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ABSTRACT

The 1995 Scottish School Leavers Survey, which was designed to obtain information about school leavers' post-school education and employment, was administered to a sample of 18- and 19-year-olds who had left school in 1992, 1993, or 1994. Of the 5,020 individuals sent questionnaires, 2,812 (56%) responded. Of those surveyed, 39% were in full-time education (versus 82% in the 1992 survey), 36% were in full-time employment (versus 7 percent in the 1992 survey), and 24% were employed part time. Nineteen percent of those in full-time employment indicated that youth training was part of their job. Men and women were equally likely to take a full-time job immediately after leaving school. The least well qualified school leavers were most likely to have been unemployed for at least 1 month after leaving school. Although more men than women had gained extra qualifications since leaving school, women were still better qualified than men. Fifty-four percent of unemployed respondents expected to be employed full time within a year. Contains 20 tables/figures and 11 references. Appended are five tables detailing the method of accounting for changes in respondents' main activity and technical notes about the survey.) (MN)

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Scotland's Young People: 19 in '95

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Scotland's Young People: 19 in '95

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This report aims to provide an overview of the data collected by a survey of young people who, in the spring of 1995, were all aged 18-19. Further details of the survey, and copies of the questionnaires, are in the technical report which can be purchased from the Publications Officer, Social and Community Planning Research, 35 Northampton Square, London EC1V 0AX. The data can be accessed via the ESRC Data Archive, University of Essex, Wivenhoe Park, Colchester C04 3SQ.

The 1994 leavers survey – described in chapter 1 of this report – will be reported separately in *The Scottish School Leavers Survey: The 1994 Leavers.*
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Contents

1 Introduction

This report describes the findings of a survey carried out among a sample of young people who were between 18 and 19 years old in the spring of 1995. The main aims of the survey were to obtain information on the educational, employment and training activities of the young people surveyed, and to establish some of the main routes by which they reached their particular labour market destinations or full-time education at the age of 18-19.

The Scottish Office Education and Industry Department (SOEID) has sponsored surveys of school leavers and young people since the early 1970s. These included the Scottish School Leavers Survey, which in the mid 1980s was subsumed within the broader Scottish Young People's Survey (SYPS). Following a review in 1991 of the use of the findings made by SOEID, the survey was redesigned and resumed the title of Scottish School Leavers Survey (SSLS). The SSLS is part-funded by the Department for Education and Employment, and in 1994 and 1995 Strathclyde Regional Council Department of Education also contributed funding.

The SSLS has two components within its current design, a *'leavers survey'* and a *'follow-up survey'*. The leavers survey, carried out each spring, involves a sample of those who left school in the previous academic session irrespective of the stage at which they left school, that is, irrespective of whether they left from their fourth year (S4), fifth year (S5) or their sixth year (S6). Consequently, when they are contacted for the leavers survey, sample members are of different ages depending on the stage at which they left school; those who left from S4 are aged 16-17, those who left from S5 are aged 17-18 and those who left from S6 are aged 18-19. A separate report is being published on the 1994 leavers survey (Lynn, 1996).

This report focuses on the second component of SSLS, the 'follow-up survey', which was conducted for the first time in 1995. The follow-up survey differs from the leavers survey in that it is a survey of young people who form a *year group*. All of the sample members in the follow-up survey entered S4, or were eligible to enter S4, at the start of the same academic session (1991-1992) and so were aged 18-19 years old in the spring of 1995 when the follow-up survey was conducted.

The sample for the follow-up survey was based on the samples for the surveys of 1992, 1993 and 1994 leavers. The leavers surveys are based upon a 10% sample of all leavers, except those registered as having special educational needs. They consist of all people born on one of three particular days of the month. The sample for the follow-up comprised: the S4 sample from the survey of 1992 leavers, the S5 sample from the survey of 1993 leavers, and the S6 sample from the survey of 1994 leavers. It therefore constituted a 10% sample of all young people who were 18-19 years old in the spring of 1995. All of the S4 and S5 leavers from the original leavers samples were included in the follow-up survey, whether or not they had responded when they were contacted for the leavers survey. The only exceptions were cases where it was known that the sample member had moved away, had written to say they did not wish to take part, or had died. The S6 leavers represent a bridge between the two components of SSLS. They were included in the survey of 1994 leavers, as they would have been in any other year in the series, and they were also included in the follow-up sample as they are part of the same year group as the S4 (1992) and S5 (1993) leavers. Both surveys were therefore administered simultaneously to the S6 group.

In summary, the follow-up sample was made up of three groups of 18-19 year olds:-

- those who left from S4 and who had previously been asked to take part in the survey of 1992 leavers (conducted in the spring of 1993);
- those who left from S5 who had previously been asked to take part in the survey of 1993 leavers (conducted in the spring of 1994);

- those who left from S6 in 1994 and who were being contacted for the first time in the spring of 1995.

Sample members were sent one of three self-completion questionnaires depending on which of the three groups they belonged to, to ensure that the most relevant issues were covered for each sample member. All three questionnaire booklets contained a set of core questions concerning the employment, training and educational activities of the sample members since they left school, and a set of questions concerning the current home and family circumstances of the sample member. The S6 leavers in the sample were also asked a set of questions concerning their views and experiences of school itself, as well as background characteristics such as parents' level of education and social class, and housing tenure. This information had already been collected for the S4 and S5 leavers in the sample (except for those sample members who did not respond to the leavers survey). The questionnaires were first piloted in December 1994. A very small number of respondents (18) were contacted by an interviewer who left the booklet with the respondent and returned a few days later to collect the completed questionnaire and discuss any problems that the respondents had in understanding and answering the questions. A second pilot took place in January 1995 which was conducted by post among 273 respondents. Both pilot studies yielded information which fed into the final design of the questionnaires used for the main stage of the survey. Copies of the final versions of the questionnaires, together with more details on their development, can be found in the appendicies of the technical report (Taylor, 1996).

For the main study, a self-completion questionnaire was posted to each sample member in April 1995, along with a covering letter and a reply-paid envelope. Those who had not responded within two weeks were then sent a reminder postcard. A further two weeks later, non-responders were sent a second reminder, consisting of a letter, another copy of the questionnaire and a reply-paid envelope, and two weeks after that a third reminder was sent, again including another copy of the questionnaire. Finally, an attempt was made to contact remaining non-respondents by telephone in order to encourage them to return the questionnaire.

Completed questionnaires were received from 2,812 people – 56% of the initial sample, or 62% if the known 'deadwood' (those from whom it is known that a response could not be obtained, for example Post Office returns) are excluded. Non-response to the survey was related to a number of important factors: level of qualification, stage of leaving, type of school, region and sex. The proportions of known deadwood among the S4 and S5 samples were relatively high; 16% and 13% respectively compared to 6% for the S6 sample. It is believed that the true proportions of deadwood were higher, especially for the S4 and S5 samples. To correct for non-response bias that might have been introduced into survey estimates, the data were weighted. Throughout this report, estimates of proportions are based on the weighted data, but tables also show the *unweighted* bases, as these can be a useful guide to the precision of estimates (see the 'technical notes' (Appendix B) for a guide to the interpretation of bases. An analysis of response and a description of the weighting strategy appear in the technical report of the survey (Taylor, 1996).

The data collected from the questionnaires was linked with information on school qualifications obtained from the Scottish Examination Board (SEB) and Scottish Vocational Educational Council (SCOTVEC). This data was provided by SOEID for the whole sample, together with information about the type of school that sample members had attended and their sex.

SSLS provides an extremely rich data set and is used by SOEID for policy purposes. Much of the data collected by the survey is not available from any other source. For example, although SOEID collect and publish aggregate figures on topics such as SEB qualifications and truancy, only the SSLS allows these factors to be related to one another, and also to other characteristics of individual pupils. The data is particularly suitable for cross-sectional analyses, but some longitudinal analyses are also possible. In this report, some analyses use the data available for the whole issued sample and therefore show a base of 5,044. Other analyses use data from all of the

returned questionnaires and therefore show an unweighted base of 2,812 and a weighted base of 5,044. Still other analyses use data from the questionnaires that are only available for certain subgroups of the sample, for example S4 leavers, but the appropriate weighted and unweighted bases are always shown. Note that for analysis purposes, the S5 sample is usually split into those who left at the end of the first term, S5 (1st term) and those who left at the end of the third term, S5 (3rd term). The vast majority of young people who enter S5 and then leave school at the end of the first (winter) term are people who *had* to enter S5 as they had not reached school leaving age. The S5 (3rd term) category includes a few sample members who actually left at the end of the second term, but mainly it comprises people who completed the whole of S5.

This report is divided into two main sections. The first of these, Section 3 *'Where are they now?'* provides a descriptive account of the employment, training and educational activities of the year group. The second main section, Section 4, *'How did they get there? Routes into the labour market and full-time education'*, examines some of the common routes by which young people reach particular labour market destinations or full-time education at the age of 18-19. Of course 18-19 is by no means the end of the story, and there is a section at the end of the report, *'Hopes for the future'*, which looks at the year group's expectations for the immediate future.

