

Jake Anders

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EMPLOYMENT

- Apr. 2016- : **Senior Research Associate**, Department of Learning and Leadership, UCL Institute of Education, London
- 2015-2016: **Research Fellow**, National Institute of Economic and Social Research, London
Researcher working primarily on projects involving education or labour market transitions:
- Involved in projects commissioned by multiple government departments, including analysis of youth transitions into the labour market, evaluation of adult skills interventions, and analysis of geographical patterns of education inequality.
 - Contributed to the writing of reports aimed at both academic and policymaking audiences.
 - Led successful applications for research contracts and funding from charitable foundations, including leading a large school-based randomised evaluation.
- 2014-2015: **Research Officer**, National Institute of Economic and Social Research, London
- Jan-Jul. 2013: **Committee Specialist**, House of Commons Education Committee, London
In-house specialist for committee of Members of Parliament. Secondment from PhD:
- Role included giving written and verbal briefings for Members of the Committee.
 - Role also involved acting as an Inquiry Manager with tasks including: researching possible areas of interest for the Committee; organising evidence sessions (including proposing, inviting and briefing potential witnesses); managing relationships with stakeholders (witnesses, external specialist advisers, civil servants, Members' staff, and others); drafting Committee reports; assisting in the preparation of press notices; and briefing for relevant Parliamentary debates.
 - As the role involves strict deadlines, and frequently responsibility for more than one ongoing inquiry at a time, excellent time management skills were vital. Also involved in improving Committee's public engagement, through social media.

EDUCATION

- 2011–2014: **UCL Institute of Education, University College London**
PhD Economics of Education (passed with no corrections)
Thesis title: "Socio-economic inequalities in access to Higher Education in England"
Supervisors: Prof. Lorraine Dearden & Prof. John Micklewright
Advisory Panel: Dr. John Jerrim
Examiners: Prof. Ian Walker & Prof. Alissa Goodman
- 2007–2010: **New College, University of Oxford**
BA (Hons.) Philosophy, Politics and Economics
Finals papers in: Microeconomics, Macroeconomics, Quantitative Economics, International Economics, Public Economics, International Relations, British Politics and Government since 1900, Modern British Government, Theory of Politics

OTHER AFFILIATIONS

- Associate Fellow, Jacob's Foundation Pathways to Adulthood Programme (2014-)
Honorary Research Associate, Department of Social Science, UCL Institute of Education (2015-2017)

AWARDS & SCHOLARSHIPS

- Helen Robinson Award for Best Paper by a Young Economist, WPEG Conference 2014
ESRC NCRM ADMIN Node PhD Studentship, UCL Institute of Education, London (2011-14)
Advanced Quantitative Methods Stipend, UCL Institute of Education, London (2011-14)
Academic Scholarship, New College, University of Oxford (2008-10)

ACADEMIC PUBLICATIONS

- Parker, P., Jerrim, J. & Anders, J. (2016) "What effect did the Great Recession have upon youth wellbeing? Evidence from four Australian cohorts." *Developmental Psychology*, vol. 52, no. 4, pp. 640-651.
- Jerrim, J., Parker, P., Chmielewski, A. K. & Anders, J. (2016) "Private schooling, educational transitions and early labour market outcomes: Evidence from three Anglophone countries" *European Sociological Review*, vol. 32, no. 1, pp. 280-294.
- Parker, P., Jerrim, J., Anders, J. & Astell-Burt, T. (2016) "Does Living Closer to a University Increase Educational Attainment? A Longitudinal Study of Aspirations, University Entry, and Elite University Enrolment of Australian Youth." *Journal of Youth and Adolescence*, vol. 45, no. 6, pp. 1156-1175.
- Anders, J. & Micklewright, J. (2015) "Teenagers' expectations of applying to university: how do they change?" *Education Sciences*, Vol. 5, No. 4, pp. 281-305.
- Anders, J. (2015) "Does socio-economic background affect pay growth among early entrants to high-status jobs?" NIESR Discussion Paper 453, National Institute of Economic and Social Research.
- Anders, J. (2014) "Does an aptitude test affect socioeconomic and gender gaps in attendance at an elite university?" DoQSS Working Paper No. 14-07, Institute of Education.
- Whitty, G. & Anders, J. (2014) "Narrowing the Achievement Gap: Policy and Practice in England 1997-2010" in *Closing the Achievement Gap: An International Perspective*, Julia V. Clark (ed.). Springer.
- Anders, J. (2012) "The link between household income, university applications and university attendance" *Fiscal Studies*, Vol. 33, No. 2, pp. 185-210.
- Anders, J. (2012) "Using the Longitudinal Study of Young People in England (LSYPE)/"Next Steps" for research into Higher Education access." DoQSS Working Paper No.12-13, IoE.
- Anders, J. & Jerrim, J. (forthcoming) "The socio-economic gradient in educational attainment and labour market outcomes: a cross-national comparison". Book chapter
- Anders, J., Jerrim, J. & McCulloch, A. (R&R) "How much progress do children in Shanghai make over one academic year? Evidence from PISA."
- Anders, J. & Dorsett, R. (R&R) "What young English people do once they reach school-leaving age: A cross-cohort comparison for the last 30 years."
- Anders, J. (Under Review) "The influence of socioeconomic status on changes in young people's expectations of applying to university."

