



*what's*4*me*

Information and Educational Decisions

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Progression in a participating school:
Queen Elizabeth's Boys School)

Motivation

- Estimated returns to staying on in education are extremely high. However, in 2009, 17% of 18 year olds were not in education, employment or training. 35% of 18 year olds not in any form of education or training.
- Gaps by gender, social class, school type...
- Why? To what extent does information play a role?
- Information, Advice and Guidance thought to be very 'patchy' in English schools.

Research questions

- Do school students (15 year olds) know economically relevant facts about education and the labour market?
- Will 15-year olds pay attention to an ‘information campaign’? To what extent would it influence their plans for the future?
- Does it alter their behaviour? (get them talking to others – and to whom)
- Does it influence gender/socio-economic gaps on any dimension?

Related literature

- Expanding literature about effects of providing information to students (e.g. Jensen, QJE forthcoming; and broader literature about effects of information campaigns – e.g. Hastings et al. 2007; Duflo and Saez 2003; Duflo et al. 2006)
- Wage expectations of students (e.g. Manski, 1993; Betts, 1996; Brunello et al. 2004)
- Differences in education and the gender wage gap (e.g. Brown and Corcoran, 1997; Machin and Puhani, 2003)

Steps involved:

- Design intervention: Website; accompanying class materials; short video and 1 page leaflet describing main points
- Design questionnaire: First (pre-intervention) questionnaire and second questionnaire to be completed roughly 8-12 weeks later.
- Write to schools to ask them to participate (all schools in London). All schools offered report profiling their students against other schools (anonymous basis) and resource materials at some stage.
- Match participating schools based on (a) school type; (b) performance. Then pair up similar schools. Randomly assign intervention to one school within each pair.

Characteristics of invited schools

	All schools invited	Schools that dropped out (e.g. timetable problems)	Schools in treatment and control	Difference between Treatment and control*
Number of schools	515	32	54	
GCSE points score	424	416	442	6.92 (17.98)
Proportion with 5 or more GCSE grades at A*-C	0.77	0.74	0.82	0.00 (0.06)
Proportion with 5 or more GCSE grades at A*-C (including English and Maths)	0.55	0.53	0.62	0.04 (0.04)
All girls school	0.24	0.21	0.37	0
All boys school	0.14	0.06	0.19	0
Independent school	0.24	0.18	0.28	-0.04 (0.06)
Proportion eligible for free school meals	0.17	0.20	0.14	-0.04 (0.02)

*Treatment and control differences in 2009. Standard errors in parenthesis

In Context: Queen Elizabeth's School

- 1200 students - North London.
- Single sex – male
- 11-18 academy
- Ethnic Socio-economic
- Medicine/Economics/Law



Why Participate?

1. Training school status
 - In-house Masters Program
2. Action research projects
 - influence school development
3. Careers education provision is variable
4. Pupils needs vary



Benefits:

- Inform our careers education provision:
 1. What do students perceive as the value of a University education?
 2. Why do they choose a particular degree course?
 3. How can we support them in these decisions?



Practical Issues

- Timetable!
- Availability of students
- Honesty of students
- Ethical concerns – uses of research data
- Randomisation considerations



Class Materials

- Web format – student friendly
- Personalised – students investigate in their own time
- Students listen to an ‘outside authority’





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what's4me? Class Material



what's 4 me

Introduction

- Deciding what you want to do after Year 11 is very important for your future, so its a good idea to start thinking about it now
- Today we are going to talk about the different options available to you, and how you can decide what's the best one for you

A close-up photograph of a hand holding a pen, writing on a piece of paper. The pen is dark, and the ink is visible on the paper. The background is a light-colored surface.

what's4me

What sorts of things matter for your future?

