



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE



Diversity and Productivity: from Education to Workforce

Annual Report 2023/24



Foreword

As we embark on the final year of the Diversity and Productivity: from Education to Workforce (DAPEW) project, it is with great pride that we present the Annual Report for the year 2023/24. This report encapsulates the progress, achievements, and impactful work undertaken by the DAPEW team over the past two years.

Since its inception, DAPEW has aimed to unravel the intricate relationship between diversity, inclusion, and productivity in the UK. Through a series of projects that delve deep into various aspects of workplace dynamics, educational opportunities, and policy opportunities, we have made significant strides in understanding and addressing the barriers faced by under-represented groups in the workforce. We have also produced robust evidence that diversity and inclusion improve some dimensions of firm productivity. This report acts as a summary of our progress to date.

As we reflect on the past two years' accomplishments, we document the status of each research project, including preliminary results. We have also spotlighted three projects that are near completion to allow you to get quickly up to date on our most recent results. We encourage you to explore the contents of this report and engage with our findings. We also encourage you to stay in touch with DAPEW. As we enter our final year we will create many opportunities where you can engage with DAPEW and the ongoing conversation around diversity and productivity in the UK. Together, let us strive to create a future where every individual, regardless of background or identity, has the opportunity to reach their full potential and contribute meaningfully to a more productive society.

Thank you for reading and for your continued support.

Dr Grace Lordan

Principal Investigator for DAPEW
and Director of The Inclusion Initiative at the LSE



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Background

Introducing Diversity and Productivity from Education to Workforce (DAPEW)

The UK faces a productivity challenge with levels nearly 20 per cent lower than some of its competitors since the 2008 financial crisis. Simultaneously, the UK has a major diversity issue regarding individuals from under-represented groups being significantly less likely to access and succeed in the most productive education and career pathways. Understanding and addressing this diversity issue is vital to unlocking untapped national potential and resolving the productivity problem.

Diversity and Productivity from Education to Workforce (DaPEW) brings together leading researchers from multiple disciplines across a number of institutions in the UK to deliver innovative, academically vigorous, high impact research to better understand the link between diversity, inclusion and productivity in the UK. In addition, DaPEW aims to provide new insights into the potential barriers of under-represented groups in the workplace which inhibit them from reaching their full potential. By exploring both the education and skills perspective and the business perspective, DaPEW aims to unleash the “lost potential” of under-represented groups. We will collaborate with businesses and policymakers to develop and implement effective D&I policies, with the goal of boosting productivity and offering equal opportunities across all backgrounds.

The project aims to achieve this by:

- i** Enhancing UK productivity by enabling organisations to build diverse workforces and providing new insights into optimising the productive potential of diverse teams;
- ii** Expanding education and career opportunities for individuals from under-represented backgrounds by providing insights into inclusive education policies and practices, therefore broadening the talent pool that firms can attract, appoint and promote;
- iii** Collaborating with policymakers and businesses to ensure our findings translate into practical improvements;
- iv** Producing high-quality research published in top academic journals, that adds clear value to the academic community, in addition to informing policymakers and the business community. Furthermore, ensuring that the data, code and learning from our work is freely available to support future research;
- v** Empowering early career researchers to focus on diversity and inclusion research, equipping them with the skills and passion for impactful careers in this field.

We believe that the knowledge gained from DaPEW’s research will drive positive action, fostering equal opportunities and boosting productivity across diverse backgrounds.

Our research is structured around two strands of work covering a number of innovative projects cutting across research methods and disciplines. The following section contains details about the research strands, including research questions and project lead information.



“

Discover Economics is on a mission to expand access to economics. Doing this requires evidence on the whole pipeline: who isn't getting into economics, what the barriers to take-up are, and whether particular interventions can tackle these.

Across a number of projects in DAPEW, I've been involved in producing evidence showing both where the problems lie, and that relatively light-touch sessions introducing school students to economics can be enough to shift their perceptions, at least in the short term. In the medium term I'm excited to see whether these immediate effects translate into longer term changes in who studies, and ultimately works in, economics. ”

Arun Advani, Associate Professor, Economics Department, University of Warwick

STRAND 1 | PROJECT UPDATES

What is the relationship between diversity, inclusion, and productivity?



**STRAND 1****PROJECT UPDATE 1.1****At what levels of seniority and across which occupations is diversity strongly linked to productivity?**

This research question is led by Dr Giorgia Cecchinato and Dr Grace Lordan in collaboration with Citi.

Project Outline

The aim of this project is to investigate how diversity relates to firm-level productivity. Using Revelio Labs data, which aggregates and standardises millions of publicly available employment records, we have thoroughly examined various dimensions of diversity throughout the company's hierarchy and across different occupations. Our analysis has allowed us to understand the impact of diverse workforces on firm productivity. We gauge firm productivity by leveraging innovation, accounting and market data, which encompass financial information and records essential for tracking transactions and understanding the financial markets. Additionally, we utilise patent data to gauge innovation levels, revealing the organisation's advancements and productivity in relation to novel ideas. This comprehensive approach allows us to gain valuable insights into both market and monetary productivity, contributing to a holistic understanding of the organisation's performance. The study covers U.S. and UK based firms, aiming to provide recommendations to enhance productivity through diverse workforces.

Annual Update

We are now finalising robustness modelling. However, we can say with certainty that the results indicate either a positive or neutral relationship between diversity and all of the firm outcomes we study. Moreover, the impact of diversity is largest when we consider the most complex jobs of the firm.



**THE IMPACT OF DIVERSITY
IS LARGEST WHEN WE CONSIDER THE MOST
COMPLEX JOBS OF THE FIRM.**

**STRAND 1****PROJECT UPDATE 1.2****Does Diversity, Equity and Inclusion Pay? Evidence from employee review data for companies listed in the UK and the US Glassdoor**