The SSLS data set is available to the wider research community via the ESRC data archive and use of the data set by other researchers is encouraged.

2 Summary

This report describes the findings of a survey of young people who were 18-19 years old in 1995. The main aims of the survey were to obtain information on the educational, employment and training activities of the young people surveyed, and to establish some of the main routes by which they reached their particular labour market destinations or full-time education at the age of 18-19.

Main activities in May 1995

- In May 1995 almost two fifths (39%) of 18-19 year olds were in full-time education and over a third (36%) were in full-time employment (30 hours or more per week). A further 6% replied that their main activity was a training scheme and 4% reported that their main activity was a part-time job (under 30 hours per week). One in eight (12%) were out of work and a small proportion (3%) were doing 'something else.'

- Of those in full-time employment, 19% said that Youth Training (YT) was part of their job. If those who said that YT was part of their job are counted as being on a training scheme, the proportion of all 18-19 year olds on training schemes doubles from 6% to 12% and the proportion in a full-time job (with no YT element) drops from 36% to 29%.

- Among those in a full-time job or on a training scheme, almost half (47%) of the men were involved in craft and related occupations compared with one in twenty (6%) women, while almost half of the women (44%) were involved in clerical and secretarial occupations compared with one in ten (10%) men. Twice as many women as men were in sales occupations (10% of women compared with 6% of men) and twice as many men as women were plant and machine operatives (11% of men compared with 6% of women).

- Almost a quarter (24%) of the year group were engaged in a part-time job. This included almost half (44%) of those whose main activity was full-time education.

- Being out of work was strongly related to stage of leaving school. Those who were out of work in May 1995 included 27% of those who had left from S4 compared with 19% of those who left from S5 (term 1), 11% of those who left from S5 (term 3), and 4% of those who left from S6.

- Among those who had left school from S4 or S5, nearly all those doing 'something else' were women looking after the home or their families. Among those who left from S6 and who were doing 'something else' in May 1995, there were equal numbers of men and women, and mostly they reported that they were taking a year off from study either to travel or to do voluntary work.

Main activities from 1992 to 1995

- Over a third (36%) of the year group had remained in full-time education throughout the period October 1992, when they were aged 16-17, to May 1995. The majority (86%) of those who had remained in full-time education throughout the period were those who had taken a route *via* S5 and S6 into FE or HE courses. However, almost a quarter (23%) of the S5 (3rd term) leavers in the sample had also remained in full-time education up to May 1995, making up one in eight (12%) of all those who had stayed in education to age 18-19.

- The overall proportion of the age group who were in full-time education fell steadily from 82% in October 1992 to 39% in May 1995. Meanwhile the proportion in a full-time job rose from 7% to 36%.

- Altogether just over a quarter (26%) of all 18-19 year olds reported a full-time job as their first main activity after leaving full-time education.

The majority of these had taken a full-time job immediately after leaving school (22% of the year group) with a small minority (4%) leaving school to continue their education elsewhere before taking full-time employment. Two fifths (41%) of all S5 (1st term) leavers went directly from full-time education to full-time employment as did a third (33%) of all S4 leavers, a third (32%) of all the S5 (3rd term) leavers and just under a fifth (17%) of the S6 leavers.

- Men and women were equally likely to take a full-time job immediately after leaving full-time education.
- One in six (16%) of the year group (17% of men and 15% of women) reported being in full-time work at every survey time point after they left full-time education.
- Of those who had a full-time job immediately after leaving full-time education, but who then went on to do other things, two fifths (42%) were S4 leavers, and the remainder comprised equal proportions of S5 and S6 leavers.
- One in six (16%) of the year group reported Youth Training as their first main activity after they had left full-time education. Men were slightly more likely than women to follow this route (19% of men, 13% of women). The earlier the stage of leaving school, the more likely members of the year group were to begin the transition to the labour market by taking a place on YT after leaving full-time education.
- One in twenty (6%) of the year group reported that they were out of work six months after they left school. A further 2% continued in education after they left school but then reported they were out of work six months after they had left full-time education. S4 leavers were the most likely to be out of work following full-time education; 14% compared with 8% of S5 (1st term) leavers, 10% of S5 (3rd term) leavers and 5% of S6 leavers.
- The least well qualified were most likely to have been unemployed for a period of at least one month at some stage between leaving school and the time of the survey; 49% of those who left school with no qualifications compared with 42% of those with Standard Grades 4-7, 27% of those with Standard Grades 1-3 and 10% of those with Highers.

Qualifications

- Although more men than women gain extra qualifications after leaving school, at age 18-19 women are still better qualified than men; 51% of women compared with 41% of men hold Higher Grades.
- Most of the qualifications gained after school are vocational or professional qualifications such as SCOTVEC modules, GSVQs, and SVQs. Only 3% of the sample had left school and then gained a Higher Grade, and almost all (84%) of those people had left school from S5 (3rd term) or S6.
- Young people who left school with Standard Grades at grades 1-3 as their highest qualification were the most likely to have gone on to gain further qualifications (64%) while those who left with Highers were the least likely (26%).

The future

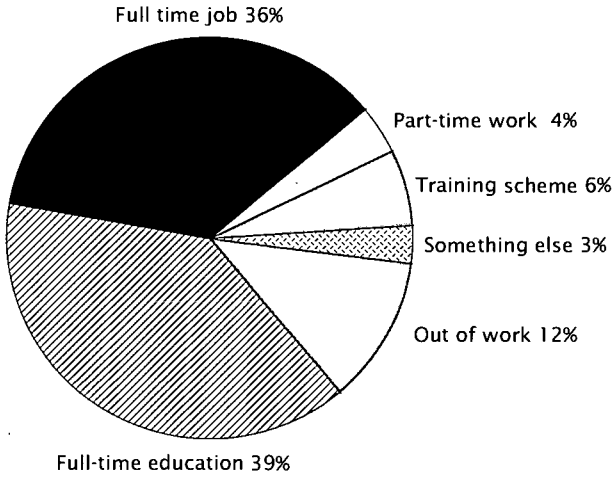
- The majority of 18-19 year olds thought that by the spring of 1996 they would be in a full-time job (49%) or in full-time education (40%). Even among those who were out of work, more than half (54%) expected to be in a full-time job in a year's time after the survey, and only 14% believed they would still be out of work. Over four fifths (86%) of those who were in full-time education in May 1995 were expecting still to be in full-time education a year later.

3 Where are they now?

Main activity in May 1995

In May 1995 almost two fifths (39%) of 18-19 year olds were in full-time education and over a third (36%) were in full-time employment (30 hours or more per week). A further 6% of 18-19 year olds replied that their main activity was a training scheme and 4% replied that their main activity was a part-time job (under 30 hours per week). One in eight (12%) of the year group were out of work (Figure 1).

Figure 1: *Main activity in May 1995, aged 18-19*



Of those in full-time employment, almost a fifth (19%) said that Youth Training (YT) was part of their job. If those who said that YT was part of their job are counted as being on a training scheme, the proportion of all 18-19 year olds on training schemes doubles from 6% to 12% and the proportion in a full-time job (with no YT element) drops from 36% to 29%. Men were more likely than women to be on a training scheme or have a full-time job of which Youth Training was a part; 15% of men compared with 10% of women.

Table 1 shows some of the other differences in the main activities of men and women at 18-19 years old. To provide better estimates of the proportions involved in Youth Training, those who said that YT was part of their full-time job are counted as being on YT. Of the men, almost half (47%) were in a full-time job or on YT, and just over a third (36%) were in full-time education. Among women that pattern was reversed; 37% were in a full-time job or on a training scheme and 43% were in full-time education. A slightly larger proportion of men than women reported that they were out of work; 13% of men compared with 11% of women.

Four fifths (80%) of those who said their main activity was 'something else' were women. Among those who had left school from S4 or S5, nearly all

Table 1: *Main activity in May 1995, by sex (percentage of respondents)*

Activity (May 1995)	*Total*	*Men*	*Women*
Full-time education	39	36	43
Full-time job (no YT)	29	32	27
Training scheme	12	15	10
Part-time job	4	3	5
Out of work	12	13	11
Something else	4	1	4
Weighted base	5044	2540	2504
Unweighted base	2812	1352	1460

those who were doing 'something else' were women looking after the home or their families. Among those who left from S6 who at the time of the survey were doing 'something else', there were equal numbers of men and women, and mostly they reported that they were taking a year off from study either to travel or to do voluntary work.

Although only a small proportion (4%) of the year group were engaged in part-time work as their main activity, a further 20% of 18-19 year olds were doing part-time work in addition to their stated main activity, such that overall just under a quarter (24%) of the year group were engaged in a part-time job. This included 44% of those whose main activity was full-time education. More women than men were engaged in part-time work; 29% of women compared with 19% of men. Part of the explanation for this sex difference lies in there being more women than men in full-time education and the commonality of having a part-time job in addition to being on a full-time course at college or university.