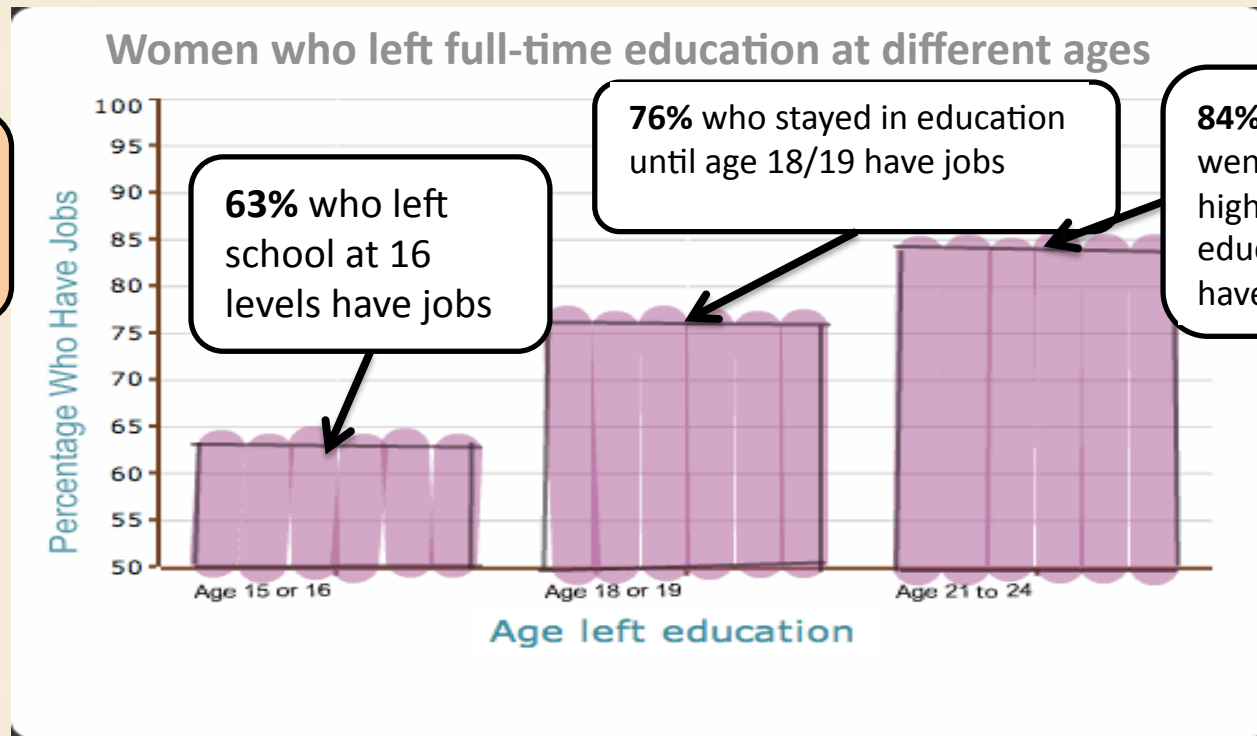
- Whether or not you stay in education after year 11
- How long you stay in education for
- If you go into higher education:
 - What subject you choose to study
 - Which university to go to

These decisions will affect whether you get a job and how much you earn! We will go through each in turn

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Staying on matters...for whether you get a job

