17 in 2003 - Scotland's Young People: Findings from the Scottish School Leavers Survey

17 in 2003 – Findings from the Scottish School Leavers Survey

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The publication Education Research Programme Research Findings No4/2004: "Findings from the Scottish School Leavers Survey: 17 in 2003" is also available online at www.scotland.gov.uk/library5/education/edrf4-00.asp with a limited print run available from the Dissemination Officer, Information, Analysis & Communication Division, Scottish Executive Education Department, Victoria Quay, Edinburgh, EH6 6QQ (telephone 0131-244-0316).

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Summary of findings

ABOUT S4

- Most young people were positive about the extent to which school had prepared them for the future, but there were important differences by stage of leaving, educational attainment and social class. Put simply, those who stayed on at school and did well in their exams are much more likely to feel confident and well-prepared for the future as a result of their schooling.

- Similar patterns were evident in relation to experiences of S4 itself. Most young people were broadly positive about their experiences of schoolwork and teaching, and slightly more ambivalent about their experiences of the school as a community. Response to all these measures, however, was strongly patterned by social class, attainment and stage of leaving.

- In relation to most issues that they wanted help with, young people were generally satisfied with the help or advice that they received from teaching staff – although late leavers tended to express higher levels of satisfaction than did those who left before the end of S4.

- Young people were most likely to receive advice about what to do after S4 from their parents, and were most likely to consider advice from parents as the best that they received from any source. Those who left before the start of S5 were noticeably less likely than late leavers to have received advice from teachers, but were slightly more likely to have received advice from careers staff.

- There is no evidence of change in levels or patterns of truancy since 1999. Just over a third of young people in 2003 reported that they had missed a lesson or a day here and there; 7% that they had missed several days or weeks at a time. Social class, educational attainment and stage of leaving were all powerful predictors of truancy.

- Although no differences were evident in truancy levels for males and females, males were twice as likely as females to have been suspended or excluded. Not surprisingly, suspension/exclusion was strongly correlated with truancy, with 44% of those who had truanted for several days or weeks at a time having been suspended or excluded at some stage during S4 (compared with just 3% of those who had not truanted at all).

- Two-thirds of young people reported that they had undertaken unpaid work experience during S4. Interestingly this figure was lowest among those closest to entry to the job market – i.e. those leaving before the start of S4 and those with no Standard Grades.

AFTER S4

- Around a fifth of the sample said they had left school before the start of S4 (slightly more than in the 1999 survey, though this may be accounted for by changes in measurement). Slightly more females than males were 'later leavers' (70% and 65%, respectively). Parental social class was also a very powerful predictor of later leaving – 88% of those with a parent in a higher professional or managerial occupation stayed on, compared with just 48% of those whose parents were in routine or semi-routine occupations.

- Although the most commonly-mentioned reason for leaving before S5 was having had enough of school, it was rare for this to be the only reason, and leavers had usually also been offered a job, place at college or a training placement.

- The most common reasons given for staying on at school related to later job prospects, qualifying for higher education and a positive interest in particular courses or subjects. Smaller proportions of young people who stayed on cited their own or others' expectations or a lack of alternative options.

- Fifteen per cent of those who stayed on said they had been in receipt of an Educational Maintenance Allowance (EMA) or some other form of grant. The survey suggests that the EMA is successfully targeting those from less affluent social groups: around a third of young people whose parents were in lower supervisory or technical, or routine and semi-routine occupations, reported receiving the allowance, and 14% said that this was a reason for them staying on in S4.

MAIN ACTIVITY AND CIRCUMSTANCES AT 17

- A large majority of the sample were still in some form of education in spring 2003, with two-thirds still at school. Continued participation in education was slightly higher than at the time of the last survey in 1999 (77%, compared with 73%), largely as a result a greater tendency for young men to remain at school.

- A quarter of those who were no longer at school said that they were studying at college or university, with the majority (72%) doing so full-time. The most common qualifications being studied for by those at college were a National Certificate or a Higher National Certificate or Diploma.

- Overall, those in jobs or training at the time of the survey were most likely to be working in the wholesale, retail or repair industry (19%) or the construction industry (18%), although there were important differences by gender.

- Four in ten (43%) of those in full-time employment took home £100 a week or less after deductions, with 7% taking home £50 a week or less. Jobs held as part of a training programme were considerably less well-paid than those without training. Women in jobs including training programmes earned significantly less than their male counterparts (though there was less variation in relation to non-training jobs). Income for those in employment was also clearly related to

qualifications, with median income rising with number of Standard Grades obtained.

- Young people in employment or training generally held positive views of their jobs, though did not always envisage staying in that job in the longer-term. Those in Skillseekers or Modern Apprenticeship positions were most likely to see the job as a useful stepping stone.

- Over two-thirds of the sample (70%) lived with their natural parents at the time of the survey, with only 4% living with either their mother alone or father alone.

- Around 7 in 10 lived in owner-occupied accommodation, while 28% were in rented property.

- A high proportion of the sample (80%) had a computer available to use in their home, 70% of whom had access to the internet. More than four out of five also said they had a good place in which to study and a room of their own.

THE FUTURE

- Over half the sample expected to be in full-time education in a year's time, with a quarter expecting to be in a full-time job (down from a third in 1999).

- The most common and widely-held aspirations were to engage in lifelong learning, have a career or profession, raise a family and to spend most of their adult life in full-time employment.

- In terms of social class, those whose parents were in higher managerial and professional occupations were markedly more likely than those whose parents were from routine or semi-routine occupations to aspire to a university education, but slightly less likely to aspire to running their own business.

S4 STANDARD GRADE QUALIFICATIONS

- The analysis conducted on the current sweep highlights a continued upward trend in the overall qualification profile of young people in Scotland at Standard Grade. Females have for some time now overtaken males in their overall results at Standard Grade and appear to be maintaining this lead, an advantage that is largely a reflection of their better performance at the highest levels of attainment.

- Although females continue to outperform males, when we consider the extent of these differences compared to the results according to social background, the size of the latter represents a considerably greater source of inequality. The analysis highlights the stubborn persistence of social class inequality in attainment and in particular the cumulative advantage among the higher social classes, who despite rising overall levels of attainment, appear able to maintain their competitive advantage over other groups.

- The individual grade analysis confirmed the overall advantage of females and in particular their better performance at the highest grades. However, it showed a

more complex picture than that illustrated by the aggregate Standard Grade results.

- The core skills of English and Mathematics were examined, and the interaction between social class and gender highlighted. The considerable size of the gap between the highest and lowest social classes in English was very evident as well as the better performance of females compared to their male social class equivalents.

- For mathematics the social class gap for both genders remained wide even at General level or above. However, in contrast to the case of English, the gender differences within the social classes generally favoured the males.

THE DISADVANTAGED

- There was a strong link between family circumstances and educational experiences, with 35% of young people who came from less advantaged families being disadvantaged educationally.

- Young people who left school before S5 or were Christmas leavers were more likely than later leavers to have truanted (regularly), been suspended or expelled, or have no Standard Grades at level 1-2. They were also more likely to: have parents in the lowest social class; live in a Social Inclusion Partnership area; lack parental encouragement and suffer multiple disadvantage. They were least likely to be employed and accounted for the highest proportion of the unemployment figure.

- There are various ways to define NEET (not in education, employment or training). In the report NEET is defined as respondents who were out of work or looking for a job, looking after children or family members, on unpaid holiday or travelling, sick or disabled, doing voluntary work or engaged in another, unspecified, activity.

- Ten percent of males and 9% of females were classified as NEET (not in employment education or training). The majority were out of work and looking for a job. One in five females who were NEET were caring for children and families.

- Young people were identified as being disadvantaged in some way by family circumstances, educational experiences and outcomes and career management skills and highlighted the links between different types of disadvantage.

- Young women who were out of work for three months or more, as well as those who suffered from multiple disadvantages, were least likely to move into education, employment or training.

- Four out of ten young people who were working received less than less £3 per hour.

1 INTRODUCTION

1.1 The Scottish School Leavers Survey Series

The Scottish School Leavers Survey (SSLS) series aims to describe the experiences of young people at school, the decisions made about staying on or leaving and experiences in the labour market. In addition, the study provides data that can be used to predict demand for higher education. For many topics, standard questions are used, permitting comparisons over time and across sub-groups. 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) series carried out by the Centre for Educational Sociology at the University of Edinburgh.

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 has now been decided 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.

In the autumn of 2003, a new cohort of 17 year-olds was recruited, via a self-completion questionnaire sent to a sample of young people who had completed S4 the previous year. The survey had the dual aim of collecting representative information about the characteristics and circumstances of that age group and of establishing a new longitudinal panel that could be revisited in future years.

1.2 Methods

The 2003 survey is the first contact with the third cohort of 16-17 year olds to have been selected since the SSLS series was redesigned in 1996. The sample was originally drawn from lists held by the Scottish Qualifications Authority. These young people were all in their fourth year of secondary school in June 2002. A 20% sample of all eligible young people was selected to take part in the survey.

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 12,007 young people on 3rd November 2003. 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 three 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 end of January 2004. A reminder postcard was sent to those respondents for whom we had no telephone number. Table 1.1 below details response rates to the survey.

Table 1-1 Response figures for the 2003 survey

	n	Response
Original sample	**12,007**	
Out-of-scope	**814**	
No address known for sample member	81	
Post Office return: address unknown	7	
Post Office return: sample member unknown at address	347	
Post Office return: sample member gone away (no forwarding address)	371	
Sample member died	8	
In-scope	**11,193**	**100%**
Unproductive	**6,105**	**55%**
Refused	397	4%
Ill / Away from home for entire fieldwork period	220	2%
Other reason	7	0%
Reason for non-completion unknown	5,481	49%
Productive	**5,088**	**45%**
First questionnaire mailing	2659	24%
Second questionnaire mailing	1484	13%
Third questionnaire mailing	26	0%
Telephone chasing	919	8%

Questionnaires were completed by 5,088 young people: 4,169 were received in the post and a further 919 completed over the telephone. This represents 45% of the original sample drawn of young people aged 16-17.

While response rates are generally declining to social surveys in Britain, response to this survey was lower than in previous years (the last survey of this age group was carried out in 1999 with a response rate of 65%); this was for a number of reasons. On all SSLS surveys, fieldwork is usually carried out in the April after young people have left school, however, due to changes in the contracting the survey, fieldwork was not started until the October. This had two affects: firstly, the address information we had for the young people was more out of date, so we could not track some of the people sampled; secondly, because some of the questions asked about experiences at school, they may have seemed less relevant, so some young people may not have responded.

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 self-completion questionnaire is also reproduced in the technical report.

1.3 Structure of the report

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 S4 standard grade qualifications and at those young people not in education, employment or training (NEET). It is envisaged that subsequent analyses will examine other specific issues in more detail.

The report begins by looking at views and experiences of school in S4 and at perceptions of the help and advice received from teachers and careers staff. Section 3 looks at the stage immediately after S4 and at the reasons underpinning young people's decisions at that time, while Section 4 looks in detail at the main activity of young people aged 17 and their domestic circumstances; section 5 looks at their expectations of and aspirations for the future.

Section 6 explores patterns of standard grade attainment and, in particular, examines the inter-relation of gender and social class. Section 7 examines in detail the characteristics of those young people classed as NEET. At the end of each section there is a summary of the key themes emerging from the survey on that topic and issues for future analysis are highlighted.

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

2 ABOUT S4

This section of the report looks at young people's views and experiences of S4 – in particular, at the extent to which they enjoyed the year or felt it prepared them for what they did next; at perceptions of the help and advice they received from teachers and careers staff; and at experiences of truancy and exclusion.

2.1 Views and experiences of school in S4

2.1.1 Attitudes to how well school prepared you for the future

Most young people were positive about the extent to which school had prepared them for the future. Over three-quarters (77%) agreed that school had taught them things which would be useful in a job, whilst only 28% agreed with the statement that school had done very little to prepare them for life after school. Almost three-quarters (74%) agreed that school had helped give them the confidence to make decisions, while nearly two-thirds (62%) said school had helped them think about a job they would like. These results are very similar to those given by respondents of the same age in 1999.

But these figures also mask a number of important variations by sub-group – variations that will become familiar throughout this report - relating primarily to educational attainment and social class.

Those with no standard grade qualifications were over three times as likely to think that school had done very little to prepare them for life after school than those with 5 or more standard grades at grades 1-2 (67% and 18% respectively). Those with no qualifications were also less likely (41%) to report that school had helped them think about a job they would like.

Table 2-1 Attitudes to school by number of Standard Grades

All respondents	5+ grades 1-2	3-4 grades 1-2	1-2 grades 1-2	Standard grades at grades 3-7 only	None	Total*
	%	%	%	%	%	%
School has helped give me confidence to make decisions.	81	78	72	66	46	74
School has done very little to prepare me for life when I leave school.	18	26	30	39	67	28
School has taught me things which would be useful in a job.	83	81	77	70	51	77
School has helped me think about a job I would like.	72	62	56	53	41	62
Bases (weighted)	*1852*	*642*	*1152*	*1165*	*118*	*5088*
Bases (unweighted)	*2539*	*706*	*920*	*728*	*65*	*5088*

* Table excludes those respondents for whom there is no qualification information.

Similar differences were evident among those leaving school at different stages. Late leavers were more positive about how well school had prepared them for the future than those who left school prior to, or during S5. For example, 80% of late leavers said school had helped give them the confidence to make decisions, whereas only 60% of those who left before S5 felt the same. Almost half of those who left school before S5 agreed that school had done very little to prepare them for life after school (46%); only 20% of late leavers agreed.

Table 2-2 Attitudes to school by stage of leaving school

All respondents	Left before S5	Started S5 but left by Christmas	Later leavers*	Total**
	%	%	%	%
School has helped give me confidence to make decisions	60	60	80	74
School has done very little to prepare me for life when I leave school	46	41	20	28
School has taught me things which would be useful in a job	64	69	82	77
School has helped me think about a job I would like	49	45	68	62
Bases (weighted)	*1139*	*339*	*3419*	*5088*
Bases (unweighted)	*816*	*272*	*3849*	*5088*

*This category includes those still at school at the time of survey.
**Table excludes those respondents who started S5 and we do not know when finished.

Differences were also seen between young people with parents in different social classes, although generally these differences were not as great as those based on young peoples' own characteristics. Young people whose parents were in higher managerial or professional occupations were more likely to agree that school had prepared them well for the future than those whose parents had technical, routine or semi-routine occupations. For example, 67% of those respondents whose parents had a routine or semi-routine occupation agreed that school had helped give them the confidence to make decisions compared with 78% of those with parents in higher managerial or professional occupations.

Table 2-3 Attitudes to school by parents' social class

All respondents	Higher managerial & professional	Lower professional & managerial/ higher technical & supervisory	Intermediate occupations & self employed	Lower supervisory & technical	Routine & semi-routine occupation	Total*
	%	%	%	%	%	%
School has helped give me confidence to make decisions	78	77	73	73	67	74
School has done very little to prepare me for life when I leave school	22	24	28	34	33	27
School has taught me things which would be useful in a job	80	79	76	76	74	78
School has helped me think about a job I would like	68	64	62	58	56	62
Bases (weighted)	*538*	*1667*	*1018*	*726*	*620*	*5088*
Bases (unweighted)	*662*	*1874*	*1001*	*664*	*506*	*5088*

* Table excludes those respondents who did not give us enough information to classify parental social class.

2.1.2 Experiences of school in S4

Regardless of how well prepared they felt for life after school, how did young people feel about the experience of S4 more generally? Most were largely positive about their experiences of school at that time, and especially about their school work and teachers. More than 8 in 10 (82%) felt that school work was generally worth doing and four out of five (82%) reported that teachers had encouraged them to treat all people equally. A similar proportion (80%) agreed that teachers had helped them to do their best. More than seven out of ten said that there was always a teacher they could talk to (77%); that teachers listened to ideas and views (71%) and that teachers made sure they did their homework (74%).

Attitudes towards the school as a community, however, were a little more ambivalent. For example, 62% agreed that school had dealt well with bullying; a similar proportion (60%) that school had taught them to value their community; and just under half (47%) said that their school was a place were everyone felt valued.

Males and females varied little in the responses they gave and were there where differences males were more positive about their experiences in S4 than females. For example, 69% of males agreed that school dealt well with bullying, whereas 58% of females felt the same. Males were also slightly more likely to consider their school as a place where everyone felt valued (51% compared with 48% of females).

Again, there was a strong correlation between positive views of schooling and higher levels of attainment. High achievers (those with 5 or more Standard Grades at grades 1-2) were most likely to agree that school dealt well with bullying (70%); that school work was worth doing (89%) and that their school was a place where everyone felt valued (51%). Eighty per cent of the same group said that teachers listened to ideas

and views, compared with 65% of those with Standard Grades at grades 3-7 and 52% of those with no Standard Grades. Those with no qualifications were the least likely to think that school had dealt well with bullying (57%); and considerably less likely to agree that school was a place where everyone felt valued (28%).

Table 2-4 Experiences of school in S4 by gender

All respondents	Male	Female	Total
	%	%	%
School			
There was wide choice of after school activities	53	51	52
School dealt well with any bullying	69	58	64
School buildings were in a good state of repair	64	59	62
School work was generally worth doing	82	83	82
My school was a place where everyone felt valued	51	43	47
School taught me to value the community I live in	61	57	59
Pupils			
There were too many troublemakers in classes	55	52	53
Friends took school seriously in S4	51	51	51
Pupils who were punished usually deserved it	78	77	78
Teachers			
Teachers listened to ideas and views	71	71	71
Teachers made sure I did homework they set	74	74	74
Teachers helped me to do my best	80	79	80
Many teachers could not keep order in class	44	44	44
If I had a problem there was always a teacher I could talk to	77	76	77
Teachers encouraged me to treat all people equally	85	80	82
Teachers encouraged me to come up with new ideas	68	68	68
Bases (weighted)	*2576*	*2512*	*5088*
Bases (unweighted)	*2255*	*2833*	*5088*

Table 2-5 Experiences of school in S4 by number of Standard Grades

All respondents	5+ grades 1-2	3-4 grades 1-2	1-2 grades 1-2	Standard grades at grades 3-7 only	None	Total*
	%	%	%	%	%	%
School						
There was wide choice of after school activities	60	52	46	45	32	52
School dealt well with any bullying	70	66	60	58	57	64
School buildings were in a good state of repair	63	60	61	62	67	62
School work was generally worth doing	89	86	81	74	54	82
My school was a place where everyone felt valued	51	48	45	44	28	47
School taught me to value the community I live in	64	62	59	53	41	59
Pupils						
There were too many troublemakers in classes	48	56	56	58	54	53
Friends took school seriously in S4	61	51	47	41	36	51
Pupils who were punished usually deserved it	86	78	74	70	69	78
Teachers						
Teachers listened to ideas and views	80	73	66	65	52	72
Teachers made sure I did homework they set	82	76	69	66	58	74
Teachers helped me to do my best	88	80	74	75	61	80
Many teachers could not keep order in class	33	43	51	53	55	44
If I had a problem there was always a teacher I could talk to	81	79	75	70	66	77
Teachers encouraged me to treat all people equally	85	85	82	79	64	82
Teachers encouraged me to come up with new ideas	74	71	65	63	47	68
Bases (weighted)	*1852*	*642*	*1152*	*1165*	*118*	*5088*
Bases (unweighted)	*2539*	*706*	*920*	*728*	*65*	*5088*

* Table excludes those respondents for whom there is no qualification information.

Given prevailing adult concern about discipline in schools, one might expect to find a consensus among young people about the scale or importance of the problem. This

was not the case, young people's views on discipline were mixed: around half agreed there were too many troublemakers in class (53%) but less than half (44%) felt that teachers could not keep order in class (44%).

2.2 Getting help and advice

What does the survey tell us about young people's experiences of seeking help or guidance from teachers or careers staff? A series of questions explored both general support related to school work or personal problems and also specific support in relation to choices about what to do after S4.

2.2.1 Help from teachers

Most young people (81%) felt that teachers had given them enough help with their school work and around three-quarters said they had either been given enough help or did not want help from teachers when choosing subjects at the end of S2 and deciding whether to stay on or leave school after S4. More than 6 in 10 (62%) said that they had received help or did not want help from teachers when choosing a Modern Apprenticeship or Skillseekers training. When it came to dealing with personal problems a quarter of respondents said teachers had not helped enough. When compared with the results of the previous survey in 1999 there was very little difference in the proportion of respondents dissatisfied with the help teachers gave them with these issues.

There was little variation in the proportions of males and females agreeing with the statements, though females were a little more likely to report that teachers had not given them enough help with school work (17% compared with 10% for males). Almost half of all respondents (45%) said that they did not want help with personal problems, with males slightly more likely to say this (48% compared with 41% of females).

Table 2-6 Help from teachers by gender

All respondents	Male	Female	Total
	%	%	%
Did your teachers give you enough help with…			
…choosing subjects at end of S2?			
Yes	61	62	61
No	23	26	25
Didn't want help	16	13	14
…choosing to stay on or leave after S4?			
Yes	51	51	51
No	27	28	27
Didn't want help	23	21	22
…your school work?			
Yes	84	78	81
No	10	17	14
Didn't want help	6	5	6
…your own personal problems?			
Yes	27	34	30
No	25	25	25
Didn't want help	48	41	45
…choosing a Modern Apprenticeship/ Skillseekers or other government training			
Yes	26	21	24
No	37	40	39
Didn't want help	36	39	38
Bases (weighted)	*2576*	*2512*	*5088*
Bases (unweighted)	*2255*	*2833*	*5088*

Those with no or low standard grade qualifications were more likely than those with higher qualifications to report having received unsatisfactory help from teachers in each of the areas considered. For example, over a third (37%) of those with no qualifications felt that teachers had not given them enough help when choosing subjects at the end of S2, compared with only 19% of the highest achievers. Similarly, nearly six in ten (55%) of those with no qualifications felt that teachers had not given them enough help when choosing whether to stay on or leave after S4, compared with less than two in ten (15%) of those with 5 or more standard grades at 1-2. Those with no qualifications were equally dissatisfied when it came to help with school work: 38% said they had not had enough help compared with 7% of those with 5 or more grades 1-2.