CONFERENCES & PRESENTATIONS

- "The role of schools in explaining individuals' subject choice at age 14" Society for Longitudinal and Lifecourse Studies Annual Conference, Bamberg, October 2016; Department of Education seminar, University of Oxford, November 2016.
- "Does socio-economic background affect pay growth among early entrants to high-status jobs?" WPEG Annual Conference, University of Sheffield, July 2015; Association for Public Policy Analysis and Management International Conference, June 2016.
- "The influence of socio-economic status on changes to young people's expectations of applying to university" Survival Analysis for Junior Researchers conference, University of Warwick, April 2014; WPEG Annual Conference, University of Sheffield, July 2014; EALE/SOLE Conference, Montreal, June 2015.
- "What young English people do once they reach school-leaving age: A cross-cohort comparison for the last 30 years." CLS Cohort Studies Conference, UCL Institute of Education, March 2015; Society of Longitudinal and Lifecourse Studies Annual Conference, Dublin, October 2015.
- "Does an aptitude test affect socioeconomic and gender gaps in attendance at an elite university?" RES Postgraduate Presentation Meeting & Job Market, University College London, January 2014; RES Annual Conference, University of Manchester, April 2014; Department of Education seminar, University of Oxford, May 2014; DoQSS seminar, Institute of Education, London, June 2014.
- "What's the link between household income and going to university?" CMPO Doctoral Conference, University of Bristol, May 2012; Institute of Education Doctoral Conference, London, June 2012; European Association of Labour Economists Annual Conference, Bonn, September 2012; WPEG Annual Conference, University of Sheffield, September 2012; Society of Longitudinal and Lifecourse Studies Annual Conference, Paris, October 2012; Centre for Longitudinal Studies Cohort Conference, Institute of Education, London, November 2012.

PhD CHAPTERS

The link between household income, university applications and university attendance

Given the high returns to holding a degree, it is important to understand the relationship between household income and university entry in terms of the likely consequences for social mobility. This paper provides new evidence using the Longitudinal Study of Young People in England. I provide estimates of the income gradients in university participation overall and at a group of high status institutions. I also investigate the extent to which these gaps may be driven by discrimination against students from lower income backgrounds by universities, by considering income gradients in applications. I find substantial differences in university entry overall and at Russell Group institutions between students from high and low income families. However, I show that most of this difference is driven by application decisions, particularly once I control for 'ability' at age 11. This suggests that universities do not discriminate against students from poorer backgrounds. Instead those students are less likely to apply. These findings suggest that policies aimed at reducing the university participation gap at the point of entry are likely to face small rewards. More likely to be successful are policies aimed at closing the substantial applications gap, particularly by ensuring that students from poorer backgrounds have the necessary qualifications to apply.

Does an aptitude test affect socioeconomic and gender gaps in attendance at an elite university?