This research question is led by Teresa Almeida, Grace Lordan with Citi

Aim

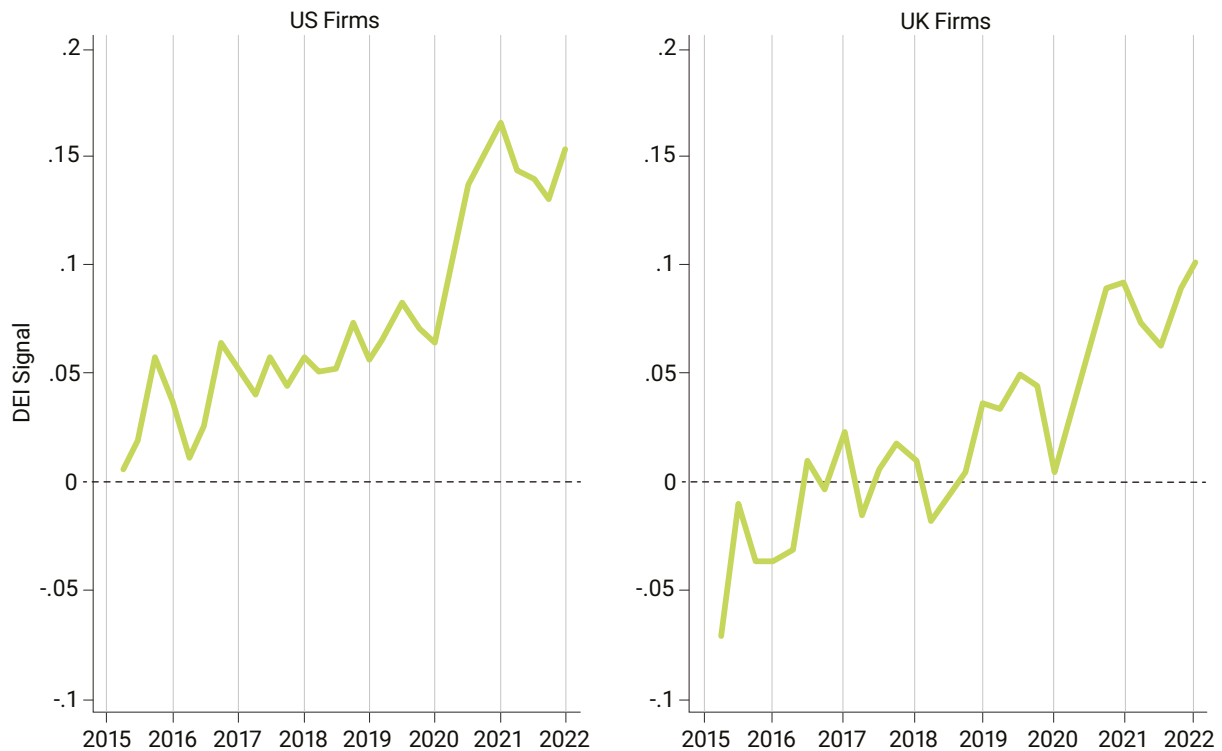
Diversity, equity and inclusion (DEI) within firms is a growing strategic focus area for organisations, investors and other stakeholders. However, measuring progress and establishing the relationship between DEI's impact and firm performance remains a challenge, due in part to an overly narrow focus on demographic diversity, self-reporting biases of company disclosure data and limitations of cross-sectional survey data. We propose a novel measure of DEI using online employee reviews submitted on Glassdoor, a career intelligence platform, for a sample of 945 large US and UK-based companies. Using firm financial performance and innovation data, we then investigate the impact of DEI on firm performance and examine differences in UK and US listed companies.

Measuring DEI using Employee Reviews

The measure of DEI was developed from the textual analysis of employee reviews posted on the career intelligence website Glassdoor, one of the largest repositories of employee feedback in the world. We started by collecting more than 3.3 million reviews for 945 firms published between April 2015 and June 2022. We then classify reviews regarding DEI using a manually identified and validated lexicon of 68 terms related to diversity, equity and inclusion (e.g., "discriminate", "culture", "minority", "equality", "meritocracy"). To select the most important words that relate to DEI and are also meaningful to employees, we used a lasso approach, before then constructing the measure we term "DEI Signal" at the company quarter level. As a result, our measure provides an indication of employees' experiences regarding DEI, as opposed to other indicators such as whether a company discloses DEI policies or metrics.

As shown in [Figure 1](#), there is an overall upward trend of DEI Signal, gradually increasing from 2015. From 2020 onwards, there is a spike in 2020 peaking in early 2021, which could indicate that the COVID-19 pandemic, which could mean that the COVID-19 pandemic, the murder of George Floyd and social movements such as Black Lives Matter taking place in the summer of 2020 influenced employees' perceptions and firm's actions regarding workplace DEI.

Figure 1: Average DEI Signal over time for US and UK-listed firms



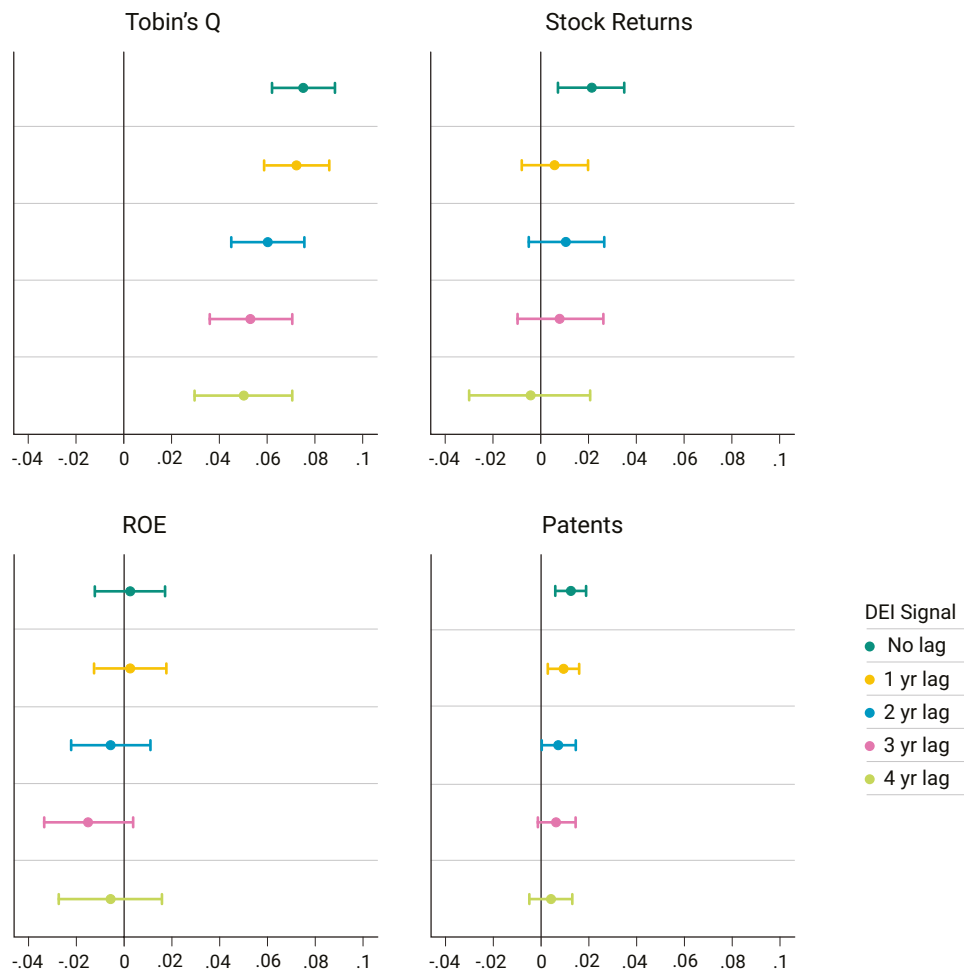
The Relationship between DEI and Firm Performance

To understand how DEI relates to firm performance, we use panel data models with interactive sector and time-fixed effects. This methodology allows us to assess how changes in DEI relate to company performance over time. We explore different metrics of performance, across market, accounting and innovation measures. Additionally, we explore differences between UK and US-listed firms, across sectors and growth stages, to identify specific contexts where DEI impacts might be more pronounced. While these models cannot be interpreted causally, positive or non-significant correlations should alleviate concerns that DEI improvements are made at the expense of financial performance, and directionally suggest that having an inclusive workforce may contribute to better performance, thereby highlighting the value of DEI initiatives in business strategy.