Table 2-7 Help from teachers by number of Standard Grades

All respondents	5+ grades 1-2	3-4 grades 1-2	1-2 grades 1-2	Standard grades at grades 3-7 only	None	Total*
	%	%	%	%	%	%
Did your teachers give you enough help with…						
…choosing subjects at end of S2?						
Yes	66	63	59	58	41	61
No	19	26	26	30	37	25
Didn't want help	15	12	15	13	23	14
…choosing to stay on or leave at end of S4?						
Yes	58	56	48	44	22	51
No	15	25	32	39	55	27
Didn't want help	26	20	20	18	23	22
…your school work?						
Yes	89	84	79	72	50	81
No	7	11	16	20	38	13
Didn't want help	4	5	5	8	12	6
…your own personal problems?						
Yes	31	32	28	32	27	30
No	17	22	30	31	44	25
Didn't want help	53	46	42	37	29	45
…choosing Modern Apprenticeship/ Skillseekers training after leaving school?						
Yes	14	26	29	32	25	24
No	30	39	43	46	53	38
Didn't want help	56	35	28	22	22	38
Bases (weighted)	*1852*	*642*	*1152*	*1165*	*118*	*5088*
Bases (unweighted)	*2539*	*706*	*920*	*728*	*65*	*5088*

* Table excludes those respondents for whom there is no qualification information.

Those who left school before the start of S5 were more dissatisfied with the help given by teachers on all of the issues than those who started S5 and late leavers. For example, early leavers were more likely than late leavers to report that teachers had not given them enough help with personal problems (33% and 21% respectively) or with choosing a Modern Apprenticeship or training after school (47% and 35%). Nearly 6 in 10 late leavers said that teachers had given them enough help when deciding whether to stay on or leave after S4, while less than 4 in 10 (36%) of those who left before S5 felt the same.

Table 2-8 Help from teachers by stage of leaving school

All respondents	Left before start of S5	Started S5 but left by Christmas	Late leavers*	Total**
	%	%	%	%
Did your teachers give you enough help with…				
…choosing subjects at end of S2?				
Yes	56	57	64	61
No	29	26	23	25
Didn't want help	15	17	14	14
…choosing to stay on or leave at end of S4?				
Yes	36	40	57	51
No	40	40	21	27
Didn't want help	24	20	22	22
…your school work?				
Yes	69	70	86	81
No	24	23	9	13
Didn't want help	8	7	5	6
…your own personal problems?				
Yes	29	22	32	30
No	33	33	21	25
Didn't want help	37	45	47	45
…choosing Modern Apprenticeship/Skillseekers training after leaving school?				
Yes	33	29	20	23
No	47	48	35	39
Didn't want help	21	24	45	38
Bases (weighted)	*1139*	*339*	*3419*	*5088*
Bases (unweighted)	*816*	*272*	*3849*	*5088*

* This category includes those still at school at the time of the survey.

** Table excludes those respondents who started S5 and we do not know when finished.

2.2.2 Advice about what do after S4

Respondents were presented with several possible sources of advice about what to do after S4, and were asked to say (if they received any advice), how helpful they had found it. Parents emerged as a key influence in this context – a large majority (86%) said that they had received helpful advice from their parents on what to do after S4. Two-thirds said that their school guidance teacher or tutor had given them helpful advice and 56% said advice from the careers service had been useful. Half had received useful advice from friends. When asked who had given them the most

helpful advice almost half (48%) cited their parents and nearly a fifth (18%) said a guidance teacher or tutor at school. There was little variation in the responses given by males and females, although females were more likely to seek advice from friends (72% compared with 58% for males).

Table 2-9 Advice about what to do after S4 by gender

All respondents	Male	Female	Total
	%	%	%
Advice from friends:			
Helpful advice	44	56	50
Advice not helpful	14	16	15
No advice	43	28	35
Advice from parents:			
Helpful advice	86	86	86
Advice not helpful	8	9	8
No advice	6	5	6
Advice from siblings:			
Helpful advice	35	36	35
Advice not helpful	9	9	9
No advice	57	55	56
Advice from school guidance teacher/tutor:			
Helpful advice	67	66	66
Advice not helpful	17	18	17
No advice	17	16	16
Advice from other teachers:			
Helpful advice	48	50	49
Advice not helpful	16	15	15
No advice	36	35	36
Advice from careers service:			
Helpful advice	56	55	56
Advice not helpful	14	18	16
No advice	30	27	28
Bases (weighted)	*2576*	*2512*	*5088*
Bases (unweighted)	*2255*	*2833*	*5088*

Table 2-10 Best advice given about what to do after S4

All respondents	Total
	%
Parents	48
School guidance teacher/tutor	18
Careers service	16
Friends:	6
Other teachers	6
Siblings	5
Combination of people	2
Bases (weighted)	*5088*
Bases (unweighted)	*5088*

Those with 5 or more standard grades at grades 1-2 were notably more likely than those with fewer qualifications to report having received helpful advice from guidance teachers, other teachers and friends and a little more likely to have received helpful advice from parents. For example, almost three-quarters (74%) of those with 5 or more standard grades reported having had helpful advice from a school guidance teacher or tutor, compared with less than half (44%) of those with no standard grades. However, when it came to receiving advice from the careers service, those with the low standard grade results were more likely (61%) to report having received helpful advice from the service than those with higher qualifications (51% for those with 5 or more standard grades at grades 1-2).

Differences were also evident by school-leaving stage, with those leaving school before S5 less likely to report having received helpful advice from friends, parents, guidance and other teachers than those who went on to start S5.

Table 2-11 Advice about what to do after S4 by number of Standard Grades

All respondents	5+ grades 1-2	3-4 grades 1-2	1-2 grades 1-2	Standard grades at grades 3-7 only	None	Total*
	%	%	%	%	%	%
Advice from friends:						
Helpful advice	53	51	51	44	34	50
Advice not helpful	13	14	16	15	32	15
No advice	34	36	33	41	33	35
Advice from parents						
Helpful advice	89	88	84	84	83	86
Advice not helpful	7	6	10	8	14	8
No advice	4	6	6	8	4	6
Advice from school guidance teacher/tutor:						
Helpful advice	74	70	65	55	44	66
Advice not helpful	14	14	18	23	19	17
No advice	12	16	17	22	37	16
Advice from other teachers:						
Helpful advice	60	52	44	36	27	49
Advice not helpful	10	14	20	20	15	15
No advice	31	35	36	44	58	36
Advice from careers service:						
Helpful advice	51	53	60	61	54	56
Advice not helpful	15	18	16	15	19	16
No advice	34	29	25	24	28	29
Bases (weighted)	*1852*	*642*	*1152*	*1165*	*118*	*5088*
Bases (unweighted)	*2539*	*706*	*920*	*728*	*65*	*5088*

* Table excludes those respondents for whom there is no qualification information.

Table 2-12 Advice about what to do after S4 by stage of leaving school

All respondents	Left before start of S5	Started S5 but left by Christmas	Late leavers*	Total**
	%	%	%	%
Advice from friends:				
Helpful advice	40	48	53	50
Advice not helpful	18	16	13	15
No advice	42	36	33	36
Advice from parents:				
Helpful advice	84	81	88	86
Advice not helpful	8	14	8	8
No advice	8	5	5	6
Advice from school guidance teacher/tutor:				
Helpful advice	56	51	71	67
Advice not helpful	21	24	16	17
No advice	23	26	13	16
Advice from other teachers:				
Helpful advice	34	36	56	49
Advice not helpful	20	20	20	13
No advice	46	45	31	34
Advice from careers service:				
Helpful advice	62	63	53	56
Advice not helpful	14	16	17	16
No advice	24	21	31	28
Bases (weighted)	*1139*	*339*	*3419*	*5088*
Bases (unweighted)	*816*	*272*	*3849*	*5088*

*This category includes those still at school at the time of survey.

**Table excludes those respondents who started S5 and we do not know when finished.

2.2.3 Careers advice

Almost three-quarters (74%) of young people had talked alone with a careers advisor whilst in S4 and a similar proportion (71%) had been spoken to by a careers advisor as part of a group in school. A much smaller proportion (28%) said that they had visited a careers centre outside school, with males more likely than females to have done so (30% compared with 25%). The results suggest that, since 1999, there has been a 4% increase in the number of respondents reporting visiting a careers centre outside school.

Table 2-13 Careers advice by gender

All respondents	Male	Female	Total
	%	%	%
Percentage who got careers advice by…			
Talking alone with careers advisor in school	73	74	74
Being spoken to by careers advisor as part of group or class in school	71	72	71
Visiting careers office outside school	30	25	28
Bases (weighted)	*2576*	*2512*	*5088*
Bases (unweighted)	*2255*	*2833*	*5088*

Those with 1 or 2 standard grades at 1-2 were most likely to talk to a careers advisor alone in school and those with no qualifications were less likely to have done so than were those with qualifications. The higher qualified a respondent was the more likely they were to report having seen a careers advisor as part of a group in school. Those most likely to report having visited a careers office *outside* school were those with few or no standard grade qualifications. Nearly 4 in 10 (38%) in this category said they had done so compared with less than 2 in 10 (17%) of those with five or more Standard Grades at grades 1-2.

The likelihood of speaking to a careers advisor alone or as part of a group in school was also related to truancy. Three-quarters (74%) of those who said they had never truanted said that a careers advisor had spoken to them as part of group whilst in school, compared with 56% of those who missed school for days or weeks at a time. However, those who truanted for days or weeks at a time were most likely to have visited a careers office outside school (38%, compared with 25% of those who had never truanted).

Table 2-14 Careers advice by number of Standard Grades

All respondents	5+ grades 1-2	3-4 grades 1-2	1-2 grades 1-2	Standard grades at grades 3-7 only	None	Total*
	%	%	%	%	%	%
Percentage who got careers advice by…						
Talking alone with careers advisor in school	68	77	80	78	39	74
Being spoken to by careers advisor as part of group or class in school	78	73	71	63	39	71
Visiting careers office outside school	17	25	33	38	38	27
Bases (weighted)	*1852*	*642*	*1152*	*1165*	*118*	*5088*
Bases (unweighted)	*2539*	*706*	*920*	*728*	*65*	*5088*

* Table excludes those respondents for whom there is no qualification information.

Table 2-15 Careers advice by truancy

All respondents	No-never played truant	Yes-missed a lesson/ day here and there	Yes-missed several days/ weeks at a time	Total*
	%	%	%	%
Percentage who got careers advice by…				
Talking alone with careers advisor in school	74	74	67	74
Being spoken to by careers advisor as part of group or class in school	75	69	56	71
Visiting careers office outside school	25	30	38	28
Bases (weighted)	*2892*	*1812*	*366*	*5088*
Bases (unweighted)	*3109*	*1695*	*268*	*5088*

* Table excludes those respondents who did not answer the question on truancy.

2.3 Truancy and exclusion

This survey provides some useful – though not definitive – information about the level of truancy, exclusion and suspension and its relationship to other factors.[1]

2.3.1 Truancy

Respondents were asked if they had ever played truant during their S4 year at school, and if so, how regularly they had done so. Just under half (43%) of young people said that they had played truant during 4th year at school: just over a third (36%) had missed a lesson or 'day here and there'; only 7% had missed several days or weeks at a time. There is little difference in findings between 2003 and 1999.

Table 2-16 Truancy: 1999 & 2003

All respondents	1999	2003
	%	%
No - never	57	57
Yes - A lesson here and there	19	20
Yes – A day here and there	18	16
Yes – Several days at a time	4	5
Yes – Several weeks at a time	2	2
Bases (weighted)	*7504*	*5071*
Bases (unweighted)	*7508*	*5072*

No variation was seen between males and females in levels of reported truancy, though there was again a clear relationship between truancy and educational attainment. Those with high standard grade qualifications were less likely to have played truant in S4 than those with fewer qualifications: 25% of those with 5 or more standard grades at grades 1-2 had played truant compared with 60% of those with no standard grades or grades below 1-2.

Table 2-17 Truancy by number of Standard Grades

All respondents	5+ grades 1-2	3-4 grades 1-2	1-2 grades 1-2	Standard grades at grades 3-7 only	None	Total*
	%	%	%	%	%	%
No - never	75	57	49	41	29	58
Yes - A lesson or day here and there	24	39	43	46	28	35
Yes – Several days or weeks at a time	1	4	8	14	42	7
Bases (weighted)	*1852*	*642*	*1152*	*1165*	*118*	*5088*
Bases (unweighted)	*2539*	*706*	*920*	*728*	*65*	*5088*

[1] More detailed information about these issues can be found in the following Scottish Executive Statistics Publication Notices: 'Attendance and Absence in Scottish Schools 200'2/03' and 'Exclusions from School 2001/2002.' Both are Scottish Executive National Statistics publications.

* Table excludes those respondents for whom there is no qualification information.

There was also an association between truancy and stage of leaving school: 69% of late leavers said they never played truant during S4, compared with just over a quarter (30%) of those who left school before S5. While nearly a quarter (22%) of those who left before S5 said they often skipped days or weeks at a time, only 2% of late leavers said the same.

Table 2-18 Truancy by stage of leaving school

All respondents	Left before S5	Started S5 but left by Christmas	Later leavers*	Total**
	%	%	%	%
No - never	30	35	69	58
Yes - A lesson or day here and there	47	55	29	35
Yes – Several days or weeks at a time	22	11	2	7
Bases (weighted)	*1139*	*339*	*3419*	*5088*
Bases (unweighted)	*816*	*272*	*3849*	*5088*

*This category includes those still at school at the time of survey.
**Table excludes those respondents who started S5 and we do not know when finished.

Parental social class was also related to truancy. Less than a third (31%) of respondents with parents from a higher managerial or professional background said that they had played truant during S4, compared with over half (52%) of those whose parents had routine or semi-routine occupations. There was also a relationship with level of parental education, with those who had one or both parents educated to degree level less likely to have said that they played truant in S4 than those whose parents had fewer qualifications (35% and 45% respectively).

Table 2-19 Truancy by parents' social class

All respondents	Higher managerial & professional	Lower professional & managerial /higher technical & supervisory	Intermediate occupations & self employed	Lower supervisory & technical	Routine & semi-routine occupation	Total*
	%	%	%	%	%	%
No- never	68	63	55	50	48	58
Yes - A lesson or day here and there	29	33	38	42	38	36
Yes- several days or weeks at a time	2	4	7	8	14	7
Bases (weighted)	*538*	*1667*	*1018*	*726*	*620*	*5088*
Bases (unweighted)	*662*	*1874*	*1001*	*664*	*506*	*5088*

* Table excludes those respondents who did not give us enough information to classify parental social class.

Table 2-20 Truancy by parental education

All respondents	One or both parents have degree	One or both parents have Highers	Neither parent has Highers	Total*
	%	%	%	%
No- never	65	57	56	57
Yes - A lesson or day here and there	31	38	37	36
Yes- several days or weeks at a time	4	6	8	7
Bases (weighted)	*1428*	*1222*	*1367*	*5088*
Bases (unweighted)	*1668*	*1279*	*1289*	*5088*

*Table excludes those who did report their parents' education level.

2.3.2 Exclusion and suspension

As well as asking respondents whether they had truanted, the survey also asked if they had been excluded or suspended whilst in S4. Overall, one in ten said that this had happened to them. Interestingly – given the very similar results for males and females in relation to truancy – a clear gender effect is apparent here, with males more than twice as likely as females to have been excluded or suspended (14% and 6% respectively). Again, there was also a striking difference in relation to the number of Standard Grades achieved. Over a third (36%) of those with no Standard Grades said they had been excluded or suspended, compared with only 2% of those with 5 or more Standard Grades at grades 1-2.

A similar pattern emerged in relation to stage of leaving school. Those who left school prior to S5 were more than five times as likely to have been excluded or suspended from school in S4 than late leavers (27% and 4% respectively). Regular truants were also much more likely to have been excluded or suspended that those who truanted occasionally or who had never played truant at all.

Table 2-21 Whether excluded or suspended in S4

All respondents	Yes	No	*n*	*n*
	%	%	*(weighted)*	*(unweighted)*
Sex				
Male	14	86	*2564*	*2247*
Female	6	94	*2500*	*2821*
Number of standard grades				
5+ at grades 1-2	2	98	*1848*	*2533*
3-4 grades 1-2	4	96	*641*	*705*
1-2 grades 1-2	12	88	*1145*	*915*
Standard Grades at grades 3-7 only	20	80	*1155*	*723*
None	36	64	*116*	*64*
Stage of leaving school*				
Left before S5	27	74	*1130*	*811*
Started S5 but left by Christmas	12	88	*337*	*271*
Late leavers**	4	96	*3408*	*3838*
Truancy				
No	3	97	*2889*	*3106*
Yes – a lesson or day here and there	14	86	*1802*	*1688*
Yes – several days or weeks at a time	44	56	*364*	*266*
All	*10*	*90*	*5088*	*5088*

*Table excludes those who started S5 & do not know when finished and those who did not answer the question on suspension and exclusion question.
**This category includes those still at school at the time of survey.

2.4 Experience of work

2.4.1 Work experience organised by school

Almost 7 in 10 young people (67%) said that they had undertaken some unpaid work experience during S4, with females slightly more likely than males to have done so (70% and 64% respectively). There was, however, also a marked difference between those who had left school after S4 and those who began S5. Late leavers were more likely (70%) to have gained unpaid work experience than were those who left before (56%) or during S5 (68%). Those with no standard grade qualifications were a less likely to have done any work experience than those with standard grades, but this is linked to the fact that they left school earlier.

Table 2-22 Unpaid work experience in S4 by gender

All respondents	Male	Female	Total
	%	%	%
Yes	64	70	67
No	36	30	33
Bases (weighted)	*2576*	*2512*	*5088*
Bases (unweighted)	*2255*	*2833*	*5088*

Table 2-23 Unpaid work experience in S4 by stage of leaving school

All respondents	Left before start of S5	Started S5 but left by Christmas	Late leavers*	Total**
	%	%	%	%
Yes	56	68	70	67
No	44	32	30	33
Bases (weighted)	*1139*	*339*	*3419*	*5088*
Bases (unweighted)	*816*	*272*	*3849*	*5088*

*This category includes those still at school at the time of survey.

**Table excludes those respondents who started S5 and we do not know when finished.

Table 2-24 Unpaid work experience in S4 by number of standard grades

All respondents	5+ grades 1-2	3-4 grades 1-2	1-2 grades 1-2	Standard Grades at grades 3-7 only	None	Total*
	%	%	%	%	%	%
Yes	70	70	68	62	29	67
No	30	31	32	38	71	33
Bases (weighted)	*1852*	*642*	*1152*	*1165*	*118*	*5088*
Bases (unweighted)	*2539*	*706*	*920*	*728*	*65*	*5088*

* Table excludes those respondents for whom there is no qualification information.

2.4.2 Part time jobs in S4

A third of respondents said they had part-time work whilst in S4; 16% worked 8 hours or less a week, 13% worked 9-16 hours, and a much smaller proportion (4%) reported working more than 16 hours, the equivalent of two days of work a week. As was the case in 1999, females were a little more likely to have had a part-time job in S4 (37% compared with 30% of males).

Table 2-25 Part time work in S4 by gender

All respondents	Male	Female	Total
	%	%	%
No	70	64	67
Yes, up to 8 hours per week	16	16	16
Yes, 9-16 hours per week	10	16	13
Yes, 17 hours or more per week	4	5	4
Bases (weighted)	*2576*	*2512*	*5088*
Bases (unweighted)	*2255*	*2833*	*5088*

2.5 Key points

- Most young people were positive about the extent to which school had prepared them for the future, but there were important differences by stage of leaving, educational attainment and social class. Put simply, those who stay on at school and do well in their exams are much more likely to feel confident and well-prepared for the future as a result of their schooling.

- Similar patterns were evident in relation to experiences of S4 itself. Most young people were broadly positive about their experiences of schoolwork and teaching, and slightly more ambivalent about their experiences of the school as a community. Response to all these measures, however, was strongly patterned by social class, attainment and stage of leaving.

- In relation to most issues that they wanted help with, young people were generally satisfied with the help or advice that they received from teaching staff – although late leavers tended to express higher levels of satisfaction than did those who left before the end of S4.

- Young people were most likely to receive advice about what to do after S4 from their parents, and were most likely to consider advice from parents as the best that they received from any source. Those who left before the start of S5 were noticeably less likely than late leavers to have received advice from teachers, but were slightly more likely to have received advice from careers staff.

- There is no evidence of change in levels or patterns of truancy since 1999. Just over a third of young people in 2003 reported that they had missed a lesson or a day here and there; 7% that they had missed several days or weeks at a time. Social class, educational attainment and stage of leaving were all powerful predictors of truancy.

- Although no differences were evident in truancy levels for males and females, males were twice as likely as females to have been suspended or excluded. Not surprisingly, suspension/exclusion was strongly correlated with truancy, with 44% of those who had truanted for several days or weeks at a time having been suspended or excluded at some stage during S4 (compared with just 3% of those who had not truanted at all).

- Two-thirds of young people reported that they had undertaken unpaid work experience during S4. Interestingly, though, this figure was lowest among those closest to entry to the job market – i.e. those leaving before the start of S4 and those with no Standard Grades.

3 AFTER S4

In this section we look at young people's destinations at the end of S4 and at the factors that underpinned those decisions and transitions.

3.1 Stage of leaving school

Roughly a fifth of the sample said they had left school before the start of S5 (22%). This is slightly higher than the proportion reported as having left in S4 in the 1999 survey (18%), though the method of determining stage of leaving school varied slightly between the 1999 and 2003 surveys, meaning that care should be taken in interpreting this finding[2]. In the 2003 study, 70% of females and 65% of males had continued in S5 beyond the first term, and are described as 'later leavers'. This suggests a slightly lower proportion were staying on at school compared with 1999 when 76% of females and 70% of males were in this position.

Table 3-1 Stage of leaving school by sex

All respondents	1999			2003		
	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%
Left before start of S5	20	16	18	25	20	22
Started S5 – don't know when left	-	-	-	4	3	4
Started S5 but left by Christmas	10	9	10	6	7	7
Later leavers*	70	76	73	65	70	67
Bases (weighted)	*3692*	*3679*	*7371*	*2576*	*2512*	*5088*
Bases (unweighted)	*3286*	*4136*	*7422*	*2255*	*2833*	*5088*

*This category includes those still at school at the time of survey.