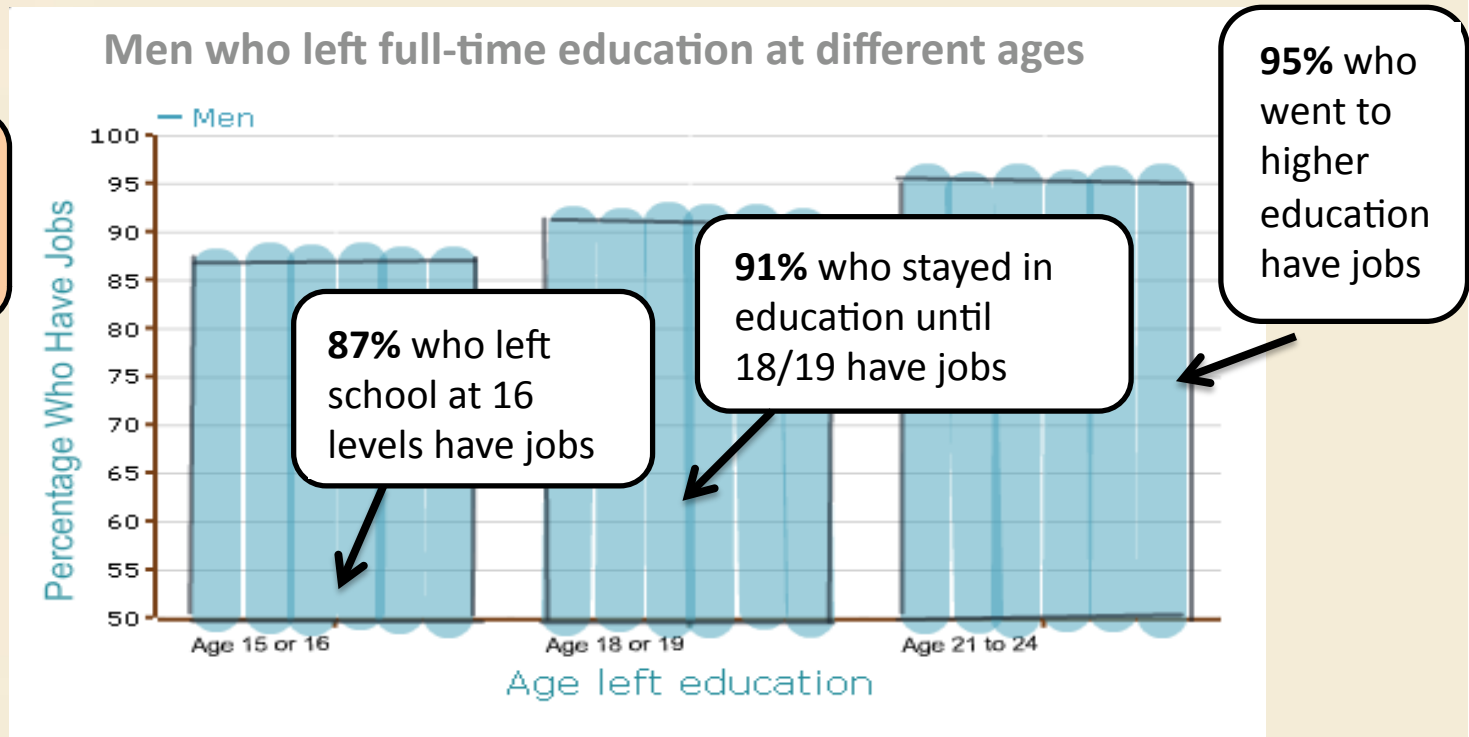
You are more likely to get a job if you stay on in education!



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Staying on matters...for whether you get a job