As shown in [Figure 2](#) we find that DEI is consistently positively associated with Tobin's Q over time (no lag, one-year, two-year, and three-year lags), suggesting that an increase in DEI is associated with higher market long-term valuations and growth expectations. However, it is not associated with stock returns beyond the no-lag model. This indicates that while higher DEI may boost the firm's perceived long-term value, they do not significantly impact short-term financial performance as measured by stock returns.

Additionally, DEI shows a statistically insignificant association with Return on Equity (ROE), suggesting that higher DEI does not adversely affect profitability. Finally, DEI is positively associated with the number of patents over various lags, suggesting that a diverse and inclusive workforce may contribute to enhanced innovation output over time. These findings collectively reinforce the strategic value of DEI initiatives in enhancing long-term market valuation and innovation, even if it is not predictive of short-term financial metrics like stock returns and ROE.

Figure 2: Relationship between DEI Signal and Firm Performance over time



Conclusion

This paper suggests that DEI initiatives are of strategic importance in enhancing long-term market valuation and innovation. The consistent positive association between DEI and Tobin's Q in both UK and US firms and across time demonstrates the market's favourable view of diverse practices. While DEI appears unrelated to short-term financial metrics like stock returns and profitability, the positive link between DEI and innovation suggests that inclusive environments that integrate differences can foster creativity and competitive advantage.

**THE POSITIVE LINK BETWEEN
DEI AND INNOVATION SUGGESTS THAT INCLUSIVE
ENVIRONMENTS THAT INTEGRATE DIFFERENCES CAN
FOSTER CREATIVITY AND COMPETITIVE ADVANTAGE.**

**STRAND 1****PROJECT UPDATE 1.3****What are the barriers to personal productivity, as perceived by diverse professional workers in the UK?**

This research question is led by Dr Grace Lordan, Dr Angelica Puzio, Dr Aliya Rao and Dr Jasmine Virhia.

Project Outline

In professional work settings the environment can enable or disable an employee's productivity. Understanding what firms can do to create environments conducive to productivity is thus crucial to ensuring that firms are making the most of their workforces.

We are mindful that the intersection of specific characteristics shape labour market trajectories, and have recruited: Asian women; Black women, White women from lower and higher socioeconomic status (SES) backgrounds; White men from lower SES backgrounds; and those who identify as LGBTQ+. We have also recruited professional workers with mobility or visual impairments; mental health conditions such as anxiety or depression; and those who are neurodiverse. Interviews conducted with White cis men from higher SES backgrounds were used as a benchmarking process to help foreground the unique experiences of other groups.

Project Aim

This project aims to: i) capture the experiences of a diverse set of professional workers in the UK to understand the self-perceived headwinds and tailwinds that allow each individual be less or more productive over their career, and ii) identify the actions that firms can take in terms of policy and practice to create environments that enable diverse workers to be more productive. We are particularly interested in identifying small inexpensive actions that have disproportionate positive impacts on the working environment for most (if not all) workers. Currently at the time of writing, the project is set to complete data collection (n=200), researchers are focused on recruiting those with physical disabilities or mobility impairments.

Call to action: Ensure that clearer definitions of productivity are communicated within organisations. Functions and teams must have clearly defined aims and expectations around output, along with competencies for promotion as both can prevent inequities in who has access to opportunities, and how colleagues are assessed in the workplace. At the team level, colleagues and managers are encouraged to understand what type of inclusive practices contribute to someone's productivity, inclusive of visible or non-visible diversity, models of working and flexibility. In fostering psychologically safe work environments, organisations are likely to improve productivity.

**STRAND 1****PROJECT UPDATE 1.4****How can we get diverse teams working better together?**

This research question is led by Teresa Almeida, Dr Daniel Jolles, Dr Dario Krpan and Dr Grace Lordan.

Project Outline

The business case for diversity suggests that diversity is linked to productivity. However, few papers have explored how to create an inclusive environment that reaps the benefits of diversity. This project examines the relationships between diversity, inclusive actions and productivity via an online experiment with professional workers.

Project Aim

Compiling evidence on the aspects of inclusion that enable teams to work better together with a view to providing leaders and teams with inclusive actions that can be applied to realise the productivity benefits of diversity within their teams.

Methodology

This project is an online, experimental design. We are currently collecting data in partnership with large organisations. Diverse professionals join a 1-hour recorded online event at an allocated time and are randomized into small teams of 4-5 employees. Different teams receive different inclusion nudges before working on a specially selected strategic task that requires creativity and coordination. After participating, all participants are asked follow-up questions about their experience.

Progress

We have had four companies participate in the experiment so far, and we aim to conclude data collection by the end of 2024. We are continuing to collect new data for this landmark study and are seeking new partnerships with leading, large organisations. Any suitable contacts should be shared with t.m.almeida@lse.ac.uk or d.jolles@lse.ac.uk.



**THE BUSINESS CASE FOR DIVERSITY SUGGESTS
THAT DIVERSITY IS LINKED TO PRODUCTIVITY.**

**STRAND 1****PROJECT UPDATE 1.5****How does occupational mismatch across diverse groups affect individual – and firm-level productivity?**

This research question is led by Dr Oliver Cassagneau-Francis, Dr Lindsey MacMillan and Dr Gill Wyness.

Early career choices have a lasting influence on young people's labour market outcomes. Graduates in non-graduate jobs face wage penalties and underemployment (Dickson et al., 2022, Green and Henseke, 2016). Yet most existing literature focuses on the over-education of graduates (in a very binary sense), and their later outcomes.

In a related project we advance this literature considerably, by examining in detail how young people match into occupations across the distribution of achievement, and how any (mis) match varies by characteristics of the young person. We find large socioeconomic gaps in match, with low SES young people more likely to undermatch (where high ability young people enter low quality occupations), choosing occupations which are less academically prestigious, and with lower earnings, than similarly qualified individuals from more advantaged backgrounds. We also find large gender gaps in earnings match – females enter occupations that are similar in terms of their educational requirements but are lower paid.

However, our study has relied on the Next Steps cohort study (n=4,744). With 4-digit Standard Occupational Classification (SOC) codes (369 occs), we are severely limited in terms of the sample size within each occupation grouping, and hence the conclusions we can draw. It also limits our focus to just the cohort of individuals born in 1990.