Not surprisingly, there was a clear relationship between stage of leaving school and parental background. Almost nine in ten (88%) of those with at least one parent in a higher professional or managerial occupation were classified as 'later leavers' compared with just under five in ten (48%) of those whose parents were in routine or semi-routine occupations. One in ten of those with a parent with a degree-level qualification had left school before the start of S5 (11%), rising to two in ten among those whose parents had higher level qualifications but not degrees (19%) and almost three in ten among those whose parents had neither Highers nor degrees (27%).

[2] In the 1999 study people were asked whether they started S5, and if not, in which month and year they left school. In 2003 respondents recorded their main activity month by month from the end of their S4 year until the time of the survey, thus enabling us to work out when they completed school (this information was missing for 4% of the sample)

Table 3-2 Stage of leaving school by parents' social class

	Higher managerial & professional	Lower professional & managerial/ higher technical & supervisory	Inter-mediate occupations & self employed	Lower supervisory & technical	Routine & semi-routine occup-ations	Total*
	%	%	%	%	%	%
Left before start of S5	8	14	25	32	40	22
Started S5 – don't know when left	0	1	3	3	3	4
Started S5 but left by Christmas	3	5	8	9	9	7
Later leavers**	88	80	64	56	48	67
Bases (weighted)	*538*	*1668*	*1018*	*726*	*621*	*5088*
Bases (unweighted)	*662*	*1874*	*1001*	*664*	*506*	*5088*

* Table excludes those respondents who did not give us enough information to classify parental social class.
**This category includes those still at school at the time of survey.

Table 3-3 Stage of leaving school by parental education

All respondents	One or both parents have a degree	One or both parents have Highers (but not a degree)	Neither parents have Highers or a degree	Don't know either parent's qualifications	Total
	%	%	%	%	%
Left before start of S5	11	19	27	41	22
Started S5 – don't know when left	4	2	3	4	4
Started S5 but left by Christmas	2	8	7	9	7
Later leavers*	83	72	63	46	67
Bases (weighted)	*1427*	*1223*	*1367*	*1070*	*5088*
Bases (unweighted)	*1668*	*1279*	*1289*	*852*	*5088*

*This category includes those still at school at the time of survey.

3.2 Leaving before S5

Those who left school before the start of S5 were asked to say which of several possible reasons for leaving school had influenced them to leave. The most commonly-cited reason was having had enough of school (mentioned by eight in ten). However, when the answers are combined, just a quarter of leavers (24%) cited having had enough of school as their *only* reason - 72% said they had been offered a job, place at college or training placement and 5% gave no reason.

Over half of those leaving before S5 (53%) said they had been offered a place at college, just over a quarter had been offered a job (27%) and one in five had been offered a Modern Apprenticeship or Skillseekers placement or training (21%). A quarter had more than one of these options available to them. Males were more likely than females to cite having been offered a job as a reason for leaving school before S5 (31% compared with 21%). They were also more likely to be leaving because they had been offered a Modern Apprenticeship or Skillseekers placement (29% compared with 11% of females). Females were more likely to be leaving due to having a place at college (56% compared with 50% of males).

It appears that leaving school having been offered a Skillseekers placement or Modern Apprenticeship has become more important for males since 1999 but less important for females. In 1999, 22% of males and 16% of females had left school because they were offered a Skillseekers placement or training. The proportion of young people leaving school because they had been offered a job was the same in 2003 as in 1999, while the proportion leaving having been offered a place at college was slightly lower in 2003 compared with 1999 (when 57% said they left school because they 'wanted to go to college').

Table 3-4 Reasons for leaving before S5 by sex – 1999 and 2003 surveys

Respondents who left school before S5	1999			2003		
	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%
I had had enough of school	78	74	76	78	80	79
I was offered a job	32	21	27	31	21	27
I was offered a place at college	53	63	57	50	56	53
I was offered a Modern Apprenticeship or Skillseekers placement/training	22	16	20	29	11	21
Bases (weighted)	*931*	*685*	*1616*	*2576*	*2512*	*5088*
Bases (unweighted)	*626*	*642*	*1268*	*2255*	*2833*	*5088*

There was no clear relationship between parents' social class and reasons given by young people as to why they left school before S5 (table not shown), however, young people with the least qualified parents were most likely to leave school before S5 to take up a job (including Modern Apprenticeship or Skillseekers positions) or college course.

Table 3-5 Reasons for leaving before S5 by parental education

Respondents who left school before S5	One or both parents have a degree	One or both parents have Highers (but not a degree)	Neither parents have Highers or a degree	Don't know either parent's qualifications	Total
	%	%	%	%	%
No reason	8	7	3	3	4
I had had enough of school	20	20	21	30	24
Offered job, place at college, or MA/ Skillseekers	72	73	76	67	72
Bases (weighted)	*1427*	*1223*	*1367*	*1070*	*5088*
Bases (unweighted)	*1668*	*1279*	*1289*	*852*	*5088*

*This category includes those still at school at the time of survey.

3.3 Staying on for S5

3.3.1 Reasons for staying on

Those who started S5 were also asked to consider a range of possible reasons for their choice. Their responses suggested that for the majority of S5 students, staying on for S5 was the result of a positive choice rather than of an absence of alternative options. The most commonly-cited reason for staying on was to get better qualifications in order to improve job prospects (mentioned by nine in ten young people). A similar proportion (87%) said that they wanted qualifications in order to gain access to further or higher education. Three-quarters said there were courses or subjects they wished to study and two-thirds said they enjoyed school life.

Almost six in ten (57%) of those who started S5 said that the idea of leaving after S4 had never crossed their mind. A similar proportion had not yet decided on future education or career plans. A little under a half (44%) cited family expectations as a reason they stayed on at school while a third said a reason they stayed on in S5 was that their friends were doing so. Males were notably more likely than females to cite both the expectations of their family and what their friends were doing as reasons for them staying on in S5.

Some of the less common reasons given for staying on at school in S5 point to a lack of alternative options. One in three of those staying on in S5, for example, said they were too young to leave at the end of S4 and one in five (18%) said they were too young to enter the job or training they wanted to do. One in seven (14%) stayed on in S5 because there were no jobs around that they wanted. Fewer than one in ten said there were no Modern Apprenticeships or Skillseekers places available that they wanted, or that they were too young to claim benefits. Reasons to do with a lack of jobs or training opportunities were more likely to be given by males than females.

Table 3-6 Reasons for starting S5 by sex

Respondents who started S5	1999			2003		
	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%
Positive reasons						
Thought getting better qualifications would improve job prospects	89	91	90	89	91	90
Wanted qualifications for further/higher education	82	85	83	85	90	87
There were courses/subjects I wanted to do	78	85	82	76	77	76
Enjoyed school life	55	57	56	65	65	65
Expectations of self/others						
Idea of leaving after S4 never crossed mind	55	56	55	55	58	57
My family expected me to	-	-	-	47	41	44
My friends were staying on	-	-	-	36	31	33
Future plans not yet decided						
Hadn't decided on future education or career	55	51	53	61	60	60
Lack of alternative options						
Too young to leave at end of S4	40	41	41	33	34	34
Too young to enter job/training chosen	19	22	21	18	18	18
No jobs around that I wanted	14	10	12	16	12	14
No Modern Apprenticeships available that I wanted	-	-	-	13	4	8
No Skillseekers places available that I wanted	10	11	11	8	3	5
Too young to claim Social Security benefits	6	5	6	6	5	6
Bases (weighted)	*2827*	*3027*	*5854*	*1925*	*2016*	*3942*
Bases (unweighted)	*2699*	*3520*	*6219*	*1841*	*2424*	*4265*

3.3.2 Role of Education Maintenance Allowance

In 2003 for the first time, respondents who had started S5 were asked whether they had received any grant or regular money from their school, college or Local Council to help them stay at school in S5. Fifteen per cent had received some assistance of this kind - one in ten had received an Education Maintenance Allowance (EMA) and one in five had received some other form of grant.

EMAs are available to 16 to 19 year olds from low income families who undertake a full time course at school or college. The aim is to improve post-16 participation, retention and achievement rates in education.

At the time this cohort were starting S5, Education Maintenance Allowance was only available in East Ayrshire, Glasgow, West Dunbartonshire and Dundee local authorities. Table 3.6 shows receipt of EMA in the school regions which fall within or roughly map onto the local authorities. It can be seen that just over a third of respondents in Glasgow received EMA (35%). The proportions doing so in the other school regions were lower, however, this may in part reflect the fact that the school regions used in the analysis did not match the local authority boundaries which

determine eligibility for EMA: Tayside school region, for example, covers a wider area than Dundee Council - where EMA was available. Also, only households with gross annual incomes below £30,000 per annum are eligible to apply for EMA; unfortunately, the survey did not collect this information, so we could not look at the proportion of eligible households in EMA local authorities who were claiming the allowance.

As well as the factors considered in Table 3.5, respondents were also asked whether being able to claim Education Maintenance Allowance was one of the reasons they started S5. Overall 4% of respondents said this was a reason. The proportion doing so rose to 14% among those in Glasgow.

Table 3-7 Receipt of EMA and whether reason for staying on in S5 by school region

Respondents who started S5	Glasgow	Dunbarton	Argyll & Ayr	Tayside	Other region	Total
% receiving EMA	35	20	16	14	3	10
% for whom receipt of EMA was a reason for staying on in S5	14	10	7	5	2	4
Bases (weighted)	*406*	*290*	*369*	*286*	*2569*	*3942*
Bases (unweighted)	*336*	*282*	*370*	*326*	*2935*	*4265*

Education Maintenance Allowance is a targeted benefit aimed at assisting those least well off to remain in education. Table 3-7 shows the difference in receipt of EMA by parental social class for respondents starting S5 in those school regions in which EMA was available in 2002. A third of those whose parents were in the lowest social class groups received EMA compared with only 2% of those who had a parent in the highest social class category.

The survey also asked what respondents' parents were doing now. Among those where one or both parents was unemployed at the time of the survey, 55% had received EMA and 27% said this was a reason they had been able to stay on at school in S5.

Table 3-8 Receipt of EMA by parents' social class

Respondents who started S5 *and* lived in regions where EMA available	Higher managerial & professional	lower professional & managerial / higher technical & supervisory	Intermediate occupations & self employed	lower supervisory & technical	routine & semi-routine occupations
	%	%	%	%	%
% receiving EMA	2	12	20	34	35
% for whom receipt of EMA was a reason for staying on in S5	2	5	10	14	14
Bases (weighted)	*152*	*445*	*262*	*176*	*144*
Bases (unweighted)	*183*	*493*	*250*	*157*	*113*

3.4 Key points

- Around a fifth of the sample said they had left school before the start of S4 (slightly more than in the 1999 survey, though this may be accounted for by changes in measurement). Slightly more females than males were 'later leavers' (70% and 65%, respectively). Parental social class was also a very powerful predictor of later leaving – 88% of those with a parent in a higher professional or managerial occupation stayed on, compared with just 48% of those whose parents were in routine or semi-routine occupations.

- Although the most commonly-mentioned reason for leaving before S5 was having had enough of school, it was rare for this to be the only reason, and leavers had usually also been offered a job, place at college or a training placement.

- The most common reasons given for staying on at school related to later job prospects, qualifying for higher education and a positive interest in particular courses or subjects. Smaller proportions of young people who stayed on cited their own or others' expectations or a lack of alternative options.

- Fifteen per cent of those who stayed on said they had been in receipt of an Educational Maintenance Allowance (EMA) or some other form of grant. The survey suggests that the EMA is successfully targeting those from less affluent social groups: around a third of young people whose parents were in lower supervisory or technical, or routine and semi-routine occupations, reported receiving the allowance, and 14% said that this was a reason for them staying on in S4.

4 MAIN ACTIVITY AND CIRCUMSTANCES AT 17

This Section of the report sketches a picture of young people's lives at 17, at around the time that they completed the survey questionnaire. It begins by looking at their

main activities in the period between October 2002 and October 2003, then looks in detail at experiences of higher and further education and jobs and training. Finally, the Section provides some information about young people's domestic circumstances at 17.

4.1 Main activity in Spring 2003

With more than half of young Scots now progressing to Higher Education, at age 17 a large majority are in some form of education, with most still being at school. In spring 2003, around eight in ten young women and more than seven in ten men were still in full-time education.[3] Around 8% were in 'traditional' forms of employment, with a further 2% in Skillseekers supported jobs and 1% on a Get Ready for Work programme. Among the males, 7% had secured modern apprenticeships (which tend to provide effective programmes of formal training), but only 2% of females had done so. At 4%, levels of unemployment were relatively low and only 1% of females were caring for children or the home. We return to discuss those who were not in education, employment or training in detail in a later chapter.

Table 4-1 Main activity in April 2003 by sex

All respondents	Male	Female	Total
	%	%	%
Job - no training programme	8	7	8
Job - with *Skillseekers*	2	2	2
Modern Apprenticeship	7	2	4
Get Ready for Work programme	1	1	1
Out of work	4	4	4
School	65	70	68
College/university	8	10	9
Looking after child/family/home	0	1	1
Something else	3	3	3
Bases (weighted)	*2408*	*2347*	*4755*
Bases (unweighted)	*2148*	*2690*	*4838*

In comparison to the last Scottish School Leavers' Survey of 17 year-olds (1999), participation in education increased by four percentage points (from 73% to 77%) – largely as a consequence of the greater tendency of young men to remain at school. In 1999, 5% more were in jobs, and unemployment was higher by three percentage points.

Virtually all of those with five of more Standard Grades at grades 1-2 were still at school in spring 2003, as were eight in ten of those with 3-4 Standard Grades at grades 1-2. Among those with no Standard Grades, or with passes below grades 1-2, around half remained in education, with one in five studying at a college of Further

[3] To maintain comparability with earlier surveys, information on status in April 2003 has been used as the closest approximation to the spring timing of the surveys.

Education. A further 28% of this group were in jobs (the majority of which were non-Skillseekers positions).

Table 4-2 Main activity in April 2003 by number of Standard Grades

All respondents	5+ Grades 1-2	3-4 Grades 1-2	1-2 Grades 1-2	1+ Grades below 1-2 or no Standard Grades	Total
	%	%	%	%	%
Job - no training programme	1	5	12	15	8
Job - with Skillseekers	0	(1)	4	5	2
Modern apprenticeship	(1)	4	7	8	4
Get Ready for Work programme	0	0	(1)	3	1
Out of work	(1)	1	4	11	4
School	94	80	55	32	68
College/university	2	6	13	20	9
Looking after child/family/home	0	0	1	(1)	1
Something else	2	(3)	3	5	3
Bases (weighted)	*1818*	*623*	*1070*	*1115*	*4626*
Bases (unweighted)	*2492*	*684*	*862*	*695*	*4733*

Not surprisingly, young peoples' main activity in April 2003 varied by stage at which they left school. Those leaving school before the end of S5 were far more likely to be on training programmes (Modern Apprenticeships or Get Ready for Work) or at college/university; and those leaving after S5 were more likely to be in a job.

Table 4-3 Main activity in April 2003 by stage of leaving school

All respondents who had left school	S4 3rd term or before	S5 1st term	After S5	Total
	%	%	%	%
Job - no training programme	22	27	34	24
Job – with Skillseekers	7	9	(7)	8
Modern Apprenticeship	15	12	(6)	13
Get Ready for Work programme	2	7	(1)	3
Out of work	14	12	(4)	12
College/University	31	26	9	28
Looking after child/family/home	2	(2)	(2)	2
Something else	7	(6)	38	9
Bases (weighted)	*1008*	*311*	*127*	*1526*
Bases (unweighted)	*799*	*255*	*120*	*1174*

Excluding those who were still at school, the majority of young people were engaged in the same activity in April 2003 as they were the previous October (2002). For example, just over three-quarters of those in full-time work in October were still in full-time work in spring 2003. Among those at college in October 2002, the majority (69%) were still at college in April 2003; a further 17% had gone into work (including training programmes). Circumstances changed least for those in Modern Apprenticeships: 92% of those on such programmes were still on them in April 2003.

However, 14% of full-time workers in October were out of work in April 2003, while 21% of those previously out of work were in a full-time job (including training programmes).

Table 4-4 Main activity in April 2003 by main activity in October 2002

All respondents who had left school	In a job - no training programme	In a job - with *Skill-seekers*	Modern Apprentice-ship	Out of work	Coll-ege	Some-thing else	Total
	%	%	%	%	%	%	%
Job – no training programme	**77**	(6)	(0)	16	9	(10)	21
Job – with *Skillseekers*	(2)	**78**	(0)	(3)	(2)	(2)	7
Modern Apprenticeship	(2)	(6)	**92**	(2)	6	(3)	15
Out of work	14	(4)	(5)	**63**	6	10	14
College	(2)	0	(2)	(8)	**69**	(6)	30
Something else*	(3)	(7)	(1)	(7)	8	**68**	13
All	100	100	100	100	100	100	100
Bases (weighted)	*204*	*71*	*133*	*122*	*461*	*127*	*1118*
Bases (unweighted)	*153*	*58*	*94*	*80*	*358*	*1206*	*1949*

* all those at on Get Ready for Work Programmes, at University or Looking after child/family/ home are included in 'something else' due to the small numbers of young people in these activities. The 'something else' category also contains those doing a combination of activities.

The first School Leavers Survey of each cohort of young people is usually carried out in April, one year after the majority of those leaving school after S4 have left. In this cohort, however, data was collected later in the year (October), so we can look at transitions in activity up to 18-months after leaving school (for those who didn't stay on into S5).

Between October 2002 and April 2003, 63% young people who had left school remained out of work. Between April 2003 and October 2003, however, this had fallen to only 48%.

In the period one year to 18-months after leaving school, there was more movement between activities, but the majority still remained in the same activity between April 2003 and October 2003. In October 2003, 6% fewer young people were in college but more were in a job (including training programmes).

Table 4-5 Main activity in October 2003 by main activity in April 2003

All respondents who had left school	In a job - no training prog-ramme	In a job - with *Skill-seekers*	Modern Apprent -iceship	Out of work	College	Something else	Total
	%	%	%	%	%	%	%
Job – no training programme	**68**	(7)	1	20	10	(4)	23
Job – with *Skillseekers*	(3)	**74**	0	(5)	(3)	(4)	8
Modern Apprenticeship	7	(4)	**94**	(4)	8	(3)	18
Out of work	6	(5)	2	**48**	6	(7)	11
College	10	(4)	0	14	**65**	16	24
Something else*	6	(4)	2	(8)	8	**65**	14
All	100	100	100	100	100	100	100
Bases (weighted)	*351*	*111*	*204*	*188*	*374*	*203*	*1431*
Bases (unweighted)	*279*	*89*	*150*	*126*	*295*	*157*	*1096*

* all those at on Get Ready for Work Programmes, at University or Looking after child/family/ home are included in 'something else' due to the small numbers of young people in these activities. The 'something else' category also contains those with doing a combination of activities.

Finally, we look at whether parents' educational attainment is related to what young people were doing aged seventeen. As table 4.6 shows, those young people with one or more parent with a degree were far more likely to still be at school at the age of seventeen than those whose parents did not have a degree or Highers (82% compared with 64% respectively). Young people whose parents did not have a degree or Highers were most likely to be in a job (including jobs with training scheme) or at college/university.

Table 4-6 Main activity in April 2003 by parents' educational attainment

All respondents	One or both parents has a degree	One or both parents have Highers	Neither parent has Highers	Total*
	%	%	%	%
Job - no training programme	5	7	8	8
Job - with Skillseekers	1	2	3	2
Modern apprenticeship	2	5	4	4
Get Ready for Work programme	0	0	(1)	1
Out of work	2	3	4	4
School	82	71	64	68
College/university	5	8	12	9
Looking after child/family/home	0	0	0	1
Something else	2	3	3	3
Total	100	100	100	100
Bases (weighted)	*1428*	*1222*	*1367*	*4017*
Bases (unweighted)	*1668*	*1279*	*1289*	*4236*

* excludes cases where parents' qualifications were not known.

A similar relationship was found between parental social class and young person's activity at seventeen: the higher the parents' social class, the more likely they were to still be at school and the less likely they were to be on a training programme (table not shown).

4.2 Further Education

4.2.1 Participation in FE

Those who were no longer at school were asked whether they were studying at college or university. One quarter said that they were (either full or part-time). Those with only a few or low Standard Grades were more likely to be at college than those with three or more Standard Grades. However, the higher qualified group may have stayed on at school to continue their education, rather than going to college or university.

Table 4-7 Whether currently studying at college/university by number of Standard Grades and sex

All respondents who had left school	5+ Grades 1-2	3-4 Grades 1-2	1-2 Grades 1-2	1+ Grades below 1-2	No Standard Grades	Total
	%	%	%	%	%	%
Men						
Yes	11	23	30	28	*24*	22
No	89	77	70	72	76	78
Women						
Yes	14	24	31	36	*20*	24
No	86	76	69	64	80	76
All						
Yes	13	24	31	32	22	23
No	87	77	69	68	78	77
Bases (weighted):						
Men	*851*	*335*	*594*	*597*	*75*	*2452*
Women	*985*	*299*	*537*	*550*	*41*	*2412*
All	*1836*	*634*	*1130*	*1146*	*116*	*4862*
Bases (unweighted):						
Men	*1036*	*332*	*421*	*339*	*37*	*2165*
Women	*1481*	*365*	*482*	*379*	*27*	*2734*
All	*2517*	*697*	*903*	*718*	*64*	*4899*

4.2.2 Full time or part time study

The majority (seven in ten) of those 17 year-olds at college were studying full time. Women were more likely to study full-time than men (80% compared with 63% respectively) mainly because studying was their main activity, whereas men were more likely to study part time while in a job or on a training programme.

Table 4-8 Whether studying full time or part time by sex

All respondents studying at college/university	Male	Female	**Total**
	%	%	%
Full-time	63	80	72
Part-time	37	20	28
Bases (weighted)	*547*	*600*	*1147*
Bases (unweighted)	*426*	*603*	*1029*

4.2.3 Subjects studied

The most common subject areas mentioned were Information Technology (12%); Family Care, Personal Development, Personal Care and Appearance (12%); Architecture, Building and Property (11%); Engineering (other than civil and structural – 11%); Business, Management, Office/Administrative Studies (10%); Social Care, Social Work, Youth and Community Care and Child Care (10%) and Subjects allied to Medicine (10%). See Table 4.9.