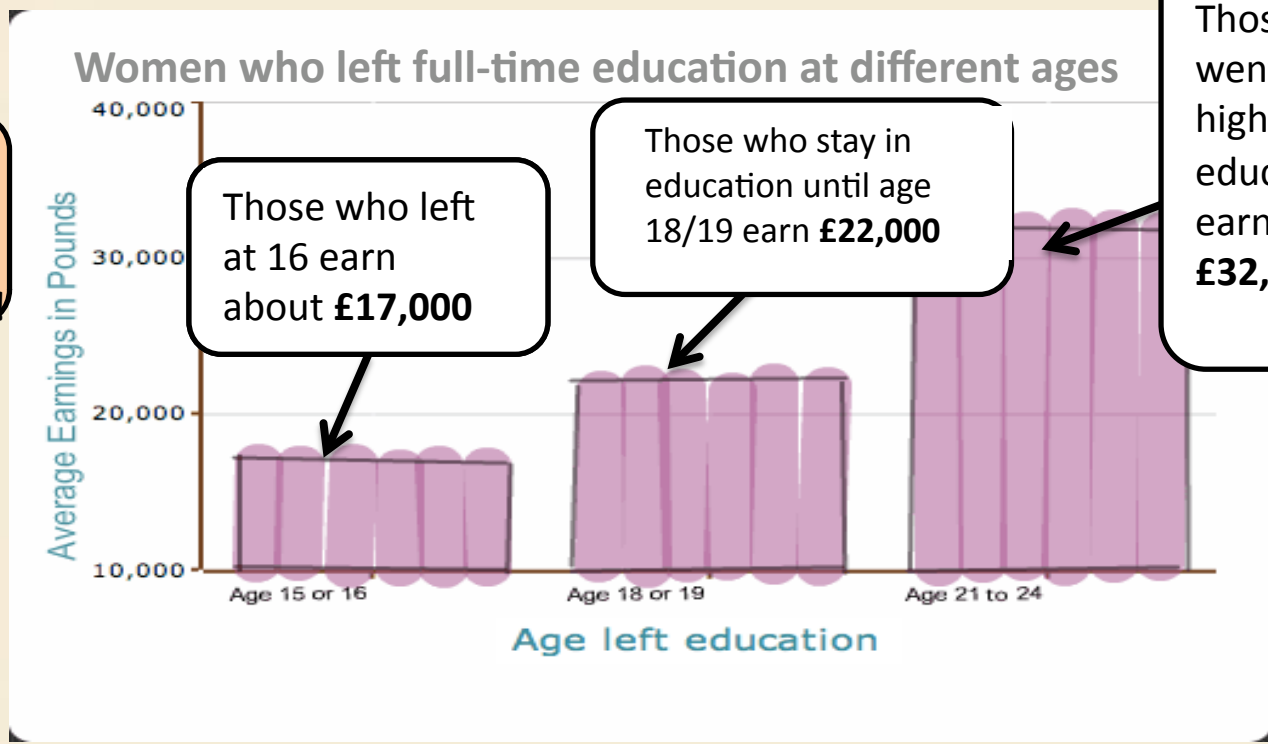
You are more likely to get a job if you stay on in education!



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Staying on matters...for how much you earn

You are likely to earn more *on average* if you stay in education!



Those who left at 16 earn about **£17,000**

Those who stay in education until age 18/19 earn **£22,000**

Those who went to higher education earn about **£32,000**

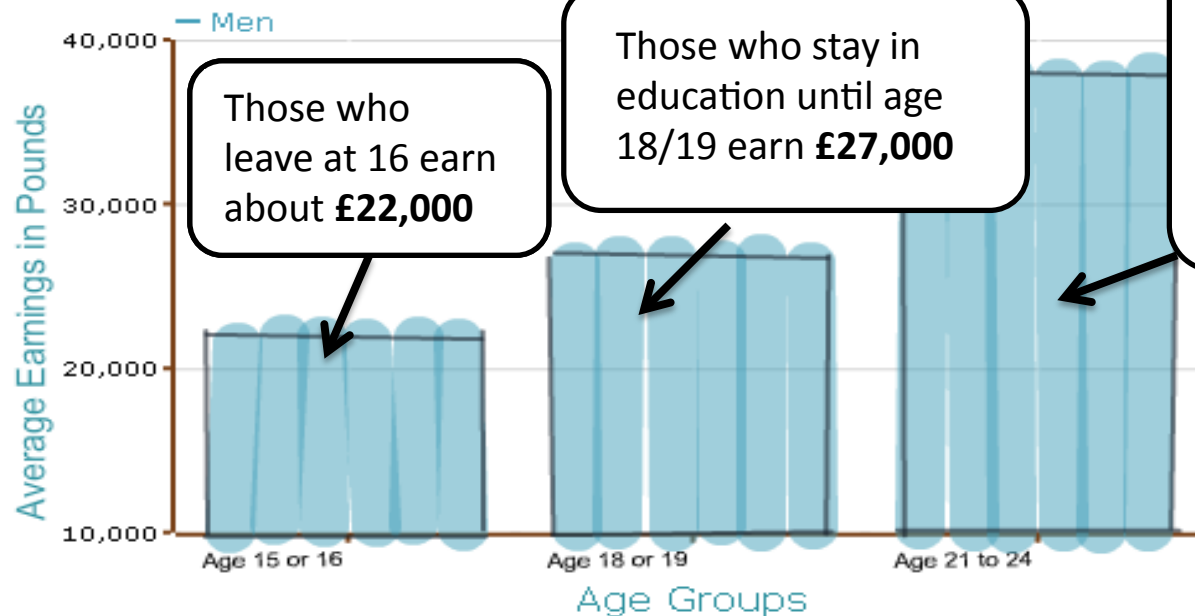
what's4me

Staying on matters...for how much you earn

You are likely to earn more *on average* if you stay on at school!