We are now extending this work using the Annual Survey of Hours and Earnings (ASHE) linked to Longitudinal Education Outcomes (LEO) data – giving us much more robust measures of occupational quality. The rich measures of educational attainment available from LEO will also help us to account for the selection of individuals into occupations and firms, and the clustered nature of the ASHE data will additionally allow us to account for firm-specific wage variance. This data is not available to external researchers, so we agreed secondments into the Department for Education to undertake this analysis, which will start shortly.



**WE ALSO FIND LARGE GENDER GAPS IN EARNINGS ...
FEMALES ENTER OCCUPATIONS THAT ARE SIMILAR IN
TERMS OF THEIR EDUCATIONAL REQUIREMENTS BUT ARE
LOWER PAID.**

**STRAND 1****PROJECT UPDATE 1.6****How is individual productivity affected by diversity amongst colleagues?**

This research question is led by Dr Arun Advani, Dr Asma Benhenda and Dr Claire Crawford.

Project Outline

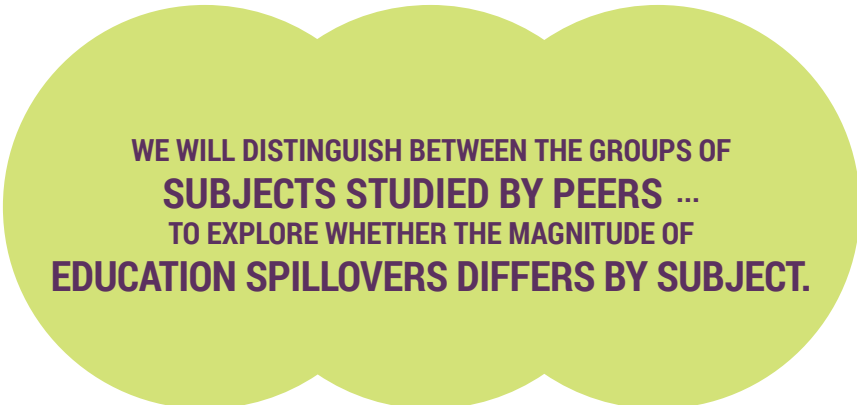
This project is providing new estimates of the “social” benefits of education – benefits that accrue to the economy or society beyond those gained by individuals acquiring additional education or training. Specifically, it will explore whether living near or working with more qualified people raises an individual’s productivity, as proxied by their labor market earnings, a phenomenon known as educational spillovers.

Project Aim

Education spillovers have previously been estimated separately at workplace and city levels. This project will contribute to international literature by estimating them jointly in the UK context. Additionally, literature has focused only on the education level of peers, overlooking diversity in terms of studied subjects. We will distinguish between the groups of subjects studied by peers (i.e., STEM, social sciences, and humanities) to explore whether the magnitude of education spillovers differs by subject. We will also explore whether there is heterogeneity in terms of how much different individuals benefit from their peers’ education.

Progress

We have produced descriptive analysis showing how much education levels vary by area and workplaces and are now working on regression analysis utilising these estimates.



**WE WILL DISTINGUISH BETWEEN THE GROUPS OF
SUBJECTS STUDIED BY PEERS ...
TO EXPLORE WHETHER THE MAGNITUDE OF
EDUCATION SPILLOVERS DIFFERS BY SUBJECT.**

A photograph of two women in a meeting. The woman in the foreground is wearing a red turban, glasses, and a green blazer. She is looking down at a large architectural plan on a table, holding a pen. The woman in the background is wearing a white hijab and a light blue blazer, also looking at the plan. The background is a wooden wall with a whiteboard.

STRAND 2 | PROJECT UPDATES

**How can we engender greater diversity
in firms and their talent pipeline?**

**STRAND 2****PROJECT UPDATE 2.1****How is individual productivity affected by diversity amongst colleagues?**


This research question is led by Professor Lindsey Macmillan, Dr Paul Martin and Dr Claire Tyler.

Our inequalities in progression within occupations project is a data-led research collaboration between UCL and a number of large UK employers which aims to explore barriers in progression in the workplace relating to social background, gender, ethnicity and their intersections.

So far, we have analysed anonymised data concerning all employees working at two large organisations, with further organisations to follow shortly. For each employer, we can observe the workforce's composition – both across the board and in more senior roles – by gender, ethnicity and social background. We are then able to compare these results against wider population benchmarks which we have generated through our own analysis of several years of Labour Force Survey data. This enables us to observe whether a particular organisation's workforce is representative of the wider working population and whether the proportion of more senior staff from underrepresented backgrounds is higher or lower than might be expected given broader trends within the wider working population.

Employers have also provided us with a wide range of additional data variables concerning their employees, such as details of appraisal outcomes, promotions, length of service and data concerning departing employees. This means we can go beyond simple demographic snapshots and can explore why certain employees are less likely to progress within organisations, as multivariate analyses using performance-related variables reveal whether some staff may face barriers to promotion which are unrelated to workplace performance.

Initial results suggest that gender, ethnicity and social background can all be predictive of the likelihood of promotion even once factors – such as performance rating and length of service – are controlled for. Similarly, we have observed disparities in pay by gender, ethnicity and social background which persist when comparing otherwise similar employees. Employees should therefore take further steps to remove barriers to promotion for those from underrepresented or disadvantaged backgrounds.



WE HAVE OBSERVED DISPARITIES IN PAY BY GENDER, ETHNICITY AND SOCIAL BACKGROUND WHICH PERSIST WHEN COMPARING OTHERWISE SIMILAR EMPLOYEES.

**STRAND 2****PROJECT UPDATE 2.2****The long shadow of persistent poverty**

This research question is led by Professor Lindsey Macmillan, Dr Paul Martin and Dr Claire Tyler. This research question is led by Dr Oliver Anderson, Dr Claire Crawford, Professor Andy Dickerson and Professor Steve McIntosh.

Project Outline

It is well known that socioeconomic status (SES) impacts educational choices and career paths, and hence earnings. Young people from disadvantaged backgrounds tend to achieve less in school, disproportionately follow vocational tracks and attend less prestigious higher education (HE) institutions and tend to make relatively less successful transitions into the labour market. Intergenerational disadvantage is thereby perpetuated. When such relationships are characterised in administrative data, researchers typically compare individuals who were ever eligible for free school meals (FSM) – an indicator of low family income – with those who were not eligible. Differences in outcomes using this binary measure of disadvantage are sizeable but are likely to mask even wider inequalities between individuals in these two groups with larger differences in family circumstances.

Project Aim

This paper aims to refine our understanding of these journeys through education into work and how they vary by more detailed measures of SES. Using the Longitudinal Education Outcomes (LEO) data, which combines education, employment, as well as tax and benefit records, we analyse the entire educational and early labour market pathways of young people in considerable detail, including distinguishing activities such as working while studying vs only studying. We can also differentiate between the impact of episodic poverty and persistent disadvantage, and whether the age at which these are experienced matters for outcomes in adulthood.