There were also some regional differences in the main activities of 18-19 year olds. Table 2 shows that the proportion of 18-19 year olds in full-time education in May 1995 ranged from 34% in Borders and Dumfries and Galloway to 46% in Tayside. The proportion in a full-time job ranged from 41% in Grampian to 22% in Central region and the proportion out of work ranged from 9% in the Highlands and Islands to 15% in Strathclyde. Having drawn these comparisons it is necessary to stress that the sample sizes for the regions are quite small and that therefore particular attention should be paid to the sampling errors around these estimates. The technical notes in Appendix B provide details on the procedures involved in estimating the precision of estimates.

Jobs and training

Industries and occupations

Respondents who held a full-time job (30 hours or more per week) and respondents who were on a training scheme (YT or other scheme) or in a full-time job of which YT was a part were assigned a code for Standard Occupational Classification (OPCS, 1990). The codes assigned were based on the type of work involved in the job or training scheme. The distribution across the nine major Standard Occupational Classification (SOC) groups for all 18-19 year olds in a full-time job or training scheme in May 1995 is shown in Table 3.

Table 2: *Main activity in May 1995, by region (percentage of respondents)*

Region	Full-time education	Full-time employment	YT	Out of work	Weighted base	Unweighted base
Borders/Dumfries and Galloway	34	32	14	11	255	144
Central	39	22	21	10	285	164
Fife	42	24	18	11	414	237
Grampian	37	41	7	10	500	279
Highlands and Islands	44	25	15	9	384	221
Lothian	36	36	10	10	769	437
Strathclyde	39	27	12	15	1978	1069
Tayside	46	26	10	12	458	261
Scotland	39	29	12	12	5044	2812

Note 1: The regions given here are those in which sample members went to school, not necessarily those in which they were living at age 18-19.
Note2: Figures are row percentages.

Table 3: *Standard Occupational Classification of 18-19 year olds in full-time jobs or on training schemes in May 1995, by sex (percentage of respondents)*

Standard occupational classification	*Total*	*Men*	*Women*
Managers and administrators	1	1	2
Professional occupations	1	1	–
Associate professional and technical occupations	4	5	4
Clerical and secretarial occupations	24	10	44
Craft and related occupations	29	47	6
Personal and protective services	12	6	20
Sales occupations	7	6	10
Plant and machine operatives	9	11	6
Other occupations	8	10	4
Insufficient information/not answered	4	4	4
Weighted base	2105	1198	907
Unweighted base	1011	555	456

Of those in a full-time job or on a training scheme, almost half (47%) of the men were involved in craft and related occupations compared with one in 20 (6%) women, while almost half of the women (44%) were involved in clerical and secretarial occupations compared with one in ten (10%) men. Twice as many women as men were in sales occupations (10% of women compared with 6% of men) and twice as many men as women were plant and machine operatives (11% of men compared with 6% of women).

The occupations that young people were involved in were very similar whether they were in a full-time job or on a training scheme, although there were some important exceptions (Tables 4 and 5). Two fifths (40%) of those on a training scheme were involved in craft and related occupations compared with a quarter (24%) of those in a full-time job. Conversely, 12% of those in a full-time job were plant or machine operatives compared with 3% of those on YT. The sex differences in SOC that are seen overall (Table 3) are found whether young people are in a full-time job or on a training scheme. Among those on YT the main differences were magnified; 62% of men compared with 3% of women were involved in craft and related occupations, a difference roughly twice as large as that seen among those in a full-time job, where 39% of men and 6% of women were involved.

The industry that respondents were involved in through their work or training scheme was coded to the Standard Industrial Classification of Economic Activities (Central Statistical office, 1992) except for 10% of respondents who did not provide all the information necessary to assign a SIC code. Of those who were in a full-time job or on a training scheme in May 1995 and for whom a SIC code could be assigned, a fifth (20%) were involved in the wholesale and retail trades or the repair of motor vehicles, motorcycles and personal and household goods. A further fifth (19%) were working or being trained to work in manufacturing. One in eight (12%) were working in construction, and similar proportions were involved in financial intermediation (11%) education, health and social work (9%) and other community, social and personal services (8%).

***Table 4**: Standard Occupational Classification of 18-19 year olds in full-time jobs in May 1995, by sex (percentage of respondents)*

Standard occupational classification	*Total*	*Men*	*Women*
Managers and administrators	2	1	2
Professional occupations	1	2	–
Associate professional and technical occupations	4	5	4
Clerical and secretarial occupations	25	10	44
Craft and related occupations	24	39	6
Personal and protective services	11	7	17
Sales occupations	7	5	10
Plant and machine operatives	12	15	8
Other occupations	9	13	4
Insufficient information/not answered	5	5	5
Weighted base	1481	812	669
Unweighted base	727	386	341

***Table 5**: Standard Occupational Classification of 18-19 year olds on YT or other training schemes in May 1995, by sex (percentage of respondents)*

Standard occupational classification	*Total*	*Men*	*Women*
Managers and administrators	–	–	–
Professional occupations	–	–	–
Associate professional and technical occupations	4	4	4
Clerical and secretarial occupations	23	9	45
Craft and related occupations	40	62	3
Personal and protective services	14	4	30
Sales occupations	7	7	8
Plant and machine operatives	3	3	1
Other occupations	5	5	4
Insufficient information/not answered	2	3	2
Weighted base	624	386	238
Unweighted base	284	169	115

Table 6: *Standard Industrial Classification of 18-19 year olds in full-time jobs or on training schemes in May 1995, by sex (percentage of respondents)*

Standard industrial classification of economic activities (SIC-92)	*Total*	*Male*	*Female*
Agriculture, hunting, forestry, fishing (sections A,B)	4	6	1
Mining and quarrying (C)	–	–	–
Manufacturing (D)	19	21	16
Electricity, gas, water supply (E)	1	1	–
Construction (F)	12	20	2
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods (G)	20	23	15
Hotels and restaurants (H)	6	5	7
Transport, storage and communication (I)	5	4	7
Financial intermediation; real estate, renting and business activities (J, K)	11	6	17
Public administration and defence; compulsory social security (L)	5	5	6
Education, health and social work (M, N)	9	3	17
Other community, social and personal services (O, P)	8	5	10
Weighted base	1898	1079	819
Unweighted base	917	501	416

Note 1: The percentages presented in the table are based on the 90% of respondents who provided sufficient enough information for SIC to be coded.
Note 2: The SIC-92 scheme was first introduced for the survey of 1993 leavers as a basis for coding responses.

Substantially different proportions of men and women were involved in each of these industries (Table 6). Ten times as many men as women were working or being trained in the construction industry; 20% of men compared with 2% of women. Conversely, five times more women than men were working in the areas of health, education and social work; 17% of women compared with 3% of men, and twice as many women as men were working in other community, social and personal services; 10% of women compared with 5% of men.

There were some differences between those in a full-time job and those on YT in the distribution of the industries in which they were working or being trained (Tables 7 and 8). Those in a full-time job were more likely than those on YT to be involved in the manufacturing, hotel and restaurant and financial intermediation industries. Those on YT were more likely than those in a full-time job to be involved in construction, education, health and social work and other community, social and personal services.

The sex differences in the industries that 18-19 year olds were involved in mainly apply to both those who were in full-time jobs and those who were doing YT, with three exceptions:-

1) The sex bias towards men in the trade and repair industries was less pronounced among those in a full-time job; 21% of men and 16% of women in a full-time job compared with 25% of men and 14% of women on YT;

2) The sex bias towards men in manufacturing was much less pronounced among those in a full-time job; 22% of men and 19% of women in a full-time job, compared with 20% of the men and only 6% of the women on YT; and

3) Among those in a full-time job working in the hotel and restaurant industries, there was a sex bias towards women; 5% of men and 9% of women. Among those on YT, the sex bias was reversed, 5% of men and 1% of women.

Table 7: *Standard Industrial Classification of 18-19 year olds in full-time jobs, May 1995 (% of respondents)*

Standard industrial classification of economic activities (SIC-92)	*Total*	*Male*	*Female*
Agriculture, hunting, forestry, fishing (sections A,B)	4	7	–
Mining and quarrying (C)	–	–	–
Manufacturing (D)	21	22	19
Electricity, gas, water supply (E)	1	2	–
Construction (F)	11	18	2
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods (G)	19	21	16
Hotels and restaurants (H)	7	5	9
Transport, storage and communication (I)	6	5	7
Financial intermediation; real estate, renting and business activities (J, K)	13	8	19
Public administration and defence; compulsory social security (L)	5	5	6
Education, health and social work (M, N)	8	3	13
Other community, social and personal services (O, P)	5	4	7
Weighted base	1333	726	607
Unweighted base	658	346	312

Note 1: The percentages presented in the table are based on the 90% of respondents who provided sufficient enough information for SIC to be coded.
Note 2: The SIC-92 scheme was first introduced for the survey of 1993 leavers as a basis for coding responses.

