than nine in ten respondents agreed that what happened to them in the future mostly depended on themselves (92%).

There was little variation in responses between males and females. Females were slightly more likely to agree that they felt helpless dealing with the problems of life (23% compared with 17% of male respondents) and slightly more likely to agree that they sometimes felt they were being pushed around in life (20% compared with 16% of male respondents).

Table 4-13 Feelings of control over life by gender

All respondents	Male	Female	Total
	%	%	%
I have little control over things that happen to me			
Agree	14	13	13
Disagree	77	75	76
Neither	10	12	11
There's really no way I can solve some of the problems I have			
Agree	15	16	15
Disagree	77	75	76
Neither	8	10	9
I often feel helpless in dealing with the problems of life			
Agree	17	23	20
Disagree	72	64	68
Neither	11	13	12
Sometimes I feel that I am being pushed around in life			
Agree	16	20	18
Disagree	73	68	71
Neither	11	12	12
What happens to me in the future mostly depends upon me			
Agree	92	92	92
Disagree	4	3	4
Neither	4	4	4
Bases (weighted)	*1615-1621*	*1589*	*3204-3210*
Bases (unweighted)	*1345-1348*	*1874-1875*	*3219-3223*

Respondents who were out of work, looking after the family or doing something else ('other') at the time of the survey were the groups most likely to agree with the negative statements on control. Thirty-one percent of those looking after the home or family felt that they had little control over things that happen to them, compared with 14% among those in full-time work and only 10% of those in full-time education. Those looking after the home or family or doing something else were more than twice as likely to report feeling helpless in dealing with the problems of life than those in full-time employment or education (41% and 46% compared with 19% and 17% respectively). However it is also worth noting that those looking after the home or family were least likely to feel they were being pushed around, (14%) while those on GTPs were least likely to report feeling helpless in dealing with life's problems (16%). However, the evidence does suggest that on the whole those out of work or doing something else feel they have a lot less control over their lives than those in work, education or on a GTP.

Table 4-14 Feelings of control over life by activity status

All respondents	Full-time work	GTP	Part-time work	Out of work	Full-time education	Looking after home/ family	Other	Total
	%	%	%	%	%		%	%
I have little control over things that happen to me								
Agree	14	17	14	21	10	31	31	13
Disagree	76	73	74	62	81	51	62	76
Neither	10	10	12	18	9	18	7	11
There's really no way I can solve some of the problems I have								
Agree	14	14	17	33	12	33	22	15
Disagree	77	79	70	60	80	53	72	76
Neither	10	7	13	8	8	14	7	9
I often feel helpless in dealing with the problems of life								
Agree	19	16	24	35	17	41	46	20
Disagree	71	71	65	60	70	51	48	68
Neither	11	13	11	5	14	8	7	12
Sometimes I feel that I am being pushed around in life								
Agree	16	16	22	29	16	14	29	18
Disagree	72	76	68	59	11	63	58	71
Neither	12	9	19	12	73	24	13	12
What happens to me in the future mostly depends upon me								
Agree	92	94	90	88	93	86	96	92
Disagree	4	3	7	8	3	4	2	4
Neither	4	4	4	4	4	10	2	4
Bases (weighted)	*836-841*	*282*	*270-271*	*252-255*	*1445-1451*	*51*	*45-46*	*3186-3193*
Bases (unweighted)	*704-708*	*207*	*245*	*150-151*	*1808-1811*	*38*	*51*	*3205-3209*

There also appeared to be evidence of a relationship between parental social class and feelings of control over life. On the whole, those with parents from a professional social class background were more likely to feel that they had control over life than those from other social class backgrounds. For example, 7% of respondents from a higher managerial and professional social class background felt they had little control over things that happen to them, whereas 17% from a partially skilled or unskilled social class background felt the same. Those with parents in routine or semi-routine occupations were most likely to agree that there was no way they could solve some of the problems they have (22%); most likely to report feeling helpless in dealing with the problems of life (23%); and most likely to feel that they are sometimes pushed around in life (21%).

Table 4-15 Feelings of control over life by social class of respondents' parents

All respondents	Higher managerial & professional	Lower professional & managerial/ higher technical & supervisory	Intermediate occupations & self-employed	Lower supervisory & technical	Routine & semi-routine	Total
	%	%	%	%	%	%
I have little control over things that happen to me						
Agree	7	11	14	17	17	13
Disagree	81	81	73	73	72	77
Neither	12	8	13	10	11	11
There's really no way I can solve some of the problems I have						
Agree	13	11	14	18	22	15
Disagree	78	81	78	71	69	77
Neither	9	8	8	11	10	9
I often feel helpless in dealing with the problems of life						
Agree	18	18	20	23	23	20
Disagree	71	70	66	66	69	68
Neither	11	12	13	11	9	12
Sometimes I feel that I am being pushed around in life						
Agree	15	16	19	18	21	18
Disagree	73	73	69	71	67	71
Neither	12	11	12	11	12	11
What happens to me in the future mostly depends upon me						
Agree	92	93	93	92	92	93
Disagree	3	3	3	2	4	3
Neither	5	4	3	5	4	4
Bases (weighted)	*338-340*	*1085-1088*	*663-666*	*453-456*	*412-417*	*2957-2963*
Bases (unweighted)	*450-452*	*1268-1271*	*642-644*	*390-391*	*299-300*	*3052-3056*

There is also evidence of a significant relationship between feelings of control over life and whether respondents have children or not, with those that have children feeling less in control of their lives than those with none. For example, those with children were more likely to agree that there was really no way they could solve all the problems they had (26% compared with 15% of those with no children) and less likely to agree that what happened to them in the future mostly depended on themselves (84% compared with 92%).

Table 4-16 Feelings of control over life by children

All respondents	Children	No children	Total
	%	%	%
I have little control over things that happen to me			
Agree	21	13	13
Disagree	76	61	76
Neither	10	18	11
There's really no way I can solve some of the problems I have			
Agree	26	15	15
Disagree	62	76	76
Neither	12	9	9
I often feel helpless in dealing with the problems of life			
Agree	29	20	20
Disagree	59	68	68
Neither	12	12	12
Sometimes I feel that I am being pushed around in life			
Agree	14	18	18
Disagree	69	71	71
Neither	17	11	12
What happens to me in the future mostly depends upon me			
Agree	84	92	92
Disagree	8	4	4
Neither	8	4	4
Bases (weighted)	*72-73*	*3119-3127*	*3192-3199*
Bases (unweighted)	*58*	*3151-3155*	*3209*

4.4 Key points

- Around half (49%) of all respondents expected to be in full-time education in one year's time.
- While the majority (77%) of those in full-time employment still expected to be in work in one year's time it, 17% thought they would have moved into education by then.
- While those with parents in professional occupations were significantly more likely than other groups to expect to be in education in one year's time, those with parents in manual occupations were more likely to expect to be in employment by then. This was also the case when asked about expected activity in four years' time.
- Respondents with children were significantly less likely than those without children to expect to be in education in one year's time, and significantly more likely to be looking after the home or family.
- When asked what they expected to be doing in four years' time, three-quarters expected to be in work and 16% expected to be in full-time education.
- One in ten of those in full-time employment and 15% of those in part-time employment thought they would have moved into education in four year's time.
- Respondents with children were significantly less likely than those without children to expect to be in work in four years' time.

- On the whole respondents were fairly positive about the amount of control they had over their lives. Three-quarters disagreed with the statements 'I have little control over things that happen to me' and 'there is really no way I can solve some of the problems I have.'
- Those out of work, looking after the home and family or doing something else feel less in control of their lives than others.
- Respondents with parents in professional occupations felt they had more control over their lives than other groups.
- There was a significant relationship between feelings of control over life and whether a respondent has a child or not. For example, around a quarter (26%) of those with children felt there was no way they could solve all the problems they had compared with 15% of those without children.

5 QUALIFICATIONS OF 21-22 YEAR OLDS

This chapter focuses on the qualifications that young people have achieved or are continuing to study towards by the age of 18/19. In recent years there have been significant changes made to the nature of qualifications in Scotland, in an attempt to continue to upgrade the qualification profile of young people and to meet the demands of a modern competitive economy. This is reflected in the Scottish Credit and Qualification Framework (SCQF), with its 12 hierarchical levels from Access 1 to a University Doctorate - a system that promotes progression through a flexible qualification system and formalises equivalences within and between vocational and academic qualifications. In addition, many of the previous age-based restrictions (in particular, in relation to work-based qualifications) have been removed, providing further flexibility. As a result, young people may now pursue a vast array of vocational and academic qualifications at different levels and from different awarding bodies. For ease of presentation, the qualification categories that are presented within tables are reported according to the main qualification types or broad based levels of qualifications, taking account of equivalences within the SCQF and the academic and vocational nature of attainments, and therefore do not reflect the wide range of qualifications studied.