Progress

Our descriptive analysis shows how young people from different backgrounds are distributed across education and work activities at different ages, how this varies according to the number of years for which individuals are FSM-eligible while in education, and how this relates to their earnings when they join the labour market. We find that, compared to those living in the most disadvantaged neighbourhoods who are not FSM-eligible, those who are eligible for 1-2 years of FSM during their schooling earn, on average, around 7% less per year at age 25, while those eligible for 10-11 years of FSM earn, on average, nearly 20% less per year. We are currently employing sequence analysis methods, specially adapted for administrative data, to classify individuals according to their pathways through education and into work to better understand the role of these earlier trajectories in shaping these differences in wages.

Insights for policymaking: This work will provide new insights into whether existing measures of disadvantage used widely in the education system are sufficiently detailed to appropriately target additional resources and policy actions, or whether more nuanced measures are needed.

**STRAND 2****PROJECT UPDATE 2.3****What drives mismatch in higher education course choices for diverse students, and what can education policy do to reduce these inequalities?**

This research question is led by Dr Jack Britton, Professor Monica Costa Dias and Dr David Goll.

Project Aim

This project estimates a model of how students sort into universities and uses it to investigate how various higher education policies would impact intergenerational mobility in England.

Methodology

We simultaneously model the preferences of students for university degrees and the preferences of university degrees for students. In the model we allow each student to have their own unique ranking of university degrees that depends on the student's attributes, the characteristics of the university and subject, and the student's expected future earnings outcomes from enrolling in that degree. We also allow universities to rank students according to the students' characteristics and the university subject area. From these two sets of rankings, we use an algorithm to simulate "the match" between students and universities. We estimate the model by choosing the set of parameters that minimise the difference between the simulated match from our model, and the true match we observe in the data. Finally, we use the model to simulate counterfactual policy reforms.

Progress

We have published a [Working Paper](#) and wrote up a more accessible explainer for The Department for Education, who have been very supportive of the work and provided data access. We have followed that up with multiple presentations, especially in the Autumn of 2023. We are still improving the model to incorporate feedback from those presentations and additional data we received from the Dept. for Education. The focus of the earlier version was on the "what can education policy do" part of the project – the most recent phase of the work has focused on the drivers of inequality and course mismatch. We are aiming to submit the paper to a "top 5" economics journal by the Spring.



**THE MOST RECENT PHASE OF THE WORK HAS
FOCUSED ON THE DRIVERS OF INEQUALITY
AND COURSE MISMATCH.**

PROJECT SPOTLIGHT

Challenging stereotypes in economics

This research question is led by Dr Arun Advani, Laura Harvey, Sarah Smith and the Discover Economics Team.

A 2022 report from the Royal Economics Society on the composition of economics undergraduate students concluded that economics is an elitist subject. One underlying problem is a socio-economic gradient in access to economics. One-half of all state schools do not offer economics and, among the state schools that do, those in more affluent areas are more likely to. A second is that young people hold stereotyped beliefs that economics is about money and economists are men in suits thinking about money.

Does giving young people (better) information about economics that challenges these stereotypes make them more likely to study it? In September 2022, we embarked on a two-year pilot of a national outreach programme of one-off economics taster sessions for non-economics students in state schools, delivered by “role model” undergraduate students. Since then, our “student champions” (around two-thirds female and one-third first generation university students) have delivered nearly 200 sessions to year 10 and 12 students in around 100 schools across the country

	2023/24 to date	2022/23 Total
Schools with workshops delivered	49	47
Workshops delivered	87	99
High school students	2354	2704

We will follow “treated” students through to A level and university choices, but in the meantime, a short survey, given out either at the start of the session or at the end of the session, can help us to assess the effect of the sessions on intentions to study economics and beliefs about studying economics. The results are encouraging. Intentions to study economics increase by 15 – 20 per cent (with no significant increase in other subjects).

**YOUNG PEOPLE HOLD STEREOTYPED BELIEFS
THAT ECONOMICS IS ABOUT MONEY AND
ECONOMISTS ARE MEN IN SUITS
THINKING ABOUT MONEY.**



My mum (we gave a talk at her school, St Mary's Highschool) has just let me know that twelve 5th years from her school have opted to study economics at A-Level.

St Mary's is merging with two other schools in the area, so this is the first time that the pupils from St Marys have had a chance to study economics at A-Level. This may make it slightly harder to interpret the impact of our talk on the pupil's decision, but I believe we can calculate twelve more young women (it is an all-girl school) studying economics as win for us! In comparison, only eight boys have chosen economics at A-Level even though their school already offered it at A-Level. ”