Table 8: *Standard Industrial Classification of 18-19 year olds on YT or other training schemes, May 1995 (% of respondents)*

Standard industrial classification of economic activities (SIC-92)	*Total*	*Male*	*Female*
Agriculture, hunting, forestry, fishing (sections A,B)	4	6	1
Mining and quarrying (C)	0	0	0
Manufacturing (D)	15	20	6
Electricity, gas, water supply (E)	0	0	0
Construction (F)	17	26	2
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods (G)	21	25	14
Hotels and restaurants (H)	3	5	1
Transport, storage and communication (I)	4	2	7
Financial intermediation; real estate, renting and business activities (J, K)	5	1	11
Public administration and defence; compulsory social security (L)	6	6	7
Education, health and social work (M, N)	13	4	28
Other community, social and personal services (O, P)	14	9	22
Weighted base	565	353	213
Unweighted base	259	155	104

Note 1: The percentages presented in the table are based on the 90% of respondents who provided sufficient enough information for SIC to be coded.
Note 2: The SIC-92 scheme was first introduced for the survey of 1993 leavers as a basis for coding responses.

Pay and hours of work

Respondents who were in a full-time job or on YT or another training scheme were asked to state their weekly take home pay, after stoppages but including bonuses and overtime. Over a quarter (27%) of all 18-19 year olds in a full-time job or on a training scheme in May 1995 reported a weekly take home pay of no more than £75.00, while almost half (45%) reported a take home pay in excess of £100.00 per week. Just over a fifth (22%) reported a weekly take home pay of over £125.00. Men earned slightly more than women but worked slightly longer hours.

Among those in a full-time job the median income for men was £110.00 and the median income for women was £104.50. The median income for all 18-19 year olds in a full-time job was £105.00. The median number of hours worked per week was 39 hours for men and 38 hours for women. There was no difference in the median incomes of those in full-time jobs related to whether respondents had previously been on a YT scheme (lasting at least three months); the median income for those who had been on YT was £106.00 and the median income for those who had never been on YT was £105.00.

The modal income for those on YT or other scheme was £35.00. However, the median income was £60.00, with men earning more than women; £72.00 and £55.00 respectively. The median number of hours worked by men on YT was 40 hours per week while the median number of hours worked by women was 36 hours per week.

On and off-the-job training

Almost nine in ten (87%) of those in a full-time job or on a training scheme in May 1995 were receiving some kind of on-the-job or off-the-job training or were doing a recognised apprenticeship. Overall, four fifths (82%) were receiving on-the-job training from a supervisor, trainer or experienced colleague; 94% of those on YT and 74% of those in a full-time job. Just less than two thirds (65%) had experienced some kind of off-the-job training, that is training at the firm's training centre or at a college or elsewhere. Those involved in YT were far more likely to be involved in this sort of training than those in a full-time job; 91% of those on YT compared with 54% of those in a full-time job. Among those in a full-time job, men were more likely than women to be involved in off-the-job training; 60% of men compared with 47% of women, but there was no sex difference in the proportions receiving off-the-job training among those doing YT; 93% of men and 89% of women. The majority (78%) of those on YT and receiving off-the-job training were involved in one of three occupations: personal and protective services (15%), clerical and secretarial (22%) or craft and related occupations (41%). Among those in a full-time job receiving off-the-job training similar proportions were involved in personal and protective services (13%) and clerical and secretarial occupations (24%). However, a smaller proportion (31%) were involved in craft and related occupations while 11% of those in a full-time job receiving off-the-job training were plant or machine operatives compared with 3% of those receiving off-the-job training as part of a YT scheme.

One third (33%) of all 18-19 year olds in a full-time job or on a training scheme were doing a recognised apprenticeship. This included nearly half (48%) of those on YT and just over one quarter (27%) of those in a full-time job. Men were far more likely than women to be doing a recognised apprenticeship; 39% of the men compared with 13% of the women in a full-time job were doing a recognised apprenticeship as were 57% of the men and 35% of the women on YT. Six in ten (60%) of those doing recognised apprenticeships were involved in craft and related occupations, a proportion which did not differ between those in a full-time job and those on YT.

Overall levels of qualifications

Table 9 shows the overall levels of qualifications of young people at age 18-19 by sex. The table takes into account qualifications gained at school and those gained after leaving and shows the proportions holding SCOTVEC modules and the proportions holding other vocational qualifications within bands of Standard and Higher Grades. The twelve categories shown are mutually exclusive, based on a four category classification of highest SCE, subdivided by whether sample members held a vocational qualification such

as a GSVQ, SVQ, HND or City and Guilds qualification. Where no vocational qualification of that sort had been obtained the SCE categories were subdivided by whether sample members had obtained any SCOTVEC modules.

Most of the qualifications gained after school were vocational or professional qualifications such as SCOTVEC modules, GSVQs and SVQs. Only 3% of the sample had left school and then gained a Higher Grade, and almost all (84%) of those people had left school from S5 (3rd term) or from S6. Young people who left school with Standard Grades at grades1-3 as their highest qualification were the most likely to have gone on to gain further qualifications (64%) while those who left with Highers were the least likely (26%).

In addition to the awards shown in Table 9, one in twenty (6%) of all 18-19 year olds had completed work based units that could count towards the award of a SVQ. This involved equal proportions of men and women.

Women leave school better qualified than men (Lynn, 1994; Lynn, 1995) and, although more men than women gain extra qualifications after leaving school, Table 9 shows that at age 18-19 women are still better qualified than men; 51% of women compared with 41% of men hold Higher Grades and 27% of women compared with 19% of men hold Higher Grades together with SCOTVEC modules. Men remain less likely to have achieved any Standard Grades at grades 1-3.

Overall, 46% of the sample possessed Higher Grades by the time of the survey. Half (50%) of those with Higher Grades also held SCOTVEC modules and 9% of those with Highers also had another vocational qualification such as a GSVQ, SVQ, a RSA or a City and Guilds qualification. One in twelve (8%) of those who left school with Standard Grades 1-3 had gained a vocational qualification by the time of the survey and 12% held SCOTVEC modules in addition to their grades. Of those who left school with Standard Grades at grades 4-7 only, or

Table 9: *Overall levels of qualifications, by sex (percentage of respondents)*

Total SCE and vocational qualifications	*Total*	*Male*	*Female*
Highers + vocational	4	3	5
Highers + modules	23	19	27
Highers only	19	19	19
Standard 1-3 + vocational	3	3	3
Standard 1-3 + modules	4	4	3
Standard1-3 only	26	26	26
Standard 4-7 + vocational	3	5	1
Standard 4-7 + modules	8	8	7
Standard 4-7 only	4	5	3
Vocational only	1	2	1
Modules only	3	3	2
None	4	4	4
Weighted base	5044	2540	2504
Unweighted base	2812	1352	1460

with no qualifications, one fifth (20%) had gained a vocational qualification such as a GSVQ, SVQ, a RSA or a City and Guilds qualification and almost half (47%) had completed SCOTVEC modules.

Further to the qualifications that 18-19 year olds possessed at the time of the survey, just over one in ten (11%) of respondents had completed courses for which they had not yet received the award. This included 3% waiting to receive the award for a SVQ, 2% waiting to receive the award for Higher Grades and 2% waiting to receive the award for City and Guilds courses.

4 How did they get there? Routes into the labour market and full-time education

Over the last decade or so there have been major changes in the opportunities for further education, training and employment available to young people after they finish compulsory schooling. While the youth labour market has contracted, the higher education (HE) and further education (FE) systems have expanded and diversified so as to attract more young people into them, for example by offering more courses leading to vocational qualifications. These changes, together with other demographic and social changes, have had the effect of encouraging increasing proportions of young people to remain in full-time education up to the age 18-19 and beyond (Raffe, 1992; Raffe and Surridge, 1995). Nevertheless there are significant numbers of young people who, by the age of 18-19, have left the education system and entered the labour market. This section of the report examines the major routes that took the year group from compulsory education into their labour market destinations or into full-time post-compulsory education at age 18-19. It begins by examining the changes in the main activities of the year group over the period October 1992 to May 1995, and then focuses on the main routes that led to year group members being involved in particular main activities in May 1995. The section ends with an analysis of some of the factors related to reaching particular labour market destinations or being in full-time education at age 18-19.

Changes in main activity, 1992 - 1995

Each of the annual surveys of leavers has asked sample members to indicate what their main activity was at the time of the survey and in the October previous to their being surveyed. The follow-up survey included questions to supplement this data such that the survey data set records the main activities of the year group at each of six particular points in time. These *'time points'* are spaced at intervals of six months and cover the period October 1992 to May 1995. Combining data from the 1993, 1994 and 1995 surveys, Table 10.1 traces the changes in main activity over the two and a half year period covered. Because it is not possible to establish if full-time jobs reported at October time points included a Youth Training element, a uniform definition of 'full-time job' has been applied for the analyses which follow, such that the category 'full-time job' refers to any full-time job including those of which YT was a part.