There was a large gender divide in terms of the subjects studied at college. Engineering; Architecture, Building and Property and Information Technology were much more likely to be studied by young men. Women, on the other hand, were considerably more likely to study Family Care, Personal Development, Personal Care and Appearance; Social Care, Social Work, Youth and Community Care and Child Care; subjects allied to Medicine; and Business, Management, Office/Administrative Studies.

Interestingly, roughly equal proportions of men and women studies Mathematics; Catering, Food, Leisure Services and Tourism; as well as Physical Sciences.

Table 4-9 Subjects studied by sex*

All respondents studying at college/university	Male	Female	**Total**
	%	%	%
Business, Management, Office/Administrative Studies	5	15	10
Sales, Marketing, Distribution	0	(2)	(1)
Information Technology	16	8	12
Information	0	0	0
Humanities	(1)	(3)	2
Politics, Economics, Law, Social Sciences	(2)	8	5
Languages, Literature, Cultural Studies, Area Studies	6	10	8
Education, Training, Teaching	0	5	3
Family Care, Personal Development, Personal Care and Appearance	(2)	20	12
Arts and Crafts	(2)	3	3
Mass Communication	6	8	(7)
Photography, Film/Video Production, Audio and Visual Media	(2)	(2)	(2)
Performing Arts	(3)	4	4
Sports, Games and Recreation	5	(2)	3
Catering, Food, Leisure Services, Tourism	7	8	8
Clinical Medicine and Dentistry	0	(1)	(1)
Subjects Allied to Medicine	(3)	16	10
Social Care, Social Work, Youth and Community Care, Childcare	0	18	10
Environment Protection/Conservation	0	0	0
Biological Sciences	3	5	4
Physical Sciences	4	3	4
Mathematics	9	8	9
Agriculture, Horticulture, Animal Care	4	2	3
Architecture, Building and Property	22	(1)	11
Services to Industry	0	0	0
Manufacturing/Production Work	(1)	0	(1)
Civil and Structural Engineering	0	0	0
Other Engineering	23	0	11
Oil, Mining, Plastics	0	0	0
Transport Services	(1)	0	(1)
Other	(2)	5	4
Bases (weighted)	*536*	*596*	*1131*
Bases (unweighted)	*417*	*599*	*1016*

*Percentages add up to more than 100 as some respondents gave more than one answer.

4.2.4 Qualifications studied for

One quarter of all young men and women college students were studying for a National Certificate and a further 22%, a Higher National Certificate or Diploma. The next most common qualifications being studied for were Highers or Higher Stills (14%), although women were far more likely to be studying for this qualification than men (18% compared with 9%). A further 6% of 17 year olds were studying for a degree at the time of interview.

Table 4-10 Qualification(s) studied for by sex

All respondents studying at college/university	Male	Female	**Total**
	%	%	%
Highers/Higher Still	9	18	14
Scottish or National Vocational Qualification (SVQ & NVQ)	12	6	8
General Scottish Vocational Qualification (GSVQ)	9	7	8
SQC Intermediate Level	9	9	9
National Certificate (or modules)	24	26	25
Higher National Certificate (HNC)	16	16	16
Higher National Diploma (HND)	7	6	6
Degree	6	5	6
Other	8	6	7
Bases (weighted)	*556*	*649*	*1204*
Bases (unweighted)	*435*	*653*	*1088*

4.3 Jobs and training

4.3.1 Industry and occupation

Industry

Those who considered a job or training scheme to be their main activity at the time of survey were asked a number of questions about their job or scheme in order to classify their industry and occupation.

It was most common for respondents to be working in the wholesale, retail or repair industry (19%) or the construction industry (18%); they were least likely to be working in agriculture (3%).

Comparison of S4 leavers' industry in 2003 to 1999 shows a similar picture in both years, although leavers in 2003 were more likely to be in hotel and restaurant work, and slightly less likely to be in public sector jobs (public administration, defence, education, health and social work).

Respondents in jobs incorporating *Skillseekers* training or Modern Apprenticeships were much more likely to be working in the construction industry than those in jobs without such training (32% compared with 4% respectively). Respondents in jobs without *Skillseekers* training or *Modern Apprenticeships* were more likely to be working in wholesale, retail or repair (22% compared with 16%) or the real estate, renting or business sector (6% compared with 3%).

Men were more commonly found to be working in manufacturing and construction jobs than women, regardless of whether they were on a training programme or not. Women, on the other hand, predominated the real estate, renting and business sector, and education, health, social work. Among those *not* receiving *Skillseekers* training or on a *Modern Apprenticeship*, women were more likely than men to work in

wholesale, retail and repair, however, this difference by sex was not seen among those who *were* receiving training.

Table 4-11 Industry worked in (SIC) by Training Status and sex

All respondents who had left school	Jobs - no training programme			Jobs - with *Skillseekers* or *Modern Apprenticeships*			All with jobs		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
	%	%	%	%	%	%	%	%	%
Agriculture/hunting/fishing/ mining/quarrying	5	(2)	4	(3)	(1)	2	4	(2)	3
Manufacturing	13	7	10	12	4	10	12	6	10
Construction	9	(1)	4	44	(1)	32	29	(1)	18
Wholesale/retail/repair	17	26	22	18	10	16	17	21	19
Hotels/restaurants	11	13	12	(2)	(2)	(2)	6	10	8
Transport/communication	(3)	(3)	3	(2)	(3)	(2)	(2)	(3)	2
Banking/financial	(1)	(2)	2	(1)	(1)	(1)	(1)	(2)	(1)
Real estate/renting/business activities	2	(9)	6	(2)	(9)	(3)	(2)	9	5
Public admin/defence	8	(3)	5	5	(12)	7	6	6	6
Education/health/social work	(3)	10	6	(1)	17	6	(2)	12	(6)
Other community/social /personal services	(6)	(5)	6	(4)	32	11	5	14	8
Other / non classifiable	22	20	21	7	(8)	8	13	16	14
Bases (weighted)	*298*	*337*	*635*	*417*	*152*	*569*	*715*	*488*	*1203*
Bases (unweighted)	*218*	*323*	*541*	*315*	*141*	*456*	*533*	*464*	*997*

Occupation

The most common occupations for young people to be in were craft and related occupations (one in three), followed by sales (13%) and personal and protective services (12%); one in ten were in clerical and secretarial occupations. Only very small numbers were managers or administrators, professionals, or associate professional or technical workers, reflecting the fact that at 17 years of age, these workers were at the start of their careers. One in five occupations mentioned by respondents were 'other' occupations, not specified.

Workers whose jobs had a *Skillseekers or Modern Apprenticeship* element were more than four times as likely as other workers to be in craft and related occupations. Workers not on training programmes were more likely to be in sales jobs or to be plant or machine operatives. (Jobs without *Skillseekers* or *Modern Apprenticeship* training were also considerably more likely than those with training to be classed as 'other' occupations).

Men were a great deal more likely than women to be in craft and related occupations, regardless of *Skillseekers / Modern Apprenticeship* status; among young people receiving *Skillseekers / Modern Apprenticeship* training, men were also more likely than women to be plant and machine operatives. Women, on the other hand, were much more likely than men to be in clerical and secretarial occupations,

personal and protective services and sales jobs, regardless of *Skillseekers/Modern Apprenticeship* status.

Table 4-12 Occupation (SOC) by training status and sex

All respondents who had left school	Jobs – no training programme			Jobs - with *Skillseekers/ Modern Apprenticeship*		
	Men	Women	Total	Men	Women	Total
	%	%	%	%	%	%
Managers/administrators	(2)	0	(1)	0	0	0
Professional	0	0	0	0	0	0
Associate prof/technical	11	(4)	7	5	(4)	5
Clerical and secretarial	(3)	14	9	(3)	30	10
Craft and related	23	(2)	12	76	(3)	57
Personal and protective services	(3)	17	10	(2)	46	14
Sales occupations	13	30	22	(2)	(7)	14
Plant and machine operatives	11	(3)	7	(4)	(1)	4
Other occupations	34	30	32	7	(9)	8
Bases (weighted)	*230*	*267*	*497*	*408*	*142*	*550*
Bases (unweighted)	*175*	*255*	*430*	*306*	*134*	*440*

Few clear patterns were discernible by level of qualification due to small sample sizes. The main significant difference was that craft and related occupations were more common among less qualified young people (39% of those low grades or no standard grades, compared with 22% of those with five or more at grades one to two).

Table 4-13 Occupation (SOC) by number of Standard Grades

All respondents whose main activity was a job/training programme	5+ Grades 1-2	3-4 Grades 1-2	1-2 Grades 1-2	1+ Grades below 1-2 or no Standard Grades	Total
	%	%	%	%	%
Managers/administrators	0	0	(1)	0	(1)
Professional	(1)	(2)	0	0	0
Associate prof/technical	16	(10)	(5)	(4)	(6)
Clerical and secretarial	17	(9)	8	7	9
Craft and related	22	29	37	39	35
Personal and protective services	(6)	(11)	13	14	12
Sales occupations	19	18	12	11	13
Plant and machine operatives	(2)	(8)	6	(4)	5
Other occupations	18	15	19	21	19
Bases (weighted)	*129*	*126*	*380*	*435*	*1070*
Bases (unweighted)	*171*	*134*	*305*	*270*	*880*

4.3.2 About the job

Hours

The mean number of hours worked by those whose main activity was a job or training scheme was 40 for full time workers (i.e. those working for 30 hours or more per week) and 19 for part time workers. This figure varied little by sex or whether the job was part of a training programme or not. The hours worked per week ranged from 5 to 84, but six in ten of all workers worked between 35 and 40 hours per week, reflecting the fact that 85% of workers were employed full time and just 15% part time.

Table 4-14 Income from benefits and/or employment (after deductions) by job status and sex (full time workers only)

All respondents who had a job	Men			Women			All		
	FT	PT	Total	FT	PT	Total	FT	PT	Total
	mean hours	mean hours	mean hours	mean hours	mean hours	mean hours	mean hours	mean hours	mean hours
Job – no training programme	44	20	36	38	19	32	39	19	34
Job – with *Skillseekers*	40	(7)	39	38	20	36	39	17	38
Job – with *Modern Apprenticeship*	41	13	39	(39)	26	38	40	15	39
All with a job	41	17	38	38	20	34	40	19	36
Bases (weighted)	*572*	*66*	*638*	*324*	*102*	*426*	*896*	*168*	*1064*
Bases (unweighted)	*437*	*46*	*483*	*306*	*96*	*402*	*743*	*142*	*885*

Income

Nearly half of all full time workers (43%) took home £100 or less a week in benefits and/or earnings from employment after deductions (7%, less than £50 a week). A further two in ten workers, however, took home more than £150 a week. The Median weekly income was £116 for women and £120 for men; compared with the last survey of S4 leavers in 1999, the median income had risen by 60% from £75 to £120 in four and half years.

Jobs held as part of a training programme appeared to be considerably less well-paid than jobs without training: 53% of those with training jobs earned £100 or less, compared with just a quarter of those non-training jobs. Median income varied from £105 for those on a training programme to £140 for those without training.

Differences in income between men and women were particularly marked when broken down by training status. Women in jobs including training programmes had a median weekly income £35 lower than their male counterparts (£80 per week compared with £115), however, there was less variation among young people in non-training jobs: women's median income was £131 per week compared with £150 for men.

Table 4-15 Income from benefits and/or employment (after deductions) by job status and sex (full time workers only)

All respondents who had left school	Jobs – no training programme			Jobs - with Skillseekers/Modern Apprenticeship			All with Jobs		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
	%	%	%	%	%	%	%	%	%
£50 or less	(7)	(9)	8	6	(9)	6	6	8	7
£51 - £75	(4)	(2)	(3)	14	49	24	11	24	16
£76 - £100	13	15	14	25	19	23	21	17	20
£101 - £125	11	19	15	23	(8)	19	19	14	17
£126 - £150	22	26	24	18	(9)	16	19	18	19
over £150	43	29	36	14	(7)	12	23	19	22
Median income	150	131	140	115	80	105	120	116	120
Bases (weighted)	*185*	*184*	*369*	*400*	*154*	*554*	*585*	*338*	*923*
Bases (unweighted)	*142*	*176*	*318*	*302*	*139*	*441*	*444*	*315*	*759*

Table 4.16 below shows the mean hourly wage for men and women by type of employment. There is a disparity between men and women's mean wages with women consistently earning less than men per hour, irrespective of whether they are on a training scheme or not. Note that for those in jobs with Skillseekers elements (and for women in Modern Apprenticeships) in 2003, the mean wages fell below the new minimum wage for 16-17 year olds (to be introduced at £3 an hour from 1st Oct 2004).

Table 4-16 Mean hourly wages (after deductions) by type of employment and sex

	Male	Female	All
	%	%	%
Job, no training programme	£4.16	£3.94	£4.04
Job with skillseekers	£2.98	£2.56	£2.74
Modern apprenticeship	£3.55	£2.55	£3.42
All in a job	£3.62	£3.33	£3.50
Bases (weighted)	*630*	*424*	*1054*
Bases (unweighted)	*392*	*471*	*863*

Those with no Standard Grade passes were considerably more likely than those with better qualifications to take lower pay; median income increased steadily with level of qualification from £64 per week among those with no grade 1-2 passes to £83 per week among those with five or more.

Table 4-17 Income from benefits and/or employment (after deductions) by number of Standard Grades (full time workers only)

All respondents whose main activity was a job/training scheme of 30+ hours per week	5+ Grades 1-2	3-4 Grades 1-2	1-2 Grades 1-2	1+ Grades below 1-2	None	Total
	%	%	%	%	%	%
£50 or less	12	13	19	27	(28)	19
£50.01 - £75	29	30	36	38	(21)	33
£75.01 - £100	30	27	22	19	(16)	24
£100.01 - £125	17	15	7	7	(15)	11
£125.01 - £150	8	7	11	5	(16)	8
over £150	4	7	5	4	(4)	5
Median income	83	81	70	64	(79)	75
Bases (weighted)	*369*	*315*	*449*	*391*	*75*	*1599*
Bases (unweighted)	*268*	*176*	*208*	*144*	*29*	*825*

Workers who left school *after* the first term of S5 were a little less likely than earlier leavers to be earning £75 or less; consequently, they had a slightly higher median income than earlier leavers (£79, compared with £74 for S4 leavers and £70 for S5 first term leavers).

Table 4-18 Income from benefits and/or employment (after deductions) by stage of leaving school (full time workers only)

All respondents whose main activity was a job/training scheme	S4 3rd term or before	S5 1st term	After S5	Total
	%	%	%	%
£50 or less	18	18	18	19
£50.01 - £75	35	34	27	33
£75.01 - £100	24	23	28	24
£100.01 - £125	11	11	15	11
£125.01 - £150	8	7	8	8
over £150	4	6	4	5
Median income	74	70	79	75
Bases (weighted)	*795*	*437*	*239*	*1597*
Bases (unweighted)	*400*	*230*	*141*	*824*

How the job was found

By far the most common way that young people found their current job was through friends and family (43%). A further 16% found work through a Careers Advisor or key worker, however, only 7% found it through a Job Centre.

There were variations by type of job: those in *Skillseekers* positions or on a *Modern Apprenticeship* were far more likely to find positions through a Career Advisor / key

worker (24% compared with 6%), while those in non-training jobs were more likely to get work through friends and family (50% compared with 37%).

Table 4-19 Method of finding job by training status

All respondents who had left school	Job – no training programme	Job – with *Skillseekers / Modern Apprenticeship*	Total
	%	%	%
The Job Centre	11	5	7
Careers Advisor/key worker	6	24	16
External job advertisement (e.g. newspaper)	12	11	12
Employment agency	(1)	(1)	(1)
Government scheme	0	(1)	(1)
Recruitment fair/Milk round	(2)	(1)	(1)
Friend or family member	50	37	43
Internal job advertisement	7	(1)	4
Approached employer directly	4	7	2
Employer approached them	(1)	(2)	5
Did work experience there	(1)	(2)	2
School/school notice board	(1)	(1)	(1)
College/university	(1)	3	2
Other	(3)	5	4
Bases (weighted)	*506*	*557*	*1063*
Bases (unweighted)	*437*	*446*	*883*

4.3.3 Training

Respondents who cited a job or training scheme as their main activity were asked about the kinds of training they received through their job or scheme. Respondents were able to specify as many different kinds of training as applied to them. The great majority (86%) received on-the-job training from a trainer, supervisor or experienced colleague. One-third received training at a college and one-quarter at the firm's own training centre, while one in six received training somewhere else away from the job. Overall, eight in ten workers considered that they received training in at least one of these forms. There was very little change in the proportion of S4 leavers receiving different kinds of training, from 1999 to 2003.

Table 4-20 Training received by Training status and sex

All respondents who had left school	Jobs – no training programme			Jobs with *Skillseekers/Modern Apprenticeship*		
	Men	Women	Total	Men	Women	Total
	%	%	%	%	%	%
On-the-job training from a trainer, supervisor or experienced colleague	81	77	79	95	87	93
Training at the firm's own training centre	22	17	19	29	39	31
Training at a college	14	6	9	70	43	64
Training somewhere else away from the job	13	11	12	25	24	25
Any of these sorts of training	64	65	65	98	92	96
Bases (weighted)	*298*	*337*	*635*	*417*	*152*	*569*
Bases (unweighted)	*219*	*325*	*544*	*315*	*141*	*456*

Those with at least one grade 1-2 pass at Standard Grade were a little more likely to receive training somewhere away from the job (23%, compared with 14-16% of less qualified young people).

Table 4-21 Training received by number of Standard Grades

All respondents whose main activity was a job/training scheme	5+ Grades 1-2	3-4 Grades 1-2	1-2 Grades 1-2	1+ Grades below 1-2	No Standard Grades	Total
	%	%	%	%	%	%
On-the-job training from a trainer, supervisor or experienced colleague	91	85	87	83	100	86
Training at firm's own training centre	38	32	23	23	(37)	26
Training at a college	36	39	42	36	(55)	39
Training somewhere else away from job	25	(16)	23	14	(16)	19
Any of these sorts of training	80	79	82	78	67	80
Bases (weighted)	*142*	*133*	*418*	*431*	*36*	*1160*
Bases (unweighted)	*191*	*144*	*333*	*273*	*21*	*962*

As would be expected, more of those young people whose jobs were part of training programme received training that lead to a qualification (91% compared with 33% in non-training positions). For young people in all types of jobs, training outside the workplace was much more likely to lead to a qualification than training done on-the-job or a firm's own training centre, for example.

Table 4-22 Training received by Training status and whether leads to a qualification or not.

All respondents who had left school	Jobs – no training programme			Jobs with *Skillseekers/Modern Apprenticeship*		
	Qual	No Qual	Total	Qual	No Qual	Total
	%	%	%	%	%	%
On-the-job training from a trainer, supervisor or experienced colleague	32	68	100	90	10	100
Training at the firm's own training centre	61	39	100	95	5	100
Training at a college	88	12	100	97	3	100
Training somewhere else away from the job	72	28	100	94	6	100
Any of these sorts of training	33	67	100	91	9	100
Bases (weighted)	*131*	*269*	*400*	*486*	*48*	*534*
Bases (unweighted)	*110*	*238*	*348*	*396*	*35*	*431*

4.3.4 Attitudes to the job

Those sampled were asked to agree or disagree with a number of statements about attitudes towards their job. Answers suggested that respondents generally viewed their job or scheme favourably, although they did not always envisage staying in that job in the long term. The statement most widely agreed with was that 'this job is teaching me useful skills' (nine in ten), while a high proportion also agreed that 'this is good experience and should help me to move on to something better' (eight in ten). Six in ten agreed that it was the kind of work they wanted to do in the future.

Half of all those in work thought they would probably leave the job if they could get a better one and the same proportion said that the main reason for doing the job was the money; one-third planned to leave the job after getting a qualification. No differences in attitudes were evident between S4 leavers in the 2003 survey and those in the 1999 survey.

Attitudes to the job did, however, differ by training status. Those in *Skillseekers* and *Modern Apprenticeship* positions appeared to have a greater tendency to see the job as a useful stepping stone within a planned career. For example, they were more likely to agree that the job was teaching them useful skills that it was good experience that would help them move onto something better, and that it was the type of work they would like to do in the future. Those in non-training jobs, on the other hand, were twice as likely to state that money was the main reason for doing the job and that they would leave the position if they got a better job.

Whether or not they were receiving training, men were a little more likely than women to say that their current job was their first since leaving school. Generally, differences by sex in terms of attitudes to the current job were small, except among women in training positions: they were far more likely than men to leave the job if

they could get a better one (42% compared with 30%) or when they got their qualification (45% compared with 31%).

Table 4-23 Attitudes towards job/training scheme by Training status and sex

	Jobs – no training programme			Jobs with *Skillseekers/Modern Apprenticeship*		
All respondents who had left school	Men	Women	Total	Men	Women	Total
	%	%	%	%	%	%
I would leave this job if I could get a better job	67	63	65	30	42	33
I will probably leave this job when I have got my qualification	25	29	28	31	45	34
This is the kind of work I want to do in the future	44	40	42	79	73	78
This is good experience and should help me to move on to something better	66	65	66	85	82	84
I had this job/placement lined up before I left school	31	28	29	34	22	31
This is the only job or placement I have had since leaving school	57	55	56	70	55	66
The job is teaching me useful skills	82	80	81	98	98	98
The main reason I do this is for the money	67	62	65	35	28	33
Bases (weighted)	*230*	*274*	*503*	*412*	*148*	*560*
Bases (unweighted)	*174*	*261*	*435*	*311*	*138*	*499*

Workers with more Standard Grades were less likely to agree they would leave their job if they could get a better one (45% of those with five or more at grades 1-2, compared with 57% with low or no Standard Grades). Also, the more qualifications a young person had, the more likely they were to have had their job or placement lined up before they left school. Respondents with no Standard Grade qualifications were a little less likely to agree that the job was teaching them useful skills. Interestingly, around half (47%) of young people said that the *main* reason they did the job was for money and this did not vary by number of qualifications.