Paudie, student at Queens University Belfast



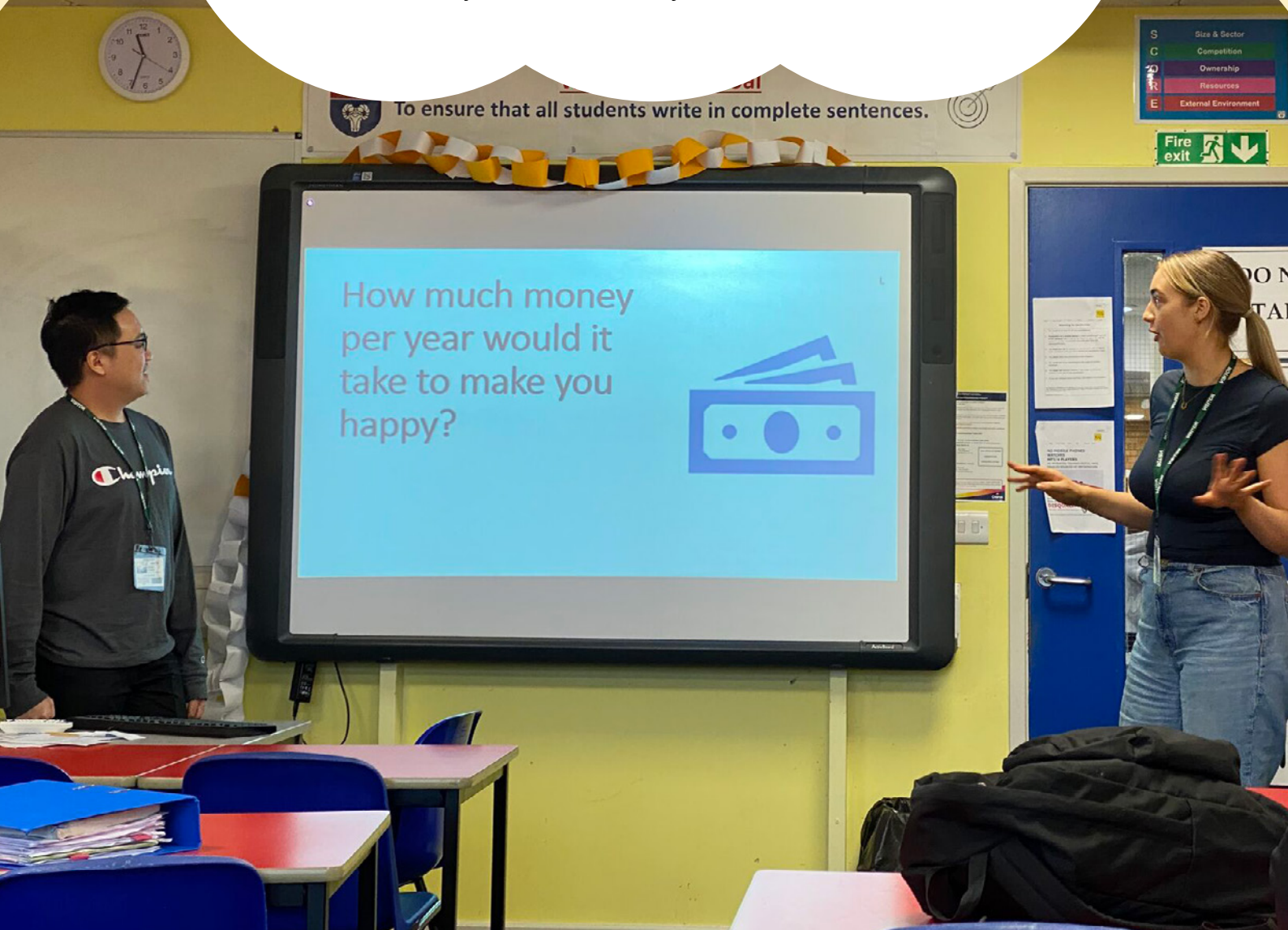
**PROJECT
SPOTLIGHT**

The sessions broaden young people's understanding of what economics is about (increasing understanding that economics deals with consumer behaviour, well-being and inequality). This has knock-on, positive effects for what young people think it will be like to study economics – more positive beliefs about whether studying economics will be interesting and enjoyable (and a place to make friends) and whether they will do well. Despite the sessions covering future earnings and career options, there is less effect on beliefs about future career prospects. However, as in previous work, beliefs about what it is like to study different subjects are key to shaping subject choices at this stage.



As a result of your outreach work, we are now offering Economics as an option at GCSE. Students really enjoyed the sessions provided and with the improving popularity of Business as a subject in the school the feedback from students was that they would value Economics being part of our offer moving forwards. ”

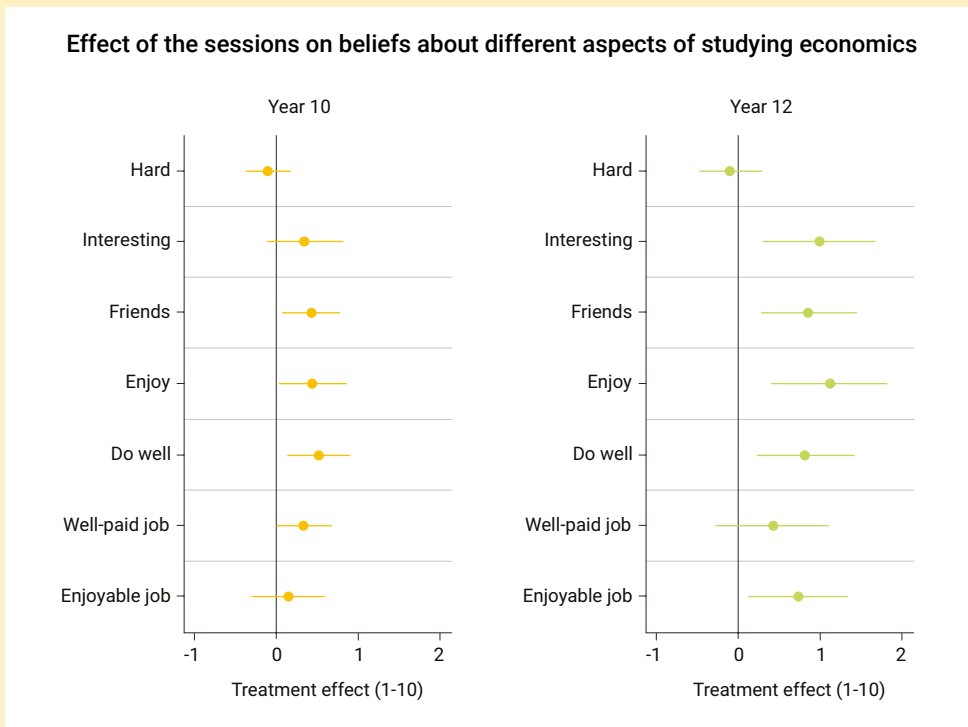
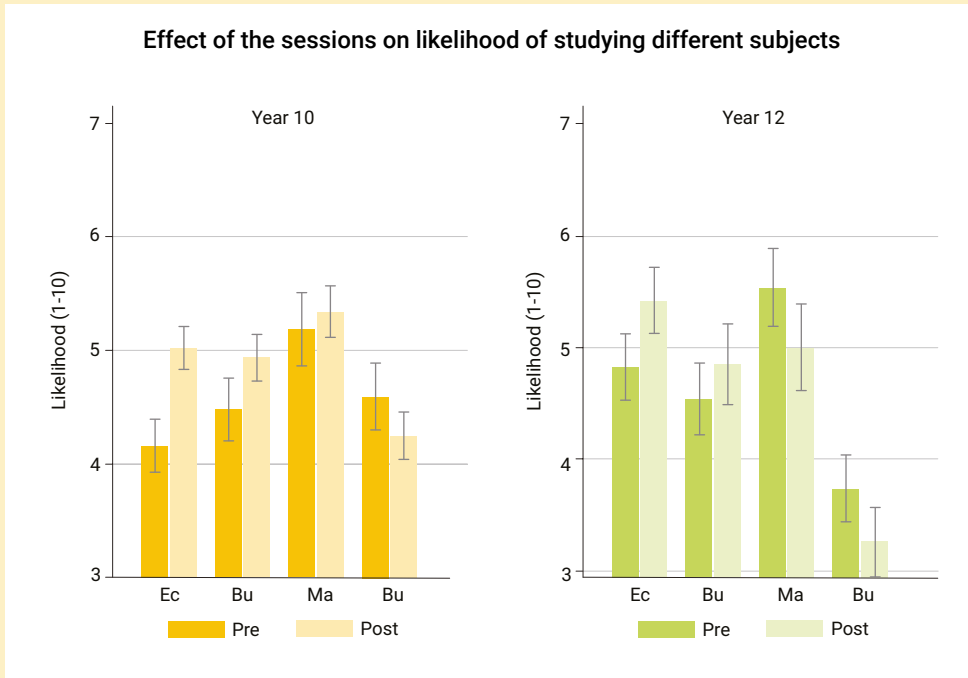
Mr Daniel Rackley, Teacher at Priory School



PROJECT SPOTLIGHT

Students are asked for their beliefs (on a scale from 1-10) on the following aspects of studying different subjects: Studying this subject would be **hard**, Studying this subject would be **interesting**, I would find friends among people studying this subject, I would **enjoy** studying this subject, I would **do well** (achieve a good grade) studying this subject, Studying this subject would help me to get **a well-paid job**, Studying this subject would help me to get a job I would enjoy.