Men who left full-time education at different ages



Those who leave at 16 earn about **£22,000**

Those who stay in education until age 18/19 earn **£27,000**

Those who go to higher education earn about **£38,000**

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Will we really earn *the average*? Maybe I'm a superstar!



No. It depends on lots of other things!

- What sort of job you get and how good you are at it.
- The state of the economy when we are older.
- We also have to think about lifestyle choices. What if we have children?!

Average wages just give a rough guide. Useful information but not a crystal ball!



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Staying on matters...and there will be help available if you decide to go to university



- By the time you are at the age where you can go to university, the costs will be quite different from today
- In 2012, **tuition fees** will be about £7,500 per year
- Some universities may charge less, and some may charge more, but fees will never be higher than £9,000 per year
- This may sound like a lot of money – but you don't have to pay this until after you have left university and got a job!
 - You can borrow the money from the **student loans** company
 - And you only pay back 9% of your earnings over £21,000
 - So if you don't have a job you don't pay anything
 - And if you were earning £25,000 a year, you'd only pay back £7 a week!

For this we need to get information on 'area cost adjustments' at local authority level - the indices that are used to weight the school

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But is it still worth going to university?

If my fees are £7,500 per year and I take out a maintenance loan too, I could be in over £30,000 of debt by the end !!!



Of course it is!

For example, at age 30, a man who left school at 18 will earn on average £27,000, but a man with a degree will be earning £38,000 on average. That's £11,000 more (on average) just in that year. **Over time this adds up!**

3 years of debt < lots of years earning more money because of higher education



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The subject you study at uni matters...for how much you earn (on average)

But remember.
Money isn't everything...!



Someone doing art may earn about £30,000

Someone doing business studies may earn about £43,000

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The subject you study at uni matters... for the job you want to do! Its important to find out what subject you should study...



I want to be a
vet!

Go to
www.whats4me.co.uk
to find out what subject
you need. Or email
whats4me@lse.ac.uk





what's4me

Where can I find out more?

On the Whats4me website!

How to access the

www.whats4.me.uk

website.....

How to measure whether intervention had any effect?

- Website analytics
- Feedback from schools; combined with own assessment
- Differences between treatment and control schools in extent of 'information, advice and guidance' given between first and second questionnaire. Students are asked questions on how often they talk to teachers about future plans for studying; usefulness of this information; and use of Internet.

What are the outcomes?

a) Factual:

'Do you think that a person has a better or worse chance of getting a job if he/she stays in education up to... compared to leaving school after Year 11' (i.e. compulsory school-leaving)

'If I get a university degree, I will earn about the same no matter what subject I study'

'If I get a university degree, I will earn the same no matter what university I go to'

What do you think is the yearly cost of sending a person to university? (just in terms of tuition fees)

When do you think most people pay their university fees?

What are the outcomes?

b) Possible future income:

Imagine you left school after Year 11 and try to find a job. Thinking about the kinds of job you might be offered and what you might expect

‘What is your best guess of what you would earn per year at age 30?’

‘What do you think the typical 30-year old earns if he/she left full-time education after Year 11’

(similar question for other levels of education)

What are the outcomes?

c): Future intentions:

- Plans after age 16 (end of compulsory education): full-time education; working full-time; work-based training etc.
- Likelihood of ever applying to university
- Likelihood of studying particular subjects (i) after age 16; (ii) in higher education.
- Ranking of subjects (in terms of preference) and expectation of average yearly earnings for someone of age 30

Conclusion

The main output of this project is to find out about the effectiveness of a very simple (and inexpensive) information campaign on students' knowledge, attitudes and future intentions.

Hope to inform careers programmes of all participating school through provision of feedback and resources; produce research output that is policy relevant and academically interesting