Table 10.1: *Main activity, by survey time points – Oct 1992 to May 1995 (percentage of respondents)*

Main activity	*Time point*	*Oct 92*	*May 93*	*Oct 93*	*May 94*	*Oct 94*	*May 95*
	Age	*16-17*	*16-17*	*17-18*	*17-18*	*18-19*	*18-19*
Full-time education		82	79	57	54	41	39
Full-time job		7	8	20	23	34	36
Training scheme		7	7	15	13	10	6
Part-time job		–	1	1	1	3	4
Out of work		5	5	5	7	9	12
Other/not answered		–	–	1	2	3	3
Weighted base = 5031					Unweighted base = 2221		

Table 10.1 shows that the activities of young people changed considerably between 1992 and 1995. The percentage of young people in full-time education roughly halved over the two and a half years from October 1992 to May 1995, from 82% to 39%. Figure 2 shows that as young people leave full-time education, the percentage in a full-time job rises steadily from less than one in ten (7%) when they were aged 16-17, to about a fifth (20% to 23%) when they were aged 17-18, to over a third (36%) in May 1995 when sample members were aged 18-19.

In the first year of the period shown in Table 10.1 the percentage on training schemes doubled, from 7% in October 1992 to 15% in October 1993. A year later still, the proportion on training schemes had dropped back to 10% and by May 1995 the proportion on training schemes had dropped to 6%. Over the two and a half years shown, the proportion of the year group who were out of work rose from 5% at age 16-17, to 12% at age 18-19.

Tables 10.2 and 10.3 show the degree of change and continuity in the main activity of young people from age 16-17 to age 18-19, focusing on the year on year changes up to the time of the follow-up survey in the spring of 1995. The tables disaggregate each of the main activity groups according to respondents' stated activities a year later with the earlier time point defining the columns of the table and the later time point defining the rows. The percentage of respondents who were engaged in the same activity at both time points is indicated in bold type.

Tables 10.2 and 10.3 show that once young people had left full-time education, those in full-time employment were the most likely to be found engaged in the same activity from one time point to the next. Four fifths (80%) of those in a full-time job in May 1993 were still in a full-time job in May 1994, and a similar proportion (84%) of those in a full-time job in May 1994 were still in full-time employment in May 1995. The largest portion of the movement from each of the other activities, apart from 'other', was to full-time employment. By May 1994, 36% of those who had been on training schemes the previous year had taken up full-time work, as had 17% of those who had been in full-time education and almost a quarter (23%) of those who had been out of work. By May 1995, 45% of those who had been on training schemes the previous year had gained full-time employment, as had 17% of those who had been out of work. Nearly half (45%) of those who had been on training schemes in 1994 had found full-time work a year later. Almost a fifth (19%) of those who had stayed in full-time education until May 1994, had taken full-time jobs by May 1995.

Figure 2: *Changing proportion of year group in education, full-time work and unemployment, October 1992 to May 1995*

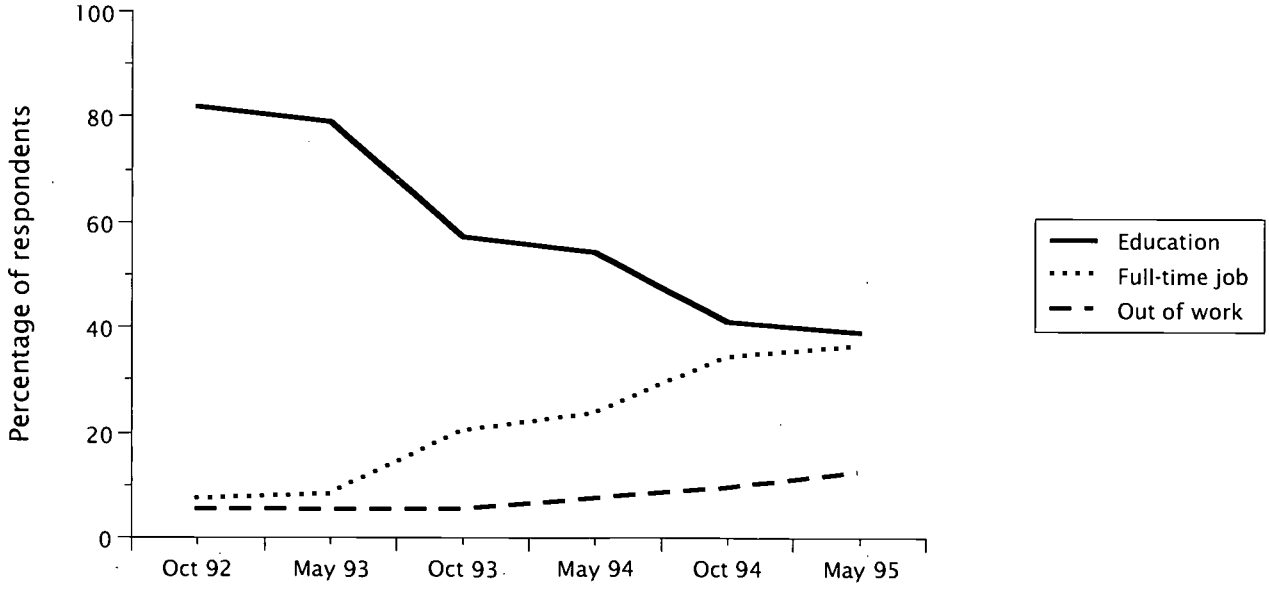


Table 10.2 *Main activity in May 1993 by main activity in May 1994 (percentage of respondents)*

Main activity May 1994	Main activity May 1993				
	Full-time education	Full-time job	Training scheme	Out of work	Other/not answered
Full-time education	**68**	3	2	0	0
Full-time job	17	**80**	36	23	19
Training scheme	10	8	**53**	10	3
Out of work	4	8	7	**57**	28
Other/not answered	2	1	2	10	**50**
Weighted base	4007	378	355	227	64
Unweighted base	2442	126	117	43	84

Table 10.3 *Main activity in May 1994 by main activity in May 1995 (percentage of respondents)*

Main activity May 1995	Main activity May 1994				
	Full-time education	Full-time job	Training scheme	Out of work	Other/not answered
Full-time education	**69**	2	3	5	6
Full-time job	19	**84**	45	17	23
Training scheme	3	2	**24**	8	3
Out of work	4	9	20	**54**	24
Other/not answered	5	2	7	14	**43**
Weighted base	2729	1160	635	367	140
Unweighted base	1890	461	223	107	131

Most of those who left full-time education in 1994 and whose main activity in 1995 was 'other/not answered' were S6 leavers who reported that they were taking a year off before returning to study.

Of those who were out of work in May 1993, 57% were out of work in May 1994, and of those out of work in May 1994, 54% were out of work the following year. However, the actual proportions of the year group involved are very small; 3% in May 1993 and May 1994 and 4% in May 1994 and May 1995. A set of tables which look at the changes in the year group's main activities at six month intervals from October 1992 to May 1995 can be found in Appendix A.

Routes to main activity in May 1995

Over a third (36%) of the year group had remained in full-time education throughout the period covered by the survey data. Women were more likely than men to have remained in education; two fifths (40%) of all women in the year group, compared with a third

(33%) of the men, reported being in full-time education at every time point covered by the survey up to and including May 1995. The majority (86%) of those who had remained in full-time education throughout the period were those who had taken a route *via* S5 and S6 to FE and HE courses. However, just under a quarter (23%) of the S5 (3rd term) leavers in the sample had also remained in full-time education up to May 1995, making up one in eight (12%) of all those who had stayed in education to age 18-19.

Just over a quarter (26%) of the year group reported a full-time job as their first main activity after leaving full-time education. The majority of these people were those who took a full-time job immediately after leaving school (22% of the year group) with a small minority (4%) leaving school to continue their education elsewhere before taking full-time employment. Two fifths (41%) of all S5 (1st term) leavers went directly from full-time education to full-time employment as did a third (33%) of all S4 leavers, a third (32%) of all the S5 (3rd term) leavers and just under a fifth (17%) of the S6 leavers. Men and women were equally likely to take a full-time job immediately after leaving full-time education. One in six (16%) of the year group (17% of men and 15% of women) reported being in full-time work at every survey time point after they left full-time education. Of those who had a full-time job immediately after leaving full-time education, but who then went on to do other things, two fifths (42%) were S4 leavers, a fifth were S5 (1st term) leavers and similar proportions had left from S5 (3rd term) and S6. Three in ten (31%) of the women who had a job immediately after leaving school, subsequently reported some other main activity, as did one in five (22%) of the men.

Another one in six (16%) of the year group reported Youth Training as their first main activity after they had left full-time education. Men were slightly more likely than women to follow this route; 19% of men compared with 13% of women. S4 leavers were the most likely to begin the transition to the labour market by taking a place on YT after leaving full-time education – 29% of them followed this route. The percentages were slightly lower for S5 (1st term) and S5 (3rd term leavers) – 25% and 22% respectively. Only 5% of the S6 leavers in the sample reported that a YT scheme was their first main activity after they left full-time education.