The graphs shows the change in beliefs about economics after the sessions (compared to before).





Outputs

Over the last 12 months the DAPEW researchers have been showcasing their findings through thought leadership, events and research papers.

To keep up with the latest research updates and events, register for our newsletter on our website (diversityandproductivity.com).

Similarly, you can be part of the conversation by following us on [LinkedIn](#) (dapew).

For now, below are our events, thought leadership and other academic resources produced by our work.

RESEARCH UPDATES

The case for and against using generational labels, from “Gen Z” to “boomers”

Authors: Daniel Jolles, Sheila Callaham (2024), LSE Business Review

Summary: The use of generational labels like “Gen Z”, “millennial” and baby boomer” isn’t unanimously accepted. We hear from two experts in workplace ageing who have opposing views on the topic. Daniel Jolles argues that these labels are widely understood and can help promote inclusion by highlighting real experiences of age in the workplace. Sheila Callaham argues that these labels are trivial, misleading and too often lead to pseudoscience and bigotry.

Beyond generational frictions: The growing business case for intergenerational inclusion

Author: Daniel Jolles (2024), HRD Connect

Summary: Harnessing the ideas, experiences, and networks of talented employees from all generations can deliver significant productivity gains. Yet generational diversity has received relatively little strategic attention from leaders to date. With birth rates largely declining and careers getting longer, leaders can expect their teams to span multiple generations. This increasing generational diversity should be good for business.

Generational diversity is on the rise, and so is conflict

Authors: Daniel Jolles, Grace Lordan (2024), LSE Business Review

Summary: Major firms are experiencing a widening gap between their youngest and oldest employees. And frictions between people of different age groups are undermining the potential productivity benefits of generational diversity. Daniel Jolles and Grace Lordan write that the issue arises especially among younger workers with older managers. They suggest ways to overcome potential conflicts.

Why is diversity important for productivity?

Authors: Dr Grace Lordan, Teresa Almeida, Dr Jasmine Virhia (2024), Futurum Careers

Summary: Collaboration with Futurum Careers, a free online resource and magazine aimed at encouraging 14-19-year-olds worldwide to pursue careers in science, technology, engineering, maths and medicine (STEM), and social sciences, humanities and the arts for people and the economy (SHAPE), to promote the project aims, work to date and research team. See [page 25](#) for the engagement report.

Can higher education policy boost intergenerational mobility?

Evidence from an empirical matching model

Authors: Jack Britton Monica Costa Dias, David Goll (2023), IFS

Summary: The United Kingdom is one of the worst performing countries in the OECD when it comes to “intergenerational mobility”, or the extent to which children’s labour market outcomes are predicted by the income of their parents. Recent work from the United States (Chetty et al, 2020) concluded that “changing how students are allocated to colleges could substantially increase intergenerational mobility, even without changing colleges’ educational programs.” This is an appealing argument for policymakers, as it implies well-designed policy tweaks could have large payoffs in terms of improving mobility.

Why is diversity important for productivity

Futurum public engagement report

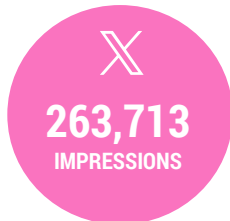
Authors: Dr Grace Lordan, Teresa Almeida, Dr Jasmine Virhia (2024), Futurum Careers

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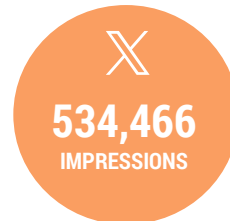


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EVENTS

Higher Education Sorting and Social Mobility Presentations

These presentations focused on the DAPEW project 2.3 which looks at what drives mismatch in higher education course choices for diverse students. Several national and international research presentations were conducted, leading to the scheduling and execution of further activities. Details of these activities can be found below:

Ethnic Earnings Gaps amongst University Educated Men

Workshop of Family and Labour Economics, University of York, Sept 2023

Higher Education Sorting and Social Mobility

Department of Economics Seminar Series, Yale University, Sept 2023

Ethnic Earnings Gaps amongst University Educated Men

Global Centre for Higher Education Research, Sept 2023

Higher Education Sorting and Social Mobility

Department of Economics Seminar Series, University of Bristol, Sept 2023

Higher Education Sorting and Social Mobility

Human Capital Seminar, Institute for Fiscal Studies, Oct 2023

Higher Education Sorting and Social Mobility

Department of Economics Seminar Series, University of Konstanz, Oct 2023

Higher Education Sorting and Social Mobility

Department of Economics Seminar Series, University of Nuremberg, Oct 2023

Higher Education Sorting and Social Mobility

DAPEW steering group, Nov 2023

**EVENTS**

Roundtable on Inclusive Workplaces: Unleashing the Potential of Neurodiverse Talent

Dr Jasmine Virhia showcased her DAPEW project “What are the barriers to personal productivity, as perceived by diverse professional workers in the UK?” at the Neurodiversity in Business and BusinessLdn roundtable sessions. Due to the interest from participants, an additional session was scheduled to further delve into the project.

Neurodiverse identity in professional workplaces

April 2024

Dr Jasmine Virhia presented at The Royal College of Psychiatry (RCPsych). Dr Anupam Iyer, Psychiatrist and Academic Secretary for RCPsych invited Jasmine to speak on ‘Neurodiverse identity in professional workplaces’ at the Joint Faculty of the Psychiatry of Intellectual Disability Spring and Neurodevelopmental Psychiatry Special Interest Group Conference ‘Neurodevelopmental Disorders: Past, Present and Future.’ In the plenary session ‘An outside-in view on neurodiversity’, Jasmine’s presentation focused on sharing direct quotes from neurodiverse participants about their lived experience in professional work, and how key themes (listed above) highlight the continued significance of understanding identity via the social model of disability and neurodiversity. The qualitative research was somewhat at odds with the majority of the research presented throughout the day, which from stricter medical perspective was focused on understanding genetic causes, treatment, cures and the availability of healthcare services across the UK.

VMWare Women’s Leadership Group Presentation

May 2024

Dr Jasmine Virhia presented to the VMWare Women’s Leadership Group at Stanford University. Both Jasmine and Dr Angelica Puzio Ferrara— a Visiting Fellow at TII and Postdoctoral Researcher at Stanford—identified the similarities across both research centres in their aims to translate academic research findings for implementation and evaluation of D&I initiatives, for maximum impact across organisations and policy. Jasmine contextualised the qualitative strand of DaPEW and discussed how TII fosters partnerships with firms and affinity groups across financial and professional services in the UK and the creation of action-based frameworks rooted in behavioural science.