Table 4-24 Attitudes towards job/training scheme by number of Standard Grades

All respondents whose main activity was a job/training scheme	5+ Grades 1-2	3-4 Grades 1-2	1-2 Grades 1-2	1+ Grades below 1-2	No Standard Grades	Total
	%	%	%	%	%	%
I would leave this job if I could get a better job	45	54	44	56	67	50
I will probably leave this job when I have got my qualification	33	32	30	34	(42)	32
This is the kind of work I want to do in the future	56	57	64	58	(39)	59
This is good experience and should help me to move on to something better	74	74	77	75	77	76
I had this job/placement lined up before I left school	46	34	31	23	(5)	29
This is the only job or placement I have had since leaving school	68	68	54	62	69	61
The job is teaching me useful skills	87	91	92	89	100	90
The main reason I do this is for the money	47	47	46	48	(47)	47
Bases (weighted)	*132*	*129*	*393*	*430*	*32*	*1115*
Bases (unweighted)	*175*	*138*	*315*	*266*	*18*	*912*

4.3.5 Part time work

At the time of the survey, 41% of 17 year olds had a part-time job (defined as 30 hours a week or less) – either as their main activity or in addition to another activity that they were doing. This proportion was greater among women (half, compared with just over a third of men).

Table 4-25 Whether currently has part time job by sex

All respondents	Male	Female	**Total**
	%	%	%
Yes	32	51	41
No	68	49	59
Bases (weighted)	*2472*	*2538*	*5010*
Bases (unweighted)	*2795*	*2228*	*5023*

4.3.6 Looking for jobs/training

Job search activities were explored in several questions in the survey. It was found that one third of all respondents, regardless of their main activity, were looking for a job at the time of survey – including jobs with training programmes.

When asked about specific jobs applied for in the past four weeks, one in five respondents (and three-quarters of those out of work) said they had applied for at least one position. Three-quarters of these had applied for between one and four jobs. The greatest number of jobs applied for was 40 (table not shown). Being out of work, and having been after at least one job in the last four weeks, is roughly equivalent to International Labour Office (ILO) definition of unemployment; the proportion of survey respondents meeting these two criteria was 4%.

Young men were more likely than young women to be looking for a job at the time of survey (34% compared with 26%) – mainly because more men were looking for a Modern Apprenticeship than women (7% compared with 1% respectively).

Table 4-26 Looking for jobs by sex

All respondents	Male	Female	**Total**
	%	%	%
Looking for:			
Job	21	21	21
Modern Apprenticeship	7	(1)	4
Skillseekers placement	(1)	(1)	(1)
Get Ready for Work programme	0	0	0
Any	5	4	4
All looking	34	26	30
Not looking	66	74	70
Bases (weighted)	*2471*	*2430*	*4901*
Bases (unweighted)	*2174*	*2751*	*4925*

Unsurprisingly, the groups most likely to be looking for work (including as part of a training programme) were: those out of work in spring 2003 (78%) and those on *Get Ready for Work* programmes (64%). Four in ten of those at college were looking for a job and a quarter of those still at school had also begun their job search activities. Interestingly, high proportions of those already in a job or looking after the family/home reported that they were looking for work in April 2003, however, many of these were likely to be in part-time jobs, looking for full-time posts (in the case of those already in jobs as their main activity) or looking for new jobs (in the case of those looking after the family or home).

Table 4-27 Looking for jobs by main activity in Spring 2003

All respondents	School	College/ Uni	Job – no training prog	Job – with *Skillseekers*	Modern Appren	*Get Ready for Work* Prog	Out of work	Looking after family/ home	Other	Total
	%	%	%	%	%	%	%	%	%	%
Looking for:										
Job	18	30	22	21	(4)	(38)	46	(15)	22	20
Modern Apprenticeship	3	6	7	(2)	(6)	(15)	10	(4)	(7)	4
Skillseekers placement	0	(1)	(2)	(4)	0	0	0	0	0	1
Get Ready for Work programme	0	(1)	0	0	0	0	(3)	0	0	0
Any	2	6	7	(1)	(1)	(11)	19	(22)	(4)	4
All looking	**24**	**43**	**38**	**28**	**12**	**64**	**78**	**41**	**34**	**29**
Not looking	76	56	62	72	89	(36)	22	59	67	71
Bases (weighted)	*3142*	*425*	*351*	*108*	*180*	*47*	*189*	*27*	*136*	*4605*
Bases (unweighted)										

4.4 Domestic circumstances of 17 year-olds

4.4.1 Living arrangements

The majority of respondents (70%) lived with both their natural parents, while a further 7% lived with their mother and step-father. Only 4% lived with either their mother alone (2%) or father alone (2%). There was little difference between male and female in their living arrangements (table not shown).

Just over seven in ten of the sample lived in accommodation which was owned by their parents or other people they lived with. Just over a quarter (28%) were living in rented property; the remaining 1% included those living in tied housing, boarding houses or halls of residence. Those living in the Glasgow region were least likely to live in occupier-owned housing (53%) than any other region in Scotland.

Table 4-28 Tenure by region

Region	**Tenure**			
	Somewhere owned by parents / people live with	Somewhere rented	Other	Total
	%	%	%	n
Grampian	82	18	1	524
Tayside	71	26	4	387
Fife	73	27	1	354
Lothian	77	22	1	715
Central	72	26	3	270
Borders	68	29	3	249
Highlands and Islands	79	19	2	305
Argyll & Ayr	68	31	1	453
Dunbarton	73	27	0	349
Glasgow	53	46	1	559
Lanark	66	33	1	522
Renfrew	80	20	0	400
Total	72	27	1	5088
Bases (weighted)	*3610*	*1371*	*59*	*5088*
Bases (unweighted)	*3915*	*1073*	*65*	*5088*

3.4.2 Amenities in the home

The majority of young people sampled (80%) had a computer available to use in their home (70% with access to the internet). A large proportion (84%) also said they had a good place in which to study, while a similar amount of respondents (82%) had a room of their own.

Table 4-29 Items available in the home

All respondents	Total
	%
Good place to study	84
Room of my own	82
Computer (not just for games)	80
Computer (just for games)	70
Access to the internet	70
Bases (weighted)	*5088*
Bases (unweighted)	*5088*

4.4.3 Parents' attitudes to work and education

A variety of questions were asked to explore the attitudes of parents towards their children's (respondents') schooling, and other activities outside of school. The majority of parents showed concern about their children's education during their time at secondary school, with 83% *often* urging respondents to do their best at school (and only 3% never doing so). Nearly all respondents (97%) said their parents discussed daily events at school with them, and 81% of parents checked their homework was done, at least sometimes. Three-quarters reported that their parents limited their time for going out on school nights at least some of the time although interestingly, more females than males (42% and 33% respectively) were *often* limited.

Parents' interest in their children extended to life after school: two-thirds of young people sampled said their parents *often* encouraged them in their plans and hopes (only 6% never), while half *often* discussed their career plans with their children (only 7% never). Many parents also placed importance on responsibilities outside school hours: 41% of females and 31% of males were *often* expected to carry out chores around the home at least some of the time, and seven in ten males and females said their parents urged them to earn money.

Table 4-30 Parents' attitudes to work and education by sex

All respondents	Male	Female	Total
	%	%	%
How often did your parents…			
…check if you had done your homework?			
Often	40	34	37
Sometimes	42	46	44
Never	18	20	19
…expect you to do chores around the home?			
Often	35	41	58
Sometimes	53	49	51
Never	13	9	11
…limit your time for going out on school nights?			
Often	33	42	38
Sometimes	39	38	38
Never	29	20	24
…talk to you about the day's events at school?			
Often	45	41	43
Sometimes	42	46	44
Never	12	13	13
…urge you to earn money (e.g. paper round)?			
Often	35	29	32
Sometimes	36	36	36
Never	29	35	32
…encourage you in your own plans and hopes?			
Often	65	67	66
Sometimes	29	27	28
Never	6	6	6
…urge you to do your best at school?			
Often	84	82	83
Sometimes	14	15	14
Never	3	3	3
…discuss career plans with you?			
Often	47	52	49
Sometimes	46	41	43
Never	8	7	7
Bases (weighted)	*2576*	*2512*	*5088*
Bases (unweighted)	*2255*	*2833*	*5088*

4.5 Key points

- A large majority of the sample were still in some form of education in spring 2003, with two-thirds still at school. Continued participation in education was slightly higher than at the time of the last survey in 1999 (77%, compared with 73%), largely as a result a greater tendency for young men to remain at school.

- A quarter of those who were no longer at school said that they were studying at college or university, with the majority (72%) doing so full-time. The most common qualifications being studied for by those at college were a National Certificate or a Higher National Certificate or Diploma.

- Overall, those in jobs or training at the time of the survey were most likely to be working in the wholesale, retail or repair industry (19%) or the construction industry (18%), although there important differences by gender.

- Four in ten (43%) of those in full-time employment took home £100 a week or less after deductions, with 7% taking home £50 a week or less. Jobs held as part of a training programme were considerably less well-paid than those without training. Women in jobs including training programmes earned significantly less than their male counterparts (though there was less variation in relation to non-training jobs). Income for those in employment was also clearly related to qualifications, with median income rising with number of Standard Grades obtained.

- Young people in employment or training generally held positive views of their jobs, though did not always envisage staying in that job in the longer-term. Those in Skillseekers or Modern Apprenticeship positions were most likely to see the job as a useful stepping stone.

- Over two-thirds of the sample (70%) lived with their natural parents at the time of the survey, with only 4% living with either their mother alone or father alone.

- Around 7 in 10 lived in owner-occupied accommodation, while 28% were in rented property.

- A high proportion of the sample (80%) had a computer available to use in their home, 70% of whom had access to the internet. More than four out of five also said they had a good place in which to study and a room of their own.

5 THE FUTURE

This brief Section examines young people's expectations of and aspirations for the future.

5.1 Expectations

Respondents were asked what they thought their main activity would probably be in about one year's time. The majority (53%) expected to be in full time education and a further 3% said they expected to be in full time education with a part time job (this was an answer they wrote in, rather than one of the options they were offered to choose from). A quarter of respondents thought they would be in a full time job and almost one in ten thought they would be on a Modern Apprenticeship (9%). No more than 2% of respondents selected any of the other options presented, thus suggesting that very few expected to be out of work, looking after the home or family, or taking a gap year.

There were some key differences in expectations between males and females. Almost two in ten males expected to be on a Modern Apprenticeship in one year's time (17%) but only two in a hundred girls thought that this is what they would be doing. Female respondents were notably more likely than male respondents to expect to be studying full time (six in ten compared with five in ten).

Fewer seventeen year olds anticipated being in a full time job in a year's time than was the case at the time of the 1999 survey. At that time a third anticipated being in full time work a year on, while in 2003 only a quarter expected this. In 1999, Modern Apprenticeships were not an option, though 5% anticipated being on a Skillseekers placement a year later - a proportion which has now fallen to just 1%. The proportion expecting to be in full time education in a year's time was also a little lower in 2003 than in 1999 (in 1999, 68% of females and 53% of males thought they would be studying full time in a year's time compared with 59% and 46% in 2003). In undertaking comparisons between the 1999 and 2003 surveys, it is important to remember that the 2003 survey took place six months later than the 1999 survey – thus the period people were thinking ahead to would be slightly different (October – December of the year after their S6 or equivalent year, rather than April – June). (Table not shown)

Table 5-1 Expected activity in one year's time by sex

All respondents	Male	Female	Total
	%	%	%
In a full-time job	26	24	25
On a Modern Apprenticeship	17	2	9
On a Skillseekers placement or training	1	1	1
Out of work	2	1	2
In full-time education	46	59	53
Full time education and part time job	2	4	3
In a part-time job	1	1	1
In part-time education	1	1	1
Full time job OR full time education	0	2	1
Working/travelling abroad	1	2	1
Gap year	1	1	1
Looking after the home or family	0	1	0
Bases (weighted)	*2535*	*2499*	*5034*
Bases (unweighted)	*2224*	*2821*	*5045*

Some differences in expectations were observed by level of qualification. Those with five or more grade 1-2 passes at Standard Grade level were a lot more likely than those with none to expect to be in full time education in one year's time (four in five, compared with less than one in five respectively). This difference was largely balanced by the variation in expectations of full time employment: 50% of those with no grade 1-2 passes expected to be working full time, compared with 8% of those with five or more. Less qualified respondents (1-2 standard grades or less) were also a little more likely to envisage being on a Skillseekers placement, Modern Apprenticeship *or Get Ready for Work* Programme.

Table 5-2 Expected activity in one year's time by number of Standard Grades

All respondents	5+ grades 1-2	3-4 grades 1-2	1-2 grades 1-2	1+ grades 3-7	None	Total
	%	%	%	%	%	%
In a full-time job	8	20	33	45	50	25
On a Skillseekers, Modern Apprenticeship or *Get Ready for Work* Programme	3	10	16	16	15	10
Out of work	*	*	*	3	5	2
In full-time education	79	58	39	26	17	53
Doing something else or a combination of activities*	10	12	10	10	13	10
Bases (weighted)	*1845*	*636*	*1142*	*1146*	*111*	*4880*
Bases (unweighted)	*2539*	*706*	*920*	*728*	*65*	*4958*

* includes activities such as part-time work, part-time education, looking after family/home – which had too few cases to be displayed as distinct categories in the table.

Results by stage of leaving school and level of qualification were also reflected in differences by parental background, with those from professional social class backgrounds being more likely than other respondents to see themselves in full time education in a year's time, and less likely to see themselves in full time employment (table not shown).

Respondents' current main activity had quite a bearing on their anticipated activity in one year's time. Eight in ten of those in school and seven in ten of those at college expected to be in full time education or combining education and work in one year's time. Seven in ten of those currently in a full time job anticipated being in a full time job a year later and a slightly higher proportion (73%) of those on a Modern Apprenticeship anticipated doing the same a year later. Those who were currently out of work or looking after the home and family were most likely to think they would be out of work a year later, 6% and 7% respectively. Six in ten of those who were currently out of work expected they would be working a year later and a further one in ten anticipated being on a Modern Apprenticeship or Skillseekers placement/ training. A quarter of those who were currently looking after the home/ family thought they would be combining this with work or education a year later, while 18% thought they would be in full time education and 16% thought they would be in a full time job.

Table 5-3 Expected activity in one year's time by main activity in Autumn 2003*

All respondents	Full time job	Modern Apprent-iceship	Job with skill-seekers	Out of work	School	College	Looking after home or family
	%	%	%	%	%	%	%
In a full-time job	69	24	62	58	9	19	16
In a part-time job	2		1	2	1	0	5
On a Modern Apprenticeship	5	73	10	8	3	6	2
In a job with Skillseekers	0	0	16	3	0	0	0
Out of work	1	1	3	6	1	1	7
In full-time education	16	0	4	9	77	64	18
Combination of education & work	2	1	1		3	6	
In part-time education	1	1	-	1	*	-	4
Working/travelling abroad	1	0	3	*	2	1	-
Gap year	-	-	-	-	3	-	-
Looking after the home/ family	0	0	1	-	-	-	23
Combination of looking after family and work/ education	-	-	-	-	-	-	23
Doing something else or a combination of these	1	0	-	1	1	1	3
Bases (weighted)	*619*	*376*	*189*	*347*	*2452*	*769*	*44*
Bases (unweighted)	*532*	*298*	*154*	*242*	*2908*	*665*	*35*

*Percentages add up to more than 100 as some respondents gave more than one answer.

5.2 Aspirations

Respondents were presented with a number of statements about things they might or might not wish to do in the future and asked to say whether they agreed or disagreed with each.

Priorities almost uniformly held by respondents (over nine in ten agreed with each) were to engage in lifelong learning, have a career or profession, raise a family and to spend most of their adult life in full time employment.

While 92% said having a career or profession was important to them, a smaller proportion (70%) said they had a clear idea of the career they wanted. Overall six in ten wanted to go to University, with this a notably more common aspiration for females than males (64% compared with 54%). Half the respondents said they would like to run their own business, with this aspiration particularly likely to be held by males (56% compared with 41% of females).

One in three males and one in two females agreed that they would not mind not enjoying work if it paid the bills. A quarter took the view that they would 'just wait and see where I end up'.

Comparing the findings in 2003 with those in 1999 reveals very little change for those items included in both years. The questions on life long learning and running a business were asked for the first time in 2003.

Table 5-4 What would like to do in the future by sex

All respondents	Male	Female	Total
	%	%	%
I would like to carry on learning new things throughout my life	94	94	94
Having a career or profession is important to me	92	92	92
I would like to raise a family some time in the future	90	89	90
I would like to have a full time job for most of my adult life	92	88	90
I have a clear idea of the career that I want	69	71	70
I would like to go to university and get a degree	54	64	59
I would like to run my own business	56	41	49
I don't mind not enjoying my work if it pays the bills	35	21	28
I'll just wait and see where I end up	26	22	24
Bases (weighted)	*2576*	*2512*	*5088*
Bases (unweighted)	*2255*	*2833*	*5088*

Respondents were similarly likely to want a full time job which they enjoyed, and to want a full time job for most of their adult life, regardless of their levels of qualification. Those with five or more grade 1-2 passes were, as might be expected, a great deal more likely than other respondents to want to go to university (90% compared with 26% of those with no standard grades). Better qualified respondents were also a little more likely to agree that having a career or profession was

important to them, however, those with five or more grade 1-2 passes were also *least* likely to want to run their own business in the future.

Table 5-5 What would like to do in the future by number of Standard Grades

All respondents	5+ grades 1-2	3-4 grades 1-2	1-2 grades 1-2	1+ grades 3-7 only	None	Total
	%	%	%	%	%	%
I have a clear idea of the career that I want in the future.	65	72	74	73	60	70
I'll just wait and see where I end up.	21	22	22	30	52	24
I would like to have a full time job for most of my adult life.	88	90	91	92	86	90
I would like to carry on learning things throughout my life.	96	94	94	91	91	94
I would like to raise a family some time in the future.	91	90	89	89	91	90
Having a career or profession is important to me.	94	92	91	90	81	92
I would like to go to university and get a degree.	89	62	41	30	26	59
I would like to run my own business in the future.	38	46	55	61	53	49
I wouldn't mind not enjoying my work if it paid the bills.	17	22	31	43	46	28
Bases (weighted)	1852	642	1152	1165	118	4928
Bases (unweighted)	2539	708	920	728	65	4958

For those aspirations shared by a very high proportion of respondents, there was little difference by social class. However, among some of the less commonly-held aspirations, such differences did emerge. In particular, wanting to obtain a university degree was an aspiration most common among those whose parents were in the higher professional social class group (83%) and least common among those whose parents were in routine or semi-routine occupations (41% of whom wanted to go to university). In contrast, the aspiration of running a business was most commonly held among those whose parents were in routine or semi-routine occupations (53%) and was least common among those from higher professional backgrounds (among whom 40% aspired to run their own business). While three-quarters of those whose parents were in routine or semi-routine occupations had a clear idea of the career they wanted, fewer of those whose parents were in professional occupations were in this position (two-thirds). However, the latter group were less likely to be happy with a job just because it paid the bills (18%) compared with 36% of those whose parents were in routine or semi-routine occupations.

Table 5-6 What would like to do in the future by parents' social class

All respondents	Higher managerial & professional	lower professional & managerial/ higher technical & supervisory	Intermediate occupations & self employed	lower supervisory & technical	routine & semi-routine occupations
	%	%	%	%	%
I would like to carry on learning new things throughout my life	95	96	94	93	93
Having a career or profession is important to me	93	93	93	91	91
I would like to raise a family some time in the future	93	91	90	90	87
I would like to have a full time job for most of my adult life	88	89	90	92	92
I have a clear idea of the career that I want	65	66	73	73	75
I would like to go to university and get a degree	83	70	53	48	41
I would like to run my own business	40	43	54	52	53
I don't mind not enjoying my work if it pays the bills	18	21	31	32	36
I'll just wait and see where I end up	23	22	24	23	28
Bases (weighted)	*538*	*1667*	*1018*	*726*	*620*
Bases (unweighted)	*662*	*1874*	*1001*	*664*	*506*

5.3 Key points

- Over half the sample expected to be in full-time education in a year's time, with a quarter expecting to be in a full-time job (down from a third in 1999).

- The most common and widely--held aspirations were to engage in lifelong learning, have a career or profession, raise a family and to spend most of their adult life in full time employment.

- In terms of social class, those whose parents were in higher managerial and professional occupations were markedly more likely than those whose parents were from routine or semi-routine occupations to aspire to a university education, but slightly less likely to aspire to running their own business.

6 S4 STANDARD GRADE QUALIFICATIONS

6.1 Introduction

Since the last Scottish School Leavers Survey was conducted in 1999, there have been important developments in relation to qualifications in Scotland, with the introduction of the Scottish Credit and Qualification Framework and the Higher Still reforms. Although many of these changes have focused on the qualifications, pathways and equivalences at the post-compulsory stage, an increased emphasis has been placed on the three levels at which Standard Grades can be sat (Foundation, General and Credit). Within most of the report, qualifications are reported in-line with the Scottish Credit and Qualification Framework and grades are analysed at the number of passes achieved at Credit level (Grades 1-2). This is a departure from previous reports that focused on the traditional benchmark of the number of Standard Grades passed at grades 1-3, which also took account of the small proportion of young people in Scotland who sit GCSE examinations.

6.2 Standard Grades and GCSE's

As a means of comparison with previous cohorts, Table 6-1 presents the qualifications achieved according to the previous benchmark of the number of Standard Grades achieved at grades 1-3 and also takes into account those who sat one or more GCSE's (5% in the current sweep).

Table 6-1 Number of Standard Grades/GCSE's by sex

All Respondents*	1999			2003		
	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%
5+ at grades 1-3/A-C	55	64	59	65	71	68
3-4 at grades 1-3/A-C	14	12	13	12	12	12
1-2 at grades 1-3/A-C	17	13	15	13	11	12
1 or more, all at grades 4-7, D or below	13	9	11	9	6	8
None	2	2	2	1	1	1
Bases (weighted)	*3821*	*3746*	*7567*	*2150*	*2090*	*4240*
Bases (unweighted)	*3371*	*4194*	*7565*	*1910*	*2408*	*4318*

*2003 data is restricted to those respondents who gave permission to access SQA data.