5.1 Highest qualification obtained

At age 18/19, around two-thirds (64%) of young people had obtained some form of qualification through post-compulsory education, although a significant minority had no qualifications aside from Standard Grades. At this stage many young people were continuing to study towards an array of different qualifications (See Table 5-6). By the age of 18/19 over half (54%) had obtained some Highers, although relatively few had yet completed vocational training qualifications. Comparing qualifications by gender shows that females were more likely to have achieved Highers - 56% compared with 52% of males.

Table 5-1 Highest qualification achieved at age 18/19 by gender

All Respondents	Male	Female	Total
	%	%	%
None	3	2	2
Standard Grades	36	32	34
Level 1-2	5	4	5
Highers	52	56	54
Level 3	3	3	3
Level 4-5	2	3	3
Bases (weighted)	*1642*	*1599*	*3241*
Bases (unweighted)	*1359*	*1882*	*3241*

5.1.1 Qualifications by stage of leaving school

There was a strong association between the stage young people had left school and whether or not they had obtained additional qualifications. Nearly three-quarters (74%) of those who left school at the end of S4 had not obtained any qualifications aside from those achieved at Standard Grade. Despite this low level of qualifications among minimum age school leavers, some S4 Leavers had already completed vocational qualifications, most commonly at Level 1 or 2, although 10% had a qualification at Level 3 or above. Among those who remained at school to the end of

S6, over three-quarters had obtained Highers by the age of 18/19, many of whom were still in education (see below), although a significant minority of those staying on until S6 had not obtained qualifications in advance of Standard Grades (18%).

Table 5-2 Highest qualification at age 18-19 by stage of Leaving School

All Respondents	End of S4	S5 Xmas Leaver	S5	S6	Total
	%	%	%	%	%
None	7	4	2	1	2
Standard Grades	67	74	66	17	34
Level 1-2	12	7	14	2	5
Highers	4	7	14	77	54
Level 3	8	4	1	1	3
Level 4-5	2	4	2	3	3
Ordinary Degree	0	0	0	0	0
Honours/Higher Degree	0	0	0	0	0
Bases (weighted)	*723*	*228*	*104*	*2186*	*3241*
Bases (unweighted)	*417*	*152*	*72*	*2600*	*3241*

5.1.2 Qualifications by parental social class

There were significant differences in the highest qualifications obtained according to the young person's parental social class based on the highest ranked occupation of either the mother or father. In terms of the qualifications achieved there was a strong linear relationship according to social class in terms of the proportion who had achieved Highers and among those who had not upgraded their qualifications since Standard Grade. Less than a third (30%) of those from a Routine and Semi-routine social background had obtained Highers in contrast to over four-fifths (84%) of those from a Higher Managerial/Professional background. Likewise, those from the Routine and Semi-routine social backgrounds were over-represented among the lower levels of qualification. For example, among those from Professional or Intermediate social backgrounds, only 14% held no qualification higher than Level 2, compared with 64% from Routine and Semi-routine backgrounds. Those from the two lower kinds of social background were however more likely to hold a vocational qualification and this was not restricted to lower level vocational courses - among young people from the Routine and Semi-routine and Unskilled backgrounds, 13% and 15% respectively held a vocational qualification (Levels1-5) compared with only 4% among those from the Higher Managerial/Professional social background.

Table 5-3 Highest qualification at age 18-19 by parental social class

All Respondents	Higher Managerial/ Professional	Lower Managerial/ Professional	Intermediate & Self-employed	Lower Supervisory & Technical	Routine & Semi-routine	Total
	%	%	%	%	%	%
None	1	1	2	2	4	2
Standard Grades	11	23	38	44	53	32
Level 1-2	2	3	4	7	7	5
Highers	84	69	50	39	30	56
Level 3	*	2	4	3	4	3
Level 4-5	2	3	3	5	2	3
Ordinary Degree	0	0	0	0	0	0
Honours/Higher Degree	0	0	0	0	0	0
Bases (weighted)	*341*	*1089*	*668*	*460*	*419*	*2977*
Bases (unweighted)	*453*	*1274*	*646*	*395*	*302*	*2977*

5.1.3 Level 3 qualification characteristics

By the age of 18/19, around six out of ten of young people have obtained a Level 3 qualification or above - exceeding the Scottish Credit and Qualification Framework equivalent of Level 6 (this includes Highers). Reflecting their higher levels of attainment in general, 62% of females had obtained at least a Level 3 qualification compared with 57% of the males.

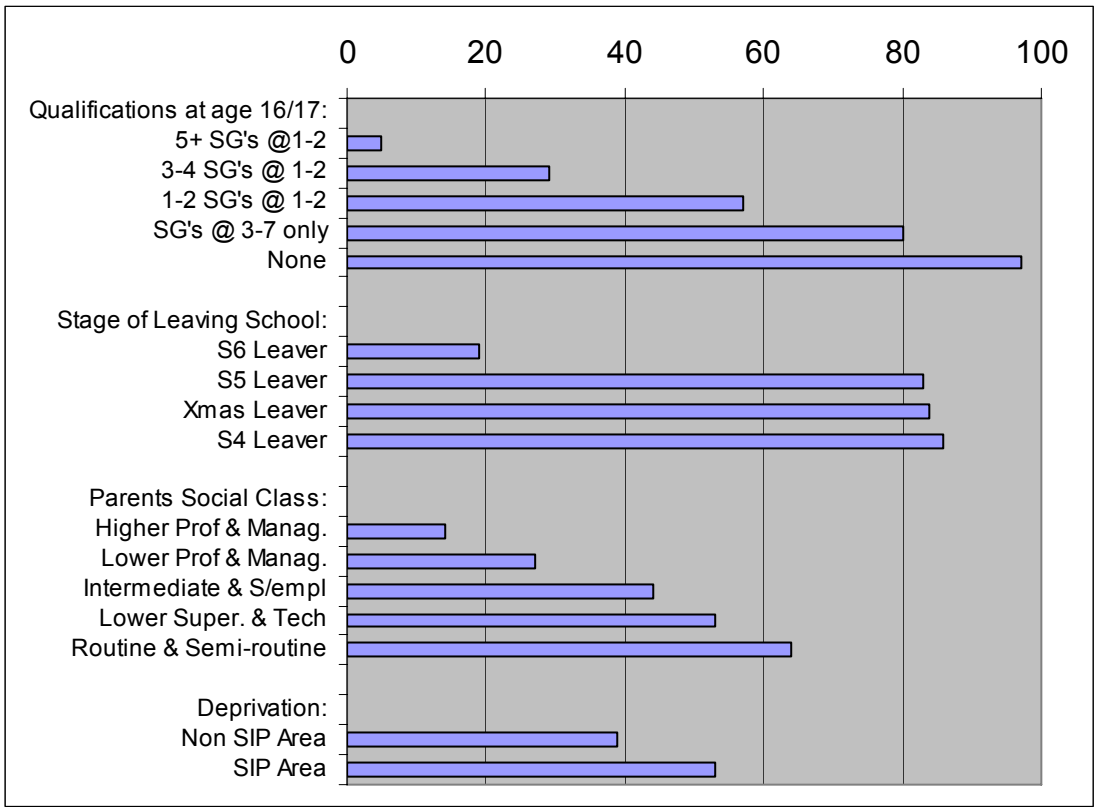
Table 5-4 Percentage with a Level 3 qualification or above by age 18/19

All Respondents	Male	Female	Total
	%	%	%
Level 3 or above	57	62	59
Bases (weighted)	*1642*	*1603*	*3241*
Bases (unweighted)	*1359*	*1882*	*3241*

Figure 5-1 presents some selected characteristics of those who had not obtained a Level 3 qualification by this age and shows the percentage without a Level 3 qualification among each of the categories. There is clearly a strong relationship between initial attainment at Standard Grade and the age at which a young person leaves school and whether or not young people achieve a Level 3 qualification by age 18/19. However, a minority (20%) who have only achieved Standard Grade passes at Grades 3-7 successfully go on to achieve a Level 3 qualification. Social Class background, area deprivation, and living in an Social Inclusion Partnership area also prove to be significant predictors of educational attainment at this level.

Figure 5-1 Percentages of those with selected characteristics who were without a Level 3 qualification or above at age 18/19

Categories of respondent with various social or educational background are shown at the left. The bars to the right show the percentages of respondents in each of these categories who were without a Level 3 qualification or higher by the age of 18/19



5.1.4 Methods of study

Perhaps not surprisingly at this age (18/19) the vast majority of young people have obtained their qualifications through full-time study and alternative modes of study such as those provided through part-time or distance learning were relatively uncommon. Overall only 4 per cent of young people had achieved qualifications through part-time study, whilst 1 % had done so through Distance Learning. Among those who were currently working towards a qualification part-time study was more common with 7% currently studying towards such a qualification.