The increasing use of aptitude tests as part of the admissions processes at elite English universities potentially has significant implications for fair access to these institutions. I attempt to isolate the impact of the introduction of one such test on the proportion of successful applicants by school type (as a proxy for socioeconomic status) and by gender using a difference in differences approach and administrative data from the University of Oxford. The introduction of the test coincided with the implementation of a guideline number of interviews per available place, significantly reducing the proportion of applicants offered an interview (by 14 percentage points) and, hence, increasing the proportion of interviewees offered places (by 3.6 percentage points). By gender, I find some evidence that these changes may be having differing effects at different stages of the admissions process, but not on each group's overall chances of securing an offer. I do not find any evidence that the policy has negative side effects on the chances of applicants from less advantaged socioeconomic backgrounds at any stage of the process.

The influence of socio-economic status on changes to young people's expectations of applying to university

A much larger proportion of English 14 year olds expect to apply to university than ultimately make an application by age 21, but the proportion expecting to apply falls from age 14 onwards. In order to assess the role of socio-economic status in explaining changes in expectations, I apply duration modelling techniques to data from the Longitudinal Study of Young People in England, analysing transitions in young people's expectations both from being 'likely to apply' to being 'unlikely to apply' and vice versa. I find that young people's socio-economic background has a significant association with changes in expectations, even once I control for prior academic attainment and other potentially confounding factors. This suggests more could usefully be done to maintain the educational expectations of academically able young people from less advantaged families. Furthermore, young people's backgrounds affect their responsiveness to new evidence on academic attainment at age 16, contributing to the socio-economic gradient in expectations.

TEACHING EXPERIENCE

"Education and Social Mobility" (Autumn 2015) Lecture & class, part of Economic Perspectives on Education Policy (EPEP) course, UCL Institute of Education (IOE)

"Panel data models: Fixed effects and random effects" (Spring 2014, 2015 & 2016) Lecture & computer class, part of Longitudinal Research & Analysis (LRA) course, IOE

"Higher Education Funding and Access" (Spring 2014) Lecture & class, part of Economic Value of Education (EVE, but since combined into EPEP) course, IOE

PROFESSIONAL MEMBERSHIPS

Reviewer, Economics of Education Review

Reviewer, Education Economics

Reviewer, Education Sciences

Member, Royal Economic Society

Member, European Association of Labour Economists

Member, Society of Longitudinal and Lifecourse Studies

Editorial Board Member, National Institute Economic Review (2015-2016)

FUNDING

Socio-economic status and subject choice at 14: do they interact to affect university access? Principal Investigator, Nuffield Foundation, ~£32,000. July 2015 – December 2016.

Independent Assessment of cohort 2 and final cohort for the HMP Peterborough Payment by Results pilot. Co-Investigator, Ministry of Justice, ~£90,000. March 2015 – June 2016.

Education Endowment Foundation Five Year review of project reporting to date. Co-Principal Investigator, Education Endowment Foundation, £20,000. June 2016 – August 2016.

Evaluation of Embedding Formative Assessment: A cluster randomised controlled trial in schools. Principal Investigator, Education Endowment Foundation, ~£100,000. April 2015 – March 2017

Research Programme into Adult English and Maths Skills. Co-investigator, Department of Business Innovation and Skills, £250,000 (at NIESR). September 2014 – March 2016.

Research on Youth Transitions to and within the labour market. Co-investigator, Department of Business Innovation and Skills, ~£30,000 (at NIESR). September 2014 – March 2015.

The influence of socio-economic status on financial success in professional occupations. Principal Investigator, The Sutton Trust/upReach ~£10,000. January – May 2015.

“The Access Project: Evaluation Support”. Co-Investigator, Centre for Social Action Innovation Fund (NESTA), ~£15,000. September-December 2014.

SELECTED TRAINING

UCL Institute of Education:
Evaluation Methods and Economic Appraisal;
Experimental & Quasi-experimental Design;
Economic Value of Education;
Longitudinal Research & Analysis;
Quantitative Analysis I, II & III;
Research for Policy

UCL Centre for Microdata Methods and Practice/Institute for Fiscal Studies:
Policy Evaluation Methods;
Panel / Longitudinal Data Analysis;
Discrete Choice Modelling;
Survival Analysis

OTHER SKILLS

IT: Highly competent. Wide range of experience with Mac, Windows and Linux:

- advanced skills with statistical software Stata;
- developing skills for working in statistical language R;
- highly skilled with Microsoft Office and LaTeX;
- knowledge of web development languages, particularly HTML, CSS and PHP.

Languages: French and Spanish, functional, spoken and written.

REFEREES

Available on request.