On the basis of this data for the 2003 cohort, over two-thirds of respondents achieved five or more Standard Grades or GCSE passes at grades 1-3/A-C. Twelve percent achieved 3-4 grades and a further 12% achieved 1-2 grades at this level. Nearly one in ten respondents achieved no passes at grades 1-3/A-C, although the majority of these respondents had achieved some passes, albeit at lower grades with only 1 percent who failed to achieve no passes. If we contrast the results of males and females, a significant difference between the sexes at the highest level of attainment

was evident where 71% of females achieved 5+ grades at 1-3, compared to 65% among the males.

Comparing the current results to the last survey conducted in 1999 would indicate that overall levels of attainment at Standard Grade are on a continued upward trend. This is most marked at the highest level of attainment with a significant increase in those obtaining 5 or more passes at 1-3/A-C, an increase of 9 percent. The percentage of males achieving 5+ grades at 1-3/A-C increased by 10 percentage points compared to the results for 1999 cohort, while the respective figure for females, although starting from a more favourable position, represented an increase of 7 percentage points.

6.3 Factors associated with Standard Grade attainment

Table 6-2 presents Standard Grade attainment according to the number of passes achieved at Credit level (Grades 1-2). Overall at the highest level of attainment nearly four out of ten respondents achieved 5 or more Credit level passes, while at the other end of the spectrum over a quarter failed to achieve any grades at this level.

In-line with the general pattern presented in Table 6-1 above, at Credit level we see higher levels of attainment among females. Just over a third of males achieved 5 or more passes at Credit level, while the respective figure for the females was over two in five. Over a quarter of both the males and females had not achieved any passes at Credit level, 28 and 25 percent respectively.

Table 6-2 Number of Standard Grades by sex

All Respondents	Male	Female	Total
	%	%	%
5+ at grades 1-2	34	41	38
3-4 at grades 1-2	14	12	13
1-2 at grades 1-2	24	22	23
1 or more, all at grades 3-7	25	23	24
None	3	2	2
Bases (weighted)	*2494*	*2434*	*4928*
Bases (unweighted)	*2198*	*2760*	*4958*

There was a clear relationship between Standard Grade achievement and stage of leaving school. Over half of the respondents who left school at the end of S4 had failed to achieve any Standard Grade passes at Credit grade. This low level of achievement is likely to be associated with their decision to leave school at this stage and not progress into the upper secondary school.

Table 6-3 Number of Standard Grades by stage of leaving school

All Respondents	S4	S5 Xmas	S5/S6	Total
	%	%	%	%
5+ at grades 1-2	4	9	53	38
3-4 at grades 1-2	6	11	16	13
1-2 at grades 1-2	30	32	19	23
1 or more, all at grades 3-7	50	46	11	23
None	9	2	0	2
Bases (weighted)	1190	330	3335	4855
Bases (unweighted)	859	266	3778	4903

Social Class background continues to be a strong predictor of educational attainment at Standard Grade. This is reflected in a strong linear relationship with attainment as we move up or down the social class hierarchy. While over seven out of ten respondents with parents classified as belonging to the 'Higher Managerial Higher Professional' Social Class achieved 5+ Credit passes, the respective figure for respondents from the Routine & Semi-routine social backgrounds was less than one in five. If we look at the lower end of the attainment according to social class, we see that only six percent of the highest social class failed to achieve any passes at grades 1-2, compared to nearly half (48%) among the lowest social class.

Another traditional predictor of educational attainment is the level of education parents themselves have achieved (Table 6.5), although parental education is also a reflection of social class background. Having well educated parents is by no means a prerequisite for high-level success at Standard Grade, however those with parents who are educated to degree level appear to have considerable advantages over the rest, where 6 out of 10 respondents achieved 5 or more Credit level grades.

Table 6-4 Number of Standard Grades by parents' social class

All Respondents	Higher Managerial & Higher Profess-ional	Lower Professional, Lower managerial Higher Technical & Supervisory	Intermediate Occupations & self-employed	Lower supervisory & Technical	Routine & semi-routine occupations	Total*
	%	%	%	%	%	%
5+ at grades 1-2	71	51	32	23	17	40
3-4 at grades 1-2	11	16	14	14	9	14
1-2 at grades 1-2	13	19	27	31	26	23
1 or more, all at grades 3-7	5	14	25	30	45	22
None	1	1	2	2	3	2
Bases (weighted)	*526*	*1643*	*996*	*705*	*585*	*4455*
Bases (unweighted)	*652*	*1853*	*979*	*643*	*481*	*4608*

* Table excludes those respondents who did not give us enough information to classify parental social class.

Table 6-5 Number of Standard Grades by parental education

All Respondents	One or both parents have degree	One or both parents have Highers	Neither have Highers	Don't know	Total*
	%	%	%	%	%
5+ at grades 1-2	60	41	30	13	38
3-4 at grades 1-2	13	15	13	11	13
1-2 at grades 1-2	17	24	26	29	23
1 or more, all at grades 3-7	10	20	28	42	24
None	1	1	3	5	2
Bases (weighted)	*1402*	*1194*	*1319*	*1012*	*4927*
Bases (unweighted)	*1647*	*1253*	*1254*	*804*	*4958*

* Table excludes those respondents who did not report parental education level.

Young people are being brought up in an increasingly diverse range of family constellations and, with increasing divorce rates, many young people at some stage will live with only one parent or within a 'reconstituted' family comprising one natural parent and a step-parent. During their S4 year, a clear majority 7 out of ten young people lived with both natural parents, one in five were living with one parent and 8% within a reconstituted family (Table not shown). Living with both natural parents appeared to favour higher levels of achievement, compared to other living arrangements (Table 6-6-6).

Table 6-6 Number of Standard Grades by living arrangements during S4

All Respondents	Both natural parents	Single parent	Reconstituted family	Other	Total
	%	%	%	%	%
5+ at grades 1-2	43	25	30	20	38
3-4 at grades 1-2	14	12	12	6	13
1-2 at grades 1-2	22	25	30	34	23
1 or more, all at grades 3-7	20	35	25	33	24
None	2	4	4	7	2
Bases (weighted)	*3450*	*948*	*397*	*110*	*4905*
Bases (unweighted)	*3625*	*837*	*384*	*93*	*4939*

In term of housing tenure, living with parents or guardians who privately owned their home were much more likely to have achieved higher levels of attainment compared to those who lived in council or other rented accommodation. Nearly half of those living in rented accommodation achieved no Credit level passes, compared to less than one in 5 among those living in privately owned accommodation.

Table 6-7 Number of Standard Grades by stage by housing tenure

All Respondents	Privately owned	Rented	Somewhere else	Total
	%	%	%	%
5+ at grades 1-2	46	15	43	38
3-4 at grades 1-2	14	10	11	13
1-2 at grades 1-2	22	29	25	24
1 or more, all at grades 3-7	17	40	19	23
None	1	6	2	2
Bases (weighted)	*3539*	*1295*	*53*	*4887*
Bases (unweighted)	*3850*	*1020*	*59*	*4929*

Another indicator of disadvantage is whether respondents lived within an area designated as a Social Inclusion Partnership Area (SIP). Not surprisingly, and reflecting social disadvantage those who lived in a SIP area were under-represented at the higher levels of attainment and over-represented at the lower levels. Two out of five respondents who lived in a SIP area did not achieve any Credit level passes.

Table 6-8 Number of Standard Grades by whether or not in a Social Inclusion Partnership Area

All Respondents	Not living in Social Inclusion Partnership Area	Living in Social Inclusion Partnership Area	Total
	%	%	%
5+ at grades 1-2	41	19	37
3-4 at grades 1-2	13	12	13
1-2 at grades 1-2	23	28	23
1 or more, all at grades 3-7	21	35	24
None	2	6	2
Bases (weighted)	*4109*	*819*	*4928*
Bases (unweighted)	*4503*	*455*	*4958*

Truancy is said to be one of the strongest indicators of educational disaffection representing a voluntary form of exclusion. Table 6.9 highlights the strong inverse relationship between levels of truancy in S4 and Standard Grade attainment. Among those who had never truanted levels of attainment were particularly high, with around two-thirds who had obtained 3 or more Credit level grades, this is in stark contrast to those who truant for 'weeks at a time' where the corresponding figure was only 4 percent. Although the proportion that truanted frequently (days or weeks at a time) was relatively small (7%), these wide disparities in achievement are likely to represent an area of continuing concern. However what is less clear is the direction of this relationship, whether lower levels of attainment are the result of missing school or whether the truancy itself is a reflection of wider difficulties at school, or some combination of these factors.

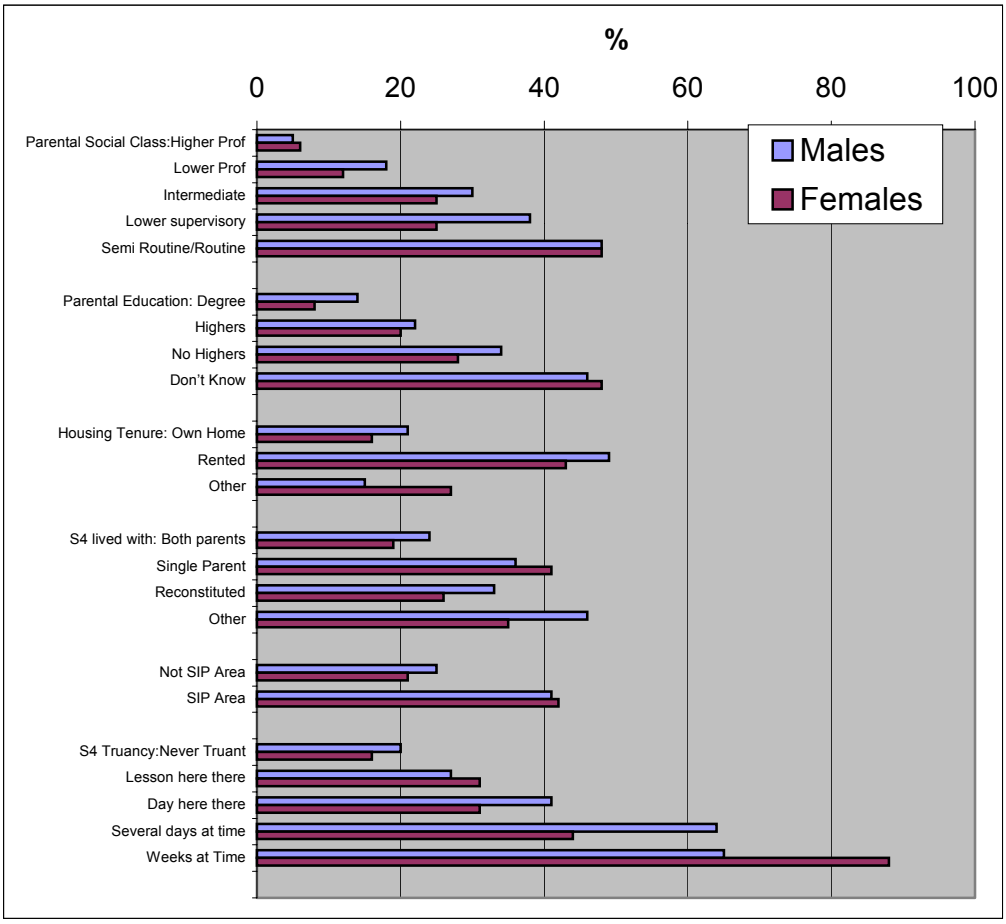
Table 6-9 Number of Standard Grades by truancy during S4

All Respondents	Never	Lessons here and there	A day here and there	Several days at a time	Weeks at a time	Total
	%	%	%	%	%	%
5+ at grades 1-2	49	27	23	5	1	38
3-4 at grades 1-2	13	16	12	9	3	13
1-2 at grades 1-2	20	28	29	31	19	23
1 or more, all at grades 3-7	17	28	33	45	52	24
None	1	1	3	9	26	2
Bases (weighted)	*2829*	*980*	*763*	*244*	*101*	*4917*
Bases (unweighted)	*3057*	*930*	*709*	*182*	*67*	*4945*

6.4 Predicting Credit Level Standard Grade Attainment

Although we have identified very clear relationships between Standard Grade attainment at Credit level and a number of different indicators relating to the respondents individual characteristics, family background etc., many of these factors are likely to overlap. In order to gain a clearer picture of the relationship between these background factors and Standard Grade attainment a logistic regression model was conducted (Appendix 4-1). The proportions that achieved no Credit grades for each of the variables included in the model are reported in Figure 6-1 below.

Figure 6-1 Percentage achieving no Standard Grades at Credit Level (1-2) by various characteristics according to gender



The model was used to predict the characteristics of those who obtained no Credit level passes, compared to the rest. The result of the model for all respondents shows that females were significantly less likely to have no Credit grades, compared to the males. After controlling for gender those with parents from the highest social class, and the best educated parents appeared to have to have significant advantage over the rest. In fact the overall the picture that emerges is one of cumulative advantage.

In order to assess whether a different range of factors predicted Credit level Standard Grade attainment according to gender the model was run separately for males and females. For males the model remained basically the same as the overall model, although the effect of parental education was weaker, in so far as those with a parent educated to degree level did not appear to have significant advantage over those where one or both parents had Highers.

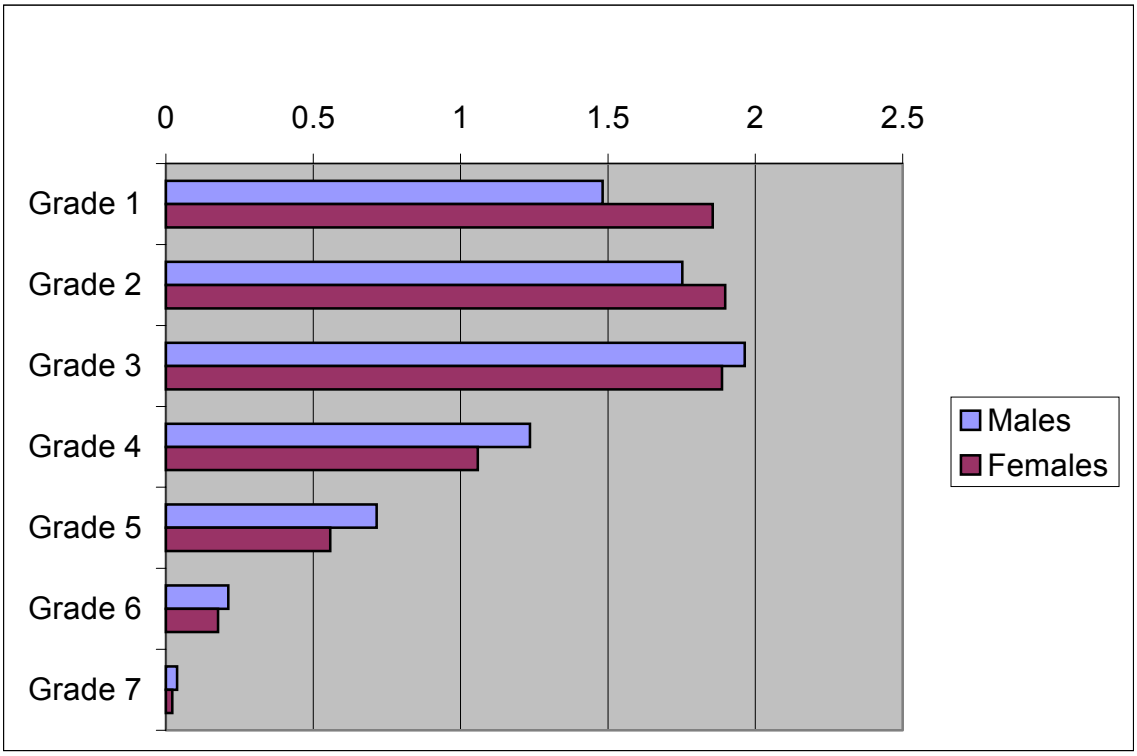
For females the picture was slightly different, compared to the males the relationship between social class and attainment was not so clear-cut although whether or not you lived in a Social Inclusion Partnership area became significant for the females. In the case of the females those with parents educated to degree level retained their significant advantage over those with parents with other levels of attainment. Interestingly, although living in a single parent household was not a significant factor for the males, females living with one parent did appear to face educational

disadvantage. This could plausibly reflect a higher level of domestic responsibility, caring for siblings, domestic chores etc. that is placed upon females living within single parent households. Although as we have highlighted above truanting for 'weeks at a time' is relatively uncommon among both sexes it is also worth noting the poor levels of Standard Grade performance among this group of females, where 88 percent of females who truant for 'weeks at a time' achieve no Credit passes (Figure 6-1).

6.5 Standard Grade Attainment at individual grades

Figure 6-2 shows the average number of Standard Grades obtained by each sex at each individual grade. This highlights how most commonly-attained passes are obtained are at Grades 1-3 with relative few grades obtained at the lower grades in particular grade 6 and 7. This reflects the vast majority who sit and obtain grades at Credit and Foundation levels. On average females obtained more Standard Grades at Grades one and two than did males, who in turn are over-represented at all the other grades.

Figure 6-2 Mean Number of Standard Grades at each Grade by Sex



6.6 Core Skills: Literacy and Numeracy at Standard Grade

The importance of core skills in terms of literacy and numeracy to overall educational standards is reflected throughout key policy documents in Scotland, for example Standards in Scotland's Schools etc. Act 2000, the National Strategies for Literacy and Numeracy and national priorities for education. Achievements in these two core areas are seen as the primary building blocks for learning in its broadest sense.

In recent years, throughout the UK, considerable emphasis has been placed on the achievement differentials of males and females and much of this attention has been placed on low achieving males and in particular working class young males. In Scotland a number of studies have been commissioned to examine these gender differentials (Biggart, 2000; Tinklin and Croxford 2000; Tinklin *et al* 2001). These studies have confirmed the overall higher levels of achievement among females; however, they have also highlighted some of the complexities of the gender and achievement debate.

Gorard *et al* (1999), in a sophisticated analysis of GCSE results, highlighted how many previous accounts have tended to overstate the gender differentials between males and females in attainment by failing to make a distinction between percentages and percentage points. While the debate has often been focused on low-achieving or underachieving males, the widest differentials tend to be at the higher levels of achievement. Their results demonstrated that not only was the gap in favour of girls largest at the highest levels of achievement, but also – contrary to

many accounts – the gap was narrowing over time. Following the methodology of Gorard *et al* (1999) the following tables assess the gender gap at Standard Grade in the core skills of English and Mathematics assessing differentials at each grade or above.

Table 6-10 shows the results for our respondents in Standard Grade English where the clear majority of respondents achieved a Grade 3 result or above, with significant differences between male and females. At Grade 1 the gender gap in favour of females was 7 percent, a gap that increases to 12 percent at Grade 2 or above, and remains at 12 percent at Grade 3 or above, before declining sharply at Grade 4 or above. This confirms the overall better performance of females in English Standard Grade.

Table 6-10 Standard Grade English by sex

All SQA Respondents	Males	Females	Gender Gap
	%	%	%
Grade 1	12	19	7
Grade 2 or above	41	53	12
Grade 3 or above	74	86	12
Grade 4 or above	96	99	3
Grade 5 or above	100	100	0
Grade 6	-	-	-
Grade 7	-	-	-
Bases (weighted)	*2043*	*2075*	-
Bases (unweighted)	*1779*	*2220*	-

If we examine the cumulative grades for Mathematics a somewhat different picture emerges. Firstly, compared to Standard Grade English there is a wider spread of results with a higher percentage of males and females receiving lower grades. While females were slightly over-represented at the highest grade (2 %), looking at the proportions of males and females that achieved a Credit level result showed no gender gap, with just over a third who had obtained a Credit level pass. At Grade 3 or above the gender-gap reverses in favour of the males and continues to fluctuate in this way down the grades.

Table 6-11 Standard Grade Maths by sex

All SQA Respondents	Males	Females	Gender Gap
	%	%	%
Grade 1	20	22	2
Grade 2 or above	36	36	0
Grade 3 or above	60	58	-2
Grade 4 or above	76	76	0
Grade 5 or above	94	92	-2
Grade 6 or above	99	99	0
Grade 7 or above	100	100	-
Bases (weighted)	*2076*	*2022*	-
Bases (unweighted)	*1855*	*2345*	-

Although we have identified a clear gender gap in favour of females in English, and a more complex but more equitable position in mathematics, when we assessed these gender differentials against the gap in terms of social background, the latter represented a much greater source of inequality. Table 6-12 presents the English results for the highest and lowest of the social class groups. Over a third of those from the highest social class obtained a Grade 1 compared to only 6 percent among those from the lowest social class, a gap of some 31 percent. Taking Credit level as a whole, the social class gap widened even further, whereas over three-quarters of those among the top social class had achieved a Credit grade, the respective figure among those from the Routine and Semi-routine class was less than a third.

Table 6-12 English Standard Grades by Parent's Social Class

Selected Groups of SQA Respondents	Higher Managerial & Higher Prof.	Routine & Semi-routine	Social Class Gap
	%	%	%
Grade 1	37	6	31
Grade 2 or above	77	32	45
Grade 3 or above	96	73	26
Grade 4 or above	100	96	4
Grade 5 or above	100	99	1
Grade 6 or above	100	100	-
Grade 7 or above	-	-	-
Bases (weighted)	*453*	*591*	-
Bases (unweighted)	*568*	*411*	-

Considering these same social class groups according to Standard Grade Maths results showed even wider disparities within this subject, where the gap remained high even at General Level (4) or above where there remained a gap of 40 percent.

Table 6-13 Standard Grade Maths by Social Class

Selected Groups of SQA Respondents	Higher Managerial & Higher Prof.	Routine & Semi-routine	Social Class Gap
	%	%	%
Grade 1	48	7	41
Grade 2 or above	67	15	52
Grade 3 or above	87	36	51
Grade 4 or above	95	55	40
Grade 5 or above	98	84	14
Grade 6 or above	100	99	1
Grade 7 or above	100	100	-
Bases (weighted)	*454*	*492*	-
Bases (unweighted)	*565*	*406*	-

In order to assess the interaction between social class and gender the intra- and inter-class results were contrasted for these groups and the respective attainment gaps are presented in Table 6-14 and Table 6-15. In terms of intra-class differences in Standard Grade English, females outperformed their respective male peers within both social classes. The differences were, however, much more marked among the Professional Social Class where the gap in favour of females Credit level was 43 percent. The overall picture for English was one of particularly high levels of achievement among Professional Class females, who significantly outperformed all the other groups.