[Table not shown]

5.1.5 Qualifications across sweeps

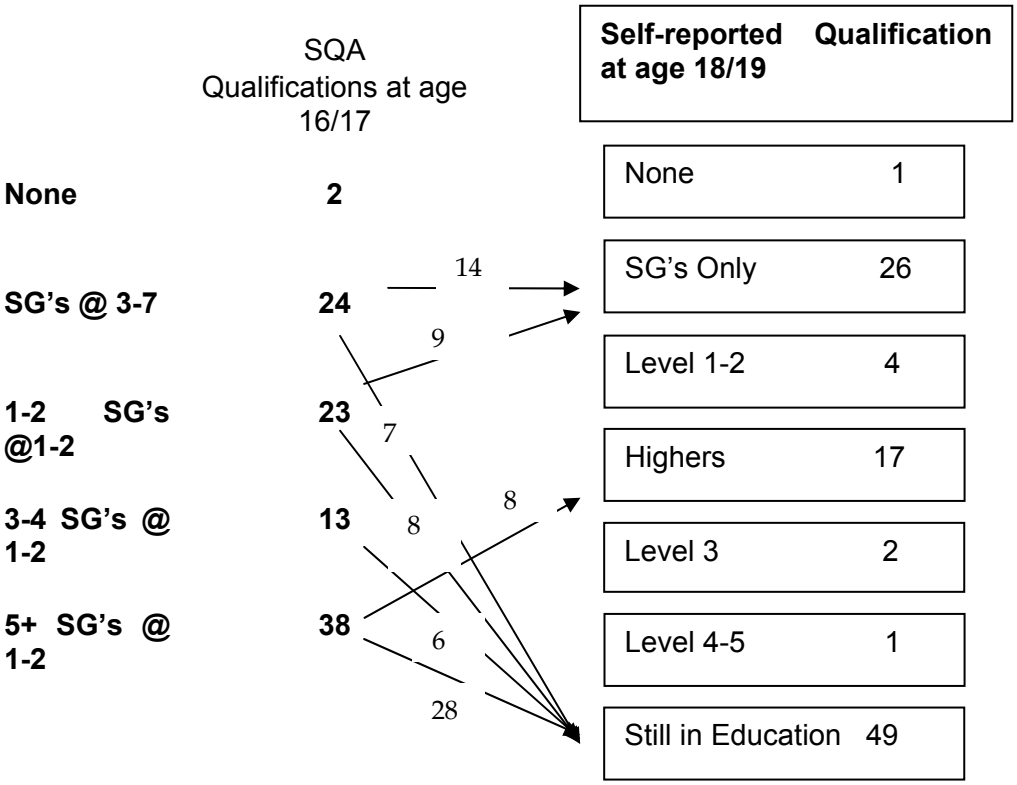
Table 5-5 highlights the qualifications obtained at each of the two sweeps for those respondents who took part aged 18/19 in 2005 and the major flows across categories. The first column shows the Standard Grade results of the cohort at age 16/17, while the second column shows their current level of educational achievement at age 18/19. The arrows indicate the main flows of the overall cohort giving an indication of the main routes followed and progression. It is important to note that the qualification data reported for sweep one is restricted to SQA qualifications, whilst the

data for sweep 2 at age 18/19 is based on self-report data and therefore, the full range of qualifications is presented.

We can see that nearly half of the cohort is still in some form of education or training at age 18/19 whilst over a quarter had not achieved further qualifications since Standard Grades and were not currently studying.

The major flows across categories indicate that those who are currently studying are mostly drawn from those who had achieved 3+ Standard Grades at Credit Level (34%). Nevertheless a significant group of those currently studying, representing 15% of the cohort, had more moderate Standard Grade achievement. Whilst Standard Grade achievement did not seem to present a barrier to continued learning, a significant group of those with moderate levels of achievement at Standard Grade had not achieved further qualifications by age 18/19 and were not currently studying. At the higher end of achievement (5+ Standard Grades at 1-2) we can observe a group (8%) who although they have gone on to achieve Highers were not currently in education. Further analysis indicated that the majority of these young people had entered the labour market.

Table 5-5 Qualification flows between age 16/17 and age 18/19



Note: flows of less than 5% of the cohort are not shown.

5.2 Continuing to study towards a qualification

Over half (57%)[4] of the cohort were still studying towards some form of qualification at age 18/19. Of those who were currently studying the majority were engaged in some form of higher education, with forty-seven per cent currently studying towards a university degree and over two-fifths studying for a higher vocational qualification (Level 4 or 5). Seventeen per cent were studying a vocational qualification at Level 3 or below.

Table 5-6 Qualification currently being studied

Qualification being studied for	Respondents currently studying
	%
Intermediate 1 or 2	2
Highers/ SGA	5
Level 1 or 2	9
Level 3	8
HNC(D) Level 4 or 5	22
Ordinary Degree	10
Honours Degree	35
Postgraduate	2
Professional Qualification	2
Other	5
Bases (weighted)	*1722*
Bases (unweighted)	*2029*

If we examine the course of study at age 18/19 according to the Standard Grade results achieved at age 16/17 (Table 5-7), we see that among those who achieve 5 or more Standard Grades at Credit Level nearly four fifths are pursuing a university qualification and one in ten a higher vocational qualification. Among those who had only obtained a modest level of attainment at Standard Grade (No passes at 1-2) and were continuing their studies, one in twenty of were studying towards a university degree, whilst a further quarter were studying a higher level vocational qualification (Level 4-5).

[4] The difference reported here compared to Table 5-5 is due to two factors: Table 5 reports those who are still studying a full-time qualification and is based on a subset of respondents who responded to both sweeps of the survey.

Table 5-7 Qualification currently being studied by Standard Grades results at age 16/17

Qualification being studied for	Respondents who were currently studying and who had achieved:			
	5+ Standard Grades at 1-2	3-4 Standard Grades at 1-2	1-2 Standard Grades at 1-2	No Standard Grade Passes at 1-2
	%	%	%	%
Intermediate 1 or 2	0	2	3	8
Highers/ SGA	3	8	7	6
Level 1 or 2	2	6	20	24
Level 3	2	11	15	17
HNC(D) Level 4 or 5	11	38	38	25
Ordinary Degree	14	10	4	3
Honours Degree	61	20	3	2
Postgraduate	3	1	1	-
Professional Qualification	3	1	3	2
Other	2	5	6	14
Bases (weighted)	*909*	*220*	*319*	*281*
Bases (unweighted)	*1407*	*245*	*233*	*144*

As around a quarter of the cohort were still studying towards a qualification, in order to present a more accurate portrayal of the likely qualifications to be achieved, Table 5-8 combines those who have already achieved a qualification at each level with those who are currently studying at that level. If we assume that all those currently studying towards a qualification will successfully complete the qualification, we can project that nearly half (48%) of the cohort will obtain a Level 4 qualification or above. However, at the other end of the qualification spectrum, we find one in five (21%) young people who have neither achieved nor are studying towards a qualification above Intermediate 2 or Standard Grade. As reported previously, females were more likely than males to have already obtained a qualification at Level 4 or above, and taking account of those currently studying, this gender difference remains significant (44 % and 52% respectively). The gender gap at the lower end of the qualification spectrum was less significant, where 23% of males and 20% of females had neither obtained nor were expected to obtain a qualification above Standard Grade.

Table 5-8 Qualification achieved or being currently studied towards

Qualification achieved or being studied for	Male	Female	Total
	%	**%**	**%**
None	2	1	1
Standard Grades/Interm. 1 or 2	29	26	27
Highers/ SGA	6	6	6
Level 1 or 2	19	20	20
Level 3	5	4	5
HNC(D) Level 4 or 5	11	12	12
Ordinary Degree	5	5	5
Honours/higher Degree	19	22	21
Professional Qualification	1	1	1
Other	2	2	2
Bases (weighted)	*1566*	*1543*	*3109*
Bases (unweighted)	*1315*	*1831*	*3146*

5.3 Training and qualifications among those in full-time employment

Among those who were in full-time employment aged 18/19 the majority had received some form of training from their employers, most often in the form of on-the-job training (Table 5-9). There was a direct relationship between the provision of training and the size of the employer, with large employers more likely than smaller employers to provide some form of training. Among large employers most training was provided in-house, whilst smaller employers were more likely to provide external training leading to a recognised qualification. In this respect, large employers appear to rely on in-service training provision, rather than providing training that leads to a recognised qualification.

Table 5-9 Type of Training Received training among those currently in full-time work by size of Employer

Type of Training	1-9 Employees	10-24 Employees	25-49 Employees	50-99 Employees	100+ Employees	Total
	%	%	%	%	%	%
On-job Training	90	92	96	92	96	94
Internal Training Centre	16	27	26	30	37	27
Training at College	24	19	7	19	19	18
Other Off-job Training	17	16	7	13	11	13
Bases (weighted)	*166*	*185*	*113*	*67*	*190*	*722*
Bases (unweighted)	*133*	*159*	*98*	*66*	*161*	*617*

* Note: percentages do not sum to 100 as they are based on multiple response categories.