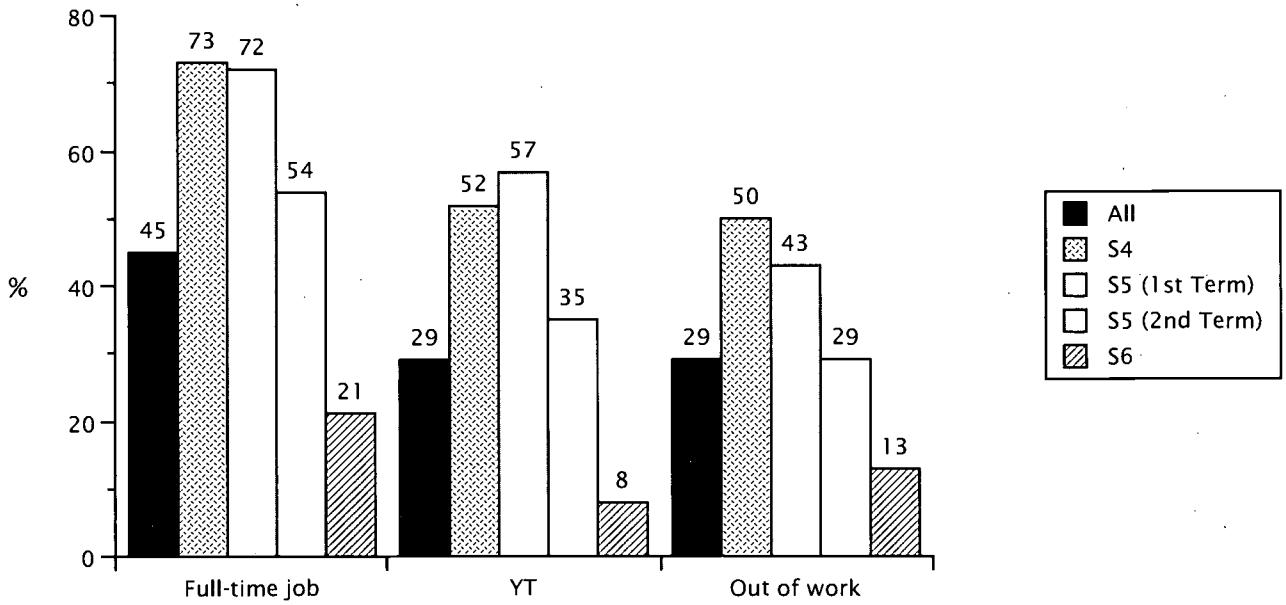
One in twenty (6%) of the year group reported that they were out of work at the first time point after they left school. A further 2% continued in their education after they left school but then reported they were out of work at the first time point after they had left full-time education. S4 leavers were the most likely to be out of work following full-time education; 14% of the S4 leavers in the sample reported that they were out of work at the time point following their leaving full-time education, compared with 8% of S5 (1st term) leavers, 10% of S5 (3rd term) leavers and 5% of the S6 leavers. There was no sex difference related to being out of work following full-time education. Table 11 shows the first reported main activity of sample members after they left secondary school, separately for each stage of leaving, and also shows the proportion of each of the groups of leavers in the sample who reported that they were in full-time education at every survey time point.

Table 11: *First main activity following secondary school, by stage of leaving (percentage of respondents)*

First main activity	*S4*	*S5 (1st Term)*	*S5 (3rd Term)*	*S6*	*All*
Full-time job	33	41	32	17	26
YT	29	25	22	5	16
Out of work	14	8	10	5	8
Stayed in full-time education	2	2	23	67	36
Weighted base	1147	584	972	2342	5044
Unweighted base	447	217	489	1659	2812

Note: The survey points are at six month intervals and it is possible that respondents had some other main activity status between leaving full-time education and whatever they were doing at the following time point which would not be recorded by the survey.

Figure 3: *Ever in a full-time job, ever on YT, ever out of work (percentage of respondents)*



The survey data allow an analysis of the proportions of the year group who have ever been on one of three clearly identifiable routes; being in a full-time job, being on YT and being out of work. Figure 3 shows the proportions of the year group, and the proportions of each of the groups of leavers in the sample, who reported ever having had a full-time job, ever having been on YT, and ever having been out of work.

Almost half (45%) of the year group had at some time held a full-time job. This included three in ten (73%) of the S4 leavers in the sample, and a similar proportion of the S5 (1st term) leavers. More men than women had held a full-time job at some stage between leaving school and May 1995; 49% of men compared with 41% of women. Three in ten (29%) of the year group had been on YT and 28% had been out of work at some time between leaving school and May 1995. More men than women had been on YT; a third (32%) of men compared with a quarter (25%) of women, and there was a similar sex difference in the proportions who had been out of work; 30% of men compared with 26% of women.

Among those who had been on YT but who were not on YT in May 1995, one in twenty (5%) had returned to full-time education and another 5% had part-time jobs in May 1995. A quarter (26%) of those who had been on YT were out of work but almost two thirds (62%) were in a full-time job. Among those who had left the education system but never been on YT, the same proportion had a full-time job (62%) but a smaller proportion were out of work (18%). Three in ten (28%) of all 18-19 year olds had been unemployed at some point between leaving school and May 1995. A smaller proportion of the women than of the men had experienced unemployment; 26% of women compared with 30% of men.

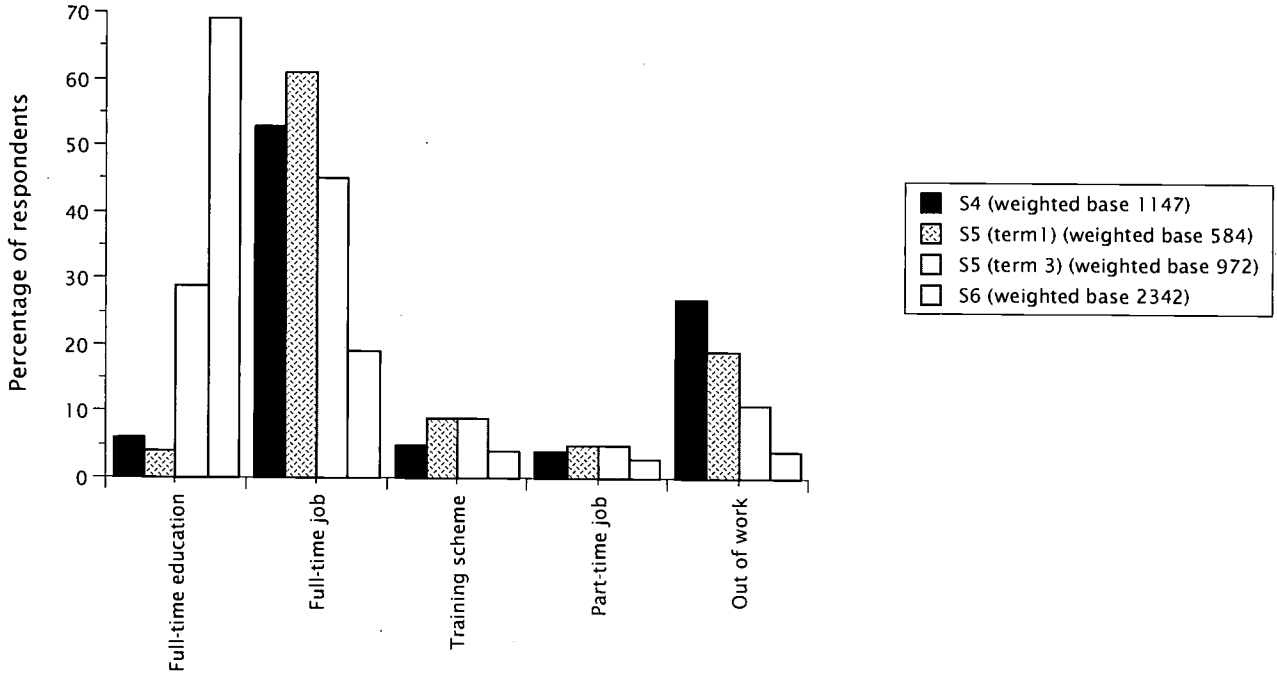
If ever being in a full-time job, ever being on YT and ever being out of work are treated as routes in this way, it is also possible to look at main activity in May 1995 and consider the proportions of the year group who ever took a given route on their way to their main activity in May 1995. Of those in full-time employment in May 1995 two fifths (40%) had been on a training scheme, just over one fifth (22%) had reported being out of work before May 1995 and three quarters (75%) had continued or returned to full-time education after leaving school. Among those on YT in May 1995, 15% had already been in a full-time job, almost a third (32%) had been out of work and over

four fifths (84%) had continued or returned to full-time education after having left school. Far fewer (60%) of those who were out of work in May 1995 had stayed in full-time education, or returned to it after leaving school. Half of those who were out of work in May 1995 had been on a YT scheme.