Table 6-14 Percentage gap in Standard Grade English according to social class and gender

Selected Groups of SQA Respondents	Professional Class Females V's Lower working Class Females	Professional Class Males V's Lower Working Class Males	Professional Class Females V's Professional Class Males	Lower Working Class Females V's Lower working class Males
	%	%	%	%
Grade 1	40	26	29	3
Grade 2 or above	55	53	43	9
Grade 3 or above	32	47	24	18
Grade 4 or above	4	6	4	4
Grade 5 or above	-	-	-	-
Grade 6 or above	-	-	-	-
Grade 7 or above				
Bases (weighted)	*478*	*473*	*453*	*498*
Bases (unweighted)	*544*	*433*	*566*	*411*

In Maths, inter-class comparisons for males and females confirmed the higher level of disparity than in the case of English for both genders, with a gap in the region of forty percent. The within social class differences highlighted the better performance of males in mathematics. With the exception of Professional class females who performed better than their male equivalents at the highest grade, the intra-class gender gap favoured the males, albeit to a much lesser extent than the female advantage in English.

Table 6-15 Percentage cap in Standard Grade Maths according to social class and gender

Selected Groups of SQA Respondents	Professional Class Females V's Lower working Class Females	Professional Class Males V's Lower Working Class Males	Professional Class Females V's Professional Class Males	Lower Working Class Females V's Lower working class Males
	%	%	%	%
Grade 1	43	39	2	-2
Grade 2 or above	49	54	-8	-3
Grade 3 or above	54	47	-3	-10
Grade 4 or above	41	40	-2	-3
Grade 5 or above	18	11	-1	-8
Grade 6 or above	1	-	-	-1
Grade 7 or above				
Bases (weighted)	*470*	*476*	*453*	*493*
Bases (unweighted)	*537*	*434*	*565*	*406*

6.7 Key points

- The analysis conducted on the current sweep highlights a continued upward trend in the overall qualification profile of young people in Scotland at Standard Grade. Females have for some time now overtaken males in their overall results at Standard Grade and appear to be maintaining this lead, an advantage that is largely a reflection of their better performance at the highest levels of attainment.

- Although females continue to outperform males, when we consider the extent of these differences compared to the results according to social background, the size of the latter represents a considerably greater source of inequality. The analysis highlights the stubborn persistence of social class inequality in attainment and in particular the cumulative advantage among the higher social classes, who despite rising overall levels of attainment, appear able to maintain their competitive advantage over other groups.

- The individual grade analysis confirmed the overall advantage of females and in particular their better performance at the highest grades. However, it showed a more complex picture than that illustrated by the aggregate Standard Grade results.

- The core skills of English and Mathematics were examined, and the interaction between social class and gender highlighted. The considerable size of the gap between the highest and lowest social classes in English was very evident as well as the better performance of females compared to their male social class equivalents.

- For mathematics the social class gap for both genders remained wide even at General level or above. However, in contrast to the case of English, the gender differences within the social classes generally favoured the males.

7 THE DISADVANTAGED

In this Section, we look more closely at patterns of labour market entry of less advantaged young people and at those whose entry into the labour market may be somewhat difficult. We begin by highlighting patterns of disadvantage and examining the first destinations of less advantaged young people and then focus directly on the characteristics of young people who spent time not in employment, education and training (NEET). The discussion of NEET leads to a fuller examination of early career turbulence and of the extent to which initial problems are overcome or lead to more entrenched difficulties. The chapter concludes with a brief overview of the more precarious sectors of the labour market.

7.1 Types of disadvantage and labour market entry

For young people, labour market disadvantages can be associated with family circumstances which are frequently linked to patterns of educational attainment and experience. In combination with family or educational disadvantage or independent of them, there can also be an association between weak career management skills and patterns of labour market entry (Furlong *et a*l, 2003). We begin this section by summarising patterns of disadvantage before looking at the ways in which these are linked to labour market entry.

While levels of parental unemployment were close to the national average (at around 6%), for just over one in ten young people the parent with the highest skilled occupation worked in a routine or semi-routine capacity (Table 7.1). Fewer than one in five young people lived in a Social Inclusion Partnership area (SIP) during S4. Whereas the vast majority of young people said that their parents often urged them to work hard at school, encouraged them in their future plans or discussed their plans with them, more than one in ten young people failed to receive regular encouragement. In terms of educational attainments, three in ten young people either had no Standard Grades or had passes at below level 2. A minority of young people showed signs of educational disaffection in that they had truanted regularly or had been suspended or expelled from school; males being twice as likely as females to have been expelled or suspended. In terms of personal motivation and career management, around 17% of males and 14% of females can be described as lacking direction in that they had little idea of the career that they wanted and agreed that they would just wait to see where they ended up.

Table 7-1 Indicators of disadvantage, by gender

All respondents	Male	Female	Total
Family circumstances	%	%	%
Low social class	11	13	12
Father unemployed	6	6	6
Mother unemployed	6	7	6
Lack of parental encouragement	12	13	13
SIP resident	17	16	17
Educational			
No Standard Grades at 1-2	33	27	30
Regular truant	7	8	7
Expelled or suspended	14	6	10
Career management			
Lacks direction	17	14	15
Multiple disadvantages			
Two categories of disadvantage	38	34	36
Three categories of disadvantage	6	4	5
Bases (weighted)	*2575*	*2512*	*5087*
Bases (unweighted)	*2255*	*2833*	*5088*

More than a third of young people were faced with two categories of disadvantage, in other words, they were disadvantaged by family circumstances and educational experiences, by family and career management or by educational experiences and career management. A small group of young people (around 5%) were faced with three categories of disadvantage. The strongest linkage was between family circumstances and educational experiences: just over a third (35%) of those who came from less advantaged families were disadvantaged educationally. Poor career management was only weakly associated with either family disadvantage (15%) or educational disadvantage (17%).

The stage at which young people left school was affected by family circumstances and educational experiences (Table 7.2). In particular, those who left school before S5 or who were Christmas leavers were more likely than later leavers to have been regular truants, to have been suspended or expelled from school or to have no Standard Grades at 1-2. They were also more likely to have parents in the lowest social class, live in a SIP, lack parental encouragement and to suffer from multiple disadvantages. Those who lacked a sense of direction were just as likely to remain in education as to leave.

Table 7-2 Indicators of disadvantage, by stage of leaving school

All respondents	Before S5	S5 Xmas leaver	After
Family circumstances	%	%	%
Low social class	20	17	9
Father unemployed	10	8	4
Mother unemployed	11	8	4
Lack of parental encouragement	18	16	10
SIP resident	24	20	13
Educational			
No Standard Grades at 1-2	67	55	14
Regular truant	21	11	2
Expelled or suspended	26	12	4
Career management			
Lacks direction	17	19	15
Multiple disadvantages			
Two categories of disadvantage	63	48	25
Three categories of disadvantage	11	13	2
Bases (weighted)	*1247*	*338*	*3420*
Bases (unweighted)	*902*	*272*	*3849*

With the most disadvantaged groups, those with poor educational attainments and those who regularly played truant or who were suspended or expelled from school being most likely to have left school at the earliest stage, it was these young people who were least likely to be in education and most likely to be in employment at the time of the survey (Table 7.3). Levels of unemployment were highest among those with three categories of disadvantage, those who played truant regularly or who were expelled or suspended and those without Standard Grades at levels 1 and 2. Rates of unemployment were also very high among those who lived in a SIP, had a parent who was unemployed or who was in the lowest social class.

Table 7-3 Indicators of disadvantage, by current status

	Education	Employment	Training	Unemployed	Carer	Other	*n (unweighted)*
Family circumstances							
Low social class	49	18	17	12	2	2	*506*
Father unemployed	55	8	14	17	2	4	*230*
Mother unemployed	53	13	11	16	2	4	*247*
Lack of parental encouragement	51	17	16	11	2	3	*600*
SIP resident	54	15	14	13	1	3	*468*
Educational							
No SGs at 1-2	38	19	22	16	2	3	*944*
Regular truant	21	24	18	27	4	6	*267*
Expelled or suspended	27	21	24	23	2	3	*329*
Career management							
Lacks direction	61	15	10	10	1	2	*786*
Multiple disadvantage							
Two categories of disadvantage	49	17	18	12	1	2	*1436*
Three categories of disadvantage	31	23	16	23	3	4	*173*
All	65	12	13	7	1	2	*5077*

7.2 NEET

With a commitment to increase the proportion of young people who remain in education beyond the age of 16 and to increase participation in Higher Education, minimum age school-leaving has become a minority experience. In Scotland more than 50% of young people now enter Higher Education and less than three in ten leave school at the minimum age. Among minimum aged leavers, young people from disadvantaged families and those with poor educational qualifications are heavily represented and there is a linkage between early leaving, difficult transitions to work, unemployment and precarious positions in the labour market (Furlong *et al*, 2003; Howieson, 2003). Changes in benefit regulations in the 1980s removed the possibility of early school-leavers being officially classified as unemployed and various policies served to encourage those who did leave to enter jobs that provided training or government supported training programmes. Despite the non-availability of benefits to help support young people who left school early, shortages of suitable jobs and training places mean that there are always a group of people who are not in education, employment or training (commonly referred to as NEET).

NEET as a category is quite heterogeneous. It includes a proportion of young people who are available for work and are actively seeking employment: a group that fits the ILO definition of unemployment. Also included are those who are not available or not seeking work. Groups such as the long-term sick or disabled or those with responsibilities for the care of children or relatives may not be available for work. Those who are not seeking work may be pursuing other interests, resting, developing artistic skills in an unpaid capacity or taking time to travel. The usefulness of NEET as a category is compromised through the ways in which disadvantaged people who occupy different positions in relation to the labour market are combined with more privileged young people who are able to exercise a significant degree of choice about the ways in which they manage their lives.

Estimates of the size of NEET are partly dependent on the age group in question and partly accounted for by the state of the local labour market. Researchers also use both static measures of NEET (the proportion who are NEET at a point in time) and cumulative measures (those who are NEET at any point within a given time span or for a minimum period over a period of time) and have defined membership in different ways. The first research to focus on NEET as a distinct category was Istance and colleagues and they used the term Status A (later changing it to Status Zero) to refer to a group of people who were not covered by any of the main categories of labour market status (employment, education or training). For Istance and colleagues Status Zero was a residual category which they measured using both cross-sectional and dynamic approaches. At any one point in time, they estimated that between 16 and 23% of 16-17 year-olds in South Glamorgan fell into the Status Zero category. Istance and colleagues recognised that it would be misleading to regard Status Zero as a homogenous group given that the profiles of members varied significantly and while for some membership was fleeting, others spent long periods of time outside education and the labour market.

Following the work of Istance and colleagues in South Wales, a study of Status Zero was undertaken in Northern Ireland. Based on secondary analysis of official statistics, as well as a follow-up survey of a cohort of school-leavers drawn from Careers Office records, they also used a static and dynamic approach to the quantification of Status Zero. Analysis of official statistics showed that at any one time around 4-6% of sixteen year-olds can be classed as Status Zero. Cohort data showed a small increase in the size of Status Zero over a two year period and highlighted large inflows each year in June and July and large outflows in August and September. The data also showed that it was comparatively rare for young people to encounter multiple spells of Status Zero, but that around a third of those who entered Status Zero remained in that status for a period of six months or more. As a proportion of the cohort, 8% of young people were long-term Status Zero.

Partly for political reasons and partly to clarify a concept whose meaning was not immediately clear, later researchers began to use the term NEET (Not in Employment, Education or Training) in place of Status Zero: a term that draws attention to the heterogeneous nature of the category and avoids the negative connotations of a term that highlights lack of status.

In an analysis of NEET in Scotland using earlier SSLS cohorts, Croxford and Raffe showed that, during the three years following the end of compulsory schooling, the numbers of young people who were NEET varied between 5% and 16%. The researchers acknowledged that due to sample bias and under-reporting of unemployment in retrospective surveys these estimates were likely to understate the proportion who were NEET. Over the three post-school years studied, 31% were classified as NEET on at least one of the six time points at which information was collected.[4] In Croxford and Raffe's analysis, the proportion of young people who were NEET was relatively low in the year after the end of post-compulsory schooling (between 3% and 11% for the cohorts studied) but had increased by the end of the second post-compulsory year. The skew towards the older end of the age group is a consequence of high levels of post-compulsory educational retention.

Croxford and Raffe made a distinction between what they referred to as the 'broad' and 'narrow' definitions of NEET. The broad definition encompasses two sub-groups; those taking a long holiday, doing voluntary work or working part-time (the more advantaged group) and those who were unemployed, sick or disabled or looking after children or family. Using the narrow definition, the proportion who had been NEET at one point in time ranged from 4% to 12% while one in five (20%) had been NEET at some point in time.

While Croxford and Raffe's study represents the best attempt to quantify NEET in Scotland, Bynner and Parsons used the 1970 British Birth Cohort to look at the prevalence of NEET in the UK and to analyse the characteristics of young people who were NEET between the ages of 16 and 18. For Bynner and Parsons, NEET is a dynamic concept and because the prime interest in NEET relates to a need to identify patterns of disengagement, they used a definition that required those classified as NEET to have been outside of education, employment and training for at least six months between the ages of 16 and 18. As such, it is not comparable to the definition used by Croxford and Raffe but is similar to one of the NEET typologies highlighted by Armstrong and colleagues in Northern Ireland.

Bynner and Parsons tested several ways of classifying NEET, including one that defined part-time workers as employed and a second that (like Croxford and Raffe) classified part-time workers as unemployed. The researchers opted for the former version in which no distinction was made between full and part-time employment for the classification of NEET. Using this classification, 7% of men and 14% of women were defined as NEET.

7.2.1 Prevalence of NEET in the SLSS

The number of young people responding to the current SSLS who can be categorised as NEET is obviously dependent on the way in which the concept is defined and the questions that are used to derive the variable. Using the question on main current activity (What are you doing now?) and defining NEET as those responding that they were out of work and looking for a job, looking after children or family members, on unpaid holiday or travelling, sick or disabled, doing voluntary work or engaged in another, unspecified, activity, 10% of males and 9% of females were

[4] Those young people who were NEET between time points are not included in the cumulative total and therefore these figures are also underestimated.

defined as NEET (unweighted n=363). The other variable that can be used to determine NEET is a filter question that asks directly whether respondents were in education, employment or training (Are you currently in employment, at school or doing any other education or training?). This question provides a slightly higher estimate of NEET (12% of males and 10% of females (unweighted n=466)). In this chapter the static definition of NEET refers to the former definition, based in main activity. With part-time working frequently being combined with other activities such as education, part-time workers are not defined as NEET.

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 actively searching and available during the last week) (Table 7-44). Unemployment accounted for the activities of more than eight in ten males and six in ten females who were NEET. Almost one in five 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, but 5% of females and 2% of male NEETs were sick or disabled. A significant number were engaged in other, unspecified, activities.

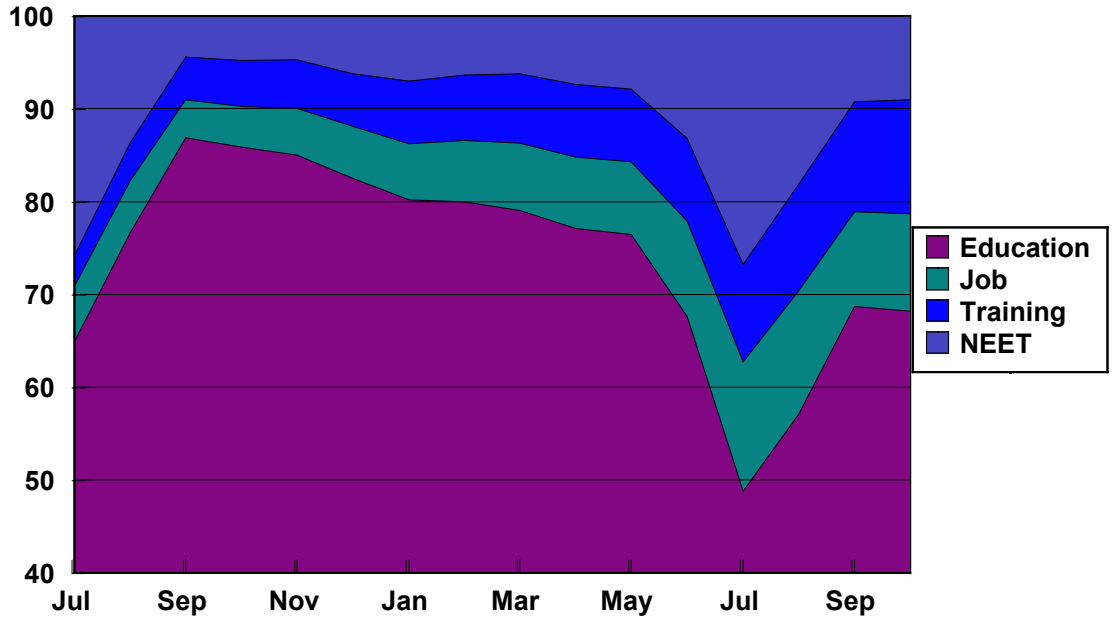
Table 7-4 Disaggregation of NEET based on current status

	% of all respondents		% of NEET	
	Male	Female	Male	Female
Out of work and looking for a job	8	6	81	63
Caring for children or family	0	2	*	19
Unpaid holiday	*	*	2	1
Voluntary work	*	0	*	1
Sick or disabled	*	1	2	5
Other (unspecified)	1	1	14	10
Bases (weighted)	*2570*	*2504*	*262*	*228*
Bases (unweighted)	*2251*	*2826*	*195*	*168*

Note *=<0.5%

Estimates of NEET can also be derived from the diary question in which respondents were asked retrospectively for details of main status on a monthly basis between July 2002 and October 2003. Figure 7.1 maps changes in the proportion of young people who were NEET across the time period covered (out of work and looking for a job, looking after home or family, on holiday or travelling or doing something else). The increase in NEET during summer vacations highlights one of the inadequacies 'snapshot' definitions where those who are temporarily between statuses can be classified as NEET. Using the diary, 26% were NEET in July 2002 and 27% NEET in July 2003, yet during the months September to May the proportion who are NEET ranges from 4% to 9%.

Figure 7-1 Monthly status changes between July 2002 and October 2002



The diary can also be used to quantify the numbers of young people who were NEET at any time during the 16 month period that was covered. With information on more time periods than existed in the earlier cohorts studies (monthly as compared to biennially) but collected over a shorter time period (16 months as compared to three years), the figures are not comparable to those presented by Croxford and Raffe. Using the diary we find that 36% of males and females were NEET in at least one of the 16 months.

An alternative and powerful conceptualisation of NEET which attempts to capture disengagement is one which measures long-term experience of NEET. This is a variant on the model used by Bynner and Parsons (which they based on a total of six months or more NEET in a period of two years) and is made possible through the inclusion of the monthly diary question. Our model is based on six or more months continuous experience of NEET. This period of time (which is used as the qualifying period for the New Deal for Young People) suggests that a young person may be facing difficulties. Using this model, 8% of males and 6% of females qualify as NEET (unweighted n=285).

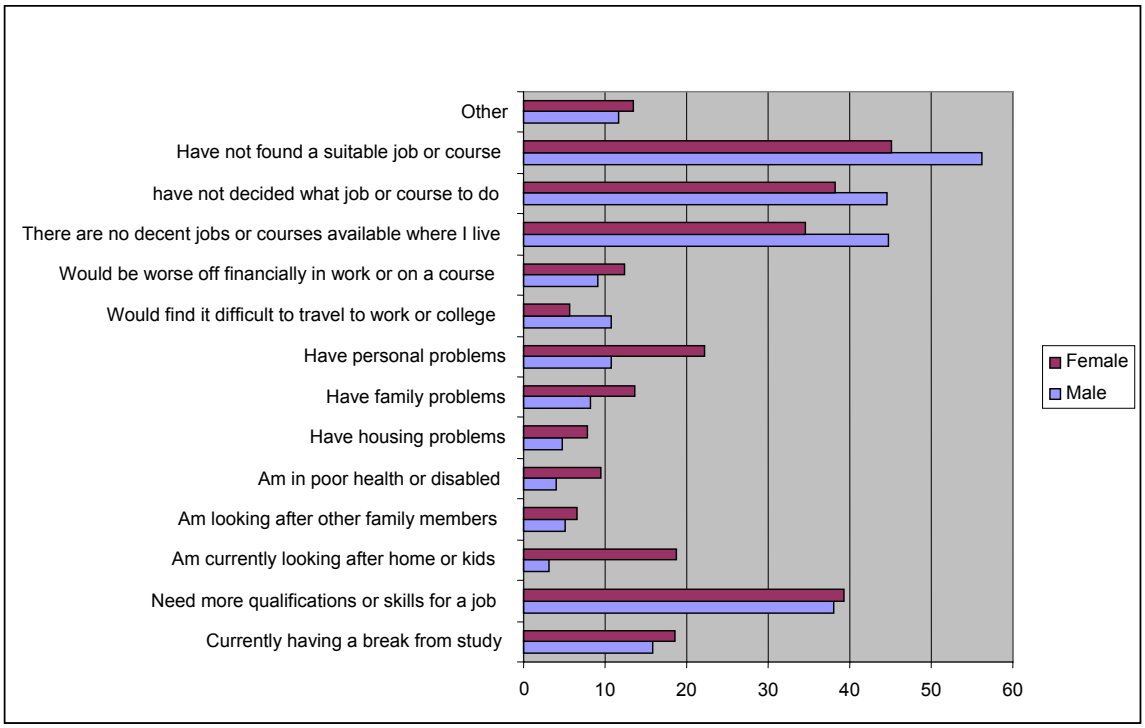
The estimates of NEET in the SLSS using the different definitions described above are summarised below.