There were considerable differences between males and females in terms of respect of training leading to a recognised qualification. Although there was a significant gender gap among all sizes of employers, it was widest among employers with 50-99 employees where only 16% of females were receiving training leading to a qualification compared to over two-fifths (41%) of their male counterparts. It is not clear whether this represents a bias on the part of employers in terms of willingness to invest in the formal training of young women compared to young men, or whether it is partially explained by the mix of 'hard' and 'soft' skills required within gendered occupational segments of the labour market.

Table 5-10 Receiving training leading to a recognised qualification among those currently in full-time work.

Size of employer	Respondents in full-time employment who had received training at work		
	Male	Female	Total
	%	%	%
1-9 Employees	43	41	42
10-24	51	45	48
25-49	49	38	44
50-99	41	16	27
100+	36	21	34
All sizes of Employers	44	37	41
Bases (weighted)	*379*	*316*	*694*
Bases (unweighted)	*269*	*327*	*596*

5.4 Key points

- The majority of young people had already attained a significant level of qualification success by age 18/19 having achieved qualifications at Level 3 or above.
- Around half had achieved or were expecting to achieve a qualification equating to Level 4 or above.
- Over half were still studying towards a qualification at 18/19 - the majority of whom were studying in higher education, although a significant minority were studying towards higher vocational qualifications.
- Although there was a strong relationship between Standard Grade performance and further qualifications, poor Standard Grade performance was not an automatic barrier to high level educational achievement
- Among those in full-time employment most received some form of training. Large employers were more likely to rely more on in-house training and less likely than small employers to provide training leading to a recognised qualification
- Males were much more likely to receive training leading to a recognised qualification, compared to females and this gap was widest among larger employers.

6 THE DISADVANTAGED

In this chapter we look more closely at patterns of labour market entry of less advantaged young people and at those who have encountered difficulties. The chapter begins with an overview of some of the types of disadvantage that can be identified among the 19 year-olds in the sample, categorising them so as to differentiate between disadvantages associated with family circumstances (such as low social class), educational outcomes (such as poor qualifications) and labour market experiences (such as unemployment). Reflecting current policy concerns, this is followed by an analysis of the characteristics of young people who spent time not in employment, education and training (NEET): the SSLS is the only regular Scottish survey that is able to comment on the characteristics of those who become NEET as well as highlighting young people's own views about the NEET experience. Recognising that a large proportion of those who are NEET fit standard definitions of unemployment, the chapter also examines the prevalence of unemployment and the difficulties faced by those who encounter unemployment. Finally, the chapter focuses on two other disadvantaged groups: young women who are out of the labour market and those working in low skill jobs who may be vulnerable to unemployment at a later stage.

6.1 Types of disadvantage and labour market entry

Young people from disadvantaged families frequently encounter difficulties in the labour market. These difficulties can be linked to the well known association between a lack of resources and educational underperformance, to an unfamiliarity with opportunities for further education or training and to the lack of opportunities in certain localities. Using data that are available in the SSLS, the chapter begins with a summary of patterns of disadvantage before moving on to look at some of the ways in which these are linked to labour market entry.

Being a nationally representative sample, the number of young people who lived in Social Inclusion Partnership areas (SIPS) was relatively small (15%) with a similar proportion reporting that their parent with the highest skilled occupation worked in routine and semi routine jobs (14%) (Table 6-1). In terms of educational attainments, around one in four either had no Standard Grades at age 16 or had passes at below level 2. At age 19, more than four in ten had yet to achieve a qualification at SQF level 2 or above, although many were still on courses that would lead to a qualification either at or above this level. A small minority of young people showed signs of educational disaffection in that they had truanted regularly whilst at school (7%). At age 19, around four per cent of females had children and were either living alone, without a partner, or were living with their parents.

Although levels of unemployment at age 19 were relatively low (7%), one in five had encountered at least one spell of unemployment since last contacted in November 2003, five per cent had been unemployed on at least two occasions during this period while a similar proportion had experienced a spell of unemployment lasting at least six months. At the time of the current survey, just over one in ten were not in education, employment or training (NEET). More than one in five males had been on some kind of Government training programme since November 2003 and just over one in ten females had experienced this type of training. Among those in employment, almost three in ten considered their jobs to be temporary and a similar proportion worked in a low skill occupation, females being more likely to have low skill jobs.

Table 6-1 Indicators of disadvantage, by gender

All respondents	Male	Female	Total
	%	%	%
Family circumstances			
Parents in routine or semi routine job	13	15	14
SIP resident	15	15	15
Educational			
No Standard Grades at 1-2 at age 16	29	24	26
No qualification beyond SQF level 2 at age 19	44	38	41
Regular truant	6	8	7
Personal circumstances			
Young parent living alone or with own parents	0	4	2
Means tested benefit	8	11	10
External locus of control (bottom decile)	8	12	10
Labour market disadvantage			
Current unemployment	8	5	7
Unemployed at least once since 2003	20	19	20
Unemployed twice or more since 2003	5	5	5
Unemployed continuously for more than 6 months	8	7	7
Currently NEET	10	12	11
Government training programme since 2003	26	12	19
Current or last job temporary	29	28	29
In a low skill job	23	31	27
Bases (weighted)	*1642*	*1603*	*3245*
Bases (unweighted)	*1359*	*1886*	*3245*

Whereas almost one in two young people from professional and managerial families were participating in Higher Education (HE) at age 19, fewer than one in five with parents in routine and semi-routine occupations had a place in HE (Table 6-2). There are similar, relatively low, proportions in HE among those living in SIP areas and among those with a poor locus of control, who tend to feel that they lack influence over day-to-day events. Virtually all lone parents had abandoned their education.

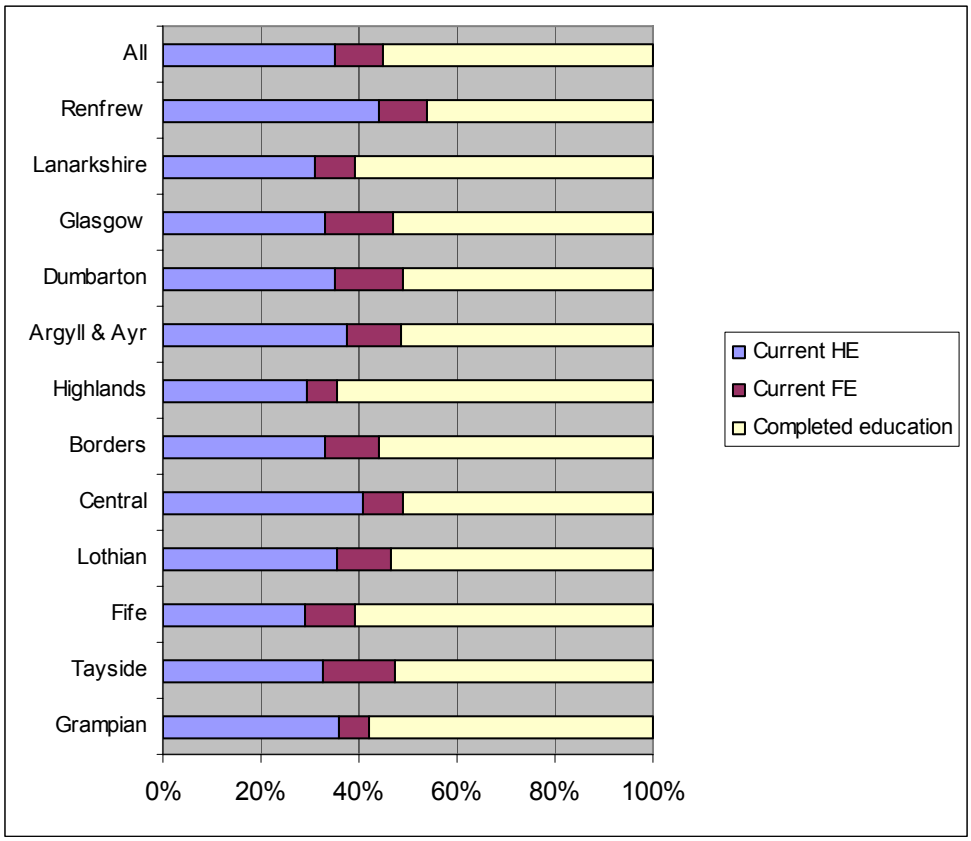
Table 6-2 Deprivation indicators, by educational participation

	Current educational participation		
	Currently in HE	Currently in other FT education	Completed education
	%	%	%
All respondents	35	10	55
Males	32	10	59
Females	38	11	51
Prof and managerial class (I&II)	49	8	43
Low social class (V+VI)	19	13	69
SIP	23	13	64
Young parent living alone or with own parents	4	0	96
External locus of control (bottom decile)	20	7	73
Bases (weighted)	*1130*	*331*	*1785*
Bases (unweighted)	*1535*	*283*	*1427*

In many respects, regional variations in patterns of educational participation reflect a combination of the spatial distribution of advantage and disadvantage along with ease of access and study opportunities. At age 19, the lowest levels of educational participation were to be found in Highlands, Lanark and Fife, while the highest levels of participation were in Renfrew, Central and Dumbarton[5] (Figure 6-1).