Experience of being out of work was strongly related to both stage of leaving school and qualifications. Half (50%) of those who left from S4 and 43% of those who left from S5 (1st term) had been out of work compared with 29% of those who left school from S5 (3rd term) and 13% of those who left from S6. The least well qualified were most likely to have been unemployed for a period of at least one month at some stage between leaving school and the time of the survey; 49% of those who left school with no qualifications compared with 42% of those with Standard Grades 4-7, 27% of those with Standard Grades 1-3, and 10% of those with Highers. Although Tables 10.2 and 10.3 above show relatively high proportions of young people being out of work from one May time point to the next, attention should be paid to the small bases on which those percentages are based. When the changes in main activity are examined at six month intervals (see Appendix A for tables) it is found that less than one in ten (7%) of the year group reported being out of work at any two consecutive time points.

Figure 4 shows the main activities of the year group in May 1995 by the stage at which they left school. Full-time education was reported as the main activity for 69% of those who left school from S6, compared with 29% of those who left from S5 (term 3). Of those who had left school earlier, either from S4 or from S5 (term 1), only 5% were still in full-time education. Just over half (53%) of those who left school at the end of S4 were in full-time employment and a similar proportion (51%) of those who had left school from S5 had a full-time job. Under a quarter (24%) of those who left school from S6 were in full-time employment, however S6 leavers made up the majority (82%) of all 18-19 year olds remaining in full-time education. Being out of work in May 1995 was strongly related to stage of leaving school; 27% of those who left from S4 were out of work compared with 19% of those who left from S5 (term 1), 11% of those who left from S5 (term 3) and 4% of those who left from S6.

***Figure 4**: Main activity in May 1995, by stage of leaving school*



Factors related to main activity in May 1995

The overall level of qualifications, academic and vocational, that young people possess is strongly related to their main activity at 18-19. Those with higher academic qualifications were more likely than others still to be in full-time education at the time of the survey. About one in ten (11%) 18-19 year olds with either no qualifications or Standard Grades 4-7 only were in full-time education, as were 16% of those whose best school-based qualifications were Standard Grades 1-3 and 71% of those who left school with Highers. Half (50%) of the 18-19 year olds in full-time employment in May 1995 had Standard Grades 1-3 as their best school-based qualification. Those with lower qualifications made up a quarter of those in full-time employment and those with Highers made up the remaining quarter. The least well qualified were the most likely to be out of work. Three in ten (29%) of those with no qualifications or Standard Grades 4-7 were out of work, compared with one in eight (13%) of those with Standard Grades 1-3 and only three in one hundred (3%) of those with Highers. Overall, young people with SCOTVEC modules or other vocational or professional qualifications were more likely to be in full-time employment or full-time education, and less likely to be out of work than 18-19 year olds with similar grades but no other qualifications. More than half (54%) of those with no qualifications at all were out of work compared with 27% of those with SCOTVEC modules only and 22% of those with a vocational or professional qualification only. Table 12 shows the main activity of 18-19 year olds in May 1995 by levels of academic and vocational qualifications obtained by the time of the survey.

Table 13 shows the relationship between main activity at 18-19 and parents' education. Children of parents who were both educated to at least 17 years old were almost three times more likely still to be in education themselves at 18-19 than were the children

Table 12: *Main activity in May 1995, by levels of academic and vocational qualification obtained by the time of the survey (percentage of respondents)*

	Full-time education	*Full-time job*	*Out of work*	*Unweighted base*	*Weighted base*
None	16	21	54	50	200
SCOTVEC modules	18	24	27	41	135
Vocational	22	26	22	23	71
Standard 4-7	2	43	37	68	197
Standard 4-7 + modules	10	52	23	134	388
Standard 4-7 + vocational	9	53	9	55	159
Standard 1-3	14	56	15	586	1295
Standard 1-3 + modules	23	56	6	112	205
Standard 1-3 + vocational	25	55	4	73	134
Highers	76	15	–	732	952
Highers + modules	69	21	–	815	1115
Highers + vocational	55	33	–	123	192

Note 1: Excludes SEB Highers obtained since leaving school.
Note 2: Figures are row percentages.

***Table 13**: Main activity in May 1995, by parents' education (percentage of respondents)*

Main activity May 1995	Parents' education				
	Both to 17+ years	One to 17+ years	One or both to 16+ years	Both to 15 years or less	Don't know/not answered
Full-time education	75	54	39	26	14
Full-time job	13	28	38	50	18
Training scheme	–	–	7	6	–
Part-time job	–	–	5	–	–
Out of work	5	8	9	13	11
Other/not answered	5	7	–	–	51
Weighted base	490	857	1220	1210	1267
Unweighted base	346	537	693	612	624

of parents who both left school aged 15; 75% compared with 26%. Conversely, the children of the least well educated parents were more than twice as likely to be out of work than the children of the best educated parents; 13% compared with 5%.

Stage of leaving school and levels of qualification are two factors related to main activity at 18-19. Other factors such as parents' social class, frequency of playing truant whilst in S4, number of siblings, parents' housing tenure and parents' activity status are also related to main activity at 18-19, but all of these factors are strongly correlated with each other and it would require much deeper analysis than can be undertaken here to tease out the exact nature of the relationship between these and other factors which are related to main activity at 18-19.

5 Hopes for the future

The follow-up survey asked respondents what they thought they were likely to be doing in about a year's time. They were generally quite optimistic (Table 14). The majority of the year group thought that by the spring of 1996 they would be in a full-time job (49%) or in full-time education (40%). Even among those who were out of work, more than half (54%) expected to be in a full-time job in a year's time, and only 14% believed they would still be out of work. Almost nine in ten (88%) of those who were in full-time education in the spring of 1995 were expecting still to be in full-time education in May 1996.

There were some sex differences in respondents' views about the immediate future. More of the men than of the women thought that they would be in a full-time job a year after the survey (55% of the men compared with 44% of the women) and more of the women than of the men thought that a year after the survey they would be in full-time education (44% of the women compared with 36% of the men). Of those in a full-time job in May 1995, a slightly larger proportion of the men than of the women believed they would still be in full-time employment a year later; 90% of the men compared with 85% of the women. Among those on YT, somewhat fewer women than men thought that within a year they would most likely have taken a full-time job, only 62% of women compared with 79% of men, and far more women than men thought they would have most likely have returned to full-time education; 16% of women compared to only 4% of men.

When they were first surveyed as part of the leavers survey, the S4 and S5 leavers in the sample were asked what they thought they would be doing in a year's time. These expectations can be compared with what they were actually doing, as reported in the follow-up survey. These comparisons are made for S4 and S5 leavers respectively in Tables 15 and 16.

Over half (53%) of the S4 leavers in the sample who expected to be in full-time education a year after they were contacted for the leavers' survey, were indeed in full-time education in May 1994. However, just over one fifth (22%) had taken a place on YT and one in seven (14%) were in fact out of work. Remaining in full-time education seems to have been a somewhat more realistic expectation among the S5 leavers in the sample; three quarters (76%) of the S5 leavers who expected to remain in full-time education,

Table 14: *Expected activity in a year's time, by current activity*

Expected activity in one year's time	*Total*	*Current activity*				
		Full-time education	*Full-time job*	*Training scheme*	*Out of work*	*Other*
Full-time education	40	86	6	8	12	29
Full-time job	49	11	88	72	54	34
Training scheme	1	–	–	7	2	1
Out of work	3	–	1	7	14	4
Other	7	3	5	5	6	31
Not answered	1	–	–	1	2	1
Weighted base	5044	1988	1827	278	616	335
Unweighted base	2812	1397	884	127	242	162

Table 15: *S4 leavers' expected and actual main activity one year after leavers' survey (% of respondents)*

Actual main activity May 1994	*Expected main activity one year after leavers' survey*				
	Full-time education	*Full-time job*	*Training scheme*	*Out of work*	*Other/not answered*
Full-time education	53	3	3	3	2
Full-time job	4	64	21	15	24
Training scheme	22	18	64	7	6
Out of work	14	14	8	62	33
Other/not answered	7	1	4	13	35
Weighted base	122	741	150	87	90
Unweighted base	47	242	50	18	23

Table 16: *S5 leavers' expected and actual main activity one year after leavers' survey (% of respondents)*

Actual main activity May 1995	*Expected main activity one year after leavers' survey*				
	Full-time education	*Full-time job*	*Training scheme*	*Out of work*	*Other/not answered*
Full-time education	76	4	7	9	6
Full-time job	13	70	27	6	34
Training scheme	–	10	43	6	6
Out of work	7	10	23	54	25
Other/not answered	3	5	0	25	29
Weighted base	331	1018	150	52	80
Unweighted base	166	374	50	16	31

did so. Less than one in a hundred (< 1%) had taken places on YT and less than one in fifteen (7%) were out of work.