**EVENTS****Diversity and Productivity: Barriers and Facilitators in the education pipeline**

Tuesday 20 February, 2024

On Tuesday, 20th February 2024, The Inclusion Initiative (TII) hosted a collaborative research seminar with the University of Sheffield, unveiling the latest findings on Diversity and Productivity.

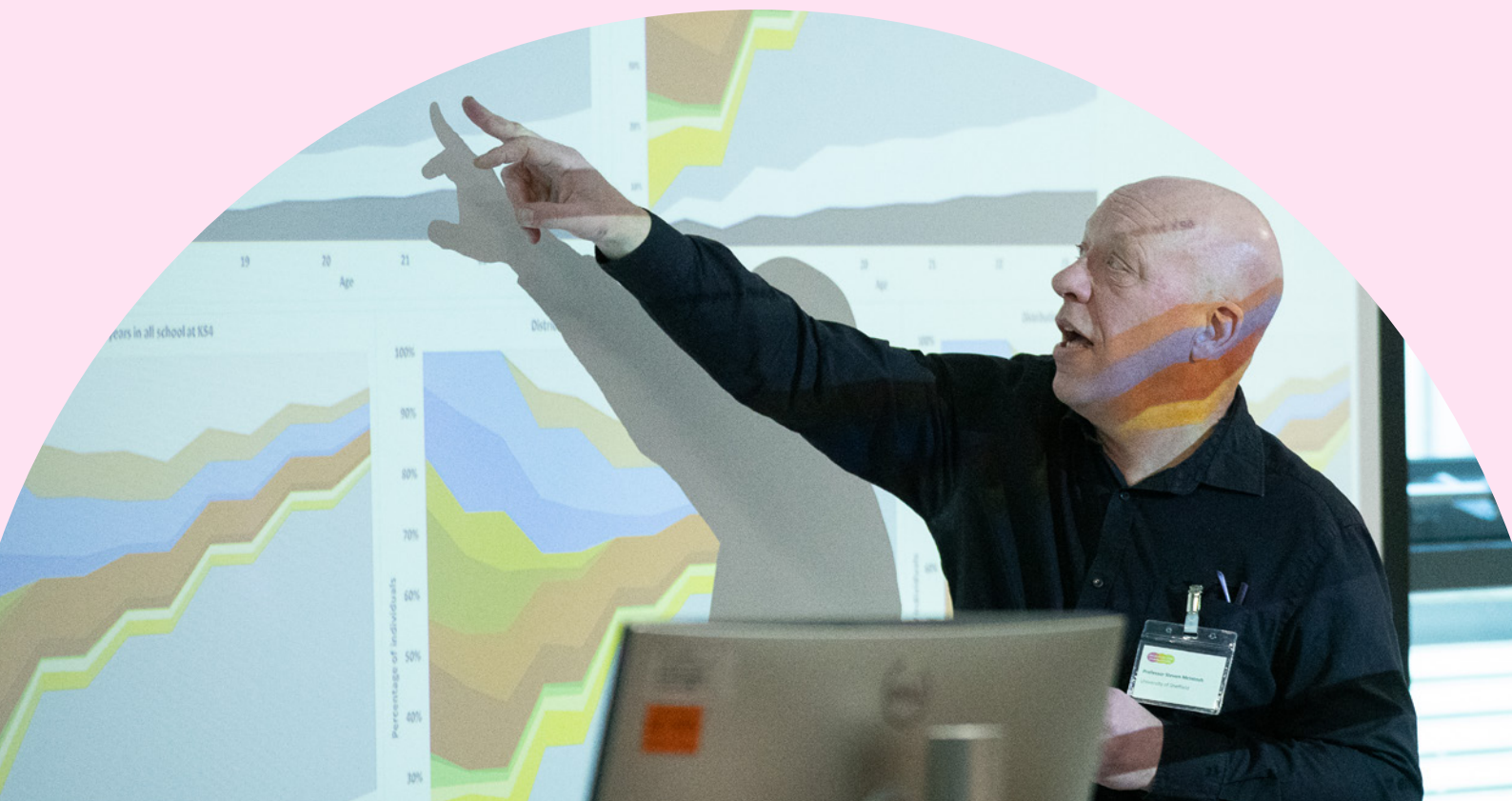
The day opened with a session chaired by Dr Grace Lordan, titled “Setting the Scene: Variation in Education and Labour Market Trajectories Across Groups.” This session featured three insightful papers: “The Long Shadow of Persistent Poverty” by Professor Steve McIntosh, “Labour Market Transitions for Individuals with Special Educational Needs” by Dr Claire Crawford, and “Returns to Labour Market Trajectories” by Oliver Anderson.

The afternoon, chaired by Professor Andy Dickerson, shifted focus to the barriers hindering job entry and career progression. Professor Lindsey Macmillan presented “Occupational Hazard: Inequalities in Labour Market Mismatch,” followed by Dr Jasmine Virhia’s qualitative exploration of productivity enablers and barriers in professional roles.

The day concluded with a discussion on alleviating constraints in the education pipeline, moderated by Dr. Claire Crawford. Professor Sarah Smith’s presentation on challenging stereotypes in economics through the Discover Economics initiative was followed by Nick Ridpath’s analysis of the long-term impact of the Education Maintenance Allowance.

Participants from academia, policy, and industry engaged in lively discussions, critically examining research methodologies and findings. This exchange of ideas offered valuable feedback, further refining the research.

A heartfelt thank you to the University of Sheffield, our speakers, attendees, and the TII team for making this seminar a success.



EVENTS

How can we get diverse teams working better together? Company workshop

February 2024

Dr Daniel Jolles and Teresa Almeida conducted a half-day company workshop on the topic of behavioural science applied to Inclusion. During this time, the teaching and discussion was based on the literature and experiment designed for project 1.4 “How can we get diverse teams working better together?”.

Neurodiversity in the Workplace

November 2023

Dr Jasmine Virhia, Postdoctoral Researcher in Behavioural Science at The Inclusion Initiative chaired “Neurodiversity in the Workplace.” In an online panel event, she was joined by Dan Harris (founder of Neurodiversity in Business), Morénike Giwa Onaiwu (scholar, activist, author) and Lou Thomas (Research Manager in public services). Based on preliminary findings from DaPEW’s qualitative interviews, seven key themes emerged across interviews Jasmine conducted with neurodiverse individuals (n=20): a) belonging vs. workplace adjustments, b) the physical environment, c) communication and social “norms”, d) language use and labels, e) stigma, f) values and skills, g) job crafting and autonomy. Within this context, the panelists shared their lived experiences, discussed common misconceptions of neurodiversity and shared practical strategies for fostering inclusive workplace environments.



The Diversity and Productivity team



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Founding Director of Inclusion Initiative and Associate Professor in LSE



Dr Claire Crawford

Associate Professor, UCL Centre for Education Policy and Equalising Opportunities Research Fellow, Institute for Fiscal Studies.



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