[5] Region is derived from 2003 data and refers to the place that they lived at that point in time.

Figure 6-1 Young people's educational status at age 19, by region



unweighted n=3245

Among those from low social class families and those coming from SIP areas levels of employment and unemployment were somewhat higher than the average (Table 6-3), probably reflecting their lower levels of educational participation. There was an association between qualifications and current status, with lower levels of educational participation and relatively high rates of unemployment among those who had obtained no Standard Grades at grades 1-2 at age 16. The relationship between status and qualifications at age 19 was less clear, partly because of the numbers still in education who had not completed a qualification. While those in receipt of means tested benefits were engaged in a range of activities, reflecting patterns of eligibility, the largest group were unemployed. Those with a strong external locus of control (that is, those who feel they have influence over what happens to them) appeared to have an increased likelihood of unemployment, although the tendency to perceive a lack of control over events could also be a response to unemployment and difficult labour market experiences. Rates of unemployment were particularly high among those who had experienced unemployment since 2003 (some of whom have remained unemployed while others are experiencing a further period) and those whose last job had been on a temporary contract.

Table 6-3 Indicators of disadvantage, by current status

All respondents	Current status							
	Education %	Job %	Training %	Unemp %	Carer %	Other %	Base (weighted)	Base (unweighted)
Family circumstances								
Low social class	32	44	7	11	4	2	*414*	299
SIP resident	36	39	8	12	2	2	*494*	254
Educational								
No SGs at 1-2 at 16	21	43	12	17	2	4	*762*	416
No qual beyond SQF 2 at 19	17	47	16	13	3	4	*1156*	832
Personal								
Means tested benefit	17	12	5	40	14	11	*312*	206
External locus of control (bottom decile)	28	38	8	14	5	8	*317*	275
Labour market								
Unemployed at least once since 2003	22	30	4	31	6	7	*629*	454
Unemployed twice or more since 2003	21	22	6	35	6	10	*174*	118
Unemployed continuously for more than 6 months	20	26	4	31	10	9	*233*	161
Government training programme since 2003	7	34	44	12	1	1	*600*	396
Current or last job temporary	0	61	12	19	3	5	*442*	353
Current or last job low skill	1	73	8	10	3	4	*863*	730
Total	45	35	9	7	2	3	*3225*	3231

6.2 Prevalence of NEET

At age 19 (Spring 2005), eleven per cent of young people were NEET (Table 6-4). For many young people, being NEET is associated with difficulties in moving into education, work or training while for others it may represent a chosen lifestyle involving travel or other 'gap' activities. Although the percentage of young people who were NEET in the period covered by the survey tended not to move to far above or below one in ten (as would be expected, the figure is slightly higher in August 2004 reflecting 'vacation' unemployment and in increased transitional movement), in most of the periods a majority of those who were NEET at one point in time were still NEET around three months later. Of those who were NEET in February 2004, for

example, 84 per cent were NEET in May 2004. This perhaps suggests a lack of effective policies to move the 'hard-core' NEET closer to the labour market.

Table 6-4 Prevalence of NEET and continuity between time periods

	Feb 04	May 04	Aug 04	Nov 04	Spring 05
	%	%	%	%	%
NEET	7	8	14	7	11
NEET from previous period	-	84	62	40	55
Base (*weighted)*	*226*	*272*	*470*	*232*	*359*
Base (unweighted)	*161*	*201*	*481*	*185*	*243*

The majority of young people defined as NEET were out of work and looking for a job (conforming to the ILO definition of unemployment where respondents had been available for work and actively searching for a job) (Table 6-5). Unemployment accounted for the activities of nearly eight in ten males and nearly one in two females who were NEET. Almost one in three females, but virtually no males, who were NEET were caring for children or family and relatively small proportions of both genders were on unpaid holiday or taking a 'gap' year. Very few young people were undertaking voluntary work as a main activity. A significant number were engaged in other, unspecified, activities.

Table 6-5 Disaggregation of NEET based on current status

	all respondents		NEET	
	Male	Female	Male	Female
	%	%	%	%
Out of work and looking for a job	8	5	78	45
Caring for children or family	0	3	0	28
Unpaid holiday	1	0	5	4
Voluntary work	0	0	1	3
Out of work but not seeking	1	2	10	13
Other (unspecified)	1	1	7	7
Bases (weighted)	*1630*	*1598*	*167*	*192*
Bases (unweighted)	*1351*	*1880*	*95*	*148*

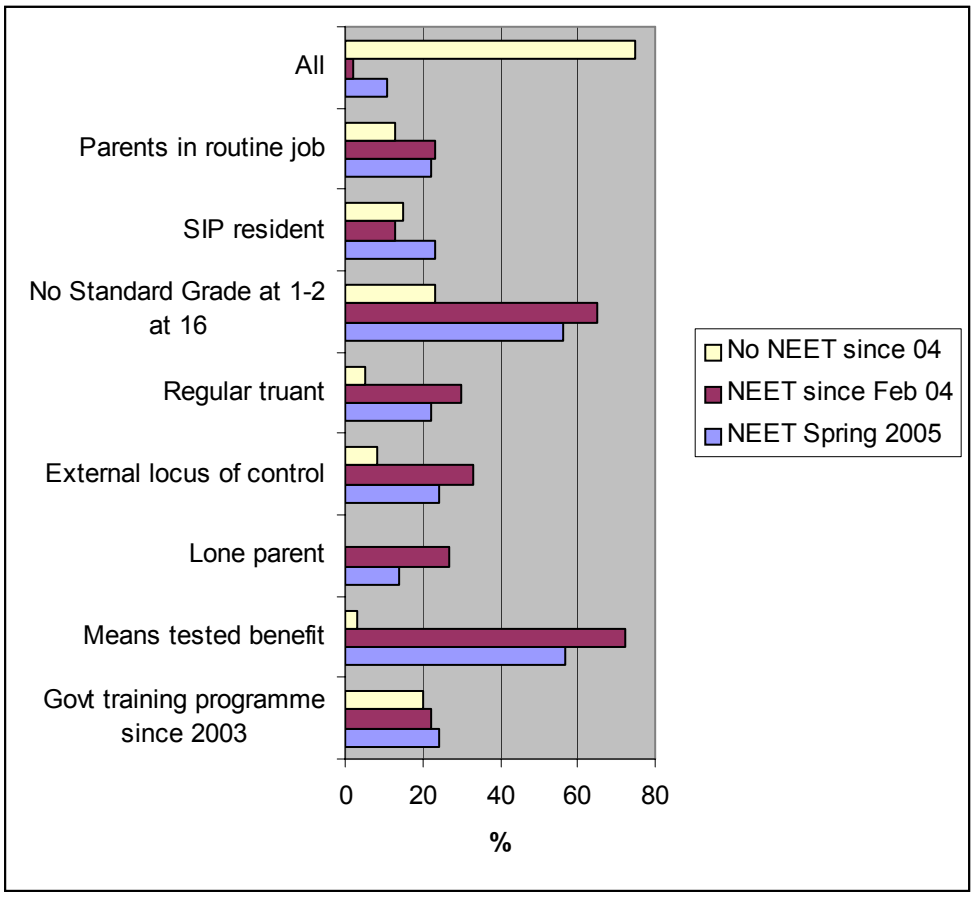
6.3 Characteristics of NEET

With NEET being a heterogeneous category, it includes those who are particularly disadvantaged as well as those who are relatively advantaged, although the former are more strongly represented. To highlight the characteristics of young people classified as NEET, Figure 6-2 provides a summary of the characteristics of those who were NEET when surveyed (NEET 2005) alongside those who had recorded NEET as their main activity category at each activity census point since February 2004 (Feb 2004, May 2004, August 2004, November 2004 and Spring 2005 survey point) and those who had never recorded being NEET since February 2004.

Figure 6-2 shows clearly that those who had never experienced NEET were a more advantaged group than those either with extensive experience of NEET or those NEET at the time of the survey. Those with the more extensive experience of NEET tended to be more strongly disadvantaged. Those who had been NEET since 2004,

for example, were more likely to have not passed a Standard Grade at above grades 1-2 at age 16, to have been regular truants, to currently be lone parents and to have a strong external locus of control. The longer term NEET group, however, are a relatively small group, accounting for around two per cent of the sample (n=69 weighted, 43 unweighted).