Table 7-5 Estimates of NEET based on different definitions (%)

	Males	Females
Current NEET (main activity question)	7 *(n=168)*	7 *(n=195)*
Current NEET (filter question)	8 *(n=213)*	10 *(n=233)*
NEET at least once in 16 months	36 *(n=792)*	36 *(n=972)*
Maximum NEET in any one month	26 *(n=527)*	27 *(n=677)*
Minimum NEET in any one month (Sept 02)	5 *(n=74)*	4 *(n=73)*
Six months continuous NEET	8 *(n=141)*	6 *(n=144)*

Those who were currently NEET were asked about the factors that were associated with their non-participation in education, employment or training (Figure 7-2). The main reasons given related to a perceived lack of suitable opportunities or to qualification deficits. More than half of the males (56%) and more than four in ten females (45%) said that they had not managed to find a suitable job or course, while slightly fewer said that they had not decided on the sort of job or course they wanted to do or that they did not think there were any decent jobs or courses available where they lived. Nearly four in ten thought that they needed to enhance their education or skills in order to get a job, education or training place. Young people were also constrained by a variety of personal and circumstantial issues, from family and housing problems, to health and lack of transport. Personal and circumstantial issues posed a greater constraint on females. Relatively few young people were taking a break from study.

Figure 7-2 Reasons for being NEET



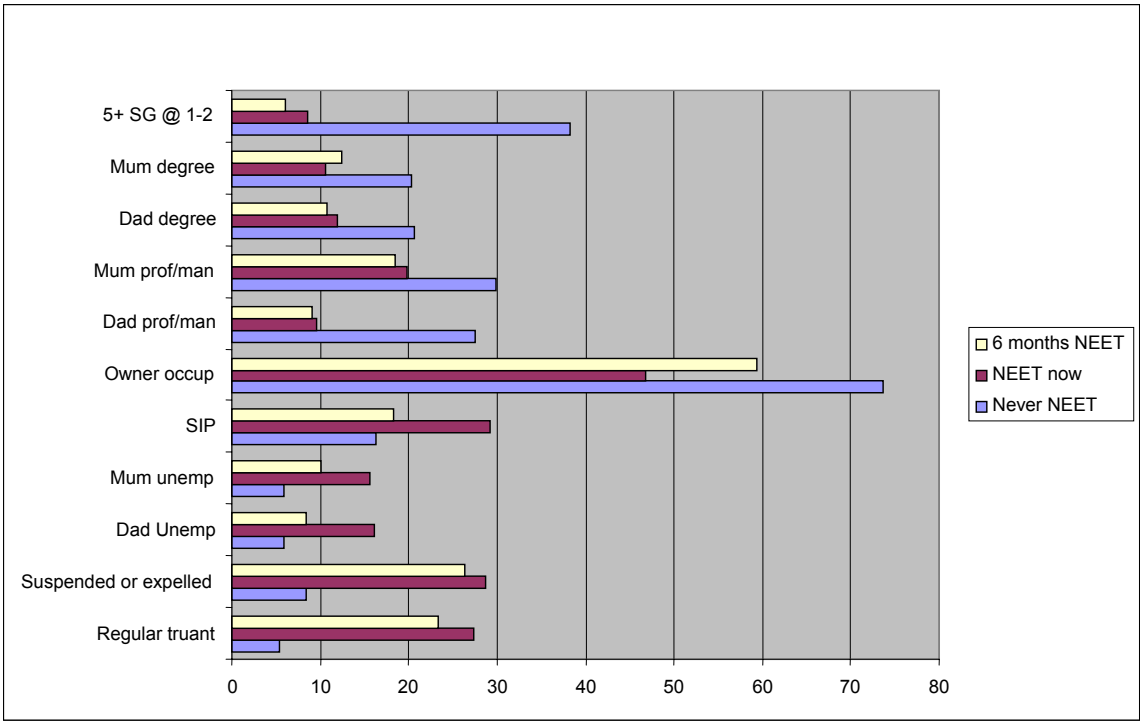
Unweighted n=363

7.3 Characteristics of NEET

Having investigated the different ways in which NEET can be classified using the SLSS, it is worth exploring the characteristics of those defined as NEET within the different models. To be of use in policy terms, it is important that the classification used captures vulnerable young people who can be targeted for intervention. To highlight the characteristics of young people classified as NEET using different definitions, we provide a brief summary of those who have never been NEET, those NEET at the time of the survey (NEET now) and those who experienced NEET for a continuous period of six months or more.

Figure 7-3 shows clearly that those who had never experienced NEET had very different characteristics from those who were NEET at the time of the survey or who had been NEET continuously for six months or more. Those who had never experienced NEET had a much more positive educational experience: they were much less likely to have been regular truants or to have been suspended or expelled and were much more likely to have obtained five or more Standard Grades at grades 1-2. Those who lacked experience of NEET also had more advantaged family backgrounds; their parents were more likely to have degrees, to work in professional and managerial occupations and less likely to be unemployed. Their parents were also more likely to own their own home, although were as likely as those who had experienced NEET continuously for six or more months to reside in a SIP. Differences between those who had experienced NEET for six or months continuously and those who were NEET at the time of the survey were minimal. We suggest that in the autumn there are higher proportions of long-term NEET within the category than at many other times of the year (those who were NEET at the time of the survey will have failed to secure entrance to education during the usual September intake and may have been passed over in the similarly timed recruitment round for traineeships). As such, static definitions of NEET will encompass different groups of young people depending on the time of year in which information is collected.

Figure 7-3 Characteristcs of NEET

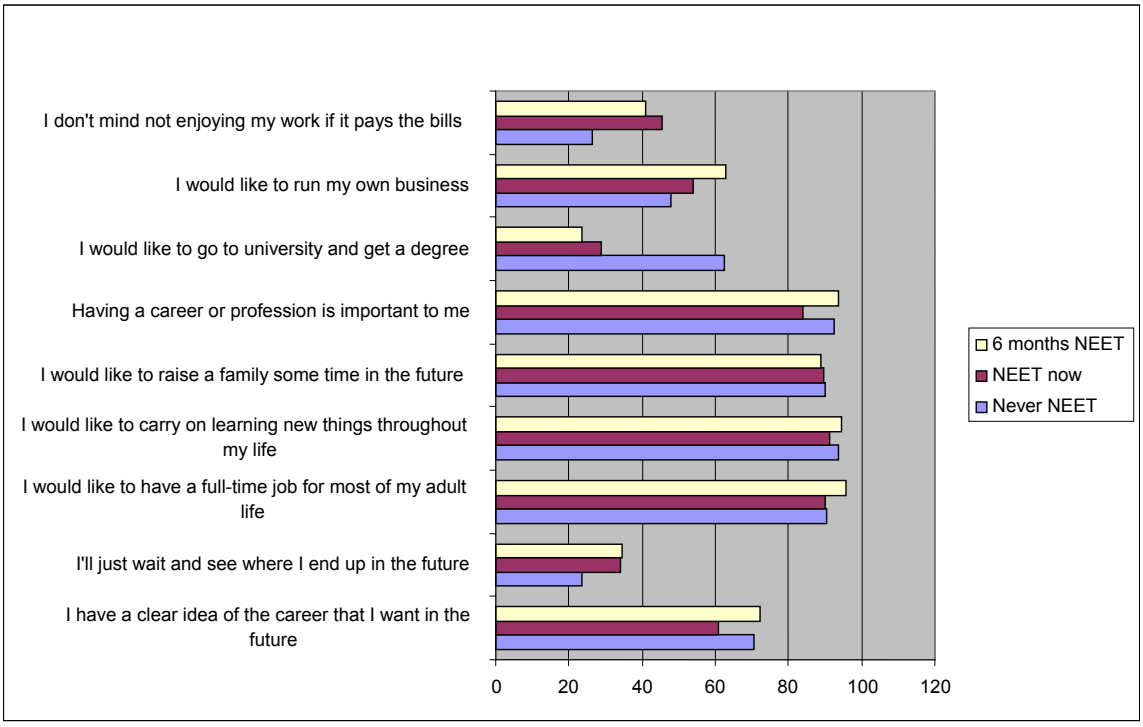


Unweighted n - 6 months NEET=265, NEET now=363, Never NEET=3324

Despite significant differences in the characteristics of the NEET and non-NEET groups, they were very similar in terms of their future perspectives. NEET and non-NEET young people, as well as long-term and 'snap-shot' NEET had similar orientations to future participation in education and the labour market. The vast majority felt that a career or profession was important to them, that they wanted to

work throughout their adult lives and that they wished to go on learning new things throughout their adult lives. Most had a clear idea about the career they wanted in the future (Figure 7.4). Where differences existed, they tended to be between those who had never experiences NEET and the two other NEET groups. Here the non-NEETs were less likely to say that they would just wait and see where they ended up in the future, to say that they would not mind not enjoying their job if it paid the bills and were much more likely to want to go to university and get a degree. Those who had experienced NEET were more likely to have a desire to run their own business.

Figure 7-4 Future perspectives of NEET and Non-NEET



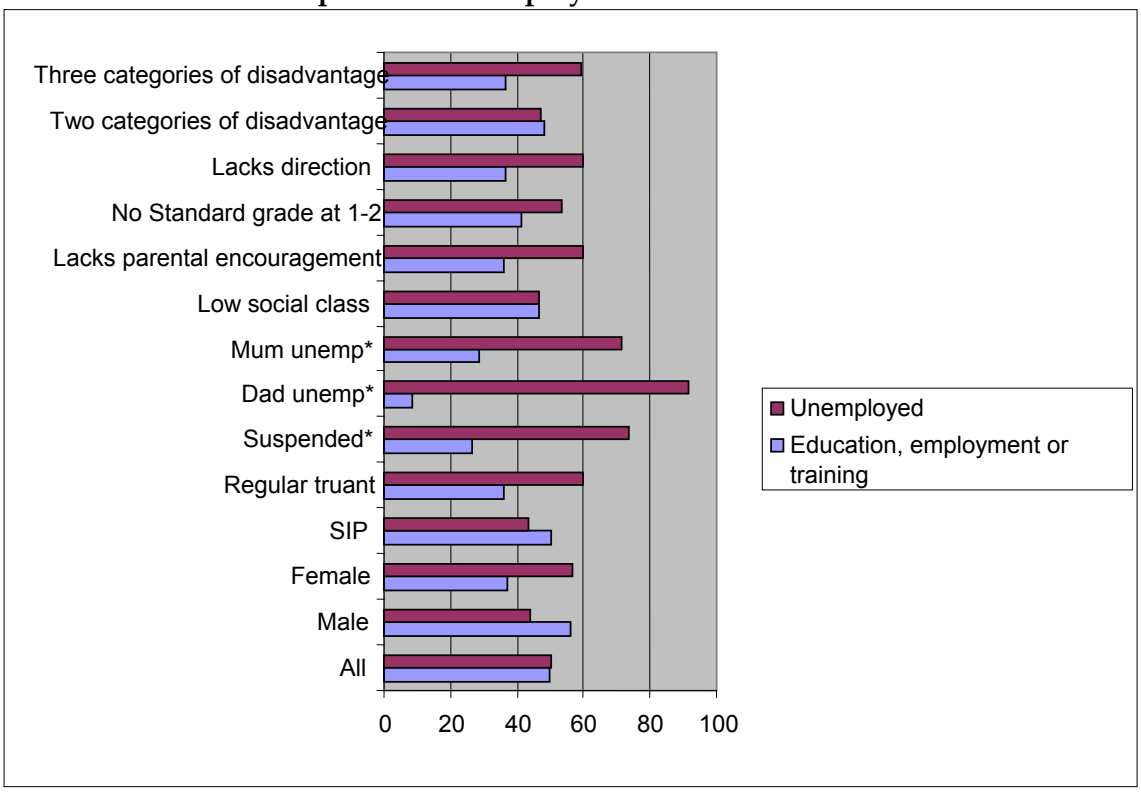
Unweighted n 6 months NEET=265, NEET now=363, Never NEET=3324

7.4 Turbulent beginnings

For some, being NEET signifies a turbulent start to a career while for others it is a short-term situation encountered between leaving education and entering training or relatively secure sectors of employment. Many of those who were NEET for six months continuously can be seen as having a difficult start, although the long-term NEET also includes some young people who were having a 'gap year' or who had withdrawn from the labour market to look after children. In this section we focus on those who encountered a period of unemployment lasting at least three months immediately after leaving education and look at the extent to which they managed to overcome these early difficulties. We also look at the association between various disadvantages and early career dissatisfaction.

Focusing on those who experienced a period of unemployment immediately after leaving education, we look at the extent to which they were unemployed at the time of the survey or, conversely, were in employment, education or training. Overall, the sample was evenly divided between those who remained unemployed and those who were in employment, education or training (Figure 7-5). However, the experiences of males and females were quite different. The majority of males had left unemployment and were in employment, education or training while the majority of females remained unemployed. Those who were disadvantaged in some way, especially those who were affected by three categories of disadvantage, were less likely to make exists from unemployment over the period. Although there appears to be a particularly strong relationship between parental unemployment and school suspension and expulsion and a tendency to remain unemployed, here cell sizes are too small to make reliable statements (less than 25 cases). However, in terms of educational attainment there was an association between regular truancy and low attainments and a failure to escape unemployment as well as a link between continued unemployment and a lack of career direction. There was no association between social class or and continued unemployment and those living in a SIP were more likely to have moved into employment, education and training than to have remained unemployed (perhaps a reflection of the concentration of interventions in these areas).

Figure 7-5 Current status of young people who have encountered a three-month period of unemployment

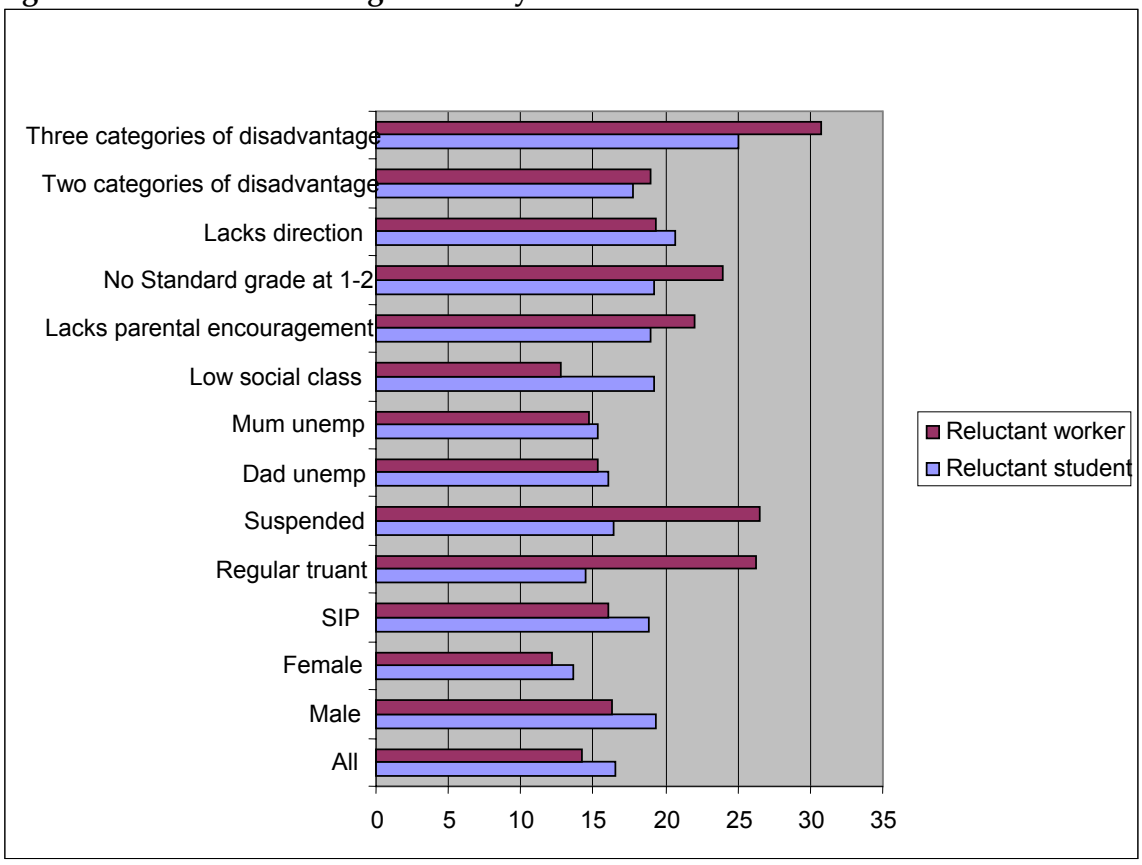


Note: *-= small cell sizes of less than 25.

Although NEET and unemployment are often central to debates on labour market disadvantage, young people can experience a turbulent beginning to their careers

while seemingly making a straightforward progression through education or into a job or training programme. In particular, young people may continue with their education without wishing to do so as a result of a perceived lack of alternatives or, having left school, may enter an unwanted job. Research has shown that a lack of commitment to a particular route is frequently associated with subsequent unemployment or re-training. Here young people were defined as having entered S5 for negative reasons if they said that one of the reasons they started the school year was that there were no jobs, Modern Apprenticeships or Skillseekers places available that they wanted, or that they stayed as they were too young to claim benefits. Using this definition, 19% of males and 14% of females can be seen as entering S5 for negative reasons. Those who said that they would leave their current job if they could get a better one or who said that the main reason that they remained in their job was due to the money are defined as reluctant workers. Around 16% of males and 12% of females were defined as reluctant workers.

Figure 7-6 Disadvantage and early career dissatisfaction



Young people with a range of disadvantaged were over-represented among the reluctant students and reluctant workers (Figure 7-6). In particular, a high proportion of those with three categories of disadvantage, with no Standard Grades at level 1 and 2, living in SIP areas with parents in the lowest social class and those who lacked career direction were reluctant students. A similar range of factors were associated with being a reluctant worker but in addition regular truancy and suspension or expulsion were strongly associated with reluctant job tenure suggesting that those

who had an unhappy relationship with the school also got off to a bad start in the world of work.

7.5 Precarious jobs

In discussing disadvantage, it is important not to overlook those young people who are employed in insecure jobs or in types of work that are not equipping them with transferable skills or in jobs paying low wages; these might be described as 'precarious jobs'. These young people frequently find it difficult to establish stable careers. Around one in four young people (28% of males and 26% of females in employment) had jobs with temporary contracts although those who were disadvantaged were no more likely to occupy such jobs (table not shown) and it is important to recognise that in some types of work initial temporary status is part of the career structure.

While the majority of young workers were receiving formal training leading to a recognised qualification (69% of males and 53% of females), a small minority were receiving no training whatsoever. Unsurprisingly, those receiving no training tended to be in jobs not involving Skillseekers.

Table 7-6 Young workers receiving no training, by type of job held (%)

	Males	Females
Job without skillseekers	12 *(base n=219)*	15 *(base n=325)*
Job involving skillseekers	1 *(base n=60)*	7 *(base n=96)*
Modern apprenticeship	1 *(base n=255)*	0 *(base n=45)*

Low wages provide another indicator of precarity. Although there is currently no minimum wage rate for 17 year-olds, the Government has recently accepted the need to set a minimum wage of £3 per hour to prevent the exploitation of young people. This will be implemented from October 2004. The need for such legislation is apparent from the wage rates received by respondents. More than four in ten received less than the new minimum wage for young people and a further one in four received more than £3, but less than the current minimum rate for 18 year-olds (£3.80).

Table 7-7 Young workers' wage rates (%)

	Males	Females
Below £3 per hour	43	43
Between £3 and £3.79	26	25
£3.80 and over	31	32
Bases (weighted)	*646*	*434*
Bases (unweighted)	*484*	*402*

7.6 Key points

- This chapter has focused on those young people who are in some way disadvantaged. We identified those young people who were disadvantaged by family circumstances, educational experiences and outcomes and career management skills and highlighted the links between different types of disadvantage.

- After reviewing the ways in which NEET has been operationalised, we stressed the limits to the usefulness of the concept and, in particular, argued that the static variant was of limited use due to temporal constraints. In this context the move to a monthly status diary in the SSLS provides the opportunity for more sophisticated analyses of NEET.

- If the intention is to identify young people who will benefit from interventions, then in many ways it is better to focus on long-term unemployment rather than the more diverse concept of NEET. Our focus on the dynamics of transitions showed that young women who were out of work for three months or more, as well as those who suffered from multiple disadvantages, were least likely to move into education, employment or training.

- Finally, we argued that those in jobs where training was not provided and those paid extremely low wages should also be regarded as at risk.

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9 APPENDIX A: TECHNICAL NOTES

9.1 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 cell sizes of less than 20 cases.

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

9.2 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.

9.3 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 2.17, the proportion of pupils with 5 or more Standard grades at grades 1-2 who have never played truant is estimated as 75% and the unweighted base is 2,539. The margin of error around this estimate can be calculated as:

$$\pm 2 \times \sqrt{\frac{(0.75x0.25)}{2539}}$$

which comes to 0.017. In other words, there is a 95% chance that the true value is within the range 0.75 ± 0.017, i.e. between 0.733 and 0.767, or between 73.3% and 76.7%.

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.]

9.4 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 "higher professional" and "lower professional" columns in Table 6.4, in order to estimate the proportion of young people with parents in these social classes who had passed 5 or more Standard grades at grades 1-2. Then:

$$P = \frac{\left(0.71 \times 526\right) + \left(0.51 \times 1643\right)}{\left(526 + 1643\right)}$$

which comes to 0.56, or 56%.

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.

9.5 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.

9.6 Social Class

The Social Class variables used in this report are based on occupation. Parental class was coded using the SOC-90 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 six 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.). The six groups are:

I	Professional occupations
II	Managerial and technical occupations
IIIN	Skilled non-manual occupations
IIIM	Skilled manual occupations
IV	Partly skilled occupations
V	Unskilled occupations

Data on respondents' social class are derived from the new SOC-2000 code frame. This updates the previous classification and can be summarised as follows:

9.7 Sample size

The survey sample was selected in 2002 by identifying all pupils who were in the fourth year of secondary schooling in Scotland (S4) during the relevant academic year (2001-2002) and whose birthday fell on one of three 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.

9.8 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.