Of those who expected to be in a full-time job a year after they were contacted for the leavers survey, slightly fewer of the S4 than of the S5 leavers actually were in a full-time job twelve months later; 64% and 70% respectively. Just under one fifth (18%) of the S4 leavers who had expected to be in a full-time job a year after their leavers survey were in fact on YT, compared with one in ten (10%) of the S5 leavers.

Little can be said about those who expected to do other things because there were so few of them. Nevertheless the figures for those who expected to be on YT and those who expected to be out of work are included in the tables for completeness.

Overall, the S5 leavers were slightly more accurate in their predictions for the immediate future than were the S4 leavers.

The range of opportunities for further education, training and employment available to young people after compulsory schooling mean that the transitions made by young people from school to the labour market can involve quite complex routes. It is impor-

tant to understand the factors which affect the labour market destinations of young people and to understand the factors which affect the routes taken to those destinations. It is through such an understanding that best policy is formulated. The SSLS will continue to survey Scotland's young people in order to collect information on their views and experiences of post compulsory education, training and employment, and so continue to contribute to such an understanding of the transition from school to the labour market.

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Appendix A: Changes in main activity

Tables A.1 to A.5 show the degree of change and continuity in the main activity of young people over the period from October 1992 to May 1995 by disaggregating each of the main activity groups according to respondents' stated activities at the following time point. Each table covers the change over six months with the earlier time point defining the columns of the table and the later time point defining the rows. The percentage of respondents who were engaged in the same activity at both time points is indicated in bold type.

Tables A.1, A.3 and A.5 cover winter/spring periods and show very high proportions of young people staying in education. Tables A.2 and A.4 cover summer/autumn periods and, reflecting the summer end to the academic year, show far greater movement out of full-time education and into other activities. In both the May to October periods shown (Tables A.2 and A.4) similar proportions of the year group left full-time education and took up full-time work; 14% between May and October 1993 and 15% between May and October 1994. Table A.2 shows 11% of young people who were in full-time education in May 1993 had taken places on training schemes by the following October. Table A.4, covering the same summer/autumn period a year later in 1994, shows only 4% leaving full-time education to take a place on a training scheme. This reflects the greater uptake of training scheme places among those who leave school earlier; by May, 1995 50% of the S4 leavers and 56% of the S5 (1st term) leavers in the sample had been on a YT scheme lasting at least three months, compared with 33% of the S5 (3rd term) leavers and 7% of the S6 leavers.

Tables A.1 to A.5 show that once out of full-time education, it is those in a full-time job who are most likely to be found engaged in the same activity from one time point to the next. Just less than three quarters (73%) of those in a full-time job in October 1992 were still in full-time employment in May 1993, and four fifths (82%) of those in a full-time job in May 1993 were in a full-time job in October 1993. After October 1993, the proportion staying in full-time employment from one time point to the next stabilises at around 9 in 10. This corresponds to a large increase in the base of those in a full-time job. The largest portion of the movement from other activities was to full-time work, as those in the year group left full-time education and finished training schemes or, having been out of work, found employment.

Table A.1: *Main activity in Oct 1992, by main activity in May 1993 (percentage of respondents)*

Main activity May 1993	*Main activity Oct 1992*				
	Full-time education	*Full-time job*	*Training scheme*	*Out of work*	*Other/not answered*
Full-time education	**97**	0	1	1	7
Full-time job	1	**73**	13	8	51
Training scheme	1	9	**71**	23	13
Out of work	1	15	8	**64**	0
Other/not answered	–	3	5	4	**29**
Weighted base (1)	4116	357	335	181	42
Unweighted base	2472	112	108	41	79

Table A.2: *Main activity in May 1993, by main activity in Oct 1993 (percentage of respondents)*

Main activity Oct 1993	*Main activity May 1993*				
	Full-time education	*Full-time job*	*Training scheme*	*Out of work*	*Other/not answered*
Full-time education	**71**	4	4	6	0
Full-time job	14	**82**	24	15	20
Training scheme	11	8	**64**	15	14
Out of work	3	4	7	**45**	15
Other/not answered	1	2	1	18	**51**
Weighted base (1)	4006	378	356	227	64
Unweighted base	2442	126	117	43	84

Table A.3: *Main activity in Oct 1993, by main activity in May 1994 (percentage of respondents)*

Main activity May 1994	*Main activity Oct 1993*				
	Full-time education	*Full-time job*	*Training scheme*	*Out of work*	*Other/not answered*
Full-time education	**95**	–	–	0	2
Full-time job	3	**89**	18	14	14
Training scheme	–	4	**72**	14	6
Out of work	2	6	8	**64**	17
Other/not answered	–	–	2	8	**61**
Weighted base (1)	2869	1013	733	270	146
Unweighted base	1945	402	259	79	127

Table A.4: *Main activity in May 1994, by main activity in Oct 1994 (percentage of respondents)*

Main activity Oct 1994	*Main activity May 1994*				
	Full-time education	*Full-time job*	*Training scheme*	*Out of work*	*Other/not answered*
Full-time education	**72**	3	4	7	6
Full-time job	15	**87**	29	21	20
Training scheme	4	3	**54**	11	1
Out of work	4	6	11	**51**	21
Other/not answered	5	1	2	10	**52**
Weighted base (1)	2729	1160	635	367	140
Unweighted base	1890	461	223	107	131

Table A.5: *Main activity in Oct 1994, by main activity in May 1995 (percentage of respondents)*

Main activity May 1995	*Main activity Oct 1994*				
	Full-time education	*Full-time job*	*Training scheme*	*Out of work*	*Other/not answered*
Full-time education	**91**	2	1	4	7
Full-time job	3	**88**	32	17	15
Training scheme	–	–	**48**	4	2
Out of work	2	7	14	**67**	8
Other/not answered	4	3	5	8	**69**
Weighted base (1)	2070	1704	519	464	274
Unweighted base	1463	811	222	179	137

(1) In order to generate the most accurate estimate possible, the S4, S5 and S6 weights were applied to the data and cross tabulations produced for each set of leavers in the sample. These figures were then combined. As a result, the weighted base of these tables is 5,031 not the cross-sectional weighted base of 5,044.

Appendix B: Technical notes

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.

A dash (–) indicates a figure of less than 1%. Zero (0) indicates no respondents at all.

Bases

Each table shows both the weighted and unweighted base corresponding to each percentage. The data were weighted to compensate for differential non-response across subgroups.

The unweighted bases can be used as a rough guide to the likely precision of the survey estimates. The weighted bases can be used to combine two different columns in a table. These uses of the bases are described below.

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* of the year group. This margin can be estimated for each proportion, p (where p is the percentage divided by 100) by:-

$$\pm 2 \times \sqrt{\left(\frac{p(1-p)}{nu}\right)}$$

where nu is the unweighted sample size. 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 1, the proportion of the year group who were in a full-time job in May 1995 is estimated as 29%. The margin of error around this estimate can be calculated as:-

$$\pm 2 \times \sqrt{\left(\frac{0.29 \times (1-0.29)}{2812}\right)}$$

which comes to 0.017. In other words, there is a 95% chance that the true value is within the range 0.29 ± 0.02, ie between 0.27 and 0.31, or between 27% and 31%.

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

Combining columns of a table

You may sometimes want to estimate a proportion for two (or more) columns of a table combined. For example, you might want to combine the 'S5 (1st term)' and 'S5 (3rd term)' columns of Table 11, in order to estimate the proportion of all S5 leavers in the year group who were in a full-time job as their first main activity after leaving full-time education. The combined proportion can be estimated as:-

$$P = \frac{P_1 nw_1 + P_2 nw_2}{nw_1 + nw_2}$$

where P_1 is the proportion for the first column, and nw_1 the weighted base for that column, and P_2 and nw_2 are the corresponding values from the second column.

So, for our example:

$$P = \frac{(0.41 \times 584) + (0.32 \times 972)}{(584 + 972)}$$

which comes to 0.35, or 35%.

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.

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.

Social class

The Social Class variable used in this report is based on occupation, using a classification that has grown out of the original Registrar-General's social class classification. The scale – developed and maintained by OPCS – 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 SOC), 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

The Scottish School Leavers Survey (SSLS)

The SSLS obtains information on the educational and employment activities of young people after they leave school. It also includes information on aspects of their experiences at school and family charactersitics. The survey data is linked with information on school qualifications obtained from the Scottish Examination Board (SEB) and Scottish Vocational Educational Council (SCOTVEC).

The SSLS has two components, an annual survey of school leavers and a follow-up survey of an age cohort of young people who have been included in the annual leavers surveys. This report presents the findings of the follow-up survey of young people who entered, or were eligible to enter, S4 in the 1991-92 session and who were aged 18-19 in the spring of 1995 when the follow-up survey was conducted. An accompanying report – *The 1994 Leavers* – looks at the destinations of a sample of young people who left school in the academic session 1993-94.

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