Figure 6-2 Experience of NEET for groups with various kinds of disadvantage
(The category of respondent is shown at the left. The bars to the right show the percentages of each of these groups who had three differing levels of experience of NEET.)

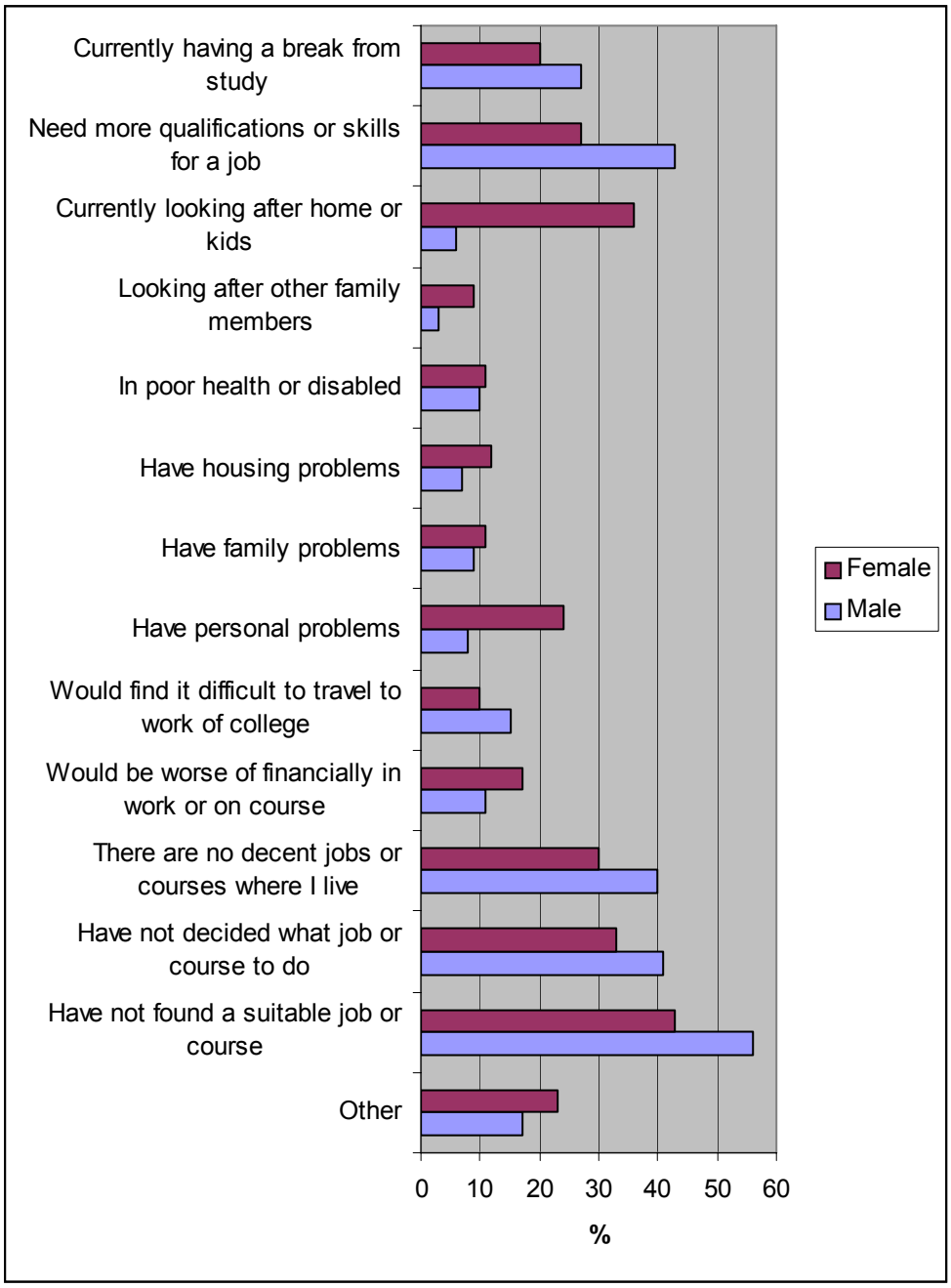


Bases unweighted: No NEET since 04, 2512; NEET since 04, 43; NEET 2005, 243.

Those who were currently NEET were asked about the factors associated with their non-participation in education, employment or training (Figure 6-3). The main reasons given related to their not having found a suitable job or course, to a perceived lack of suitable opportunities or to qualification deficits. Males were particularly likely to highlight their need for more qualifications but were also more likely to highlight the lack of courses or jobs and indecision. Family and childcare issues as well as personal problems were cited by significant numbers of females: almost four in ten were currently looking after the home or children while almost one in four had personal problems. Almost three in ten males and one in five females said that they were taking a break from study.

Figure 6-3 Reasons for being NEET

(Reasons for being NEET are shown at the left. The bars to the right show the percentages of all male and females respondents who were NEET who cited this as a reason. Note that respondents could cite more than one reason.)



unweighted n=95 (male) 148 (female)

In comparison with those who were not NEET at age 19, more of those who were NEET had been provided with advice from certain sources. Those who were NEET were far more likely to have received advice from JobCentre Plus and from Careers Scotland and were more likely to have been advised by family and friends or to have got information from the internet (Table 6-6). Those who were NEET were slightly less likely to have received help from school or university careers services, from employers or workmates. There was little difference between the groups in their assessment of the helpfulness of the advice received; the vast majority rated advice received positively.

Table 6-6 Careers advice received and usefulness of such advice, by NEET status

	Received advice		Advice helpful	
	NEET	Not NEET	NEET	Not NEET
Source of advice:	%	%	%	%
JobCentre Plus	60	22	70	72
Careers Scotland	59	39	76	81
Telephone helpline	3	1	75	84
School/Uni Careers	51	55	74	81
Tutor at school/uni	31	45	77	92
Employer	19	22	79	91
Workmates	23	24	90	90
Family	77	70	91	95
Friends	65	52	89	94
Internet	38	35	90	92
Base (weighted)	*326*	*2550*	*190*	*567*
Base (unweighted)	*224*	*2673*	*120*	*478*

6.4 Unemployment

While NEET provides one measure of labour market disadvantage, a focus on unemployment avoids some of the issues of heterogeneity that are inherent in NEET. Moreover, at age 19, the cohort are moving from an age and a context in which policies tend to be framed by reference to the "NEET" category to another context in which policies tend to refer to the traditional measure of unemployment. In this section we contrast those who have been unemployed on just one occasion since 2003 with those who have experienced a period of unemployment lasting at least six months.

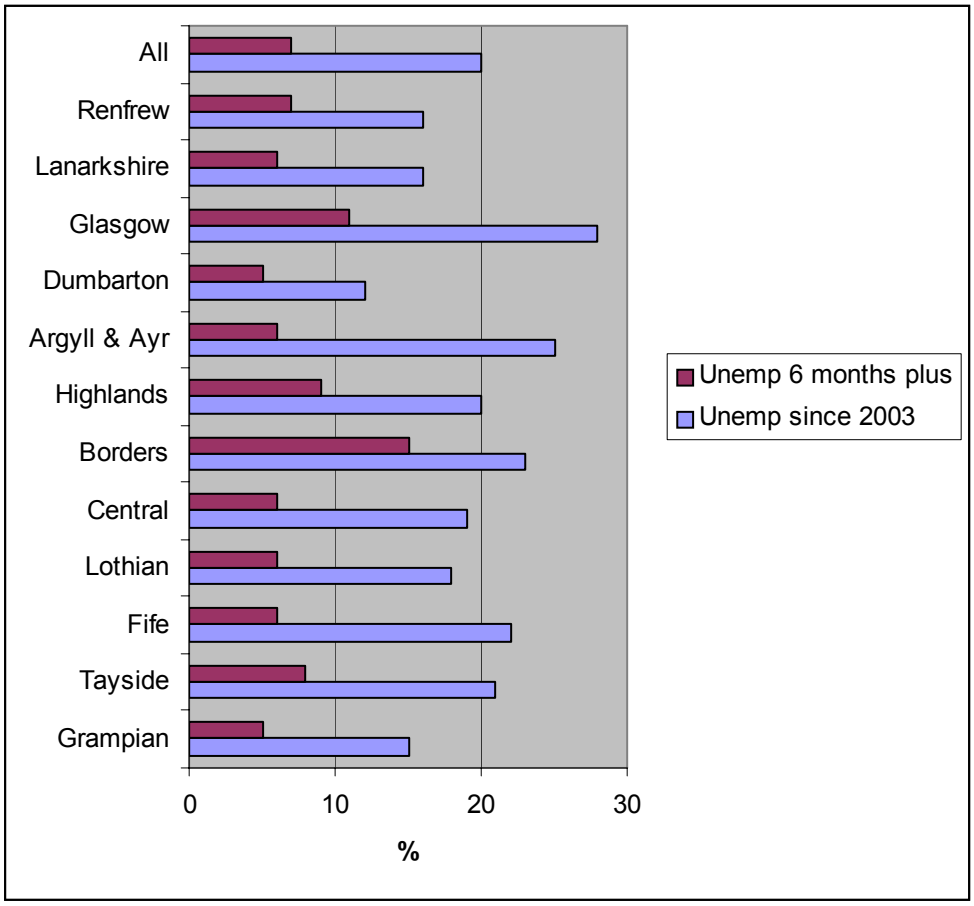
With around one in five experiencing a period of unemployment between November 2003 and spring 2005, a short period without work can be seen as relatively common (Table 6-7). Longer term unemployment in this period is confined to less than one in ten of the cohort. In terms of social class, residence in a SIP area and qualifications at age 16, the two groups are quite similar, although there were slightly more regular truants among the group with the more extensive experience of unemployment. Those who had been unemployed for six months or more were also more likely to have experienced government training schemes, although this is more likely to be a consequence of their unemployment rather than a cause of it. The greater proportion of female single parents among those out of work for more than six months is likely to reflect child care needs.

Table 6-7 Indicators of disadvantage, by experience of unemployment

	Ever unemployed since 2003		6 months or more unemployed since 2003	
	Male %	Female %	Male %	Female %
All	20	19	8	7
Parents routine job	19	30	24	32
SIP	21	19	18	22
No SG at 1-2 at 16	56	44	57	46
Regular truant	15	23	24	27
External locus of control	17	21	19	24
Lone parent	0	14	1	23
Govt training since 2003	30	21	35	31
Base (weighted)	*333*	*302*	*125*	*111*
Base (Unweighted)	*195*	*262*	*72*	*90*

The percentages of young people who had been unemployed at any time since November 2003 were greatest among those who had been resident at the age of 16 in Glasgow and Argyll and Ayr, followed by those from the Borders and Fife: rates of unemployment were particularly low among those from Dumbarton and Grampian (Figure 6-4). Rates of long-term unemployment were also relatively low among those from Dumbarton and Grampian, but high among those from the Borders and Glasgow.

Figure 6-4 Experience of unemployment by region



Bases unweighted; unemployed 6 months plus=162, unemployed since 2003=457

Those who were unemployed at age 19 most frequently explained their situation as being a consequence of not having found a suitable job or course, being undecided about the type of job or course they wanted to do, needing additional qualifications or skills or to a lack of decent jobs or courses in the area in which they lived. Around one in five said that they were having a break from study and a small number had some kind of personal problem. Very few said that they would be worse off financially in a job or on a course.

Table 6-8 Reasons for current unemployment
Note that respondents could cite more than one reason.

Reasons given for being currently unemployed	All those currently unemployed
	%
Currently having a break from study	20
Need more qualifications or skills for a job	37
Currently looking after home or kids	6
Looking after other family members	5
In poor health or disabled	6
Have housing problems	8
Have family problems	8
Have personal problems	15
Would find it difficult to travel to work or college	13
Would be worse off financially in work or on a course	7
These are no decent jobs or courses where I live	35
Have not decided what job or course to do	37
Have not found a suitable job or course	58
Other reason	12
Base (weighted)	*307*
Base (unweighted)	*197*

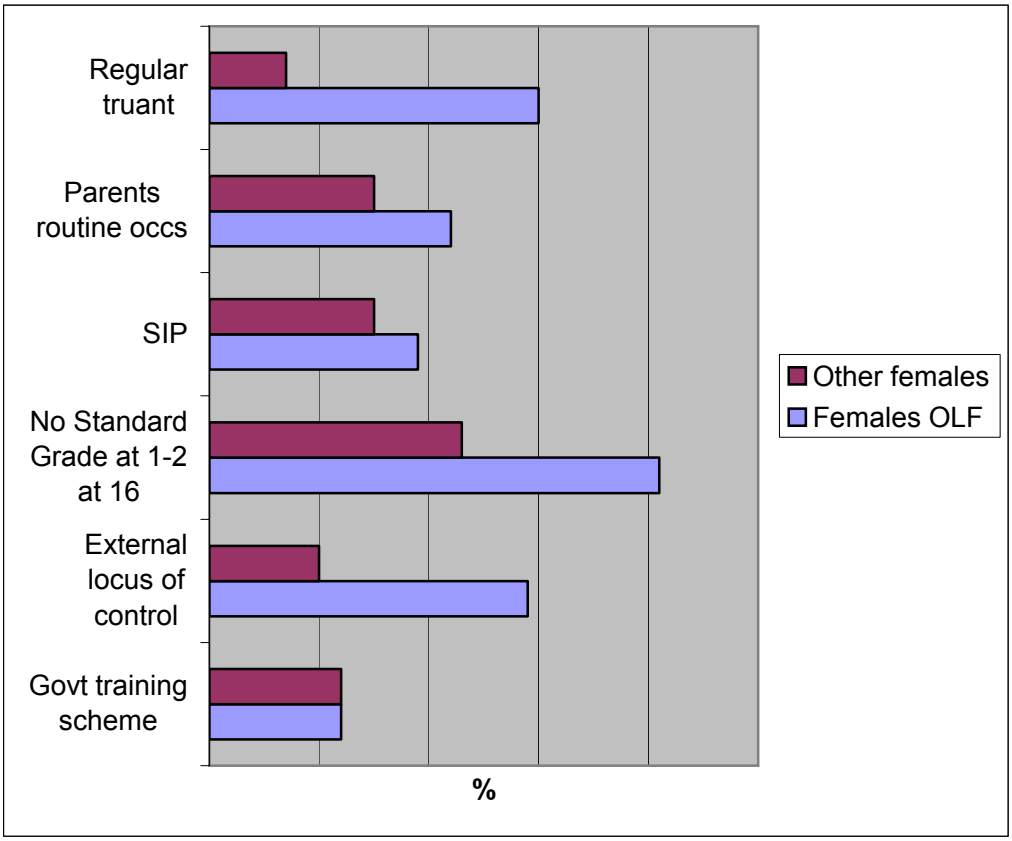
6.5 Females out of the labour force

At age 19, only 3 per cent of young women described themselves as caring full-time for children or family, while a further 2 per cent were outside the labour force and not seeking work. Although the numbers are small (n=90), given their unique problems, the group merits some further discussion.

In comparison with other females, those who were out of the labour force for reasons other than unemployment were particularly disadvantaged. They were drawn disproportionately from the routine manual classes, more than four in ten had gained no Standard Grades at grades 1-2 at aged 16 and, whilst at school, around three in ten were regular truants. (Figure 6-5). Almost three in ten had a strongly external locus of control and, therefore, a tendency to see themselves as having a somewhat weak influence over life events.

Figure 6-5 Indicators of disadvantage: mothers out of the labour force vs other females

(Various categories of disadvantage are shown at the left. The bars to the right show the percentages of female respondents who were out of the labour force (OLF), and of other females, who fell into the relevant category.)



Bases (unweighted); women out of labour force=90, other women=1796

For women outside the labour market, family commitments were the main obstacle to finding jobs or courses: more than six in ten cited responsibilities for the home or children and a range of other personal, housing and family problems were also mentioned (Table 6-9). Nearly three in ten said that they would be worse off financially in work or on a course. Yet at the same time, like the unemployed, there was a feeling among a significant minority that there were no decent jobs or course available, that they had yet to find a suitable job or course or that they needed more qualifications or skills.

Table 6-9 Female respondents: Reasons for currently being out of the labour force

Reasons given for being currently out of the labour force	All those out of the labour force
	%
I am currently having a break from study	22
I need more qualifications and skills to get a job, education or training place	35
I am currently looking after the home or children	61
I am currently looking after other family members such as a parent or other relative	11
I have poor health or a disability	12
I have housing problems	16
I have family problems	12
I have personal problems	18
I (would) find it difficult to travel to work or college because of poor transport where I live	10
I would be worse off financially in work or on a course	28
There are no decent jobs or course available where I live	27
I have not yet decided what sort of course or job I want to do	34
I have not found a suitable job or course	28
Other reasons	21
Bases (weighted)	*83*
Bases (unweighted)	*65*

6.6 Low skill jobs

Confining the discussion of disadvantage to those NEET, unemployed or out of the labour market for other reasons risks leading to the impression that those who find employment do not require further specific policy interventions. Yet many young people may hold jobs that they regard as temporary, that do not provide training or which fail to make use of their skills or education. In the context of the experiences of 19 year-olds, it is difficult to distinguish precarious employment from jobs that are selected for their flexibility. In the SSLS, around fifty per cent of those in full-time employment occupied low skill jobs (defined here as jobs in Personal and Protective Services, Sales, Plant and Machine Operatives and Other Occupations) at age 19. Females were far more likely to work in low skill occupations than males: 60 per cent of females compared to 41 per cent of males.

At 19, many of those in low skill jobs are likely to regard them as temporary and this is reflected in their attitudes towards their jobs (Table 6-10). A strong majority of those in low skill jobs said that they would leave if they could get something better or that they only do this work for the money. Around one in four low skill workers said that this was the sort of work they wanted to do in the future. At the same time, a large majority agreed that the job was teaching them useful skills and that the experience should help them to move on to something better.

Table 6-10 Attitudes towards current job, by skill level

Attitude statement	Respondents agreeing with statement among those who are currently in:	
	Low skill job %	Other job %
I would leave this job if I could get something better	74	56
The main reason I do this is for the money	61	52
I will probably leave this job when I have my qualification	33	21
This is good experience and should help me move to something better	82	87
This job is teaching me useful skills	83	94
This is the only job I've had since leaving school	42	47
This is the kind of work I want to do in the future	41	67
Base (weighted)	*409*	*368*
Base (unweighted)	*302*	*355*

6.7 Key points

- This chapter has summarised patterns of disadvantage among 19 year-olds, highlighting disadvantages associated with family circumstances, educational outcomes and labour market experiences.
- For many young people, the past 18 months were eventful. One in five had been unemployed on at least one occasion while 7 per cent had been unemployed for six months or more. More than one in ten were NEET and three in ten held temporary jobs. Interventions in the form of Government sponsored training programmes had been relatively common: experienced by one in five males and one in ten females over the last 18 months.
- While many 19 year-olds were still participating in full-time education, attendance was not so common among those with various disadvantages. Moreover, rates of unemployment and the prevalence of NEET were related to disadvantage. There was evidence to show that a substantial proportion of those who become NEET (and most of these are unemployed and seeking work) find it difficult to move on into education or jobs.
- Those who were NEET tended to explain their situation in terms of a lack of job opportunities while some were trying to arrive at decisions regarding jobs or courses. A significant proportion recognised a need for more qualifications while a group of females had problems relating to family or childcare that hindered the search for jobs or courses. A large proportion of those who were NEET had received advice from a range of sources, such as Jobcentre Plus and Careers Scotland, that was regarded as helpful.
- There is a relatively small group of young women who are outside the labour market, usually because of family or childcare commitments. These young women, who tend to be very disadvantaged, are faced with a specific set of barriers to accessing jobs or courses.
- Finally, many of those who are in full-time employment at age 19 work in low skill jobs, often held on temporary contracts. Levels of dissatisfaction are higher than among those in more skilled work, although many hope that they will develop skills that will allow them to improve their positions.

7 BIBLIOGRAPHY

Lynn, P., et al. (1999) *Scotland's Young People in 1999: Findings from the Scottish School Leavers Survey*.

Kinds, K., et al. (2005) 19 in 2001 - *Scotland's Young People: Findings from the Scottish School Leavers Survey*.

Anderson, S., et al. (2004) 17 in 2003 - *Scotland's Young People: Findings from the Scottish School Leavers Survey*.

8 APPENDIX A: TECHNICAL NOTES

8.1 Percentages

The percentages shown in tables have all been rounded to the nearest whole number. Consequently, the percentages in one column will not necessarily add to exactly 100.

Figures of 0.5% or less are shown as 0. A dash (-) indicates no respondents at all. Percentages in brackets (5%) are based on unweighted base sizes of less than 30.

All figures are *column* percentages, except where otherwise indicated.

8.2 Bases

Each table shows the weighted and unweighted bases corresponding to each percentage. The data were weighted to compensate for differential non-response across subgroups. The weighted bases can be used to (approximately) combine two different columns in a table. The unweighted bases can be used to calculate the precision of estimates. These uses of the bases are described below.

8.3 Estimating the precision of estimates

Each percentage quoted in this report has an associated margin of error, due to the fact that it is based on only a *sample*, rather than *all* school leavers. This margin can be estimated for each proportion, p (where p is the percentage divided by 100) by:

$$\pm 2 \times \sqrt{\frac{p(1-p)}{n}}$$

where n is the unweighted sample size (base). This margin corresponds to 95% confidence. In other words, there is a 95% chance that the true value across *all* leavers in the subgroup (as opposed to just those in the sample) falls within this margin.

For example, in Table 2-11, the proportion of respondents with a job working in hotels/restaurants is estimated as 11% and the unweighted base is 1,319. The margin of error around this estimate can be calculated as:

$$\pm 2 \times \sqrt{\frac{(0.11x0.89)}{1319}}$$

which comes to 0.02. In other words, there is a 95% chance that the true value is within the range 0.11 ± 0.02, i.e. between 0.09 and 0.13, or between 9% and 13%.

In general, the larger the base, the more accurate the estimate is likely to be.

[If a very accurate estimate of the margin of error is required for a particular purpose, then expert help should be sought. The approximate formula shown above may need to be amended to allow for the sampling fraction and the effect of the weighting.]

8.4 Combining columns of a table

You may sometimes want to estimate a proportion for two (or more) columns of a table combined. The combined proportion can be estimated as:

$$P = \frac{\left(P_1 n_1 + P_2 n_2\right)}{\left(n_1 + n_2\right)}$$

where P_1 is the proportion for the first column, and n_1 the weighted base for that column, and P_2 and n_2 are the corresponding values from the second column.

For example, you might want to combine the 'lower supervisory & technical' and 'routine & semi-routine occupations' columns in Table 2-10, in order to estimate the proportion of young people with parents in these social classes who obtained standard grades as their highest level of qualification. Then:

$$P = \frac{\left(0.50 \times 459\right) + \left(0.42 \times 413\right)}{\left(459 + 413\right)}$$

which comes to 0.46, or 46%.

Note that this method of combining columns will only give *approximate* estimates for the combined category, because the percentages presented have been rounded to the nearest whole number. If more precision is required, it would be necessary to access the data set, and combine the categories *before* rounding the estimate.

8.5 School type

For each member of the sample, the type of secondary school that they attended (state, grant-maintained, independent) is known. However, this variable has not been used for analysis in this report, partly because it is of little intrinsic interest (it is highly correlated with other factors), and partly because the sample sizes in the non-state school categories are very small.

8.6 Social Class

The Social Class variables used in this report are based on occupation. Parental class was coded using the SOC-2000 code frame - and is shown using a classification that has been developed from the original Registrar-General's social class classification. The scale - developed and maintained by the Office for National Statistics - classifies people into one of eight groups, and is widely used in censuses, surveys, and other research. It is derived by grouping occupational categories (based on the Standard Occupational Coding), and making further discriminations by reference to the job-holders status in employment (self-employed, supervisor, etc.). For ease of analysis we have combined some of the groups and derived a variable with the following five groups:

I	Higher managerial & professional
II	lower professional & managerial/ higher technical & supervisory
IIIN	Intermediate occupations & self employed
IIIM	lower supervisory & technical
IV	routine & semi-routine occupations

8.7 Sample size

The survey sample was selected in 1998-1999 by identifying all pupils who were in the fourth year of secondary schooling in Scotland (S4) during the relevant academic year (1997-98) and whose birthday fell on one of six dates in the month. This was done in two stages. At the first stage, the Scottish Qualifications Agency (SQA) provided a list of all S4 pupils on their data base with the relevant birth-dates This should include all those who were entered for at least one examination or who received at least one qualification administered by SQA (Standard Grades or National Certificate Modules) in fourth year. At the second stage, this list was then sorted by school and every secondary school was sent a list of its pupils identified by the SQA. Schools were asked to add to the list any other S4 pupils with the relevant birth-dates. It was pointed out to them that this would include any who had not been entered for any SQA examination. Schools with no pupils on the initial list were also sent a letter and form asking for details of any relevant pupils.

For this the third follow-up survey at age 21-22, questionnaires were only mailed to those sample members who had returned their questionnaire at the time of the previous contact, two years ago at age 18-19. Full details of the procedures used for sampling, mailing and up-dating addresses, appear in the survey technical report.

8.8 Survey non-response

Obviously, not all members of the selected sample returned a completed questionnaire. The nature of any non-response bias was analysed, and corrective weighting introduced. Weighted figures are not likely to be seriously biased. Non-response, and the corrective weighting, are described in the survey technical report.

ISSN 0950 2254
ISBN 0 7559 2853 9
Web only publication

www.scotland.gov.uk/socialresearch

The text pages of this document are produced from 100% Elemental Chlorine-Free material.
The paper carries the Nordic Ecolabel for low emissions during production, and is 100% recyclable.

Astron B44464 12/05

ISBN 0-7559-2853-9
9 780755 928538